28th

EECERA ANNUAL CONFERENCE

'Early Childhood Education, Families and Communities'

Budapest, Hungary

28th – 31st August 2018

ABSTRACT BOOK

ACKNOWLEDGEMENTS:

Contents

KEYNOTE I
WEDNESDAY 29TH AUGUST
09:30 – 10:30

NORA MILOTAY
European Parliamentary Research Service, Belgium

Early childhood education and care in EU policies: how can they help?

Delivering more and better early childhood education and care (ECEC) for young children and their families has gained increasing importance in the European policy space in the last two decades. There has been more understanding among policy makers and decision makers of the importance of early years for children's and their families' everyday lives, for their future, and for the wider society. Therefore, a lot of effort was put into having more places available for children across the EU and for a better understanding of what quality of ECEC means and of how it can be improved. The overall picture of ECEC across the EU Member States, however, is still very fragmented, partly due to very diverse socio-economic and cultural contexts, with many children and families not being served properly. In this context, the keynote will give a short overview of the state of play of access and quality of ECEC across the EU. It will also display some good practices that do manage to find tailor-made solutions to respond to local needs. Then, it will explain the significance of the supranational European policy space for experimentation and innovation and for supporting to find the best local solutions. Finally, it will highlight the particularly important role that well-designed, policy relevant research can play in this policy making process.

KEYNOTE II
WEDNESDAY 30TH AUGUST
11:00 – 12:00

KAREN BLOCK

Centre for Health Equity, Melbourne School of Population and Global Health, Australia

How can universal and targeted services ensure supportive environments for children and families of refugee background?

The refugee experience entails trauma-precipitated migration and profound disruption to family and social supports. Following resettlement, refugee-background migrants face additional challenges including learning a new language and navigating culturally unfamiliar service and education systems often radically different from those previously experienced. These challenges are often accompanied by separation of families, discrimination, stigmatising political and public discourses, insecure housing, and poverty. These experiences can leave refugee-background children, youth and families at high risk of long term marginalisation and exclusion. Despite these barriers, parental aspirations for their children are generally high and hopes for their children's wellbeing and success may have been a prime motivation for migration. Supporting families with young children is recognised as critically important for enabling successful integration and navigation of a new culture and community.

In this presentation I will consider first some conceptual frameworks that can help guide service provider responses to the challenges faced by families from refugee backgrounds. I will then focus on Australian case studies that demonstrate attempts to work collaboratively and positively with families and young children. I argue that while targeted programs are vital to promote inclusion and wellbeing for this cohort, adapting universal services to be more responsive to their needs is also imperative.

KEYNOTE III
FRIDAY 31ST AUGUST
13:30 – 14:30

JANE BARLOW
University of Oxford, United Kingdom

The importance of infant and toddler mental health for early learning
This paper will start by defining infant and toddler mental health in terms of the young child's developing capacity to regulate their emotional states. The paper will go on to describe the way in which the early interaction between the parent and young child contributes to this developing ability for emotion regulation, as a result of the child's attachment system. The paper will describe 'secure attachment' in terms of the child's developing ability to be comforted by the parent, and to use the parent as a 'safe base' from which to begin to explore the world, and will also describe 'insecure' and 'disorganised' patterns of attachment. The paper will conclude by examining recent research about the impact of these different types of attachment on a range of aspects of the child's early learning.

KEYNOTE IV
FRIDAY 31ST AUGUST
14:55 – 15:55

TIM WALLER
Anglia Ruskin University (Emeritus), United Kingdom
PATRIZIA BENEDETTI
Azienda Servizi Bassa Reggiana, Italy
MONICA HALLBORG
Barnpedagogistk Forum, Sweden

Young children, public spaces and democracy – reconstructing early childhood education
Our presentation will cb / ritically discuss the 'BRIC' project involving the democratic engagement of young children in public spaces in their communities in England, Italy and Sweden. The project took place from 2014-17 following participatory action research and polyvocal methods. BRIC was funded by the EU through the ERASMUS + programme.

Lead preschool teachers in each of the three countries coordinated a systematic programme of civic engagement around regular visits to three 'focus spaces': i) a footpath; ii) an indoor space (not a preschool); iii) a green outdoor space. These activities took place firstly with children aged 3 – 5 years and secondly with children aged two years and under. The process started from dialogue between children, preschool teachers and parents. Community leaders and business people were also invited to participate in the project. The visits and experiences involving the 'focus spaces' were documented and reflected on by the participants and disseminated to preschools, parents, local communities and politicians through a series of public forums. In addition, systematic dialogue and reflection with participating teachers was organized through a regular series of transnational exchanges in each of the participating countries. Further, an international conference to disseminate the BRIC project to a wide audience was held in Goteborg, Sweden in June 2017.

During the presentation we will reflect critically on the rationale, results and impact of the project, including possible implications for future practice in early childhood.

SYMPOSIUM SET A
WEDNESDAY 29TH AUGUST
13:30 – 14:50

SYMPOSIUM SET A / 1

HEALTH, EARLY YEARS EDUCATORS, PARENTS & COMMUNITY

Individual Paper Presentation

CHAIR: NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

Health behaviours of early childhood educators
MELINDA CSIMA, BRIGITTA NAGYNÉ ÁRGÁNY AND JUDIT FINÁNCZ, Kaposvár University, Hungary

Our research aims at revealing the health behaviour of early childhood educators and the factors affecting it. Previous research has confirmed the influence of teachers' health behaviours on individuals' adult health (Campbell et al. 2014, Kazlausky et al. 2016). Further studies have pointed out that teachers behave healthier than other adults with similar socioeconomic background. (Ohida et al. 2000, Launay et al. 2010, Gilbert et al. 2015). The foundation of health-conscious behaviour begins in early childhood. Children's views are formed directly by the model that early childhood educators provide and the knowledge that they transmit. In our cross-sectional, quantitative, descriptive research we examined the features of Hungarian early childhood educators' health behaviours by applying relevant items of the SF-36 questionnaire (n=1008). Data collection was conducted anonymously in accordance with EECERA Ethical Code principles. About half of the respondents consider their health status to be 'not good' despite the fact that more than 90% of them believe that they are in control of their own health status. By contrast, a quarter of the respondents neglect medical screening and 20% of them are smokers. Regarding their diet, there are salient generation differences. With respect to the examined variables we can conclude that there are significant differences between the health behaviours of teachers working in pre-school and in nursery (p<0,05). Based on our results we can conclude that although educators are cognitively aware of the basic principles of a healthy life-style, at behaviour level they do not act in a health-conscious way.

Keywords: pre-school teachers, infant & early childhood educators, health behaviour, life-style, role model

PARENTAL AND HEALTH VISITOR ASSESSMENT OF CHILDREN DEVELOPMENT, AND AFFECTING FACTORS OF CHILDREN DEVELOPMENT ASSESSMENT IN HUNGARY
KRISZTINA DEUTSCH (1), JÓZSEF BETLEHEM (1), BÁLINT BÁNFAI BÁNFAI (1), SÁRA JEGES (1), DÓRA DOMINA-TANCSICS (2) AND KINGA LAMPEK (1), (1) University of Pécs, Hungary; (2) Hospital of Markusovszky, Hungary

The aim of our research was to measure parental knowledge about their children's level of development according to development areas and to gather information about the sources of their knowledge. From the end of the 20th century several studies have focused on parenting skills and abilities to learn and to explore the extent to which parents are aware of their child's development progress (Sameroff et al, 2005, Anghelascuetal, 2007). The research was realised in 2013 within the framework of the SROP 6.1.4 "Early childhood programme" project in Budapest and in five further counties. During the cross-sectional, quantitative research, it was possible to examine the adequacy of parental assessment by comparing parent and health visitor (professional) opinions about the development level of children. The data collection was conducted with voluntary and anonymous questionnaires, which resulted 980 evaluable parental questionnaires from 1140 questionnaires. The research justified that parents acquire information primarily through health visitors in connection with the children's development. The children are considered more advanced by their parents than health visitors on the basis of professional development standards. On the basis of multivariate analyses children were considered more developed by the lowest educated parents, Roma parents, and parents living in a bad financial situation. It seemed to be verified that the frequency of lag in development in the field of speech and intellectual development increases with the age of children, and these two development areas showed the greatest discrepancy between the parental assessment and the developmental standards represented by health visitors.

Keywords: childhood, parent, health visitor, physical development, intellectual development

Combining a communal health promotion network with organisational development in ECE institutions
ULLRICH BÖTTINGER (1) AND KATHARINA RAUH (2), (1) Landratsamt Ortenaukreis, Germany; (2) Zentrum für Kinder- und Jugendforschung, Germany

The Prevention Network Ortenaukreis (PNO) is a communal health promotion network with the aim to promote the physical and psychological well-being and the social inclusion of children from 3-10 years in the district. PNO follows a two-tier approach: (1) professionals from the health care, youth welfare and educational system cooperate regularly and across system boarders and (2) ECE institutions and primary schools engage in an organisational development processes (OD) to become health promoting institutions. Research has shown that prevention measures prove to be the most effective, when they are tailored and offered in the early years' settings (Meier-Gräwe & Wagenknecht, 2011, Heckman, 2008). PNO

implements policy-driven strategies of health promotion as setting development (BMG, 2016, WHO, 1986) and adheres to theoretical and methodological approaches, e.g. resilience promotion (Werner, 2008), implementation research (Fröhlich-Gildhoff & Hoffer, 2016) and organisational development (Senge, 2011). Besides the comprehensive network evaluation (e.g. district-wide needs analysis), 32 ECE institutions have been evaluated in a waiting-list-control-group design using mixed methods (structured interviews: teachers and parents, standardised questionnaires: teachers and children). The evaluation follows principles of ethical research (confidentiality, anonymity, voluntariness, informed consent, non-discriminatory and participative approach). An interim analysis shows that the self-reported competence of ECE-teachers (n=56) has significantly increased in comparison to the control group. The children's self-rated concept of self has significantly increased in the pre-post-comparisons (n=105) as well as their teacher-rated psychological well-being (n=122). The two-tier strategy of a multi-professional network backing up OD processes seems to be an effective measure to promote children's health.

Keywords: health promotion, prevention network, public health, setting approach, organisational development

SYMPOSIUM SET A / 2

PERSPECTIVES ON THE USES AND ROLE OF DIGITAL TECHNOLOGY

Individual Paper Presentation

CHAIR: GEMMA RYDER, Anglia Ruskin University, United Kingdom

"Is that an education app or just a game app?": Parents' and teachers' perspectives of young children's digital literacy practices
NICOLE JAMISON, SUZANNA WONG AND ANNA KIROVA, University of Alberta, Canada

Digital device use by young learners is increasing as a social and educational phenomenon and is a growing concern for many educators and parents globally. Many young children are experienced users of digital technology within their homes (Marsh, 2017, Rideout, 2017) and home digital practices impact children's "funds of knowledge" (González, Amanti & Moll, 2005) they bring to school. Two independently conducted studies' qualitative data sets are combined to provide a deeper understanding of pre-schoolers' digital literacy experiences at home and in a formal education setting. Theoretical grounding is provided by complexity thinking (Davis & Sumara, 2006) that offers challenges to linear and reductive frames for understanding systems and phenomena, and sociocultural theory (Vygotsky, 1978) provides a lens to understand children's literacy learning as a social practice. Data were gathered as part of a home-based inquiry of multi-literacy practices of preschool children, a case-study of preschool teachers working with iPads, and surveys of teachers' and parents' perspectives of children's experiences with technology. Data were collected through informed consent and anonymised. Key findings are organised around themes regarding adult perspectives towards technology and their impact on children's opportunities of usage. These include gaps in equity and access at home and in school, some parents expressing anxieties regarding technology, purposes and academic success, and concerns about children's screen time. Implications for practice includes a discussion of affordances of digital devices as nonlinear and unpredictable forms that can invite opportunities for more complex engagements for young learners at home and in school.

Keywords: early literacy, digital devices, preschool children, complexity thinking, sociocultural theory

Solving playful mathematical tasks on conventional and digital devices
BEÁTA BALOGH, GÁBOR SZABÓ AND MÓNIKA FAZEKAS KOVÁCS, University of Debrecen, Hungary

The aim of the research is to observe the behaviour of children while they solving playful mathematical tasks on conventional and digital devices. Only one notable research has been done yet in this topic which focused on the usage of personal computers of kindergarten children and their families, in general. (Török Balázs, 2009). Instead of prohibition, the proper usage of digital devices should be taught for children (Vekerdy, 2017). Kindergarten children of 6 years of age were attended in the experiment. Conventional and downloadable digital contents were collected. The research had a keen focus on ethics and, ethical framework for the research was established, setting out the rights and responsibilities of all participants. Digital device itself has more motivating power than a traditional, conventional game. For children with higher physical activity, digital tasks are better absorbed than traditional, conventional activities. Children who used to using digital devices at home can do the job on the digital device faster and more confidently. Children with a balanced personality did not change with the use of different devices.

Keywords: attention, endurance, behaviour, digital culture, impulse

Digitalisation - play and aesthetics in preschool
LENA O MAGNUSSON, University of Gävle, Sweden

The aim of this presentation is to highlight some aspects of the relation between, digitalisation, play and aesthetics among children in preschool. The analysed material is part of an ongoing study. Research about digital competences and digital relations in preschool takes one of its starting point in discussions about digital competence as a key competence in relation to lifelong learning (EU, 2007, Letnes, 2017, Sönnerås, 2017). And at the same time in the possibilities of developing digital skills as part of daily activities in relation to processes of learning (cf. Letnes, 2017). By taking the theoretical point of entry

within post humanism, with Barad (2003, 2007), and in poststructuralism, with Deleuze and Guattari (2013), I understand the relation between the researcher, the digital tools, the preschool, and the children as flattened out (cf. Jackson & Mazzei, 2012). The research material that is presented is part of a qualitative study with an ethnographic as well as a post-qualitative (Lather, 2013, Lather & St Pierre, 2013) approach. Parents, children and teachers have agreed to participate in the study, and the chosen theoretical framework includes ethical considerations throughout the research process (cf. Lenz Taguchi, 2010, Magnusson, 2017). By following assemblages (Deleuze & Guattari, 2013) and looking at intra-actions (Barad, 2017) in digital events, the children and their digital relations show how important aspects of aesthetics and play are in relation to learning together with digital tools. The result may be of interest for researchers, as well as for teachers and children in preschool.

Keywords: aesthetics, digital relations, digital tool, learning, play

SYMPOSIUM SET A / 3

INNOVATIVE CREATIVE ENVIRONMENTS & APPROACHES

Individual Paper Presentation

CHAIR: ANNA LINDQVIST, Umeå University, Sweden

New forms of musical interaction and exploration of artistic expressions with preschool children
ANNA LINDQVIST, Umeå University, Sweden

This presentation will focus on an interactive sound art exhibition with lines attached to the walls and on the floor in combination with sensors and electronics. The ambition was to create a platform, which enables new forms of musical interaction (Lind, 2016). The aim of this paper is to investigate instruction and learning - the plans and actions of a composer as well as the actions of children (Engeström, 2016). Bendroth Karlsson (2017) believes that children should have access to cultural activities and places such as museums. By meeting artists children can develop their creativity. According to Folkestad (2015) preschool children are able to improvise and compose. The study uses Engeström (1999) Expansive learning framework. This framework presents sequence of learning actions in an expansive learning cycle. Within a qualitative research paradigm, videotaping of thirty 4-5 year old children in five different groups, and two semi-structured interviews with a composer were used to gather data. Conversations were transcribed and non-verbal participation were interpreted. Ethical guidelines were considered. Written consent was collected from the parents. They were also informed of their right to withdraw from the study. Collected data were anonymised. Preliminary findings indicate that the composer "owns" the decisions regarding the activity. There also changes in the object. Sometimes the children proceed differently from what the composer had planned. Children can be encouraged to explore new and creative uses of lines. This study points to the need to develop cultural and creative activities for children in preschool.

Keywords: arts, exhibition, musical interaction, learning, preschool children

How preschool children responded in a series of educational drama lessons which were designed to enrich specific children's sociodramatic and imaginative play skills: A doctoral pilot study
ANNA GEORGIOU, University of Cyprus, Cyprus

This research aims to explore how preschool children respond to a series of educational drama lessons designed to enrich their sociodramatic and imaginative play skills. The play skills under study were: 1. Verbal expression and 2. Body expression based on role enactment. McCabe's (2017) research used drama methodology to study children's engagement levels in sociodramatic play. Preschool children improved their scores during post drama assessment, suggesting that during drama intervention they developed some necessary skills of independent play. She suggests the use of drama pedagogy in fostering children's ability to enter dramatic play worlds. Loizou (2017) has developed a teacher's guide concerning children's play skills and teacher's role during sociodramatic and imaginative play. The guide refers to the necessary children's play skills during role and scenario development in sociodramatic and imaginative play. The data collection methods used were: a. educational drama lessons video recordings and b. educational drama lesson plans. Both parents and children were provided with a consent form. Most children (98%) actively participated in all activities designed to foster the "body expression based on role" play skill, through specific drama techniques such as group role and movement. Children's participation showed their different levels concerning the play skill under study, for example, as "lions" some children were walking on the floor with "four feet" while others were also roaring and clawing. This research focusing on the new EC curriculum of Cyprus provides suggestions for the implementation of play practices considering an educational drama programme to support children's play skills.

Keywords: educational drama, play skills, preschool, play practices, play pedagogy

Active care of culture of childhood: Kindergarteners in the museum. Are you kidding?

NEDDA KOLOSAI (1), SAROLTA MÉSZÁROSNÉ DARVAY (1), GABRIELLA PATAKY (1), JUDIT KOÓSNÉ SINKÓ (1), ANNA BERCZKINÉ ZÁLUSZKI (1), VERONIKA NAGY (2) AND MIKLÓS LEHMANN (1), (1) LTE Eötvös Loránd University, Hungary; (2)'Hetedhét' Toy Museum, Hungary

How can a museum be an experience-focused learning environment for kindergarteners? How to prepare pre-school teacher students to transfer the values of culture of childhood? The culture of childhood has been continuously changing in parallel with the current social and cultural changes (Golnhofer és Szabolcs, 2005). Studying the culture of childhood is important to take into consideration the kindergartener's world concept and special thinking what also have been continuously changing and evolving (Kolosai, 2013). The children's expectations in connection with the themes of culture of childhood follow the adults expectations (Nguuyen és Fülöp, 2006) The way how the pre-school teachers and parents are thinking about the childhood determine the childhood (Kolosai, 2016). Our team, university lecturers, researchers, museologists and museum educators, has elaborated an experience-focused museum activity for kindergarteners. Analyses of questionnaires, reflective diaries (N=54) and interviews with statistical methods. The ethical framework also incorporated critical aspects of academic practice, e.g. safeguarding which are intended to protect young people. Hetedhét Toy Museum received the parents' consent of the involved children. The well-designed museum activity gives the kindergarteners the impression that it is about them, they can meet realistic topics which are connected to parallel childhoods. If the pre-school teachers found the museum activity interesting they will invite colleagues, if the kindergarteners enjoyed it, they will "take" their parents to the museum too, what becomes the space of life-long learning.

Keywords: culture of childhood, culture of play, kindergarteners in the museum, life-long learning, hetedhét toy museum

SYMPOSIUM SET A / 4

PARTICPATING PEDAGOGIC PRACTICE

Individual Paper Presentation

CHAIR: RAGNHILD FAUSKE, Volda University College, Norway

How existential dialogues between children and preschool teachers play out in formal settings in Early Childhood Education Centres in the western part of Norway. A qualitative video stud
RAGNHILD FAUSKE, Volda University College, Norway

(The video filming was performed by 23 preschool teacher students as a work requirement in practice training in education.) 1. When preschool teachers are going to talk about an existential question, what themes do they choose (often in cooperation with the students), and with what grounds? What practical difficulties do the students describe to make the performing of the dialogues possible? 2. What typify the dialogues or interactions where the children responded, mostly in form of longer expressions, big involvement and new questions? Dialogue research done by Gjems (2011), Garmann & Sandvik (2017) and Matre (1997) underpin the section about language, Bae (2004, 2009) and Schibbye & Schibbye the section about relations and I will use Afdal (2013) to illuminate the function of religion in a secular society. Sociocultural perspective. I will refer to Bruner, Vygotsky, Wertsch and Rogoff and use concepts as scaffolding, zone of proximal development and intent participation. Qualitative field research. Video study on dialogues. Material collected by students. The written material is analysed and the findings give focus to my discussion. Approved by Norwegian Centre for Research Data. Informed consult from all involved parts. We talked about anonymisation with the students. Preliminary findings: Discuss the lacking elaborating of the themes and the way child-centred pedagogy is practiced in dialogues on existential questions. Ongoing analysis, more results may be made. Important to highlight existential questions in preschool teacher education, since the new Framework plan for Early Childhood Education emphasises it.

Keywords: dialogues, existential questions, socio-cultural perspective, material collected by students, child-centred pedagogy

Reflective Teacher and Flexible Planner: The importance of analysing children's play in planning mathematical activities
MARIANNA EFSTATHIADOU, European University Cyprus, Cyprus

Many scientists regard critical reflection as an essential characteristic of professional competence. This paper explores ways to promote reflection into undergraduate early childhood programmes in order to help pre-service teachers (PST) be flexible planners, skilled observers and reflective thinkers. Techniques of Action Research were used in planning mathematical activities through analysing children's play. Wood (2013) talks about the importance of analysing children's play in order to understand the meaning of activities and decide the next potential learning goals. Moreover, Davis & Sumara (2000), identify the need for a shift from traditional long-term planning and linear teaching by giving more emphasis on that. Practitioners find this CHALLENGING mainly because they are not ready for the unexpected. Traditional planning ignores the complexity of learning and the essence of the teaching process and deprives the teacher from facing the unexpected (Goldberg, 1999) and unknown (Ackerman, 2001). This research use critical reflection to help PST to redefine learning and face the unexpected. Thus, teacher learning should focus on helping teachers develop as researchers and reflective practitioners (Avgitidou, 2014). The stories presented here show reflection from PST's at different times and levels. Data sources include videotaped-incidents, reflective journals, children's artifacts and the researcher's field notes. Parent's and PST's written consent was

ensured to videotape all meetings and activities. Findings, reveal insights with respect to the importance of helping PST reflect at different times and at different levels (Schon,1983) Iterative procedures is of great importance for teacher education.

Keywords: reflection, early childhood education, play, teacher training, mathematical activities

Including children's voices in a multiple stakeholder study on a community wide approach to improving quality in early years setting

SHIRLEY MARTIN (1), JENNA RUSSELL (2) AND LYNN BUCKLEY (3), (1) University College Cork, Ireland; (2) Barnardos, Ireland; (3) Young Knocknaheeny ABC, Ireland

This paper will present research on the impact of a quality improvement strategy enacted in 7 early-years' settings in a community-wide early intervention programme. This paper focuses on the findings related to adult-child interactions and quality improvements and presents multiple-stakeholder perspectives, including children. The paper is guided by research related to quality adult-child interactions in early-years settings (Siraj-Blatchford et al., 2002) and the links between quality and effectiveness in early intervention programmes (Hutchings & Gardner, 2010). Child research was guided by a children's rights framework and is informed by UNCRC Article 12. The methodology will draw on the 'Mosaic approach', acknowledging adults and young children as co-constructors of meaning (Clark & Moss, 2005). This is a mixed methods study. ECERS-3/ITERS-R assessments were conducted in 7 settings at baseline (2015) and post-programme (2017). Qualitative methods included focus groups and interviews with practitioners and participatory research with children (3-4 years). Participatory and visual methods utilising visual and verbal research tools enable young children to document their experiences and facilitates child-adult exchanges (Clark, 2011). Study was approved by UCC Social-Research-Ethics-Committee. Children and parents were informed about the study and gave assent/consent. Confidentiality and anonymity were adhered to, and precautions taken to ensure no photos were included of children who had not consented. Post-programme ECERS/ITERS(2017) results show significant improvements, particularly in relation to adult-child interactions. This paper will add the child's voice to these findings. Quality improvement strategies employed in the programme are explored. Adding children's voices aids our understanding of children's experiences and produces better policies and services.

Keywords: adult-child interactions, participatory research, quality improvements, socio-economic diversity, community-wide approach

SYMPOSIUM SET A / 5

FINDING THE PEDAGOGUE: REFLECTING ON PROFESSIONALISM AND THE DEVELOPMENT OF THE PRACTITIONER

Self Organised Symposium

CHAIR: ZENNA KINGDON, University of Wolverhampton, United Kingdom

These three papers discuss research that was conducted in three different countries: England, Ireland and Canada. We are interested in the development of the practitioners and have engaged in qualitative research framed within an interpretivist paradigm in which we have used critical reflection in order that the practitioners can consider who they are and how they could develop. We are concerned with supporting and enabling practitioners in order that they can support and enable the children and families with whom they work. Our research is concerned with concepts of, communities of practice, coaching and mentoring and flourishing. Practitioners are often discussed in terms of their skills, qualifications and attributes. In these papers we attempt to hear the pedagogues as individuals in the same way in which we recognise young children as individuals in need of different opportunities and challenges. To give of their best these differences need to be celebrated.

Mentoring and coaching in Ireland: reflective practice effects positive change
MICHAEL GASPER, Starfish Enterprise, United Kingdom

To explore effective CPD practices: specifically of mentoring/coaching theory and its effect on practice. To identify the benefits experienced by Early Years mentor/coaches in Ireland in supporting practitioners. This research is grounded in the concept of Reflective Practice (Schon D, 1983) and Pedagogic Mediation (Oliviera-Formosinho, 2014). It draws on communities of practice, Wenger et al (2002) and the work of Chu M (2013). It explores the interrelationship of improved knowledge of theory combined with reflective practice and its effect on improving practice in pre-school settings in Ireland. This paper is based in a naturalistic paradigm exploring the lived experience of participants. It emerged from a small-scale action research study (McNiff 2010) using qualitative research with ethnographic elements. It involved a survey to explore mentor/coaches' reflections on a training programme, its effects on their practice and on the practitioners they support. The EECERA ethics code was followed with permission given by the parent organisation, voluntary participation and anonymity, with a right to withdraw and clarity of how data will be used. It will benefit the organisation, mentor/coaches and settings and is aimed at improving practice. The danger of researcher bias is acknowledged. This paper focuses on positive shifts in mentor/coaches' knowledge of theory, improved self-confidence, depth of reflective practice and improved strategies used with practitioners. It reflects on the observed shifts in organisation, practice and attitudes of practitioners and examples of remaining challenges. To continue improving ECCE standards, raise status of Early Years practitioners. Ensure appropriate training and qualifications support positive staff morale (flourishing).

Keywords: mentoring and coaching, early childhood professionalism, action research, reflective practice, improving professionalism

Communities of practice in early childhood education: Obstacles, opportunities, and reasons for optimism
LAURA DOAN, Thompson Rivers University, Canada

The purpose of this research was to find out what beginning early childhood educators' experiences were once they completed their education and began working. Specifically, how were they inducted into the profession? Were they part of a community of practice? Pacini-Ketchabaw, Nxumalo, Kocher, Elliot, and Sanchez (2015) asserted that the work of early childhood educators is complex, requiring ongoing professional development, which is in contrast to a dominant perspective that the work done by early childhood educators is simple. Serrano, Alfaya, and Garcia (2017) found that educators who were part of a network benefited from collaboration and sharing of ideas, and gained mutual support. Wenger (1998) believed learning occurs through participation in communities of practice and through this engagement, "we learn and so become who we are". Vander Ven (1988) and Katz (1972) asserted that professional identity develops over time. This research was mixed methods and came from a pragmatic paradigm. Participants took part in online surveys and interviews. Participants gave written consent to participate, were assured of confidentiality, and were told they could withdraw at any time, without consequence. New educators in this study want to be valued, included, and supported in their ongoing identity development, and this can happen within a community of practice. This supports the image of the educator as being "in process" (Pacini-Ketchabaw et al., 2015, p. 64), which challenges the current notions of professionalisation and competencies. This research has implications for early learning workplaces, which can be seen as places for communities of practice.

Keywords: communities of practice, professional identity development, beginning early childhood educators, induction, mixed-methods

The Flourishing Practitioner: Developing the personal and the professional
ZENNA KINGDON, University of Wolverhampton, United Kingdom

To begin to explore and understand how practitioners can be supported to flourish and what impact that has on their practice. This research draws on the work of Seligman (2011), Eaude (2009) Bowlby and Ainsworth (1991) Czikszentmihyli (1990) which was drawn together by Kingdon and Gourd (2017) in order to consider what factors may constitute flourishing: well-being, happiness and pleasure. In England focus has been placed on the skills-base and competencies that early childhood practitioners should develop, rather less on how this will impact on the practitioners themselves (Urban 2008). The notion of voice and agency for the practitioner is explored (Gourd, 2014). The research is sited in an interpretivist paradigm, using qualitative data collection methods that included focus groups and semi-structured interviews with practitioners and setting managers from settings in England. The research adheres to the EECERA guidelines. All participants gave informed consent and understood that this could be withdrawn at any time. I explore practitioners' experiences of flourishing in a fast-changing policy framed context where individuals are accountable for policy which is intended to provide particular interventions into the lives of children, families and communities. Opportunities for practitioners to flourish are explored alongside the impact of flourishing on practice. Practitioners will deliver of their best when they are supported to flourish, when they have autonomy and self-determination, when they feel a sense of relatedness or affiliation. Policy makers need to consider how this can be addressed in daily practice.

Keywords: pedagogues, flourishing, professional development, practitioner voice, practitioner agency

SYMPOSIUM SET A / 6

PARENTS & FAMILY VALUES & INFLUENCES

Individual Paper Presentation

CHAIR: DANIELA FOERCH, Florida International University, United States

Quality of Both Parents' Cognitive Guidance and Quantity of Early Childhood Education: Influences on Pre-Mathematical Development
ANNE SORARIUTTA, University of Turku, Finland

Our objective was to examine the similarity of each parent's cognitive guidance and contribution to children' pre-mathematical outcomes across parent gender while controlling for amount of Early Childhood Education and Care (ECEC). Only a handful of longitudinal studies (see Mills-Koonce et al., 2015) has explored the effects of both parents on children's pre-mathematical skills, and no study has controlled for simultaneous ECEC experiences. In line with the self-determination theory (Vansteenkiste & Ryan, 2013) and the theoretical paradigm (Pino-Pasternak & Whitebread, 2010) that early interaction with mothers can promote child cognitive development, we used mixed methodologies, standard observational methods and structural equation modelling, to explore both parents' autonomy support and scaffolding behaviour during play interactions with the child at 2,0. Children's numerical and spatial skills were tested at 3,0 and 4,0. Ethical issues regarding consent, anonymity, and storage are in accordance with the guidelines of the Finnish advisory board on research integrity. The two parenting constructs were conceptually similar across parent gender as demonstrated by fairly strong measurement equivalence. While mothers on average showed more scaffolding and equal amounts of autonomy support compared to

fathers, they displayed less variability in the former and more variability in the latter behaviour. The contribution of mothers' and fathers' cognitive guidance was more similar for children's numerical than spatial development. Both parents' education positively predicted autonomy support but not amount of ECEC exposure which was positively related to numerical development. The findings are discussed in relation to measurement invariance and gender-neutral parenting.

Keywords: parent gender, cognitive guidance, early education, play interaction, pre-mathematical development

Comparative Study of Family Childcare in Japan and England:findings from a survey of the Tokyo-Family-Childcare-Association members
MIKIKO TABU (1) AND RYOKO KODAMA (2), (1) Seitoku University, Japan; (2) Ochanomizu University, Japa

Family childcare (FCC hereafter) in Japan is a part of the state maintained ECEC provisions newly legislated in 2008. This study aims to better understand its place in the current ECEC systems in the industrialised countries. It is also intended to investigate its providers' views and understanding of children's learning and development, and how their practice supports this in Japan and England. This study presents the finding of a Japanese FCC survey which holds some comparable information shown in the "Childminding practice in England", the National Children's Bureau's report in 2011. No study is found in the Japanese National Article Data-base (CiNii) that stands on the solid data with socio-cultural comparative perspectives. Employing a complete enumeration approach, 108 (59.7%) providers of Tokyo-FCC-Association completed the questionnaire. Fieldwork and literature study on Japanese and English FCC is accomplished to support or modify the survey results. With the approval of Ethical-Committee of Seitoku University, the informed consent, anonymity and confidentiality were considered. The finding shows FCC in Japan is mostly chosen as women's career after childrearing. The Japanese average scale-score on the items related to the importance of children's individual choices is low, 3.7 compared to the English 4.4. This implies Japanese providers have more traditional, authoritarian beliefs, according to the NCB report, as these items formulate a scale on caregivers' beliefs about childrearing, score 5 indicating more progressive/democratic. It needs refined research to approve this, but the difference in views and values in FCC in Japan and England is clearly seen.

Keywords: family childcare, comparative study, Japan, England, views and values

Changes in Parenting Values in Korea: Implications for policy
MUGYEONG MOON, Korea Institute of Child Care and Education, South Korea

The study intended to investigate current state of Koreans' values on parenting, to identify and explain changes over the years, and to provide implications for policy. In particular, results of the study are compared with those of the study undertaken by Korea Institute of Child Care and Education (KICCE) in 2008 and the national survey on Korean families (Kim, et al., 2012) Due to super low-birth rates, demographic structures and types and life cycles of family in Korea have been changing rapidly and the rate of economic growth has slowed. Consequently, the Korean government is keen to encourage families to have children by developing supporting policies. There has been an increasing recognition that there is a need to investigate values on parenting rather than to provide child-rearing subsidies to parents (Choi, et. al., 2015). A questionnaire on parenting values was conducted with a total of 1,000 adults nationwide by sampling from 20s to 50s of age group and gender. All respondents were informed of confidentiality and their consents were obtained. Koreans perceived child-rearing was as a serious financial burden and parental financial capability was considered most important requirement to be a good parent. Compared to the past, Koreans valued children's academic achievement less, but excessive parental aspiration for education has unchanged. It is posited that Koreans' parental self-esteem needs to be restored by moving beyond their financial capability to support their children. Based on the findings, a range of policy strategies were suggested.

Keywords: parenting, values, South Korea, low birth rates, policy

SYMPOSIUM SET A / 7

MATHEMATICS BIRTH TO EIGHT YEARS SIG SYMPOSIUM

Self Organised Symposium

CHAIR: OLIVER THIEL, Queen Maud University College, Norway

Already in the early years, mathematics is part of boys' and girls' life. Play and everyday routines can be used when Early Childhood Education and Care (ECEC) educators are able to notice the mathematical potential of such situations. This symposium is organised by the SIG Mathematics Birth to Eight Years and presents three different approaches. Doris Drexl and Katharina Weber Kerstin present the project LuPE that intends to create and implement a concept and teaching material for fostering mathematics education integrated into everyday situations in ECEC institutions. Elin Reikerås presents a study that examined gender differences in early childhood mathematics. The results show differences in the favour for girls in all parts of mathematics, both in toddler age and preschool age. Robert Perry and Sue Dockett present an ongoing project to investigate and document what ECEC educators 'notice' about the powerful mathematical ideas in which young children engage as they play.

Teaching ECEC students to support children in learning mathematics

DORIS DREXL, EVA BORN-RAUCHENECKER AND KATHARINA WEBER, German Youth Institute, Germany

This project intends to create and implement a concept and teaching material for school instruction in STEM in ECEC. The focus is on fostering mathematics education integrated in everyday situations in kindergarten. In the first part of this project material for learning scientific literacy was implemented and evaluated. This second part focuses on mathematics. Empirical studies reveal the necessity of domain-specific principles of teaching (Sylva et al, 2004) for early childhood education, especially mathematics (Benz et al., 2015). The support of learning processes in mathematics in everyday situations requires ECEC professionals' reflection skills and analytical competences as well as basic mathematics competences (Nentwig-Gesemann, 2007, Gasteiger, 2010). Videotapes of educational situations facilitate the process of reflection in school instruction, because videos reveal more than the eye is able to register (Björklund, 2012). The LuPE-concept is developed in cooperation with 27 professional teachers and the ministries of education in three federal states. One feature of students' way of learning is active learning by means of learning topics based on students' future work in kindergarten (e. g. forms and patterns). On the basis of videotapes, students analyse pedagogical interaction of mathematics education, so they get to know different ways of professional activity. Following ethical principles of APA, all participants obtained consent forms containing details of research process and confirming confidentiality. An official LuPE-manual for mathematics education will be published. The dissemination of the LuPE-concept will be continued. This concept of mathematics education will promote the competence of ECEC-students for fostering mathematics in ECEC.

Keywords: mathematics education, school instruction, analyse and reflection skills, professional action in kindergarten, lupe

Gender differences in mathematics in toddler and preschool age

ELIN KIRSTI LIE REIKERÅS AND TONE SALOMONSEN, The University of Stavanger, Norway

The aim of the study was to examine eventually gender differences in mathematics in toddler age and/or preschool age for all children and for the group of children with the 10% weakest mathematical skills. Boys perform better in some mathematical areas and is overrepresented in both top and bottom in mathematics in school. Whether such gender differences is present in early age is unknown. The study builds on a social-cultural and ecological understanding of learning and development implying that children are observed in in their natural interaction with peers and staff in play and everyday activities. The participants were 692 children. Two ECEC staff members systematically observed the children's mathematical skills in play and everyday activities (authentic assessment) in three months periods from the children were 1) 2 years and 6 months (toddlers) and 2) 4 years and 6 months. Participation was based on the parents' voluntary and written consent. The study has been approved by the Norwegian Social Science Data Services. Applying authentic assessment as a respectful methodological approach. The results show significant gender differences in favour girls in all parts of mathematics, both in toddler age and pre-school age when all participants were included. For the group with weak mathematical skills there were significant gender differences in some mathematical areas, in which favour varied. Two of three in the group of children with weak mathematical skills were boys. The staff in ECEC need especially to follow up the boys who are weak in mathematics to prevent later difficulties.

Keywords: early mathematics, gender, toddlers, pre-schoolers, authentic assessment

Noticing preschool children's engagement with powerful mathematical ideas

ROBERT PERRY AND SUE DOCKETT, Charles Sturt University and Peridot Education Pty Ltd, Australia

This presentation reports on an ongoing project to investigate and document what early childhood educators 'notice' about the powerful mathematical ideas in which young children engage as they play. It builds on previous research work on noticing mathematics, powerful mathematical ideas and evaluation of and engagement with children's mathematics. The noticing framework of Wager (2014) – attending, interpreting and responding – is used to investigate young children's mathematical play in eight powerful mathematical ideas (Perry & Dockett, 2013) through analysis of learning stories (Carr & Lee, 2012) produced by early childhood educators. Data are drawn from over 50 early childhood educators who were asked to observe children playing in their settings and to notice, name, celebrate and extend the children's mathematical understandings through writing learning stories and engaging the children in their own mathematics. The authors have taken these learning stories and analysed them against the powerful mathematical ideas using the 'attending, interpreting and responding' framework. The project received ethical approval from the authors' university, the relevant state department of education and individual educators, parents and children. Strictest protocols concerning anonymity and privacy have been observed. Examples of each of the eight powerful mathematical ideas have been 'noticed' by the educators and have been incorporated into their learning stories and subsequent engagement with children. Based on the research, professional learning materials are currently being developed and trialled around engaging with powerful mathematical ideas. The approach to 'noticing' espoused by the research and materials is being adopted as policy and practice.

Keywords: mathematics, play, preschool, noticing, engagement

SCHOOL READINESS & TRANSITION TO SCHOOL

Individual Paper Presentation

CHAIR: IDA SOMOLANJI TOKIĆ, Faculty of Education, Croatia

Transition to school – Croatian perspective
IDA SOMOLANJI TOKIĆ, Faculty of Education, Croatia

The aim of this paper is to present the research evidence of the Croatian perspective on transition to school. Since the Croatian independence in 1991, there have been no in-depth researches on transition in Croatian educational system. Researches were mostly focused on children's readiness for school making the transition a normative problem aligned with the ready for school model. Only recently the interest in the transition as a child-oriented process has risen. In accordance with the socio-constructivist and the ecological theory, this paper highlights the importance of creating a strong and equal partnership in order to create opportunities for children's participation. To gain a deeper understanding of the transition process from ECEC and CSE teacher's perspective, an explanatory sequential mixed method design was used. Both quantitative (questionnaires) and qualitative (focus group interviews) data was collected. In accordance with the theoretical framework, the emphasis was on qualitative data that was analysed using grounded theory. Main ethical preoccupation was with the interviews since the participants had to share their implicit pedagogies. At all time they had the possibility to exit the interview. Two different paradigms and two different concepts applicable on Croatian and others (contextually) similar educational systems emerged. The results indicated that ECEC system has the capability to offer a quality transition process based on its pedagogy grounded in a socio-constructivist theory. This does not mean a dominance of one pedagogy over another, but rather raising a question of multiple in contrast to dominant CSE discourse. The new proposed guidelines recognised theory and practice already present in the Croatian ECEC system.

Keywords: transition to school, mixed method research, grounded theory, quality of theory and practice, multiple discourses

Preparing young children for school entry in rural China: Do preschool education and home learning environment matter?
XIAOFEI QI, Faculty of Education, University of Cambridge, United Kingdom

This paper investigates the relevance of preschool and home learning environment for children's cognitive and social development at school entry in rural China. Accumulating evidence has suggested that high-quality early experience is relevant to child well-being (Fox, Levitt, & Nelson, 2010, Gormley, Phillips & Gayer, 2008, Shonkoff, 2011, Sylva, Melhuish, Sammons, Siraj-Blatchford, & Taggart, 2010, Weiland & Yoshikawa, 2013). China has put great efforts in developing early childhood education and care services, the urban-rural disparities, however, are great challenges, little is known about the quality of programmes and there is growing concern that the quality may not be maintained during the expansion process. The study design is guided by a bio-ecological theoretical perspective (Bronfenbrenner & Morris, 1998), in which child development is viewed as the interactions, or proximal processes, that occur between individuals and their environment. The sample included 298 children (Mean age = 69 months, 151 girls) and families clustered in 19 preschools in rural China. Multilevel models were applied to the hierarchical data which allow the estimation and separation of residuals into individual and preschool variance. Written consents were obtained from local education authorities, schools, teachers and parents. Accounting for selected background factors, home learning activities appeared to be more relevant to social development, preschool experience appeared to be more relevant to cognitive development and teacher-report behaviour outcomes. These findings highlight the importance of higher quality of preschool education and a better home learning environment for child development at school entry in rural China.

Keywords: preschool education, home learning environment, cognitive development, social development, rural china

Perceptions of School Readiness
MÁIRE HANNIFFY, IT Sligo, Ireland

This research explored children's, caregivers' and educators' understanding of what school readiness is in the west of Ireland. Past research on school readiness and transition in Ireland largely relied on questionnaire data, structured interviews and school readiness levels (Hayes & O'Flaherty, 1997, O'Kane, 2007, Kiernan et al., 2008, Doyle et al. 2010, McGettigan & Gray, 2012, UCD Geary Institute, 2013). Grounded in Bronfenbrenner's bioecological model (Bronfenbrenner & Morris, 1998) and the new sociology of childhood, this study recognised children are as active agents who prepare for starting school through their engagement in reciprocal interactions with the people and the environments they encounter. A qualitative approach was employed to identify the stakeholder's perceptions of school readiness. The Children took part in the 'Draw and Tell' technique (Driessnack, 2005). The Caregivers and Educators took part in semi-structured interviews. Including children in research places an ethical responsibility on the researcher to ensure that the research process tackles the imbalance of power between children and adults. It is clear from the participants' perceptions that definitions of school readiness are relative (Graue, 1992). Core to school readiness understandings is the need for children to be accepted in the school environment they are entering for the first time. This results in a large focus on children's development of social skills. The infant curriculum is believed to be overly academic at the expense of enhancing children's holistic development. Policy needs to address this imbalance by reviewing the infant curriculum.

Keywords: school readiness, transition, children's perceptions, caregivers' perceptions, educators' perceptions

SYMPOSIUM SET A / 9

CHILRENS' RIGHTS & PARTICPATRY PRACTICE

Individual Paper Presentation

CHAIR: FETIYE ERBIL, Bogazici University, Turkey

Children's participation in the preschool classroom: an ethnographic case study
FETIYE ERBIL AND ZEYNEP B. ERDILLER-YATMAZ, Boğaziçi University, Turkey

Study aims to understand the extent of children's participation in a preschool classroom through teachers' child image, practices, school atmosphere, and children's role. Study is based on previous research on children's competence, agency, rights (James & Prout, 1997, Penn, 2008, Landsdown & Karkara, 2006), children's participation (Hill et all, 2004, Luff & Webster, 2014, Corsaro, 1997). Children, as social agents, actively decide and construct social lives of their own, other people and the society (Prout & James, 1997). Children observe world, integrate it with their experience, and build their own lives (Corsaro, 2005). In educational environments, children are, should be equally important in constructing and shaping the community of learning. This is an ethnographic case study lasting for six-months in a preschool classroom in Istanbul. Participants are fifteen five year-old children and four teachers. Data comes from classroom observations, interviews and reflection notes. Thematic analysis was applied to data. Consents of participants were taken. Confidentiality was maintained through pseudonyms. An inclusive model explains children's participation in this preschool. Rules, values, agenda, agency and control of teachers and children constantly interact and determine level of participation. Teachers' image of child shapes classroom practices. Children's agency is visible in all classroom matters. Their participation increases when they are genuinely listened and included in decisions. Participation research should focus on children's daily activities and agenda. Teachers should be supported for building inclusive, participatory classrooms. Pre-service teachers should come into contact with their own childhoods and evaluate their present images of child and childhood.

Keywords: children's participation, children's agency, research with children, children's rights, image of child

Young children's collective agency and participatory experiences in the education of children's human rights in preschool
SARA FRÖDÉN, Örebro University, Sweden

Drawing on John Dewey's educational philosophy, the aim of the paper is to explore children's participation practice in relation to preschool teachers' view of children. The growing body of research on children's rights in early childhood education shows that participation embraces a wide range of meanings both in theory and practice, and that teachers often underestimate young children's ability to participate fully. Previous research is often based on sociology of childhood, while this study takes another theoretical stance. For Dewey, participation is a vehicle for self-realisation. He views the child as an active agent with the capacity to grow through meaningful experiences. The study is based on fieldwork conducted during a children's right project in a preschool unit consisting of twenty-one children and three teachers. The methods used were mainly video-documented observations and in-depth interviews with teachers. During observations, ethical considerations regarding young children's consent were done continuously by asking the children for permission to film as well as paying attention to subtle gestures and implicit utterances that indicate inconvenience. The findings show that the children are viewed by the teachers, and offered opportunities to participate, as 1) knowledgeable experts, 2) creative artists and storytellers, 3) competent conflict-solvers and 4) reflective practitioners. It is concluded that the way children are perceived interrelates with their possibilities to participate and grow as holders and practitioners of human rights. The paper provides a concrete example of how children's human rights can be implemented in a preschool practice.

Keywords: participation, children's rights, play, John Dewey, growth

How do preschool teachers work with children's human rights in preschool?
BRITT TELLGREN, Örebro University, Sweden

The purpose of this paper is to understand what content of knowledge and skills emerge when focusing on children's human rights for the youngest children (1-3 years) in preschool. The research question is: What is the content in teaching and learning in, through and about the youngest children's human rights? This study has investigated children's everyday practices and lives from a rights perspective. Children are understood as included in the human rights (Bobbio, 1996; Quennerstedt, 2010) and are regarded as a political phenomenon included in societal power structures, which influences adults' perceptions of and relations to children (Hägglund, Thelander 2011). The project draws theoretically on a combination of rights theory (Bobbio, 1996; Mayall, 2008), sociology of childhood (Jenks & Prout, 2012) and the educational philosophy and theorising of John Dewey 1997. This empirical study takes a qualitative approach and builds on field work among the youngest preschool children and four preschool teachers. Video documented observations and deep interviews were used. The material underwent a didactic analysis from European didactic theory (Gundem & Hoppman, 1998). Ethical principles relating to basic individual protection requirements were followed. Children´s verbal and bodily signals regarding withdrawn consent were considered in all moments. The preschool teachers describe their work with human rights more in terms of their attitudes

and approaches. The major goal was to create a secure environment for these children. In order to devote more time with the children these teacher team adopts a highly structured approach in their daily routines.

Keywords: children's human rights, preschool education, toddlers, knowledge content, preschool teachers professionalism

SYMPOSIUM SET A / 10

ECE POLICY IN INDIA, CHINA & CHILE

Individual Paper Presentation

CHAIR: ELENI LOIZOU, University of Cyprus, Cyprus

From a fragmented collection of policies to a systemic institutionality for early childhood education in Chile
MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Universidad de Chile, Chile; (2) Pontificia Universidad Católica de Chile, Chile

To explore the early childhood education institutionality in Chile, identifying its main strengths and limitations regarding quality. Adlerstein & Pardo (2017). Highlights and shadows in ECEC policy in Latin America. In Miller, Cameron, Dalli & Barbour (Eds.). The SAGE Handbook of Early Childhood Policy. London: Sage Publishing, pp. 180-200. Pardo, M., & Adlerstein, C. (2016). State of the Art and Policy Guidelines on the Training and Professional Development of Early Childhood Teachers in Latin America and the Caribbean. Regional Strategy on Teachers. Santiago, Chile: OREALC-UNESCO. Retrieved from http://unesdoc.unesco.org/images/0024/002476/247650e.pdf Systemic perspective, focusing on seven sub-systems: governance; finance; programme quality, standards, and transitions; assessment, data, and accountability; human capacity development, family and community engagement; and linkages with external influencers (Kagan et al, 2016, Working Group on Early Childhood Education and Care, 2014). Content analysis on secondary data, including the legal framework and policy documents concerning issues of quality for the aforementioned sub-systems. Collected data was permitted for use in research. Following a history of fragmented policies, the new institutionality for early childhood education is opening room for a systemic architecture. Main achievements have been attained in the following sub-systems: governance, programme quality, standards, and human capacity. Nonetheless, anachronistic (i.e. fragmentary) logics remain on finance, assessment, data, and accountability, family and community engagement and linkages with external influencers. Thus equity and sustainability of quality cannot be guaranteed to all children. In order to establish a systemic institutionality for early childhood education in Chile, policy makers should address every subsystem involved through a systemic perspective.

Keywords: early childhood education, quality, policies, systemic perspective, Chile

Exploring organisational culture in private sector early childhood educational institution- a multiple case study in China
YI ZHANG, University of Leicester, United Kingdom

I examine private sector ECE institutions in China through the lens of organisational culture, and explore possible connection between organisational culture and organisational performance in such institutions in Chinese context. Limited research in early childhood education (ECE) (age zero to six) in China, especially in institutions run by the private sector. Organisational culture is constructed by its members (e.g., senior staff, teachers, parents and children) (Foucault, 1986, Busher and Barker, 2003) through sharing various beliefs and values (Schein, 1992, Busher, 2006), which plays a significant role in helping organisation to survive and progress (Newman, 2001, Angelides and Ainscow, 2010). Research was carried out within an Intepretivist paradigm (Guba and Lincoln, 1994, Bryman, 2012) using a multiple-cases study approach (Basit, 2010, Thomas, 2013). The methods were observations, documentary analysis and one to one individual interviews. No audio or video recording were done during the classroom observation and no data were collected directly from children and without the presence of teachers and/or parents. Both hierarchical culture and collaborative culture exist in a private sector ECE institution. The former one focus emphasis on the authority power from senior staff while the collaborative relationship is highly recommended in the latter one. The construction process of cultures and powers is influenced by both internal (e.g., senior staff, teachers, children and parents) and external factors (e.g., political impact). Effectiveness of senior staff's power, Effective ways to conduct teacher appraisal and teacher professional development, Factors that might influence levels of parental involvement, listening to children' voice.

Keywords: early childhood education, organisational culture, educational leadership, organisational performance, power

Early Childhood Education in India – Balancing Western Intervention with Appropriate Local Practice
SINEAD MATSON, Maynooth University, Ireland

This study examines the types of play, learning and educational interactions that occur in an early childhood education (ECE) school in urban India. It also seeks to interrogate the appropriateness of applying dominant Western, minority world discourses, theory, and practice to majority world contexts. There have been many studies and critiques of ECE in majority world countries (Woodhead, 2006; Ball & Pence, 2006) most notably Gupta who researched in private schools in New Delhi and found the pedagogy to be appropriate to the cultural context (Gupta, 2004, 2008, 2011, 2014). The study draws on Vygotsky's socio-cultural theory, and post-colonial theory. It is located within an interpretivist paradigm and uses participatory and ethnographic methods in one case site. Informed consent, issues of power, and child protection have been

negotiated during the on-going process of field work. While classroom behaviours are found to reflect that of the local community and children seem engaged and eager to learn in classrooms, Western educators and volunteers do not seem to value what happens in the school as appropriate practice. Before Western charities or international development agencies intervene to influence government policy or local practice in ECE in India, questions should be asked such as: What is ECE in India? What does it look like? What is its purpose, and should it reflect parental and local community values? It is likely that the answers to these questions do not reflect imported Western values or practices, thus blurring the lines between charitable giving and colonisation.

Keywords: early childhood education, India, postcolonial theory, play, early learning experiences

SYMPOSIUM SET A / 11

PRACTITIONERS CONCEPTIONS OF LEARNING, CHILD DEVELOPMENT & PLAY

Individual Paper Presentation

CHAIR: BRIGID DOWNING, Manchester Metropolitan University, United Kingdom

Early childhood (ECTs) teachers' beliefs on play and learning
ANTHIA MICHAELIDES AND ELENI LOIZOU, University of Cyprus, Cyprus

The aim of this study was to investigate the views of ECTs regarding play and learning and unfold the potential consistency between how they theoretically and then practically consider play. Research on teacher beliefs and practices on play examine the potential coherence between the two (Wen, Elicker & McMullen, 2011). Research shows inconsistency between what teachers say concerning play and how they enact play practices (Loizou & Avgitidou, 2014). Play is a term with no single definition. However, there are specific characteristics that synthesise play and are widely accepted: freedom of choice, innate motivation, active involvement and fun (Wood, 2014). Studies have investigated the connection between play and learning and suggest that they are two inseparable dimensions (Samuelsson & Johansson, 2006). The participants were 68 ECTs. Data included semi-structured interviews and artefacts. Consent forms, exemplifying the purpose of study, ensuring anonymity and the right to remove themselves from the study, at any given time, were given to all of the participants. Findings, show how the participants included in their definitions of play some of the common characteristics of play. These characteristics also unfolded in the play events they described. Regarding learning, the majority recognised the connection between play and learning, but when it came to the learning events only few participants referred to learning in the context of play. The need for a more coherent understanding in regards to the connection between play and learning is seen. The necessity of professional development programmes for ECTs is highlighted, in light of the implementation of play pedagogies.

Keywords: play, play and learning, ECTs play beliefs, ECTs play practices, professional development

Estonian and Finnish preschool teachers' conceptions) of learning
ANNELI NIIKKO (1) AND AINO UGASTE (2), (1) The University of Eastern Finland, School of Applied Educational, Science and Teacher Education, Finland; (2) Tallinn University, Teacher Education and Educational Sciences, Estonia

This study examines the Estonian and Finnish teachers' conceptions of their own learning (what) and ways (how) to learn. Altogether 70 teachers participated in the study. The study has connections with the researches which have inquired teachers' conceptions of learning (Marton, Dall'Alba, & Beaty, 1993; Boulton-Lewis et al., 2001; Paakkari et al., 2015). The study based on the concepts of learning in a phenomenographic approach (see Marton & Booth, 2009). Research paradigm is qualitative when the researchers are interested in pre-school teachers' conceptions. The purpose is to understand teachers' experiences and interpretations of learning through written and verbal language. Methodology includes the description of the research object when learning phenomenon examined. The researchers are seen as a part of the study. Method contains data collection (open-ended questionnaire, interview) and analysis occurs according to the phenomenographic analysis principles. The purpose of the study and free consent communicated to teachers in the questionnaire and the interview situation. The teachers' answers are anonymous and kept on the researchers' personal computers (Savin-Baden & Major, 2013). The findings show that the majority of the Estonian and Finnish teachers stress learning as a quantitative and practical acquisition of new knowledge and new skills. Learning mainly takes place through the different senses, reading and writing, and experiences. The differences between the groups are related to the wider social and cultural phenomena in each country. Teachers should be encouraged to think learning both theoretically and practically, as well as support the development of their own learning in practice.

Keywords: learning conception, teacher, pre-school, phenomenographic approach, qualitative research

Cultivating a critical understanding of child development to re-engage and rejuvenate conversations about the professional status of practitioners
BRIGID DOWNING, Manchester Metropolitan University, United Kingdom

Graduates readiness to act and to self-identify as child development authority, able to (re)interpret policy discourses. The Children Act 2004 provides a clear mandate for all early years practitioners to prioritise children's safety and wellbeing, (Brandon et al. 2011), and recent policy documents "Improving lives: Helping Workless Families" (2017) have clear

implications for practitioner assessment and interventions. It is essential that practitioners are able to reflect on the multitude of perspectives and scrutinise dominant assumptions of the discourse (Burman's 2008). Thus, a critical understanding of child development is crucial to provide a theoretical framework for practitioners to assess children and justify pedagogical choice, beyond technical practice (Moss 2014). Bourdieu's (1992) notions of capital and the concept of figured worlds, (Holland et.al 1998), are utilised to problematise perceptions of identity and the role of expert, to explore how policy discourses may both elevate and diminish the practitioner status. A narrative methodology (Gill and Goodson 2011), is adopted, and the methodological stance is therefore described as a contextual interpretation (Crotty 1998) and a qualitative, interpretivist perspective. Analysis of interviews with MMU EY&C alumni. All participation in the research is voluntary and on the basis of informed consent. In recognition of all individual's right to privacy, the confidentiality and anonymity of research participants is assured through appropriate storage and management of data. Practitioners do report a benefit of having a critical approach. However they do not identify themselves as experts.

Keywords: critical, child development, practitioners, status, agency

SYMPOSIUM SET A / 12

OUTDOORS & RISK

Individual Paper Presentation

CHAIR: ANITA NIEHUES, San Jose State University, United States

Promoting parental involvement in order to improve the quality of children's play and learning outdoors
GEORGIA GESSIOU AND MARIA SAKELLARIOU, University of Ioannina, Greece

The aim of this study is to examine whether promoting parental involvement during a participatory action research can improve the quality of children's play and learning outdoors. The factor of parental involvement is considered of major significance for positive outcomes, however, in Greece there is a vague regarding the implementation of the families- school cooperation (Sakellariou, 2008). Additionally, based on our research background (Gessiou & Sakellariou, 2016) it seems that the Greek educational culture has underestimate the importance of school's outdoor settings. We build on a socio- cultural framework (Rogoff, 2003) and the parent involvement models developed by Epstein (2012). During the participatory action research various practices were implemented with parents (meeting, workshops, blog, volunteering, participation in decision making) in order to involve them in the procedure of integrating outdoor spaces in the everyday educational programme. Quantitative data consists of data collected from the parent involvement blog, using statistics detailing the number of parents visiting the blog and attendance statistics detailing the number of parents in actual attendance at school events, meetings, and volunteering. Qualitative data consists of parent's interviews before and after the participatory action research. An information letter and consent form was provided to all parents and they were informed of confidentiality. This is an ongoing research that is dealing with vital factors that determine the disappearance of outdoor learning and play in Greece. We consider that it will highly contribute both to the literature review and ambitiously provide a strategic planning and design of parental involvement.

Keywords: parental involvement, participatory action research, outdoor learning and play, Greece, ECE

Parents' perceptions of risk and the influence on children's everyday occupations
ANITA NIEHUES (1) AND ANITA BUNDY (2), (1) San Jose State University, United States; (2) Colorado State University, United States

This paper reports the findings of a qualitative study of parents' perceptions of risk and the influence on children's everyday activities. Our aim was to better understand how parents perceive risk and whether they viewed risk as contributing positively to children's health and well-being. This paper relates to uncertainties parents face in making decisions for their children and their abilities to reframed risk as uncertainty, opportunity, and challenge to promote children's well-being (Niehues, Bundy, Broom, and Tranter, 2013). We developed a theoretical framework based on happiness and well-being (Seligman, 2011), risky play (Sandseter, 2009) and resilience (Masten, 2011) to frame the narrative data we collected. We used a phenomenological approach to this study using semi-structured, in-depth parental interviews. Parents recalled a specific time when they believed risk had played a part in helping their child achieve an outcome they desired. We applied an adaptation of Charmaz's (1990) social analysis and Packer's (2011) perspective of hermeneutic interpretation to analyse our data. Parents volunteered and gave verbal consent for interviews to be recorded and transcribed for analysis. Pseudonyms helped maintain confidentiality. Parents agreed that risk is part of life and there can be benefits to children's age-appropriate risk taking. When parents perceived that uncertain outcomes could have benefits, they said they believed some risks are worth taking. When adults reflect on outcomes, benefits as well as costs, of children's healthy, age-appropriate risk taking, parents, teachers, and institutions may support children in choosing options to meet uncertainty, opportunity, and challenge to develop well-being.

Keywords: risk, reframing, happiness, resilience, well-being

Making the school playground which children like to play

BOYOUNG PARK (1), HEE JIN KIM (1), SHUNAH CHUNG (1) AND HAEMOON PHYEN (2), (1) Sookmyung Women's University, South Korea; (2) Playground Activist, South Korea

This paper aims to observe how 'CO-DESIGN' approach applied in a 'Making the School Playground which children like to play' project and to document the process of the project. Recently, participatory design has been attempted in creating a school space. Participatory design is a process which different stakeholders participate in the process of designing the space (Shin, 2010, Ko, Kang, 2012). The 'CO-DESIGN' approach has been developed from 'participatory design' concept. It is that school constituents and various playground experts to make a collaborative contribution in creating a school playground (Pyun, 2017). It is based on the case study of the two elementary schools in the project. The participants are children, parents, teachers, and playground experts. The researchers have participated in the entire process of 'CO-DESIGN', collecting data and recording videos. The interviews were conducted with playground experts and teachers. The researcher fully explained the process of the research and those who agreed to it participated. The triangulation method was used to show the results to the participants. One of elementary schools embodied the school members' idea in creating the school playground. Another elementary school had shaped their playground's idea faithfully followed the 'CO-DESIGN' approach. Through the 'CO-DESIGN' approach, school members made a child-centred playground, and built a community. The school community was a major driving force in making a playground. Six procedures were proposed in making a school playground, 'Establishing Perspective on Play and playgrounds', 'Designing a school playground', 'Sharing the design of the construction', 'Building', 'Child supervision', 'Completion'.

Keywords: making a school playground, 'co-design ', school community, children's outdoor play, collaboration

SYMPOSIUM SET A / 13

TEACHING SCIENCE & MATHS

Individual Paper Presentation

CHAIR: ITHEL JONES, Florida State University, United States

Starting early and following through: Girls, STEM and the early years

CHRIS SPELDEWINDE (1), LINDA HOBBS (1), JAN VAN DRIEL (2) AND VICTORIA MILLAR (2), (1) Deakin University, Australia; (2) University of Melbourne, Australia

This research sought to address, and provide solutions to, the issue of girls' participation in Science, Technology, Engineering and Maths (STEM). Often overlooked, early stages of education provide critical foundations for girls learning STEM subjects and entering STEM careers. While focussed on the Australian context and building on the project team's past research, this project incorporated European and American scholarship (Archer et al. (2012) and Tan et al. (2013)) providing critical understanding of the issue. By bringing together research on identity, attitudes and feminist theories (Archer et al. (2012), Hughes et al. (2013), Tan et al. (2017)), a 'road map' was developed to suggest directions to address the underrepresentation of girls in STEM. This research used a qualitative approach, gathering data from 24 STEM stakeholder interviews, a participant forum and three workshops. This was low risk research. All 'Expert' participants agreed to have their names published in a publicly available report. We needed to ensure that data was available for participant checking prior to publication. An emphasis on early years STEM education is required to challenge unconscious biases resulting in the underrepresentation of girls in STEM. Parents and teachers must have equal expectations of girls and boys abilities and cooperate to assist girls in building broader aspirations, skills and positive identities relating to STEM. The disparity of girls and women in STEM disciplines across multiple stages of the education and career trajectory is a major issue. We aim to raise awareness and provide solutions to educators and policy makers.

Keywords: girls, stem education, participation, positive identity, access to opportunities

Teacher child relationships and interactions during science lessons

ITHEL JONES AND BULENT KOCYIGIT, Florida State University, United States

The purpose of the study was to explore the nature and quality of teacher-student interactions in a third-grade science classroom and to investigate their connections to teacher student relationships and student learning. Children learn while engaging in meaning making processes by way of social interactions (Airasian & Walsh, 1997, Simon & Schifter, 1991). Children's interaction with adults and among themselves can provide important opportunities for learning and conceptual understanding (Mercer & Littleton, 2007). From a socio-cultural perspective, teachers are considered mediators who, through talk, provide opportunities for collective classroom practices that are culturally and historically situated (Wertsch, 1998). Teacher child relationships of an intact class of 17 third-grade students were measured using the Student Teacher Relationship Scale (STRS). A series of science lessons were audio/video recorded, transcribed, and all interaction coded into one of 12 categories. Students' understanding of science concepts was measured using teacher administered pre-, and post-tests. A consent form with information about the project and informants' rights was provided to parents and teachers. Informed consent was also negotiated with the children. The analyses identified gains in students' understanding of the science content, and a positive correlation between teacher-child relationships and the quality and quantity of their

classroom interactions. The findings are discussed in terms of the importance of teacher-child relationships in shaping classroom talk and dialogue patterns during science instruction.

Keywords: early childhood science, teacher-child relationships, teacher-child interactions, classroom talk, science

Reception Class Practitioners' Understandings on the Role of Teaching Assistants, In Particular Supporting Children in Mathematics
NURSEL BEKTAS, Hacettepe University, Turkey

The purpose of this study is to investigate the roles of teaching assistants (TAs) working in reception classes through practitioners' perspectives. The study has two major purposes, firstly to explore the general roles of TAs, and secondly to identify their roles in supporting children for mathematics. DISS and EDTA Projects explored the role of TAs working in wide range of stages in primary and secondary schools. However, this study aimed to explore the role of TAs who work with the youngest age group of children attend in primary schools. A small-scale case study approach was adopted for this study which was carried out in London. The qualitative data were gathered through observations and semi- structured interviews with four reception class practitioners. For this study, the names of the children, practitioners and the school are not reported. The results show that TAs consider their role to be more like a teacher, whereas classroom teachers do not corroborate this. In terms of the pedagogical roles of TAs, although the study aimed to explore the role of TAs to support children in mathematics, it was found that reception classroom TAs have a strong teaching role in literacy development, with notable autonomy if conducing their own phonics sessions without teacher direction, but a negligible influence in numeracy/ maths. In addition, the results show that the TA role is perceived to be quite limited in planning and assessment processes. Therefore, data suggests that TAs' roles in these areas depend on TAs' their own initiatives.

Keywords: early years education, reception classes, practitioners' perspectives, support staff, teaching assistants

SYMPOSIUM SET A / 14

THE ROLE OF MUSIC IN EARLY YEARS

Individual Paper Presentation

CHAIR: NORA BILALOVIC KULSET, Norwegian University of Science and Technology (NTNU), Norway

Productive practices of musical interactions during pre-school group time - A case study
ORIT MUALEM, Levinsky College of Education, Israel

The research objectives were to describe and analyse a pre-school teacher's music practices during morning group time. The research aimed at characterising musical activities in terms of length, contents and cultivation of developmental domains. Previous studies regarding the usage of music in pre-schools include: Gillespie & Glider, 2010 and Rajan, 2017. Previous studies concerning music influence on children's development include: Benz, Sellaro, Hommel & Colzato, 2016. The theoretical framework is based on Bronfenbrenner's ecological model (1998) which underpins the crucial influence of the pedagogical team on children's development. In addition, it is based on Klein's model (2003) of quality mediated interactions between children and caregivers. Qualitative research was the general paradigm, whereas specific case study was the dominant methodology. The methods comprised videotaped observations and a semi-open interview. Six morning group-time sessions were videotaped during a period of 3 months. Musical activities were identified and categorised. A consent form and information sheet was provided to the teacher and the children's parents. Participants were given the opportunity to withdraw at any time. The participant's anonymity was strictly kept. The length of the musical activities was 26% in average. The teacher utilised quality strategies such as diverse repertoire, instrument playing, singing, and creative movement. She also facilitated gradual transition to group time via musical impact. Music was found effective in promoting children's cognitive, linguistic, emotional, social, musical and motorical development. Identifying effective musical interactions may support ECE students and teachers as well as families in their daily practices, advancing children's learning and well-being.

Keywords: musical interactions, quality interactions, group time, music influence, case study

Singing in the multi-cultural kindergarten. What does it take and what does it do and why is it so important?
NORA BILALOVIC KULSET, Norwegian University of Science and Technology (NTNU), Norway

This project addresses kindergarten teachers' (lack of) ability to make use of every day singing that builds a sense of community - which in turn may help children to break into the new language. Singing may be a gateway to second language acquisition for young children (Kulset, 2015). However, research imply that kindergarten teachers hesitate to sing (Ehrlin & Wallerstedt, 2014, Kim & Kemple, 2011). Theoretical framework is Musicking (Small, 1998), The Artification Hypothesis (Dissanayake, 2014), Communicative Musicality (Malloch & Trevarthen, 2009) and research on empathy and pro-social behaviour (Cross et al., 2012, Kirschner & Tomasello, 2010). A qualitative self-study to find out 'what I do and why I do it' (Hamilton & Pinnegar, 2009). Data were generated through video recordings during weekly singing circle time for 4 months. Parents where asked whether or not they approved that their child participated in the project and signed a letter of consent. Four categories were constructed to describe 'what I do'. These are discussed in light of the theoretical framework as mentioned. I argue that the categories is part of one's musical capital (Procter, 2011), while the ability to make use of this

musical capital relies on a certain degree of musical confidence. Bjorkvold's notion of 'the squelching of childhood' (1992) is used to explain the lack of musical confidence to make use of one's musical capital. Western music culture needs to reconsider its expert view on musical development opposed to a normative musical development.

Keywords: singing, multi-cultural kindergartens, second language acquisition, music, musicking

SYMPOSIUM SET A / 15

EARLY WRITING & LITERACY

Individual Paper Presentation

CHAIR: PAT BECKLEY, Bishop Grosseteste University, United Kingdom

Literacy-events in preschool – among bodies, places and pictures
HANNA THURESSON, Örebro University, Sweden

The aim of the study is to explore embodied and spatial aspects of literacy within an educational context. The research question is: How do literacy-events with pictures emerge in early childhood education? According to Early Childhood Literacy studies the concept of a literacy practice is situated within a wider landscape of multimodal communication, including pictures, talking and gesture. Drawing from socio-cultural and social-semiotic theories, literacy is viewed as multimodal by emphasising for example pictures, sounds and gestures as modes for meaning-making communication (Kress & Van Leeuwen, 2006). This empirical study takes on a qualitative approach and are based on a two months fieldwork among eleven 1-2 year old children and three preschool-teachers. The data consists of video-documented observations as well as field notes with focus on literacy-events. Ethical principles relating to basic individual protection requirements were met with regarding information, informed consent, confidentiality and the use of data. The young children's verbal and bodily signals regarding withdrawn consent were considered. Children and preschool-teachers use their bodies, the place and the pictures differently in literacy-events. The children used gestures as well as placement of the body to communicate about the pictures, and by relating the pictures to other events they moved meaning-making beyond the here-and-now. Furthermore, the result shows that literacy-events in preschool is an integrated social and spatial practice. Understanding literacy-events in preschools requires a conceptualisation of early literacy as embodied, where gestures and placement of the body are as well-articulated and with same communicative range as verbal language.

Keywords: early childhood education, literacy, multimodality, bodily communication, pictures

Comparative strategies and family approaches in supporting children's literacy learning in selected settings in England, Norway and Uganda
PAT BECKLEY, Bishop Grosseteste University, United Kingdom

The research considered challenges, resolutions and convergence between early literacy approaches in selected sites in England, Norway and Uganda. It drew on the design used Bronfenbrenner's ecological theory to gain insights into why the approaches may have evolved as they had. A post-modern perspective was used to view findings and responses to convergence and change. An ethnographic approach gained insights into practice. Methods used included interviews with local authority leads, staff and children in the settings, scrutiny of policy documentation and participant observations of practice. Ethical practice along Bishop Grosseteste University procedures were followed. This included consent obtained from the university research panel, local authorities, parents /carers and adults in the setting. Children were aware of the researcher as a participant in the setting. The settings policies, although similar in content, were implemented differently. Parental attitudes and reflections of the communities the settings served, played a significant part in shaping the provision for literacy learning and how this was approached. This included how parental involvement and expectations of differing partnership approaches was viewed. The socio-cultural foundations impacted significantly on the literacy approaches used in the settings. Interactions between families and the settings influenced how the learning took place, with differing levels of expectations of involvement. A convergence of aspects of practice was evident yet these were implemented in different ways, reflecting the broad philosophical contextual understandings of the families and the settings and the expectations of collaboration taking place.

Keywords: comparative, socio-cultural, literacy, approaches, convergence

Examining teachers' knowledge and beliefs about early writing development: Associations with classroom practice
GARY BINGHAM, Georgia State University, United States

This study examines preschool teachers' knowledge and beliefs about children's early writing development and teachers' early writing practices. The quality of children's preschool writing experiences vary widely, but are predictive of children's writing development (Bingham et al., 2017). Teachers' beliefs about children's writing development may guide classroom writing experiences (Gerde, 2018). Sociocultural theory informed our examination of how teachers talked about and situated early writing practices (Prior, 2006, Vygotsky, 1978). Children's writing is conceptualised with attention to procedural, conceptual, and generative knowledge (Puranik & Lonigan, 2014). Forty preschool teachers completed surveys about their early writing beliefs/practices and were observed three times. Observations documented writing environments and

examined the nature of teacher's pedagogical writing supports (e.g., modelling, scaffolding). Standardised and validated measures of early writing practices were used (ELLCO, Smith et al., 2008; iWRITE, Gerde et al., 2015). Research was undertaken with the approval and oversight of a University Human Subjects Board. Teachers actively consented to participate in this study. Study procedures followed all ethical guidelines outlined within the EECERA Ethical Code. Teachers reported beliefs aligned with constructivist and socio-cultural philosophies. Teachers emphasised the importance of a variety of environmental and pedagogical writing supports. Detailed observations revealed some consistency across reported and observed teacher practices. Quantitative analyses revealed that teachers who emphasised composing (or supporting children's meaning making while writing) were observed to have higher quality and more meaningful writing interactions. Findings suggest the importance of teachers' understanding and beliefs about early writing practices and development. Recommendations will be discussed.

Keywords: early writing development, writing environments, teachers beliefs, early writing practices, teacher practice

SYMPOSIUM SET A / 16

INCLUSION & EXCLUSION IN EARLY YEARS

Individual Paper Presentation

CHAIR: NUALA CONNOLLY, Barnardo's, Ireland

Multicultural practice in four Norwegian preschools
MERETE NORNES-NYMARK AND ANE BERGERSEN, Western Norway University of Applied Sciences, Norway

Focus in the study is to enable leaders to develop a deeper understanding and continuous assessment among staffs attitude and mindset related to cultural diversity and inequality and multicultural content. Main Question: How do staff members in four Preschools describe their multicultural practices? Lack of intercultural competences in Norwegian (Gjervan, 2006, 2012; Bergersen, 2017) and Swedish (Stiera et al, 2012) Preschools. Many Preschool teachers tend to sustain cultural stereotypes, an ethno-centric perspective. Multicultural content and multicultural practice are inadequate (Zachrisen, 2015). Bergersen (2017), Freire (1999), Bakken (2016) discuss the need of intercultural competence, cultural relativistic attitude and multicultural knowledge to be a multicultural Preschool, with Multicultural content. Norwegian framework emphasise the need of intercultural competence and emphasise diversity and multicultural contents (KD, 2011; KD, 2017). Research based on Mixed Method Research Design, Sequential Explanatory Design (Creswell, 2009). Questionnaire started i 2016 with all workers in four Preschools. In 2017 we did four group interviews with selected Preschools teachers, and individual interview with leaders 2018. Some Preschool workers didn`t accept recording interview, we took only notes. Transcribed audio files are deleted. All data is anonymous. Our main findings: The four Preschools differ in their description of multicultural contents. Some present an ethnocentric attitude to diversity. All indicate a need of more awareness related to diversity and see inequality as a resource in order to do a multicultural practice. We discuss different practices in conjunction with theories in intercultural competence, multicultural practice, cultural relativism and ethnocentrism. Reflecting practice in multicultural Preschools.

Keywords: intercultural competence, multicultural practice, multicultural preschool, cultural relativism, ethnocentrism

Toys as boundaries and bridges in multi-ethnic ECEC
DAG NOME, University of Agder, Norway

This study investigates the agency of toys as part of the social life in multi-ethnic ECEC in Norway were verbal exchange is limited. It connects to other studies on how toys interact as part of children's social life, such as the work of William Corsaro on how children defend their interactive space during playtime and other studies on children and materiality - especially Lenz-Taguchi, Hultman and Rossholt The study is based on Actor-Network-Theory (ANT) developed by Bruno Latour and the philosophy of Merleau-Ponty. A main point is that material artefacts have agency in social networks surrounding the children and function as extensions of their bodies. It is a micro-ethnographic study involving video-observations of play-time in two different kindergarten groups in Norway. The analyses are based on an ANT-approach. The aim is to detect translations between different bodies, living and non-living. The study is approved by the Norwegian Data Protection Official for Research, and thorough involvement of parents was ensured. In addition to giving their approval, they received continuously information about the progress of the study. To ensure anonymity when published, pseudonyms are used. I found that children without sufficient verbal skills could defend their interactive space using toys as boundaries. They could also connect to others using toys as entrance tickets. In multi-ethnic ECEC language-skills are regarded as vital for children's possibilities for agency. My study highlights how children also express agency through toys. This might inspire multi-ethnic ECEC to also cherish the social aspects of the physical environment.

Keywords: multi-ethnic ecec, actor-network-theory (ant), micro-ethnography, toys, play

Young children's moral evaluations of inclusion and exclusion in play in cultural and aggressive stereotypic peer contexts

LAURA SCHOLES (1), SUSAN WALKER (1), JOANNE LUNN BROWNLEE (1), EVA JOHANSSON (2), (1) Queensland University of Technology, Australia; (2) University of Stavanger, Norway

The study investigates young children's moral reasoning as they make decisions to include or exclude a peer from a different cultural background, and a peer who is aggressive in play, in the context of active citizenship. Previous research shows children exhibit complex forms of moral reasoning as they balance information when making social decisions about inclusion and exclusion (Killen, Mulvey & Hitti, 2002). Interpersonal exclusion can be based on individual disposition (aggression), and intergroup exclusion based on a group identity (cultural background). Within a social-cognitive framework children's evaluations of transgressions (contravention of a moral code) were considered in the psychological domain (autonomy, personal choice and personal identity), the societal domain (social-conventional concerns and customs) or the moral domain (fairness, justice and rights). Stimulated recall interviews explored 174 children's (aged 5-6) moral reasoning to include or exclude a peer based on aggression and cultural diversity. Informed consent was negotiated and re-negotiated during the interviews with the opportunity to withdraw from the study at any time. Pseudonyms were used. The majority of children (91%) said a child from a different cultural background should be included and, primarily, noted pro-sociality and fairness as reasons for this judgement. In contrast, only 34% of children said that the aggressive child should be included and noted that aggression is a negative personal characteristic in play. We argue early childhood educators need to pay attention to contextual influences on children's moral judgements and how children come to value diverse perspectives.

Keywords: moral reasoning, active citizenship, aggressive behaviour, cultural background, social domain theory

SYMPOSIUM SET A / 17

ETHICAL METHODS IN EARLY YEARS RESEARCH

Individual Paper Presentation

CHAIR: DEBRA HARWOOD, Brock University, Canada

Methodologies to explore young children's socio-material worlds

DEBRA HARWOOD, JAIME BARRATT, JENNIFER ROWSELL AND DIANE COLLIER, Brock University, Canada

We discuss a collection of studies, focusing on understanding children's intra-actions within their worlds (Lenz Taguchi, 2010), exploring children's socio-material entanglements within their everyday lives and experiences with technology, and nature-based educational programmes. Crucial to the research, participation in telling their own stories means taking 'children's epistemologies seriously' (Pahl & Pool, 2011, p. 17). Post-humanist theory guides this work and we aimed to gain insights into the 'matter that matters' (Barad, 2003), what interested the children, materials that excited and energised, and the ecology of who and what interactions impacted their worlds. These studies are situated within a (post)qualitative paradigm. Purposefully, we have enmeshed methodological ideas from participatory ethnography, relational materialism, and visual/sensual ethnography. We employed multiple methods, focusing on 'being there' (Watson, 1999) within children's worlds, through participant observations, GoPro cameras, and more. Ethically, the surveillance of children and their everyday lives is problematic with representations of children's lives partial and grossly incomplete. Cognisant of limitations noted by Pahl and Pool (2011), we advocate children have "participative ownership of specific parts of the research process so [they] become stakeholders rather than owners of the research" (Franks, 2011, p. 9). Our discussion centres the various methodologies and implications of such decisions, theorising how varied data fragments, methods, and roles of the children offer an "understanding the world from within and as part of it" (Barad, 2007, p. 88). New methodological choices and "disruption of the anthro-, socio-, and logocentric readings" of data (Sellers, 2013, p. 161) are needed within research.

Keywords: methodologies, post-humanism, post-qualitative, socio-materialism, children's worlds

Adapting researcher's approaches towards seeking a more ethically appropriate informed assent/dissent in early years

LOREAIN MARTINEZ LEJARRETA, University of Strathclyde, United Kingdom

This paper explores innovative methodological practices involved in seeking meaningful informed assent/dissent with young children inspired by play-based pedagogy. It is influenced by Moore et al., 2018, Mayne et al., 2016, Dockett et al., 2013, Dockett et al., 2012, Dockett & Perry, 2010, Flewitt, 2005 s' work. A children's rights perspective will set the foundation for creating and tailoring meaningful informed assent seeking processes with 3-5 year old children. I present an innovative approach to assent with young children as part of my qualitative PhD study in which my ethical procedures and methodology are intertwined. I will present a picture book storytelling method and data will consist of tape recorded sessions in addition to field notes and reflections. This reflexive paper draws on my own interpretation of the successes/challenges with this method. Ethical considerations are the underpinning of this presentation and children's assent in addition to gatekeepers' and legal guardians' consent were sought. EECERA Ethical code of conduct (2015) is followed. Having a comprehensive research information sharing session is critical if children are to make an informed decision about participation (Moore et al., 2018) and could additionally provide a frame for an engaging and valuable learning experience about research in itself. Learning from early year's teachers practice and specifically designed resources for young children could provide inspiration for a more meaningful and ethically appropriate research and learning experience with young children. My presentation

proposes ways in which research could benefit from an interrelated practice>research rather than solidly a research<practice relationship.

Keywords: informed assent/dissent, young children, ethics, research methods, research and practice

Research Protocol: Research project with practitioners in kindergarten
MARGRETHE JERNES, ANNE MANGEN AND TRUDE HOEL, University of Stavanger, Norway

In this paper, we present the Research Protocol for a research and innovation project funded by the Norwegian Research Council. The project is a collaboration between University of Stavanger and Stavanger municipality. Framed by the context of dialogue-based reading in kindergartens (Mangen & Hoel, 2017), the innovation to be developed is a research-based tool for assessing e-books for children. This tool will contribute to professional development regarding affordances of print and e-books - and how these may interact with dialogue and engagement in shared reading in groups. Pursuing an interdisciplinary and mixed method design (Biesta, 2010), the project involves researchers representing different research areas and practitioners from kindergarten, and consists of both quantitative and qualitative data. Specifically, we have administered questionnaires to parents, teachers and children, as well as video observation of 48 dialogue based reading sessions with 12 teachers. Altogether 72 children participated in the study. In addition, we carried out focus group interviews with teachers. The project is approved by the Norwegian Centre for Research Data (NSD), and the participants have given their informed consent and been involved in different steps in the research. The presentation of the research protocol will shed light on how to plan, design and implement an interdisciplinary collaboration with practitioners (Jernes & Alvestad, 2017) and developers, thus heeding a call for increased interdisciplinarity as well as more active involvement of non-academic partners in innovation-based research (Kucirkova, 2017).

Keywords: research protocol, interdisciplinarity, mixed method design, research partnership, professional development

SYMPOSIUM SET A / 18

HEALTHY EATING

Individual Paper Presentation

CHAIR: ELENI TYMPA, Department of Preschool Education, Technological Educational Institute of Epirus, Greece

"I'll never try lentils! They are brown and dark!" How can picture books and educational programmes change children's view about eating habits and disliked food?
SOFIA STEFANIDOU (1), ELENI TYMPA (2), CLEOPATRA PAGIAVLI (1) AND VASILIKI KARAVIDA (2), (1) Mpilios Preschool Center, Greece; (2) Technological Institute of Epirus, Greece

The aim was to examine whether picture books about healthy foods influence preschoolers' eating habits and whether Î±n additional educational programme affects these habits. Experiences with food preferences begin in infancy and continue to develop on children transition to solid food (Koplan 2005, Birch 1998). Children's food preferences are influenced by availability and familiarity with foods as well as parental modelling and health related picture books (Health 2014, Houston-Price 2009). Participants included 52 children of 3-4y from a Greek-preschool-centre. A questionnaire about family's lifestyle and children's eating habits was distributed to parents before and after the intervention. Parents received food-related picture-books and were asked to read them to their children on a daily basis for 15 days. At the same time children were allocated either to an intervention group, which took part in additional activities (cooking) with non-popular foods daily for two weeks at school, or to a non-intervention control group. All parents were asked for consent, with choice to withdraw. Participants' identity and data were confidentiality maintained. Findings revealed that the daily reading of books about food was increased in both groups by 25%. 49% of the families reduced fast food and sweet consumption. 85% of the intervention group and 64% of the non-intervention group was willing to taste "difficult" foods (lentils) and increased outdoor activities. Children who participated in the intervention group were more willing to read at home. Implications on the influence of books and additional activities on promoting child attitudes on healthy food will be discussed.

Keywords: children, picture book, food preference, educational activity, literacy

"For a healthy heart I jump and eat smart" – How can a picture book increase children's willingness to change eating habits and love physical activity
ELENI TYMPA (1), SOFIA STEFANIDOU (2), GEORGE VRIONIS (1) AN CLEOPATRA PAGIAVLI (2), (1) Technological Educational Institute of Epirus, Greece, (2) Mpilios Preschool Center, Greece

The aim of the study was to evaluate whether a picture book on heart's function and healthy lifestyle can influence children's eating and physical activity preferences. Children acquire dietary habits, among other ways, through direct exposure to picture books (Birch 2007, Koplan 2005). Literacy and educational programmes about nutrition seem to influence children's food preferences (Lytle, 2000; Birch, 2007). The study involved 51 parents and their 4-5 years old preschool children in Greece. A questionnaire about eating and lifestyle habits along with a picture book on heart's function was distributed to all parents before the intervention. Parents were instructed to read the book to their child for 15 days. Interviews, including the same questions as the pre-intervention questionnaire, were conducted to the parents after the intervention. The questionnaire

was anonymous and the ethical concern included confidentiality assurance and withdrawing choice. Findings indicated that reading a book about the heart's function and healthy nutrition to children at home improved child healthy nutrition and physical activity habits. For example, while most children (n = 86.3%) used to ask for sweets before the intervention, none of them (0.0%) requested sweets during the intervention period according to parents' reports. Furthermore, while only 9% of mothers read nutrition-related books to their child before the intervention, 70% of mothers started reading nutrition-related books after the intervention. Implications for teachers and parents who want to promote healthy nutrition and physical activity will be discussed.

Keywords: literacy, health education, eating habits, children, school

Effective interventions programmes against obesity for early childhood

VASILIKI KARAVIDA (1), ELENI TYMPA (1), GEORGE PANOUSIS (2), THEOFANIS KOTSIS (3), EUGENIA ZIOGA (4) AND EUAGELIA VRIONI (5), (1) Technological Educational Institute of Epirus, Greece; (2) Democritus University of Thrace, Greece; (3) Primary School of Arta, Greece; (4) Laboratory of Research & Application in Infant Touch, Department of Early Childhood Care and Education, Greece; (5) University of Ioannina, Greece

The aim of the study was the profession training of Preschool-education students and Preschool-teachers. Obesity during infancy and childhood is a threat for children's health and has reached alarming dimensions worldwide. This is one of the most common eating disorders with short and long-term effects on both physical health and wellness, as well as in the psychology of the developing child (Chung et al., 2015). Childhood is a critical stage in human life, as developing eating habits lay the foundation for the child's future eating preferences. It is therefore necessary to seek effective interventions to prevent and address the phenomenon (Savage et al., 2007, Wang et al., 2015). The data collection was done through the literature review with keywords. Worldwide Intervention programmes aiming at the adoption of appropriate eating habits have been recorded. There is no ethical considerations since the study is based on literature review. We selectively mention the Canadian ''TARGET Kinds!'' Programme, the US "Childhood Obesity Prevention Programme" of Agency for Healthcare Research and Quality (US), the "Why don't you try it again?" Programme in the United Kingdom, the Swedish Programme MINISTOP. In all actions, it was emphasised the priority of the involvement of children's environment, especially children's family and Preschool Centres. Programmes and interventions to prevent obesity aim at timely information as well as the increase of the children's physical activity and eating healthy.

Keywords: child, childhood, intervention, obesity, eating habits

SYMPOSIUM SET A / 19

HOLISTIC WELL-BEING SIG: CARING PEDAGOGIES

Self Organised Symposium

CHAIR: BABS ANDERSON, Liverpool Hope University, United Kingdom

The three papers in the symposium explore pedagogies of care. The first considers compassion-based pedagogy in the UK and internationally, the second child-centred pedagogy in Denmark and the third how the arts can support children's wellbeing through their own agency.

Compassion-centred pedagogies and early childhood education practice

DIAHANN GALLARD, Liverpool John Moore's University, United Kingdom

The study was an exploration of compassionate pedagogy in early childhood education (ECE) which aimed to examine key features in 'compassion-orientated' contexts, to elicit the perspectives of practitioners about compassion and look at compassion as it appears in practice. There have been various conceptualisations of compassionate pedagogy, for example, Taggart (2014) described it as a feminist approach and an ethic of care in early childhood professionalism, Rosenberg and Eisler (2003) suggested that it is a communication tool with non-violent principles towards a life-enriching education and it can also be interpreted to mean teaching that is aligned with a Buddhist philosophy. This was an opportunity to find out how the term is interpreted in ECE practice. There are different, often disparate, views of the best approach for enabling children's wellbeing in ECE, however, in this paper, it is argued that a pedagogical focus on 'being' underpinned by compassion is what supports children's mental healthiness. This was a multi-sited ethnographic study with practitioners in different learning cultures eliciting views of compassion and, following thematic analysis, the joint seeking of identified constructs visible in practice. The researcher demonstrated an ethic of respect by using a democratic participatory methodology which acknowledged the practitioner's right to their own values, attitudes and opinions of their practice. University ethical approval was obtained and informed consent was taken. Compassionate pedagogies were found to fall into four categories, inherent, embedded, action-oriented and instrumental. The findings provide insight for reviewing, contextualising and sustaining practices to improve the wellbeing of children.

Keywords: early childhood education, compassion, pedagogies, multi-sited ethnography, mental health and wellbeing

Children as active agents in family therapy and network meetings by use of digital stories

ANETTE BOYE KOCH AND ERIKA ZIMMER BRANDT, VIA University College, Denmark

The aim is to develop new ways to involve children in family therapy and network meetings by use of digital tools in co-operation between children, therapists and pedagogues, who use child-centred pedagogical methods in their everyday educational practice. The study refers to previous work exploring wellbeing from a child perspective and research on digital medias as pedagogical tools. We refer to modern childhood sociology and consider children as active participants calling upon a tradition of child-centred pedagogical practice. We perform participant observation, interviews and narrative workshops inspired by Action Research. 10 children (7-12 years) in lack of wellbeing are followed in a family treatment course. 5 therapists are educated in media pedagogy which is applied in therapy. Children's videos form the basis for therapeutic activity as well as network meetings, and the activities are followed by ethnographic observations. Qualitative interviews are performed with families and children regarding children's participation and wellbeing. The inquiry depends on informed consent and voluntary participation. Digital stories are considered children's private property never to be watched or shared without the child being in charge. High ethical standards are applied to minimise any distress throughout the research. The research combines different views and ways to approach children, which on one hand advocate for child-centred pedagogy, but on the other hand approach children in exposed positions as vulnerable objects, whom adult professionals have to protect rather than empower. The study offers knowledge regarding how professionals meet and support children in being active participants in family therapy.

Keywords: child-centred approaches, participation, wellbeing, family therapy, digital media

Promoting wellbeing through children's agency in classrooms

MALLIKA KANYAL AND PAULETTE LUFF, Anglia Ruskin University, United Kingdom

In this paper we propose a contribution to pupils' holistic wellbeing via integrated arts teaching and the promotion of children's agency in primary school classrooms (Reception and Key Stage One, in England). The study builds upon the principles of the UN Convention on the Rights of the Child (especially Article 12 and 13) and UNICEF recommendations, closely associated with children's agency and wellbeing. When applied within educational contexts, this includes healthy and connected ways of learning, with opportunities for emotional safety, plus active engagement and challenges within classroom and school environments. The study reported here is situated within an interpretative paradigm, using qualitative research methodology to undertake a collaborative evaluation of a three-year project, undertaken in forty-five primary schools, designed to understand the influence of creative arts (art, dance, drama, film and music) on children's creative writing. A key aspect of this project is the use of participatory methods to elicit children's views about their learning and promote agency in classrooms. Ethical approval was gained from an HEI ethics panel, gatekeepers' permission and participants' informed consent are obtained, to allow for ethical data collection and analysis. We present interim findings from the project by sharing examples of creative, pedagogical and participatory methods that can be used within educational contexts to promote children's agency within arts-based learning. The study has implications for both practice and policy: in advocating for integrated arts curricula and respectful listening to promote the holistic learning and wellbeing of children.

Keywords: creative arts, pupil voice, wellbeing, agency, participatory methods

SYMPOSIUM SET A / 20

AN ACTION RESEARCH TO DEVELOP ASSESSMENT METHODS FOR THE 21ST CENTURY

Self Organised Symposium

CHAIR: KRISTÍN KARLSDÓTTIR, University of Iceland, Iceland

The aim of this action research was for the five participating preschools to develop methods to assess children´s learning and wellbeing, as referred to in the Icelandic National Curriculum framework (2011). The purpose was for preschool teachers and other staff to develop methods that would capture children´s interest and activities in order to make their learning visible. Furthermore, to be able to share with families insights into children´s lives in the preschools and to use the information to improve preschool practice.

Children's learning and well-being in a learning community

MARGRÉT S. BJÖRNSDÓTTIR AND DANÍEL STEINGRÍMSSON, University of Iceland, Iceland

The aim of this presentation is to explore educator's views towards what they see as important learning for children and discuss what kind of assessment is used in the preschools. Building professional learning communities (Hord, 2012:25-27, Sigurdardottir, 2010:397-398) where colleagues learn from each other and develop shared meaning has shown to be helpful for changing practice. The Learning Story approach has been used to assess the complex learning taking place when children participate in preschool activities (Carr et al., 2010:1-5). Learning is seen to take place within a social context and children as having the right and ability to be agents in their lives (Mayall, 2003, Prout og James, 2015). Adults need to seek power balance in their relationships with children (Bae, 2009). The underpinning views were that learning is a social construction. Therefore, collaborative action research was constructed to develop methods to capture children's learning and well-being. Research material was gathered through research diaries, documentations and interviews. Ethical issues were emphasised by

confidentiality, mutual respect, building trusting relationships and seeking power balance among the participants. Participants gave their consent but made decisions to what degree they collaborated. The participants saw social learning and well-being as most important for children. Nevertheless, the assessment methods used were mainly: phonological testing, language development and developmental scales. Reflection on what participants saw as important learning and what assessment might be useful. Participants from preschools made the decision to familiarise themselves with the Learning Story approach and developed methods differently.

Keywords: collaborative action research, learning community, learning stories, children's well-being, children's learning

Benefits and challenges of participating in the action research
BRYNDÍS GARÐARSDÓTTIR, LINDA RÓS JÓHANNSDÓTTIR AND ÓSK SIGURÐARDÓTTIR, University of Iceland, Iceland

The research aim was to study benefits and challenges faced when developing assessment methods during an action research in five Icelandic preschools. Action research has proven to be successful approach to promote teachers' professional development and to make changes in the practice (Bruce, Flynn, & Stagg-Peterson, 2011:443-449, Gordon, 2008:1-10). Collaboration with an outsider seems to increase possibilities for success (Gillberg, 2011:150). The methodology of collaborative action research, where teachers and researchers work together, is the underpinning theoretical background of the study. The aim is to make changes and improve practice (Gordon, 2008, Koshy, 2010). Seeing learning as a social construction is underpinning the study. Therefore, collaborative action research was constructed to develop methods to capture children's learning and well-being. Research material was gathered through research diaries, documentations and interviews. Ethical issues were emphasised by confidentiality, mutual respect, building trusting relationships and seeking power balance among the participants. Participants gave their consent but made decisions to what degree they collaborated. The benefits from the project was that the teachers learned to reflect on their practice, managed to improve and/or change their ways of assessing children's learning and wellbeing. The main challenges were to understand the methodology, find time to document, and to maintain the changes that appeared. The Icelandic national curriculum points out that preschool teachers need to assess children's learning and well-being. Therefore, it´s important to find ways to implement different methods of assessment, understand benefits and challenges faced during action research for professional development.

Keywords: collaborative action research, professional development, assessment, well-being, learning

Impact and sustainability of participating in an action research
KRISTÍN KARLSDÓTTIR, JELENA KUZMINOVA AND SARA MARGRÉT ÓLAFSDÓTTIR, University of Iceland, Iceland

The aim of this presentation is to explore how educators developed methods to assess children's learning and well-being and how it was sustained in the participating preschools. Research has indicated beneficial for educators, master students, and university teachers to collaborate in action research (Einarsdóttir, 2013:33-34). Considering how such research can impact and be sustained in preschools is important (Groundwater-Smith, Dockett and Bottrell, 2015:141-143). When considering the impact, it is not enough to have short term changes, rather to be as sustainable as possible, taking place in a learning community where all participants are agents. Seeing learning as a social construction is underpinning the study. Therefore, collaborative action research was used to develop methods to assess children's learning and well-being. Research material was gathered through research diaries, documentations and interviews. Ethical issues were emphasised by confidentiality, mutual respect, building trusting relationships and seeking power balance among the participants that gave their consent, made decisions to what degree they collaborated. The impact of the research varied. In some of the preschools the assessment of children's learning and well-being was improved and/or changed within a learning community, even supporting the sustainability of the study. In others the study did not seem to have much impact, but when looking further into the data a change of views and a way of working was evident. It is important for participants in collaborating action research to consider how they can sustain the study and keep the project alive when the formal research comes to an end.

Keywords: collaborative action research, preschools, assessment, impact, sustainability

SYMPOSIUM SET A / 21

INNOVATIVE APPROACHES TO STRENGTHENING AND SUPPORTING FAMILIES AND CHILDREN

Self Organised Symposium

CHAIR: LENNIE BARBLETT, Edith Cowan University, Australia

This symposium reports on three innovative government programmes co-constructed with marginalised families to build family confidence in supporting and strengthening home learning environments (HLE). The 'Child and Parent Centre' Initiative is an interdisciplinary programme that increases the capability of families to provide positive home learning environments (HLE). 'Read to me I love it!' is a book gifting programme developed in consultation with Aboriginal families to support the home learning environment and literacy learning of young children. 'Kindilink' aims to enhance young Aboriginal children's learning before formal schooling through school based playgroups to build the confidence and capability of parents in fostering learning at home. All three innovations have been evaluated and findings show that where marginalised voices have been heard and power shared then such innovations have increased social capital, empowered families, increased family connections to community and strengthened HLEs.

Child and Parent Centres in Western Australia
ROBYN KINKADE AND ROSEMARY CAHILL, Western Australia, Australia

The Child and Parent Centre (CPC) programme is a multiagency initiative led by the State Education Department, targeting children from pre-birth to age eight and their parents. It aims to connect families to services in order to engender HLEs where children thrive, experience smooth transitions to school and successful learning. A large body of evidence demonstrates that the quality of the HLE is a stronger predictor of outcomes than parental income, qualification or occupation (EPPSE, 2014). Interagency collaboration where services are embedded in the community and family centric practice is undertaken leads to enhanced outcomes for children and families (Muir et al, 2010). Realist Evaluation was used to understand the different local contexts in which the CPCs operate, and how those contexts affect the mechanisms at play in families' decisions to use the services and resulting outcomes. The realist paradigm underpinned mixed method research (surveys, interviews, case studies, participation data), informed by a programme logic that investigated how and why CPCs are (or are not) contributing to performance targets and outcomes. Key ethical considerations related to triangulation of opinions whilst maintaining confidentiality through adherence to de-identification protocols. Despite contextual variance across the 16 CPC sites, all are connecting families with valuable community resources. Success stems from co-constructing governance, strong partnerships across agencies that serve families and family-centric, inclusive practice. The CPCs are co-located on schools sites and demonstrate innovative policy initiatives and practices whereby marginalised families, government and community agencies work together to achieve positive outcomes for children and families.

Keywords: innovation, partnerships, home learning environments, multiagency, family-centric

Ask and you will hear! Evaluating a book gifting programme for Aboriginal families.
LENNIE BARBLETT AND CAROLINE BARRATT-PUGH, Edith Cowan University, Australia

Read to Me I Love it!' a book gifting programme for Aboriginal preschool children in Western Australia and its evaluation sought to engage the voices of marginalised families in strengthening the innovation. It is acknowledged that home literacy environments have an impact on children's literacy development and community projects that target literacy development have been implemented in Indigenous communities with varying degrees of success. However there is no Australian research on the effect of book gifting programmes and HLEs before school. This study uses a phenomenological frame to provide the 'lived experiences' of the participants involved in the initiative (van Manen, 1990). Qualitative methods of interviews, focus groups and yarning were employed with children and parents across three years in remote communities. The data were analysed by bundling ideas and noting common themes. Where possible Aboriginal research assistants were used to facilitate trust when gathering stories. The NHMRC ethical guidelines involving Aboriginal and Torres Strait Islander people and University ethical permissions were used. Participants gave signed consent. Families reported that the initiative was the only one of its kind for preschool children where resources depicted Aboriginal life and stories. It assisted in strengthening home literacy environments, connected families across communities and empowered families to use more literacy resources at home. Ideas from families were used to strengthen and sustain the initiative. Such innovative initiatives that use the voice of participants no matter how hard to access are imperative in driving success and sustainability of community based programmes.

Keywords: innovation, literacy hles, aboriginal, family partnerships, marginalised voices

KindiLink: Connecting families, schools and communities
MARIANNE KNAUS, CAROLINE BARRATT-PUGH, LENNIE BARBLETT AND TRUDI COOPER, Edith Cowan University, Australia

KindiLink provides six hours of playgroup for Aboriginal three year old children and their families on school sites. It aims to enhance children's learning, build parenting capabilities and confidence and connect families with schools. An integrated service system assists vulnerable families to connect with services and indirectly contributes to better family outcomes and child well-being. Meaningful involvement, consultation and relationship building with Aboriginal families and communities lead to greater participation and empowerment within the programmes. This study uses a constructivist frame with the belief that people construct meaning through their interaction with the world that they are interpreting. A mixed method approach used educator reflective journals, surveys of principals and educators in 36 sites and four descriptive case studies. It is the findings of four case studies of Kindilink sites that will be discussed. Interviews with families, children, educators and other stakeholders and observations were used to gather rich description of the Kindilink experience. Ethical guidelines for involving Aboriginal and Torres Strait Islander people in research and University ethical processes were used. Informed written consent and children's assent were given. Aboriginal families engaged in Kindilink where power was shared, consultation with marginal families ensued and family-centric practice was the norm. Outcomes for children and families attending were positive and engagement with multi-agency services was enhanced. Kindilink is a successful state government initiative where educators work in partnership with families to enhance HLEs. It is based on consultation and negotiation through primary school sites where many other initiatives could be based.

Keywords: partnerships, aboriginal families, innovation, multi-agencies, playgroups

SYMPOSIUM SET A / 22

SOCIAL CLASS & HOME LEARNING EXPERIENCES

Individual Paper Presentation

CHAIR: FREDERICK DE MOLL, Goethe University Frankfurt am Main, Germany

Parent Preparation for children entering preschool education within the United States based on socioeconomic class
JESSICA JORDAN AND SARA B. TOURS, Slippery Rock University, United States

The aim of this literature review is to explore what families from various socioeconomic statuses within the United States are and are not doing at home as a means to prepare their children to enter the preschool setting. Research in support of the research aims focuses directly on parents and their relationship to school readiness (Dotterer, Iruka, and Pungello, 2012) where the authors share factors that impact school readiness to articles focusing on socioeconomic status impact on early childhood education, such as the work by Crosnoe, Wirth, Pianta, Leventhal, and Pierce (2010) in which the authors conducted a study and reported findings in relation to socioeconomic status. School readiness is evaluated in three dimensions with the third dimension, families readiness for school, serving as the focus. These dimensions have been published by UNICEF (2012) and will serve as the framework for review. This paper is a literature review highlights research conducted over the past 10 years in relation to parents of differing socioeconomic statuses and their role in preparing children to enter preschool. Due to the nature of a literature review, the ethical considerations were solely on the grounds that the literature utilised was peer reviewed. The discussion will focus on the literature over the past decade focusing on socioeconomic factors and parental preparation. Implications from this literature review may include identification of best practices and identify a need for future research in relationship to socioeconomic status, parental preparation, and school readiness.

Keywords: school readiness, socioeconomic factors, parental preparedness, early childhood education, united states

Social class patterns in early childhood in Germany: Parents' views and activities of preschool education and care
FREDERICK DE MOLL AND TANJA BETZ, Goethe University Frankfurt am Main, Germany

Current policies in early childhood education and care are aimed at reducing inequality among children from different social backgrounds. However, policy makers do not sufficiently address the complex arrangements of education and care that parents manage for their children. To understand the underlying mechanisms of social inequality in early childhood, it is crucial to consider parents' arrangements and educational views. Therefore, this study explores to what extent social class affects how parents combine different education and care arrangements, and examines how parents view their child's learning experiences in different contexts. Research shows that affluent parents more frequently enrol their children in 'enrichment activities' than underprivileged parents (e.g. de Moll & Betz, 2014; Vincent & Ball, 2007). Nevertheless, parents' views on their child's learning opportunities in traditional education and care contexts, e.g. family and kindergarten, remain unknown. The study draws on a Bourdieusian framework: The concepts of lifestyle and habitus are applied to parent's education and care arrangements and their educational views, respectively. The research design is quantitative and cross-sectional. The data of N = 847 parents with kindergarten children were collected in Germany in 2012/2013. Participation in the study was voluntary and anonymous. The findings show stratified patterns of education and care. Half of the parents arrange for at least one organised activity for children. Lower class parents perceive limited learning opportunities at home. The findings suggest that inequality in early childhood extends beyond traditional contexts of childcare and early education. Policies concerned with educational equality should adopt this broader perspective.

Keywords: ECEC arrangements, social and educational inequality, parenting, learning opportunities, habitus

Hungarian case study: Disadvantaged children in kindergartens
ROLAND HEGEDŰS, University of Debrecen, Hungary

First aim: how the legal changes have affected the numbers and rates of disadvantaged children in kindergarten. So I examine how the changes in numbers of disadvantaged children differ in various parts of Hungary. Second aim: what do the kindergarten teachers think about disadvantaged children and how they can help them to integrate into society? The disadvantaged law change has lots of problematical points in Hungary (Varga 2013). The early kindergarten education helps with overcoming the disadvantages (language, socialisation, etc.) so it is important that disadvantaged children start kindergarten very early (Heckman 2011, Braconier 2012). I analysed the full databases about kindergarten children in every settlement from 2012 to 2017 (with SPSS programme). So I could see how the number of disadvantaged children has changed and what kind of effect the law change of 2013 has on disadvantaged children. I created a map (using MapInfo programme) of data from 2017 where I analysed which parts of Hungary have high rate of disadvantaged children. After that I visited one sub-region where this rate is high and I made five interviews with four kindergarten teachers and one special education teacher. Data are anonym from the Educational Office. Information sheets were provided to all interview participants. The rate of disadvantaged children did not change everywhere in Hungary. There is a very strong connection with economic development. The teachers told me that the disadvantaged children don't even have the basic social skills. Love is the best way that can help them to change.

Keywords: inequality, family background, inclusion, disadvantaged children, kindergarten

EMBODIED LEARNING - HOW PERCEPTUAL AND MOVEMENT EXPERIENCES SUPPORT THE DEVELOPMENT OF BASIC SKILLS WITHIN THE MOTOR, LANGUAGE AND SOCIAL DOMAIN DURING INFANCY AND TODDLERHOOD

Self Organised Symposium

CHAIR: RENATE ZIMMER, University of Osnabrueck, Germany

This symposium presents the results of three research studies, dealing with different forms of relationships between movement experience and the development of basic skills within the motor, language and social domain during infancy and toddlerhood. The symposium also intends to discuss the significance of an active role and attitude of educators while promoting these developmental skills daily integrated in the everyday life of ECEC-institutions.

Implementation of a daily integrated language promotion through movement in institutions at elementary level in the state of North Rhine-Westphalia
NADINE MADEIRA FIRMINO (1) AND RENATE ZIMMER (2), (1) Fliedner FH Düsseldorf - University of Applied Science, Germany; (2) University of Osnabruck, Germany

Strengthening linguistic competencies is a central issue, particularly in education policy terms. Taking into consideration above all the large number of children from refugee families who attend a daycare centre in North Rhine-Westphalia, this issue has become more significant than ever before. Movement has a development-promoting potential that - particularly in the first years of life - may have positive influence on diverse developmental and educational areas, such as language acquisition, especially for children with different language backgrounds (Zimmer, 2010; Madeira Firmino, 2015). Considering movement as medium to strengthen educational processes in early childhood thus represents one of the cross-sectional tasks of the institutions at elementary level and may make a major contribution to fulfil their educational role. The presented paper focuses on a concept of early language promotion that has been implemented on a large-scale basis in the whole federal state of NRW in Germany. One of the main training objectives – for the whole team- was to sensitise the educators for the process of language acquisition and to foster relevant everyday communicative situations through movement. Ethical considerations on the process were discussed and decided by representatives of the responsible ministry and child daycare providers. The presentation focuses on the structure, the content and the implementation in 9600 ECE-institutions These findings have important implications on early language promotion approaches (German as first or second language) for educators.

Keywords: language promotion, professional development, movement, multilingualism, interaction

Improving language promotion by observation and movement
CAROLIN MACHENS, Universität Osnabrück, Germany

The study examines effects on early childhood educator's language promotion resulting from the observation method "BaSiK" (Zimmer, 2014). The method does not only contain a questionnaire for observation but also provides specific ideas to support language development that are based on movement. The method's aim was to increase the educator's level of knowledge and skills regarding language promotion. Previous studies revealed effects of observation to enhance professionalisation in early childcare and education (Weltzien & Viernickel, 2012). Furthermore, Madeira Firmino et al. (2014) trained childhood educators to apply a movement-based language promotion in their daily routine, leading to positive results. 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) and Madeira-Firmino et al. (2014) it is expected that BaSiK has a supporting influence on these factors. In order to collect the data, a new questionnaire has been developed in accordance with BaSiK and the competence model. The participation was voluntary and anonymous. The results suggest that the implementation of "BaSiK" does have an effect on the factors of attitudes and skills. Especially the ideas to support language development have been assessed as suitable. The findings indicate that knowledge is less important for the actual performance of language promotion. The childhood educators benefitted mostly from the action-orientated access of the method, namely observation as well as movement. Consequently, professionalisation should focus more on practical methods and training-on-the-job concepts in future.

Keywords: observation, movement, language promotion, professionalisation, daily integrated approaches

Bewegungskindergärten - the children`s benefit of visiting a pre-school with the main focus on movement and physical education
PETER KESSEL, Niedersächsisches Institut für frühkindliche Bildung und Entwicklung (nifbe), Germany

The current study examines possibly benefits of visiting specific pre-schools with the main focus on movement and physical education (Bewegungskindergarten). More than 200 children in the age between 4 and 5 years take part in the study. Embedded in the discussion about a specific benefit of Bewegungskindergarten in Germany the pre-schools, taking part in the study, already has been partner in a former cross-sectional study focussing on movement and concentration (Schönrade, Böcker, Beudels 2012). Other studies tried to figure out the advantage of visiting a Bewegungskindergarten (e.g. Jasmund 2009, Schwarz 2013). The Bewegungskindergarten focus on movement and are supposed to provide a wide range of moving

possibilities and experience. So it is obvious to expect a higher level of motor proficiency among the tested children. But it seems to be more important to focus the promotion in the first years visiting a Bewegungskindergarten. The currently standardised test MOT 4-6 (Zimmer, 2016) is used to examines the children's motor level and promotion. The new observation method BaSiK (Zimmer, 2014) is used to examine the children's language level and promotion. Besides the investigation of children`s level and promotion another focus lays on the relationship between language and motor skills. The voluntary participation required the approval by the children and parents. The study is still in progress. Results of the first test time (cross-sectional) will be presented. The results will be a base for the discussion about Bewegungskindergarten in Germany and their concepts and for the relationship between language and movement.

Keywords: movement, language, motor skills, pre-school, mot 4-6

SYMPOSIUM SET A / 24

AUSTERITY AND ITS IMPACT ON INFORMAL AND FAMILY LEARNING OPPORTUNITIES IN DISADVANTAGED URBAN COMMUNITIES IN ENGLAND AND PORTUGAL

Self Organised Symposium

CHAIR: CHRIS PASCAL, Centre for Research in Early Childhood, United Kingdom

This investigative project focuses on informal family learning in urban disadvantaged communities experiencing austerity in England and Portugal. Poor families with young children are harder hit than any other group by austerity policies. Informal family learning in community spaces contributes to development of young citizens, for character building, positive learning dispositions and executive learning functions, influencing successful school outcomes yet it remains under researched. In this symposium we will set out the research design and innovative methodology for mapping the impact of austerity in disadvantaged urban communities over a ten year period, documenting changing levels of availability/access to what were, historically, public, free, cultural/leisure services on which poor families depend for stimulation and extension of family learning, including libraries, parks, playgrounds, youth clubs and museums. The project aims to enhance family and informal learning for disadvantaged children before entry to school, generating learning with international relevance.

Austerity and Family Learning (AFL) Project: Research Design and Methodological Challenges
CHRIS PASCAL, Centre for Research in Early Childhood, United Kingdom

Research Objectives 1. To examine the impact of austerity on the availability of free community places and resources, 2. To explore how the socialisation, character formation and executive learning skills of children has been affected by reductions in the availability of local community spaces/places, 3. To document examples of current local community action which, has successfully sustained free public spaces/places for informal learning. This project builds on the empirical work of Myhr et al, (2017), Diamond, (2012), NRDCAL, (2012), Cara and Brooks, (2012), Heckmann and Mosso, (2014) on family and community learning. This project adopts a praxeological (Pascal and Bertram, 2012, Formoinsho and Formosinho, 2012) and Affirmative Inquiry (Cooperrider (2008) approach. This is an exploratory, multi-method, transnational praxeological project. It will use neighbourhood 'cultural mapping' methods and family and service case studies in 4 disadvantaged neighbourhoods in England and Portugal. The study has ensured all participants provide informed ethical consent, all data will be anonymised and stored securely for the duration of the project. As it is an affirmative inquiry risks to participants are reduced and researchers will take issues of power distribution very seriously. The project is transnational, exploring saliences across two countries, both of which are experiencing high and increasing levels of urban disadvantage with a view to wider transfer of the knowledge generated about support for informal family learning in these contexts. The project will create specific academic, public, cultural and policy-relevant outputs to stimulate discussion/action on the changing social contract between the state and an individual.

Keywords: informal family learning, austerity, praxeological research, neighbourhood cultural mapping, community learning

Agreeing Neighbourhood Indicators and Developing the Cultural Mapping Tool
TONY BERTRAM, Centre For Research in Early Childhood, United Kingdom

1. To identify and agree a range of neighbourhood cultural indicators with transnational and historical relevance 2. Locate robust data sources to populate the indicators 3. Exploring the technology for creating a neighbourhood 'cultural map' It builds on the social mapping techniques developed by Duxbury, Garrett-Petts, MacLennan (2015) to ''map'' tangible and intangible cultural assets within local landscapes. This project adopts a praxeological (Pascal and Bertram, 2012, Formoinsho and Formosinho, 2012) and Affirmative Inquiry (Cooperrider (2008) approach. This is an exploratory, multi-method, transnational praxeological project. It will use neighbourhood 'cultural mapping' methods. The study has ensured all participants provide informed ethical consent, all data, primary and secondary, will be anonymised and stored securely for the duration of the project. As it is an affirmative inquiry risks to participants are reduced and researchers will take issues of power distribution very seriously. The project will use the cultural maps to explore changes in the availability of local cultural assets over the 10 year period of austerity in England and Portugal, exploring saliences across two countries, with a view to wider transfer of the knowledge generated about support for informal family learning in these contexts. The project will create specific academic, public, cultural and policy-relevant outputs to stimulate discussion/action on the changing social contract between the state and an individual.

Keywords: informal family learning, austerity, praxeological research, neighbourhood cultural mapping, community learning

Creating family and service case studies: Ethical and methodological considerations
JOÃO FORMOSINHO AND JÚLIA FORMOSINHO, Childhood Association, Portugal

1. To explore how informal family learning has been affected by reductions in the availability of neighbourhood spaces/places in urban disadvantaged communities. 2. To document examples of local community action which has successfully sustained free public spaces/places for informal learning. This project builds on the work of Myhr et al, (2017), Cara and Brooks, (2012), Heckmann and Mosso, (2014) on family and community learning. This project adopts a praxeological (Pascal and Bertram, 2012, Formoinsho and Formosinho, 2012) and Affirmative Inquiry (Cooperrider, 2008) approach. It uses case study and family life story techniques (Miller, 2009) This is a multi-method, praxeological project which will build family and service case studies of the impact of the changing availability of public spaces/places on informal family learning through interviews, home learning narratives and historical documentation. The study ensures all participants provide informed ethical consent, all data will be anonymised and stored securely for the duration of the project. The affirmative inquiry means risks to participants are reduced and researchers will take issues of power distribution very seriously. The project is transnational, exploring saliences across two countries, with a view to wider transfer of the knowledge generated about support for informal family learning in these contexts. The project will create specific academic, public, cultural and policy-relevant outputs to stimulate discussion/action on the changing social contract between the state and an individual.

Keywords: informal family learning, austerity, praxeological research, family and service case studies, community learning
SYMPOSIUM SET A / 25

BUILDING AND SUSTAINING EQUAL AND ACTIVE RELATIONSHIPS WITH PARENTS LIVING THROUGH COMPLEXITY, RAISING CHILDREN WITH SEND OR OTHER VULNERABILITIES.

Self Organised Symposium

CHAIR: ANNETTE CUMMINGS, Pen Green Centre for Children and their Families, United Kingdom

Since its inception in 1983 the Pen Green Centre has worked with children and families to support them when they are living with complexity, such as having a child who has a Special Educational Need or Disability (SEND), or whose circumstances are likely to make them vulnerable in some way such as being socially excluded or having some kind of mental health difficulty. This symposium look at the work of three practitioners at Pen Green who are currently working with families who live with complexities of this kind.

Parents' involvement in their child's learning and development whilst supporting their transition from a maintained nursery school to a SEND special school
AMY DEVINE, Pen Green Centre for Children and their Families, United Kingdom

Parents are important voices in transitions, nevertheless they are often absent in the research studies and debates concerning transition. The absence of parental voices is especially salient in the case of families whose children have a special educational need and/or disability (SEND). This research aims promote the voice of a parent whose child with SEND is transitioning from a maintained nursery school to a school. This paper builds on the START Project (2016), working with children aged 0-3 and their families (Whalley et al, 1997) supporting children's transitions within a nursery school (Medhurst, 2014). This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews. This is interpretive research, employing a qualitative methodological approach involving observations, case studies and semi structured interviews with parents and practitioners. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. The parents' expert knowledge on her child's specific needs and her advocacy on his behalf. The importance of practitioner knowledge to support the family and the transition.

Keywords: pedagogy, working-with-parents, documentation, send, disability

Parents involvement in their children's learning and development across a community drop in group and a nursery
KERRY MCNULTY, Pen Green Centre for Children and their Families, United Kingdom

This paper illustrates the way a child with SEND's learning and development is tracked using the assessment tool "making children's learning visible (MCLV)" and the depth and richness of involving parents and practitioners in the process. The child's learning and development is tracked alongside their parent when they are in a community drop in group called 'growing together' and alongside the parent and practitioner in the child's nursery setting. This paper builds on Making Children's Learning Visible: Uncovering the curriculum in the child written by Kate Haywood and Eddie McKinnon (2014), Loris Malaguzzi in Reggio Emilia (1993) and the START project (2016), working with children aged 0-3 and their families (1997) Working with parents (Whalley, et al 2013) This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews. This is interpretive research, employing a qualitative methodological approach involving observations, case studies and semi structured interviews with parents and practitioners. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. Making small points of progress is very challenging particularly

when documenting the learning and development of children with SEND. What is created for children with SEND is a 'spikey profile'. The development of a celebratory assessment tool for children with special educational needs and/or disability

Keywords: pedagogy, working-with-parents, send, disability, documentation

Building and sustaining equal and active relationships with parents living through complexity
TRACY STUDDERS, Pen Green, United Kingdom

Parents are important voices in transitions, nevertheless they are often absent in the research studies and debates concerning transition. The absence of parental voices is especially salient in the case of families who are living with complexity. This research aims to promote the voice of a parent who is transitioning from a maintained nursery school to a school. This paper builds on the START project (2016), working with children aged 0-3 and their families (Whalley et al, 1997) Supporting children's transitions within a nursery school (Medhurst, 2014). This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews. This is interpretive research, employing a qualitative methodological approach involving observations, case studies and semi structured interviews with parents and practitioners. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. Transitions evoke unconscious processes in the adults as well as the child. Parents really need to have a clear perspective and understanding of the school. Reflections upon the support for the whole family. The consequence of not getting your chosen school. Considerations are required for the transition work between nursery settings and schools in terms of advocating alongside the family, particularly if the family is living with complexity.

Keywords: pedagogy, working with parents, documentation, send, disability

SYMPOSIUM SET A / 26

BEYOND INSTRUMENTALISATION OF PARENTS: GIVING VOICE AND SHARING POWER WITH PARENTS DURING THE TRANSITION TO SCHOOL

Self Organised Symposium

CHAIR: JOANNE LEHRER, Université du Québec en Outaouais, Canada

Early childhood settings should be places where children, families, staff, and local communities can all participate in democratic educational practices (Jésu, 2010, Rayna & Rubio, 2010). These practices can be understood as a constant search for ways to create conditions where everyone has the right to be heard and to experience respect, recognition, solidarity, care, and a sense of belonging. This self-organised symposium explores various theoretical frameworks and examples from research and practice that attempt to move beyond the narrative focused on parent involvement (or engagement), where the expected outcome is increased school success for children in the future. We focus on transitions from childcare centres to schools, exploring possibilities for reinventing these institutions as places of belonging for children and families, research methods that involve listening to parent concerns and ideas, and examples of sharing power in collaborative experiences of co-education for the here and now.

Setting the scene / theoretical and empirical musings on democratic relationships with families
JOANNE LEHRER, Université du Québec en Outaouais, Canada

This presentation aims to explore alternate conceptions of relationships between early childhood practioners and families, focused on establishing democratic and respectful partnerships. The role of parents within early childhood educational institutions is often instrumentalised. Parents are expected to help their/our children achieve the outcomes that the educational system has set, without contributing to discussions about the forms of education they/we want for children (Brougère, 2010, Hughes & MacNaughton, 2000, Vandenbroeck et al., 2013). The presentation is informed by 'liberatory practice,' (Soto & Swadener, 2002), place-making (Pierce et al., 2010), Moss' (2007) vision of early childhood institutions as democratic political places, and Fielding's (2011) conception of radical relationships that ''enable us to re-see each other as persons rather than as role-occupants'' (p.186). This theoretical discussion relies upon examples from a narrative research project with mothers of four-year olds who have been identified or constructed as 'disadvantaged' by childcare centre staff. All participants signed consent forms indicating their right to anonymity, ability to withdraw from the study at any time, and to approve the interview transcripts before data analysis. While the potential for democratic relationships was not realised in the research data, certain counternarratives also us to imagine ways of sharing power and taking parent desires into account, such as conceiving the childcare centre as a place of belonging, and the school as a community place of intergenerational connection. I hope to inspire discussion, spark debate, and begin a conversation about how to move towards this vision in early childhood educational contexts.

Keywords: families, early childhood education, democratic relationships, place-making, counternarratives

What is the balance between universal, local strategies and individual family approaches in supporting children's learning and well-being?
LUCIA BALDUZZI, Università degli Studi di Bologna, Italy

The presentation illustrate the findings from a local case study, part of a broader transnational project on transitions. The case study, carried out in pre-school and primary settings of Vignola (a medium-size city located in Northern-Central Italy), aimed at improving transition's experiences for children by engaging with teachers and parents in shared meaning-making through participatory action-research. Research participatory approaches to research in ECEC settings are embedded in local-pedagogical traditions nurtured within the experience of municipal institutions (Lazzari, 2012). They recently gained new momentum within certain strands of academic research (Bove, 2009, Mortari, 2007). Participatory action-research methodology builds on well-established European traditions (Formosinho & Formosinho, 2012, Bove, 2009), which value the emancipatory nature of involving participants,, parents, in collective decision-making processes. In order to 'give voice' to parents' concerns and 'share power' with them in the process of re-envisaging transitions' practices, personal narratives and accounts of their children's experiences were used as method for data collection (McKinnon, 2014). By conceiving educational research as an emancipatory endeavour, in which ECEC professionals and academics are engaged on equal partnership, all actors gave their consent to be involved in process of data generation and interpretation. The process of data analysis is currently taking place by adopting an espoused interpretive approach to data collected from which insights have been sought. The presentation will provide empirical evidence on how parents can be given a voice 'beyond instrumentalisation', by engaging with them in participatory enquiry as a way of 'sharing power' for re-thinking and re-shaping educational practices in pre-and primary schools.

Keywords: participatory action-research, parents voice, advocacy, transitions, advocacy, educational innovation

'Can the subaltern speak?'
KATRIEN VAN LAERE, VBJK Centre for Innovation in Early Years/Ghent University, Belgium

Parents are important voices in the debate of parental involvement. Paradoxically, they are are often absent in the research studies and debates concerning their own 'participation'. (Brougère, 2010, Doucet, 2011, Hughes & Mac Naughton, 2000, Rayna & Rubio, 2010) In order to gain a better understanding of preschool education in a context of social inequalities, this study explored parents' lived experiences and perspectives in Belgium (Flanders). We adopted a social pedagogical 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) 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 data indicate that parents take a rather subordinate position in relation to the preschool staff and preschool as an institution. Both parents and also staff members find themselves in complex and ambiguous positions in which they adhere to, yet simultaneously challenge, scripted preschool practices. Taking into account the position of parents as subalterns, preschool policies and practices should develop conditions in which voice consciousness is addressed. Rather than claiming an equal partnership, governments and preschools may wish to encompass a continuous search for creating moments of reciprocal dialogue within unequal relationships.

Keywords: parents, social inclusion, subaltern, participation, diversity

SYMPOSIUM SET A / 27

(UN-)EQUAL ACCESS TO QUALITY ECEC: THE ROLE OF GOVERNANCE, REGULATIONS AND (CULTURAL) CONTEXT

Self Organised Symposium

CHAIR: NICOLE KLINKHAMMER, German Youth Institute, Germany

Due to massive expansion efforts, the access to ECEC services has been improved in many European countries. Nevertheless, children from disadvantaged backgrounds continue to be less likely enrolled in ECEC and are significantly less likely to make use of high-quality services than their more privileged peers (Bennett 2012, European Commission, EACEA, Eurydice, & Eurostat, 2014). As a result, questions on the availability and accessibility of high-quality ECEC for children from socially disadvantaged backgrounds have moved to the forefront of political debates (Gambaro et al. 2014). Explanations research has provided for the continuing inequalities so far can be criticised for an overemphasis of parental choice (Vandenbroeck/Lazzari 2013) while marginalising the role of institutional contexts and governance frameworks. The symposium, therefore, focuses on the context of two ECEC systems, namely Germany and Sweden. We explore how socio-historical developments, (governance) structures, and regulations might pose both opportunities and challenges to (un)equal access.

Understanding Inequality in Access to Early Childhood Education and Care in Germany and Sweden from a Governance Perspective
DANA HARRING, German Youth Institute, Germany

The promotion of educational equality through early childhood education and care (ECEC) has been at the forefront of political debates in Germany and Sweden. Children in both countries have legal entitlement to ECEC, and families benefit from subsidised, means-based fees. This study investigates access barriers that persist despite such positive framework conditions. Previous research has marginalised the role of governance frameworks and institutional contexts. This study

addresses this gap and focuses on structures and actions that can make ECEC (un)accessible (Van Lancker, 2017). Access is defined through key aspects such as the availability, accessibility, affordability, and comprehensibility of ECEC services (Vandenbroeck and Lazzari, 2014). The preliminary findings are from a cross-country comparative study that is conducted in two subsequent steps. The first step is a comparative analysis of governance frameworks through official documents and quantitative secondary data. The second step involves the conduction of qualitative interviews and case studies at the local level of ECEC provision. The study is carried out in accordance with international standards (APA) of ethics. Throughout the research process, measures are taken to guarantee the confidentiality and anonymity of participants. In Germany and Sweden, municipalities inhabit a key role in the provision of ECEC. The findings point towards the interrelatedness of inequalities in access and geographical differences. In the case of Sweden, there are indications that this is exacerbated by the rise of for-profit providers. Future research should explore access barriers at the local level of ECEC provision.

Keywords: access, educational equality, educational governance, geographical disparities, providers

Monitoring Access – The role of monitoring systems in steering (un)equal access. Comparing Germany and Sweden
NICOLE KLINKHAMMER, German Youth Institute, Germany

In many systems of early childhood education and care (ECEC), monitoring and evaluation are crucial for ensuring high-quality service provision. The generation of policy-relevant information supports decision-making processes at local, regional and national level. Based on the examples of Germany and Sweden, the paper draws on current policy approaches to monitoring ECEC access. While there is existing work on the way the quality of services can be improved through monitoring (cf. Klinkhammer et al. 2017, OECD 2015, Resa et al. 2016), there is a lack of comparative research on the role of monitoring for access. The concept of 'educational governance' is applied as a heuristic framework to analyse monitoring as a governance instrument in ECEC systems (cf. Ratermann/Stöbe-Blossey 2012). Furthermore, a multi-dimensional understanding of access is used (Vandenbroeck/Lazzari 2013). Data collection is based on a qualitative heuristic paradigm. The findings are gained from the comparative analysis of ECEC policy and governance in both countries. Due to the decentralised system structures, a multi-level analysis is applied. International standards (APA) regarding the ethics of research are respected. Confidentiality is guaranteed and data is kept anonymously. Germany and Sweden have different approaches to measuring access that are influenced by distinct policy instruments, governance structures and underlying concepts of access. Despite this, the comparison of current strategies towards tackling (un)equal access is fruitful for highlighting the potential of monitoring. The role of monitoring systems for promoting inclusive and high-quality ECEC systems is an important issue that needs to be discussed in policy circles.

Keywords: ECEC, access, quality, monitoring, practices & policy

Preschool composition as a quality dimension: provider structures and segregation from a local perspective
NINA HOGREBE, Westfälische Wilhelms-Universität Münster, Germany

The study investigates if early educational inequality in the form of segregation is related to provider structures. Using the example of one German city, it analyses if differences in the demographic make-up of preschools can be explained by provider aegis. Segregation is increasingly discussed as a dimension of inequality in early childhood education (Frankenberg 2016, Hogrebe 2016, Potter 2016, Reid et al. 2015), but not much is known about the causes that lie behind it. Research on schools shows that private or church-based schools prompt segregation (Kristen 2008). In Germany, preschool provision is not only highly decentralised, but the principle of subsidiarity also results in pluralistic provider structures. Newer work on neo-institutionalism (Beckert 2010) implies that different types of organisations give different answers to institutional and parental demands. Eleven school entry examination cohorts (2004/05 to 2014/15) from one municipality provide data on children's family background (n = 26.497), which are aggregated on preschool level (n = 172). Following an empirical-analytical paradigm and using quantitative methodology, variance analysis is used to identify significant differences in preschool composition of different providers. All data are anonymised. Results are reported on aggregated level. Inferences about individual children or preschools are impossible. In having significantly lower proportions of migrant children, the study shows that both church-based and parent-run preschools relate to ethnic segregation. Parent-initiatives additionally relate to social segregation. If types of providers differently attract or take in certain population groups, the role of locally monitored selection procedures should be discussed.

Keywords: preschool composition, preschool quality, segregation, type of provider, local context

SYMPOSIUM SET B
WEDNESDAY 29TH AUGUST
15:50 – 17:10

SYMPOSIUM SET B / 1

BORDERS, VULNERABILITIES & RESILIENCE = TRANSITIONS TO SCHOOL

Individual Paper Presentation

CHAIR: CHRISTINA PERNSTEINER-KOLLER, University of Graz, Austria

Overcoming boundaries – Transition processes between kindergarten and primary school in border regions
CHRISTINA PERNSTEINER-KOLLER, University of Graz, Austria

Linguistic, intercultural and social skills are regarded as keys to understanding and community building in a global world. This is even more important if children grow up in border regions. The research aim is to gain insights into the transition between kindergarten and primary schools in such areas. Transitions can be regarded from organizational/governmental, professional, pedagogical and developmental perspectives (OECD 2017). Their impact is discussed within dilemmas of continuity and disruption, prevention and stigmatization, data dissemination and protection. (Perry/Docket/Petriwskyi 2013, Broström 2002) The research focus on the possibilities and challenges regarding (international) transition processes between 9 kindergarten and 5 primary schools. It takes place within the EU-project „Educational cooperation in border regions" with Hungary and Austria as participants. A special interests is on which methods and materials are used, which understandings of transition are behind them and what is seen as helpful. Methods are semi-structured Interviews with kindergarten/school teachers, children and parents, photography walking tours. Interests and challenges within transition processes depend and differ depending on various perspectives from institutions, professionals and families. One ethical goal is therefore to include many voices, especially children. One key issue in research and transition is also to be sensitive about the risk to stigmatize/marginalize families with special needs. Discourses should not only involve concepts of school readiness of children but also children readiness of schools. Results will be published in 2018. The research results should foster a better understanding of transitions and a critical review of methods and materials used within border regions.

Keywords: transition processes, kindergarten, primary school, border region, linguistic and intercultural skills

Early Years Transitions: Supporting Children and Families at Risk of Experiencing Vulnerability
ANNA KILDERRY AND ANDREA NOLAN, Deakin University, Australia

As part of a State Government (Victoria, Australia) commissioned project this study explored the type of effective or promising practices that were being implemented in early childhood education and care (ECEC) services and schools to support children and families experiencing vulnerability during early years transitions. Research literature, for example Baxter and Hand (2013), Gilley et al. (2015), Harrison et al. (2010) and Kochanoff et al. (2016) shows that children at risk of experiencing vulnerability attend formal ECEC at lower rates than their more affluent peers and have more complex support needs when

experiencing early years transitions. The conceptual framework is underpinned by sociology of childhood (James & Prout, 2015) and an ecological perspective (Bronfenbrenner, 1976). The paradigm the study is located within is interpretivist, and it used mixed methods (Cresswell, 2015), including interviewing, focus groups, surveys and document analysis. University ethics approval was obtained and teachers, early years professionals and parents/carers were invited to participate in the study. Ethical considerations about families experiencing vulnerabilities were taken into account when recruiting parents. It was found that when ECEC services and other professionals work together the transition to school experience for children and families could be improved considerably. Acknowledging families' diverse backgrounds and working with families rather than doing things to families was another finding that arose from the study. Formal early years transition networks should be established so that they have the scope to collaborate around transition to school processes and practices to best support children and families experiencing vulnerability.

Keywords: early years transitions, families experiencing vulnerability, transition to school, early years professionals, preschool children

SYMPOSIUM SET B / 2

THE CONTRIBUTION OF NEUROSCIENCE IN ECE PEDAGOGY

Individual Paper Presentation

CHAIR: CLIONAGH BOYLE, Liverpool Hope University, United Kingdom

Key Discourses in Early Childhood Intervention: A case study of an early intervention city
CLIONAGH BOYLE, Liverpool Hope University, United Kingdom

To increase our understanding of how neuroscience and evidence function as discourse in Early Childhood Intervention through a multi-level case study of implementation in a city in Northern Ireland. Lowe and Macvarish (2015), Vandenbroeck (2015, 2017) challenged the misuse of neuroscience and evidence. Penn (2007, 2017) highlighted limitations of cost/benefit analysis. The contribution of this study is that it traces these discourses from policy to practice. The framework for the study uses Bourdieu's 'thinking tools' of 'habitus', 'capital' and 'field' to explore the ways in which Early Intervention discourses impact on young children, parents and communities and within the broader policy context. The research is orientated within a critical realist paradigm. Critical discourse analysis and grounded theory underpinned the construction and analysis of the field. Interviews, focus groups and participant observation were the principal methods. Ethical approval was secured prior to commencement from Queens University Belfast. The policy discourse locates the origin of social problems in a deficit model of neurological development in early childhood advocating parenting programmes as a solution which will bring transformative change. Community based practice struggles within the policy field for recognition, yet in practice 'home grown' carries significant social capital within and across communities. Professional wisdom, experience and expertise carry significant capital in communities and with parents, particularly when flexible and attuned to their needs. While 'silver bullet' claims from evidence based programmes persist and 'home grown' initiatives promise community contextualised solutions, social inequalities for young children in the case study area remain persistently intractable.

Keywords: early intervention, discourse, neuroscience, evidence, communities

Approaches in the Interpretation of Early Childhood Neuropedagogy
LÁSZLÓ VARGA, University of Sopron Benedek Elek Faculty of Pedagogy, Hungary

"Windows of opportunity" are sensitive periods in children's lives when specific types of learning take place. This research contributes to the dialogue by summarizing what we know about the brain and suggests how it might form the teaching and learning process in the kindergarten. Linking brain and EQ research to ECE is extremely valuable to our understanding of children development and learning. This research draws upon work concerning the theory of constructivism (see Piaget, 1970), early childhood and neuroscience (see Wasserman, 2013) and emotional intelligence (see Goleman, 1997). This research can be located broadly within the complex approach of ECE and new insights into early development (see Charlesworth, 2013 & Sprenger, 2008). The research used varied methods to discover children's opinions and seeking children's perspectives such as children's pictures, individual interviews, questionnaires from parents and early childhood educators, literature analysis and observation of children. Informed consent was obtained from all parents of children in the selected kindergartens, as well as from the kindergarten staff. Parents gave their consent for interviews and observations to take place. The brain is a mysterious organ that offers serious learning challenges to scientists and educators. We facilitate and promote the dialogue between scholars and scientist who foster the importance of educational theories and childhood neurology. Integrating 'Brain-Based & Heart-Felt' research into kindergarten practice will provide educational sciences with lots of information whereas it will modify and complement the content of early childhood educator trainings as well as the innovation of early childhood educational and research facilities.

Keywords: early childhood brain development, early childhood neuropedagogy, windows of opportunity, brain-based & heart-felt learning, theory of constructivism

Emotional capital in the earliest years: A critical area?

ANDI SALAMON, Australian Catholic University, Australia

The aims of this research were to examine how educators' conceptions of infants' capabilities manifest in practice, and the impact on infants' lived experience and learning in ECEC settings. The research adds another Australian perspective to the growing body of literature about the need for specialised infant and toddler pedagogy in ECEC, the importance of critical deep reflection for infant pedagogues, and extends developmental research about infants' social and emotional capabilities to include naturalistic environments of ECEC settings. The research draws on the theory of practice architectures as a theoretical, methodological, and analytical framework. Understanding that practice arrangements (prefigured conditions of social sites of practice) enable and constrain practices, is a central theme. Data were generated using digital video, photographs, written observations, and meetings with educators. Observations of infants' and educators' practices were analysed, in line with the theory of practice architectures, as 'sayings', 'doings' and 'relatings'. Informed consent from the setting, educators and infants' guardians was obtained. Assent was considered with infants as read through embodied responses to the researcher, the research processes and tools. The research presented infants' sophisticated emotional practices in explicit and observable ways. Infants and educators were found to enable and constrain each other's practices within their interdependent relationships, with infants' drawing on banks of 'emotional capital' (a new paradigm) as a way to engage and sustain emotional interactions with educators. Implications include understanding the impact of this new paradigm, in educational as well as family contexts, on infants' and adults' learning and wellbeing.

Keywords: infant pedagogy, emotional capital, infant learning, adult wellbeing, early relationships

SYMPOSIUM SET B / 3

CREATIVITY & CRITICAL THINKING

Individual Paper Presentation

CHAIR: SULE ALICI, Middle East Technical University, Turkey

Understanding of development processes as a development trajectory of creative thinking at preschool age

OLGA SHIYAN AND IGOR SHIIAN, Moscow City University, Russia

The goal of this study is to find out how various parameters of preschoolers´ cognitive development are related. The key question was to reveal if these parameters formed independent lines of development or were interconnected, i.e. functioned as means for each other, etc. This study is a continuation of research work focused on dialectical thinking of senior preschool students (Veraksa, Belolutskaya, Vorobyeva, Krasheninnikov, Rachkova, Shiyan I., Shiyan O., 2013). This research is based on the theories by Piaget, Vygotsky and structural dialectical approach by Veraksa. We applied correlation analysis of the interrelation of different parameters of cognitive development at preschool age such as: dialectical thinking allowing the solution of controversial situations and perform transformations of oppositions, cyclic representations reflecting overall development processes, imagination and formal intelligence. Pseudonyms have replaced the names of participants. Children were given the opportunity to withdraw from the study at any time Research results permit us to discuss the existence of two pairs of interrelations that can be nominally labelled as the ''normative cluster'' (cyclic representations and formal logical) and the ''transformation cluster'' (dialectical action of mediation and image-based insertions of imagination). Cyclic representations are connected both to normative and creative abilities. It means that various cycles of transformation and development (time, developmental cycles in animal and plant life, history and so on) can become an important content for preschool education owing to the fact that they reflect both the standard norm and its transformation. The research results may be used while creating ECEC programs.

Keywords: cognitive development, dialectical thinking, cyclic representations, preschool education, child development

"Oh, I am not a creative person": Pre-service teachers' attitude towards creativity and problem solving

SULE ALICI ANDSERAP SEVIMLI CELIK, Middle East Technical University, Turkey,

The study was aimed to explore the influence of creativity and children course on early childhood (EC) preservice teachers' attitude towards creativity, creative thinking, and problem-solving, their awareness of problem-solving and creative thinking skills and how to assess themselves regarding these skills. The 21st Century Learning (2017) indicated creativity, innovation, critical thinking, and problem-solving as the skills that are necessary for 21st learning outcomes. Craft (2002) highlighted that in-service and pre-service teachers would provide opportunities for children to change their current perspectives to create authentic ideas. Mixed method was used to collect the data. For the quantitative part, the data were collected from 31 EC pre-service teachers with two different questionnaires in before and after the course. For the qualitative part, data were gathered with focus group interviews and the participants' in-class products created throughout the course of a semester. All the required ethical permissions were taken from the participants. The preliminary analysis indicated that although the course had a significant effect on EC pre-service teachers' problem-solving skills, there was no significant effect on their creative thinking skills. During the focus group, they saw themselves as problem solvers. They did not perceive themselves as a creative person although their course products were so creative. The findings of this study would demonstrate the reasons why EC pre-service teachers cannot see themselves as creative and offer suggestions on how pre-service teacher education programs would benefit them for improving their creative skills.

Keywords: creativity, problem solving, creative thinking skills, early childhood education, pre-service teachers

Young children questioning
JANE MURRAY, University of Northampton, United Kingdom

The aim of this study conducted in the English midlands was to investigate the nature and extent of young children's questioning for learning. Research questions were: (i) Do young children ask questions for learning? (ii) What questions do young children ask for learning? (iii) How do young children ask questions for learning? Most extant research concerned with questioning for learning focuses on adults questioning children (e.g. Borich 1996, Muijs and Reynolds 2001, Morgan and Saxton 1994, Wragg and Brown, 2001, Siraj-Blatchford and Manni, 2008). Far less attention has been given to children's questions for learning (e.g. Fahey, 1942). Young children may construct learning by asking questions of themselves and others (Chouinard, 2007, Cifone, 2013, Edwards et al., 2012, Mills and Landrum, 2016). Therefore, this study synthesises constructivist and social constructivist paradigms. Early childhood practitioners and students were invited to capture observations and conduct semi-structured interviews with young children for this instrumental case study. The study was conducted according to institutional ethical requirements. Benefiting participants and other young children and their carers was foregrounded throughout. Ongoing voluntary informed assent was secured from child participants, voluntary informed consent was secured from parents. All data are anonymised. This paper presents interim findings which reveal that learners' own agenda - and research concerning these - are subordinated to centralised government outcomes oriented to economics. Policy makers may wish to note that macro-policymaking driven by economic imperatives may stifle dispositions to learn in young children and their carers, so may have a perverse effect.

Keywords: early childhood education and care, young children's questions, disposition to learn, questioning for learning, access to research

SYMPOSIUM SET B / 4

PRESCHOOL BEHAVIOUR GUIDANCE

Individual Paper Presentation

CHAIR: FABIO DOVIGO, University of Bergamo, Italy

Behaviour guidance by nursery practitioners measured during a novel present giving task
KINGA GYÖNGY AND MAGDA KALMÁR, Eötvös Loránd University, Hungary

Our study uncovered factors that influence the success of caregivers' behaviour guidance of two-year-olds in childcare centres. In contrast to previous work (e.g. Wachs, Gurkas, & Kontos, 2004), the current approach enables the nursery nurse to have a guiding interaction with all the children (and not just one target child). The framework is child-caregiver interaction analysis. Data were collected in 31 childcare groups with 62 nursery practitioners and 236 children in Hungary. Behaviour guidance was measured during a controlled observation. In the novel method, the nursery practitioner offers presents to her group. The dependent variables were: task completion and group mood. After an acclimatization period, the caregiver (alone among the children) distributes presents to the children by a table, with each child choosing one present. The nursery practitioners follow each other in a counterbalanced order, one distributing coloured paper boats, the other laminated Berry and Dolly (Hungarian: "Bogyó és Babóca") pictures. Systematic observation was done by two independent coders based on video recordings. Written informed consent for voluntary participation was obtained from the nursery practitioners and the parents of the children. The number of children in itself did not influence the success of present distribution. However, an increase in the number of younger children and those with a difficult temperament decreased the task completion score and group mood, respectively. Months spent in nursery had a small but negative effect on group mood. Nursery practitioners should be aware of the implications of child characteristics in the success of behaviour management.

Keywords: child-caregiver interactions, behaviour guidance, video observation, temperament, present giving task

Examining the 36-72 month-old children's misbehaviours in the classroom environment
KADER KARADENIZ AKDOĞAN, CAGLAYAN DINCER AND KAAN ZULFIKAR DENIZ, Ankara University, Turkey

The purpose of this study is to examine the frequency and appearance of 36-72 month-old children's misbehaviours in the classroom environment. When adverse effects of misbehaviours are considered in the long term, identifying these behaviours is important to have more qualified life for children and other people around them (Campbell et al., 2016). Theoretically, Social Learning Theory is used in the study and social competence and misbehaviour concepts are taken into consideration. The study has been designed by using explanatory mixed research model and consisted of 36-72 months-old 510 children who took part in TUBITAK supported project. 32 children who got the highest scores from anger-aggression / anxiety-withdrawal and the lowest scores from social competence subscales of SCBE-30 (La Freniere & Dumas, 1996, Çorapcı et al., 2010) were identified. These children were observed in free play, transition, meal and activity times for 15 minutes each. According to this, frequencies and appearances of children's misbehaviours were evaluated. The ethical risk is studying with children. In addition to Ethics Committee Approval, the voluntary consent form was obtained from teachers and families, children's names weren't used, and the video records were kept on a computer without internet access. It was seen that the

most frequent misbehaviours were aggression, attention problems, disruptive behaviours and communication problems and these behaviours most frequently arose in free play and transition times. It is thought that in-depth examination of misbehaviours will contribute to the field and support teachers and families in the problem-solving process.

Keywords: early childhood education, misbehaviour, problem behaviour, observation, SCBE-30

Targeting behaviour problems of preschoolers: Changing children's developmental trajectory
IRIS HESKIA BARAD, ORIT TOPELBERG AND ALONA RODED, Tel Aviv-Yafo Municipality, Israel

This study evaluated the efficacy of a short-term intervention (named MASLOOL) for reducing behaviour problems in preschoolers. MASLOOL targets significant adults to support children with disruptive behaviour, by improving children's cooperation, adult-child interactions, and home-school communication. Early-onset disruptive behaviours (aggressive behaviours, non-compliance, and emotional volatility) increase risk for negative outcomes later in life, including antisocial behaviour and delinquency (Longman et al., 2016). Intervening as early as possible is therefore essential. MASLOOL was based on previous early childhood short-term programs (Bierman et al., 2013), with positive long-term outcomes (e.g., fewer juvenile arrests). The program is grounded in an eco-systemic paradigm which focuses on how the interactions between individuals and environments underlie psycho-social health outcomes (Bronfenbrenner, 1977). In 14 preschools, behaviour-analysts provided teacher-training and school-psychologists provided parent-support. Functional behaviour analyses were used to identify environmental antecedents and consequences of problem behaviours, and to design classroom intervention. Observational and self-report data were collected pre- and post-intervention. To avoid stigmatizing students, and to balance confidentiality and transparency, the intervention was explained to teachers and parents, and informed consent was obtained. Parent sessions occurred off-site and teacher-training was conducted discreetly, such that target students could not be identified. The program was evaluated using quantitative data collected at baseline and following 4 months of intervention. Results indicate 74.5% reduction in refusal behaviours, 89% in verbal violence, and 84.5% in physical violence. MASLOOL was found to be an effective short-term preventive intervention for reducing behaviour problems of young preschoolers and promoting home-school collaboration.

Keywords: behaviour problems, home-school collaboration, functional behavioural analysis, preventive intervention, social ecological models

SYMPOSIUM SET B / 5

POROFESSIONAL IDENTITY & SELF-PERCEPTION

Individual Paper Presentation

CHAIR: IDA BERTELL, Department of Child and Youth Studies / Division for Early Childhood Education, Sweden

Professional identity in the infant room: Making pedagogical decisions for learning and wellbeing
BELINDA DAVIS, Macquarie University, Australia

This research aims to explore the pedagogical work of educators working with infants in early childhood education and care settings. The following questions are explored: (1) What are the educators' reported reflections about their role in working with infants? (2) How does this help shape their professional identity? There is a steady growth in the numbers of infants attending early childhood services in OECD countries (OECD Starting Strong, 2015). Despite growing interest in infant learning, recognition of infant educators as specialised professionals however is limited (Dalli, 2016, Page, 2016). Thematic analysis was conducted within a constructivist paradigm (Clarke & Braun, 2013, Braun & Clarke, 2012, 2006) utilising descriptive codes based on Nolan and Molla's (2018) classes of professional functioning. Visual methodologies alongside narrative inquiry were used to capture the lived experiences of infants and their educators (Malloch & Trevarthen 2009, Rinaldi 2000, Selby & Bradley 2003). Permission was sought from all children's parents and educators for video recording. Recording was stopped and footage deleted as requested. Educators' pedagogical work with infants is subtle, based on specialised understandings of individual children and this age group. Educators are self-aware, making purposeful pedagogical decisions based on knowledge and experience. Communicating this work with parents, untrained staff and employers is a challenge. Professional recognition and identity should be reconceptualised by educators themselves. Wider recognition of the specialisation of infant educators including changes in policy and remuneration.

Keywords: infant, educator, professional, identity, nursery

The Importance of Developing Creativity through Preschool and Early Education: Teachers' Self-perceptions of Creativity
MARIJANA ZUPANIC BENIC, Faculty of teacher Education University of Zagreb, Croatia

The aim of this study is to determine how preschool and early education teachers in Croatia perceive their creativity and describe their perceptions in the context of the domains of creativity. : In the context of preschool and early childhood education, teachers have an important role in supporting their students' creative potential by planning and conducting artistic activities to provide their students with creative experiences. Previous studies demonstrated that teachers' creativity has an important role in the creative development of children (Baker, 1979, de Souza Fleith, 2000, Esquivel, 1995). Therefore, in addition to understanding childhood development and developing professional pedagogical competencies, teachers must

gain the creative competencies required to engage children in creative activities. Creativity is a phenomenon whereby something original is developed, such as innovations that have a historical and developmental significance for society. The theoretical framework of this study recognizes and measures the following five broad areas as the dimensions of creativity: Self/Everyday, Scholarly, Performance, Mechanical/Scientific, and Artistic (Kaufman, 2012). A positivist research paradigm was used to inform the design of this quantitative study. An anonymous survey was conducted using Kaufman's Domains of Creativity Scale (K-DOCS) to measure the participants' five domains of creativity (Kaufman, 2012). Personally identifying information was not collected to protect the participants' privacy. The results of this study describe the creative development and potential of preschool and early childhood education teachers. The role of their creativity in the holistic development of children is discussed. Facilitating the creative development of children in practice.

Keywords: creativity, early education, preschool, self-perception, teachers

Kindergarten teacher's beliefs and self-perception: on the way to professionalism and wellbeing
MÁRIA HERCZ AND ZSUZSA F. LASSÚ, Eötvös Loránd University, Hungary

It is a well-known fact that only healthy teachers can teach healthy children. Our research focuses on Hungarian kindergarten teachers' beliefs and self-perception about professional relationships, effectiveness and satisfaction influencing wellbeing. We were curious about the main factors of students' wellbeing and whether we could prepare them for self-management in carrier and wellbeing. Roots of our research go back to our comparative PhD study (2007), further builds upon Csapó's work on cognitive pedagogy (1992). The framework based on the works on nursery school teachers' quality, teacher thinking (Chakravarthi, 2009), and teachers' wellbeing (used models: Bronferbrenner's 1979, Forgeard's 2011, OECD, 2013). UNESCO guidelines about ECEC quality are clearly defined and their fulfilment is widely studied (Hardin, Stegelin, Cecconi, 2015). Results of studies on quality of ECEC highlights different aspects of quality (Slot, 2015), however, teachers' beliefs about quality are scarcely studied. A quantitative empirical study using positivist research paradigm was conducted with online questionnaire (reliability is Î±=0,91) to reach a nationally representative sample of kindergarten teachers. Statistical analysis was processed with SPSS. Legally adult participants gave statement of consent. The questionnaire did not contain sensitive items hurting participants' well-being. Data were stored anonymously. Surprising results suggest that teachers' satisfaction is amazingly bad nevertheless their personal surrounding serves as a care-factor. Looking for the coherence with background factors makes the picture more interesting. Conclusion highlights the importance of quality of in-service training: classroom management characteristics make spectacular effects on teachers' sense of effectiveness therefore in the quality of ECEC in Hungary.

Keywords: professionalism, wellbeing, quality of work, teacher-thinking research, classroom-management

SYMPOSIUM SET B / 6

CLASSROOM MANAGEMENT & CREATIVE ENGAGEMENT

Individual Paper Presentation

CHAIR: BRIDGET EGAN, University of Winchester, United Kingdom

The analysis of the strategies that preschool teachers use for classroom management and conformity of these strategies.
EMEL DURMAZ, CAGLAYAN DINCER, AND KAAN ZULFIKAR DENIZ, Ankara University, Turkey

To find out the conformity between the preschool teachers opinions on the frequency of using classroom management strategies and the strategies that they actually practice in the classroom. Although it is known how to use classroom management strategies effectively, it has been found that teachers are not competent in this issue and as a result they are adversely affecting learning (Westbrook-Spaniel, 2008). Strategies in the context of the teaching pyramid set in the Incredible Years Classroom Management Program developed by Webster-Stratton (1999) were taken into account. It was planned under the project supported by TUBITAK and conducted with 72 preschool teachers by using convergent parallel design. "Personal Information Form" and "Teacher Classroom Management Strategies Questionnaire- Specific Teaching Techniques" were used in the quantitative part. In the qualitative part as well as the anecdote records "Teacher Strategies Form" which is filled with the information obtained in the observation process has been applied. In addition to Ethics Committee Approval, all teachers participated in the study filled in "Letter of Voluntary Participation" form. Also, in order to make observation in the classroom, necessary permissions have been taken. It was determined that teachers used repressive techniques more common. It has been determined that teachers cannot use techniques related to classroom environment, behaviour acquisition, emotional regulation and problem solving, discipline effectively and actively. In addition to the preschool teachers' classroom management strategies, information about strategies that they need to develop contribute to the early childhood field.

Keywords: early childhood education, teacher, classroom management, incredible years, strategy

Determining free play content of 36-72 month-old children exhibiting undesirable behaviour

CAGLAYAN DINCER (1), KADER KARADENIZ AKDOGAN (1), EGE AKGUN AKGUN (1) AND CAROLYN WEBSTER-STRATTON (2), (1) Ankara University, Turkey; (2) University of Washington, United States

The purpose is to determine the content of free play activities of 36-72 month-old children who exhibit undesirable behaviours. Free play activities support children's all developmental areas and provide high level of thinking skills and a safe, non-judgmental environment for self/emotional-regulation skills (Hirsh-Pasek et al, 2009). It is based on the social and cognitive play classifications of Parten and Smilansky. Play types, thematic content of play, material and peer-related categories were determined based on these approaches. The study has been designed by using explanatory mixed research model and consisted of 36-72 months-old 340 children who took part in TUBITAK supported project. 20 children who got the highest scores from anger-aggression / anxiety-withdrawal and the lowest scores from social competence subscales of SCBE-30 (LaFreniere & Dumas, 1996, Çorapçı et al., 2010) were identified. These children were observed during free play activities and video recordings were taken. According to this, children's play behaviours were evaluated in four categories. The ethical risk is studying with children. The voluntary consent form was obtained from teachers and families, children's names weren't used, and the video records were kept on a computer without internet access. It was seen that children frequently prefer dramatic play, children with higher anger-aggression scores frequently engage in aggressive play and children with higher anxiety-withdrawal scores prefer to play with manipulative toys and be alone. The findings of the research can be a guide to teachers and families to set up environments that allow children to engage in qualified play activities.

Keywords: early childhood education, undesirable behaviour, free play, play content, scbe-30

Space, Time and Flow in young children's creative engagement

BRIDGET EGAN, University of Winchester, United Kingdom

This research aims to explore the way in which space and time impact young children's engagement and the flow states they sustain in their creative work with materials. The analysis draws upon the work of Csiksentmihalyi (1979) on 'flow', Laevers (2000) on 'engagement' and Robson (2014) on indicators of creative thinking in order to explore the material realities that impinge on children's creative engagement. This diffractive analysis (Barad 2007, Mazzei 2014) uses the concepts of intra-action and entanglement to explore the complexities of concepts of space and time as they affect children's engagement, activity, and outputs. New materialist thinking (Barad 2007, Bennett 2010) informs the analysis. This qualitative research design focused on the ways in which young children engaged with construction materials. The observational study took place in 2 phases, with analysis from the first phase of data collection informing the process of the second phase. In the first phase, children in a Reception class were observed. Following a debrief with the staff in the first school, children in Reception classes in 2 further schools were observed. Gatekeepers (school principals, classroom teachers and parents) were asked for consent to children's participation.   Children themselves were invited to participate, and consulted about the timing of their involvement. A diffractive analysis of the data thus obtained reveals a complex relationship between time, space and activity. The complex material entanglements in children's activity illustrated here suggests the need for caution in developing simplistic explanations of observed outcomes.

Keywords: creative action, 'flow', space & time, diffraction, materialities

SYMPOSIUM SET B / 7

VALUES & CULTURES IN EC ORGANISATIONS

Individual Paper Presentation

CHAIR: JOKE DEN HAESE, Erasmus University College, Belgium

Social values, organisational cultures and pedagogical environments

ISTVÁN PERJES, Kaposvár University, Hungary

The presentation aims to reinterpret the concept of the pedagogical environment of institutionalised education by a novel approach that combines philosophy and organisational theory in order to reveal its educational context and interpretative argumentations. The reference literature context focuses on a wide range of related topics, i.e.: theoretic and practical philosophy and education phenomenology (Carr 2010, Pring 2010, Perjés-Schwendtner 2016), the problematics of authority (Gutmann 2016, Tóth — "Csányi, 2017), generating positive learning experience (Csíkszentmihályi, 2016, Handy 2016) and the interpretative perception possibilities of institutions and organisational cultures. Within the frameworks of the presentation, 'pedagogical environment' is referred to as an institutional field, whose ability to generate positive learning experience is characterised by educational theories, pedagogical practices and the phenomenological problematics attached to these fragments. The presentation - based on the textual analysis of the relevant reference literature - defines 'pedagogical environment' within the frameworks of an interpretative paradigm and applies a multi-reference context and phenomenological approach towards education. The greatest dilemma of a happy and meaningful pedagogical environment is always about how it changes the preliminary interpretations and implicit preconceptions that together define the interpretative characteristics of the institution as a whole. The effectiveness of positive experience generating pedagogical environments can be largely increased by applying a phenomenological approach and using interpretative organisational development methods. The reinterpretation of education can be considered successful if we can simulate social co-existence

within a pedagogical environment, where children are able to find out for themselves how they can wilfully control their own activities.

Keywords: education philosophy, organisational theory, pedagogical environment, organisational culture, social values

Being in times of becoming
JOKE DEN HAESE (1) AND KAAT VERHAEGHE (2), (1) Erasmus University College, Belgium; (2) Urban Coaching & Education Centre, Belgium

This research focuses on the awareness of educational professionals of their own biases. This awareness influences understanding and comprehension for the narrative space of young children and their families. Socio-cultural awareness creates possibilities for durable changes in the pedagogical thinking and action. It develops a strong attitude to cope with diversity (a *diversattude*) and creates cultural responsive interaction. The development of a narrative coaching method (Verhaeghe et al., 2017) showed the potential of using narratives in the professionalization of educational professionals. Narrative coaching focusses on a holistic approach using life stories to change beliefs and attitudes (Stelter, 2007). Identity is a key concept when discussing either education or how to deal with diversity. Educational professionals, steered by their perspective of reality (Golombek, 2015), have significant impact on the behaviour of children in contexts of diversity (Vandenbroeck, 1999). A qualitative research design, using collective case study with multiple data-collection using ethnographic methods. The employment of content and discourse analysis within each case followed by cross-case analysis. A strong awareness of the researcher about his own biases is needed. Using triangulation and member checks to create validity. Anonymity will be assured. Trough stronger insight in cultural identity and the impact on the interaction with others, the professional establishes socio-cultural responsive interactions in which children, regardless their background, can flourish. Coaching methods using narrative imagination and reflection, will be created. The professionalisation must change from a focus on behaviour to a focus on identity, the being of professionals instead of their becoming.

Keywords: social cultural awareness, identity, discourse, narrative imagination, cultural responsive interaction

Value learning – A study on how Norwegian preschools are working with the values stated in the object clause of the Kindergarten act.
SISSEL MØRREAUNET AND ARVE GUNNESTAD, Queen Maud University College of Early Childhood Education (QMUC), Norway

The aim of the study was to find out which of the values from the Norwegian object clause ECEC centres are prioritising in their work and how they promote these values among the children. The study is a continuation of a previous international study on value learning in preschools in Norway, Swaziland and Kenya (Gunnestad, A., Mørreaunet, S & Onyango, S. (2015). Other important backgrounds are ''*Verdipedagogikk i barnehagen*'' (Value learning in ECEC centers) (Johansson, et al. 2015). The findings are discussed in the light of van den Heuvel, A. (2001). ''Values for a Global Society'', Charles Taylors ''common-ground-strategy'' (The secular Age 2007) and Kjell-Arne Røvik's theory of translation (''*Trender og translasjoner*'' 2007). The study used Quest-back net-based technology to collect data from leaders of ECEC centres. We used some quantitative and some qualitative questions. The study was based on voluntary participation. Confidentially was secured through Quest- back procedures. The study is controlled and accepted by the Data Protection Official for research and educational institutions (NSD). The study shows that most of the kindergartens worked with values, but many of them selected some of the values and ignored others. The kindergartens work with values through presentations of themes, discussions in the staff underlining the adults as role models, through parents meetings and spontaneous discussions with children. The study points out that some central values are getting less attention in the ECEC centres. This indicate the need for more research and ''translations'' of these values.

Keywords: values in ECEC, value learning, object clause for ECEC, values in ECEC curriculum, teachers' role in value learning

SYMPOSIUM SET B / 8

CHILDREN OUTDOORS IN GERMANY, IRELAND & NORWAY

Individual Paper Presentation

CHAIR: KARI-ANNE JØRGENSEN, University College Southeast Norway, Norway

Changing landscapes – children's habitats in outdoor areas
KARI-ANNE JØRGENSEN, University College Southeast Norway, Norway

The aims of the study: Critical interpretation of changes in landscapes connected to places for children's outdoor play, interpreting historic data, photos, taken from the same area over a period of hundreds years. Rise an awareness for how development of urban areas influences on children's access to areas for play and freedom to roam. This work connects to research studies on early childhood and right to play in urban areas and children's rights. The work implemented by UNSESCO with substantial contributions to children in urban areas is a backdrop for this work. So is also own studies on children and physical activity on outdoor areas. I use the theoretical framework of the three mimesis of Ricœurto frame the analyses of photos, presenting the findings as narratives. The study is also influenced by sociology of childhood. Analysing historic photos from a period of 100 years. Developed categories of changes framed within the mimesis of Ricœur, narration of findings.

Using photos there are no people involved. Still there are ethical issues connected to my interpretation. Even small changes such as taking down threes, decrease of land for orchards and gardens, taking away paths to green areas makes an impact on what the environment offer the children for play. This has a potential for work for children rights to play and a stepping-stone for more research using photos and maps to elucidate important habitats for children's play.

Keywords: outdoor play, children's rights, landscape analyses, community development, sociology

An Ethnographic Study on the use of the Outdoors in an Early Years' Setting in rural Ireland
ANNA ROSE MAGUIRE-CODD, Athlone Institute of Technology, Ireland

The overarching aim is to explore the views of children (3-5 years), their parents and educators on the use of the outdoors in ECEC There have been many studies and critiques of outdoor play/learning worldwide (McClintic and Petty, 2015, Kos and Jerman (2013)) highlighting benefits and barriers (Fjørtoft, & Sageie, 2000, Ernst, 2014). This research brings together embodied education, relational pedagogy and 'funds of knowledge' framework, drawing on Vygotsky's sociocultural theory and a postmodernist perspective. It is located with a children's rights perspective based on Lundy's concept of children's participation which emphasises space, voice, influence and audience to ensure an inclusive process through which all children have equal opportunities to participate and will be appropriately supported by adults and their peers. An ethnographic research design, consistent with an interpretivist paradigm will be used. A mosaic approach to data collection facilitates children's, parents' and educators' contributions. Semi-structured interviews and focus group interviews will be conducted. Child protection, informed consent and assent, power dynamics will be ongoing. The research will focus on the collaborative process of outdoor play/learning, with particular reference to 'embodied education' and 'relational pedagogy'. It is expected it will benefit participants as an ongoing dialogic process of negotiation on the use of outdoors. It is anticipated the research will emphasise the contradictions inherent in how the outdoors is viewed in ECCE in Ireland and will thus inform policy and practice at a national level.

Keywords: outdoors, children's rights, embodied education, relational pedagogy, funds of knowledge

A Review of Exploration Security and its Application in Early Childhood Education
MICHAEL GLÜER, Fachhochschule Südwestfalen, Germany

This presentation aims to review the concept of exploration security and its application in early childhood education. Security of Exploration was introduced by Grossmann et al. (1999) as an extension of attachment theory. It was primarily applied to explain the advantages of father-child interactions for attachment security. Attachment security explains children's need for security under stress situations, while the attachment behaviour system is activated. Exploration security, on the other hand, stands for children's confidence while the exploration system is activated (Glüer, 2017). Based on a literature review, the concept of exploration security will be introduced. Empirical findings, related ideas and its theoretical basis will be presented. Due to the theoretical design of the study, there was no need for ethical considerations. The findings of the review indicate that security of exploration can extend our knowledge of the development and the needed support of children's explorations skills. Furthermore, security of exploration may explain differences in children's learning engagement, compliance and cooperation in early childhood education. Practical applications of the concept will be discussed.

Keywords: exploration security, attachment security, exploration, learning, interaction

SYMPOSIUM SET B / 9

YOUNG CHILDREN USING HUMOUR & CARTOONS

Individual Paper Presentation

CHAIR: MARJA-LEENA RÖNKKÖ, University of Turku, Department of teacher education, Rauma campus, Finland

Humour inspiring children's hands-on activities
MARJA-LEENA RÖNKKÖ AND JULI-ANNA AERILA, University of Turku, Finland

This study examines the learning outcomes among preschool children of a holistic arts-based learning process in which humour was the core theme. In our previous studies, we used children's stories and craft products to visualize their interpretation of literature and their experiences in different learning environments (Aerila & Rönkkö, 2015, Aerila, Rönkkö & Grönman, 2016). The theoretical framework consists of perspectives to children's humour and creative activities like stories and holistic craft process (e.g. Anttila, 2008, Martin, 2007). The data consist of children's drawings, stories and soft toys as well as the videotaped activity hours. Children were assigned the task according to Piret's (1941) instruction. The pilot was conducted in the spring 2015, and the second phase of intervention was implemented during spring semester of 2018 in three municipal preschool group. The preschool group consisted of altogether 50 children, aged 5 to 6 years. The research project is guided in strict confidence and no real names will be used in this study or in any subsequent publications. The data is kept private in a locked bookcase. The children and their parents were given an opportunity to withdraw from the study at any point. The soft toys the children created were funny, well-meaning characters with comical features. Children seemed to recognize the significance of cheering other people up. Craft-making with the ingredient of humour motivated the children

and gave them story ideas. This kind of holistic learning process supports children by giving them the opportunity to look for and find innovative solutions.

Keywords: humour, holistic approach, stories, craft making, hands-on activity

Cartoons as an educational tool to fight disability stereotypes
ELENI LOIZOU AND SIMONI SYMEONIDOU, University of Cyprus, Cyprus

This study aimed to examine how children respond to cartoons, criticizing stereotypes about disability and consider the elements they employ in their cartoon productions to exhibit their criticism against disability stereotypes. Disability humour can be positive or negative because it develops positive attitudes towards disability or reproduces disability stereotypes and oppressive rhetoric (Smith & Sapon-Shevin 2009) Different forms of literature (e.g. picture books, comics) are employed to support children's understanding of disability and help them become critical over stereotypes . Cartoons offer an attractive medium to present disability as condition but also the social attitudes towards this condition (McGrail & Rieger 2013). This qualitative study explored the implementation of a programme guided by the social model of disability. Data collection included audio-taping discussions of children's involvement in the activities, artefacts and the reflective journal of assistant researchers. Parents responded to an open call explaining the goals of the program, signed up consent forms and children freely chose to which program activities to participate. Children appreciated cartoons about disability, produced the wording to an existing comic and created their own (graphics and text) focusing on disability issues such as access, charity and equality. The humorous elements children employed in producing text to disability cartoons included: hyperbole, irony and sarcasm. Humour through cartoons can be a means for children to develop a critical stance against generalized stereotypes about disability and social issues. Similar programs in schools can support children to employ humour as a means of empowerment and possible social change.

Keywords: disability stereotypes, humour, cartoons, right to accessibility, disability rights

The case of two kindergarten children's humorous and creative productions
EVI LOIZOU, University of Cyprus, Cyprus

The aim of the study was to explore the ways in which a Series of Creative Structured Activities (SCSA) involving humour elements, affected the type and quantity of visual and verbal productions of two kindergarteners and connect these to the Theory of the Absurd and the Empowerment theory. Researchers have explored the production and appreciation of visual or linguistic humour (Brown, 1993, Bergen, 2009) agreeing on the incongruity element of humour and violation of expectations. The two theories examine young children's humour and include specific categories: Incongruous actions, Incongruous appearance and violation of expectations and violence highlighting the socio-cognitive perspective of humour (Loizou & Kyriakou, 2016). Data collection included children's humorous drawings and stories, before and after participating in the SCSA and were analysed based on the creativity elements as presented in the Torrance test. Parents of children were informed about the study, agreed to their children's participation and signed the consent form. The SCSA with humour elements affected positively the quantity (fluency) of humorous events produced by the two children in their drawings and stories. They were able to produce unique ideas (originality) in their stories and drawings and provided detailed explanations (elaboration) of their productions. One child produced more humorous events that fell under the Theory of the Absurd and the other one produced more humorous events that fell under the Empowerment theory. By closely examining children's humour, adults can further scaffold their experiences in ways that can enhance their creativity.

Keywords: visual and verbal humour, creativity, case studies, theory of the absurd, empowerment theory

SYMPOSIUM SET B / 10

THE DEVELOPMENT OF CREATIVITY, IMAGINATION AND LANGUAGE THROUGH GAMES AND IT

Individual Paper Presentation

CHAIR: KALLIOPI KANAKI, University of Crete, Greece

Psychological conditions for developing central psychological neoformation in preschool age
ANNA IAKSHINA, Moscow City University, Russia

The aim of this research is to explore the conditions for developing imagination in preschool age. The study is deeply related to the works of Kravtsova (1994,2010, 2017), Dyachenko (1996), Davydov (1992), Smirnova (2004) and it is focused on the role of "obshenie" between children of different age (siblings and mixed-age groups) in development of imagination. Theoretical framework relies on cultural-historical theory by Vygotsky, theory of three levels of imagination (Kravtsova, 1994, 2017) and different positions in ''obshenie'' (Kravtsova, Kravtsov, 2017, Berezhkovskaya, 2006). The concept of "obshenie" (not equal with "communication") was used to give a more nuanced way of thinking about psychological conditions for developing imagination. Data is collected through observation, questionnaire to parents and formative experiment (total: 367 preschoolers). Parental consent is obtained after providing written information. Participant names have been anonymised. Children were given the opportunity to withdraw from the study at any time. The findings were: position of the oldest child in a family creates special conditions for development of imagination in comparison with other sibling positions.

The level of imagination of children from mixed-age groups in kindergarten is higher than the level of imagination of children from single-age groups and it doesn't depend on sibling position. Formative experiment shows advantages of children's education and upbringing in mixed-age groups and contribution of "director's" position of oldest child to development of imagination. As a result of this study a programme for development of imagination and a set of recommendations for parents and children's educators were created

Keywords: imagination, mixed-age group, sibling position, preschool, the oldest child

The development of computational thinking in early childhood education through the creation of digital games
KALLIOPI KANAKI AND MICHAIL KALOGIANNAKIS, University of Crete, Greece

This research aims to provide the educational community with a learning framework that supports the development of computational thinking in early childhood education. The core of the research is the digital environment PhysGramming, which turns students from passive consumers to active creators of technology. Its innovative aspect is that children create their own digital games while studying physical science, in a way that provides familiarity with the basic principles of object-oriented programming and computational thinking, even though no specific reference is made to these principles. Computational thinking is investigated by more and more researchers and educators nowadays, as it is soon expected to be a fundamental skill for everyone (Wing, 2006). This research draws on the principles of computational pedagogy and on the theory of constructivism. Qualitative and quantitative inquiry and research design are deployed (Lewis, 2015). The research is attuned to the ethical guidelines of educational research, regarding information, informed consent, confidentially and use of data. Pilot test interventions will be conducted in two classes of second grade in May 2018. The confirmation of whether the proposed educational framework meets the criteria of exposing students to computational thinking, will be based on the investigation of whether it enhances the development of the main aspects of computational thinking i.e., collection, organization and analysis of data, algorithmic thinking, abstraction, testing and verification (Barr & Stephenson, 2011). This research is of general interest to the EECERA community, especially to scholars that support the interdisciplinary development of computational thinking in early childhood education.

Keywords: computational thinking, object-oriented programming, physical science, game-based learning, early childhood education

Relationship between language development and infocommunication technology usage in early childhood
MÁRIA DÁVID (1) AND ZSUZSANNA FABIAN (2), (1) Eszterházy Károly University, Hungary; (2) Professional Diagnostic and Educational Expert Team, Eger, Hungary

We aimed to investigate how the language development performance of Hungarian children between 2-3 years changes according to frequency of ICT usage. Most previous studies investigated the impact of ICT-devices on older age groups, we have known little about the effects of these technologies in early childhood. The early stages of language development basically have big variability. Kauschke's (1999) minimal criteria of typical language development are 50 words expressive vocabulary in 18 month. Rescorla's (1989) normative criteria: late talker is a child, if don't have 50 words expressive vocabulary until 2 years age. (18% of 2 years children are in this category). Newbury (2005) emphasize that genes influencing SLI interact with one another and the environment, and that a specific variant confers an increased risk for impairment. Participants are parents of children, who are asked about the ICT-usage habits, using a questionnaire, and the Hungarian version of MacArthur Bates Communicative Development Inventory-III. (Kas et al. 2017) This study has low ethical risk. Participating in this study is voluntary and anonymity. Participants are adults, get acquainted with the aims and terms of the research and sign an informed consent. We anticipate that, in 2-3 ages, we can differentiate low, medium, and high ICT usage subgroups, and the expressive verbal skills will be significantly higher between low ICT usage subgroups. This research helps parents to create a suitable environment for their children in early ages, to develop their verbal skills.

Keywords: language development, late talker, ICT usage, early childhood, questionnaire

SYMPOSIUM SET B / 11

PARENTAL SHARED READING & EARLY LITERACY SKILLS

Individual Paper Presentation

CHAIR: LORI SEVERINO, Drexel University, United States

Parent Engagement Workshop on Early Literacy Skills
LORI SEVERINO, Drexel University, United States

Parent involvement in early literacy skills is essential in supporting later reading skills. A parent workshop developed Philadelphia's Readby4th grade campaign intends to help parents understand the concepts that support train parents in activities that can strengthen literacy skills. Research shows parental involvement in literacy is more powerful than other family background variables, such as social class, family size and level of parental education (Flouri & Buchanan, 2004). The results are more profound and last longer when the parents are involved (Mullis, Mullis, Cornille et al., 2004). The framework included the six major dimensions of parental involvement presented by Kohl et al (2000) and the five pillars of reading

recommended by the National Reading Panel (2000). This workshop revolves around parents learning the developmental stages and expectations of literacy and providing the tools to support those skills. Parents served as focus groups. The feedback was used to inform changes. Bias on part of the researcher was considered. A local parent and child were involved in the development process in order to ensure bias was not present. Parents found the workshop informative and helpful. Parents had a much clearer understanding of expectations in the early grades. This workshop has been requested for parents in the 8th largest school district in the U.S. As more parents are reached, they may implement the take home activities and strengthen their child's literacy skills. The goal of the campaign is to have all children on grade level by 4th grade.

Keywords: early literacy skills, parent involvement, parent workshop, phonemic awareness, phonics

Paradoxical pedagogies - supporting mothers to support their young children's literacy
HELEN VICTORIA SMITH, University of Nottingham, United Kingdom

My research aims to understand how mothers of young children use and experience resources in an East Midlands' town to support their young (under 5) children's literacy development. It relates to other place-based literacy research such as that carried out by Barton & Hamilton (1998) and Heath (1983) which sought to understand how different people experience and understand literacy in specific places. The study draws on Bernstein's (1975) ideas of visible and invisible pedagogies to investigate how UK early childhood policy is interpreted and enacted in the different sites that are made available to different communities within the town. The study is situated within a paradigm that recognises that people experience and interpret the social world in different ways, and therefore adopts an ethnographic approach to allow for an exploration of complexities rather than a definitive 'truth'. Observation, interviews and visual methods were used. Written information and verbal explanations about the study were provided in the different settings. Parents and professionals were asked to provide written consent in order for me to observe them with their young children, and to assure them that data would be anonymised and they would not appear in photographs. The findings reveal the ways in which mothers are 'taught' to support their young children's literacy development differently depending on where they live and where they go, which often places mothers in paradoxical positions as they receive mixed messages about what is best for their child. As a result, deficit discourses and educational inequalities are perpetuated.

Keywords: literacy development, mothers, pedagogy, place, policy

The dialogic and dialectic in a parental story-reading project
JOAN KIELY, Marino Institute of Education, Ireland

The aim of the research was to evaluate the use of dialogic language strategies with young children through a story-reading project. Using Bakhtin's dialogical and Freire's dialectical ideas as a backdrop to frame interactions with children, stories are read and discussed with children, with the aim of developing children's oral language. Whitehurst (1992) identified dialogic strategies (PEER and (CROWD) that are designed to elicit reasoned, speculative and evaluative comments from children as they listen to and interact with stories read to them. This study expanded on Whitehurst's dialogic strategies and coached parents in their application. The evaluation was informed by theorists such as Vygotsky (dialectic), Bakhtin (dialogic) and Freire (dialectic) under the overarching framework of socio-cultural theory. A mixed methods approach, rooted in a pragmatic paradigm, was used comprising a questionnaire, focus groups, individual interviews and document analysis. Participants' identity and locations of settings were protected, double consent was obtained from children and parents (pre-consent and in-situ) and audio recordings were destroyed on completion of the research. Concerns about power relationships between the researcher and participants were mitigated by a reflexive research approach. This facilitated collaborative decision-making with participants. Child-care support during the research process was provided, as required. Findings indicated widespread knowledge and use of dialogic story-reading strategies which served to improve parent-child relationships, developed a performance approach to story-reading in many instances and facilitated the child in becoming the story-teller by the end of the process. The project may serve as a model for future family literacy initiatives.

Keywords: dialogic, dialectic, strategies, performance, interactivity

SYMPOSIUM SET B / 12

APPROAHCES TO LITERACY

Individual Paper Presentation

CHAIR: STACEY CAMPBELL, Queensland University of Technology, Australia

We want you to teach phonics! Parental perceptions of phonics and code-related literacy teaching in prior-to-school settings
STACEY CAMPBELL, Queensland University of Technology, Australia

This research investigated parental perceptions about phonics instruction and code-related literacy learning in prior-to-school settings. Phonics knowledge is necessary in supporting young children's understanding of the English alphabetic writing system. Parents' literacy beliefs also play an important role in supporting children's literacy development (Lynch, 2008, 2010). Parental pressure to include formalized 'school' literacy lessons has been reported as a factor influencing types of phonics

teaching practices young children encounter in prior-to-school settings (Campbell, 2015, Campbell, Torr & Cologon 2014). Limited research exists on parents' perceptions about code-related literacy and phonics practices with children aged five years and under. This study draws on theories defining parental beliefs about early literacy. A Likert scale, open-ended question survey study was employed. Data were collected across six prior-to-school services, and analysed using quantitative statistical methods. Ethical considerations included informed parent consent, voluntary involvement and respondent anonymity. The research findings imply parents valued play-literacy practices, including oral language and shared picture book reading, as paramount for children's phonics and code-related literacy development. Whilst parents' reported alphabetic literacy knowledge important, they were divided in their views on the level of emphasis placed on explicit systematic phonics instruction, including school-type phonics worksheets and commercial phonics programs. Parents with children attending school-based kindergartens (3-to-12+ year olds) were more likely to place higher importance on phonics and name writing, than parents of children in stand-alone long day care centres (3-to-5 year olds). This study has implications for development of effective home-school literacy partnerships and informed literacy parent education programs.

Keywords: phonics, early literacy, parent beliefs, pedagogy, literacy

Children's early literacy: The effect of preschool and family factors
URŠKA FEKONJA, LJUBICA MARJANOVIIČ-UMEK AND KAJA HACIN, University of Ljubljana, Faculty of Arts, Slovenia

The aim of this study was to establish the effect of additional activities, carried out for three months by professionals in two preschool groups to encourage children's early literacy within the preschool curriculum, on children's emerging literacy skills. Children's early literacy was also analysed in relation to family environment and age at entry to preschool. Among the activities that are particularly important for supporting children's language and early literacy, several authors (Debaryshe, 1993, Vander Woude & Barton, 2003) emphasise interactive shared reading and symbolic play. Based on the socio-cultural theory of child development and learning (Vygotsky, 1978), adults can support the development of children's early literacy in different ways and during various activities. This longitudinal study included 46 children aged 5,1 to 6 years. Two pairs of preschool professionals also participated and were provided with additional knowledge about the possible ways of promoting children's emerging literacy. Various aspects of children's early literacy were assessed twice within a three-month period. Informed parental consents were obtained for the children included in the study. The findings showed that in the three-month period, children from both preschool groups significantly progressed in their early literacy. In addition, children of low educated parents, who attended preschool for a longer period of time, narrated more complex stories compared to children who entered preschool at a higher age, indicating the compensatory role of preschool for children's early literacy. The findings emphasise the importance of professional workers' knowledge about encouraging children within the zone-of-proximal development during different curriculum activities.

Keywords: early literacy, preschool curriculum, scaffolding, professional education, family environment

Evaluation of a Summer Literacy Camp for Struggling Readers
ALIA AMMAR & LORI SEVERINO, Drexel University, United States

An evaluation study of a community summer reading camp for ages 7-8 aimed to determine if student reading scores could be affected in a 4 week programme. Parents were encouraged to discuss activities with teachers every day. A weekly newsletter shared literacy strategies. Parents participated in the final day. One purpose for summer reading programmes is to counter what has become increasingly known as summer slide, in academic achievement. Borman and Boulay (2004) define summer slide as the decrease in students' reading achievement or skills that occurs during summer break. The theoretical framework used in this research included the Simple View of Reading and Scarborough's Reading Rope. The intent was to provide struggling readers with specific, targeted intervention in their area of need. Participants attended a 4-week, three hour per day camp that focused on individual tutoring, and small group sessions for reading and writing. Participants were given pre and post assessments. Paired T-tests were used to determine statistical significance. All adults working in the program had child abuse clearances and FBI fingerprinting. Parent assent and child consent forms were signed. Raw scores on all subtests of a curriculum-based assessment showed statistical significance from pre to post test. On the standardized, normed reading test, no statistical significance was found between pre and post scores. This was an expected result with only 4 weeks of intervention. Summer reading programs offered to the community at no charge can be very beneficial to students if student needs are addressed using evidence-based instruction.

Keywords: literacy, intervention, reading, summer programme, struggling readers

PARENTS, FAMILIES & INTERGENERATIONAL PRACTICE

Individual Paper Presentation

CHAIR: CATHY KAPLUN, Western Sydney University/Ingham Institute for Applied Medical Research, Australia

Parents as Partners: A child-led and managed early learning program

CATHERINE KAPLUN (1), REBEKAH GRACE (2), LYNN KEMP (1) & (3), (1) Western Sydney University/Ingham Institute for Applied Medical Research, Australia: (2) Macquarie University, Australia: (3) Future Problem Solvers Team, Curran Public School, Australia

Parents as Partners' is an innovative preventive program developed by a group of school students (aged 10-12 years). Situated in a school in a recognised area of disadvantage in south western Sydney, Australia, this child-led initiative supports pre-schoolers in developing pre-academic skills and understandings of the school environment, and facilitates school-parent relationships. This program epitomises the top level of Hart's (1999) ladder of child participation, as children led and made decisions about the program. Shier's (2001) three stages of commitment (opening, opportunity and obligation) help to explain the engagement and success of the program. A sociocultural constructivist approach to children's learning was used in this program which engages a social justice framework of equity in educational opportunity for children. The students used a six step scientific inquiry methodology. Retrospective and ongoing baseline data were collected through Best Start results, a state-wide Kindergarten assessment of early numeracy and literacy skills, which showed that children starting at the school were underperforming. A home care package was developed and introduced to pre-schoolers and their parents, with on-site parent information sessions organised and delivered by the young team. Children volunteered on the program and were supported in their decisions and self-chosen roles. The program resulted in a significant increase in family engagement in the preparation of resources. There are strong indicators of positive change reflected in Best Start results and qualitative interviews with parents and teachers. This program provides an example of how a school can embrace a culture of prevention and positive change.

Keywords: child participatory research, disadvantage, transition to school, child-led research, learning program

Together Old and Young: Developing quality intergenerational practice

MARGARET KERNAN (1), GIULIA CORTELLESI (1), CARLA DESSI (2) AND ILARIA FARINA (2), (1) International Child Development Initiatives, Netherlands; (2) Retesalute, Italy

Many ECEC settings facilitate intergenerational learning (IGL) on a small scale by occasional visits to local care homes for older adults or hosting grandparent days. This often happens without attention to the research on this area, or what constitutes good quality practice. This presentation will describe the TOY (Together Old and Young) Quality Tool designed to improve the quality of IGL practice. The TOY Quality Tool is part of a multi-faceted programme developed by a group of organisations in 10 countries in Europe over the past 6 years to research and develop good practice in IGL (TOY Consortium, 2013). The TOY Quality Tool is based on theoretical perspectives from the fields of ECEC, social care, gerontology and community development (Kaplan et al. 2002). Key concepts include: lifelong learning and life wide learning, curriculum of ordinary life, multi-agency and all age friendly communities. The TOY Quality Tool contains six dimensions of quality and matching indicators and questions for reflection. In the presentation I will describe the process of developing and piloting the tool. I will also describe how the views of children and older adults were included in the process with due attention to ethical considerations. Research conducted as part of the TOY Programme has identified key components of good practice when working intergenerationally which have been incorporated in the TOY Quality Tool. I will also explain how organisations and municipalities can participate in TOY for Quality and how community members of all ages can benefit as a result.

Keywords: intergenerational learning, quality, inter-agency work, young children, older adults

Partnership and family involvement in Hungarian daily nurseries

GYULA SZABÓ, ERZSÉBET GORTKA-RÁKÓ AND ZSOLT SOÓS, University of Debrecen, Faculty of Child and Special Needs Education, Hungary

The aim of our research is to explore the relationship between nurseries and parents of 0-3 year olds in Hungary. Parental involvement in young children's education is not just a right but an obligation (Taguma et al., 2012), ECEC services need to ensure the parents' right to participate in key decisions concerning their child. Nowadays in Hungary parents are allowed to join several activities of their children in the nursery, however there is still a lot to do to improve partnership (Murray et al., 2018). Our conceptual framework is the definition of different ways of cooperation between nurseries with families and the goals of individual development and community development to be achieved through cooperation. Our main paradigm is that the development of an autonomous personality can only be successful if there is a synergistic mechanism for the strengthening of family and institutional effects. We sent online questionnaires to the heads of all registered nurseries in Hungary and the data was processed using the statistical package of SPSS for Windows. Participation in the questionnaire survey was voluntary, research participants had their anonymity and privacy respected. During the research not any kind of personal information of children or childcare workers was recorded. We intend to examine to what extent does partnership exist and how do the nurseries support parental involvement beyond the statutory basic services and which factors help or

hinder this partnership. We present good practices in Hungary and assist nurseries to develop ways and means to work with families.

Keywords: cooperation with parents, family support services, inter-professional cooperation, day-nursery, education

SYMPOSIUM SET B / 14

CHILDCARE MARKETS ALTERNATIVE PROVISION IN ECEC

Individual Paper Presentation

CHAIR: DILYS WILSON, Middlesex University, United Kingdom

Kindergarten educators over the compulsory education system - hospital education in Hungary
SZILVIA GOLYÁN, Eötvös Loránd University, Hungary

The research aims to make visible the position of the kindergarten educators at children's hospitals and wards in Hungary. This is a novel study in order to create theoretical and conceptual framework (Golyán, 2017a, 2017b). It can be concluded that the professionals recognized differently that the quality of the hospital education is a critical factor which depends on the adequate funding, the practical application of the educational research, the quality guarantees and the continuous, ongoing training of teachers. The research based on qualitative and quantitative methodologies. All of the kindergarten educators in hospital were asked by an interview and parents filled out a questionnaire. The participants were explained the purpose of the study in advance to the survey and they were also notified that their responses will be kept confidential. The results showed that Hungarian children's hospitals or hospital wards are not adapted to children's needs from 3-years to 6-years old. Children are not visited by a hospital educator in lots of children's hospital or hospital wards, playroom is not available in many institution. The child and the family have not appropriate educational help at hospital and they have got either not organised connection with the kindergarten of belonging. I discovered whether there are differences in the child's perception of the hospitalisation according not only to e.g. age or type of disease, their wellbeing are depend on hospital educators' presence too. The study provides information about the unjust position of hospital education, especially kindergarten educators' presence at hospital in Hungary.

Keywords: children's needs, exploratory study, hospital education, Hungary, kindergarten educators

The comparative study of childcare market in Japan and England: focus on cost, quality and parent's choice.
HIROKO INOKUMA, Ochanomizu University, Japan

The aim of this study is to compare the difference of the childcare market system between England and Japan through cost, quality and parents' choice. There are many previous research works about the childcare market, for example ''Childcare Markets — Can they deliver an equitable service?" (Lloyd and Penn, 2013) Their studies have developed a theoretical framework, but I cannot find out any study about Japan. So, in this study, I researched about childcare market in Japan, and compared it to that with England. This is a method of comparative analysis. Using the paradigm of the H. Penn's childcare market theory through the qualitative investigation, I analyse the documents. There is no ethical problem. It is recognized that more than 80% of ECEC has been provided by for-profit private sector in England, while in Japan, it is quasi-market system. As for the quality of childcare, Ofsted inspects all childcare facilities in England and shows the complete result of their inspection on their website, but there is no formal inspection organization such as Ofsted in Japan. When it comes to the cost of childcare, English parents will have to shell out 1,160 British pound per month, or 580 pounds in Japan. English parents seem to have enough help to make informed choices regarding childcare facilities such as quality, though the cost of childcare in England is twice as much as that in Japan. Childcare is essential for families of both countries, but it is difficult to choose.

Keywords: childcare market, quality of childcare, cost of childcare, choice, Japan

Please see page 68 for abstract 3.

SYMPOSIUM SET B / 15

GENDER IN EARLY YEARS

Individual Paper Presentation

CHAIR: IBRAHIM H. ACAR, Istanbul Medipol University, Turkey

The kindergarten's teachers' self-evaluation process about gender education: a pedagogical research in intercultural contexts
VITTORIA CASTAGNA, Università degli Studi di Palermo, Italy

Reflecting through the process of self-evaluation, starting from a systematic observation of schooling contexts, can allow gender stereotypes and prejudices to emerge, through the staff-team discussions in an inter-subjective dialogue, leading to

an improvement in teacher awareness and on adjustment of educational practices. My research is underpinned by Italian and international pedagogy studies about gender education and by the Italian model of formative evaluation (Bondioli, Savio 2015). This approach is characterized by reflexion and dialogue on experience (Shon 2006, Mignosi 2004, Mortari 2009). The path concerned educational relationships, language, symbolic play, motor ability, socialisation and relations between adults. In accord to the paradigm of complexity and to ecosystem theory (Bronfenbrenner 1986), I will describe my qualitative research developed through an intercultural process of co-construction of a self-evaluation scale about gender education: this took place in two state-run kindergartens in Palermo and in a municipal kindergarten in Brasil, in the city of Curitiba. Evaluation improves the capacity to build and share professional knowledge in the groups of teacher, valorises collaboration between school and families, and promotes individual potentials. This presentation discusses the self-evaluation of kindergarten teachers regarding the gender education implicit in educational practices. From an equal opportunities perspective, schools should offer children, whether male and female, the same possibilities for a harmonious and all-round psycho-physical development, facilitating socialization within the peer group. The work also regards Italian and international documents about gender education from the early childhood, and contributes to creating equal educational opportunities in early childhood.

Keywords: evaluation, gender, teachers, kindergarten, awareness

The Contributions of Child Temperament to Their Relationships with Parents: The Moderating Role of Child Gender
IBRAHIM H. ACAR, Istanbul Medipol University, Turkey

The purpose of the current study was to examine association between child temperament and parent-child relationships, and how these association was moderated by child gender. Children with reactive temperament (e.g., anger) are perceived as difficult when they attempt establishing relationship with their parents (Paterson & Sanson, 1999), whereas children with regulatory temperament (e.g., persistence) are considered as friendly in their relations with parents (Acar & Ahmetoğlu, 2017). The association between temperament and parent-child relationship may differ depending on child gender. Bioecological Systems Theory (Bronfenbrenner & Morris, 2006) posits that children's individual characteristic (e.g., temperament) matter when children attempt establishing relationships with their parents. We recruited 84 preschool-aged children and their parents. Parents reported on child temperament via (Sanson & Prior, 1987) and their relationship with children via Child Parent Relationship Scale (CPRS, 1992). Each participant signed a consent form before participation. Results from multiple regression analyses showed that children's rhythmicity had positive association with parent-child conflict (β= -.12) and reactive temperament had negative association with parent-child conflict (β= .33). Simple slopes analyses showed that girls with high rhythmicity were perceived as less conflictual with their parents. This did not matter for boys. Children's temperament did not associate with parent-child closeness. Parents should consider child temperament and temperament when they establish relationship with children. This may be truer for girls with high rhythmicity.

Keywords: temperament, child gender, parent-child relationship, Turkish children, reactivity

MIXED RACE IDENTITY & THE 'UNIVERSAL NORM'

Individual Paper Presentation

CHAIR: SHARON COLILLES, Leeds Beckett University, United Kingdom

'We're still being dragged to be white': Learning from Yolŋu growing up children in two worlds

ANNE LOWELL (1), MEGAN YUNUPINGU (2), LYN FASOLI (1), LAWURRPA MAYPILAMA (1), ROSEMARY GUNDJARRANBUY (2), ABBEY GUYULA (1), EMILY ARMSTRONG (1), JENINE GODWIN-THOMPSON (3) AND ROSE MCELDOWNEY (1), (1) Charles Darwin University, Australia; (2) Yalu Marŋgithinyaraw Indigenous Corporation, Australia; (3) SNAICC: National Voice for our Children, Australia

In response to deficit-driven early childhood education (ECE) programs in their community, remote Australian Aboriginal families (Yolŋu) are researching their children's development to increase recognition for Yolŋu knowledges and address assessment processes that confuse 'difference' with 'deficit'. Australian Aboriginal children are identified as most 'at risk' (Silburn, Robinson, Arney, Johnstone & McGuinness, 2011) leading to an increase in 'evidence based' early childhood intervention programs despite minimal research into their relevance or effectiveness in these contexts (Harrison, Goldfeld, Metcalfe & Moore, 2012). Data are collected and analysed simultaneously, emphasising theory construction by Yolŋu, an approach consistent with constructivist grounded theory (Charmaz, 2014). The collaborative and culturally responsive research approach employs video reflexive ethnography, participant observation and in-depth interviews involving six families over five years in longitudinal case studies, and cross-sectional data collection with other community members. Community leadership through all research stages, and local / national Aboriginal advisory groups, ensure Yolŋu voices and active participation in decision making, adherence to ethical principles of Indigenous research ownership, cultural safety, and social contribution. Findings include: intensive focus from conception on developing children's Yolŋu identity through their connections to people, place and other elements of the natural world, everyone connected to the child teaches and talks intensively with them from birth, constant monitoring and assessment of development in ways specific to the cultural context. A project website will share findings encouraging broader recognition and reflection of Indigenous cultural knowledge and practice in ECE programs and policy and supporting maintenance of cultural knowledge.

Keywords: indigenous perspectives, early childhood education and care, cultural knowledge, video reflexive ethnography, Australian aboriginal

Playful Pedagogy: Mixed Race Identity Formation in the Early Years

SHARON COLILLES, Leeds Beckett University, United Kingdom

This study explores how play and teaching within the EYFS shapes mixed race learners identity. Barron (2014) used sociocultural and critical race theory to explore how children respond to their cultural and educational worlds. However, the complexities of how mixed-race children participate in these experiences and the role practitioners play in shaping identity have been overlooked. The theoretical lens of sociocultural theorising is used to challenge assumptions and concepts of how realities are mediated and constructed in learner-practitioner interactions. Interpretive reproduction hypothesis uses qualitative collection processes, where data is generated using Bertram and Pascal's Praxeological approach in an EYFS setting. Phase one uses semi-structured interviews with practitioners. Phase two accesses children's perspectives using observations and participatory activities with skin coloured paints and story-telling. Ethical Considerations emerge in raising issues regarding race, identity and pedagogical practice. For informed consent, information sheets and conversations established the study aims, confidentiality and withdrawal arrangements. Engagement with participants followed institutional ethical frameworks. Literature suggests the EYFS curriculum is premised on suppositions of valuing inclusivity, however it falls short of making explicit a pedagogical approach that support practitioners in negotiating the complexity of social experiences and identity. Studies contend the curriculum needs to move towards engaging with the perspectives of children and families with multiple identities and belongings, rather than inclusive practices that relate to normalised groupings. Children's conceptualisation of identity provide new insights into the way they make sense of racial and ethnic difference.

Keywords: mixed, race, identity, play, pedagogy

Balancing between universal local strategies and individual family approaches

LIV METTE STRØMME, University of Stavanger, Norway

My study examines the expectations of adults and children expressed in kindergarten when it comes to ''being normal''. The study will also focus on the underlying values that indicate how children are met, as beings and/or becomings (van Manen, 1997, Tideman, 2000, McLure, et al., 2012, Johansson, m.fl., (2015). Several research studies have explored the relationship between normality and deviation, but mostly by focusing on the ''deviations'', often in special education. My study explores the phenomenon of ''normality'', how this is perceived and communicated and given room for in Kindergarten. The framework is based on hermeneutic phenomenology (Merleau-Ponty, 1994, 2003, 2012, 2010, Bengtsson, 1998, 1999, 2013b, Gadamer, 2012). The research questions will be examined based on a hermeneutical methodology, using interviews with employees, and videotaped interactions between 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. Exploring "normality" calls for caution and sensitivity, viewing the phenomenon in a broadest possible way. Preliminary findings indicate that Kindergarten employees emphasize that diversity is desirable. This might though be overshadowed by the way early intervention practice picture children. This practice might disturb the balance between universal, local strategies and individual family approaches. This research may increase employee's consciousness in how "normality" is regarded, and what implications their images and actions might have on the ability of seeing families individually, in supporting children's learning and wellbeing.

Keywords: "normality", lifeworld, the lived body, intersubjectivity, early childhood intervention

SYMPOSIUM SET B / 17

INCLUSION, INEQUALITY & DIVERSITY

Individual Paper Presentation

CHAIR: TERESA HEENEY, Early Childhood Ireland, Ireland

Is there inequality in current early childhood services in Japan? -The participation of ethnic minorities and immigrant children-
YUKI NAGAE, University of Tokyo, Japan

The purpose of this research is to consider inclusive settings for children from various backgrounds, including ethnicity, culture, and language, and to criticize current early childhood services in Japan by describing such children's disadvantages captured in ethnographic research. Engaging in early childhood activities is evidentially beneficial not only for children but also for society. Because of the lasting effectiveness of its social investment in child development, world-wide discussions are now promoting a trend of early childhood services. Japan is not an exception. There is, however, some criticism: who is assumed to enjoy the social membership/citizenship? In other words, are ethnic minorities and immigrant children and families included? We focus on two functions of early childhood services in fieldwork: child-rearing assistance for parents and support for children's development, and analyse the gathered data using grounded theory. This research use the ethnographic approach to illustrate that a child is a productive agent who learns from their environment, even when exposed to different languages and cultures from their home. In addition, interviews with teachers clarify the factors that shape their consciousness in terms of cultural diversity and composing activities where all children can participate. Ethical considerations for all processes including consent and data security were implemented following the University of Tokyo's framework. The slogan- "for all," providing "equal" support to all children with an expectation of children's self-learning and their potential for adaptation, ironically withdraws special consideration for cultural diversity. This study contributes to pragmatic debates of citizenship within the early childhood sector.

Keywords: inequality, ethnic minority children, immigrant children, cultural diversity, ethnography

The emerging role of the Inclusion Co-ordinator, an evaluation of the new Irish leadership for Inclusion (LINC) programme
TERESA HEENEY (1), FINTAN BREEN (2), SARAH KELLEHER (2) AND EMER RING (2), (1) Early Childhood Ireland, Ireland; (2) Mary Immaculate College, Limerick, Ireland

The Access and Inclusion Model (AIM) was launched in 2016, within which the LINC programme is located. LINC is designed to promote the inclusion of children with additional needs, with graduates being appointed to the role of INclusion Coordinator (INCO) in ECEC settings. The aim of the programme was to develop a training module to upskill staff to act as INCO within the ECEC setting The benefits of high-quality early intervention in inclusive pre-school settings for children with additional needs are well-documented, however, access to pre-school education for children with additional needs in Ireland has been a much-neglected area(Ring, 2016) The LINC programme comprises 6 modules, which are delivered consecutively enabling students to focus on one module at a time, in accordance with best-practice in programme design. Programme developed 83% delivered online, 17% delivered through classroom-based programmes nationwide to 900 learners annually. Ethical considerations of informed consent, freedom to withdraw from the study, anonymity, participant safety and wellbeing adhered to. Results from the first-year evaluation (n=391 / >45% of graduates) indicate a significantly positive experience and outstanding outcomes demonstrating how the programme is effective in supporting students to apply theoretical concepts to practice and prepare them for their future role as an Inclusion Coordinators. This programme has enabled ongoing policy and practice dialogue and debate in relation to the inclusion of children with additional needs within the ECEC sector. The target INCO in 80% ECCE settings 2020

Keywords: inclusion, additional needs, professionalisation, leadership, training

Kindergarten and Home - Co-operation in a modern multicultural Society
RAMONA BERNARD, University College of Oslo and Akershus, Norway

The aim of this study is to examine prerequisites for success and/or failure in professional cooperation between kindergarten and home in a multicultural context. Muliticultural educational context is no new situation in Norway. In later decades, this is been uttered in new ways (Bernard, R. 1997, 2007, 2011). The theoretical framework is inspired by a Habermas' distinction between communicative and strategic action (Habermas 1981). The question of co-operation is examined in the light of

illustrative examples in a kindergarten context and in theory on communicative and strategic action. Ethical considerations is part of the discussion of co-operation in an inclusive kindergarten context. A main challenge to professionals when co-operation with families in a multicultural context is to be aware of the family as an active participant concerning child in the kindergarten on the one hand and the kindergarten focus on the child in the light of the kindergarten tasks in the light of their societal mandate. It is when understanding does not succeeded, when opinions differ, much based on fundamental believes of what is good for the child, that co-operation is challenged the most. In this, there can be a variety of reasons to be explored further. In a multicultural early childhood education of today, we must develop an increased awareness and analytical competence to co-operate with families with cultural diversity background. A task is how to include cultural diversity as part of the kindergarten daily life. There is no simple answer to this task.

Keywords: co-operation, kindergarten, family, multicultural society, Norway

SYMPOSIUM SET B / 18

AUTISM & POLICY RIGHTS OF YOUNG CHILDREN WITH DISABILITIES

Individual Paper Presentation

CHAIR: SUE WALKER, Queensland University of Technology, Australia

"High Quality Practice" for children with autism in Swedish preschools: Supports and barriers that may affect implementation
INGRID OLSSON (1), LISE ROLL-PETTERSSON (2) AND SHAHLA ALA'I ROSALES (3); (1) Department of Education, Sweden; (2) Department of Special Education, Stockholm University, Sweden; (3) Department of Behaviour Analysis, University of North Texas, United States

The present study examined implementation of "high-quality-practice" for children with autism in Swedish preschools. The aim was to gain a clearer understanding of proximal and distal supports and barriers effecting implementation of early and intensive behavioural interventions. Previous research shows that early and intensive interventions can contribute to learning for pre-school children with autism (see e.g., Matson & Konst, 2014, Warren et. al., 2012). However, there seem to be many pitfalls when interventions are translated into practice (e.g., Bibby et al., 2001, Odom et al., 2013). In this study, we used implementation theory (Fixsen et. al., 2005, Metz, 2016) to explore factors influencing implementation with a focus on "what", "how", and "where". Implementation theory has previously been used to decipher barriers and enabling conditions for implementation. A qualitative case-study approach was used with roots in ethnography. Interview transcripts and field notes were analysed using an abductive grounded theory approach. The chosen preschools (two) exemplified "high-quality-practice". During a 12 months period, information was collected through several sources including observations, focus group interview, and semi-structured interviews with professionals and parents. Ethical guidelines for research were followed, including actions such as informing participants about the project and their rights and assuring that no names are reported. Participants signed consent forms. The findings provides an understanding of supports and barriers effecting implementation, including staff competence, preschool administrator, supervision, inter-organizational tensions and bridges. A model of factors affecting implementation in pre-school was conceptualised. Findings highlight the importance of practitioners and researchers to take these factors into consideration.

Keywords: preschool, autism, case study, implementation science, proximal and distal factors

Cultural-historical foundations of education and training of a special child
YULIIA PROKHOROVA, Russian State University for the Humanities, Russia

We have proposed a unique system of education for children with autism and other special needs, implemented on the platform of the centre ''Kluchi'' in Moscow. Our approach is based on fundamental concept of the Cultural-historical theory of Vygotsky. The mission is creating conditions for development of higher mental functions in children parallel with their happy and joyful life to implement corrective impact in a natural environment of communication with other in the mixed-age groups of the full day. The correctional program is based on the following principles: transfer of knowledge through multiple mixed-aged communication in situations of positive engagement, initiation of mental activity of the child in a personality-oriented environment, zones of proximal development as a space where the child learns to accept external assistance, the principle of ''teacher-children-family''. Our specialists are professionals, but ethical issues of tolerance and respect for parents and their special children are relevant for us. Often, the results of work are delayed in time, inaccessible to quantitative measurement, it is important to maintain a sense of duty and responsibility to the family. In the last 3 years alone, more than 5,000 classes have been held, and assistance has been provided to approximately 200 families. Improvement of all higher mental functions, quality of life are statistically significant. Education based on the cultural - historical theory of L.S. Vygotsky is the effective model of psycho - pedagogical assistance to special families. It gives them skills necessary to progress in life and to be more independent.

Keywords: children with special needs, development, cultural - historical theory, higher mental functions, family assistance

IMPLEMENTING A PLAY-BASED PEDAGOGY

Individual Paper Presentation

CHAIR: MICHAEL GASPER, Starfish Enterprise, United Kingdom

Implementing a pedagogy of play
MARIA KYRIAKOU, University of Cyprus, Cyprus

This study aimed to explore the kind of actions and activities a kindergarten teacher developed in order to create a play environment and how this supported children's play skills (socio-dramatic and imaginative play). We draw upon a socio-cultural framework which supports relationships and scaffolding of experiences and keep in mind the importance of sociodramatic and imaginative play for children's overall development (Vygotsky, 1976). Teachers need to have the knowledge and the skills to observe children's play, assess their play skills and recognize play needs in order to effectively intervene and support children towards mature forms of play (Loizou, 2018). Play is "a dominant pedagogical force in early childhood education" (Ailwood, 2003). Developing children's play skills we support them towards mature forms of play advancing the quality of sociodramatic play. Ninety-five children of the ages 4-6 participate in this research with two of their teachers. Data collection included observations, videos, photographs, interviews, group conversations and the teacher's journal. Both qualitative and quantitative methods were used to analyse the data. Parental consent was acquired and all children voluntarily participated in the activities. The findings suggest that implementing play pedagogy requires the consideration of four variables: 1. Assessing the process (culture of play, children play skills) 2. Being involved in children's play 3. Organizing and supporting the environment to create a culture of play 4. Reflecting on teacher's actions. The outcomes of this study provide important information to consider in praxis, professional development programs and teacher education programs.

Keywords: play & learning, play skills, play pedagogy, children's play skills, culture of play

Exploring teachers' pedagogy content knowledge (PCK) in practicing play-based curriculum: A study of kindergarten teachers in Hong Kong
CHRYSA KEUNG PUI CHI AND CHANEL FUNG KIT HO, The Chinese University of Hong Kong, Hong Kong

This paper is to investigate kindergarten teachers' understanding of play and pedagogical content knowledge (PCK) in practicing play-based curriculum. Kindergarten teachers' professional knowledge, particularly their PCK, has always been considered an important component in securing the quality of early childhood education (Hedges & Cullen, 2005, Sheridan et al., 2009, Wood & Bennett, 2000). This study is built upon the work of Shulman (1986, 1987). Among seven domains of knowledge, PCK blends both content and pedagogy, encompasses both teachers' understanding of content areas and enactments, with aims to develop better practices for children. This specific domain constitutes knowledge base of teachers to warrant the quality of play-based curricular practice. This study invited 19 kindergartens and 29 teachers. Using the interpretivist approach, qualitative data were collected through classroom observations and teacher focus group interviews to gain a deeper understanding about the kinds of PCK embedded in their actual practice. The present study has met the university's research ethics. Informed consent has also been obtained from kindergarten principals, teachers and parents of the participating children. Our findings indicated that kindergarten teachers' situated form of knowledge appeared as significant as their PCK in shaping their professional practice of play-based curriculum. Teachers conceived that ongoing complexities and dilemmas that circumscribing their practice required them to constantly frame, adapt and modify pedagogical strategies. Findings revealed that teachers' knowledge on play-based pedagogy is contextually bounded. This study gives insights into how teachers develop situated wisdom to complement their PCK in constructing authentic play-based learning in classes.

Keywords: teacher knowledge, play-based practice, pedagogical content knowledge, professional development, early childhood education

Play-based pedagogy under threat? Teachers' and pupils' perceptions of pedagogical discontinuity in the transition to primary school
PHILIP NICHOLSON, Bishop Grosseteste University, United Kingdom

Set in a UK context, the aim of this study was twofold: to explore whether Early Years Foundation Stage (EYFS) and Year 1 (Y1) teachers and pupils were aware of pedagogical discontinuity, and to assess the extent to which pedagogical discontinuity can be bridged through play-based learning. Research suggests that children transitioning from preschool to primary school must negotiate many discontinuities. Among these discontinuities, pedagogical discontinuity is acknowledged as the most pertinent (Fisher, 2011, White & Sharp, 2007). In line with Huser et al. (2015), this study framed transition as a metaphorical bridge between pre-school services and the first year of formal schooling. An interpretive paradigm was adopted and data were collected through interviews with an EYFS and a Y1 teacher. A questionnaire with Y1 children provided supplementary data. Ethical considerations were informed by BERA (2011). Questions were carefully constructed so that teachers and pupils were not made to feel negative about the transition. Data, school name and research participant's identities remained strictly confidential. Findings revealed that teachers and pupils were acutely aware of pedagogical discontinuity in the transition from EYFS to Y1. Both teachers attributed pedagogical discontinuity to the constraints of the National Curriculum. Pedagogical

discontinuity results in threats to the play-based approach that underpins the EYFS, rather than adjustment to ways in which the National Curriculum is introduced in Y1. Contrary to the findings, suggestions are made with regard to efforts needed to better understand how play-based approaches could be viewed as the bridge between preschool and school.

Keywords: pedagogical discontinuity, transition, bridging, play-based learning, national curriculum

SYMPOSIUM SET B / 20

PROMOTING GENDER DIVERSITY AND QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

Self-Organised Symposium

CHAIR: YUWEI XU, University of Portsmouth, United Kingdom

Gender stereotypes have been found to limit individuals' opportunities in life. In ECEC, both teachers' and children's chances for development can be limited as results of adhering to dominant gender discourses. Therefore, this symposium explores how gender is approached by practitioners in ECEC pedagogy. Thordis Thordardottir and colleague analyse Icelandic teacher students' gender understandings and point out how their binary essentialist views of gender affect gender equality education. Arnt Nordli and his colleagues investigate the perspectives of Norwegian teacher trainees, adding insights into the debate on men's contribution to gender-diversified ECEC. Lastly, Yuwei Xu compares ECEC practitioners' gender subjectivities in Scotland, Hong Kong, and Mainland China, appealing for both men and women practitioners to challenge traditional gender structures. The symposium signposts to the importance of practitioners' role in promoting quality ECEC that is inclusive and equitable for all (Sustainable Development Goal 4). - Symposium organized by SIG gender balance (#2)

Sexual harassment and gender stereotypes. Teacher students' views of the importance of gender equality education.
THORDIS THORDARDOTTIR AND GUDNY GUDBJORNSDOTTIR, University of Iceland, Iceland

This paper aims at understanding preschool and elementary teacher students' emphasis on gender issues. Lahelma (2011, Weaver-Hightower, 2003, Weiner, 2000, 2002) findings indicate lack of interest in gender equality in teachers' education. It is explained by the instructors' lack of knowledge of fundamental gender concepts, overladen curriculum and super-sensitive topic. The Centre for Research on Equality, Gender and Education at the University of Iceland is conducting similar research on gender equality in teacher-education together with the students' point of view. Since 2011 equality is a fundamental pillar in the national curriculum guide for all school levels, which makes gender issues important in teacher education, as emphasized in the above cited authors. The data were collected by a questionnaire given to students attending core classes in their first year at the School of Education (N=138) and to more advanced students (N=116) in 2013. Students in teacher education were 65% (N=166). The study involves students' self-reported knowledge. Findings can't be generalized but do create understanding of these students' opinions on gender issues. The findings indicate that binary essentially views of boys and girls prevail the gender discourse in the educational system. The students are most interested in learning more about sexual harassment (59%), gender stereotypes (57%), gender and difference (55%), social media and gender (43%) and the gendered pay gap (43%). The authors point out a possible relationship between high interest of student teachers in gender issues and the recent open discussions about gender related violence which now are highlighted in #metoo debates.

Keywords: teacher students, sexual harassment, gender concepts, gender equality, gender education

Should I stay or should I go? Male student's motivation for attending ECEC bachelor studies
ARNT NORDLI, OLAV B.LYSKLETT AND KARI EMILSEN, Queen Maud University College, Norway

Male students are a minority in early childhood education and care (ECEC) teachers training. The aim of this research is to explore how QMUC facilitates ECEC teacher training for male students. Few men are working in ECECs (Oberhuemer, Schreyer, & Neuman, 2010, Peeters, Rohrmann, & Emilsen, 2015). Norwegian authorities have worked actively to increase the share of men in ECECs (Emilsen 2015) but the percentage of men in Norwegian ECECs is only 8.6 %, most of them unskilled (SSB 2017). Gender can be understood as a social construction (Lorber and Farrell 1991), and a useful theoretical frame. The role, ECEC teacher, is consistently viewed as a female profession making men's choice to enter the profession difficult (Sumsion, 2000, Sargent, 2004). Lysklett and Emilsen (2009) show differences in male and female ECEC workers motivation. We conducted a study among first-year students at QMUC. 130 students, 103 women and 27 men, answered a questionnaire about motivation and well-being. The survey consisted of closed and open questions. The survey follows ethical guidelines for research. Personal data is not collected and all data is anonymised. Both female and male students claims that it is important for them to have male students in their class. 74 % of the students find it important that it is facilitated for male students and different measures to for men to fulfil their studies are suggested. The research is important to reduce drop out among male ECEC students and to understand their motivation for choosing a bachelor in ECEC.

Keywords: ECEC education, male ECEC bachelor students, retention of ECEC workers, motivation, measures for men

The gender-diverse practitioners in early childhood education and care (ECEC)
YUWEI XU, University of Portsmouth, United Kingdom

This presentation will discuss how male and female ECEC practitioners' diverse gender subjectivities shape their pedagogical practices, from a cross-cultural perspective. Popular discourses that are used to justify men's participation in ECEC usually expect men to fulfil roles that are complementary to those of women's (Warin, 2017). However, the three research contexts of Scotland, Hong Kong, and Mainland China in this study have suggested different discourses of encouraging men to work in ECEC, pointing to the rethinking of whether men would challenge traditional gender structures, or would reinforce them. Taking a poststructuralist approach to gender, this presentation will illustrate the discursiveness of how a variety of gender discourses shape practitioners' gender subjectivities. 17 male and 17 female practitioners from Edinburgh, Hong Kong, and Tianjin were interviewed and their daily practices were observed. Informed consent was gained and participants' personal information was replaced with pseudonyms. This research discerns that men could both reproduce traditional gender structures and challenge them. And so could women practitioners. Many participants would construct their gender subjectivities in accordance with the wider gender discourses. Meanwhile, both Scottish and Chinese teachers, men and women, revealed their various gender subjectivities within gender. This presentation argues that the widely-endorsed agenda to promote gender diversity in ECEC does not rely merely on including men in the sector. If traditional gender structures are to be challenged in ECEC, practitioners are expected to be open-minded, non-gender-stereotypical, and respectful of gender diversity and even gender flexible in their interactions with children.

Keywords: gender diversity, gender subjectivities, ECEC, practitioners, gender discourses

SYMPOSIUM SET B / 21

ASSESSMENT, ACCOUNTABILITY & EVIDENCE INFORMED APPROACHES

Individual Paper Presentation

CHAIR: JANE WATERS, University of Wales Trinity Saint David, United Kingdom

Using 'quality' measures of children's learning experiences to target professional learning in early years pre-school staff: the experience of one local authority in Wales
JANE WATERS AND NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

To establish the value of an evidence-informed approach to professional learning intervention for pre-school ECEC staff. Professional learning for ECEC staff is often driven by policy directive (e.g. Ball 2013). This study took a measure of children's learning experiences (using the SSTEW scale Siraj et al 2015) in pre-school provision as the catalyst to guide the content of professional learning intervention. We establish whether such an approach led to systemic, sustainable transformation of professional practice (Waters and Payler 2015) amongst those providing the service. Professional practice and children's learning are understood to be shaped by contextual, cultural and personal factors, the study adopts a socio-cultural (Rogoff 2003) conceptual framework. While the study adopts a quasi-experimental methodological design, it sits within an interpretivist paradigm. The data-collection methods were structured observation before and after the professional learning intervention and anonymous text-based evaluation by participants. The children were informed of the researchers' presence, researchers adopted an ethic of care, and observation was not intrusive and halted as needed. Anonymised local authority data was provided with full permissions and adult participants gave fully informed consent. The professional learning programme was targeted towards developing staff confidence in supporting conceptual (scientific) thinking, the initial structured observation indicated this aspect of learning was missing from all the settings in the local authority. Impact and evaluation data will be analysed in summer 2018, the implications critically considered. The value of targeted and evidence-informed approaches to professional learning, that takes children's direct learning experiences as the focus, is emphasised.

Keywords: conceptual thinking, professional learning, early years provision, quality, pre-school

ECEC: governance and equality in the era of accountability (EGEIA)
MAIJU PAANANEN, University of Tampere, Finland

This research uncovers the ways in which governance tools organize and construct the everyday life of preschools. Prior research on educational governance has examined whether a governing tool has a desired influence (e.g. Yazejian & Iruka, 2014). Therefore, it has focused on predefined consequences, and thus, the unintended consequences have remained hidden. Yet, we know that outcome based governance has potential pitfalls to equality of children (Paananen, 2017, Boother-Jennings 2006, Merton, 1968). In light of these studies, it is important to ask whether these tools for ensuring accountability in fact, quite paradoxically, undercut the positive, aimed influence of the highlighted investments in ECEC and lead to inequalities between children. In new institutionalist reading (e.g. Powell & DiMaggio, 2012) serves as a base for the research. Material governing tools and discourses are not seen in as separate of each other but it is examined how they become entangled when teachers navigate making decisions in their everyday worklife. The study is based on ethnographic methods and material based interviews. Participation in empirical studies is voluntary. Informed parental consent will be asked for all children. The anonymity of participants will be ensured. Accuracy in citing other researchers and in presenting the research results will be followed. Based on our findings, we will discuss how different kinds of tools for governing take part in the

construction of everyday practices in ECEC in different contexts. By doing that we are able to discuss the possible unintended consequences of the demand for accountability.

Keywords: early childhood education and care, accountability, governance, policy, new institutionalism

Early Childhood Education and Care assessment policies in thirteen countries
ELIANA BHERING, Fundação Carlos Chagas, Brazil

The main aim was to investigate ECEC assessment policies in thirteen countries: Brazil, Peru, Argentina, Columbia, Ontario/Canada, Denmark, Sweden, Spain, England, France, Japan, Australia and New Zealand. ECEC assessment has been widely discussed, as ECEC quality for all children has become a target. International literature has pointed to the importance of ECEC assessment and how vital it is to include all stakeholders in the process. In order to pursue quality, assessment may be a strategy for reflection and actions. The international literature on ECE quality and assessment discusses important conceptual issues and, from them, countries may take different perspectives. Nevertheless, countries investigated agree that young children have the right to quality ECEC. As this research relied mainly on governmental websites, where ECE policies and practices information is accessible (documents, legislation, guidelines), this research may be viewed as an exploratory/documental one. For further information, face-to-face interviews with key-government ECEC professionals were carried out in two countries: Columbia and Australia. All interviewed professionals have authorised in writing the use of information collected for the purpose of this research. Despite the fact that assessment methodology may vary, some of the countries have used external assessment, some use self-assessment as their main methodology while others additionally include self-assessment. The main aim of the assessment, countries have claimed, is to provide crucial information so as to make policies and practices improvement possible. For that, some countries make assessment information and results accessible and, in some cases, help may be provided for improvement to take place.

Keywords: early childhood education and care, international assessment policies, assessment tools, ECEC quality, ECEC improvement

SYMPOSIUM SET B / 22

PROMOTING EDUCATIONAL PARTNERSHIP

Self Organised Symposium

CHAIR: MARJOLEIN DOBBER, Vrije Universiteit Amsterdam, Netherlands

We will present on a research project aimed at improving partnership between teachers and parents in schools. 7 schools in the Netherlands organized school learning communities with teachers and parents that were moderated by a facilitator. The meetings of these communities were videotaped and questionnaires were administered to teachers, parents and pupils. The first presentation will discuss the setup of this research project and the effects of the facilitation on parents and teachers. The second presentation will be focussing on the perspective of the facilitator: what was her role? Insights from this study were shared with professionals from a kindergarten in South Africa, who also organized learning communities with parents. The third presentation will focus on this practice in South Africa.

Facilitating school learning communities for educational partnership
MARJOLEIN DOBBER, MARINA ILIÁS AND AGNES WILLEMEN, Vrije Universiteit Amsterdam, Netherlands

The purpose of this study is to promote educational partnership between parents and teachers within School Learning Communities (SLC). Children's development can benefit when parents and teachers collaborate as partners in supporting the child (Driessen, Smit, & Sleegers, 2005, Epstein et al., 2009). The challenge in such a partnership lies in promoting good communication that facilitates equality and appreciation for diversity (Herweijer & Vogels, 2013). The current study aims to give insight into facilitating SLCs by studying how equality and diversity were promoted and to what extent participants were able to reflect on their opinions and practices. At seven schools SLC's were formed that were supported by a facilitator. We studied these as a formative intervention (based on Engeström, 2001, Van Oers, 2015). During five meetings participants were encouraged to examine and reflect on practical situations regarding educational partnership. Video recordings of meetings were transcribed and coded using a thematic coding approach. The ethical committee of our faculty approved this study. Several themes were identified, such as equality in communication, for example in 'creating more two-way communication', and attention for individual experiences and differences. Parents and teachers were able to reflect on their opinions and practices. Reflection was more or less thorough, depending on the school context. The facilitator's interventions appeared to be beneficial for the process. Although the SLC's developed practical output, such as an introductory meeting format for new parents, further research should determine whether these meetings lead to an improved educational partnership anchored in school policy.

Keywords: school learning communities, educational partnership, parents, facilitator, kindergarten teachers

The role of the facilitator in building a School Learning Community between parents and teachers.
LEVINEKE VAN DER MEER, de Activiteit, Netherlands

This presentation focuses on the role of the facilitator in building a school learning community of parents and teachers at 7 different schools in the Netherlands. The aim of the SLC was to improve the communication between parents and school and to support parents and teachers in the development of the children. This case study is based on the research of Marina Iliás (2017) into school learning communities in which teachers and parents participate. This paper will focus on the role of the facilitator in these communities, from the perspective of this facilitator herself. In analysing the developing of this school learning community and the role of the facilitator we used the theory of communities of practice (Wenger), reflection (Verbiest, 2003), diversity (Driessen, 2005) and educational partnership. This case study used qualitative data analysis based on action research and observation. The facilitator presents her own reflections of the process of community building based on video recordings. The participants of the research were well informed and gave their written consent. This case study showed that the role of the facilitator consisted of modelling, participating, moderating, preparation, reflection and documentation. By doing so, she enhanced sharing practices and reflection on these practices. The role of the facilitator seems to be crucial to the development of the school learning community. Interesting to discuss is how this role can be transferred to other facilitators.

Keywords: school learning community, educational partnership, diversity, reflection, role facilitator

Exploring the replication of a school learning community approach in a South African context
ANNELIESE MARITZ (1) & (2), CHERISE SICKLE (2) AND ANNELINE SAULS (2), (1) ICDP Trust, South Africa; (2) Lebone Centre, South Africa

To explore an alternative approach in developing relationships with parents and Early Childhood Development practitioners in a South African under resourced community in the Eastern Cape. To improve communication between the parents and the school and enhancing of the preschoolers both at school and at home. To explore the replication of a school learning community model used in the Netherlands. This case study is based on the research of Marina Iliyas (2017) Themes of the stories and communication strategies of the community of practice sessions were analysed using Wenger's theory of communities of practice, reflection (Verbiest), funds of knowledge (Monique Volman) and learning in a diverse socio cultural context (Jeremiah Chikovore) This case study employed qualitative data analysis based on action research and observation. The participants of the research were well informed and gave their consent for sessions to be recorded. The final results were shared with them before this presentation. This case study indicated that the process of developing and facilitating a school learning community as a way to improve parent-teacher communication can strongly be considered for replication in the South African context. This replication however would not be possible without training on the implementation of this multilayered approach, using the manual as a guide and the modelling of the Dutch facilitator. To prevent the essence of this multi-layered approach to get lost in translation, it is essential for trainers and facilitators to communicate, and to unpack the meanings of the various concepts within the training manual.

Keywords: school learning community, funds of knowledge, diverse socio cultural context, under resourced community, multi-layered approach

SYMPOSIUM SET B / 23

KINDERGARTEN-BASED COMPETENCE BUILDING

Self Organised Symposium

CHAIR: RANDI MYKLEBUST, Volda University College, Norway

According to Norwegian policy documents (2018-2022), all Kindergartens have to develop their pedagogical practice through kindergarten-based competence building. This strategy is based on the idea that the whole group of employees participate in a developmental process in their own workplace and in cooperation with local expertise in universities or university colleges. The efforts for changes in the kindergarten must be anchored in all levels of the kindergartens system, the owners, the head, the pedagogical leaders and staff. In this symposium we will analyse processes in three different competence-building projects in kindergartens and discuss challenges and success-factors as they appear in our studies.

Developing a multicultural kindergarten
BIRGITTE FONDEVIK, RANDI MYKLEBUST, GUNNHILD BERGSET AND GUNNHILD BERGSET, Volda University College, Norway

This study investigates an innovative national program in Norway called Diversity Competence. The aim of the study is to understand how this program contributes to increase the pedagogues competence for working in multicultural kindergarten. The research questions are these: What characterises the national program, and how can we understand and explain the innovative processes in the kindergartens? The study is related to Burner and Biseth's (2016) investigation of pedagogues participating in this national programme and their founding of a significant gap between the educators' and the educational authorities' understanding of diversity as outlined in official documents. The study uses Fullan and Quinn's (2016) theoretical models for kindergarten-based competency building and Banks (2005) dimensions of multicultural education. The study is grounded in a social constructivist paradigm and is constructed as a qualitative case study. Data consists of written evaluations

and interviews with staffs in seven different kindergartens. Informed consent was obtained from all participants and they were given the opportunity to withdraw at any time. We work continuous with self-critical introspection for keeping an ethical standard in interpretation and discussion of the results. Preliminary findings show that the kindergarten teachers expresses a vague understanding of the term diversity. They find it challenging to work with diversity in their everyday contexts. The results of the study also underpin that capacity building takes time. Competence and new skills on diversity in kindergarten can only be developed if all the levels involved in the educational system embrace increased knowledge in the field of multiculturalism.

Keywords: diversity, competence building, multicultural kindergarten, kindergarten staff, national program

A critical view on local development work
SILJE IMS LIED, Volda university College, Norway

The aim of this study is to discuss how kindergarten-based competence-development can strengthen the professional role of staff and how participation in development work can affect daily work. The purpose is to investigate which factors the employees have experienced leading to competence building and increased professionalism. As an educational institution, kindergarten needs to be in change and development. Quality development in kindergartens involves a continuous development of staff competence. The workplace is the most important area for competence-development (KD, 2017). Previous research shows that development work has an impact on the teacher's professional development (Postholm, 2010). My framework of theoretical understanding is based on Lave and Wenger's (2003) thoughts on situational learning, Wenger's (2004) theory of social learning and understanding of the community of practice. Kolb's (1984) model for experiential learning and Polanyi's (1967, 2000) thoughts of tacit knowledge. The paradigm in this study is social constructivist. It has a qualitative approach. I have used document-analysis and studied 39 reports written by the kindergarten staff following completion of a development work. Informed consent was obtained from all participants, and they were given the opportunity to withdraw at any time. Preliminary findings show that observation, practice narratives, reflection-team, and external guidance have acted as methods to reflect on their own practice. Constructive feedback from colleagues is mentioned as significant, but also challenging. The knowledge already exists in the organization, but how can we put it in a system, so that we can achieve higher competence and increased professionalism.

Keywords: kindergarten-based development, professional, competence development, document-analysis, reflection-team

Head teachers' use of mentoring to support organizational learning in kindergarten
KARI LONGVA, Volda University College, Norway

The aim of this research is to examine how head teachers in kindergarten understand the phenomenon mentoring and what experience they have in using mentoring to contribute organizational learning in kindergarten. In policy documents in Norway are kindergartens as learning organizations which all staff must reï¬‚ect on professional and ethical issues, keep up to date and be clear role models. The head teacher shall lead and follow up this work and ensure that the entire staff are involved (Kunnskapsdepartementet 2017). Gotvassli and Vannebo (2016) research shows that head teachers see mentoring as a way to contribute kindergartens to be learning organizations. Mentoring can be understood as a learning process between two or several persons to make meaning, new understanding and possible action alternatives (Gjems 2007). Organizational learning represents ongoing learning in a deliberate manner, with a view to internal implementation of changes as improvements supporting the organisational goals (Collinson, Cook and Conley, 2006). The paradigm of the research is social constructivist, the methodology is qualitative and method is group interview. The sample represent three head teachers. The analytic approach can be described as phenomenological. Ethical considerations and anonymity are secured in the interview and written recordings of the interview. The informants have given informed consent. The head teachers share common understanding of mentoring and how they communicate with their employee, but differ in how they lead and follow up this work in their kindergarten. The findings can contribute to knowledge about the use of mentoring in kindergarten to develop quality.

Keywords: head teachers, mentoring, organizational learning, competence, focus group interview

SYMPOSIUM SET B / 24

INEQUALITY IN PARTNERSHIPS WITH FAMILIES: EMPIRICAL EVIDENCE FROM NEW ZEALAND AND GERMANY

Self Organised Symposium

CHAIR: TANJA BETZ, Goethe-University Frankfurt, Germany

The aim of home-ECEC/school-partnerships and better collaboration with and inclusion of parents and children in ECEC centres and schools is to improve children's educational chances and to foster their development. However, the empirical understanding and theoretical framing of partnerships and cooperation is still limited in many countries (Betz el al. 2017). Two studies from Germany and one from New Zealand shed light on this topic. The methodological approaches and findings provide a differentiated and more comprehensive understanding of how partnerships and cooperation take place at a micro level of social interaction which is linked to macro phenomena of social and generational inequality and superdiversity. Based on qualitative data, ethical considerations, and distinctive conceptual frameworks, the findings reveal different perspectives

and positions of parents and children regarding working in partnerships. Inequalities in home-ECEC/school-relations become apparent. The findings are used to derive implications for further research, for practice and policy.

Parent-teacher partnership in a superdiverse New Zealand
ANGEL CHAN, University of Auckland, New Zealand

This presentation interrogates the nature of parent-teacher partnership in a superdiverse New Zealand. It focuses on examining teacher partnership with two non-dominant cultural groups: indigenous Māori and Chinese immigrant families. The value of parent-teacher partnership in relation to children's learning and development is widely recognised (De Gioia, 2013, Rivalland & Nuttall, 2010) and is promoted in the New Zealand early childhood education (ECE) curriculum (Ministry of Education, 2017). Yet, parents from diverse cultural groups have different experiences and perspectives regarding this partnership (De Gioia, 2013, Knopf & Swick, 2007). This paper draws on notions of cultural hybridity (Bhabha, 1994) and cultural funds of knowledge (González, 2005) to highlight the diverse, complex, and fluid nature of cultural beliefs and practices that children and families bring to ECE settings. Two main sources of findings will be presented in this paper: qualitative data from individual interviews with Māori and Chinese parents, and documented evidence from recent national evaluation reports. The ethics committees of the relevant institutions approved the studies involved. The researchers and participants shared similar cultural and language backgrounds. They co-analysed and co-constructed meaning of the data, minimising power imbalances and ensuring interpretative integrity. The findings suggest that many ECE teachers struggled to incorporate diverse familial and community funds of knowledge, and there was a lack of teacher partnership with Māori and Chinese families. This paper promotes applying concepts from hybridity theory and funds of knowledge to develop new pedagogical possibilities and multiplicities that are fluid and responsive.

Keywords: partnership, superdiverse, funds of knowledge, hybridity theory, fluid pedagogies

Collaboration of Parents, ECEC Settings – and Children? The Role of Children in Home-ECEC-Relations
BRITTA MARIA MENZEL, Goethe-University Frankfurt am Main, Germany

Following recent research findings proclaiming the great influence of families' backgrounds on their children's educational success and the increasing participation rate of young children in ECEC, many countries like Germany are eager to enhance the collaboration between parents and ECEC services (cf. Betz 2015). While this approach emphasizes adult actors, the paper focuses on the children's role in this relationship. Previous research within the field of Childhood Studies highlights the importance of considering children´s agency (e.g. Prout/James 1990). Children are understood to be social actors and therefore able to shape and influence their environment just like adults. However, children are hardly recognised within the context of collaboration between ECEC services and families. The paper draws on social reproduction theories (e.g. Bourdieu 1993) and the concept of agency (Esser et al. 2016) to understand the children´s role in collaboration processes. Interviews with parents and ECEC staff are conducted to display how they construct children´s agency. Data is aggregated within an ongoing collaboration project of Bertelsmann Foundation/Goethe-University Frankfurt. The study was ethically approved by an external commission. A reciprocal interest was essential for the research and data was anonymised. The paper reveals in which contexts and situations children are perceived as social actors within collaboration between parents and ECEC services. Furthermore, implications of challenges of social inequality are presented. In Germany curricula emphasize the need for collaboration. However, children are described as objectives rather than subjects (Betz/Eunicke 2017). The paper contributes to a better understanding of the children´s role in this context.

Keywords: social inequality, home-ECEC-relations, children´s agency, collaboration, qualitative research

Children's orientations and perspectives on parent-teacher partnerships in Germany
NICOLETTA EUNICKE, Goethe-University Frankfurt/Main, Germany

In Germany, a lively debate is taking place about the need for parent-teacher partnerships which aims to reduce educational inequality by enhancing children's educational success. While children's best interests constitute the centre of this debate, they are positioned mostly as outcomes of adults' actions. Little is known about children's perspectives in home-school relations. The paper focuses on children within those collaborations. The few studies in the primary school context point out that children's actions may shape home-school relations (Markström 2015) and adults may be burdens as well as resources for children (Ericsson/Larsen 2002). However, there hasn't been much research on this matter, especially in Germany (Betz et al. 2017). From a childhood studies perspective, the paper draws on theoretical concepts of the generational order and of children's agency (James/James 2008). The presented results are based on 13 group-discussions with third-graders (8-9 year old) in five German primary schools. Data were collected in the qualitative project "Educational partnership between family and primary school: positions and perspectives of children" (Bertelsmann-Foundation/Goethe-University-Frankfurt) and analysed by using the documentary method (Bohnsack 2010). The study was ethically approved by an external commission. Data was anonymised and a reciprocal interest was essential for the research. The paper shows that children's experiences and notions of collaboration differ from adults' perspectives in several aspects. The generational inequalities produced in home-school relations will be discussed. The findings contribute to a proactively work with families in making visible children's perspectives, but they also point on some demanding areas in home-school relations.

Keywords: parent-teacher partnership, generational order, children's perspectives, agency, inequality

HOW TO IMPROVE ECEC QUALITY BY COLLABORATIONS WITH PROFESSIONALS AT LOCAL DISTRICT LEVEL: SHARING EXPERIENCES FROM EAST ASIA

Self Organised Symposium

CHAIR: MINYI LI, Beijing Normal University, China

ECEC professionals refer to any educated and certificated person who works with children between the ages of birth and 5/6 years. It is widely accepted that partnership and collaboration are central to early childhood professionals' roles, with benefits not just for children, but also for children's families and the professionals themselves (Woodruff et al., 2005 , McWayne et al., 2008). New professional learning leaders as mentors/coaches are developed at the school/center and system/district level, as one of the key lessons and strategies for successful systems (Jensen et al., 2016). Professionals like teaching researchers/mentors (China), advisers/coordinators (Japan), and consultants (Korea) from local government, partnership with all early childhood practitioners, who empower ECEC settings through monitoring, giving advice and supporting them professionally were mentioned as similar approaches among the East Asian countries. This symposium would share enlightening experiences about how to improve ECE quality by partnerships with professionals from local governments.

The role and challenges of ECEC Advisers in Japan: as a cornerstone of improving ECEC quality in local municipalities.
YUMI YODOGAWA, SACHIKO NOZAWA ANDKIYOMI AKITA, The Center for Early Childhood Development, Education, and Policy Research, University of Tokyo, Japan

The aim of this study is to review the current situation and challenges of the ECEC Advisers, the municipality-based system for supporting ECEC professional development (PD) in the community. The discretion of local municipalities in ECEC increased since 2017, and the improvement of ECEC quality at local level is a big issue in Japan. Since the situation surrounding ECEC are diverse among municipalities (Murakami et al., 2017), ECEC Advisers are expected to play a key role on making access to each setting, grasping their needs, making networks and supporting their PD. In this study we consider the role of ECEC Advisers as "accompaniment" (Pirard et al., 2018), supporting ECEC practitioners' individual, institutional, inter-institutional PD. The research papers on ECEC Advisers were reviewed and a case study was conducted. Following topics were reviewed: 1) current situation of ECEC advisers including where they visit and what they do, 2) the difficulties they are facing, and 3)their possibilities and challenges. The research papers included in the review were treated accurately and fairly. The case study was referred to confidentially. The findings are: 1)ECEC Advisers tend to go to public settings than private, 2)ECEC Advisers who often visit private settings see the change of practitioners' attitudes and actions towards improvement, 3)training to foster ECEC Advisers is an issue to reduce disparities among municipalities, and 4)mayor's leadership is essential for sustainable ECEC Advisers system. From our review and study, the strength and challenges of ECEC Advisers system were suggested. Further research on this topic is awaited.

Keywords: professional development, reflection, accompaniment, competent system, municipality

Kindergarten and Childcare Consulting Systems in Korea: Beyond regulation in enhancing quality of services at local level
MUGYEONG MOON, Korea Institute of Child Care and Education, South Korea

The study intends to identify challenges of and to suggest measures to improve kindergarten and childcare consulting systems of local governments. Most of studies on school consulting in Korea focused on primary and secondary schools and relatively less information is available on consulting on ECEC services (Chang, et. al., 2010, Moon, et. al, 2012)) While kindergarten evaluation and childcare accreditation systems in Korea intend to ensure minimal standards and regulations, consulting systems pay attention mainly to process quality. Local governments   dispatch senior practitioner and experts (i.e., consultants) to provide customized in-depth consultations to individual ECEC services and teachers for their quality enhancement (Chang, et. al., 2011, Choi, et. al., 2014). Areas of consultation encompass curriculum implementation, parent and family involvement, staff training and management, environment safety and accounting. Data were gathered from 17 Local Education Offices and 17 Comprehensive Childcare Support Centers concerning contents, formats, duration, and budgets of consulting. In-depth interviews with 60 consultants and a survey with 1,000 teachers were conducted to identify challenges of and their needs on consulting. All respondents were informed of confidentiality and their consents were obtained. Securing teachers' time for consulting and quality of consultants were common challenges across provinces and cities. Nonetheless, both kindergarten and childcare consulting were favoured by teachers because of its perceived nature to be supportive, autonomous and sustainable in improving professionalism of teachers. A range of suggestions were provided to improve consulting systems including simplifying application procedures for consulting and training of consultants.

Keywords: consulting, quality, teacher professionalism, local government, policy

How to enhance professional learning in early childhood settings by collaborations with professionals in a Beijing school district
MINYI LI AND ZHIJUN YANG, Beijing Normal University, China

This study aimed to describe the effective professional learning in kindergartens by partnership with professionals in Haidian district, Beijing. Research evidence has suggested a causal link between effective educators' ongoing learning, increased

service quality, and improved later educational outcomes for children (Aitken & Kennedy, 2007, Gammage, 2006), to support early childhood education and care. Post-developmental views, particularly those which emphasize the socially situated nature of learning, act as a framework (Edwards, 2006) This research used a case study to investigate how district-level teaching researchers worked with kindergarten-level classroom teachers through focused workshops, on-site lesson study, mentoring and supervision programs to upgrade professional learning. 6 experienced teaching researchers and 155 vice principals have been recruited in the focus group and survey, respectively. Each participant has signed the informed consent. The results show that the collaboration by different levels of professionals on a daily basis has played an important role in quality ECEC. However, because of the majority of novice teachers and lack of systematic support, further discussions have included better improvement in terms of personal-level and institution-level capacity building.

Keywords: continued professional learning, teaching researcher, mentoring program, lesson study, municipality

SYMPOSIUM SET B / 26

HOLISTIC CHILDREN'S WELLBEING: FRIENDSHIP AND HAPPINESS

Self Organised Symposium

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

The need for practices supporting children's social and emotional development is central to efforts in early childhood education. Friendship and a sense of happiness are social milestones emerging from children's interactions and are the focus of this symposium. Presented by the SIG on Holistic Children's Wellbeing, it addresses a critical aspect in the overall developmental experience. Symposium presenters share research findings contributing to expanding ways to promote the child's sense of friendship and happiness. Presenters discuss the importance of program models using the case of the forest nursery model and its impact on children's social development, explores findings from children's preferences regarding home education, and discusses findings about children's preferences during play activities with peers with disabilities. Overall, topics broaden views on ways to ensure children's wellbeing conducive to foster their social and emotional development.

Young children's experiences of forest nursery: what makes them happy?
BABS ANDERSON, Liverpool Hope University, United Kingdom

This is an exploratory case study, part of a multi-disciplinary project, aiming to examine the impact of one forest nursery on children's development. The research site, a forest nursery, takes place outside for the majority of the day and is an 'elite' site, judged as outstanding by the regulatory body. This paper focuses children's perspectives of what makes them happy in the forest setting Forest school is used increasingly in the UK and internationally (Knight, 2011) as a positive experience for young children in terms of outdoor learning, ESD, socio-emotional and physical development. Following Koch (2018), children's perspectives on what made them happy in the setting using a constructivist approach were sought Several means were used to gain the children's perspectives, i.e. pictorial illustrations, focus group interviews and photo elicitation with conversations with their practitioners (Clark and Moss, 2001). The latter was the most successful as this most closely matched the children's own lived experiences. The children also gave their views to a persona doll. Research ethics (EECERA, 2015: BERA 2011) were followed gaining informed consent from parents, practitioners and children. At each point of data collection, the children were asked for their consent, using oral and non-oral modes of communication Happiness occurs through peer relationships, freedom to explore, physical affordances and feeling good about a sense of agency Implications of the findings relate to the well-being of children in forest nursery but also have a significance for other variations of forest nursery experience espoused by UK practitioners and elsewhere

Keywords: forest nursery, happiness, photo-elicitation, child perspective, affordance

Young children's perceptions of home education
HARRIET PATTISON, Liverpool Hope University, United Kingdom

This is an exploratory study on young children's perspectives on home as compared to school education. There is little academic research on how young children perceive home education, although there are some published reflections from teenagers (Llewellyn, 2005). An interpretative phenomenological stance seeks to explore the subjective and hermeneutical nature of the children's understanding (Ellis, 2006). Following Kress and van Leeuwen (1996) this approach foregrounds criterial features of objects (in this case, situations) in the process of meaning making through both representation and metaphor and the intertwining of subjective experience with social meaning. Schooled and home educated children were asked to draw themselves being home educated and at school as an appropriate means of expression (Roberts-Holmes, 2011). They then spoke to their parents or practitioners about the meaning of their illustration using the 'talk and draw' approach advocated by Prosser (2007). Appropriate consent and information sheets were issued to all participants. Child participation was subject to on-going negotiation. The voluntary nature of participation and the right and means to withdraw were periodically reiterated. Verbal and non-verbal communication was taken as assertion of agency in this regard. Pseudonyms were used for all participants. Perceptions of home and school education were analysed under four themes of autonomy, independence, family relationships and identity, all were found to be important in children's constructions of difference between home and school. Implications relate to the well-being of both home educated and schooled children and give further insight into the home education of young children.

Acceptance and preference dilemmas in choosing playmates
KYRIAKOS DEMETRIOU, Liverpool Hope University, United Kingdom

This small-scale study aims to explore the views of non-disabled 6-8 year-old children towards children with physical disability from the angle of the level of acceptance of the latter depending on the type of activity of interaction with the former. Young children not only distinguish physical disability from less visible disabilities but also consider children using wheelchairs as less competent than others depending on the nature of the activities (Diamond, 1994, Diamond and Hong, 2010, Magiati, Dockrell, and Logotheti, 2002). Young children are more likely to choose a child in wheelchair when the disability itself does not impede unobstructed participation in the activity (Diamond and Tu, 2009). 18 participants were interviewed individually in a game-like process involving simple tasks and questions with the use of pictures. Children were shown images of disabled and nondisabled hypothetical peers and were asked questions based on three different activities. Informed consents were obtained by children's parents and the children who were made aware of the project, the voluntary participation and their right to withdraw any time. All data collected were anonymised and kept confidential (EECERA, 2014). It was found that the majority of children tend to choose the hypothetical disabled children even for activities involving mobility. Children's justifications of their choices are of particular interest and fall within the sphere of morality. This guides educators in terms of choosing appropriate activities in the framework of child-focused interventional programmes aiming the promotion of fruitful social interactions between disabled and nondisabled children (Diamond and Hong, 2010).

SYMPOSIUM SET B / 27

AN INTEGRATED APPROACH FOR SCIENCE EDUCATION AND MOVEMENT IN EARLY CHILDHOOD EDUCATION.

Self Organised Symposium

CHAIR: ISABEL TALLIR, Artevelde University College, Belgium

Within this symposium, we will focus on potential opportunities to combine science education and movement in early childhood education to evoke sustainable holistic learning. The three presentations are the result of an international research project in collaboration between Artevelde University College Ghent, Belgium (Bachelor Pre-school Education) and University of Stavanger, Norway (Department of Early Childhood Education). The research questions of this research project were: 1. What is the present situation in kindergartens regarding the integration of science education and movement? 2. How can teachers create good practices in which science education and movement are integrated in early childhood education? The adopted research strategy is inspired by the principles of design research (Plomp et al. 2010). This symposium aims to raise discussion on the significance of an integrated approach for science education and movement in kindergarten and illustrates the added value of involvement of different stakeholders (parents, local community).

Place-dependent differences in preschool teachers' focus areas in movement and science education
TUULA H. SKARSTEIN, INGUNN BERREFJORD UGELSTAD AND KRISTIN GRÀØSVIK, University of Stavanger, Norway

The aim of this study is to investigate place-dependent differences in preschool teachers' focus on different themes within movement and science education. Outdoor play has a significant place in the Norwegian Curriculum for kindergartens and active use of local neighbourhood is seen as an important supplement to kindergarten's premises (Ministry of Education and Research, 2011). Accordingly, several studies show that children in Norwegian kindergartens spend a considerable amount of time outdoors (e.g. Moser & Martinsen, 2010). Our study focuses on the significance of physical environment for educational processes and the pedagogical activities of teachers, and is influenced by place-based education theory (Sobel, 2004). We used a combination of quantitative and qualitative methods (Punch, 2005) to get a more holistic view on the influence of environment on the teachers' pedagogical choices. Data was collected through a questionnaire and a group interview with 12 educators from nine kindergartens. All the participants were informed of the purposes of the research and gave their informed consent. Pseudonyms were used to replace the names of participants and kindergartens. Our results show that there are differences in the preschool teachers' practical approach and focus on different themes within movement and science education depending on the environment they are in. The teachers also seemed to have more focus on interdisciplinary activities between these two subject areas while being outdoors. We hope that our study can contribute to the discussion on the importance of active use of outdoor areas in the local neighbourhood as a pedagogical place.

Exploring possibilities and challenges in integrating movement and science education in Norwegian kindergartens
INGUNN BERREFJORD UGELSTAD (1), SYNNOVE EIKELAND (1), TUULA H. SKARSTEIN (1), THOMAS REMERIE REMERIE (2) AND ISABEL TALLIR (2), (1) University of Stavanger, Norway; (2) Artevelde University College, Belgium

The purpose of this study is to explore how preschool teachers can create good practices in which movement and science education are integrated in early childhood education. Although bodily exploration and first-hand experiences are essential

in children`s understanding of themselves and their surroundings (Reed 1996, Thelen 2000), little research has been conducted on integration of movement and science education in kindergarten. The theoretical framework of the study draws upon the principles of playful learning (Fisher et al. 2011) and learning through experience and reflection (Dewey 1961). Within the paradigm of design research, an adopted strategy inspired by educational design research (Plomp et al. 2010) was used. Eight teachers from three kindergartens participated in the study, which had a duration of two years. The participants attended collective coaching sessions and acted as co-designers in developing a conceptual framework for realization of good practices. Furthermore data was collected through focus group interviews and questionnaires. All the participants were informed of the purposes of the research and gave their informed consent. Confidentiality and anonymity were ensured. Our findings indicate that participation in the project increased the preschool teachers' awareness of the possibilities for integration of movement and science education in their practice. It also made them more confident on using an integrated approach. The preschool teachers highlighted the value of long-term projects and involvement of the local community to evoke interdisciplinary learning. The findings imply that an integrated approach for movement and science education in kindergarten should be further explored.

Keywords: movement, science education, good practice, integrated approach, interdisciplinary education

Opportunities to integrate movement and science education: Inspiration from Belgian preschools

THOMAS REMERIE (1), ISABEL TALLIR (1), INGUNN BERREFJORD UGELSTAD (2) AND TUULA H. SKARSTEIN (2), (1) Artevelde University College, Belgium; (2) University of Stavanger, Norway

This study aimed at developing a professional development program on integration of science education & movement in early childhood. Contemporary evidence shows better learning outcomes for children when an integrated approach is used (Hamre et al. 2009, Sylva, et al. 2003 & 2007). However, teachers often suffer from a lack of knowledge and low self-efficacy with regards to science education (Greenfield et al. 2009, Kallery & Psillos, 2001). Movement is important not only to counter the rise of sedentary lifestyles but also plays an important role in children's social, psychological and cognitive development (Struyven, 2003). This study is based on principles of inquiry based learning (Marian & Jackson, 2016) and outdoor play & learning (Waller et al., 2017). The methodology of Educational Design Research (Plomp et al.2010) was used in this participatory research. Seven teachers of four Belgian preschools were involved. Qualitative data analyses of the different research phases (observations, interviews) revealed the design principles for a professional development program. Participants were informed of the purposes of the research and gave their informed consent. Anonymity was guaranteed, data collection methods and how data would be used were communicated. Results show that effective integration of science education and movement ideally starts from children's everyday environment. An interdisciplinary approach strengths long-term school projects, whereby the involvement of different stakeholders (parents, local community) is an added value. Because interdisciplinary learning supports children's development across domains within meaningful contexts, teachers should be empowered to engage in this.

Keywords: movement, inquiry based science education, everyday learning environments, outdoor learning, interdisciplinary education

SYMPOSIUM SET B / 28

MULTILINGUALISM AND CONDITIONS FOR EMERGENT LITERACY DEVELOPMENT IN EARLY CHILDHOOD EDUCATION: DISCUSSING COLLABORATION, PARTICIPATION AND PEDAGOGICAL PRACTICES.

Self Organised Symposium

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

In early years education there are several multilingual children with various language experiences that attend preschool. Early childhood educators and preschool teachers are facing challenges in their way to support and make conditions for multilingual children´s languages and emergent literacy development. This symposium brings together studies from three different countries where researchers have investigated various pedagogical practices in preschool such as parental collaboration, preschool teacher's strategies to guide linguistic participation as well as supporting multilingual children's language and literacy learning in play- activities.

Involvement of multilingual parents in Norwegian ECEC practices

ANJA PESCH AND MARIA DARDANOU, UiT, The Arctic University of Norway, Norway

The aim of this study is to investigate the pedagogical practices with parents of multilingual children in Norwegian Early Childhood Education and Care institutions. It explores in which way and to what degree ECEC teachers involve parents in their daily pedagogical practices, and how parents' voices are included or represented. The study relates to studies on cooperation with parents of multilingual children in ECEC (Bakken, 2016, Einarsdottir & Jonsdottir, 2018) and specifically to studies discussing collaboration through daily practices (Bergroth & Palviainen, 2016, Kultti & Pramling Samuelson, 2016). Theoretically, the study is based on Bronfenbrenner's (1979) ecological systems theory of development and Bakhtinian concepts of discourse, voice and multivoicedness (Bakhtin, 1986, White, 2016). The project's design has a micro-ethnographic research approach (Le Baron, 2011) using a tourist guide technique (Szabó, 2015). The data material includes photographs of the ECEC's semiotic landscapes and interviews with ECEC teachers connected to the photographs. Informed consent was

collected from all participants and it was possible to withdraw at any time. Pseudonyms are used for both participants and institutions. The discussion evolves around the question how the involvement of parents contributes to the connection between different micro-systems and how cultural and social values are represented in the ECEC practices and discussed in cooperation with parents. Findings have implications for practice in ECEC through questioning discourses in ECEC institutions as well as in national policy documents. They may also contribute to increase reflections on parents' involvement among ECEC teachers and in Early Childhood Teacher Education.

Keywords: multilingualism, parents' involvement, pedagogical practices, multivoicedness, reflections

Social language environment – preschool teacher's didactic strategies to support multilingual children's language and literacy learning in play- activities.
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 literacy skills in Swedish preschools. This presentation highlights preschool teacher's didactic strategies to support multilingual children's language and literacy learning in preschool play- activities. This paper presentation refers to an ongoing research project with the character of an action research project. The research project has been carried out in collaboration between the researcher and eighteen preschool teachers in Sweden. Starting from a social constructivist perspective with focus on the strategies employed by preschool teachers to support multilingual children's language learning in play-activities, the data analyses are based on the theoretical foundations of bioecological and sociocultural theory (Barton, 2007, Bronfenbrenner, 1999, Vygotsky, 1962). The study has a mixed methods design where qualitative data were derived from the preschool teachers descriptions of their didactic strategies in supporting multilingual children, as well as quantitative data scoring eighteen dimensions of strategies in play-activities, by using the scoring and analysis tool, Social Language Environment - Domain, SLE-D (Norling, 2015). The study was carried out in accordance with the ethical principles of social sciences research (Ministry of Education and Research, 2017). Results regarding preschool staff's descriptions and scored strategies to support multilingual children's language and literacy learning in preschool play- activities will be presented. This paper will contribute to a better understanding of how preschool teachers develop didactic strategies to support multilingual children's language and literacy learning in preschool play- activities.

Keywords: social language environment, emergent literacy, multilingual, preschool, play

Give wings to voices, The preschool as a just learning space for interaction and understanding.
FRÍÐA BJARNEY JÓNSDÓTTIR, University of Iceland School of Education, Iceland

The aim with this research is to gain a deeper understanding on how the preschool can serve as crucial and socially just learning space for multilingual children's language and emergent literacy development where voices and identities are affirmed and partnership with parents is enhanced. The study relates to previous research on multilingual and second language practices, multicultural education and partnership with parents (Alstad, 2013, Banks, 2010, Brooker, 2002, Chumak-Horbatch, 2012, Cummins, 2001, 2004, 2008, Dickinson & Tabors, Esteban. G.M. & Moll. L.C., 2014, Ragnarsdóttir, 2007, 2015) The research is rooted in critical multicultural pedagogy, sociocultural theories and theories on multilingual children's language and emergent literacy (Cummins, 2004, De Houwer, 2009, García & Wei, 2014, Rogoff, 2003, Vygotsky, 1978). This is a qualitative case study in a preschool with rich linguistic diversity. Data is collected with semi structured interviews with teachers and parents, participant observations, video observations and by analysing relevant documents and artefacts (Kvale, 1996, Silverman, 2007). The study was carried out in accordance to the rules of the Ethic committee at the University of Iceland the Icelandic Data Protection Authority. Informed consent was gathered from participants that could withdraw at any time. I will discuss preliminary findings from the research with focus on how the preschool teachers scaffold and guide the linguistic participation of multilingual children within planned and free activities and how partnership with parents is enhanced. Findings can deepen understanding on how teachers work with emergent language and literacy of multilingual children in partnership with parents.

Keywords: multilingualism, second language learning, partnership with parents, emergent literacy, teacher practices

Developing sustainability through the usage of personal learning plans with pre-service teachers
ARLINDA BEKA, University of Prishtina, Faculty of Education, Kosovo

The purpose of the study is to understand the impact of Personal Learning Plans (PLP) in developing sustainability in pre-service teachers' training and professional development. The current presentation is based on the studies of PLP, Kosovo education and teacher training programs (e.g., Zepeda, 2016, Rahimi, van den Berg, and Veen, 2015, MEST, 2016, FEdu, 2013, Olsen, 2015, Avalos, 2011, Darling-Hammond & Falk, 2013, Meyer, Haywood, Sachdev, & Faraday, 2008, Darling-Hammond, & McLaughlin, 2011, MEST-KESP, 2016) Teacher evaluation is both formative and summative, and the formative-summative struggle has been a perennial one (Zepeda, 2016). Personalised learning assumes that students can learn through processes that focus explicitly on their own cognitive, metacognitive and affective attributes as learners (Meyer, Haywood, Sachdev, & Faraday, 2008). This is a case study conducted with preschool pre-service teachers at the University of Prishtina. It serves as a motivation for using PLP as a way of reflection on students' work and achievement. It also highlights the importance and relevance of using the PLP as a tool for professional development. Personal and professional stories were shared and juxtaposed with one another. However, there were no ethical concerns identified in this scholarly endeavour. The presentation presents the impact of Personal Learning Plans (PLP) in developing sustainability in pre-service teacher training and professional development as it is relevant to stakeholders and academia. There are short-term and long-term implications for improving the practice and policy of using Personal Learning Plans (PLP) to develop sustainability in pre-service teacher training and professional development.

Keywords: personal learning plans, pre-service teachers, professional development, preschool education, Kosovo

SYMPOSIUM SET C
THURSDAY 30TH AUGUST
09:00 – 10:20

INEQUALITY & QUALITY IN ECE

Individual Paper Presentation

CHAIR: ZSUZSA MILLEI, University of Tampere, Finland

The paradox of universal access: Alleviating or perpetuating inequality for children in NSW Australia
ZSUZSA MILLEI (1) AND JANNELLE GALLAGHER (2), (1) University of Tampere, Finland; (2) Kurri Kurri Preschool, Australia,

This paper shows that by successfully introducing universal access, an example preschool's demographic composition has profoundly changed. It had disproportionately larger number of children requiring additional support. The presence of children with more needs was measurable in stark differences in everyday pedagogical work and increased administrative duties. Most policy analysis uses scale based assumptions of top-down policy making and its implementation by a unitary public where the polyvocality of policy outcomes is minimized in the research imaginary. Through a critical and place-based policy analysis combined with an autoethnography of the example preschool's director, we develop situated knowledge about the policy's implementation by this preschool. This methodology enables us to explore the intersecting effects of global, national and state policy frames as they meet with the very local conditions of the preschool. This paper has been reviewed by the preschool's community before presentation. In NSW, Australia, universal access met with a fragmented system that had high fees, low participation rates and a three prong model of service delivery, which includes government, community and private services. This system has struggled to accommodate 15 hours per week education for all 4 and 5 years old children. The aim of universal access was to give access to affordable and quality ECEC for disadvantaged children. We demonstrate that universal access can also work in contradiction to the stated agenda in particular locales of disadvantage, and reproduce rather than alleviate inequality. Universal access relies on underappreciated and underpaid workforce's resilience, unrecognized work and emotional labour in NSW.

Keywords: universal access, inequality, place-based policy analysis, Australia, workforce issues

Quality in early childhood care and education in low and middle-income country: A lesson from Cambodia
YOUNGMIN SEO (1) AND MARGARET O'BRIEN (2), (1) UCL Institute of Education, United Kingdom;
 (2) Thomas Coram Research Unit, UCL Institute of Education, United Kingdom

The study examines the quality of early childhood care and education (ECCE) in Cambodia, one of the Low and Middle-income (LAMI) countries. It investigates what challenges do key policymakers and practitioners face to improve the ECCE quality. Despite the overarching interest on ECCE quality and the framework (Dahlberg et al, 1999, Moss and Pence, 1994), many of these are analysed using existing documents (OECD, 2004). Furthermore, little has been studied on LAMI countries (Britto et al, 2011), therefore is necessary to seek ways to improve the quality of ECCE particularly focused on LAMI country. For a conceptual framework, an early childhood quality framework from European Commission (2014) employed. The framework includes five levels: accessibility, workforce, curriculum, monitoring and evaluation, and governance and funding. Semi-structured interviews were carried out with ten policy-makers involving the government officials, international organisations, and six practitioners from different early year settings in Cambodia. As of ethical issues, maintenance of anonymity and confidentiality, security and storage of data were considered by UCL-IOE guidelines. Detailed challenges were figured out aligning with the five dimensions above. Particularly, some were concerned with Cambodia's particular situation, convention, or climate. Other issues regarding the gap between the global and local levels also were revealed. This research highlighted the challenges of Cambodia in terms of quality in ECCE and offers what to improve for a better child outcome.

Keywords: quality framework, low and middle-income country, Southeast Asia, Cambodia, semi-structured interview

Ensuring equity and quality in early childhood education by using differential practices: The case of University of Cyprus Nursery and Kindergarten
VICTORIA MICHAELIDOU AND NASIA CHARALAMBOUS, University of Cyprus Nursery and Kindergarten, Cyprus

This study aims to investigate the extend of how differential teaching is practically applied at the only university nursery and kindergarten school in Cyprus, focusing on the teacher level factors as they are presented on The Dynamic Model of Educational Effectiveness by Creemers B.P.M, & Kyriakides, L. (2008). The dimension of differentiation is extremely important since researchers in the field of educational effectiveness (Teddlie & Reynolds, 2000) have shown that there are individual differences associated with the progress, culture, SES level of students in their psychomotor and cognitive abilities, interests, motivations and personal style of learning (Dowson & McInerney, 2003). In recent years, it has been increasingly argued that the dimensional of differentiation can enhance effective teaching and learning for all students (Hatiie, 2009, 2011,Kyriakides, 2007, Theofilidis, 2009) by aiming to overcome inequalities and promote social justice in mixed capacity classes (Koutselini &

Agathagelou, 2009). Moreover, six semi-structured interviews were conducted to six kindergarten teachers. Also, tests that evaluated the knowledge and skills of children in Language and Mathematics were given in two phases of the school year. Ethical issues regarding access, informed consent, trust and power positions between the researcher and the teachers and children. The results of this research have shown that the differentiation practices identified with the greatest impact on learning outcomes are the Classified Tasks, Differentiating Learning Environment, Content and Evaluation Differentiation. Research suggest that differentiation practices must be a part of the National Curriculum Program used by the Ministry of Education.

Keywords: differentiation, voice of the child, empowerment, teacher role, national curriculum

SYMPOSIUM SET C / 2

PARENTS & EDUCATORS LEARNING TOGETHER

Individual Paper Presentation

CHAIR: MARINA FUERTES, Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal

Can parents and educators learn from each other experience and can we all learn with them example?
MARINA FUERTES (1), OTÍLIA SOUSA (2), DALILA LINO (2) AND CLARISSE NUNES (2), (1) Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal; (2) ESEL/IPL, Portugal

To compare and to learn about parents and educators communicative and interactive behaviour (e.g., Empathy, Cooperativity, Ability to challenge the child, Reciprocity, Elaboration). Parenting and Early Child Education are studied mostly in two independent lines of research. However, a comparative approach permits to understand by opposition each (parents and educators) individual contribute to children education. This knowledge can support school-parents collaborative work. Our team had published several studies about educators and parents' communicative/interactive behaviour and about educators-parents partnership. Bronfenbrenner Bioecological Model, Participatory pedagogy/Active Learning, Touchpoints Model to reinforce Educators and Parents collaborative relationships. Educators with a children of their group and parents with their children were observed in TANDEM situation, in which using a variety of materials/tools the adult and the child produce something of their choice during 20-minutes. Each adult-child dyad was videotaped independently. Results were scored with Tandem scales. All participants (including children) gave their inform consent. The studied aims and methods was approved by CIED Committee Research Parents and educators presented different interactive and pedagogical styles. Comparing with parents, educators offered more opportunities for child participation and challenged them with new concepts and problems. Parents share more their knowledge with children. Females (educators and mothers) gave more exploring opportunities and leadership to boys than girls whereas males (educators and fathers) made the opposite. Differences in parents and educators interactions are debated in a working focus-group model and positive examples are shared with parents and educators. This study is part of a Portuguese network (TEIA) for school-parents partnership.

Keywords: early childhood education, parenting, interaction and cooperation, school-parents partnership, gender

Comparing parents and educators communication with preschool children
OTÍLIA SOUSA (1), MARINA FUERTES (1&2), DALILIA LINO LINO (1), (1) Instituto Politécnico de Lisboa, Portugal; (2) Universidade do Porto, Portugal

To compare and to learn about parents and educators communicative behaviour with children in collaborative tasks The complementarity of parents and educators' roles in the child's development and learning is assumed (Katz, 1983), Tomasello, Kruger and Ratner. (1993) emphasized the importance of interactions in cultural learning. Bronfenbrenner Bioecological Model, Participatory pedagogy/Active Learning, Tomasello language in use and cultural learning. Educators with a children of their group and parents with their children were observed in TANDEM situation, in which using a variety of materials/tools the adult and the child produce something of their choice during 20-minutes. Each adult-child dyad was videotaped independently. Results were scored with Tandem scales. All participants (including children) gave their inform consent. The studied aims and methods was approved by CIED Committee Research Parents and educators presented different communicative and pedagogical styles. Comparing with parents, educators made more questions, suggestions and less negative remarks. On the other hand, parents made more content questions and positive remarks. Learning about how to communicate, to motivate and to promote their participation in crucial to implement participatory pedagogies.

Keywords: early childhood education, parenting, interaction and cooperation, school-parents partnership, gender

Mutual trust in the collaboration between parents and child care institutions
PAULA CAVADA-HREPICH AND NOOMI MATTHIESEN, Aalborg University, Denmark

To the understanding of the relational nature and dynamics of trust in the relationship between parents and the child care institutions. Mutual trust is identified as a crucial aspect in the parent - teacher collaboration during the school years (Adams & Christenson, 2000, Keyes, 2002, Tschannen-Moran, 2000). However, this has recently received attention in early childhood education (Schweizer, Niedlich, Adamczyk & Bormann, 2017). We used the philosophical proposals of trust forwarded by Løgstrup and Baier, and the interdependent understanding of person-environment of Cultural psychology. From an

interpretive paradigm, we carried out a qualitative study, where 17 parents, 15 pedagogues and 8 childcare centre leaders from Denmark, were interviewed. All participants were informed of the objectives of the research, expectations of participations in terms of time and content, and their rights of anonymity and withdrawal. Identifying interrelated macro, meso and micro levels of analysis, it is shown how the parents and pedagogues establish a mutual trust that is based on the already existing societal values of trust attributed to the institutions. On this basis, knowledge, acknowledgement, openness, honesty, kindness and benevolence are identified to play a role in the dynamics of the emergence, sustainability, re-establishment and ending of trust. Finally, it is presented how these elements are re-signified in time as children grow and the institutional activities change accordingly. We argue that a qualitative and context sensitive approach to the analysis of trust in the complexity of parents-pedagogues relationship, enables the improvement of work and collaboration in the childcare centres.

Keywords: mutual trust, parent-pedagogue collaboration, child care centres, qualitative research, cultural psychology

SYMPOSIUM SET C / 3

THE USE OF TECHNOLOGY IN EC PEDAGOGY

Individual Paper Presentation

CHAIR: EMILIA DJONOV, Department of Educational Studies, Macquarie University, Australia

Preliminary behavioural study for visualising learning process of children - Estimating interest using AI technology –
TETSUJI YAMADA (1) AND TAKASHI OMORI (2), (1) Tamagawa University Brain Science Institute, Japan; (2) Tamagawa University Faculty of Engineering, Japan

This study aims to develop a new technology to support teachers by visualizing the process of children's learning. We report preliminary findings from a trial analysing children's interests from their behaviour. Despite many early childhood studies conducted on "Shared attention" (Hamann et al., 2014) and "Attending" (Gibson et al., 1963) behaviours, few have estimated children's interest using AI-based video analysis. AI technology may enhance the case study based behaviour interpretation using evidence-based behaviour analysis. For this, the relation between an observable behaviour and a learning process must be understood. We hypothesized that children's interests are related to their process of learning. To identify children's interests, we recorded nursery scenes with video cameras, annotated child's interest by experienced nursery teachers, calculated the log-likelihood distance of each child's interest distribution from its group average (Naïve Bayesian method), and examined the correspondence between the results and children's physical behaviour. Parental and teacher consent was obtained after a review by the Ethical Committee of Tamagawa University. 1. Interest distribution of each child showed a characteristic pattern based on the childcare activity. 2. The log-likelihood distance helped in visualizing context-dependent features of the nursing scene. 3. The physical features such as the position and orientation of each child were related to their features of the interest distribution. We infer therefore that AI-based video analysis enables estimation of children's interests from the observable physical features. The possibility of visualizing children's learning process through AI-based interest estimation was suggested.

Keywords: ECEC, learning process, visualisation, artificial intelligence, technology

Phenomenon-based learning to enhance young learners' ICT skills
SUSANNA PONTINEN AND SINIKKA RÄTY-ZÁBORSZKY, University of Eastern Finland, Finland

The main aim of this empirical research is to find new ways to support children's learning by designing and implementing phenomenon-based pedagogical practices to support development of young children's ICT skills. This research is developed in response to recent reform of the Finnish National Core Curricula. Despite young children use ICTs at home (Livingstone et al. 2015, Zaman et al. 2016), they are not necessarily skilful enough to use ICTs in their learning (Chaudron, 2015). Therefore, current research suggests that a new field work is required to clarify how to support young children's learning in terms of developing their ICT skills to match demands of today´s education. Theoretical framework in this study is related to contextual nature of learning. This means, children actively and deliberately engage in a learning process to develop knowledge and skills relevant to specific — ¯situations or problems. Altogether 20 children participated in this qualitative small case study in the 1st grade. Research data consists of classroom observations, examples of children's work and interviews. Content analysis is applied in data analysis. While investigating children's learning, collaboration with parents is essential. Written permissions to participate in this study were asked from all parents. The main finding of this study is that children are motivated and engaged in learning ICT skills, but the children need systematic practice and repetition to apply and develop their skills. As a practical implementation, phenomenon-based learning is a fruitful context to support children to develop their ICT skills.

Keywords: ICT skills, phenomenon-based learning, Finnish national core curriculum, young children's learning, ICT in education

PEDAGOGICAL PRACTICES WITH YOUNG CHILDREN

Individual Paper Presentation

CHAIR: CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

Schemas: a material and ecological approach
CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

This paper reflects on a study of a class of two-year olds in the north of England. I am a researcher-in-residence, occupying multiple roles of documenter, participant, as well as researcher. This piece of work considers the liveliness of objects and the role of the body when children engage in 'schema' play. In particular it focusses on sensation as a vital quality in this kind of play. Athey (2009), Nutbrown (2011) and Arnold (2010) offer a cognitivist and emotional analysis of schema. These approaches will be expanded with reference to Manning (2007) and Ingold (2013), in order to foreground the way that matter speaks directly to children's bodies (Angaard, 2016). A re-conceptualisation of cognitive and psychological constructions of schema is offered. Using Barad's theory of touch as ''response-ability'' (2007), it explores the potential of new materialist thinking in relation the schema play. Adopting a post-humanist paradigm, using ethnographic methods, this paper looks beyond ''what children do with material'' to ''what children and material do together'', (Angaard, 2016). Alongside informed parental written consent, the concept of assent (Flewit, 2005) underpins this. An ongoing ethical re-negotiation in-the-moment with children recognises non-verbal communication and their right to withdraw assent. The paper opens a discussion about the active role of materiality in schema play. Whilst acknowledging the value of schema when sharing insights with parents, a note of caution is introduced in relation to categorising and linking to future abstract learning. Instead, a case is made for focussing on practices of 'attunement' (Manning, 2016).

Keywords: 2-year olds, new materialism, schema, sensorimotor, attunement

Scaffolding in preschool - a systematic review
IDA BERTELL, Department of Child and Youth Studies / Division for Early Childhood Education, Sweden

To undertake a systematic review of research on teaching in terms of scaffolding in preschool in order to summarize the current state of knowledge. In 2010 van de Pol concludes, based on a systematic literature review that the main challenge in scaffolding research seems to be its measurements. Empirical research and theoretical development has been advancing since then and it is now time to take stock of current understandings. The concept of scaffolding was originally suggested to describe the tutorial process between an adult teaching a child (Wood, Bruner and Ross, 1976). Mascolo and Fischer (2015) have developed the theory of scaffolding in terms of co-activated action, within a the relational developmental systems paradigm (RDS, Overton 2017), which is regarded as a dominant paradigm within Developmental Science today (Dick and Muller 2017). The systematic literature review will be based on searches on the major research databases covering pedagogy and psychology during the last ten years. The study is part of a larger project and has ethical clearance from the regional ethical board in Stockholm and follow the ethical guidelines of the Swedish Scientific Council (VR). Current knowledge on scaffolding is described and gaps are identified. There is a lack of research about how scaffolding skills may be enhanced and there is still a need to develop methods for measuring the quality of scaffolding, in particular in preschool. The findings are discussed within a RDS perspective. Findings will contribute to development of evidence-based methods for supporting educators teaching skills through professional development.

Keywords: scaffolding, early childhood education, interaction, teaching, co-activated action

Exploring time in children's daily school lives: A diffractive analysis
HEEJIN KIM AND HYEYOUNG JUNG, Pusan National University, South Korea

This study is aimed to explore time in children's daily school lives, through rethinking the break determined by the adult. Many studies have not yet investigated the meaning of time in children's classroom spaces nor have they documented how children have been oppressed within daily routine. To this end, the notion of diffraction (Barad, 2007) was used as our theoretical framework to guide the whole process of research. Diffraction refers to various phenomena that occur when a wave encounters an obstacle. In this view, a diffractive analysis allowed us 'to thread through or plug in data into theory into data resulting in multiplicity, ambiguity, and incoherent subjectivity' (Mazzei, 2014). It also guides how we analysed and interpreted the phenomena behind the teacher's thoughts and actions about effective classroom management. To minimize and avoid potential ethical problems in this study, we obtained all participants written consent to participate before starting to conduct this study. The findings showed that the break of the day was largely determined by adults' judgment, and children was asked to break at that time. In this respect, adults recognized children as beings to be cared for and had the duty to protect them. Furthermore, adults had the power to control children and their time by concealing it in a non-intrinsic time frame. In other words, a child lost his/her time and was led to the other's time. This study provides insights into how to understand and support children's daily school lives in the view of diffractive thinking.

Keywords: diffractive analysis, the break, meaning of time, adults' judgment, control children

PARENT/TEACHER RELATIONSHIPS

Individual Paper Presentation

CHAIR: SUSANNE ROGERS, Charles Sturt University, Australia

What can be cornerstone or stumbling block in a relationship between parents and teachers?

TIJANA BOROVAC (1), SILVIJA RUČEVIĆ (2), DINO KRUPIĆ (2) AND SANDRA VUČKOVIĆ (2), (1) Faculty of Education, Osijek, Croatia; (2) Faculty of Humanities and Social Sciences, Osijek, Croatia

The aim of this paper is to analyse parents', kindergarten teachers' and primary school teachers' evaluations of prosocial behaviour of a child. This study is based on the data collected during a longitudinal study (ECLAT project supported by Croatian Science Foundation (HRZZ-IP-2016-06-3917) about executive functions, individual characteristics, parenting, and early experiences in transition from preschool children to primary school-aged children. Child development can be best conceived within a set of inter-related systems that simultaneously exert their influence on children, thus, the child's development does not depend exclusively on individual factors, but also on the systems of interaction within the child's life environment (Bronfenbrenner, 1979) so we gave emphasis on parents and teachers perspective of a child. The study involved 160 pairs of children and their parents randomly selected, their former kindergarten teachers and current primary school teachers. In the first round, parents and kindergarten teachers completed a questionnaire about a children's prosocial behaviour at home and in preschool setting respectively. In the second round (a year later), the children's prosocial behaviour was evaluated again, this time by parents and primary school teachers. The project has the statement of the ethics committee of Faculty of Social Sciences. An informed consent has been obtained from children' parents and children every year. The parents' and educators' perception of the child can bring them together to cooperate or bring the two of them apart. The parent-teacher partnership is positively associated with the child's wellbeing, social orientation, emotionality and learning.

Keywords: preschool children, prosocial behaviour, parents, teachers, transition

"What are you talking about?" - Improving interactions between EC-professionals and families

SARAH GIRLICH AND ROBERT JURLETA, State Institute of Language Promotion Saxony, Germany

Many studies show that parents have a huge impact on the development of their children. This crucial role of family leads to our approach to support EC-professionals and their interaction with families. The aim of our training and the development of numerous materials is to enable professionals to work more proactively with the families and to engage parents. In previous evaluations of Child and Family Centres (Grande, 2012) an improved interaction between professionals and parents was found. These centres have special resources to work with parents, but how can we hope to support day care centres, who do not have these resources? Our project (LakoS) offers a training program and free materials for EC-professionals to improve their interactions with families. Although the training includes theoretical knowledge and practical implications, we also include the opportunity to find individualised approaches. During the training we sensitize for the different social and cultural contexts families are living in. We offer materials that support a more engaged approach of the parents to the language development of their own child. In our project we have the unique opportunity to work with multiple partners (parents, educators, professionals, researcher, and speech therapists). The EECERA ethical code was followed. During the training professionals become more sensitive to the different family constellations. They used our free materials frequently and reported a better interaction, especially with non-German-speaking families. Our findings show the importance/need of supporting the EC-systems. Further implications to develop more free material and to train more EC-professionals can be made.

Keywords: professionalism, support ECEC, parents and families, promote language development, material development

The conundrum of home learning - what is valued and by whom?

SUSANNE ROGERS, Charles Sturt University, Australia

This presentation provides an analysis of the perspectives of mothers and educators regarding children's home learning during their first year at school. The research was part of a doctoral study investigating ways in which families and educators aspire to work together in a child's first year at school. The analysis identified elements of congruence and of dissonance. The 'Effective Provision of Preschool Education' (EPPE) Project (2010) identified several features of home learning environments that were valued in predicting children's learning outcomes in the school setting. A number of researchers argue that it is of benefit to children, families and educators to acknowledge the diversity of various forms of capital used to support children's learning in the home. Bronfenbrenner and Morris's (2006) Person-Process-Context-Time (PPCT) Model was the theoretical framework of the study. The qualitative study used a constructivist grounded theory approach, based on the work of Charmaz (2003), in the collection and analysis of data. Ensuring that all participants were fully informed of the intent of the research, their role within the research, with fair and just representation and the preservation of confidentiality was essential. . Educators generally placed emphasis on home learning relating to academic achievement and behavioural expectations, with a focus on their expert knowledge. Mothers presented diverse perspectives dependent on their individual experiences, expectations and aspirations reflecting their current contexts and circumstances. Development of policies and practices that acknowledge the diversity of families may enable all stakeholders to have a voice in developing shared understandings of home learning.

Keywords: home learning, mothers, educators, congruence, dissonance

REFRAISING & CONCEPTUALISING GCEC

Individual Paper Presentation

CHAIR: RHONA MCGINN, Dublin Institute of Technology, Ireland

Words from the wise'. Re-framing and scaffolding multi-professional understandings of early childhood education
RHONA MCGINN (1), NÓIRÍN HAYES (2), ANN MARIE HALPENNY (1), (1) Dublin Institute of Technology, Ireland; (2) Trinity College Dublin, Ireland

The Reconceptualising Early Childhood Education Collaborative (RECEC) was established in Dublin by Professor Noírín Hayes in 2015 in response to the need to reflect on the changing landscape of Early Childhood Education in Ireland. It initiated a process of discussion of what ECE looks like for children, families and educators. Its goal is to inform research and policy agendas, through research-based, sustained, inclusive, multi-professional, multi-agency dialogue, where inter-subjectivity is central to discussions (Fleer, 2018).   The importance of supporting and enhancing professional development is emphasised by Waniganayake et al (2008).   Methodologies like professional conversations (Irvine and Price, 2014) have recognised the professional status of educators, using an approach that is open, flexible and responsive to the strengths of an interdisciplinary group.   The study adopted a qualitative approach informed by a thematic analysis approach. There have been five symposia since the project's inception, each based around a topic of central relevance to ECE.   Participants were informed of the purpose of the events, potential for dissemination of findings and confidentiality and anonymity were ensured. ECE has traditionally been viewed differently at primary and pre-primary levels, often without an emphasis on the need for continuity and what this means for children and families (O'Kane and Hayes, 2010). Data analysis will demonstrate what understandings of partnership and pedagogy educators draw upon.   The process of the RECEC has the potential to contribute to the professional development of attendees, through expert presentations, facilitating a 'growth mind-set' (Dweck, 2010) and agency to facilitate change (Hattie & Yates, 2014).

Keywords: EC alignment, professional conversations, intersubjectivity, professional development, reconceptualising ECEC

The great divide: separation of care and education in Wales an examination of policy, reform and research evidence
NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

The aim of this article is to discuss the context of Early Education and Care within policy and curriculum reform. Despite international research evidence depicting the importance and benefits of combining the early year's elements with formal education the division within policy and practice within Wales remains. Non formal early year's preschool education and care provision continues to be a separated entity from education within Welsh Government policy, curriculum and professional development. Through a review of current and proposed policy, considering a body of robust evidence in the field of early education and care. This paper consists of a literature review, Government ministerial separation of early years sectors and the implications for proposed educational reform in Wales. The aim of the review is not to provide an exhaustive account of all educational policy within the United Kingdom, but a focus on the key issues and policy documents related to the proposed reforms in education in Wales. This approach is appropriate to the aim of the paper to establish the policy consideration for proposed changes. This article discusses the opportunity provided by the implementation of educational reform in Wales through 'Successful Futures' and 'Prosperity for All' to unite the care and education systems for young children and the potential benefits of doing so, sifting through robust evidence of the importance and long term attainment benefits of a quality early years provision and the prospects for change. Having implications for the roll out and design of key national policy and curriculum reform.

Keywords: early years policy, education and care, educational reform, quality early year's provision, unification

Articulating the 'work and play' of English early childhood settings through a paradigm of social hauntings
LINDA SHAW, Oxford Brookes University, United Kingdom

The aim of the study centred on the interrogation of educational discourses in six English early education settings in order to implement and evaluate alternative teaching strategies which could be used in our interactions with young children. The paper draws on a PhD thesis entitled 'Heterotopia and hauntings: troubling the spaces and artefacts of early years' education and care in England' (Shaw, 2017). The methodological positioning draws on post-structural philosophy (Foucault, 1993, Derrida, 2010) and feminist sociology (Gordon, 2008) in order to challenge rectification of pedagogical theories (Dahlberg et al, 1999). The ethnography is interpreted through a lens which takes account of Foucault's (1994) notion of spaces as heterotopic, but also plays with the post-structural metaphor of haunting (Derrida, 2006) as a mechanism for challenging institutional injustices or inequalities. The study used auto-ethnography and documentary analysis. It included participant observations in six early education spaces, including four primary school sites. Purposive sampling was used to select contrasting socio-economic and cultural settings. The ethics of participant research in relation to children, practitioners and the researcher formed an important aspect of the methodology, Informed consent was gained from setting heads and

participants in line with university and sector specific guidance. The research revealed enduring tensions for practitioners and children in the dichotomous conceptualisations of, for example education and care. The specialist language(s) of early years were revealed to constrain as much as enable creative pedagogy. This implies a need to engage with complex relationships between theory research and practice.

Keywords: pedagogy, early childhood, heterotopia, social haunting, feminist post-structuralism

SYMPOSIUM SET C / 7

ALTERNATIVE PEDAGOGIES IN PRESCHOOL

Individual Paper Presentation

CHAIR: MADONNA STINSON, Griffith University, Australia

Striving for range and balance: pedagogies in the preparatory year.
MADONNA STINSON, JULIE DUNN, ELIZABETH WHEELEY AND BEV FLUCKIGER, Griffith University, Australia,

The aims of this 2-year study were: investigate pedagogies and practices that support children's transitions into school, and, develop a model of practice promoting children's engagement. Using key messages derived from over 100 international existing large-scale studies, the researchers identified characteristics of effective pedagogies, and designed a collaborative professional learning model. Links between successful transitions to school for children and positive educational and social outcomes are recognized (Smart, Sanson, Baxter, Edwards, & Hayes, 2008). Schools play a key role in developing partnerships with families, communities, and other educators to support children's transitions as a positive "dynamic process of continuity and change" (Dockett & Perry, 2014, p.7). The project involved leaders and teachers in 106 schools, across urban, rural and remote settings in Queensland, Australia. The study used a mixed methods design, though largely interpretivist and phenomenological, including teacher and school leaders' action plan reports of their changing practices. Discussion includes ethical challenges relating to consent and power structures in terms of partnership with the funder, the largest systemic educational employing organization in the State. Schools reported that the model had significant impact. Changes in pedagogical practices influenced children's motivation and engagement in learning, particularly when children exercised agency. Engagement was enhanced by increases in attendance at school and decreases in behaviour incidents. Teachers and school leaders were positive about opportunities to engage in professional discussion with researchers and colleagues and felt these opportunities led to increased empowerment, enjoyment and well-being. The paper offers a model of research-informed, research-led professional practice.

Keywords: pedagogies, leaders and leading, teachers and teaching, learners and learning, transitions

Individual or collective? Democratic education in Swedish preschools
CARINA HJELMÉR, Umeå University, Sweden

This paper focuses democratic education in Swedish preschools regarding children´s individual and collective influence. It covers planned activities, as well as unplanned in the daily life in preschool. A special interest is on instruction in situations when the influence has a collective stamp. Previous research show that preschool staff in Nordic countries foremost understand children´s participation in terms of individual choices and self-determination, which implies that instruction about democracy have an individual, rather than collective orientation (Bae 2010, Emilson & Johansson 2018). The analysis draws on Dillabough and Arnot's (2000) theories about democracy, whether the emphasis is on collective justice and struggles for equality or the rights of the individual. Moreover, Bae´s (2012) concepts moments of democracy, and spacious and narrow interactional patterns, are used. An interpretative and critical ethnographic approach was applied, with participant observations to cover democratic processes in daily practice, and interviews with teacher teams and children (Hammersley & Atkinson 2007). 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 invitations for children to exert influence during planned activities had an individual stamp even regarding group activities such as circle time. In the daily preschool life there were moments of democracy also of a collective character, often unconscious for the staff. By showing moments of democracy regarding children's individual or collective participation, the quality of democratic education may increase.

Keywords: children´s participation, collective influence, individual influence, power relations, democratic education

Reimagining early childhood in South Australia: leaders' perspectives
VICTORIA WHITINGTON, JAMIE HUFF-SISSON, ANNE-MARIE SHIN AND BARBARA COMBER, University of South Australia, Australia,

This research explored ways in which Reggio Emilia (RE) education principles are understood and enacted in the South Australian (SA) context. The SA Government joined the Reggio Emilia Foundation in 2015 to establish collaboration between educational approaches in both sectors, following Carla Rinaldi's Thinker in Residence 2013 report 'Reimagining childhood'. Knowledge is contextually situated (Vygotsky, 1978), it develops in specific contexts and is not readily transferable from one context to another (Bernstein, 1996, Wheelahan, 2007). Hence it was imperative that SA settings engage with the principles

by reimagining childhood within their context. Sixteen settings across all sectors were selected to engage with RE principles. The research drew on cultural models theory (Holland et al., 1998) to understand how a new figured world of early childhood is being reimagined and redesigned in SA, in dialogue with the RE principles. This theory describes social contexts as figured worlds with culturally situated values and beliefs that inform identity and practice. Using participatory methods, eight invited leaders were interviewed concerning how they are inspired by the RE principles, their understanding of them, and site pedagogical practices. Leaders gave written consent to be interviewed. Thematic analysis revealed the contested nature of 'community' and how this impacted on leader's processes of re-imagining 'community' engagement. This presentation will explore how leaders brought their contextually situated experiences of 'community' together with RE principles to re-design pedagogical practices. Findings contribute to understandings about the contested nature of community in setting policy and practice.

Keywords: reimagining childhood, Reggio Emilia principles, pedagogies, communities, cultural models theory

SYMPOSIUM SET C / 8

COMMUNITY, "BOTTOM-UP" & WRAPAROUND APPROACHES

Individual Paper Presentation

CHAIR: SIGAL ACHITUV, MOFET Institute, Oranim Academic College, and Gordon Academic College, Israel

"Sowing the seeds of community" Identities of daycare managers participating in a community approach project
SIGAL ACHITUV (1) AND ESTHER HERTZOG (2), (1) MOFET Institute, Oranim Academic College, and Gordon Academic College, Israel; (2) Zefat Academic College, and Levinsky Academic College, Israel

This study's purpose is to learn about daycare managers' identities through their views concerning a communal project. It also strives to expand knowledge in the sphere of ECE management and to suggest relevant methods for policy improvement. Daycare management has received very little attention in research up to now (McDowall & Murray, 2012), The study deals with daycare centre managers participating in a pilot project aimed at introducing a communal approach into early childhood education (ECE) centres (for ages 0-3). The project is implemented in the ECE system of Israel's Association of Community Centres and emerges from the Ecological Systems Theory (Bronfenbrenner, 1979). The study applies qualitative methodology, based on in-depth interviews with six managers in the first year of the project, as well as observations at their daycare centres and at project implementation sessions. The study was conducted during 2016 according to procedures established by the MOFET Institute ethics committee. The findings reveal that the participants' identities are influenced by the complex economic and organizational reality of their everyday activities. Being responsible for both, implementing the project's policies and managing the caregivers, cultivated a complex identity among the daycare managers, which entailed ambivalent attitudes toward the system and the project itself. As ECE (0-3 years) becomes a dominant subject on national and international public agendas, this study may help ECE policymakers improve education systems through broader policies that take communal, as well as other crucial aspects, into account.

Keywords: early childhood education, daycare managers' identity, community building pilot, ecological systems theory, Israeli child care policy

Wraparound in the early years: Developing, piloting and evaluating an early intervention approach in Barnardo's Ireland.
NUALA CONNOLLY AND KERRI SMITH, Barnardo's, Ireland

This paper presents the learning from developing, piloting and evaluating an early intervention wraparound approach in two early years settings in Barnardo's, (Republic of Ireland). The approach integrates Tús Maith, a centre-based, school-readiness programme for children aged 3-5, with fortnightly home visits and a suite of family support services. Tús Maith integrates the evidence-based (Bierman, 2015) High/Scope curriculum with the Research Based, Developmentally Informed (REDI) programme (Heckman, 2010) in order to maximise the developmental outcomes for children. Studies also demonstrate the effectiveness of home-visiting (Sweet et al., 2004) and wraparound approaches (Bruns et al, 2005). The approach is underpinned by Bronfenbrenner's socio-ecological model (1979), and Bandura's social learning model (1977), emphasising the importance of the environment and macro system to learning and development outcomes. The paper explores the process of developing and piloting the approach, in addition to presenting findings from a mixed-methods qualitative (interviews) and quantitative (Strengths and Difficulties Questionnaires) evaluation component. The study was guided by Barnardo's Principles for Conducting Research and by the Statement of Ethical Practice of the British Sociological Association. The service design, manual design and capacity building process will be evidenced in this paper. Preliminary data from the built-in evaluation component speaks to the positive experiences of staff in developing and piloting the approach. In evidencing the full lifecycle of the approach, the paper contributes to the body of knowledge on service-design and development. The built-in evaluation component also contributes knowledge to the field of service-design, of relevance in an increasingly outcomes-focused commissioning environment.

Keywords: early years, intervention, wraparound, school readiness, home-visiting

Bottom-up quality practices in ECEC Services – The SEQUENCES Project
ORSOLYA KURUCZ, Corvinus University of Budapest, Hungary,

The aim of the project is to provide ECEC private and public services with adequate tools for self and external evaluation of quality. The "Proposal for key principles of a Quality Framework for Early Childhood Education and Care" (2014) indicated that "the early years from birth to compulsory school age are the most formative in children's lives and set the foundations for children's lifelong development and patterns for their lives". Additionally, research studies show that quality ECEC services have positive impact on children, parents and families, on women's employability, well-being and quality of life. The use of the term "quality" implies the analysis of a wide variety of variables that contribute to the definition of dynamic quality models. The methodology is based on a bottom-up approach as it is clearly demonstrated with regards to Quality Assurance systems to be the most effective at providers' level. The project has developed its own ethical guidelines to protect and respect the rights, personal data, opinion and values of children and parents. Partners have designed a Toolkit to cover the 5 quality areas (access, workforce, curriculum, monitoring and evaluation, governance and funding). A training curriculum has also been developed, to prepare and support the ECEC staff during the piloting phase of tools. Finally, a Multi-stakeholders' Guidelines will be created, for promoting quality assurance in ECEC targeting policy-makers, services and parents/families. The project is expected to lead to significant improvements regarding competences and a positive spill-over effect in the QA management of ECEC settings.

Keywords: ECEC, early years education, quality framework, self-evaluation, external evaluation

SYMPOSIUM SET C / 9

PARENT-TEACHER PARTNERSHIPS

Individual Paper Presentation

CHAIR: JOANNA GRACE PHILLIPS, Swinburne University of Technology, Australia

Analysis of preschool teachers' problems working with children whose mother tongue is not Turkish, during the process of supporting early literacy skills
GOKCE KARAMAN BENLI, CAGLAYAN DINCER AND NURULLAH DÜZEN, Ankara University, Turkey

This study aims to identify the problems faced by preschool teachers working with non-native Turkish children in supporting early literacy skills, to learn the source of problems and to reveal the role of families. Farver, Lonigan and Eppe (2009) mentioned that, targeted early literacy intervention improved bilingual preschoolers' preliteracy skills. Gozukucuk (2015), Onur Kan and Yesıloglu (2017), stated bilingual children experienced various problems on early literacy skills in Turkey. Before intervention, researchers need to learn the problems. Early literacy skills are predictive of children's reading and academic achievement in later school years (Aarnoutse, Leeuwe & Verhoeven, 2005; Burns, Griffin & Snow, 1999). According to Trawick-Smith (2013), the way that bilingual children can learn to read and write after acquiring verbal competence. Qualitative research method was used in this study. Focus group interviews were held with three different groups of teachers about early literacy skills. Casey and Krueger (2000), mentioned that focus group provided a more natural environment. 17 preschool teachers participated. Interviews were recorded and the data were analysed with the content analysis method. Ethical permits were obtained from the Turkish Ministry of National Education. Also teachers have received forms with their signatures to allow for voice recordings. Voice records were saved in a SD card by researchers. Preschool teachers have difficulty in enriching vocabulary and phonological awareness skills of children. Families who don't speak Turkish can't support their children at home. Intervention programmes must be developed for bilingual children's parents and teachers on how to support early literacy skills.

Keywords: bilingual children, early literacy skills, focus group interviews, mother tongue, teachers' opinions

The feasibility of TOGETHER: A collaborative parent-educator program for teaching social and emotional competence in young children
JOANNA GRACE PHILLIPS (1), GAYE TYLER-MERRICK (2) AND SIVANES PHILLIPSON (1), (1) Swinburne University of Technology, Australia; (2) Nottingham Trent University, United Kingdom

This study explored the feasibility of the TOGETHER program, which was designed to increase educator and parent skills in developing children's social-emotional competence in a collaborative manner. Consistency across settings and effective collaboration between educators and parents contributes to children's social and emotional skills (Sheridan, Clarke, Marti, Burt and Rohk, 2005), but opportunities for educator-parent collaboration in training have been limited. The conceptual framework included the Ecological Systems Theory (Bronfenbrenner, 1986), the Social Learning Theory (Bandura, 1977), and the Family Centred Approach (Dunst, 2002).). The study followed an experimental paradigm, adopting a single-case, AB-follow-up design. Participants included two educators, two preschool children, and their mothers. Data was collected via questionnaires, a Social Development Rating Scale (SDRS) (Church, Tyler-Merrick & Haywood, 2006), observations, and interviews. Descriptive and comparative analysis were completed for observational data. Qualitative data was used to inform improvement of the surveys/interviews and the TOGETHER program. One ethical consideration was participant diversity, which was addressed via the culturally responsive approach of the TOGETHER program. Additionally, the presenting author was previously employed at the participating kindergarten, therefore, to reduce conflicts of interest the current educators

conducted the recruitment process. It was made clear to families that they were not obliged to participate and could withdraw at any time. The results indicated improvement in educator and parent positive behaviour guidance skills, improvements in child behaviour, and improvement in educator-parent collaboration. The pilot of the TOGETHER program appears worthy of future development as a collaborative model for educator-parent training.

Keywords: social-emotional competence, parents, educators, collaboration, intervention

A community-oriented programme to support linguistically diverse families during the transition period to primary schools in Japan
CHIHARU UCHIDA, Toyo University, Japan

This paper aims to describe and analyse a programme to support children from linguistically diverse families during their transition periods from ECEC to primary school. Transitions are considered critical for young children to move between different settings including preschool and primary schools (OECD 2017). Often children from under-served population tend to face more challenges than their counterparts and teachers understandings of cultural differences is necessary to support diverse families. This is an ethnographic study to investigate social issues through a unique programme. From 2016 to 2018, the author conducted observations of the lessons and parent program, interviews with teachers, and analysis of documents provided by the programme organisers. The author involved with the beginning of the programme and conducted programme evaluation study with the teachers and city officials in last five years. Data regarding individual children and families are stored without identifications to protect their privacy. The target program is focused on the transition period from ECEC to primary schools serving approximately 30 children per year whose family languages are not Japanese. The programme provided opportunities for children to communicate in Japanese during individual sessions and ECEC teachers found these sessions were useful to identify necessary support they could provide. The programme also included parenting sessions connect Families to each other and other local resources. The parents approached and considered primary school teachers positively. The ethnographic data from this study may help to identify and re-think necessary professional trainings for ECEC teachers and community resources invisible for linguistically diverse families.

Keywords: transition, linguistic diversity, Japanese, community-oriented, professional training

SYMPOSIUM SET C / 10

DRAWING, DRAMA & CREATIVE ENQUIRY

Individual Paper Presentation

CHAIR: ESME GLAUERT, UCL Institute of Education, United Kingdom

Collaborative approaches to designing a professional development course and materials to foster creativity and inquiry in early years science
ESME GLAUERT (1), FANI STYLIANIDOU (2), JILLIAN TREVETHAN (1), TERESA CREMIN (3), TATJANA DRAGOVIC-ANDERSEN (3), JESSICA BAINES-HOLMES (3), ADELINA SPOREA (4), DAN SPOREA (4), BEA MERCKX (5), JOZEFIEN SCHAFFLER (5) AND DIMITRIS ROSSIS (2), (1) UCL Institute of Education, United Kingdom; (2) Ellinogermaniki Agogi, Greece; (3) Open University, United Kingdom; (4) National Institute for Laser, Plasma and Radiation, Romania; (5) Artevelde University College, Belgium

This paper discusses the methodology and findings from the Erasmus+ funded Creativity in Early Years Science Project (2014-2017) in developing training materials to foster creative, inquiry based approaches to early years science through partnerships between researchers, teacher educators and teachers across four countries. The training materials took into consideration factors found influential in teacher education, including teacher attitudes and beliefs (e.g. Schepens et al, 2009), inquiry-based experiences (Varma et al, 2009) and partnerships between teacher educators and teachers (Cochran-Smith & Zeichner, 2005). They also built on findings from the EU FP7 funded research project Creative Little Scientists (CLS) (2011-2014) in particular the CLS definition of creativity in early years science and synergies identified between creative and inquiry-based approaches (CLS, 2014). The phases of development drew on Plomp's (2009) model of curriculum design and Guskey's (2000) levels of evaluation of professional development. Quantitative and qualitative data were collected to inform each phase of development including: identification of needs through focus groups and induction workshops, and evaluation of materials in national and international training events. A common framework of ethical principles was adopted concerning informed consent, confidentiality, data storage and reporting. Participants valued the strong theoretical framework and module design including: sharing and building on classroom examples, practical activities, and time for reflection on implications for practice. Findings also highlighted the need for selection and adaptation of materials for particular contexts and audiences. The project illustrated the contribution of partnerships between researchers, teachers and teacher educators to the development of training programmes.

Keywords: professional development, science learning, creativity, partnership, design processes

Who's got the power? A reflection in teaching drama improvisation with young children
HO KA LEE CARRIE, University of Saint Joseph, Macau

The study explored teacher/students power relations through aesthetic encounters within drama improvisations. In the recent decade, the awareness of power relations in the field of early childhood education is increasing. While Olsson (2009) acknowledges there is an "enormous increase in attempts to control, supervise and evaluate even very young children" (p. 87) in the field, the power of minority (child(ren)) is also getting more positive acknowledgement (Sellers, 2010). This study draws on Deleuze's (1997a) concept of power — "that it can be subtracted, neutralized, or amputated" (p. 241) — "to show how power concept can be reconfigured between children and adults. This arts-based qualitative research was carried out in Hong Kong with six Cantonese children, aged 3-5 years, who participated in five 2-hour drama improvisation workshops. Data were collected from the video transcripts of the workshops and thematic analysis was applied. Both the parents and the children signed the consent forms to acknowledge their right of participating and withdrawing from the workshops with a pseudonym to shield their identity and ensure anonymity. Two significant milieus were observed: switching in-between roles and intuitive creativity is not talkback. I argue that because each of these two milieus provide the foreground for the complex "and at times contradictory" nature of children's aesthetic encounters where Deleuzian power is at play, opportunities arise for both challenging the traditional adult-child power relations, and in so doing, educators can be able to reconfigure and reconceptualise teaching goals and practices within the context of early childhood education.

Keywords: early childhood, Deleuze, aesthetic encounters, drama, power relations

What happens when kindergarten students draw together? Horizontal mutual appropriation among peers on learning cultural artefacts
HIROAKI ISHIGURO, Rikkyo University, Japan

This research addresses mutual learning among kindergarten students. It focuses on drawing-related interaction between adults and students (aged 3 — "6 years), after improvised dramatization in a Japanese kindergarten's afterschool program. The program was executed for three months under the Playshop Project (Ishiguro, 2017a). It adopts the idea of a Playworld (Lindqvist, 1995), wherein adults and children collectively engage in dramatic play activity based on classic literature. The children then draw pictures depicting their dramatic experiences. According to Ishiguro (2017b), children in the same vicinity (i.e., table) often drew similar pictures. Human beings are taught cultural artefacts, such as symbols, through others (Tomasello, 1999). Vygotsky (1977) highlights adults' central role in a child's zone of proximal development. A comparative analysis between horizontal learning among peers, and vertical adult assistance when children draw was performed. Ethnographic research using audio-visual recording and field notes was also conducted. The children's pictures and participants' discourses were analysed. The project was co-conducted with a Miharu kindergarten and the parents permitted the data collection and analysis. Teachers and graduate students supported the children's drawings by triggering ideas through questions about their experiences. However, they also directed children to maintain the order of their collective work, these directions might have made children lose interest in their drawing. Children mutually appropriated the technological artefacts, such as dividing lines on the paper, to express the time sequences. We should design an adequate early childhood learning environment for children to foster their mutual appropriation of cultural artefacts.

Keywords: mutual appropriation, adult-assistance, cultural artefact, drawing, Playshop

SYMPOSIUM SET C / 11

GAME-BASED LEARNING

Individual Paper Presentation

CHAIR: DANIELA SOFÍA JADUE ROA, Universidad de O'Higgins, Chile

Alternative stimulation of children's cognitive ability through the application of learning strategy based on comprehensive games
SRI TATMININGSIH, Universitas Terbuka, Indonesia

This study aims to stimulate the cognitive abilities through comprehensive game-based learning model which developed by combining constructive, educative and traditional games and implemented in integrated learning. This game contains the concept in cognitive abilities. Relevant research by 1) Atim (2014): Improving Logical Mathematical Intelligence Through Block Play in Jakarta, 2) Permatasari (2013): mathematical play activities to improve aspects of cognitive development and creativity, 3) Erina (2013): Improving the quality of science learning with inquiry approach can improve children's creativity in drawing and playdough Janice J B in Maxim (1993): concepts cognitive include colours, shapes, numbers, letters, sequences and classifications Dodge & Colker (2001): cognitive development includes several abilities like: problem solving, thinking and demonstrate, verbal communication skills. The research was conducted in qualitative research with research and development methodology (Borg and Gall) combined with formative test toward children learning process and result. The application done through trials in 8-12 meetings in 2015 at Fithria Islamic Kindergarten in Jakarta. Subjects is the teacher and children of group B. The process is observed and the results are obtained through the assessment instrument The results is an increase in cognitive abilities of children after the application of comprehensive game-based learning with comprehensive game tool can significantly improve the cognitive abilities of children in Group B Kindergarten The implication and practice given is that this instructional model is effective to help kindergarten children of group B improve cognitive ability. In addition to helping children improve their abilities, this model is also fun and appealing to children

Keywords: cognitive ability, stimulation, comprehensive game, kindergarten, learning strategy

Ability development by OxIPO-model
KATALIN MEZŐ, University of Debrecen, Hungary

The aim of the research is to examine the effect of our game collection designed to develop cognitive abilities. Present study shows on the first station of this complex research. Affolter's (1972), Sindelar's (1994) and others' earlier developmental approaches took into account visual, auditiv or motoric (inter)modalities of perception, but we needed a more complex model. In frame of the OxIPO model (Mező, 2002, 2016) the learning = Organization x (Input + Process + Output), so we can control and organize not only the input modalities, but the output modalities too, and we can interpret a few cognitive abilities in the process phase. We have created a game-collection based on six input (visual, audio, kinaesthetic, olfactory, gustatory, and tactile) modalities and five cognitive abilities (perception, attention, memory, conceptual thinking, problem-solving thinking) and three output (visual, audio, motoric) modalities. It was important that the games should be original and not plagiarised games. Teachers, parents, psychologists monitored that these games neither content nor action are not be injurious for users (children and adults). The outcome of the 6 input modalities and the 5 target abilities and the 3 output modalities is that there are 90 different games can be described by OxIPO model. In the future we must certificate with empirical studies, that this games collection is useable for testing and developing 90 independent cognitive abilities. On the other hand we must to certificate that these cognitive abilities are really impact to the everyday life and achievements.

Keywords: OxIPO model, ability, development, learning, game

How early is early enough? Rehabilitation interventions for children with brain injuries with Tunyogi Game Therapy
ANNAMÁRIA KOFRÁNNÉ RÉMI (1), ERZSÉBET TUNYOGI (1) AND EMESE BODOR (2), (1)Tunyogi Pedagógiai Szakszolgálat, Hungary; (2) Magyar Tudományos Akadémia, Hungary,

Our research aim was to examine whether there is a correlation between the age at children start Tunyogi Game Therapy (TGT) and the effectiveness of the therapy. For recording children's actual developmental stage the Tunyogi Developmental Scales (Manuscript, 1995, revised and to be published in 2018) were used. TDS does not make references to different age levels but recommends an appropriate treatment program (unlike Bayley-III, 2005). TGT is a unique and complex ECI program mainly for children with CNS damage and/or with genetic disorders and for premature infants. Our research focuses on infants and toddlers with CNS damage and the effects of TGT to their developments. We recorded data about the children's development in 8 developmental fields at the beginning of the therapy and at 3 years of age and recorded some additional data (regarding epilepsy, gestation week, brain surgeries). The subjects are divided into 2 groups: one with brain haemorrhage and the other with brain hypoxia without haemorrhage. We used various statistical analyses to process the data (Pearson's correlation and others). During the research, we used depersonalised data of the children. Our main finding was that if the TGT-program for children with CNS damage was begun before 6 months of age then 74% of the subjects could successfully reach the standard developmental level of 3-year-old children by the age of 3. Our results indicate that children with CNS damage can greatly benefit from starting ECI programs, such as TGT as early as possible to successfully overcome their birth disadvantage.

Keywords: early childhood intervention, developmental assessment scales, central nervous system (CNS) damage, Tunyogi Game Therapy, epilepsy

SYMPOSIUM SET C / 12

CHILDREN'S VOICES IN TRANSITION TO SCHOOL

Individual Paper Presentation

CHAIR: MEGAN TADDEO, University of Winchester, United Kingdom

Following children's advices about transitioning from preschool to primary school
SARA MARGRET OLAFSDOTTIR AND JOHANNA EINARSDOTTIR, University of Iceland, Iceland,

The aim of the study was to follow children's advice about transitioning from preschool to primary school. The purpose was improve collaboration between the two school levels and promote children's well-being in the transition process. Research has shown that teachers have various opinions regarding how much children's voices should be considered in educational matters (Sargeant & Gillett-Swan, 2015: 178) although partnership with children have been recognised as the heart of effective pedagogy and positive educational outcomes (Dockett & Perry, 2014: 30). Transition to school is a critical life junction for children, therefore, it is important to listen to their perspectives on this period in their lives and involve them in decisions related to it. The theoretical frame of the study builds on Childhood studies. Action research was conducted in a preschool in Iceland. Children's advices about starting school were followed, using the Project approach. Multiple methods were constructed, such as, observations, pictures, drawings, and conversations with the children. According to EECERA ethical guidelines, ethical issues were considered throughout the study. All gatekeepers gave permission for the children's participation. The children gave their written assent and chose their pseudonyms. The findings show that the children wanted to meet older children at school, explore the school environment, and participate in various activities according to their interests and needs. The study underpins the importance of listening to children's advices about transition to school. In that way, pre- and primary school teachers can further build their collaboration on children's interests and needs.

Keywords: children's advices, transitions, preschool, primary school, project approach

Power, knowledge and the expertise of children in transition

MEGAN TADDEO, University of Winchester, United Kingdom

The research aims to address imbalances of power during the transition from Year R to Year One in England (Oxfordshire 2006, 2009) by giving children control over the transition process and involving them in research into transition. Previous research explores children's perspectives of early transitions (Dockett and Perry 2002, Einarsdottir 2007, O'Kane 2007 and 2009, Fabian 2009), however, it is usually adults who decide what to do. A unique contribution of this research is that it allows the children to take control. The research draws on the theoretical frameworks of Foucault (1991) and Giddens (1984) to critically analyse the theoretical and methodological links between children's participation in research, children's voice and children's perceptions of themselves as experts. The children researched their most recent transition and used their findings and experiences to support new groups of children, hence they became key 'brokers' (Wenger, 1998) developing their own research methods, including puppetry, videos and a playground toolbox. The children's positioning was moved beyond simply taking part (O'Neill 2014, Kim 2015) to a position of knowing that their actions are acted upon. The findings indicate that Year One discourse can prioritise and silence different types of learning. Children, however, recognise limitations and effectively negotiate their own routes through the new maze. They can also help others to do so. Engaging children fully gives them greater access to voice and further encourages agency. Children can shape the experiences of other children during transition through their deep, extended participation and reflections on their own transition.

Keywords: power, transition, knowledge, children's voice, brokerage

Children's voices in transition – Transition from preschool to grade 1 in Sri Lanka and Germany

MIRJA KEKERITZ, DAAD/ Postdoc-Stipend by DAAD, Germany

The Study ''Children's voices in transition – Transition from preschool to grade 1 in Sri Lanka and Germany'' is an international research project by Dr. Mirja Kekeritz supported through DAAD, Germany and University of Peradeniya, Sri Lanka and investigates how children experience the transition from preschool to grade1, focussing their perception of school, learning in school and their attitude towards the upcoming transition. So far, no qualitative data on the transition between Preschool and Primary School in Sri Lanka exists and with reference to the German studies (cf. Kasanmacheff, 2014) individual perspectives, pre-concepts or emotions of children towards the transition remain unexplored. Beyond this, a differentiated examination of the method of children's drawing is focused, especially in its dimension of interpretation (cf. Bohnsack 2008/Mitchell et al. 2011). Based on the methodology of New-Childhood-Studies drawings are being produced within a symbolic-interview of a children's group. Accordingly the data consists of children's drawings, interview transcripts, observational protocols and additionally questionnaires by parents and teachers.   The research projects aims to discuss the limits and capacities of children's drawings as a method for accessing children's perspectives. Next to informing the children themselves about the project and asking for their provisional consent, a special attention had been paid to the ethical handling of the children's drawings: a non-judgemental, dialogical approach of the researchers, especially in the stage of drawing, ensuring anonymity and voluntariness. The relation between the community culture of transition and the perspectives of children within transition certainly merit more discussions. Additionally the transcultural comparison unveils new perspectives on implicit, unquestioned assumptions of studies on childhood transitions.

Keywords: transition, children's drawings, methods in new childhood studies, children's voices, preschool

SYMPOSIUM SET C / 13

CHRISTMAS, BIRTHDAYS & MORAL SITUATIONS: CULTURAL SOCIALISATION IN EARLY YEARS

Individual Paper Presentation

CHAIR: TÜNDE PUSKÁS, Linköping University, Sweden

Birthday ceremonies in Israeli kindergartens as a meeting space for children, families and educators: Children's perspectives

SHULAMIT MANZURA, Oranim academic college, Israel

The research aim is to understand how young children perceive birthday ceremonies. Previous research has noted that birthday ceremonies in Israeli kindergartens function as a space of interactions between educators, children and their families. Each of the social agencies involved contributes a different perspective to the ceremony (Viler, 2011). Researching children's perspective provides an understanding of their worlds so that they can be engaged as partners in educational processes (Einarsdottir, 2014, Dayan & Ziv, 2012). Another theoretical perspective is the cultural and historical aspects of birthday ceremonies held within Israeli kindergarten in different cultural contexts (Manzura, 2010, Doleve-Gandelman, 1987, Shamgar-Handelman & Handelman, 1991, Weil, 1986). A qualitative ethnographic research design was implemented. Interviews were held with 100 young children. Additionally, observations were made on children's free play that included birthday themes. Analysis was done using Strauss and Corbin (1990) thematic analysis procedures. Parents and kindergarten teachers provided the researcher with consent forms allowing interviews and observations. They were notified of the research aims and procedures and were promised anonymity. Findings show children relate to birthday ceremonies in the

following correlating aspects: emotional, cognitive and socio- cultural. Children spoke about what they like or dislike in the birthday ceremony, time and age perceptions and about the role of other participants. Implications suggest that listening to children's voices and to their interpretations of ceremonies allows educators and parents a deeper understanding of the ways in which ceremonies can be designed to appropriately suit the child's development and promote his/hers active engagement.

Keywords: children's perspective, ceremonies, birthday, early childhood, multi-cultural education

A cross-cultural comparison of child rearing strategies in moral situations by preschool teachers from Indonesia and Germany
SRI INDAH PUJIASTUTI, MELANIE SCHWARZ AND MANFRED HOLODYNSKI, University of Münster, Germany,

This study aims to analyse socio-cultural pathways which emotionally arousing child-rearing strategies preschool teachers use in order to get their children adopt norm-compliant behaviour of their community (Quinn, 2005). The question is whether this different value foundation also determines the way they are inculcated by preschool teachers as we found for parents (Röttger-Rössler, Holodynski et al., 2013). The norms of a community depend on its prevalent moral values. Shweder and colleagues (1997) found that people from Java, Indonesia, emphasize the values of community and divinity, while people from western countries (e.g. Germany) emphasize the value of autonomy. Our focuses on preschool teachers for children between two and six years from both cultures. We hypothesize that preschool teachers from Java use more reinforcing strategies than those from Germany. Ninety-eight Indonesian preschool teachers were recruited from 9 kindergartens at Yogyakarta and 51 German's from 17 kindergartens at Münster and Bielefeld. Teachers filled out a questionnaire with 5 scenarios in which a child achieved a morally positive outcome. They had to rate with which child-rearing strategy they would respond out of a list of 11 strategies, using a five-point frequency scale. For analysis, we selected the strategies of praising, expressing thankfulness and expressing affection. Ethical considerations were met. Indonesian preschool teachers applied these strategies more often than German ones with the exception of praising that both groups applied on the same high level, but only for the moral situations of divinity and autonomy. Implications of findings for preschool education will be discussed

Keywords: child rearing strategies, moral, emotion, children aged 2 to 6, kindergartens

A Secular Advent. A Video-ethnographic Study of the Preparations for Christmas in Swedish Preschools
TÜNDE PUSKÁS, Linköping University, Sweden

This paper explores how a Swedish preschool balance between keeping the education non-confessional and at the same time introducing the traditions associated with advent and Christmas. The study draws on Bruner's (1996) theory of cultural socialization in educational contexts and relates to previous studies on performing cultural traditions in preschools. In the analysis we draw on the concept of banal religiosity that has helped us to draw attention to the workings of religious considerations that are so familiar that they rarely are noticed as religious and on Ninian Smart's theory on the dimensions of religion. Video-observations were conducted in two preschools. The corpus for this paper consists of ten videotaped observations that cover the practices associated with the Christmas 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. The analysis shows that what the adults actually do with religion fulfils six of seven dimensions common to religious traditions as outlined by Smart. At the same time Christmas is performed as a lived tradition within which the commercial and religious rituals intersect and result in a banal, national religiosity. Given the fact that the Swedish Education Act stipulates that education in all preschools should be non-confessional – performing Christmas, a tradition with Christian roots, constitutes a challenge for the preschool teachers.

Keywords: tradition, cultural heritage, cultural socialization, religion, preschool curriculum

SYMPOSIUM SET C / 14

INTERCULTURAL & CROSSCULTURAL UNDERSTANDINGS IN THE EARLY YEARS

Individual Paper Presentation

CHAIR: SAMANTHA MCMAHON, University of Huddersfield, United Kingdom

How do 3 Norwegian preschools utilise their workers competence with multicultural background?
ANE BERGERSEN AND MERETE NORNES-NYMARK, Western Norway University of Applied Sciences, Norway

How do three Preschools utilise multicultural Preschool workers' competences described by three Preschool leaders and six multicultural workers point of view? Our project ''Professional leadership and cultural diversity'' started in 2016. Some of our findings were presented at EECERA in 2017. Our perspective is to enable leaders to empower workers with intercultural competences through continuous assessment, diversity as a value and critical reflections. Our research continues to 2019 with new research questions appearing from new empirical data. Bergersen & Nordheim (2012) and Bergersen (2017) discuss cultural diversity, intercultural competences and majority/minority. Multicultural competences and the importance of emphasise Cultural Diversity as a resource are described in a framework published by Ministry of Education in Norway. The Framework emphasize critical reflexive Preschool workers who analyse their own intercultural understanding and how they

utilise cultural diversity as a resource (Gjervan, 2006, KD, 2011). Our research started in 2016 with questionnaires to all workers in 4 Preschools in Norway. These are our background data for developing interview guides. We have had group interviews with selected Preschool Teachers, leaders and all multicultural workers from 3 Preschools. We took unrecorded notes when Preschool workers felt uncomfortable with recording the interviews. They decided which questions to answer and where to meet. Data collection and presentation according to code of ethics. The Preschools differ in multicultural competences. Workers with multicultural background felt their competences were not appreciated enough and we discuss our findings related to theories of intercultural competences (Bergersen, 2017). Improved practice among Preschool Teachers.

Keywords: intercultural competence, multicultural workers, cultural diversity, leadership in preschools, leaders' cultural competence

Parental Engagement among Muslim Mothers in Texas
NAZNEEN HYDER ASKARI AND RADHIKA VIRURU, Texas A&M University, United States,

How do Muslim mothers in the United States and India define parenting and what type of partnership do they have with schools? Despite growing numbers, Muslims are viewed less favourably by Americans than any other religious group (Lipka, 2017). Little research exists on Muslim women's perspectives on parenting or their experiences interacting with public schools. Most research in this area has focused on other faiths. A critical constructivist framework (J.L., Kincheloe, P., McLaren, S.R., Steinberg, and L.D., Monzo, 2011) forms the basis of this study, examining ethnic, racial, cultural, social and linguistic diversity found in schools and society. This qualitative study uses a naturalistic paradigm, relevant literature and a previous study with Muslim mothers to develop a modified survey focusing on how they defined parenting and the role of schools. It was distributed to approximately 50 Muslim immigrant women in Texas and 50 women in India. Follow up unstructured interviews were conducted with 10 women to understand interactions between Muslim mothers and schools. Participants were assured of confidentiality, given information and consent forms and permitted to withdraw at any time. Those who wished to participate in an interview were contacted per information they opted to provide. Mothers with stronger Muslim identities and stricter religious guidelines have less favourable views of their partnership with their children's school. Awareness of the challenges faced by Muslim mothers as they navigate the educational systems in both the United States and India, allows for increased dialogue and partnership between educators and this rapidly growing population.

Keywords: parental engagement, school interaction, support, religious identity, parenting

Multiple childhoods from history to the contemporary era. A dialogue between Italy, Brazil and Sweden
ANA LÚCIA GOULART DE FARIA (1), FRANCA GIULIANA MARIA ANTONIA ZUCCOLI (2), ADRIANA ALVES SILVA (3), FLÁVIO SANTIAGO (1), (1) Universidade Estadual de Campinas, UNICAMP, Brazil; (2) UNIMIB, Italy; (3) UDESC, Brazil

This article aims to present the diversity of representation of both childhoods and pedagogies built with children in the Brazilian, Italian and Swedish contexts. This study is part of the sometimes antagonistic dialogue between Marxist and post-colonialist studies. Previous research (NOAL, 2006, ROSETTO, 2009, SANTIAGO, 2014, SOUZA, 2017) indicate the need to think of children as social subjects, placed in a social context characterized by racial, gender, age and social class differentiation. The analysis are based on a multidisciplinary theoretical paradigm: child sociology (CORSARO, 2015, FERNANDES, 1942), child pedagogy (BONDIOLI & MANTOVANI, 1998, INFANTINO, 2008) and studies of gender (MOHANTY, 2002) and ethnic-racial relations (TAGUIEFF, 1999). We use a qualitative approach. The methodologies used are ethnography, interview and focus group, bearing in mind its flexible dimension for data analysis. That way we can better explore the cultural dimensions of the three contexts and organize methodological procedures based on the specificity of each country's research. The conduction of the investigations meets both ethical and legal precepts with due authorization and documentation from the ethics committee. The participants involved authorized the research and its publication The preliminary data indicates the need for perceiving the social-historical experience as a decisive element in the process of representation of childhoods and the construction of pedagogies with the children To think about childhood from a transnational perspective allows one to put into discussion the generalization of this concept, often established from a single perspective, either Eurocentric or not.

Keywords: Child pedagogy, childhood, difference, intersection, ECEC

EDUCATORS ROLE IN PARENT PARTNERSHIPS

Individual Paper Presentation

CHAIR: MARIA VIVIANI, Universidad de los Andes, Chile

Illustrating tensions and agreements: Exploring the role(s) of early childhood educators in creating relationships with families and communities in Chile.
MARIA VIVIANI, Universidad de los Andes, Chile

The aim of this study was to explore and illustrate the different ways in which a number of Chilean stakeholders conceptualize the role of early childhood educators in creating relationships with families and communities. This topic has been studied locally from the perspective of families and educators, in rural and urban contexts. However, a systemic approach that compares the viewpoints of different participants at different levels has not been adopted. It is known that the quality of Early Childhood Education depends on the competence of people working with families and communities. However, according to Urban et al. (2012), competence in a dynamic societal context must be understood as a feature of the entire system, rather than individual practitioners. Therefore, for this to happen, people, teams, institutions, and policymakers need to develop reciprocal relationships, engaging in cooperative learning and critical reflection. Adopting a postmodern approach to grounded theory (situational analysis), twenty-three participants (including educators, teacher educators, key informants and policymakers) were interviewed and their discourses were compared using cartographic tools and created dialogues. Ethical considerations included informed consents obtained from all participants and pseudonyms used to maintain confidentiality and privacy. Shared meanings, conflicts, tensions and prejudices were identified in the data, evidencing the urgent need for an ongoing real dialogue among the system´s components at different levels. These findings have the potential to contribute to the development of competent systems that build meaningful and reciprocal relationships with families and communities.

Keywords: professional role, educators, situational analysis, families and communities, created dialogues

'Please don't call the parents too soon!' – How pedagogues construct parent partnership in ECEC settings.
ANIKA GÖBEL, FRAUKE GERSTENBERG, PETER CLOOS AND ISABELL KRÄHNERT, Stiftung Universität Hildesheim, Germany

Our aim is to examine verbal constructions of parent partnerships from the perspectives of professionals in ECEC team meetings. The realisation of an 'education and training partnership' has become a pedagogical standard in educational policy (MacNaugthon/Hughes 2011). Studies focusing on professional competences, underline that successful parent partnership can be understood as an important underpinning of a high-quality ECEC program (Cloos/Karner 2010). Additional studies, however, indicate considerable discrepancies between the programmatic ideas of education partnerships' and their pedagogical realization (Betz 2016). The study investigates, how pedagogues in team meetings talk about parents, their relationship to parents and their pedagogical aims. A particular interest is, which certain collective understanding of education partnership teams are sharing, while interpreting institutional norms and processing their habitual and vocational orientations. Following a qualitative research approach, meetings of kindergarten teams are reconstructed based on the principles of the documentary method. Thus a combination of a more critical perspective on a concept of education and training partnership and terms borrowed from the discourse analysis of the documentary method (Bohnsack 2017), is applied. All participants were informed of confidentiality and their consents were obtained. Contrary to programmatic demands, to implement equal cooperation relations, drafts of symmetrical relationships between professionals and parents can only be reconstructed as one possible response to the norm of the educational partnership. This research increases the understanding of the relationships between ECEC practitioners and parents. The findings can support educational policy debates surrounding the ECEC qualification standards.

Keywords: parent partnership, professionalism, team meetings, qualitative research, documentary method

Challenges in Cooperation with Parents - Experiences of Croatian Teachers
ADRIJANA VISNJIC JEVTIC, University of Zagreb, Croatia

The aim of this research was to understand teachers' perceptions of challenges in working with parents in early years settings (nurseries and kindergartens) in Croatia. Some researchers (Rockwell, Andre & Hawley, 2010, Spratt, 2011, Gestwicki, 2016) point out that personal experience is a crucial factor in achieving cooperation. People who have had a poor experience of co-operation during their education, including their own parents and educators / teachers, enter a relationship of cooperation with resistance and negative attitude. Cooperation is subject to social and organizational changes. Some of these factors contribute to cooperation, while others pose challenges. This paper discusses challenges within an interpersonal, cultural and structural approach (Granata, Mejri & Rizzi, 2016). This research was conducted with early childhood teachers (n=150) working in early years settings in Croatia. Teachers who took part in research are working with children from zero to seven years old. Research were done using a semi-structured interview. The research was done according to appropriate ethical standards of Faculty of Teacher Education, University of Zagreb. Participants perceive parents' disinterest and lack of time as a main challenge for establishing partnership. Participants feel insecure talking about unpleasant issues (children behavioural or developmental problems) with parents. This research found that teachers are mainly concerned with interpersonal challenges. Teachers see parents as a possible problem in establishing relationships. It could be presumed that organizing

education to improve teachers' communication skills and awareness that cooperation means reciprocity in relationships and responsibilities would help teachers to overcome challenges.

Keywords: cooperation, early childhood education, families, obstacles, teachers

SYMPOSIUM SET C / 16

WELLBEING OF CHILDREN & FAMILIES

Individual Paper Presentation

CHAIR: HELEN SUTHERLAND, Kingston University, United Kingdom

Parenting stress, social support and family well-being in early parenthood: A comparison in East Asia
DUAN TIANXUE (1), MINYI LI (1), ATSUSHI NANAKIDA (2) AND JUNG HWAN (3), (1) Beijing Normal University, China; (2) Hiroshima University, Japan; (3) Seoul Theological University, South Korea

This study aims to explore and compare the parenting stress, social support and family well-being in early parenthood in contemporary East Asia. Researchers found that social support play an important role in reducing parenting stress and is also related to the family well-being (Nakamura & Takahashi, 2013). Social support, defined as having one's needs met through the presence of and interaction with others, such as spouses or partners, family members, or friends (Kaplan, Cassel, & Gore, 1977). Furthermore, there are several types of social support, including emotional, informational, and instrumental (House & Kahn, 1985). The scale of parenting stress and social support have been adapted in this study. This positivist-paradigm study used the convenient sampling method to collect questionnaires in mother-father dyads, and received responses from 80 families in Beijing, 84 families in Hiroshima and 147 families in Seoul, respectively. Each participant has signed the informed consent. The results showed that: (1) Parents in China and Japan got significantly more support from families and friends as well as social institutions and services. (2) Parents in China mainly suffered from parental burnout, while those in Japan perceived the loss of social status. (3) Mothers significantly felt more parenting stress than fathers in Japan. (4) Family well-being has played a significant role as a buffer of parenting stress. This study further discussed the implications in three countries in terms of how to enhance social support to cope with the parenting stress.

Keywords: parenting stress, social support, family well-being, early parenthood, comparative analysis

Case Study Impact Report of the ToWe Project (Toddler Wellbeing)
HELEN SUTHERLAND (1) AND YNGVE ROSELL (2), (1) Kingston University, United Kingdom; (2) University of Stavanger, Norway,

This paper will explore the impact of the ToWe project upon Early Years Practitioners and Teachers (EYPTs) in supporting disadvantaged toddlers through: EYPTs' knowledge and understanding of disadvantaged toddlers; Range of tools to identify strategies to enhance toddlers' wellbeing; CPD opportunities have been effective in sharing practice and enhancing EYPTs' skills; Impact and influence on EYPTs' provision and practice in supporting the wellbeing of disadvantaged toddlers .The ToWe Project builds upon the work carried out as part of the TODDLER Project and the works of UNESCO, 2008, EURYDICE, 2009 and UNICEF, 2007, 2011 in their importance of supporting wellbeing. The wellbeing report cards (UNICEF, 2007, 2011) were used to underpin the projects, tools and strategies. EYPTs implemented in settings using Action Research to reflection and change practice. Case study methodology used to measure impact of the strategies. An interpretative paradigm with an action research and case study methodology underpins this case study impact report. The following methods were used to gather qualitative data: focus group interviews, [secure] online discussion forum and reflective sessions. Applicable ethical guidance adhered to within each partner country with informed consent gained from all parties creating a partnership of trust and respect. All participants' identities were anonymised. EYPTs identified positive outcomes for toddlers, staff and parents. EYPTs have changed and developed their provision and practice in light of the project. Project provided a consistent approach to supporting toddlers' wellbeing. Continues to be a crucial focus of government and international policies. Project materials have supported EYPTs in developing and changing practice.

Keywords: wellbeing, toddlers, disadvantaged, impact, case study

Supporting children not to BeSAD - Role of Educators
BARBARA MCCONNELL (1), AOIFE LYNAM (2) AND CONOR MCGUCKIN (3), (1) Stranmillis University College, United Kingdom; (2) Hibernia College, Ireland; (3) Trinity College Dublin, Ireland

Bereavement, separation and divorce (BeSAD) can result in young children experiencing a range of emotional difficulties. This study aims to investigate what early years practitioners and teachers understand about these family issues and ascertain how confident and competent they feel about supporting children and families who are experiencing loss and grief. While the family is viewed as the primary care provider, school staff or early years practitioners can also become an important source of support (Rowling and Holland 2000) Parkes (1988) introduced the theoretical conceptualisation of the Assumptive World, in which he notes that we live in a world where we assume normative change, ie first order change. BeSad can be arguably seen as a second order change which can have a significant impact on the lives of young children. A mixed methods approach was used. An online questionnaire was sent to 810 early years preservice teachers. 6 qualitative semi structured interviews were held with professionals who work in the field of BeSAD Ethical approval (EECERA guidelines) was granted. All individuals

gave informed consent. Approximately half of participants had encountered young children who had experienced BeSad. Three quarters felt that their first response would be to rely on personal intuition and all felt they needed more training. Pre service teachers acknowledge the importance of supporting children in their response to BeSAD and this needs to become a core component of all initial training qualifications. Whole school policies are needed which incorporate community support for children and families.

Keywords: teacher training, bereavement, separation and divorce, pre service, community support, pupil wellbeing

SYMPOSIUM SET C / 17

SIG: TRANSFORMING ASSESSMENT EVALUATION & DOCUMENTION - PEDAGOGICAL DOCUMENTATION

Individual Paper Presentation

CHAIR: KAREN MCINNES, Norland College, United Kingdom

Strengthening preservice early childhood teachers' confidence and competence in assessing children's learning through their pedagogical documentation experiences
METEHAN BULDU, Kırıkkale University, Turkey

The current study aimed to investigate how pedagogical documentation experiences supports pre-service early childhood teachers' confidence and confidence in assessing children's learning outcomes through pre-and post- focus group interviews, document analysis and reflections about their documentation experiences. Previous studies showed that most of the pre-service teachers have lack of competent while assessing children's learning because of lack of information about how to implement assessment strategies (Vingsle, 2014, Brookhart, 2011). Bandura (1986) proposed a social cognitive theory which describe confidence as a cognitive process for mediating individuals' motivation, behaviours and actions. A purposive sample of 24 early childhood pre-service teachers participated in this study. The design of the study was qualitative case study in nature. The data were collected through pre-and post- focus group interviews, document analysis for their documentation displays and reflections about their documentation experiences. To analyse the data, thematic analysis method was utilised. Informed consent was obtained from the pre-services teachers to provide confidentiality. The findings of the current study revealed that implementing pedagogical documentation supports the pre-services teachers' confidence and competencies on implementing assessment strategies in terms of understanding how to interpret assessment evidences and decide about children's learning outcomes. Pre-service early childhood teacher training programs should be designed to provide necessary experiences to implement assessment strategies such as pedagogical documentation.

Keywords: pre-service teachers, early childhood education, assessment strategies, pedagogical documentation, self-reported confidence

Exploring pedagogical documentation in an Irish context
MARLENE MCCORMACK, Dublin City University, Ireland

This scoping study sets out to identify the range and nature of documentation currently being used within a small number of early childhood settings. The issue of documentation and pedagogical documentation is topical (Folke FIchtelious, 2013, Alvestad and Sheridan, 2015, Bjervås, 2011, Harcourt and Jones, 2016). In Ireland significant amounts of recording is required of early childhood settings, but the nature of pedagogical documentation required by legislation is vague. The Department of Education and Skills (DES) in their education-focused inspections (DES, 2015) seek planning documentation that supports the normal everyday practices in the settings. Aistear, the Early Childhood Curriculum Framework (NCCA, 2009) incorporates documentation as part of formative assessment. As a consequence, educator's understandings of documentation are incomplete with a sense of uncertainty in terms of what should be documented and how. The study is informed by Ferraris' theory of documentality. The study sits within an interpretivist paradigm (Sparkes, 1992) and draws on an idiographic methodology (Coe et al, 2017) employing a series of in-depth interviews to explore the purposes, types and uses of pedagogical documentation in a range of ECEC settings. Ethical approval is obtained through Dublin City University. Participants will self-select onto the study and can withdraw at any stage from the process. All research findings will be anonymised. Findings will potentially highlight very diverse approaches to pedagogical documentation, identifying time, knowledge and confidence as main challenges for educators. This exploratory study provides a basis for future research on the topic.

Keywords: documentation, pedagogical, documentality, observations, assessment

Involving parents in their reception children's literacy learning journey under the statutory assessment of England
KUBRA FIRAT, University of Nottingham, United Kingdom

The aim of the study is to understand what influence the statutory assessment of England, named as the Early Years Foundation Stage Profile (EYFS Profile) has on involving parents in literacy teaching and its assessment. Bradbury and Roberts-Holmes (2017) mention that problems concerning implementing data-based assessment in education influence educators' practices, but its effect is not clearly searched by scholars yet. Formal assessment can show only one angle of the whole picture, parents' observation and home activities can enable adults to have a more comprehensive picture of children's

development (Nutbrown, 1997). The ecological system theory of Bronfenbrenner (1979) constituted the theoretical framework, believing that children's literacy learning process is shaped by different, yet interconnected local and national factors. Following the assumptions of the interpretive paradigm, a single case study design with embedded units (Yin, 2003) was employed. Accordingly, the researcher selected one Reception class in England and six case children attending that class. She collected data via interviews, document analysis, and participant observations. She obtained the consents of participants and changed their personal information with pseudonyms. It was found the educators feel that they need parents' support in children's literacy learning process, therefore, they firmly encourage parents to teach literacy skills through different parent involvement activities. They considered work samples done at home as evidence helping teachers to complete the EYFS Profile at the end. However, teachers think they are the only decision-makers of children's learning and developmental gains. The study gives suggestions at the practical and the policy level.

Keywords: early years assessment, literacy teaching, parent involvement, literacy development, home-school collaboration

SYMPOSIUM SET C / 18

SIG: TRANSFORMING ASSESSMENT EVALUATION & DOCUMENTION - THE ECE PROFESSIONAL AS A POLITICAL SUBJECT - TRANSFORMING ASSESSMENT, EVALUATION AND DOCUMENTATION

Self Organised Symposium

CHAIR: CHRISTIAN AABRO, University College Copenhagen, Denmark

The Danish ECE area – traditionally located in the "outskirts" of societal interest – has gradually moved towards an increasingly central position as an area of social intervention, and in that respect becoming a highly politicised field. New relations of economic interests, research focusing on "what works" and monitorial demands are evolving while transnational and national learning agendas are transforming the pedagogue into a political subject who is crucial in implementing the political aims. In this transformation, the pedagogical work in the institutions, who predominantly have been self-managed, leaving curriculum and quality discussions to local communities and professional autonomy/judgment is challenged, as the area is becoming increasingly neoliberalised. This means that the ideals regarding the practice-based skilful pedagogue, driven by pedagogical/ethical ideals is challenged by the ideal of the data producing pedagogue, supporting a more externally argued political project.

Pedagogical professionalism in light of an insisting learning agenda
CHRISTINA HAANDBÆK SCHMIDT, University College Lillebaelt, Denmark

The research aims to contribute with knowledge of the dominant truisms and naturalized discourses concerning children and pedagogical practice that exist in Danish day care, and examine how these conceptions may be conflicting while they work as conditioning options for the pedagogues in defining their professionalism. The project is inspired by various methodical disciplines, policy analysis (Wright et. al., 2013) diagnostic mapping (Kristensen & Hansen, 2014) and narratological analysis (Czarniawska 2010) and empirical studies (Schmidt 2017a, 2017b). The methods are based on a meta-theoretical position 'Beyond both Taylor and Foucault' (Weir, 2009), in which pedagogical professionalism may be seen as both self-interpretation and subjectification. The empirical study consist of both national and transnational policy documents, which makes it possible to point out conflicting reasoning in the education policy of day care area. It also consists of interviews with ECE-professionals. The participating pedagogues as well as the institution and municipality are anonymized. Using Danish education policy as an example I will demonstrate how day care practice is changed by transnational structures, at the same time coexisting with more traditional Nordic understanding of children and pedagogy. And show how pedagogues seem to bridge the cap while performing pedagogical professionalism, using empirical examples from a given day care practice. The project is an attempt to strengthen the political and the critical awareness among pedagogues which is especially relevant in the Nordic countries as both Norway, Sweden, Finland and Denmark are implementing new curricula's on the ECE-area which may be pulling in different directions.

Keywords: transnational learning agenda, policy analysis, pedagogical professionalism, political rationalities, field of tension

Systems of (mis)trust? - Municipal ECE intervention and professional patterns of reception
CHRISTIAN AABRO, University College Copenhagen, Denmark

The research aims to understand the effects of the quite radical change of the professional work in Danish ECE area. How are all the new systems of "quality", which is initiated and imposed by the municipalities, received and made sense of in the day-to-day ECE practice? How does new politically motivated systems of intervention correspond with the pedagogical context of ECE practice? The project draws on both policy analysis (Ball 1998, Krejsler 2017, Hopmann 2011) and on empirical studies (Aabro 2016, Aabro et al 2017) I mainly draw on aspects of symbolic interactionism, conceptualizing the search for "evidence", "intervention" and "quality control" as political forms of governing the ECE area that frames the pedagogues in certain ways, but also allows the pedagogues to position themselves professionally As the overall approach is interactionist, the methodology is phenomenological, seeking patterns of meaning and discourse. The empirical design is a series of qualitative interviews with 72 pedagogues in 15 ECE institutions. All participating respondents and institutions are anonymised. The material shows patterns of professional attempts to construct meaning – between context and concept. The pedagogues seems both to welcome the systematization and search for evidence, but at the same time they seem to insist on their own

professional judgments and acts of discretion, in what is also regarded as systems of mistrust. The project points out some of the challenges and dilemmas, neoliberal practices impose on ECE professionals, and is an attempt to strengthen the critical awareness of the effects of neoliberal policymaking.

Keywords: standardisation, professionalism, policy, evidence-based programmes, ''what works''

Practices and reflections of pedagogues exposed to neoliberal steering mechanisms and pedagogical concepts and programs
NIELS WARRING, Roskilde University, Denmark,

The paper analyses how different politically driven pedagogical concepts, programs and methods meet everyday practices and understandings of pedagogues in ECE institutions. It is related to research on professional development (Ahrenkiel et al 2014, Schön 1983). Theories of everyday life (Lefevre 2003), practical knowledge (Bourdieu 1990) and unintended consequences (Giddens 1990) are applied. Data from two research projects are included: Both are qualitative studies with emphasis on interviews with pedagogues and participatory observations in ECE institutions. Methodologically the research projects are based on hermeneutics and phenomenology. As the project is carried out in a contested terrain with emphasis on presenting the practice and reflections of pedagogues all participating respondents and institutions are anonymized. The research shows how pedagogues struggle to establish their own professional meaning and practice when they are faced with implementation of new concepts and programs. Findings include examples of how pedagogues construct parallel practices in order to sustain professional standards. The analysis also include examples of consequences that pedagogues not are immediately aware of, but are able to see when they later reflect on their practices. Analytical themes presented are: unintended consequences, de-democratisation, 'double accountancy', everyday rhythms and concept steering, professional disagreement and spaces for professional reflection. Results have potential implications for both practitioners and policy makers. Pedagogues and their unions can use the results to reflect on how imposed concepts and programs can be critically dealt with. Politicians and administrators might reflect on unintended consequences of neoliberal steering mechanisms.

Keywords: implementation of concepts, different types of knowledge, de-democratisation, unintended consequences, reflective professionals

SYMPOSIUM SET C / 19

RESEARCHERS, PRACTITIONERS AND PROVIDERS WORKING IN PARTNERSHIP TO DESIGN AND IMPLEMENT EVIDENCE-BASED PRACTICES: THREE AUSTRALIAN EXAMPLES

Self Organised Symposium

CHAIR: LINDA HARRISON, Charles Sturt University, Australia

This symposium presents three examples of evidence-informed practice developed in collaboration with researchers, practitioners, service providers, and policymakers. The presenters will describe the process that was undertaken in each project to develop effective and productive partnerships that benefit children and families.

Co-development of an educator reflection and assessment tool for children under-3
LINDA HARRISON (1), GERALDINE MULHEARN (1), MAGDALENA JANUS (2), KATE WILLIAMS (3), SHEENA ELWICK (1), WENDY ALEXANDER (1), JENNIFER SUMSION (1) AND SHARYNNE MCLEOD (1), (1) Charles Sturt University, Australia; (2) McMaster University, Canada; (3) Queensland University of Technology, Australia

The project aims to co-develop a tool for educators to reflect on and assess the quality of experience for individual children under-3-years attending early childhood education and care (ECEC) programs. Many governments and ECEC organisations are monitoring ECEC quality through using instruments developed by researchers and trained external observers. This approach is questionable because: ratings are generated for groups, not for individual children, and the perceptions of educators are not included. An assessment tool is needed that enables educators to identify the unique contextual factors within the ECEC setting that support and/or limit the development, learning and wellbeing of individual children. The proposed tool is informed by the principles of the Early Years Learning Framework for Australia (COAG, 2009) and its five learning outcomes: Identity, belonging, sense of self, family and culture, connectedness with others, wellbeing, learning, and communication A Delphi panel involving 20 under-3s specialists, practitioners, and consultants from ECEC providers, government departments, professional support agencies, and research centres was invited to workshop the proposal and process of co-developing the tool. The Delphi workshop and follow-up survey were conducted in accordance with the Australian National Statement on Ethical Conduct in Human Research (2015). Initial findings from the panel participants indicated strong endorsement of the need for, and potential benefits of, such a tool. Detailed responses to the survey will be used to further refine the tool. Implications for under-3s practice and policy will be reviewed with educators and providers in the next phase of tool co-development.

Keywords: children under 3, evidence-based assessment practice, collaborative processes, reflection, quality practices

Assessing and improving pedagogical quality: An implementation science approach
GREG ANTCLIFF, SANDIE WONG AND KATE LILEY, Goodstart Early Learning, Australia,

This project aims to contribute to on-going improvement in the quality of pedagogical practice in Goodstart Early Learning, Australia's largest not-for-profit early childhood (EC) service provider. In Australia, the quality of EC services is assessed through a National Quality Framework. The quality area in which services do least well relates to pedagogical practices. In order to improve pedagogical practices, it is essential that educators draw on evidence to underpin their practice. Assessment is a critical component of an evidence-based cycle of practice improvement. By accurately assessing pedagogical practices in its 650 services, Goodstart will provide educators with targeted support to improve practices in the areas known to have long-term positive effects on children's learning, development and wellbeing outcomes. The project stages are informed by implementation science. The implementation and evaluation of the project has been co-designed by EC development and evaluation experts, program managers, systems analysts and educators. The main ethical concern of burden on educators was overcome through utilising a co-design approach and ensuring educators were given resources to participate. The project demonstrates the benefits of taking a considered and co-designed approach to quality assessment and implementing systems changes at scale. Findings from the formative process evaluation of the project will be shared with participants. The project has immediate implications for practice: following assessment of their service, educators are supported, through coaching and mentoring, to use the evidence to identify areas of strengths and where practice needs improvement, to develop quality improvement plans at a local level.

Keywords: assessment, evidence-informed practice, quality, implementation, evaluation

Supporting early childhood educators to work in evidence-based transdisciplinary ways: The Goodstart Early Childhood Educator Occupational Therapy Champion Approach
SALLY GALLOWAY, Goodstart Early Learning, Australia

This research evaluates the Goodstart Early Childhood Educator Occupational Therapy Champion (OTC) Approach to transdisciplinary practice. Given the complexity of the early childhood (EC) period, transdisciplinary approaches have long been advocated for EC practice particularly for the most disadvantaged children (Wong & Sumsion, 2016). However, working in transdisciplinary ways in EC settings has many challenges. The Goodstart OTC Approach was designed to support early childhood educators work in transdisciplinary ways to implement evidence-based OT practices. The OTC approach is informed by transdisciplinary, OT, implementation science, coaching and mentoring approaches. Designed with a clear theory of change, it is a flexible and responsive approach to practice change whereby centre-based EC educator 'champions' are coached and mentored by an OT specialist to build on the strengths of educators in their service implement evidence-informed OT strategies. The evaluation of the OTC approach, co-designed by program managers and researchers, uses case study methodology including interviews with key stakeholders and practice observations Ethical concerns related potential burden and coercion of participants were overcome through utilising the co-design evaluation approach, and ensuring educators were informed of their right not to participate and given resources to participate. The project demonstrates the benefits of a transdisciplinary approach for supporting and sustaining OT evidence-informed practice in EC settings. Findings from the formative process and outcomes evaluation of the project will be shared with participants. Beyond implications for practice, the OTC approach has potential learnings for organisations aiming to implement transdisciplinary ways of working in EC settings in manageable ways.

Keywords: transdisciplinary, evidence-informed practice, occupational therapy, implementation, evaluation

SYMPOSIUM SET C / 20

PLAY IN ADULT-CHILD INTERACTION: INTERNATIONAL INSIGHTS AND INTERACTIONAL PERSPECTIVES

Self Organised Symposium

CHAIR: LASSE LIPPONEN, University of Helsinki, Finland

This symposium offers a collection of three studies that approach play and pedagogical relations between adults and young children from empirical and interactional perspectives. The presentations explore video recordings from studies in Swedish, Finnish and New Zealand early childhood education contexts, offering insight into play interactions from an international perspective. Here, we will offer an effort to understand the co-production of play episodes in these settings from both children's and adults' perspectives. Presentations are followed by a panel inviting discussion related to the issues, constraints and opportunities raised.

Morality and pretend play in the New Zealand bushland
AMANDA BATEMAN (1) AND PERI ROBERTS (2), (1) Swansea University, United Kingdom; (2) Cardiff University, United Kingdom

This presentation is from a New Zealand Teaching and Learning Research Initiative (TLRI) funded project investigating everyday conversations between preschool teachers and children aged 2½ - 5 years old, where some children were found to engage in pretend play to avoid rules around being respectful to their cultural heritage whilst playing in a protected bush reserve. Prior research on children's pretend play in New Zealand using conversation analysis reveals how membership

categories were used to initiate and maintain social order during pretend play (Butler, 2008, Butler & Weatherall, 2006), and provides insight for the current research. The analysis is theoretically framed by the work of Sacks (1992) and Garfinkel (1967) to reveal the sequential organisation of moral conduct in situ. Within the social-constructionist paradigm, the research used video-ethnography and conversation analysis to analyse everyday interactions. Ethical approval was gained through the Waikato University Ethics Committee, including assent processes for children, and processes for withdrawing assent. Although the benefits of play for children's learning are well-documented (for example, Pramling-Samuelsson & Fleer, 2009, Waller Et al., 2017), children's competences in confronting adult-centric culturally and morally appropriate behaviours through play is less well-known and explored here. We suggest that analysis demonstrates that children can exhibit a grasp of relatively complex moral concepts and behaviours that may track more sophisticated ideas from moral philosophy. Issues around teacher awareness of the benefits of pretend play for such moral debate are explored.

Keywords: children's pretend play, New Zealand, morality, adult-child interaction, conversation analysis

Educators' responses to children's crying in play conflicts
MALVA HOLM KVIST, Department of Thematic studies, Sweden

The study examines young children's play and adults' responses to children's peer play conflicts that result in crying. It shows how educators' participation in children's play conflict resolution constitutes socialization practices that focus on moral and emotional aspects of children's conduct. Children's crying has primarily been investigated from psychological perspectives (Vingerhoets, 2013), but its social functions and socialising potentials have not received much attention. Social interactional and sociocultural perspectives are adopted. The study departs from the sociocultural paradigm and is based on 68 hours of video-ethnography from a Swedish preschool for 2-4 year olds. The study is approved by Swedish Regional Ethical Board. Participants were informed about their anonymity and possibility to withdraw their participation. Written consent was obtained from parents and teachers. The researcher video-recording was sensitive to children's reactions, and stopped filming when there were signs of discomfort. The findings demonstrate that toddlers use crying as a communicative and moral act that invites educators' active response to a moral transgression committed by a peer. The children used crying to position the play participants as a victim and a perpetrator in a conflict that educators are called upon to mediate between children. The children also configured their crying as an embodied and publicly visible act to be noticed by an educator whose responses accomplish the moral framing of play situation. Practical implementations involve educators' developing reflexivity about the moral implications of children's crying, and the organisation of children's moral and emotion socialization (including children's expression of compassion).

Keywords: children, educators, play, preschool, crying

Emotional and playful stance taking in joint play between adults and very young children
ANNUKKA PURSI, LASSE LIPPONEN AND NINA SAJANIEMI, University of Helsinki, Finland,

The purpose of this single case study was to investigate emotional and playful stance taking in adults and very young children as they engage in joint make-believe play activity in a natural Finnish group-care setting. Previous studies have illustrated how joint play is emerging between adults and very young children and how adults organize their actions in order to actively participate in shared make-believe activity (e.g., Bateman, 2015, Lobman, 2006). However, so far, there is no empirical studies that would have been systematically focused on investigating interactional calibration of emotion in joint play between adults and children. In this study we elaborate play as well as a display of emotion as socially situated practices that involve interactively organized stance taking (Goodwin & Goodwin, 2000). By drawing on the sequential approach of conversation analysis (Schegloff, 2007), we demonstrate an analysis of one, emotionally heightened joint play sequence taken from larger corpus of videotaped data (150 h). During the research process a careful attention was paid to the situated ethics. An informed consent was sought from parents, ECE practitioners and municipality officials. The results suggest that the interplay of emotional and playful stance taking in make-believe play produces emotional transitions in interaction. These transitions offer children and adults possibility to align and affiliate themselves with their own and each other's emotional experiences. Creating and maintaining emotionally heightened joint play with very young children requires adults' emotional involvement and delicately calibrated participation by leading, following and leading by following.

Keywords: play, emotion, stance, joint activity, adult - child interaction

SYMPOSIUM SET C / 21

OUTDOOR PLAY AND LEARNING: PHYSICAL ENVIRONMENTS IN ECEC INSTITUTIONS

Self Organised Symposium

CHAIR: ELLEN BEATE HANSEN SANDSETER, Queen Maud University College of Early Childhood Education, Norway

This self-organised symposium will include three presentations from the large scale project Competence for developing early childhood education and care (ECEC) institutions' indoor- and outdoor environments (EnCompetence). This is a three year project investigating how children interact with and use the physical environment for play and learning in ECEC, and how the environment contributes to promote play, learning, psychosocial, and physical health. The aim is also to build competence

among important stakeholders and ultimately result in developing tools for how to improve ECEC physical environments. The presentations in this symposium will report on results from the first year of the project.

Competence for developing early childhood education and care (ECEC) institutions' indoor- and outdoor environments

ELLEN BEATE HANSEN SANDSETER (1) AND MAY LISS TOBIASSEN (2), (1) Queen Maud University College of Early Childhood Education, Norway; (2) National Knowledge Center for Kindergartens, Norway,

Through a design experiment (Hartas, 2010) the aim is to explore how children interact with and use the physical environment in ECEC, and how this promote play, learning, psychosocial, and physical health. Research shows that physical environments are important for children's play, well-being, participation, development and learning outcomes (Neill, 1982, Huntsman, 2008, Vassenden et al., 2011). The Theory of Affordances (Gibson, 1979) focuses on the individual's perception of the environment and how it affords actions and behaviours. Affordances include both the environment and the person, they are unique for each individual. Through observations of children, Herrington et al. (2007) developed criteria for environments that promote children's development and learning (The Seven C's). This study draws on both the Theory of Affordances and The Seven C's. This three year project consists of 4 phases: 1) children's use of existing environments in 8 ECEC institutions is observed and analysed, 2) based on phase 1 we develop criteria for indoor-/outdoor environments in ECEC, and perform an intervention in the 8 institutions, 3) new observations of children's use of the environment combined with interviews with children and teachers, 4) total results are used to finalize criteria. This presentation describes the whole project and presents the overall results from phase 1. Norwegian Social Science Data Services approved the study, informed consent, confidentiality and anonymity are secured in all phases of the project. Data is currently being analysed, main results will be presented and discussed. Results are relevant to the ECEC-sector, architects/landscape architects, and undergraduate/graduate students.

Keywords: physical environment, play, well-being, involvement, physical activity

Well-being, involvement and physical activity in the outdoor environment

OLE JOHAN SANDO, Queen Maud University College, Norway

The aim is to describe how children's well-being, involvement and physical activity is associated with different characteristics of the outdoor environment in ECEC settings. The outdoor environment in ECEC is previously shown to affect children's learning, well-being (e.g., Carrus et al., 2012, Mortensson et al., 2009) and physical activity levels (e.g., Nicaise et al., 2012, Cosco et al., 2010). The Theory of Affordances (Gibson, 1979) is used for considering the utility and flexibility of the physical environment in this project. The project is within a post-positivistic paradigm and involves 8 ECEC settings. 80 children's free play is systematically and randomly video recorded and analysed. Children's levels of well-being and involvement are measured using the Leuven Well-Being and Involvement Scale (Laevers, 2005). To measure children's levels of physical activity OSRAC-P (Brown et al., 2009) is used. All three scales use a 1 to 5 Likert scale. A total of 950 video clips of 2 minutes is analysed and scored using these tools. This is paired with different variables describing the physical outdoor environment. Norwegian Social Science Data Services approved the study, informed consent, confidentiality and anonymity are secured in data collection and publication. Average scores in the outdoor environment are well-being: 3.6, involvement: 3.4, physical activity: 3.2. Variables for the physical environment is currently being analysed and results from this analyse will be presented and discussed. The results of this study are relevant for developing and designing outdoor environments that promotes children's well-being, involvement and physical activity.

Keywords: physical activity, well-being, physical environment, outdoor play, health

Criteria for ECEC indoor-/outdoor environments that promote children's physical and psychosocial health

RUNE STORLI (1) AND RANDI EVENSTAD (2), (1) Queen Maud University College, Norway; (2) Oslo Metropolitan University, Norway

To develop criteria for ECEC indoor-/outdoor environments that promote children's physical and psychosocial health, specifically adapted to the Norwegian context. Building on the Theory of Affordances (Gibson, 1979), Herrington et al. (2007) conducted a study on how children utilised physical environments in ECEC for play and learning. Based on the results, they developed criteria for stimulating outdoor environments that take into account children's interests and needs. These criteria are known as the Seven C's (Herrington & Brunelle, 2015, Herrington & Brussoni, 2015). This study builds on the Theory of Affordances and the Seven C's as conceptual frameworks. The project is within a post-positivistic paradigm and is characterized as a Design experiment in education (Hartas, 2010). Results from of 950 video clips (2 minutes each) of observations of 80 children's play in different environments, are interpreted through workshops with researchers, ECEC teachers, architects and landscape architects. The goal for the workshops is the development of a set of criteria for optimal indoor-/outdoor environments in ECEC. All data and information related to the project will be treated in accordance with the ethical guidelines of the Norwegian Social Science Data Services (NSD). Data is currently being analysed and the workshops are scheduled in May 2018. The criteria resulting from the workshops will be presented and discussed in this presentation. Common criteria for optimal physical environments in ECEC are particularly relevant for stakeholders in the ECEC sector and professionals involved in the ECEC sector and architects and landscape architects involved in designing ECEC institutions.

Keywords: ECEC indoor-/outdoor environments, physical and psychosocial health, health, affordances, play and learning

MEN IN EARLY CHILDHOOD EDUCATION

Individual Paper Presentation

CHAIR: JEAN-YVES PLAISIR, Borough of Manhattan Community College, United States

Contemporary challenges and the rise of men in early childhood education and care in Greece
ELENI MOUSENA AND SIDIROPOULOU TRIFENI, University of West Attica, Greece,

The purpose of this research is to investigate the reasons why, in recent years, more and more males choose to study and work in Early Childhood Education and Care. Is this a result of the prolonged economic crisis and unemployment that exist or is it a real desire for young people to work in this profession? Rising men pedagogues in ECEC is one of the goals set by the European Union (ET, 2020), which has sparked the scientific debate on this issue (Peeters, 2007). The theoretical framework for this study draws upon current theories of sexism and professionalism in ECEC (Farquhar et al, 2006), and upon studies on the conceptualization of the role of preschool professionals (Oberhuemer, 1999). The research was carried out by structured interviews with two focus groups. The first included male students in ECEC and the second one male workers in preschools settings. Participants were informed about the purpose of the research and negotiated time of the interview. They took part voluntarily and had the opportunity to withdraw at any time. The names of the participants were replaced by pseudonyms. The results show that young people choose the profession out of real interest, rather than because of unemployment. This also shows, that the social perceptions about female and male professions have changed. Increasing men in ECEC should continue to account for, at least 3% of professionals, which is the Barcelona target. Furthermore, Universities and the state should take action to inform young people in choosing that profession.

Keywords: preschool, workforce, men, social perceptions, economic crisis

Swedish media discourses about child sexual abuse in preschools: the best interest of the child and continued trust in male teachers
ANNA WESTBERG-BROSTRÖM, HELENA BERGSTRÖM AND CHRISTIAN EIDEVALD, Department of child and youth studies, Sweden,

Representations of a problem in public media effects the idea of what to do about that problem. The aim of this article is to analyse discourses about CSA in preschools dominating Swedish media 2014-2015, and the effects on the social practices. Previous research demonstrates the importance of studying media's coverage of CSA and this study contributes with media discourses about CSA in a specific setting in a specific country. News articles constitute, and are constituted, of social practice, where certain interpretations are promoted, while others are hindered (Fairclough 1992). Printed newspapers constitute discourses, which influence politics and policies regarding CSA. The material consists of news articles of CSA in preschool from Swedish newspaper, collected through "media archive". The analysis focuses on dominating discourses, interdiscursive connections between discourses, hierarchal structure and potential effects on social practices. The methodological approach is inspired by critical discourse and combines an analysis of the text, discourse practices and the social practices. To avoid potentially damage and unwanted attention to the CSA cases as such names and places are removed for ethical reasons. CSA is described as something that should not happen to children. When it happens the articles tries to explain why. The discourse of the best interest of the child (and preschool as a good place) and the discourse of equality as an ideal dominate the material. Public views give important knowledge for the work of hindering and handling CSA and a potential for creating new solutions against CSA.

Keywords: child sexual abuse, preschool, media analysis, discourse, representations

It's more than 'he jumps well with the kids': Recruiting and positioning men in early years settings
JEAN-YVES PLAISIR, KIRSTEN COLE AND MINDI REICH-SHAPIRO, Borough of Manhattan Community College, United States

The study's aim is to examine school administrators' perceived benefits for recruiting men to support young children's (0-8 years old) social and emotional learning (SEL) in early childhood education and care (ECEC) settings in New York City. This inquiry relates to previous research that has examined men teachers' roles as 'surrogate fathers' supporting children's SEL and behavioural skills (Wood & Brownhill, 2016, Cameron, 2011), while also suggesting that schools should recruit more men to fulfil these needs (Flouri et al., 2015, Jones, 2008). Men's participation in ECEC helps to expand SEL experiences for young children by enriching perspectives on curricular activities while also challenging gender stereotypes in the sector (Sumsion, 2000b, Hedlin & Aberg, 2013). Since the ECEC profession is constantly being renegotiated by practices and policies, the researchers used a place-based methodology that includes field observations and 14 interviews with school administrators as research methods to capture the paradigm shift toward professionalization, gender parity, and inclusion in the sector. Participants' identifiable information was coded, encrypted, and kept under lock and key to ensure anonymity and confidentiality. APA (2016) standards for protecting human subjects were applied. ECEC administrators in the study show strong commitment to recruiting and retaining quality male educators in their programs. Proactive recruitment efforts combined with equitable pay and opportunities for advancement may increase men's participation in the sector. Gender balance policy along with salary parity and proactive institutional supports are likely to increase men's participation and capacity to provide young children with SEL in ECEC settings.

Keywords: men, education, children, gender, equality

SYMPOSIUM SET C / 23

EXPLORING RELATIONAL SPACES IN EARLY CHILDHOOD MESOSYSTEMS: FAMILY, COMMUNITY, AND PROFESSIONAL PARTNERSHIPS AT WORK

Self Organised Symposium

CHAIR: MICHAEL GAFFNEY, University of Otago College of Education, New Zealand

Our symposium works to address the key conference question of: How do early childhood services work more positively and proactively with parents, families and local communities to support children's home learning and development and what are the critical areas?   Three papers addressing the question of partnership between family and early childhood professionals are related through their theoretical and conceptual engagement with Bronfenbrenner's bioecological systems theory and NZs early childhood curriculum Te Whāriki. Specifically we report on research within the critical areas of parental learning, disabled children's active participation, and trans children's inclusion to exploring the necessity of quality mesosystem interactions and structures/practices, for quality early childhood education. Te Whariki acknowledges that ''the wellbeing of each child is interdependent with the wellbeing of their kaiako, parents and whanau'' (p.20) but we are yet to push teachers to take this idea to the next level in their relationships with families.

How does pedagogy support parental learning alongside that of children and teachers?
MICHAEL GAFFNEY, University of Otago College of Education, New Zealand,

The aim of this research is to critically review current thinking about how teachers can support parents in their learning to be parents. This is important for our ecological thinking about how to support children's learning and well-being. There are a range of parent education and support models about how to "teach" parents to do a better job at parenting (Families Commission, 2014, Kalil, 2003). However, there is relatively little research giving consideration to how early childhood teachers might take a longer term approach to parental learning and support within their pedagogical practice. In this paper I will draw on community development approaches (Wanwimolruk, 2015). The New Zealand early childhood curriculum Te Whariki is explicitly framed by sociocultural theory and it describes how both teachers and children are involved in becoming lifelong learners, but there is no reference to how this might include other family members. This study will critically review literature and undertake theoretical development in preparation for fieldwork based on inviting parents to participate in focus groups through the early part of their parenting journey. The ethical concerns are minimised by offering voluntary participation, the right to withdraw and the provision of anonymity when reporting focus group data. The paper will describe how community development approaches and sociocultural understandings can support parent learning given the concerns raised by parents. The challenge for teachers, who are familiar with sociocultural approaches to early childhood, is to expand their pedagogy to be inclusive of parental and familial learning.

Keywords: inclusive education, parent education and support, families, sociocultural theory, New Zealand

Disability and the possibilities of a pedagogy of respectful listening in early childhood settings: Drawing teachers and families together
KATE MCANELLY, University of Otago College of Education, New Zealand,

This presentation reports on a research project investigating how sensory environments in early childhood settings afford the active participation and learning of autistic children. Key to supporting this process were the relationships teachers engaged in with parents. The importance of early childhood teachers building respectful relationships with parents is well established (Lee, Carr, Soutar & Mitchell, 2013, Nuttall, 2013). Parents of disabled children do not always get to enjoy these, and this has an impact on how disabled children are able to actively participate and learn within early childhood settings (Purdue, 2009, McAnelly & Gaffney, 2017). Disability Studies in Education (DSE) and new materialist approaches both recognised the centrality of parental perspectives being 'called forth' by teachers (Gaffney, 2014). The project integrated ethnographic case study methodology and encompassed a number of data collection tools. These demonstrated how people, places, things and practices within settings acted upon one another to produce desired outcomes (Fox & Alldred, 2018). The verbal communication capacity of autistic children cannot be assumed. The breadth of data collection tools was thus necessary in order to make their repertoire of 'hundred languages' visible and meaningful in fully contributing to the research (Edwards, Gandini & Forman, 2011, Clark, 2017). Findings demonstrate the importance of teachers adopting a pedagogy of respectful listening with parents to ensure responsive learning environments that support the active participation and learning of autistic children. Inclusive practice is equally about teachers respectfully engaging with parents as it is the relationships developed between teachers and children.

Keywords: families, disability, pedagogy of listening, inclusive practice, New Zealand

Conversations between children and adults: What shapes an adult's ability to listen to and hear children's perspectives in their everyday interactions?

MARILYN CASLEY, Griffith University, Australia,

This study is a narrative inquiry into what happens when adults and children converse, and how conversations impact on the adult's ability to hear and understand a child's perspective. Literature about having conversations with children recommends moving from technical, hierarchical communication processes to joint construction of meaning (Rinaldi, 2001, van Nijnatten, 2013). Narrative inquiry is a method for hearing, honouring and giving voice to the participants, validating them as knowledgeable about their lives. The narrative accounts of practitioners and children were recorded and examined using narrative inquiry three-dimensional space (Clandinin and Connelly, 2000) and thematic analysis. Narrative inquiry is a relational process. There is a moral and ethical responsibility to take care of the relationships and to give authority to the participants over their stories. This study exposed the impact of trust as a concept, belief and action needed by practitioners to enable meaningful conversations with children. The complexity of building trust between practitioners and children was revealed. Further, it opened up questions about current practice that undermines building trust with children in order to hear their perspectives and include them in decision-making. It also exposed the notion that power and agency is strongly related to how adulthood and childhood have been constructed and reconstructed over time. This study recommends a redesign of curriculum, which offers emerging practitioners experience in dialogical work with children. It opens up possibilities for disrupting the dominant discourse around children's participation and strengthens our obligations to the rights of children as human beings.

Keywords: children, practitioners, conversations, meaning-making, narrative inquiry

SYMPOSIUM SET C / 24

DEVELOPMENTAL EDUCATION: AN INCLUSIVE ENCOUNTER

Self Organised Symposium

CHAIR: BERT VAN OERS, VU University Amsterdam, Netherlands

Developmental Education (DE) is an essentially inclusive approach to school education, based on the ideas of Vygotskij. In this symposium we focus on diversity beyond the level of pupils, and demonstrate how our DE-schools approach the demand of inclusivity within the wider group of stakeholders. Children's development is largely dependent on the diverse contributions to children's activities. It is generally acknowledged that this diversity not only pertains to the proximal roles of the peers, parents and teachers, but also includes more distant roles like school directors, teacher trainers, curriculum developers, policy makers etc. The presentations discuss the possibilities of how a school can foster inclusive communication between proximal and distant stakeholders. In this sense Developmental Education schools are basically inclusive, accepting and using all cultural and professional differences available in the school's community. The tools for the improvement of the communication among these stakeholders will be discussed in the presentations.

Innovating classroom practice in multilingual settings
BEA POMPERT, De Activiteit, Netherlands

I want to give insight in the interventions of a group of teacher trainers aimed at teaching reading and writing in multilingual classrooms. This study elaborates on research in the domain of DE (De Koning, 2012, Pompert, 2012, Pompert & Dobber, 2018). Teachers in grade 3 classrooms often experience difficulties using a play based approach for reading and writing activities, for in our country reading and writing programs focus mainly on decoding skills. These programs cause several problems, especially for pupils who learn Dutch as their second language. I will present a small scale case study of an innovation trajectory of a group of teacher trainers. This group makes use of a documentary film we made in a school in one of the bigger cities in The Netherlands in the classroom of an excellent teacher with 80% dual language learners. We hypothesize that the documentary helps teachers and teacher trainers to get a better picture of the complexity of the teachers' role. I will focus on the collaboration between teacher trainers in using the film. I document their meetings and interview them and the teachers they work with. All participants are well informed and gave their permission for using their data. I report on the collaboration between the teacher trainers, their shared problem solving and what teachers report as the results in terms of teacher learning. This study can help us determine what successful innovation strategies look like

Keywords: developmental education (de), communicative abilities, multilingual classrooms, teacher trainers, reading and writing activities

The contribution of a DE directors network on implementing inclusiveness in their schools
LEVINEKE VAN DER MEER, de Activiteit, Netherlands

This presentation focusses on the contribution of the Developmental Education directors network on implementing inclusiveness with teachers working in DE. This case study is based on the research on Developmental Education and the concept of inclusiveness (B. van Oers, 2012) In analysing the contribution of the network of school directors on the concept and practical implementation of inclusiveness in Developmental Education we will use the theory of networking (Uzzi, 1996), inclusiveness, and Developmental Education. This case study uses qualitative data analysis based on interviews, and a round

table discussion on the results of the interviews with the directors of the network. The codes for data-analysis were drawn from theory (closed coding) and from empirical inspection of the data (open coding). The participants of the research were well informed and gave their consent to share the results of the data analysis and discussion. This case study shows that the DE network of school directors contributed to their knowledge of the concept of inclusiveness in Developmental Education and informed them of the practical implications in working with teachers. This was done by visiting the schools involved, intervision, discussing theory and reflecting. The contribution of the network of school directors is not only informative but also normative and helps in building and maintaining an inclusive Developmental curriculum.

Keywords: developmental education, inclusiveness, network, directors, implementation

Learning stories as a means for partnership with parents
HERMIEN DE WAARD, Vrije Universiteit, Netherlands

Learning stories are a narrative approach of learning processes that give insight into development of children. We aim to study the potential of learning stories to inform and communicate with low literate parents. Learning stories give a clear impression of the developmental level of children and express the complexity of children's learning. They offer possibilities for conversations among professionals, children and parents (Carr and Lee 2012). In previous research we discovered, learning stories give professionals insight in the development of children and inspires co-creation between professional and parents. Professionals and highly educated parents used photos and extended writing. In a new study we aim to use learning stories with less literate parents. Our studies are bases on Vygotskij's ideas about the development value of interactions and Bronfenbrenner theory of distant and proximal interactions. We report on a research project in cooperation with three early childhood professionals. They made learning stories of two children over a period of six weeks and shared them with children and parents, who were asked to reflect. We collected and analysed learning stories, reflections of children and parents and interview data from professionals and parents. We anonymized data before reporting. Participants had the right to stop their participation at any moment. We investigated alternatives for written texts in learning stories. Professionals were supported in including more photos and videos in learning stories about play activities and sharing these with children and parents. This study informs early childhood professionals on communicating with low literate parents.

Keywords: learning stories, low literate parents, early childhood professionals, narratives, partnership

SYMPOSIUM SET C / 25

CONSTRUCTING CULTURE, IDENTITY AND FAMILY CONNECTIONS THROUGH NARRATIVE ASSESSMENT (LEARNING STORIES): PERSPECTIVES FROM AOTEAROA/ NEW ZEALAND.

Self Organised Symposium

CHAIR: WENDY LEE, Educational Leadership Project (Ltd), New Zealand

As Project Facilitators working within the Educational Leadership Project in Aotearoa/New Zealand, we have put together three perspectives that consider the ways in which narrative assessment (Learning Stories) builds identity, culture and family connections. The three perspectives are: What is the impact on children's learning and identity when an early childhood service works proactively with parents, families and the local community, to support children's home learning and development through social and cultural traditions and to document this through learning stories? How can we honour family/whānau Voice in Learning Stories? In a movement from western modernist practice towards an indigenous world view, teachers are acknowledging and empowering the spiritual nature of children through the assessment practice of Learning Stories. This research explores the impact such a view is having on practice, relationships with families and outcomes for children? These papers show the transformational power of using narrative assessment (Learning Stories).

Acknowledging and empowering the spiritual nature of children and their families through the assessment practice of Learning Stories
TANIA BULLICK, Educational Leadership Project (Ltd), New Zealand

In a movement from western modernist practices toward an indigenous world view, teachers are acknowledging and empowering the spiritual nature of children and their families through the assessment practice of Learning Stories. This research explores the impact such a view is having on practice, relationships with families and outcomes for children? This research draws on the research and documentation of the New Zealand Ministry of Education's Te Whāriki, the early childhood curriculum (1996) and Te Whatu Pōkeka, Māori assessment (2009) along with the PHD thesis of Lesley Rameka (2012) and research by Jane Bone (2007) titled 'Everyday spirituality'. This is an inquiry research project looking at how teachers are acknowledging and empowering the spiritual nature of children through Learning Stories and its impact on relationships with parents and families. This research analyses qualitative data collected from documented assessments, reflections and interviews with teachers and families. A consent form and information sheet was provided to all participants. Participants could withdraw their data from the research at any time. A key ethical principle is that the teachers own the research process and were able to determine what information was shared. Research findings will show teacher's acknowledgement and empowerment of the spiritual nature of children through the assessment practice of Learning Stories results in strengthened relationships with the child's family and therefore positive outcomes for the child in the ECE setting. Research will support a need for further professional development for teachers in this area.

Keywords: assessment, spirituality, indigenous, learning stories, relationships

Constructing culture, identity and family connections through narrative assessment (Learning Stories): Perspectives from Aotearoa/ New Zealand.

CAROL MARKS, Education Leadership Project (Ltd), New Zealand

This research will focus on the outcomes for Maori families and children when partnership entails sharing their cultural history and traditions and documenting this through learning stories. We draw on research of Mason Durie (2001) 'A Framework for Considering Maori Educational Advancement'; Bishop, Russell and Glynn, Ted (2000) 'Kaupapa Maori Messages for the mainstream'; Walker (2008) 'Te Whatu Pōkeka Framework'. This was action research focusing on practitioners' innovative ways of creating better outcomes for children and their families. This research focuses on sociocultural practice analysing data collected from documented assessments, reflections, teacher interviews and discussion with families about social and cultural traditions. 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. A key ethical principle is that the teachers own the research process and were able to determine what information was shared. Resulting documentation will be presented, illustrating the 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. Research indicates that focusing on cultural identity strengthens learning outcomes for children and having this visible through assessment enables teachers to create continuity of learning across educational sectors as cultural difference is something to be recognised and celebrated.

Keywords: partnership, culture, community, society, assessment

How can we honour whānau/family voice in learning stories?

KIM HOPE, Educational Leadership Project (Ltd), New Zealand

This paper draws on recent work in the field which illustrates innovative and sustainable ways of honouring whānau (family) voice within Learning Stories (Narrative Assessment Documentation). This builds on a long-standing interest in voice, (from post-graduate critical theory studies), specifically ''who speaks, who is silent and why?'', and the importance of creating an environment where voice is valued in ways that are respectful and appropriate. The concept refers to the inclusion of whānau voice within Learning Stories to reflect their child's learning experiences drawing on principles within the New Zealand ECE curriculum 'Te Whāriki' (2017). The method is a case study (Carr et al 2009) of two centres relating to recent field work, illustrating innovative and sustainable ways to honour whānau voice. A consent form and information were provided to all participants who could have withdrawn their data from the research at any time. A key ethical principle is that teachers own the research process. Teachers ultimately have agency as to whether whānau voice is incorporated into Learning Stories. These case studies illustrate some ways in which meaningful relationships and practicable ways of incorporating whānau voice have enriched narrative assessment. Ongoing investigation of creative ways to strengthen relationships with whānau, leading to a holistic approach to enhance the connections with families' funds of knowledge (Moll, 2000) within Learning Stories.

Keywords: family, voice, agency, relationships, teachers

SYMPOSIUM SET C / 26

CHANGING CHILDHOODS: THE PLACE FOR DIGITAL TECHNOLOGY IN LIFE AND LEARNING.

Self Organised Symposium

CHAIR: LORNA ARNOTT, University of Strathclyde, United Kingdom

In 2013, Anna Craft provided a conceptualisation of childhood in the digital age which saw children as either passive or empowered. Similarly, research now examines how play/learning are changing with the introduction of technology (Marsh et al., 2015, Stephen & Edwards, 2017, Yelland, 2015). This symposium draws on these ideas to present evidence of what digital childhoods look like in life and practice. The first paper addresses the introduction of Internet-Connected toys (IoToys) to understand how these tactile technologies offer a route to traditional play in a contemporary context. The second paper provides an insight into the digital world of our youngest children and discusses perceptions of technology use in under 3s. The symposium concludes with a paper that takes our understanding of children's digital lives and translates this into a practice orientated discussion of scaffolding and supporting children's digital worlds through a photobook approach.

The internet of toys - ecologies across home and nursery and the entanglement of digital and non-digital play

LORNA ARNOTT (1), IOANNA PALAIOLOGOU (2) AND COLETTE GRAY (3), (1) University of Strathclyde, United Kingdom;
(2) UCL Institute of Education, United Kingdom; (3) Stranmillis University College, United Kingdom,

This paper explores children's everyday ecologies with internet-connected toys, to present a rich overview of children's play practices in everyday contexts. It extends a broad literature base about the Internet of Toys (IoToys) (Mascheroni and Holloway, 2017), technologies in early childhood (Kurcikova, 2017, Marsh et al, 2016, Nutall et al, 2015), digital play

conceptualisations, (Danby et al, 2017, Edwards and Bird, 2017, Marsh 2017, Arnott, 2016), and digital pedagogies (Fleer, 2017). The paper is underpinned by a social — "ecological conceptualisation of children's play (Arnott, Palaiologou and Gray, In Press) and Rogoff's (2008) discussion of apprenticeship. This interpretivist and qualitative project, employed twelve empirical case studies of children's digital lives across four countries (England, Scotland, N. Ireland and Greece). Data were collected from 25 children via Interviews with parents, Interviews with keyworkers, Participant observations of children's play with the IoToy in childcare, Multimedia messages submitted by parents, and Photo Voice conversations with children, based on the multimedia data presented by parents and observation photos. The EECERA Ethical Code of Practice (2015) was followed and approval was granted by the University Ethics Committees and relevant local Authorities. The standard consents were sought. The findings demonstrate that IoToys, when appropriately framed and scaffolded by adults, provide opportunities for empowered digital spaces (Craft, 2013), with synergy across digital and non-digital play and across home and education. Drawing on the social-ecologies conceptualisation suggests that that early childhood education should consider creating digital spaces that afford synergies between the digital/non-digital and home/education when integrating connected toys.

Keywords: internet of toys, digital childhoods, play, ecologies, preschool and home

Early childhood educators' attitudes and beliefs around the use of touchscreen technologies by children under three years of age in UK, Norway, Australia and Greece
JANE O'CONNOR (1), TORSTEIN UNSTAD (2), OLGA FOTAKOPOULOU (1), MARIA HATZIGIANNI (3) AND MARIA DARDANOU (2), (1) Birmingham City University, United Kingdom; (2) The Arctic University of Norway, Norway; (3) Macquarie University, Australia

The research explores the views of early childhood practitioners across the four countries in relation to the use of touchscreen technology with children in their settings. The findings will be used to further understand practitioner and child needs and will inform recommendations for practitioner training. This study is the second phase in an International project. The first phase explored the use of touchscreens in the home by children aged 0-3 (see O'Connor et al 2017). This work also builds on previous research by the Literacy Trust (2017) and DigiLitEY (2016, 2017). The study is based on the concept of children's and practitioners' experiences being influenced by a wide range of social, cultural and personal factors. Bronfenbrenner's (1979) ecological systems theory is used as an interpretative framework for the data. An interpretative paradigm conceptualising childhood and practice as socially constructed was used for the study. Using a mixed methods approach, questions were asked about a range of influences on practitioners' use of technology with young children via an on-line survey and focus group interviews in the four countries. The project was approved by the ethics committees of the participating universities and the Norwegian Social Science Data Services (NSD). Initial findings suggest that practitioners are more confident using technology for work/personal purposes than when integrating technology with very young children. Their teaching philosophy also seems to be predictive of their technology use. This research will advance knowledge on how technology is used in early childhood settings and raise awareness of practitioners' concerns.

Keywords: early years settings, digital technology, practitioners, educators, Bronfenbrenner

Digital photography in Norway: A photobook approach takes playful learning from kindergarten to home
ELENA SEVERINA AND ESPEN HELGESEN, Western Norway University of Applied Sciences, Norway

Digital photography can create a rich environment for mathematical learning. This paper discusses the role of gestures in different mathematical situations observed during a research project on creating photobooks in kindergarten. Lossius (2012) describes how to use photographs as pedagogical documentation of mathematical learning. Equipping children with digital cameras can empower them to be main contributors to their own learning processes (Knudsen & Ødegaard 2011, Ødegard 2012). Gestures play important role in mathematical learning and teaching (Roth 2001, Johansson et al. 2014). In our study, a group of kindergartners (age 5-6) were given cameras, and asked to photograph their outdoor environment and to edit and organize the photographs into photobooks. The paper addresses the interrelation of learning and play in children's creation of photobooks through an emphasis on the embodied nature of children's engagement with digital technology. Bishop's (1988) six fundamental mathematical activities provided the theoretical framework for identifying mathematics, while semiotic bundle (Arzarello et al. 2009) is used to identify the role of gestures in the video data and field notes from the larger data collection. The project complies with the requirements by the Norwegian Centre for Research Data. Our project helped create an environment in which children willingly engaged in explanations of hypothetical situations and abstractions within a play setting. Children's photographs and photobook, language and gestures showed to be important semiotic resources to stimulate mathematical thinking. Ownership of the photobook's content and design empowers children to discuss the project with other children and at home.

Keywords: digital photography, mathematics, play and learning, kindergarten, photobook

SYMPOSIUM SET C / 27

A ROLE OF THE BACKGROUND FACTORS IN YOUNG BILINGUAL CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

Self Organised Symposium

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

The EECERA 2018 conference focuses on understanding of the enabling family and community conditions which support children's education. The proposed symposium is aimed to contribute to our understanding of such background factors as children's socio-economic status, family language policy and parent-child interactions in bilingual children's language and literacy development in L1 and L2. We will discuss the preschool bilingual children narrative, linguistic and emergent literacy development in their home languages and the socially dominant languages and will address several novel directions in research on bilingual biliterate development, such as a role parental mediation in acquisition of early literacy among bilingual children in both their languages. We will discuss how school-based intervention program can improve narrative competence and language of children from socially disadvantaged environment and, in such way, to motivate them to attend preschool. Data collection and analyses involved methodological triangulation, qualitative and mixed-method analysis in Germany, Slovakia and Israel.

Early literacy development in immigrant families: How bilingual ideology, management, and practice predict children's early literacy
MIRYAM MINKOV, Tel Aviv University, Israel

An objective of this study was to investigate the connection between parent-child joint writing activities and the children's emergent literacy in Russian and Hebrew. The transfer of reading ability across languages was found for bilingual children whose languages shared a writing system (Bialystok, Luk, & Kwan, 2005). Little research has been conducted on the parents' writing mediation to their children in the context of bilingualism (for exception, see Reyes, 2006). Some research has been conducted on the parents' writing mediation in the context of Arabic diglossia (e.g., Aram & all, 2013). We explored the link between theoretical principles of Vygotsky's socio-cultural theory, concepts of Family Language Policies, and the strategies of parent-child writing activities in the context of bilingualism. Within the pragmatic paradigm, we applied a mixed methods analysis. We used multiple sources of data: video-recoding of the mother-child joint writing activities, parental questionnaires, and structured assessment of children's emergent literacy skills in both languages, Russian (L1) and Hebrew (L2). Sixty Russian-Hebrew bilingual children, 4-6 years old, and their mothers participated in this study. Methods for collecting and processing the data are based on the legal ethical guidelines regulating research. Preliminary results show that mothers were aware of their children's writing competence in both languages and adjusted their mediation strategies respectively. In addition, we found significant differences between the two languages in the mothers' mediation regarding Russian and Hebrew. The study may contribute to the body of knowledge of literacy acquisition in the context of bilingualism and bilingual literacy.

Keywords: parent-child joint activities, family language policy, Russian-Hebrew bilingualism, early biliteracy, joint writing

Developing narrative competencies in Slovak language of Roma children from socially disadvantaged environment in school
ZLATICA ZACHAROVÁ, Comenius University in Bratislava, Faculty of Education, Slovakia

The study was aimed to compare the developing narrative competencies, language and learning motivation of children from socially disadvantaged environment using the narrative format in everyday education with their peers. Children from socially disadvantaged environment, especially Roma children, do not have their L1 competencies developed at a sufficient level (Kyuchukov, 2014) and the Slovak language (L2) is very poor. For these children it is difficult to understand the teacher's requirements. Narrative competencies are among fundamental communication competencies (Mikulajová, 2010) and allow good social inclusion of children in society, increase the chances of success in education (Nicoloupou, 2008). The narrative format model (Taechner, 2005) engages children in active learning through the stories and dramatization, increases the motivation of children during classes, and helps learn a language (Pirchio & Passiatore, 2013). We used longitudinal educational experiment (N=24 children). In experimental group (N1=12) were every day in 9 month used narrative format in the Slovak language (L2). During the experiment we observed changes in children´s language behaviour and the social interaction. Then were collected their narrations using the MAIN test (Gagarina et al., 2012). Children participated with their parent's informed consent. Preliminary result shows, that children in experimental class used more language in education process, have improved pronunciation and speech fluency and were motivated to attend the school education more than children in control class. We found a significant improvement in the use of L2. The narrative format helped children from socially disadvantaged environment developed narrative competencies and learn the Slovak language.

Keywords: language learning, narrative competencies, children from socially disadvantaged environment, Roma children, narrative format

Narrative abilities in bilingual preschoolers in Germany – Relevance of socio-economic variables
CARINA MARIE MÜLLER, Leibniz University Hanover, Germany

In this study, the development of narrative abilities of monolingual and bilingual preschoolers in Germany is analysed. This paper focuses on the link between socio-economic variables and narrative abilities of simultaneous and successive bilingual children aged four to six with age-appropriate language acquisition (N=97). Children have to develop certain narrative abilities to be able to tell a story focusing e.g. on the problem of the actors which is resolved in the end (Siegmüller et al., 2012). Variables that influence narrative abilities are e.g. the parents' educational level and working status (Mozzanica et al., 2016). It is empirically proven that narrative abilities are a predictor for future school performance (Ringmann, 2013, Chang, 2006, O`Neill et al., 2004). A story generation and a retelling task of the Multilingual Assessment Instrument (MAIN, Gagarina et al., 2012) were used. The data were transcribed according to CHAT conventions (MacWhinney, 2002). The tasks were scored in terms of macrostructural and microstructural aspects of the stories. Socio-economic variables were collected for each child. The data were analysed with correlations and univariate analyses of variance (ANOVA). The aim of the study was transparent to the participants, and written informed consent was obtained from the children's parents. The data were analysed anonymously. First results of the quantitative analysis show that socio-economic variables impact narrative abilities of bilingual preschoolers. Language support and speech therapy are necessary to promote narrative abilities and language skills and create greater possibilities of participation and success at school for children from disadvantaged families.

Keywords: narrative abilities, multilingual assessment instrument, bilingual preschoolers, socio-economic variables, quantitative research

SYMPOSIUM SET C / 28

THE USE OF TECHNOLOGY IN SUPPORTING PARENT INVOLVEMENT

Individual Paper Presentation

CHAIR: SUSAN K WALKER, University of Minnesota, United States

Offline to online: Extending the parent learning community
SUSAN K WALKER, University of Minnesota, United States

This study identified aspects of an online social interaction platform that extend learning and support as community by parents who participate in a face to face early childhood family education program. In natural and facilitated settings (e.g., playgroups, group parenting education), peer interaction can confer social capital, support and learning that promote positive parenting and engagement in children's learning. Parent interactions online, when constructive, can similarly help reduce isolation, and aid knowledge acquisition. Unexplored is the intentional design and implementation of online spaces to expand social benefits from offline early childhood settings. Wenger's Community of Practice (CoP) framework (1998) identifies domain learning through group engagement or 'community' principles. Community orientations can promote relational engagement and learning benefits when intentionally designed in 'digital habitats' (Wenger, et al, 2009). Social constructivism guided analysis of in-depth interviews with 25 (30%) demographically and classroom representative parents in an early childhood parenting program. After ensuring reliability, three researchers coded and analysed transcripts for community themes in classroom or online interactions. Data was collected with consent, kept secure and pseudonyms applied for confidentiality. Community contexts for learning are inclusive, involve children and feel safe and supportive. Process themes include mutual sharing, facilitated exchange, and diverse perspectives. Online community feels secure, accessible, civil, includes child's information, staff presence. Online environments can mimic elements of community learning and support parents' experience in offline settings. They can promote use, and can extend discourse that deepens knowledge, helps with problem solving, identity and validation. A key lies with intentional design.

Keywords: parenting, technology, learning community, blended learning, instructional design

'Parents don't care'': using a digital application to improve quality, family involvement and communication in early childhood education and care
AYOOLUWA OKE, JUDITH BUTLER, JOE MOYNIHAN AND CIAN O'NEIL, Cork IT, Ireland

The aim of this study was to provide insights into family involvement practices and barriers in Irish preschools. It also examined the role of a digital application, TeachKloud, in enhancing and supporting home-school communication. Ireland's national curriculum framework for early childhood education and care, Aistear (2009) emphasises the role of family partnerships, engagement and communication in quality ECEC. However, in practice, communicating with parents from diverse backgrounds who have limited time, employment obligations and varying expectations for their child is problematic (Calzada et al., 2015, Yoder et al., 2013, Hornby et al., 2011). 15 semi-structured interviews were conducted with parents and 18 with practitioners. A questionnaire was administered to 7 preschools who had implemented TeachKloud in their settings. A constructivist framework provided the theoretical underpinning of the overall analysis. Ground Theory Methodology (GTM) was used to identify and analyse themes on family involvement. Consent was obtained from all survey participants. Sensitive information was not collected during the administration of the survey to increase anonymity. Participation was free, voluntary and could be revoked at any time. TeachKloud adhered to the ethical and data protection practices of the GDPR (2018) to protect participants' data while using TeachKloud. The results indicate that there is a dearth of communication between the

home and preschool and misunderstandings on both parts regarding how to increase engagement and involvement. TeachKloud encourages family partnerships in ECEC. Practitioners require structures which encourage family partnerships. Digital applications such as TeachKloud can bridge the gap between home and school life.

Keywords: family involvement, quality early childhood education, technology, innovation, professional practice

Technology use in parental involvement: Views and practices of Turkish early childhood teachers

SEVCAN HAKYEMEZ-PAUL (1) AND AHMET SAMI KONCA (2), (1) University of Turku, Finland; (2) Ahi Evran University, Turkey

The aim is to identify the technology use for parental involvement in Turkey in early childhood education as well as the obstacles preventing these practices. Previous studies show the importance of paternal involvement in children's academic achievement and well-being (Coleman and McNeese 2009, Galindo and Sheldon 2012, Martin, Ryan and Brooks-Gun 2013). Considering the rapid developments in technology, new means of parental involvement are introduced (Patrikakou, 2016). The technology use needs to be investigated since it provides easy and effective parental involvement (Lunts, 2003). Correspondingly to the technological improvements, the term parental e-nvolvement has emerged (Sad, Konca, Özer, Acar, 2016). Investigating parental e-nvolvement through Epstein's (2012) framework could help to develop better understanding for effective parental involvement. Quantitative method was chosen. A questionnaire was distributed via various online platforms. This study is completely anonymous and only includes adults who volunteered. No personal information was gathered. The data are kept safe in an encrypted hard disk. Data collection is still in progress, however the preliminary results show that Turkish early childhood teachers use ICT for personal purposes, however, they avoid the use of technology for involving parents. They also state that the lack of technology use is due to the parents' lack of technology skills and resources. This research will provide a better understanding of what the current state of technology use in parental involvement in ECE context is. The results will help to determine how to improve the technology use for a more positive and proactive collaboration with parents.

Keywords: technology, parental involvement, teacher opinions, early childhood education, Turkish context

SYMPOSIUM SET D
THURSDAY 30TH AUGUST
10:50 – 12:10

SYMPOSIUM SET D / 1

THE DEVELOPMENT OF PROFESSIONAL IDENTITY IN ECE

Individual Paper Presentation

CHAIR: NANCY BARBOUR, James Madison University, United States

Is early childhood education a profession?
NANCY BARBOUR (1), MARY HARRILL (2) AND KATHERINE KEMPE (2), (1) James Madison University, United States; (2) National Association for the Education of Young Children, United States

A coalition of national organisations, convened by National Association for the Education of Young Children (NAEYC), has taken on the challenge of answering this question. Power to the Profession (P2P) is a collaboration of ECEC stakeholders, whose aim is to identify the competencies, qualifications and appropriate compensation that define high quality ECEC educators supporting children and families. For years, researchers have explored the relationship between ECEC professional preparation/qualifications and the quality of ECEC services, finding strong relationships (e.g., Barnett, 2003). The 2015 IOM report, Transforming the Workforce for Children Birth to Age Eight documented the fragmentation of ECEC and offered recommendations for pathways and professional supports needed to improve the profession. Recommendations inspired the P2P initiative. P2P is a two-year initiative that builds on past efforts that have not been successful in combining professionalism and compensation. The P2P work is organised into a series of 8 cycles of decision making. Each cycle poses critical questions for the field and is vetted through constituents in the field. P2P's core motivation is the ethical concern that all children and families deserve high quality ECEC services. Results to date: Cycle 1, defined who was an EC professional, Cycle 2 identified general competencies. Cycles 3, 4, and 5 will define preparation pathways, specialisations, and scopes of practice. Future cycles will address compensation, accountability and infrastructure. The presenters will share the successes and the challenges of the initiative and solicit input from other national efforts to create a clearly delineated profession of ECEC.

Keywords: professionalism, community stakeholders, EC professional development, quality, compensation

Holding a mirror up to nature - reflective early years professional practice
MICHAEL GASPER, Starfish Enterprise, United Kingdom

To explore reflections on the effects of professional mentor-coaching on practice by preschool practitioners and members of a professional mentoring / coaching organisation in Ireland. This research uses reflection on action (Schon, 1983), action research (McNiff, 2010) and Dialogical Mentoring and Coaching (Gasper & Watling, 2012) to improve professional practice for mentor-coaches, and practitioners they support. It explores the effect of theory in action through professional development of mentor-coaches, their effect on practitioner professionalism and practice, ultimately improving opportunities for preschool children's education. The research is based in action research and ethnography where the researcher was tutor to participants, who interacted with practitioners. The research used a qualitative survey with reflective questions for the mentor-coaches and practitioners. The research used the EECERA Code of Ethics. Permission was gained from the organisation (Better Start Ireland) and from practitioners. Each were made aware of the research context, its aims and use of data. The rights of each group and individual were made clear. Interpretation is currently in process. Emerging evidence shows: mentor-coaches' deep reflection, increased awareness of tensions between support and direction of practitioners, constraints around processes of support, the challenge of dedicated space/time for mentoring, positive reinforcement of existing support team group mentoring, politics at all levels affecting Early Years practice. Emerging implications indicate: appreciation of the positive effects of mentor-coaches' professional training and development: the improvement this has made for settings: critical need to increase support at a time when the Early Years Workforce is experiencing diminishing staff recruitment and poor retention.

Keywords: mentoring/coaching, early childhood, action research, reflective practice, improvement

Understanding Taiwanese preschool teachers' beliefs about developmentally appropriate practice: Patterns and the influences from the onsite in-service training
YULING SU AND YA-HUI CHUNUG, University of Taipei, Taiwan

The purpose of this study is to present preschool teachers' beliefs about developmentally appropriate practice (DAP) in Taiwan and to describe the influences of the onsite in-service training on the beliefs. Professional training and childhood or cultural experiences are usually interwoven, forming the teacher's belief system (McMullen, 1997). Teachers in different cultures likely have different belief-forming experiences, guided by their cultural norms (Wang et al., 2008). The framework of this research is based on the recent research focuses. They are derived from developmentally appropriate practice (NAEYC,

1990; Copple & Bredekamp, 2009). Data were collected from the Teacher's Beliefs Scale (Charlesworth et al., 1993) and teachers' self-reported reflective paper. The scale has been widely used to investigate teacher's beliefs. Data were analysed by the method of content analysis and quantitative analysis. The IRB approval was obtained prior to implementation of this study. The teachers were given a written description of the study before agreeing to participate. Participants were given the opportunity to withdraw from the study at any time. The results showed three patterns of teachers' beliefs and the influences of the onsite training. One important pattern strongly emphasised by the teachers is building relationship with families and advocating learning through play to families. In addition, the results of data from 216 teachers' scale showed that there is significant correlation between teachers' appropriate beliefs and their culture and working environment. This study is a critical expansion of other researchers' work related to preschool teacher beliefs, cultural studies and school-family relationship.

Keywords: preschool teacher's beliefs, DAP, teacher professional development, school-family relationship, cultural studies

SYMPOSIUM SET D / 2

PERSPECTIVES ON CHILDMINDING

Individual Paper Presentation

CHAIR: MIRIAM O'REGAN, Dublin Institute of Technology, Ireland

Process quality in home based childcare settings and the perspectives of childminders on their job. Insights from the MeMoQ Baseline study in Flanders (Belgium)
MIEKE DAEMS (1), FERRE LAEVERS (1), BART DECLERCQ (1), CHARLOTTE VAN CLEYNENBREUGEL (1), MICHEL VANDENBROECK (2), JEROEN JANSSEN (2) AND HESTER HULPIA (3), (1) Centre for Experiential Education - KU Leuven University, Belgium; (2) Ghent University, Belgium; (3) VBJK, Belgium

This research examines the practice of home based childcare from the point of view of children and childminders. It gives an overview of observed process quality, structural factors that influence and the perspectives of childminders on pedagogical quality together with push and pull factors in their job-experience. This research uses data collected in the MeMoQ baseline study (EECERA, 2017) to answer some of the questions pushed by Ang, L. (2016) in her recent review on home-based care. Slot, P. et al. (2017) describe comparable research. 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' (MeMoQ, 2014). Surveys on structural characteristics and childminders perspectives completed data collection. Observations in 200 home-based settings are executed by 7 trained observers. 12 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. Levels of wellbeing and emotional support are high, whereas involvement, educational support and environment are lower. The autonomy and the combination of the job with private life are highly valued characteristics of the job as childminder. Results are used in training and support of ECEC settings. Policy uses this results in their strategic view on home-based care in Flanders.

Keywords: home-based care, assessment and evaluation, national baseline study, process quality, job perspective

Interpreting childminders voices through crystallisation
KAY AARONRICKS, Anglia Ruskin University, United Kingdom

The voices of childminders are scarce throughout research. This study aims to present contributions from a group of Childminders in England, gathered through an action research approach, to exploring features of effective professional development. This research builds upon an initial study of training for childminders (Ferri, 1992), drawing from developing models of professional development as identified by Kennedy (2015). Childminders' domestic pedagogical approach (Ang et al., 2017) necessitates the need to re-conceptualise professional development. Drawing from the work of Zuber-Skerritt & Fletcher (2007), reflexivity and participant voice, frame the presentation of data from the core action research, throughout the doctoral thesis action research. I indulge in creatively presenting childminders voices from the core action research, utilising a crystallised, interpretative approach to participatory data analysis. I provide rich qualitative data, appreciating the contextualised nature of the childminders contributions and reflections. Various ethical issues became apparent and were addressed as the study progressed. This included consideration of insider/outsider knowledge and power dynamics between the academic lead (me) and participating childminders. A multi-genre 'crystallisation' approach to analysis and reporting allowed for fair representation of participants' voices. What constitutes effective professional development for childminders is complex. Discussion centres on crystallisation as an approach to drawing key concepts from the data through multi-genre modes of representation. There is scope for further collaboration with childminders to re-conceptualise professional development. They embrace opportunities to work collaboratively on issues that affect them. An action research approach, enables features of professional development to better reflect their distinct pedagogical needs.

Keywords: childminding, action research, crystallisation, data analysis, professional development

Understanding home-based childminding as an ecocultural niche
MIRIAM O'REGAN, Dublin Institute of Technology, Ireland

This PhD research aims to develop an ecocultural perspective on childminding (Family Childcare) in Ireland using the Ecocultural Family Interview (EFI) to gain greater insight into its culturally valued practices. Arising from work in family interventions to support children with additional needs, the EFI focuses on how everyday routine activities create opportunities for learning sensitive interactions with children (Gallimore et al., 1989a, Weisner & Bernheimer, 2004). Adapting the EFI for use in childminding homes with Weisner, Tonyan et al. (2012, 2014, 2017) have explored the cultural models underlying childminders' practice in California, USA Rooted in anthropology and cultural psychology, eco-cultural theory provides a theoretical framework for documenting the cultural models used to guide our everyday lives. Defined as what is valued and ideal (Gallimore & Lopez, 2002), Weisner (2002) highlights the nature of cultural models as "connected, schematised, shared knowledge" (p.277). Informed by a grounded theory approach, the EFI protocol requires childminders to take <10 photos to narrate their experiences with daily routine, economic situation, home/neighbourhood environment, domestic workload, relationships with family/families, and support services. Informed consent was sought, confidentiality was guaranteed to childminder participants, personal data is anonymised for dissemination. The EFI provides a window into childminders' culturally agreed models in Ireland, and explores how childminders work in a home-based ecological niche where multiple families (i.e. childminder, children, childminder's own family, and children's families) co-operate in raising children. Understanding childminders' own perceptions of their complex roles and daily lives can provide a constructive basis for long-term childminding training/support systems.

Keywords: childminding, home-based childcare, ecocultural family interview, cultural models, childminding policy

SYMPOSIUM SET D / 3

NURTURING & CREATING SUSTAINABLE SELVES

Self Organised Symposium

CHAIR: TERESA HARRIS, James Madison University, United States

In light of the adverse effects that accumulate over time for young children as a result of inequitable access to the opportunities and services that promote healthy growth and development, many communities face a growing divide among their wealthiest and poorest members in terms of individual, economic, social, and environmental development. The cultivation of globally sustainable selves among the youngest members of society is primarily dependent upon programmes that intentionally educate teachers in ways that promote the cultivation of others. We examined approaches to identify, develop and sustain dispositions and capacities among teacher candidates in four different countries so that every learner has the opportunity to cultivate their own sustainable selves.

Narratives from schooling during the apartheid days: What lessons can be learned in cultivating sustainable selves amongst young children
NKIDI PHATUDI, University of South Africa, South Africa

The study examined experiences of black individuals who were educated during apartheid to understand the development of sustainable selves to inform teacher education curriculum. Studies have been conducted on schooling trajectories of individual and coping strategies used to traverse some of the difficult territories (Turunen, Docket & Perry, 2015; Phatudi & Margetts, 2012; Fokides, 2016; Piattoeva, Silva & Millei, 2018). Banduras' theory of self- efficacy and as expounded by Resnick underpinned my study (Bandura, 1977) This theory was complemented by the social cognitive theory which upholds that learning is directly related to observing others within the social context (Bandura, 1999) This study was premised on the narrative inquiry methodology (Clandinin, 2006; Xu, Connelly, He, Fang & Joann, 2007). I used the interpretivist and constructivism paradigms to understand how participants understood their world (Williamson, 2006; Adler 2005). Participants shared their stories with one another voluntarily without any coercion. I probed for information but being sensitive to issues that may disturb the participants. If a participant felt good about addressing an issue- they were not stopped from doing so. The study talks to the determination to succeed as impacted by various factors that were beyond the participants' control. However in spite of debilitating environment there are those who experienced success. Teachers were identified as key factor in instilling sense of efficacy among participants. Teacher education should consider integrating sustainable self strategies into their programmes.

Keywords: sustainable self, teacher education, resiliency, deprivation, narrative inquiry

Starting at the beginning: Nurturing sustainable selves in early childhood teacher preparation
TERESA HARRIS, James Madison University, United States

To explore possibilities and potentialities for creating an early childhood teacher education programme that intentionally nurtures the globally sustainable self within its students. This study is based on studies of the development of beliefs and values and the self (Shealy, 2016), development of reflective and relational competences (Jensen, Skibsted, & Christensen, 2015), and teacher dispositions (Cummins & Asempapa, 2013). Recognising that the beliefs and values we hold are manifest in our behaviour, we seek to understand the complex factors that shape our selves. Equilintegration (EI) Theory, our

framework, is used to explain "how, why, and under what circumstances beliefs and values are acquired, maintained, and transformed" (Shealy, 2016, xvii) through the educational process. Narrative inquiry was chosen as a way of understanding and inquiring into experience through collaboration between researcher-participants, over time and across cultural contexts (Clandinin & Connelly, 2000). We engaged in a 3-day dialogue regarding the concept of "sustainable self," created animation panels as a tool for creatively deconstructing the concept, and examined the cross-cultural patterns of teacher preparation that lead to sustainable self-development. Participants volunteered to share personal/professional stories during group discussions regarding ''sustainable self''. They reviewed/edited transcriptions prior to granting permission for stories to be included. The tensions inherent in preparing teachers to develop the personal capacity to be sustainable in a context that is often prescribed and limiting are explored across five international cultures. Implications for designing teacher preparation programmes that intentionally support the development of sustainable selves within teacher candidates will be discussed.

Keywords: sustainable selves, resiliency, international teacher education, contextual factors, beliefs and values

Nurturing as guidance in preschool?
ANNA RANTALA, Umeå University, Sweden

The aim is to deepen the understanding of how nurturing is performed in preschools with a specific focus on teachers' verbal utterances in preschool practice. Swedish preschool teachers are tasked by the National Agency for Education (2016) to ''provide children with good pedagogical activities, where care, nurturing and learning together form a coherent whole'' (p. 4) which is commonly referred to as Educare. However, in my research, preschool teachers do not talk about their practice as nurturing, instead parents are said to be responsible for nurturing the children. At the same time, when preschool teachers' everyday practice is observed, they do practice what appear as a nurturing of the children (Dolk, 2013; Emilsson, 2008). How can their practice, that seem to function as nurturing but, still, is not acknowledged as such, be understood? The research's overall theoretical perspective is based on Foucault's theories of power (Foucault, 2003). Important concepts are discipline and normalisation, which is conceptualises as guidance. To explore this matter, 37.5 h video observations were thematically analysed with a critical approach. This study was approved by Swedish Ethics Committee for Research. All participants have given verbal (children) or written (children's parents and preschool teachers) consent. All participants are anonymised. The result reveal two ways of guiding children, direct guidance and indirect guidance. The result also shows that power, discipline and normalisation are common elements in everyday preschools practice. This research has implication for preschool practice and contribute for a better understanding regarding reproduction of norms in preschools practice.

Keywords: verbal utterances, video observations, power, discipline, normalisation

SYMPOSIUM SET D / 4

PLANNING & DOCUMENTING YOUNG CHILDRENS' LEARNING

Individual Paper Presentation

CHAIR: SONJA RUTAR, University of Primorska, Slovenia

Pedagogical planning in Slovenia and Finland, cross-cultural context
SONJA RUTAR (1), TUULIKKI UKKONEN-MIKKOLA (2), TINA ŠTEMBERGER (1) AND SONJA ČOTAR KONRAD (1), (1) University of Primorska, Slovenia; (2) University of Tampere, Finland

The pedagogical planning is essential part of ECEC pedagogy. The aim of the current study is to compare the pedagogical planning in early childhood education in Slovenia and Finland within a cross-cultural context. We also want to establish similarities and differences concerning planning practices between Finnish and Slovenian early childhood education. The study is based on teaching and learning concepts, especially planning, investigated through adult-centred and child-centred, participatory pedagogical approach (Kangas, 2016) and socio-cultural theory (Vygotsky, 1987). Child participation in planning, implementing and evaluating empowers children to learn, make choices, express ideas and views and develop a positive self-image (Sommer, Pramling, Samuelsson & Hundeide, 2013). The study is based on qualitative paradigm. Data was gathered by carrying out thematic interviews from ECEC teachers in Slovenia and Finland (n=20) with different amount of working experience. After collecting, data was classified, open coded, categorised and interpreted. Teachers were asked to participate in research and participants remain anonymous. In both countries, the planning has been proved to be very significant, but challenging part of the pedagogical process. Documentation and reflection was recognised as necessary to ensure participatory planning practices. In both countries, parents are still not recognised as equal partners in educational planning process. By comparing educational practice we recognised trends and factors that influence educational practice in early childhood settings in both countries to improve initial preschool teacher education.

Keywords: participatory practice, parents' partnership, planning in education, socio-cultural context, early childhood education

A study on documenting young children's learning of preschool teacher in Japan
THOEN SEENUAN, Pibulsongkram Rajabhat University, Thailand

This research aim to study on documenting young children's learning of preschool teacher in Japan. The previous study on documentation in early childhood education in Japan was using documentation as the tool for ECE professional development (Kitano, S., 2016). The conceptual framework of research is documenting young children's learning of preschool teacher in 4 aspects: planning, documenting, reflecting, and using the documentation (Helm, Beneke & Steinheimer, 1998; Seitz, 2008). This study is a survey research. The sampling group was 65 preschool teachers from 65 schools that cover all types of school in Toyama prefecture, Japan in 2017. The instrument used to collect data was a questionnaire. The statistics used was percentage. The research conducted according to research ethics of the National Research council of Thailand that focus on ethics in doing research in people or the Belmont Report consist of respect for person, beneficence and Justice. The research found that preschool teachers in Japan documenting young children's learning on planning was at 100%, documenting was at 90%, reflecting was at 100%, and using the documentation was at 82%. The result showed that preschool teachers in Japan do documentation effectively, that will be a guide for preschool teacher in other contexts, especially, in Thailand, preschool teachers are required to documenting young children's learning according to national curriculum.

Keywords: documentation, preschool teacher, early childhood, children's learning, Japan

Creating a learning environment in which a sense of belonging is supported through pedagogical documentation
ELIF BULDU (1) AND REFIKA OLGAN (2), (1) Bayburt University, Turkey; (2) Middle East Technical University, Turkey

The current study aimed to investigate how one of the steps of pedagogical documentation (sharing time) implementation supports 60-month-old children's sense of belonging in two Turkish early childhood learning environments through video-based observations and photographs taken during in-class learning activities. Previous studies revealed that there is a strong relationship between a strong sense of belonging and positive academic achievement and behavioural effects on students (Kia-Keating & Ellis, 2007). Maslow (1954) proposed a concept of sense of belonging which is described as vital concept for students to feel connected and accepted. A purposive sample of two early childhood teachers in two different Turkish early childhood classrooms participated study. The design of the study was qualitative case study. The data were collected through video-based observations and in-class learning activity photographs and they were analysed through the thematic analysis. Informed consent was obtained from the teachers and children's parents, with an emphasis on confidentiality. The findings of the current study revealed that implementing pedagogical documentation supports the children's sense of belonging by seeing themselves as a part of classroom community when their products displayed in their classrooms. Similar to the current study's findings, Reynolds and Duff (2016) found in their study that a stronger sense of belonging and a positive self-identity can be enhanced through sharing documentation tools. Both pre-service and in-service early childhood teacher-training programmes can be (re)designed in order to help them to be aware of an importance of sharing children's learning experiences in classrooms.

Keywords: early childhood teachers, a sense of belonging, sharing time, pedagogical documentation, video-based observation

SYMPOSIUM SET D / 5

PEDAGOGICAL ENVIRONMENT & MATERIALS

Individual Paper Presentation

CHAIR: XIAOFEI QI, University of Cambridge, United Kingdom

Selection and availability of play materials in Norwegian ECEC
TONE ROVE NILSEN, Nord University, Norway

The research aim is to 1) generate knowledge about Norwegian ECEC practice with the selection and availability of play materials, 2) see how it`s used for children`s play and learning and 3) gain insight into the employees' experiences of their practice with play materials. This may contribute to the development of good and professional practice in Norwegian ECEC, and could also support home learning. PhD Project is connected to Better Provision for Norway`s children in Early years Education and Care (BePro). This is one of Norway`s largest research projects in ECEC. Results are based on ITERS-R and ECERS-R survey in 90 Norwegian ECEC from 2013 until now. Theoretical framework is sociocultural learning theory, playful learning, teacher practice and quality in ECEC. PhD research is conducted qualitatively through document analysis of ECEC management documents, observation of play and learning in ECEC and in-depth interviews with ECEC teachers. The project is approved by Norwegian Centre for Research data. Fictitious names of people and places are used to maintain anonymity. The project focuses on use of play material, and not specific children involved. Informed consent is collected from participants, and they are given the opportunity to withdraw at any time. Main findings with ITERS-R of ECERS-R is that Norwegian ECEC have surprisingly little play materials available, it`s hidden in cabinets or elsewhere out of reach for the children. A great increase in Norwegian children attending ECEC shows the importance of mapping the quality of the place where the children spend so much time.

Keywords: play material, teacher practice, BePro, ECEC, quality

Bringing Universal Design to ECE

TERESA HEENEY AND MÁIRE CORBETT, Early Childhood Ireland, Ireland

Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability (Synopsis of the Irish Disability Act 2005). The aim of this research is to explore how Universal Design when used in both new and retrofit ECCE settings, can support and enhance the quality of the experiences, enable independence and social participation for stakeholders, children, educators, parents and others in Ireland. The emergence of the concept of universal design can be traced to the demographic, legislative, economic and societal changes, which were required to accommodate the inclusion of those with disabilities and the increase in the average lifespan (Story, Mueller & Mace, 1998). Previous literature "we like this place" (NCNA, 2002) provided the Irish ECEC sector with design guidance. Greenman (1988) suggests that the quality of the ECEC environment impacts on the quality of the experiences of the children and adults who "live" in the space (Greenman, 1988). A systematic literature review followed by 10 onsite visits to a diverse typology of ECEC settings March-June 2018. Ethical considerations of informed consent and assent, freedom to withdraw from the study, anonymity, participant safety and wellbeing are adhered to. Questionnaires and semi structured interviews and onsite visits will be analysed for quantitative and qualitative data. This project will result in the development of a Universal Design Guidance document and a self-audit tool to support the ECEC sector.

Keywords: environments, Universal Design, play, learning, spaces

Relational constitution of small group pedagogy in ECEC

RAIJA RAITTILA, University of Jyväskylä, Finland

The aim of the study is to combine the theoretical ideas of relational sociology with analysis of ECEC pedagogical space small group pedagogy as special point of view. The project has relationship to the research of relational pedagogical space (Vuorisalo, Rutanen & Raittila 2013) and research of small group pedagogy (Raittila, 2013). Theoretical frame draw from relational sociology (Donati, 2015; Powell & Depelteau, 2013; Prandini, 2015). This refers to in relational flow constructed pedagogical space that intertwines educators' pedagogical work and occasions for children's initiatives. New way to organise children's day as small group pedagogy produces a new kind of childhood spatiality and pedagogical environment. Paradigm: Relational sociology; Methodology: Ethnography; Methods: Participant observation, interview of teachers and children. The ethnographic data (pen-paper notes, teachers' individual and group interviews (N=19) and children's (N=12) interviews and video clips). Relational construction of pedagogical space in small groups is analysed qualitatively. An informed consent has been obtained from children's parents, children, teachers and the daycare centres. The participants will be kept anonymous. The construction of the relational pedagogical space of small groups is a complex issue depending on the integration of many aspects: teacher's competence to combine continuous and momentary aims, children's personal needs, organising the shared work between teachers and management of kindergarten. The results show that attention should be payed to the possibility of teachers' work teams to 1) brighten the grounds of the use of small groups as pedagogical "tool" and 2) discuss the basic significance of small group pedagogy

Keywords: small group pedagogy, relational sociology, ethnography, Finnish early childhood education, pedagogical space

SYMPOSIUM SET D / 6

PROFESIONALISM & PROFESSIONALISATION

Individual Paper Presentation

CHAIR: MARGARET KERNAN, International Child Development Initiatives, Netherlands

Romantic myths and shock of reality? Kindergarten educator students' conceptions of childhood impressed by the pedagogical practice

RÉKA KISSNÉ ZSÁMBOKI AND GÁBOR PATYI, University of Sopron, Hungary

The aim of our research is exploring the attributes of kindergarten educator students about conceptions of childhood focusing on postmodern features. Our further goal is to discover contrasts between conceptions and experiences in pedagogical practice related to the reality shock. Our work is based upon papers focusing on qualitative methodologies and metaphor analysis (Vámos, 2003; Flick, U. 2009.) and researches on pedagogues' conceptions about childhood. Theoretical and conceptual framework is based upon paradigmatic changes of childhood (Edward, 2010; Sharar, 2000; Meynert, 2015) and the papers dealing with the challenges that facing beginning teachers (Danielson, C., 1999). We used for our work studies on mentoring beginning teachers (Confait, S., 2015) a qualitative research methodology within an interpretative paradigm, metaphor analysis participating with students in Kindergarten Education BA training programme. Our Students' metaphors provide pictures about their thoughts of childhood and their role as educators. Metaphors were compared with the requirements of National Curriculum of ECEC. Participants gave their full consent to be involved in the research. Protection of the privacy and anonymity of research participants was ensured. No personal data or code for identification were used. We found that conceptions of students about childhood reflected the complexity of postmodernism. The contradictions of idealistic features and real experiences (obtained by practice) increase the risk of reality shock. According to our work

kindergarten teacher training institutes need to work out innovative and reflective training contents to decrease the risk of reality shock that students need to face with.

Exploring Chilean early years teacher's professional identities through their Figured Worlds: A phenomenological approach
MARÍA JOSÉ OPAZO, University of Nottingham, United Kingdom

To explore how Chilean early years teachers experience their professional identities in educational settings financed by the Chilean State. Teacher identity studies have been a well-established research area for the last thirty years (Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004). Nevertheless, early years teacher' identity is an emergent research field. Similarly, the concept of Figured Worlds has been used to study identity production in educational settings (Urrieta, 2007) but with no particular focus in the early year's field. To understand how Chilean early years teachers experience their professional identities this doctoral research draws on the concept of Figured Worlds (Holland, Skinner, Lachicotte & Cain, 1998). The research design is qualitative with a phenomenological framework. Visual and narrative methodologies were employed. The sample is purposive and involves 9 participants. Informed consent was sought from all participants, and their right to privacy was assured. Chilean early years' teachers configure particular Figured Worlds which act as sites of possibilities – agency – mediated by relations of power. These possibilities of actions – and tensions as well – are related to differently available artefacts – events and discourses – which shape their professional identities. This research will contribute by generating knowledge that could better inform educational policies regarding early years settings financed by Chilean State. Also, it advocates for the inclusion of Chilean perspectives into international discussions.

Early Childhood professionalisation: what does it really mean?
MARY MOLONEY (1), MARCELA PARDO (2), MARÍA JOSÉ OPAZO (3), SARAH GIRLICH (4), PAMELA CALDER (5), ANTJE ROTHE (6), MARGARET SIMS (7), MANJULA WANIGANAYAKE (8), LISA SONTER (7) AND CYNTHIA BUETTNER (9), (1) Mary Immaculate College, Ireland; (2) University of Chile, Chile; (3) University of Nottingham, United Kingdom; (4) Institute of Language Promotion Saxony, Germany; (5) London South Bank University, United Kingdom, (6) Hanover University, Germany, (7) University of New England, Australia, (8) Macquarie University, Australia; (9) Ohio State University, United States

To explore EC academics' understanding of the ways in which the sector is pursuing professionalisation across six countries. Neoliberalism is a key political ideology influencing how EC policy is developed, and the ways in which people think about, and operate in, the world (Sims, 2017). In some contexts neoliberalism is modified by the operation of other ideologies. In the Pacific, post-colonialism also shapes EC policy and practice (Sims & Tausere-Tiko, 2016), in Denmark, neoliberalism is crafted onto a social democratic framework (Brogaard Clausen, 2015) in Latin America, the Caribbean and Ireland, the historical understanding of EC is welfare (Pardo & Adlerstein, 2016; Moloney, 2011). The study uses a social constructivist epistemology within an interpretivist paradigm and a collaborative auto-ethnographic methodology. Through individual and collaborative reflection we identify shared understandings and areas of diversity. In AE the author 'is the ethical axis where reflexive deliberations take place' (Lapadat, 2017, p.592). Each co-author acts as gate keeper ensuring ethnographic accounts are accurate/truthful and realistic. A number of critical issues, and questions relating to professionalisation emerge: 1) ideologies influencing our work, 2) the extent to which we, a) need standardised knowledge to identify the boundaries of what is professional EC, b) claim discretionary decision-making and c) need external validation of our work. As a profession we are stronger when we stand together. This involves understanding where each of us stands, and where we wish to travel. Moreover, discussions with others (e.g., policy makers, educators, practitioners) are central to co-constructing shared understandings of what professionalisation in EC really is.

SYMPOSIUM SET D / 7

BACK TO THE FUTURE

Self Organised Symposium

CHAIR: FRAN PAFFARD, University of East London, United Kingdom

This symposium brings together 3 complementary pieces of research all based in areas of high deprivation in East London and all exploring ways of enhancing children's lives. The 3 very different studies share an approach to working with children from disadvantaged backgrounds that actively challenges the deficit models current in UK policy and seeks to empower children in the here and now and for the future.

Octopus and Noodles: narrowing the gap by broadening children's horizons

FRAN PAFFARD (1), ROSE WHITE (1) AND LISA CLARKE (2), (1) University of East London, United Kingdom; (2) Comet Nursery School and Children's Centre, United Kingdom

The research aims to track and evaluate the impact of an innovative approach to applying government funding targeted at disadvantaged 2 - 5 year olds. This study builds on existing evaluations of UK policy focused on improving the life chances of children through early years' education. It draws specifically on Bourdieu's theories of social and cultural capital, Brooker's (2015) application of this to early years, and evaluates the evidence base from EPPE, the Froebel project and the Education Endowment Fund. A variety of methods have been used to triangulate findings including observations, photos, video, learning stories, and analysis of data tracking progress against government assessment criteria. Although the research has run parallel to existing requirements to evaluate children's progress and account for effective use of funding, we have considered the existing power relationships between education providers and marginalised families. All families involved in the research have given informed consent for use of images and data. Building outward from children's interests and enhancing the breadth of their experiences has had a notable impact on children's language, confidence and understanding of the world. The research findings challenge the deficit views of disadvantaged children and their families and suggests an approach that values and builds on their funds of knowledge. Recognising each child's individuality and agency, practitioners respond to their interests to create rich opportunities and intense outdoor experiences. Evidence suggests this is a powerful way to both narrow the achievement gap and broaden the families' horizons.

Keywords: disadvantage, cultural capital, language, experience, outdoor

An exploration of resilience and social agency in refugee communities

REBECCA CRUTCHLEY, University of East London, United Kingdom

My paper will draw upon emerging findings from the pilot study of my doctoral research project exploring the relationship between refugee children's social agency and their resilience during the acculturation period. Existing research in the field recognises the significance of socio-cultural factors on the construction of resilience (Ungar, 2008; Boyden & Mann, 2005) while acculturation processes offer the child the opportunity to become cultural negotiators within the family (Greens & Vandenbroek, 2013; Bauer, 2016), and affords them the opportunity for mastery and autonomy, identified as key characteristics of resilience (Shiner & Masten, 2012). The doctoral research reflects an interpretivist paradigm, and uses Interpretive Phenomenological Analysis via two case studies to explore the idiographic interpretations of resilience and social agency. Semi-structured interviews, focus groups and video diaries are being used to collect data. For the pilot study, semi-structured interviews with University students who arrived in the UK as child refugees were conducted, and constructions of resilience were analysed and compared. Ethical concerns relate to the vulnerability of the participants, the concern to ensure informed consent from adult participants (and informed assent from the children), and maintaining the confidentiality of participants whose trust in authority may have been jeopardised by their migration experiences. Data from the pilot study suggests that resilience is perceived to be cumulative, developmental, socio-culturally constructed, reliant on support networks within communities and related to perceptions of control and autonomy. Positive relationships between professionals and communities which recognise both needs, strengths and evolving capacities are essential for resilient outcomes.

Keywords: refugee, resilience, agency, acculturation, cultural negotiator

Can you hear me? An exploration of the structural barriers to children's evaluation of their learning

RUTH HUNT, University of East London, United Kingdom

The research aims to explore the challenges involved in creating space for child and parent views of learning to be heard in English Primary Schools. This study builds on existing work on process evaluations of interventions in schools, but extends this by including children and parents in doing so this work focuses on the interplay between structure and agency, drawing on Margaret Archer's (2008) work on morphogenesis, and critical realist ideas of absence. Within a critical realist paradigm, participant views of learning were gained through conversations with children about their drawings and work, and adult questionnaires. This project has approval from the UREC ethics committee as part of a PhD project, and parent and adult consent was sought before children were approached to give their informed assent. All participants are anonymised, and children's work shared with permission. Throughout this project the challenges of gaining child and parent views within schools became evident. This study argues that this is not due to the competency of families, but due to the structure of formal education driven by the data-focussed marketisation of education in a neo-liberal English context. Data from children and parents are not prioritised, or even collected and, this study suggests, children are largely absent from evaluations of learning. In an attempt to negotiate a punitive data-driven educational culture, the views of children and their families are being marginalised. There is an urgent need to challenge the 'datafication' (Roberts-Holmes & Bradbury, 2016) of education and include families in education.

Keywords: competent children, marketisation, critical realism, absence, morphogenesis

EARLY YEARS: ISSUES OF MUSICALITY

Individual Paper Presentation

CHAIR: INGRID BJØRKØY, Queen Maud University College of Early Childhood Education, Trondheim, Norway

Communicative musicality in intra-actions with the youngest children in ECEC
INGRID BJØRKØY, Queen Maud University College of Early Childhood Education, Trondheim, Norway

The purpose of this Ph.D. project is investigating communicative musicality as part of ECEC-pedagogy. The empirical material is generated in fieldwork for a period of 6 months where the focus is communicative musicality in intra-actions between pedagogues and toddlers. Toddler's wellbeing in ECEC is related to relations and emotional attachment and the pedagogue's ability to sensitise (Abrahamsen, 1997; Stern, 2003), space and materiality (Nordtømme, 2015) and music and emotions (Vist, 2005). The theoretical and conceptual framework is the theory of communicative musicality and musicality as shared intuitively communicated understanding (Malloch & Trevarthen, 2009), perception and the experience of the body (Merleau-Ponty, 1945/2005) and agential realism (Barad, 2007) and how both humans and non-human materiality have agency. This four year project is within a post-humanistic theory of science and has a narrative analytic approach (Clandinin & Connelly, 2000; Craig, 2007) in order to create narratives generated by observing intra-actions between pedagogues and toddlers in everyday life-situations indoor in ECEC. Norwegian Social Science Data Services approved the study, informed consent, confidentiality and anonymity are secured in all phases of the project. The project is ongoing and empirical material is being analysed. Preliminary results are about the pedagogue's presence, intuitive knowledge and the more or less absence of words. Results are relevant to the ECEC-sector and undergraduate/graduate students.

Keywords: communicative musicality, toddlers, agential realism, intra-actions, perception

Continuous formation with music, teachers and children in early childhood education: a sensitive experience
CLARICE DE CAMPOS BOURSCHEID AND MARIA CARMEN SILVEIRA BARBOSA, UFRGS, Brazil

The aim of this investigation was to analyse formation in context (Formosinho, 2009) in the field of music for teachers in early childhood education in a public school. Barbosa (2016), Lino & Richter (2017), Bourscheid & Barbosa (2017) allow us to state that living music in its integration with other forms of expression, constitutes a sensitive learning and transformation experience for teachers. The formation happened through experiences with music, images, dance and poetry (Richter, 2016; Jean, 1989; Vecchi 2010) in their inter-relation, offering aesthetic, poetic enchantment as well as context for the teaching of music at early age. From the complexity paradigm (Morin, 1999), the methodology was an empiric study (Merlau Ponty, 2011), Geertz (1989) accomplished in sessions: (a) in school with teachers, (b) during everyday life with children and (c) in the meetings with the "Grupo Movimento Pensante" (Mallmann, 2015), an independent community of educators and researchers, which reinforced the importance of actions, articulating sensitive and scientific knowledge. The "doing together" (Sennett, 2015) was a methodological principle, constituting a poetic action. Educators and families were informed about objectives and procedures, agreeing to participate of the Project, according to Law 510/16, Brazil. Registers made during the process constituted the analysed material. It allowed us to live music in a more sensitive and creative way, where teachers and children felt confident and enthusiastic in a poetic environment. The proposal showed a proficuous way for the continued formation of teachers, favouring reinvention and creation experiences, enlarging musical, cultural and pedagogical repertoires.

Keywords: early childhood education, teachers' formation in context, music, aesthetics, poetics

Research of musical background of Hungarian preschool teacher students in a complex approach
BRIGITTA NAGYNÉ ÁRGÁNY, Kaposvár University, Hungary

The aims of this study are to determine and analyse the factors effecting preschool teacher students' musical background, examine the relationship between them and summarise the variable that influence their musical training. Previous research has found that intensive musical training in childhood had wide-ranging impact on development results in the field of intellectual and emotional skills (Csépe, 2010; Barkóczy-Pléh, 1977). Others pointed out the importance of preschool teachers' musical training in this development (Holdenland-Button, 2008). However, none of them focused on the relationship of different factors in a complex approach. Music teaching takes a back seat in the institutional education. Consequently, the previous musical training of most students is not satisfactory when entering higher education. It generates new challenges to teach heterogeneous groups in this field. I analysed the results of the official documents about compulsory musical exam-before one gets into higher education (n=951), and in a quantitative, descriptive research (n=278) my questionnaire consisted of elements related to the students' musical background (e.g. extra-curricular activities, social background, preference of music lessons). Data collection was conducted anonymously and voluntary in accordance with EECERA Ethical Code principles. The results of the musical exam showed that the number of students reaching only the minimum points was increasing while the questionnaire demonstrated the link between educational qualification of parents and musical background (p=0,004), and extra-curricular musical activities and self-assessment regarding musical training (p<0,001). Based on my results I summarise the effective methods that can improve teaching in this field of higher education.

Keywords: preschool teacher students, musical background, musical training, musical education, higher education

ADULT-CHILD PEDAGOGIC INTERACTIONS & RELATIONSHIPS

Individual Paper Presentation

CHAIR: MEFHARET VEZIROGLU CELIK, Istanbul Medipol University, Turkey

The association between teacher-child relationship quality and children's early learning behaviours
MEFHARET VEZIROGLU CELIK, Istanbul Medipol University, Turkey

The aim of this study was to determine the teacher-child relationships quality and how these relationships predicted children's early learning behaviours in early childhood. The quality of teacher-child relationships influences children's learning and social outcomes (Acar et al., 2018). Such that, positive and close teacher-child relations are associated with better learning outcomes, whereas conflictual and punitive relationships are related to low learning outcomes (Graziano et al., 2007; Shields et al., 2001). Vygotsky's (1979) Sociocultural Theory posits that children develop and learn through interactions with adults. We recruited 132 preschool children. Teachers reported on their relationships via Student-Teacher Relationship Scale (Pianta, 2001) and early learning behaviour via Early Learning Observation and Rating Scale (Gills et al., 2009; Ahmetoglu et al., 2017). In addition, there were live observation of classroom teaching of teachers. All procedures involving human were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. Informed written consent was obtained from all voluntarily participated individuals included study. Results from hierarchical regression analyses showed that conflictual relationship with teachers predicted children's math skills ($\hat{I}^2$= -.30), receptive and expressive language skills ($\hat{I}^2$= -.17, $\hat{I}^2$= -.22). Simple slopes analyses showed that these associations differed between boys and girls, girls were affected more from conflictual relationships than boys did. The findings from the study suggest that positive relationships (absence of conflict) between teachers and children are important for children's learning behaviours. Teachers should be trained to improve their positive relationships.

Keywords: teacher child relationship, learning behaviour, child gender, early childhood, Turkish children

Space of child realisation
NIKOLAY VERAKSA, Moscow City University, Russia

To show the existence of a special space of children's activity, different from the zone of proximal development (ZPD) in preschool. The notion of space of child realisation is a continuation of the analysis of the concept of Lev Vygotsky. In the cultural-historical concept, ZPD reflects the process of interaction between an adult and a child aimed at assimilating cultural samples. This educational process is entirely determined by the adult. For the development of the child's personality, it is necessary to support such forms of children's activity that are entirely determined by the child and are aimed at the embodiment of his/her idea. These processes take place in a special space, which we call the space of children's realisation. In its structure it is opposite to the ZPD. Space of child realisation is aimed to present ''voice'' of the child, while ZPD leads the child through education. One of the results of the work is the construction of a space for children's realisation, which is perceived by teachers as different from the ZPD. It is important that the child has the opportunity not only to realise his plans but also to present the results to the social environment. In the practice of the kindergarten, the attitude of teachers towards own activity is changing when the space of children's realisation is being built, parents are involved as assistants in the realisation of children's plans.

Keywords: zone of proximal development, project activity, voice of the child, Vygotsky, cultural-historical approach

The effects of the PedaSens intervention in supporting early childhood education professional's pedagogical sensitivity
SIVI HARKOMA (1), NINA SAJANIEMI (1), EIRA SUHONEN (1), JUKKA MÄKELÄ (2) AND MARI NISLIN (3), (1) University of Helsinki, Finland; (2) National Institute for Health and Welfare, Finland; (3) The Education University of Hong Kong, China

The aim of this study was to investigate the extent to which a pedagogical intervention (PedaSens) can enhance early childhood education professional's sensitivity, and support adult — "child interaction in kindergarten groups. A previous study has shown that similar intervention can increase adult emotional availability in dyadic interactions (Biringen et al., 2012). In this research, we focused on the group-oriented sensitivity of professionals. Theoretically this study draws from emotional availability (EA) theory (Biringen, 2000) that explains the emotional features of adult-child interactions. EA refers to adult emotional signalling and understanding of the child's signalling. Participants were 70 ECE professionals and 250 children from 22 groups in 16 public kindergartens in Finland. ECE professionals were randomised in intervention (n=41) and control (n=29) groups. Data was collected by videotaping and observing adult-child interaction in the groups. The EA assessment (sensitivity, structuring, non-intrusiveness, non-hostility, child responsiveness/involvement) was conducted before the intervention and twice after the intervention (after 6 and 12 months). Statistical analyses were used to test the differences in EA between the intervention and control groups (One-way ANOVA, Wilcoxon Signed Ranks test). The study was approved by the Ethics Committee on Human Studies (University of Helsinki), and consent forms were received from children's parents and professionals. According to preliminary results, EA (adult non-intrusiveness) of the intervention group seems to have increased 6 months after the first measurement. This effect was not visible in the control group assessments. The results suggest that the PedaSens intervention can be useful in supporting group-oriented sensitivity of ECE professionals.

SYMPOSIUM SET D / 10

LANGUAGE LEARNING

Individual Paper Presentation

CHAIR: ALIZA ALI, Open University Malaysia, Malaysia

Moving from concrete to abstract: How play-based learning activities promote children's engagement in language learning
ALIZA ALI, Open University Malaysia, Malaysia

This study is aimed to explore children's engagement in language learning through play activities. This study has relationship to past study titled ''Instruction to Help Young Children Develop Language and Literacy Skills'' which emphasised the importance of learning activities that promote children's language skills. This study is based on Constructivist theory. Piaget believed children construct knowledge through their sense along with interaction with others and by acting on their environment. Much of Vygotsky social learning theory stressed the fundamental role of play through social interaction and language expression. A qualitative research approach was carried through children observation, teachers' interview and children's work samples. Two teachers were selected purposely to implement play-based activities in a real classroom. Six preschool children were selected purposely for data collection from learners. The selection of children comes is based on a mixed ability of good, average and low performance learners. Observation data was taken through video recording. Checklist and anecdotal notes were used to record their engagement in language activities. Various appropriate learning materials were used and appropriate scaffolding was provided by the teachers to deepen the children's learning experience. All parents of participated children and their children were informed about their involvement to ensure the right of children to participate is indisputable. This study shows that children master their language learning through objects exploration, collaboration with peers, observation of symbols and printed materials. This study will provide information to early childhood practitioner and policy maker on the importance of child-centred pedagogy in language learning.

Keywords: preschool children, play approach, play-based activity, language learning, child development

StoRe – stories make readers: Project creating a society of readers
JULI-ANNA AERILA (1) AND MERJA KAUPPINEN (2), (1) University of Turku, Finland; (2) FINEEC, Finland

The StoRe-project develops pedagogical and research-based approaches to influence the attitudes and motivation towards reading and literature in education. In this study, we discuss the meaning of parental support in promoting children as emergent readers. Our research shows, that the means of making reading more appealing to children are not complex: increasing the time for reading, offering interesting reading material which corresponds to reading skills and promoting positive role models in reading. The parental support during emergent literacy varies a lot. 28 % of Finnish parents reports not reading regularly to their children (PIRLS, 2016). However, the meaning of parental support is highlighted in international literacy assessments, which indicate, that there is a strong relationship between reading attitudes at home and reading commitment of a child (f. ex. PIRLS, 2017). The data was collected using a questionnaire with Likert scale questions. Altogether, 105 child between ages 6 to 8 answered the questionnaire during years 2017-2018. The data were analysed in the means of quantitative analysis. The research project is guided in strict confidence and no real names are used in this study or in any subsequent publications. The data is kept private. The children and their parents were given an opportunity to withdraw at any point. The result of the study indicate that the amount of parental support during emergent literacy varies a lot and pedagogical approaches are needed. It is crucial that the educators find ways to support the families in enhancing children's reading enjoyment and motivation.

Keywords: emergent literacy, reading enjoyment, role models in reading, parental support in reading, reading skills

The role of context in early childhood curriculum enactment
MARGARET O DONOGHUE, The Institute of Technology Blanchardstown, Ireland

This study focuses on how ECE teachers can be supported to enact the new primary language curriculum (DES, 2016) in relation to Aistear (NCCA, 2009) and other contextual dimensions. Unwin et al., (2007) underline the importance of the need to identify and take serious account of the contextual factors that affect all organisations. Moreover, Li et al., (2011) and Lieber et al., (2009) argue that when introducing curriculum reform there is a need to take into account the cultural and contextual fit. The study draws on the role of context in policy enactment Braun et al., (2011) and Siraj-Blatchford et al,. (2002, p.24) ECE pedagogical model. The two models provide a heuristic device that facilitates an understanding of the role of context in the enactment of ECE policy. The research study sits within a social constructivist paradigm. A qualitative two case study approach was adopted. Ethical principles and procedures were followed including the participants being adequately informed about the purposes of the research, its outcomes and dissemination and confidentiality. How the new primary language curriculum (2016) and Aistear is enacted within the classroom is dependent on the subjective views, and the social-historical biographies of the teachers. Learning is constrained by the beliefs, understandings, artefacts and practices of the particular context within which the learning is taking place (Anning et al., 2004; Ball, Maguire, Braun, & Hoskins, 2011).

The study adds to the literature on policy implementation in relation to ECE curriculum, and the role of context in relation to practice.

Keywords: curriculum, early childhood, policy, enactment, pedagogy

SYMPOSIUM SET D / 11

THE SIGNIFICANCE OF TOUCH

Individual Paper Presentation

CHAIR: MAGNUS ABERG, Centre for Gender Studies, Karlstad University, Sweden

Touch in preschool - care or risk?
MARIA HEDLIN (1), CAROLINE JOHANSSON (1) AND MAGNUS À BERG (2), (1) Linnaeus University, Sweden; (2) Karlstad University, Sweden

The aim is to investigate how Swedish preschools and preschool teacher education discuss and handle physical touch between teachers and children. Physical touch is important for children's development (Underdown, Barlow & Stewart-Brown, 2010). International research has, however, found that physical contact between teachers and children have come to be associated with risk and danger. Initially suspicions were directed against male teachers in early childhood education. The men were regarded as potential child abusers. After that female teachers too were subjects of distrust and suspicion (Tait, 2001; Andrzejewski & Davis, 2007). We draw on a constructionist perspective on gender and bodies (Connell, 1996 & 2009). Touch is understood as a relational concept (Stronach & Piper, 2008). Surveys (n=389) and interviews have been conducted with 20 preschool student teachers, 20 preschool teachers and 10 preschool heads. The interviews were analysed by qualitative thematic analysis (Tuckett, 2005). The project has been approved by Swedish Regional Ethic Board. The participants were informed both verbally and in writing, about the purpose of the study, and that it was voluntary to participate. After the transcription, the transcripts were sent to participants for reflections. Our study shows that the view of touch in Swedish preschool has become more restrictive, the issue is more sensitive, in particular in relation to men. Male preschool teachers feel susceptible to suspicion from colleagues and parents and therefore ask for more knowledge, dialogue and support. The issue of touch needs to be highlighted and discussed among preschool staff and in preschool teacher education.

Keywords: touch, preschool, preschool teachers, preschool teacher education, gender issues

Disappearing bodies – conflicting norms on touch in preschool
MAGNUS ABERG (1), MARIA HEDLIN (2) AND CAROLINE JOHANSSON (2), (1) Centre for Gender Studies, Karlstad University, Sweden; (2) Linnaeus University, Sweden

Physical interaction between teachers and students is common in preschools. Norms on what is considered appropriate touch are created and challenged by teachers, children, parents, management, and steering documents. The aim of this paper is to trace how norms on touch have changed since preschools were established in Sweden in the 1970s. Research shows that touch is good for children's wellbeing (Field 2001, Barnett 2005). At the same time though, many teachers refrain from touching children (Andrzejewski & Davis, 2007), some view touch as 'unprofessional' (Campbell-Barr, 2017). Care receives less attention in steering documents (Halldén, 2007; Warin, 2010; Taggart, 2011) in a time where staff and families need more guidance on touch (Page, 2017). The study rests on a social constructivist framework, and views the verbal and physical actions of teachers, children, and parents as sustaining and challenging norms on touch (cf. Butler, 2004). The study consists of 40 semi-structured interviews, and preschool steering documents, which are analysed by means of discourse theory (Laclau & Mouffe, 1985; Howarth, 2000). The project has been approved by the Swedish Regional Ethical Board. Informants were informed about the project both in writing and orally. They were given opportunity to reflect on interview transcripts, which helped ensure that informants had no post-interview negative responses. The results indicate that norms on touch has moved towards more restriction and cautiousness. Restrictive norms on touch thrive when they are not addressed at workplaces. Parents and teachers need fora to discuss touch, without prejudice or fear.

Keywords: touch, preschool teachers, norms, professional development, teacher-parent relations

Touching in ECEC in Hungarian kindergarten educators' practice
ANIKÓ VARGA NAGY, SÁNDOR PÁLFI AND SÁNDOR SZEREPI, University of Debrecen, Hungary

The aim of this study-research project is to examine physical contact between children and pedagogues through observations. In Hungarian approach to ECEC, demonstrating signs of love and affection is understood as helping children to feel safe (Vekerdy, 2013), through physical contact emotional attachment and secure relationships, which can be seen as a rich emotional response to children's basic biological needs (Inántsy-Pap & Máth, 2004). Hungarian parents identify "child-loving adults" as the most important feature in kindergartens required by pedagogues. (Brayfield & Korintus, 2011). The research adopted a mixed-method approach using both qualitative (focus group interviews) and quantitative (observations) methods of data collection (Creswell, 2003; Burke, Johnson & Onwuegbuzie, 2004). The research had a keen focus on ethics, ethical framework was established, setting out the rights and responsibilities of participants. Written parental informed consent was gained prior to data collection. A consent form and information sheet were provided to all participants. Informed consent

was negotiated with the children involved and re-negotiated during the time the research was carried out. Our first objective the frequency of touch is higher among the Roma children both with boys and girls has become justified. The stronger need for closeness and its expression appears in this. In relation to the pedagogues, giving and receiving physical touches are of equal measure. The main implications are that significant changes to educators' role related policy needed, a great help for the quality of early childhood education at global and local levels, complete whole picture of Hungarian ECEC approach.

Keywords: touch, affection, attachment, emotional response, kindergarten

SYMPOSIUM SET D / 12

THE DEVELOPMENT OF EXECUTIVE FUNCTIONING SKILLS

Individual Paper Presentation

CHAIR: KRISZTIAN JOZSA, University of Szeged, Hungary

Dimensions of Mastery motivation in Hungarian toddlers
AGNES NYITRAI (1), JUDIT PODRÁCZKY (1) AND KRISZTIAN JOZSA (2), (1) Kaposvar University, Hungary; (2) University of Szeged, Hungary

Our goals are 1) to examine the reliability and validity of the Dimensions of Mastery Questionnaire (DMQ18) among Hungarian toddlers, 2) to see the relationship between mothers' and early childhood educators' ratings of motivation, 3) to analyse age differences and 4) to explore the relation of mastery motivation to socioeconomic status. Previous studies pointed out the importance of mastery motivation in early childhood. However, most of them used small samples, and just one rater (parent or teacher). Our study is the very first one among Hungarian toddlers. Mastery motivation stimulates a child to attempt to master a skill or solve a problem that is at least moderately challenging for him or her (Busch-Rossnagel & Morgan, 2013). The sample consisted of 1 to 3 year-old toddlers (n=172). Parents and educators rated them on DMQ18. It has seven scales (four persistence, two emotion, and a competence scale). The data collection was anonymous and voluntary. The research proposal was approved by a university IRB. Evidence for validity was provided by factor analyses, Cronbach's alphas supported the good internal consistencies of the scales. There were significant, but modest correlations between educators' and parents' ratings. Modest age differences were found, younger children being rated lower. There were also a few significant relations between socioeconomic status and DMQ18 scales. The DMQ18 provides a relatively quick method to assess adult perceptions of children's persistence and emotions in challenging mastery situations. The results of this study can be used in teacher training programmes, and also in the practice.

Keywords: mastery motivation, dimensions of mastery questionnaire, psychometrics, toddlers, background variables

The relation of home environment to mastery motivation among Hungarian toddlers
KRISZTIAN JOZSA (1), AGNES NYITRAI (2) AND JUDIT PODRÁCZKY (2), (1) University of Szeged, Hungary; (2) Kaposvar University, Hungary

The aim of this study was to analyse the relationship between home environment and mastery motivation among Hungarian toddlers. There has been some research on the relation between parenting and mastery motivation among toddlers (Busch-Rossnagel et al., 1995; Wang et al., 2014). However, none of them have focused directly on the home environment and no research has been conducted in Hungary in this area. Shonkoff and Philips' (2000) influential report defined mastery motivation as a key factor in development. In particular, children's mastery motivation is an important predictor of school success (e.g., Gilmore et al., 2003; Mercader et al., 2017). The sample consisted of 210 families. The average age of the children was 27.3 months (SD=5.5), 51.5% of them were boys. Parents and early childhood educators rated the children on the Dimensions of Mastery Questionnaire (DMQ18). Trained BA students visited and observed the families, and filled out the Home Observation for Measurement of the Environment (HOME). The scales have good internal consistency (Cronbach's alphas>0.7). The families voluntarily participated in this study. The research proposal was approved by a university IRB. We have found significant correlations between the HOME factors and the DMQ dimensions. The HOME factors have a stronger relation with the early childhood educators' ratings than with the parents' ratings. Based on our results, we assume that by supporting the family child rearing environment, we can increase children's mastery motivation, and, in the long run, school achievement and life success may also be improved.

Keywords: mastery motivation, home environment, home observation of the environment, dimensions of mastery questionnaire, toddlers

Enhancing executive function through imaginary play
SUE WALKER (1), MARILYN FLEER (2) AND NIKOLAI VERESOV (2), (1) Queensland University of Technology, Australia; (2) Monash University, Australia

The aim of the current study was to investigate the effectiveness of a play based intervention designed to enhance preschool children's Executive Function (EF) skills. Research has demonstrated that improving children's EF skills in the year prior to school can produce lasting benefits across the school years. The early childhood years have been identified as highly significant for the development of important EF skills. The approach of play worlds draws upon Vygotsky's (1966) conception

of play. In play worlds, imaginary situations are created collectively by teachers and children as they dramatise stories together. The intervention consisted of educators and children creating and developing an imaginary situation (play world) over an extended period of time. EF was assessed pre and post the intervention. The participants were 227 preschool children in Brisbane, Australia. Ethical approval for the project was obtained from the University Human Research Ethics Committee. Parents were invited to provide consent for their children to participate. The consent packages for parents included a detailed description of the research, expected benefits and risks, and confidentiality procedures. Results demonstrated significant differences between Time 1 and Time 2 on all EF Measures. Results indicate that teachers are able to develop children's EF when EF activities are embedded in teachers' daily practices, and when imaginary play is used to build meaningful problem situations. The findings from the current study add to findings from past work suggesting that socio-dramatic play can be effective in improving children's self-regulation and executive function skills in preschool.

Keywords: executive function, play worlds, preschool, self-regulation, intervention

SYMPOSIUM SET D / 13

TRANSITIONS FROM PRESCHOOL

Individual Paper Presentation

CHAIR: ELIZABETH ROUSE, Deakin University, Australia

Transition to school - what challenges teachers?
ELIZABETH ROUSE, MARIA NICHOLAS, ROSEMARIE GARNER AND CHRISTOPHER SPELDEWINDE, Deakin University, Australia

This paper presents on a study which sought to investigate what teachers perceived as challenges to effective transition to school for children and families. The study aimed to investigate if these perceptions differed based on the sector the teacher worked in or length of experience. Contemporary research exploring teacher's perception of transitions to school informed the study. Research highlights that primary school teachers' concerns focus on being academically ready, while early childhood teachers believe that socio-emotional and interpersonal development is important. Constructivist grounded theory framed this study. The researchers immersed themselves in the data to draw out the key emerging themes. Qualitative methodology using open ended survey questions was used. 5000 teachers were asked to note the challenges for transition to school when registering for a professional workshop. Comments were extracted and analysed using Interpretative Phenomenological Analysis. To ensure the privacy of participants, the data collected was anonymous, and non-identifiable. Findings show that both early childhood and primary school teachers raised school readiness as a concern. However, primary teachers mainly focused on skills such as cutting and colouring, while early childhood teachers focused on social and emotional wellbeing. Lack of formal early childhood education on school entry, and the number of children needing additional support was also raised as a concern. Teachers also noted the difficulty in forming effective professional partnerships when working with many catchment schools. This study highlights the importance of shared cross-sector conversations during transition to build shared professional understanding.

Keywords: transition to school, teacher practice, shared professional learning, professional collaboration, early childhood

A smooth transition from ECE to elementary school education (ESE) focused on literacy education: Through a comparative case study between Japan and the UK
YUJI FUJIMORI (1) AND ASATO YOSHINAGA (2), (1) Shinshu University, Japan; (2) Kokugakuin University, Japan

The Ministry of Education of Japan emphasises the smooth transition from ECE to ESE in its new National Curriculum, with a strong focus on Literacy Education. The aim is to deepen understanding of the formation of a smooth transitional curriculum, through comparative case study of Literacy Education in Japan and the UK. Yoshinaga (2017) investigated teaching methods of Literacy Education, through a comparison of Belgium, US, and Japan. Our current research draws on this, and establishes a more applicable approach. Our research draws on the theories of Vygotsky and Bakhtin, 'Building Learning Power (Claxton et al., 2013)', and 'Play-Based Learning'. The research is based on a case study method, aiming to build a curriculum model, by analysing practices, assessment systems, and physical environments, through school visits and on-site observations. The University Ethics Committee approved the research design. Permission was obtained from all participants. For designing a smooth transitional curriculum, 1. 'Circle Meeting', 'Storybook Reading', and 'Playing with Language' are typical and effective activities for both educations. 2. The ICT assessment system called 'Tapestry and Target Tracker' has the possibility of integrating education from ECE to ESE. 3. Physical environments encourage communication between grades are effective in motivating ECE children to enter Elementary School. The discussion will relate to fundamental and concrete viewpoints of developed through our case study. Pluralistic awareness will suggest clues to establishing a global standard curriculum model of Literacy Education, and the research will offer international approaches as a step towards creating a smooth transition.

Keywords: literacy education, smooth transition, curriculum, assessment systems, physical environments

The making of transitions from kindergarten to school – a case from Denmark
KIRA SAABYE CHRISTENSEN, DPU, Denmark

The aim of this project is to explore how children and professionals 'do transition'. The project is carried out in continuation of former research projects that have examined the importance of children's fellowship (Stanek. 2013) and the cooperation between the professionals (Hàøjholt, 2001) during the transition between kindergarten and school. Theoretically the project is inspired by the institutional ethnography (Smith, 2005, 2006), the sociology of childhood (James, Jenks & Prout, 1998), and the pedagogical anthropology (Gullàøv et.al., 2017; Löfgren & Ehn, 2006). Methodically the project is based on an ethnographic fieldwork (Atkinson & Hammersley, 1995) based on participatory observations, interviews with professionals (Kvale & Brinkmann, 2015), and interviews with children. (Kampmann, 2017). The project has been carried out with an ambition to treat the children's statements confidentially and to make sure that the children did not feel any pressure to join interviews or conversations with my as researcher. The conference presentation will stress to show how the transition is entangled within norms, expectations and understandings of children, childhood, and school-readiness and how children navigate and create strategies to handle both the professional's expectations and their own agendas. By extension, the implications for the children's possibilities to become 'appropriate' pupils, will be discussed, in relation to the 'transition-work in and between kindergarten and school and it will be shown how these possibilities vary within the group of children.

Keywords: transition, kindergarten, school, school readiness, navigations

SYMPOSIUM SET D / 14

WORKING WITH PARENTS

Individual Paper Presentation

CHAIR: ANNEGRETHE AHRENKIEL, The Danish Center for Research in Early Childhood Education and Care, Roskilde University, Denmark

Consumers, clients or participants? Formal and informal collaboration with parents
ANNEGRETHE AHRENKIEL, The Danish Center for Research in Early Childhood Education and Care, Roskilde University, Denmark

The aim of the research was to investigate how neoliberal forms of regulation change the content and form of collaboration between families and ECE services. Former research found that the marketisation of ECEC changes the former client/expert relationship to a consumer/service provider relationship. Based on theory of everyday life and concepts of invisible, reproductive work, rhythm and coherence, the study explored and compared expectations parents raise to the ECEC services in formal and informal settings for collaboration. The qualitative study used ethnographic methods to study every day conversations between parents and professionals and interview with staff to get insight in formal and informal forms of collaboration as stated by the research aims. Ethical considerations involved how participants may be recognisable even though they were anonymised, but this was overcome by leaving out some information due to the general relevance of the examples. The study found that in formal settings for collaboration, such as meetings, parents tend to raise demands for visible, pedagogical activities related to school readiness, thus positioning themselves as consumers. However, in the daily, informal collaboration, such as conversations during pick-up time, the parents tend to be more concerned with their child´s wellbeing and basic social and physiological needs, sometimes positioning the staff as experts but more often like equal participants in a common project. The project points to the political and practical need to value informal conversations as part of the professional work and as central in a joint project to create rhythmic coherence in children's lives.

Keywords: formal and informal collaboration, every day conversations, invisible work, ethnography, wellbeing

Prosociality, pedagogy and parents: A case-study of Pikler and Steiner Waldorf inspired parent and child and family groups
GEMMA RYDER, Anglia Ruskin University, United Kingdom

This paper explores the prosocial development of young children attending Parent and Child and Family Groups, inspired by the Pikler approach and Steiner Waldorf. The research is part of a wider doctoral study, which explores prosocial development across the birth-to-three years age group within different early childhood settings. Prosocial behaviour is considered to be visible in babies, growing in complexity throughout childhood (Hay & Rheingold, 1983; Hammond & Brownell, 2015). The frequency and quality of prosocial behaviours are perceived to increase with age (Miller et al., 1991). The Parent and Child and Family Groups' mixed-age environment provide opportunities to determine whether this statement is true and how parents and educators can support prosocial development. The study works within a pragmatic paradigm. A multiple-case study research design was adopted, collecting data from seven early childhood settings based in England. Data collection methods comprised of written observations, semi-structured interviews, content analysis and self-reflection. Ethical approval was granted by the University Research Ethics Committee. Participation was voluntary and informed consent obtained from parents and educators. Children's assent and their right to withdraw or refuse was respected at all times. Anonymity and confidentiality were consistently maintained. The findings highlight that prosocial behaviours and actions differ in terms of complexity across different age groups. Parents and educators promote prosociality formally and informally, and this is encompassed within the context of pedagogical approaches, curriculum frameworks and the setting environment.

Opportunities for parents to engage with pedagogical approaches may enhance their understanding of child development and prosociality.

Keywords: early childhood, prosocial development, case study, pikler, steiner waldorf

University and school: A joint effort to acquire competencies on how to engage families in the early childhood educational journey
MARÍA ELENA GONZÁLEZ ALFAYA, MARIA ANGELES OLIVARES GARCÍA, JULIA RODRIGUEZ CARRILLO AND ROSARIO MERIDA-SERRANO, University of Cordoba, Spain

Analysing to which extent the Early Childhood Education students acquire professional competencies related to family's engagement through practices realisation within an innovative practicum experience, i.e. RIECU Network (School-Teaching Center-University): a practice community for excellence aiming at creating synergy throughout the teacher training. It is based on a vast existing literature, emphasising the following: 1) the importance of practicum-based approach for teacher's training system, 2) the relationship between University and School as well as theory and practice and 3) the family's focus for the Pre-service Teachers who have to learn how to incorporate the family collaboration. The importance of Reflective Practice (Schön) aiming at developing the future Teacher's ability to reflect on her/his actions in a process of continuous learning, engaging the family as key-contributor. We followed a qualitative paradigm and case study methodology. Methods: practicum reports, interviews, questionnaires. Data protection. We returned to the participants the results of the research in order to first discuss the outcome and afterwards improve the practice. We found a statistically significant improvement on the perception of the competencies acquisition of the pre-service teachers when it comes to working with families specifically for the following: 1) assimilating the value of having the family participating in their children's whole development journey, 2) mastering the strategies needed to have the family contributing, and 3) managing resources to provide family with guidance and ultimately leverage mutual synergies. The RIECU Network further consolidated its model to become a reference for the Faculty of Education in Cordoba, Spain. It is now institutionalised and expanding outside the Faculty.

Keywords: practice community, family's engagement, reflective practice, pre-service teachers, innovative approaches

SYMPOSIUM SET D / 15

SOCIAL CONSTRUCTIONS OF GENDER & MOTHERHOOD

Individual Paper Presentation

CHAIR: ARNA H. JONSDOTTIR, University of Iceland, Iceland

Analysis of mother's images in Korean picture books
JUNG-MIN KIM AND EUN-JIN LEE, Keimyung University, South Korea

The purpose of this study was to analyse Korean picture book's mother character to understand mother's images and roles in Korean society. The society change from the end of 20th-century would represent mother image and role differences in cultural product (Yu, 2017; David, 2005). Mother's roles of diverse family structure in modern society are mirrored in mother character of picture book (Jeon, Kim & Jo, 2013). Analysis of mother character gives valuable information for social trend (Kim, 2013). Fort-one Korean picture books published 1995-2018 were analysed with mother character's appearance and roles of emotional support, parenting, housework, job with economic support. Written text about mother character was divided into a clause to code roles. Image text was analysed with colours, lines, figure and spatial layout. The data were coded by Excel for percentage with 98% coder agreement. Clear facts and data were maintained without intentional modification or selection. Mothers' appearance was described traditional skirt and blouse, and smaller than fathers in picture books before 2005. After 2005, mothers were described with various hair styles, wearing trousers and suits. The emotional support and parenting have steadily accounted for high rate. Regarding emotional support, expression of affection (51.5%) and regarding parenting, daily habit discipline (64.6%) accounted for high rate. Housework has gradually declined since 2005, and job related activities surged in recent three years. Mother of picture books is described not only being traditional sacrificial housewife but pursuing individual needs and working outside family. Androgynous sex-role represented in Korean picture book conveys the expectation for modern mother.

Keywords: Korean picture book, mother character, image text and written text, mother roles, society

Diversity and gender equality in transition from pre- to compulsory schools: The role of the after school programmes
ARNA H. JONSDOTTIR, University of Iceland, Iceland

The aim of the research was to gain knowledge about the emphases of directors of after school programmes regarding diversity and gender equality. Earlier I had talked to leaders in pre- and elementary schools about the same issues. The findings in that research led me to the directors as they seemed to be the third pillar in the collaboration about transition and continuity between school levels. Many research has been carried out on transition and continuity in children's education between school levels. This research focuses on directors of after school programmes, which is more seldom. The research draws on theories of the role of professional leaders developing the learning community (Hord, 2007), views towards children's education and what issues should be a priority. Interviews were carried out with three directors of after school

programmes. Earlier in the process I had talked to principals and assistant principals in 6 pre- and elementary schools. Thematic analysis was used to analyse the data (Braun & Clarke, 2013). Participants were informed of the purposes of the study, the confidentiality of their responses, and their consents were obtained. The research was reported to The Icelandic Data Protection Authority. In the former interviews with the leaders diversity seemed to knock much more on their door than gender equality. In the presentation the interviews with the after schools directors will be introduced and compared to the former findings. Implications will be introduced in the presentation. They are very much related to the #metoo revolution.

Keywords: transition, continuity, after school programmes, diversity, gender equality

Gender differences: given or made?! Gender constructions of parents and professionals in a German daycare centre
MELANIE KUBANDT, University of Vechta, Germany

The provided gender constructions by professionals and parents are intended to show blind spots in everyday pedagogical life. The main challenge for gender studies has been the weight of culture over nature. The material shows that the question of the origin of gender differences is not only a subject of scientific debate, but is also of relevance in the everyday understanding of parents and professionals in a daycare centre. The study is based on the ethnomethodological doing gender concept and the empirical constructivism. I refer to empirical results from an ethnographic project on doing gender, which was carried out over a period of fourteen months in a Lower Saxony daycare centre. The question, which is based on the ethnomethodological paradigm, was how gender is constructed by children, parents and professionals in everyday educational life. It was above all important not to reify gender itself. Therefore, all constructions as a researcher were analysed, too. The thesis of gender's social constructiveness familiar to parents is juxtaposed with the personal experiences with one's own children, which speak in favour of innate gender differences and cast doubt on the hypotheses of social growth. Their own potential possibilities of influence are marginalised, but the child daycare centre is ascribed the task of breaking down supposedly existing one-sided gender preferences. The facilitation of gender equality thus becomes a matter for the institution and falls within the remit of the daycare centre. The study also shows, the challenges faced by professionals in daycare facilities for children.

Keywords: doing gender, expectations of parents, sex versus gender, challenges for professionals, blind spots

SYMPOSIUM SET D / 16

WORKING WITH DIVERSITY

Individual Paper Presentation

CHAIR: BERT WASTIJN, Erasmus University College Brussels, Belgium

A school for cultural sensitive educative professionals
BERT WASTIJN AND LEEN ROSIERS, Erasmus University College Brussels, Belgium

The research aims to support schools to develop preconditions needed for the cultural sensitive attitude of early childhood education (and care) professionals. A method will be designed to sensitise the topic and stimulate school principals, teachers and policy makers in this process. Engels et al. (2008) researched the importance of principals in creating a positive school culture. This culture, linked to policy and leadership, has impact on teachers' commitment to professional and school development (Aelterman et al., 2002). This is relevant considering cultural competence development is a lifelong learning process (Deardorff, 2015). Verhaeghe et al. (2017) distilled five components which add to the cultural responsive attitude of professionals. Concepts of developing these cultural competences (Campinha-Bacote, 1999) and Banks conceptual model of multicultural education (2009) are important. As is the idea of the personal interpretative framework of Kelchtermans (2009) and the concept of school climate (Cohen et al., 2009), leadership and policy (Engels et al., 2008) The Practical Research uses ADDIE. After a literature study, data is collected in ECE(C) contexts by surveys, interviews and focus groups. The encoding process is structured. An informed consent, including Information and approval, is signed by all participants. Anonymity is assured and data is coded. Trough better understanding of expectations and needs from all stakeholders regarding a cultural sensitive attitude, schools can develop relevant preconditions based on the method that will be created. The developed method will be available for use in diverse educative contexts to think and adjust the relevant school preconditions.

Keywords: educative professionals, school preconditions, leadership, cultural sensitivity, professional development

Creating an affordance network for newly arrived refugee families in preschools
ÅSA LJUNGGREN (1) AND KRISTINA GIDNER (2), (1) Linnaeus University, Sweden; (2) The Preschool Management of Malmo, Sweden

The aim is to create knowledge about how preschools can cooperate with parents for better inclusion of newly arrived refugee families. It can be difficult for teachers to collaborate with families from different cultural and linguistic backgrounds (Keengwe, 2010; Lunneblad, 2013; Lunneblad, 2017). Preschool teachers express the need of ways to improve their collaboration with parents (Banerjee & Luckner, 2014). The study draws from the theory of "affordance network" (Barab & Roth, 2006). Clarkin-Philips & Carr (2012) demonstrate how affordance network can be used to create an effective parenting, building on parents' knowledge and skills, and increase participation and engagement in ECEC. The study is grounded in a

participatory world-view bringing together action and reflection, theory and practice. Participatory action research was used as a method (Rönnerman, 2012; Morales, 2016). The guidelines of the Swedish Research Council were used. The parents and the children were anonymised. The empirical data was handled carefully and were not distributed to non-authorised persons. The participants were informed of the aim of the study and of their rights to withdraw. Supportive strategies and methods for inclusion can be built in close cooperation with the families. The method of ''walk and talk'' (guiding the parents in the neighbourhood) was pointed out as one of the well-functioning strategies. ECEC can have a supportive function for guiding the families into the new society. If families can get more support and guidance of ECEC, it means that the children could also receive the appropriate support needed.

Keywords: refugee families, parental involvement, inclusion, educational strategies, participatory action research

My way, your way or our way? Ethical considerations in multicultural parent-teacher relations
KATHRINE TVINNEREIM, Volda University College, Norway

The aim of this research project was to find out which ethical issues influences the cooperation between teachers and multicultural parents in preschool. This study is partly based on research by Palludan (2005) showing that preschool teachers act differently when it comes to cooperating with multicultural children and parents. The theoretical framework is mainly based upon cultural theories and theories about power and ethics in the cooperation between teachers and parents. The research belongs to Social Studies and the approach is social constructivist perspectives. This research project is based on a qualitative research design. I have interviewed four preschool teachers in a focus group. The participants were informed about voluntary involvement in the research project and they signed an informed consent. They were assured about the confidentiality and anonymity. The participants find it challenging to cooperate with parents with background from dissimilar cultures. Cultural differences make it difficult to understand each other's approach to raising and teaching children in preschool, day care and at home. The ethical dimension is about whether the teachers are confident and comfortable enough to confront the parents when the family values are too far from the values in preschool. The preschool teachers did mention that time available was not sufficient to address the challenges with the teacher-parent relation in responsible way. Teachers suggest that multicultural families should be devoted more attention and time in the beginning, in order to achieve an improved inclusion.

Keywords: multicultural, parent-teacher relations, communication, ethical issues, cooperation

SYMPOSIUM SET D / 17

SUPPORTING INFANT WELLBEING, MOVEMENT THROUGH PARENTING PROGRAMMES

Individual Paper Presentation

CHAIR: WENDY BOYD, Southern Cross University, Australia

Childhood, movement, families: A diversity study
TINA SAENGER, University of Goettingen, Germany

In the first years of life, the parents, as the primary socialisation and education body, play an important role in deciding the movement activities and the associated development opportunities for their children. Our research focuses on showcasing the typical social constellation structures (and their potentials) of the movement socialisation within the first years of life and on the reconstruction of parents action-oriented everyday knowledge and their motivations for early childhood physical activities. The study we previously conducted focused on an empirical approach to assess how gender relations in early childhood are being structured, and the social practices were analysed within families and the kindergarten setting (Hunger, 2014). This is the point of contact to our new research focusing on gender and diversity. The study focuses on families of different social and ethnic-cultural backgrounds (German/Turkish/Arab/Roma families) and is taking the significance of gender and diversity into account. For this purpose, the families will be accompanied over a period of three years (2017-2020). There will be interviews held with parents, field discussions as well as ethnographic observations of physical activities in different settings. The research is qualitative and focuses on the concept of grounded theory (Breuer, 2009). Especially, when deciding on the sample we discussed our ethical concerns thoroughly. First results will show differentiated knowledge about the socially and culturally specific conditions regarding early childhood movement socialisation and education. The long-term goal of this research is the practical transfer and to increase (social) access to physical activities for young children.

Keywords: family socialisation, (early childhood) physical activity, diversity, gender, qualitative research

Setting babies in motion: a Brazilian case study of infant locomotor exploration dynamics in daycare adaptation
NATÁLIA MEIRELES SANTOS DA COSTA AND KATIA AMORIM, University of São Paulo, Brazil

We aim to discuss infant locomotor exploration relational dynamics, considering the first days of adaptation to daycare centre. Infants' locomotion and exploration are usually investigated on dyadic relations, often with mother and in laboratory. Rarely this issue is addressed in naturalistic environments and beyond psychomotor and emotional assessment (attachment), considering institutional, cultural and social specificities. Cultural-historical approach. Qualitative longitudinal case study from a Brazilian university daycare. One focal infant (Carolina - 10 m.o.) was monitored through eight video recordings sessions

throughout a year. Locomotor exploratory activities are being mapped, and microgenetic analysis of episodes conducted. Ontogenetic aspects and political-pedagogical strategies/conceptions are considered. Approved by local Ethics Committee. Teachers and guardians provided consent for participation and use of images. Fictional names. Two episodes are discussed (first day/one month later). In both, while with an adult (mother/caregiver) Carolina interrupts/refuses further movement in face of transition of space. Peers playing in corners seem to attract Carolina's posterior spontaneous approaching, though locomotion is intermittent and changed in the presence of other adults, peers. Movement occurs in interactive manner, and infant embodied communication via (non)motion is signified, unfolding negotiation of different body positions and interest attraction. Peers in a circumscribed zone seems to favour autonomous motion, but non-familiarity with space/people and interactive adult dynamics are strong references for Carolina's movement. Institutional openness to parents and programmed adaptation allow gradual transition between familiar and new elements. Directing dyadic adult-centred practice towards peer group-oriented interaction (including space arrangement) holds potential for allowing gradual greater-reach infant movement.

Keywords: infants, locomotion, exploration, daycare, interaction

What is the impact of an innovative combined parenting and yoga programme on everyday family life?
JANET ROSE, KAREN MCINNES AND CLAIRE BURGESS, Norland College, United Kingdom

To evaluate the benefits of a combined parenting and yoga programme on family wellbeing, parental self-efficacy and children's development. Many different parenting programmes have been evaluated as effective for parents with children aged from birth to five years (Axford et al., 2015; Barlow et al., 2016). The benefits of yoga are thought to be both emotional and physical however, there are few studies evaluating its efficacy (Lawlor, 2017) and even less looking at the effects of yoga with children and parents. Drawing on developmental psychology and attachment theory, this study is evaluating the benefits of a bespoke parenting education and yoga programme for parents and children aged 2-3 years of age. This study is an impact evaluative case study (Higgins, 2017) and utilises mixed methods. Quantitative methods include pre and post questionnaires of parental self-efficacy, issues with family life and a weekly checklist of children's development. Qualitative methods comprise a pre and post semi-structured interview with parents. Informed written consent was sought from parents and ongoing assent from children was monitored. Confidentiality and anonymity was guaranteed alongside the right to withdraw. This is an innovative programme combining parenting education with yoga sessions for parent and child. Initial interviews identify the attractiveness of the holistic approach of the combined programme and accords with current thinking on the benefits of mindful activities. This innovative programme aims to support both parents' and children's development thereby contributing to greater family wellbeing. The programme has the potential to be rolled out to a wider audience.

Keywords: parenting, yoga, evaluation, family life, wellbeing

SYMPOSIUM SET D / 18

THINKING ABOUT MATHS

Individual Paper Presentation

CHAIR: IBRAHIM H. ACAR, Istanbul Medipol University, Turkey

Differences and similarities in the mathematical thinking of 5-6 year olds in New York City, USA and Hungary – comparative analysis
JUDIT SZITÁNYI (1), JUDIT KEREKES (2) AND MÓNIKA BAGOTA (1), (1) ELTE TÓK, Hungary; (2) The City University of New York, United States

Comparison of the development of number sense and logical ability between Hungarian and American 5-6 year olds. The Hungarian Academy of Sciences two years ago funded the MTA-ELTE Complex Mathematics Education Research Group. Our goal is to research children's mathematical concept development, building on previous studies (Clements & Sarama, 2009). The time of school entry has a great impact on the development of children's thinking (Duncan & Magnuson, 2011). The timing and modalities for school entry are different in the two countries. In Hungary, mathematics education is based on understanding of the children's surrounding world, "Guidelines for National Preschool Education" (363/2012 Decree of the Government), in the U.S. on a very detailed framework (Clements et al., 2003). We were interested to find out the effect of those differences on children's thinking. We have examined broadly, using activity-based experiments to determine the levels of logical abilities and number sense. In Hungary (N=367) and the U.S. (N= 85) children participated in the research study, on separate days, 2x20 minutes. During the study we provided anonymity and protection of privacy of participants. The informed consent was obtained in a manner that was meaningful and child-friendly. After analysing the data, the findings demonstrate the differences between the two countries. In fact, there is a great difference among individual children's thinking even within the same country. These findings support our standpoint: the development of number sense and mathematical thinking is a long process and requires a long preparation.

Keywords: preschool/kindergarten education, mathematical thinking, number sense, logical ability, school readiness

Designing "hard fun and hard learning" mathematical activities for young learners

ANDREA ELIADOU, European University Cyprus, Cyprus

This paper presents how young learners (YL) are able to cope with "hard" mathematical concepts which are based on powerful and big ideas, as inspiration. In this study, Constructionism and Research Design are the key elements to revise our teaching and learning. Big ideas offer YL the opportunity to be skilled, confident and curious theory-builders (Chaille, 2008). Additionally, it shares similar characteristics with constructionism that be relevant to the ownership of learning and motivate YL to "work" with "hard" concepts triggering their hands, head and heart (Papert, 1999; Â· Martinez & Stager, 2013). This study draws on a number of paradigms within the literature (Big ideas, Constructionism, Reggio Emilia) that pinpoint the importance of the complex texture of creative teaching and children's learning, as their ownership. Thus, there is a need for a shift from linear teaching to use big ideas to trigger children's learning. This study explains: i) how teachers can design "hard" mathematical activities for YL and ii) how YL can improve their mathematical knowledge and skills. The designing of activities derived from research design. In this phase activities designs arise through children's interests without having well-define objectives. Data collected (videotaped, children's artefacts, the researcher's field notes) from powerful mathematical activities that were implemented during an afternoon STEM playgroup. Parent's written consent was ensured. Findings indicate that creative learning environments allow YL to accomplish "hard" mathematical concepts. The significant for mathematical activities designing are based on powerful ideas, playful and creative learning approach.

Keywords: mathematical activities, hard learning, big idea, constructionism, young learners

Teacher perceptions of a learning outcome-based approach to a new mathematics curriculum for the early years

MAEVE MCCAFFERTY, Irish National Teachers' Organisation, Ireland

The aim of the research is to ascertain the views of teachers in relation to mathematics curriculum developments. In principle, outcomes-based approaches should mean that teachers have more autonomy to decide how to help learners achieve learning goals (Looney, 2016). However, too much focus on outcomes may be counterproductive (Black & Wiliam, 1998). Learning outcomes have become ubiquitous within worldwide curriculum policy in recent years (Priestley, 2016). This move comes with many potential benefits, as it shifts the focus from providers to users of education, and it introduces a common language, addressing issues of progression, transparency and equity (CEDEFOP, 2009). However, prior curricula, teacher values and attitudes, the quality of guidance materials, high-stakes assessments and other factors all affect interpretation and implementation of new approaches (Looney, 2016). 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 need to be provided with opportunities to make sense of outcomes-based curricula and to identify appropriate pedagogies. A balance must be struck between the need for broad learning outcomes to ensure teacher autonomy, and sufficient detail to allow clarity for teachers. Teachers must be supported to engage in new practices with a curriculum that sets out broad guidelines for teaching, provides tools and exemplars of effective practice.

Keywords: play, curriculum, policy, teacher's voice, mathematics

SYMPOSIUM SET D / 19

WORKING WITH INCLUSIVITY

Individual Paper Presentation

CHAIR: ANE BJERRE ODGAARD, University of Southern Denmark, Denmark

Culturally diverse families as gate keepers of information capital

SHAROLYN POLLARD-DURODOLA (1) AND GLORIA MILLER (2), (1) University of Nevada Las Vegas, United States; (2) University of Denver, United States

The aim is to understand how families of preschool dual language learners (DLLs) teach new information to their child and the specific subject-area topics (science, social studies) of their informal conversations. Do families use cultural (i.e., artefacts) and linguistic capital (i.e., vocabulary, language) to build knowledge that can support school learning? Previous research shows our thematic knowledge-building visual prompts stimulate language and conceptual knowledge growth with preschool DLLs in adult-child interactive discussions (Pollard-Durodola, Gonzalez et al., 2017). In Bronfenbrenner's framework (Bronfenbrenner & Morris, 2007), a child's developmental outcomes are influenced by proximal processes (parent-child interactions) in their immediate environment. Further, the funds-of-knowledge conceptual model (Moll & González, 2004), suggests that school systems (e.g., teachers) can understand these ecological strengths by talking with families to investigate the kinds of knowledge and strategies (cultural interaction styles) that parents use to teach their children to be able to engage in the broader society. This knowledge can be integrated into the school curriculum while shifting parent-school connections to bridge family-school learning. Families and their PK child are recruited from urban setting. Parent-child talk is observed while implementing the visual conversation-prompts during knowledge-building conversations. Cultural/linguist capital practices are noted and themes analysed. Parents provide feedback. Participants consented. Pseudonyms used. Data encrypted. Immigrant parents may employ cultural/linguistic capital to informally teach science and social studies related ideas to their children while using visual conceptual representations. This investigation deepens our understanding of home language and knowledge-building experiences of DLLs that can facilitate school readiness and transitions to kindergarten.

Keywords: culturally diverse families, dual language learners, cultural sharing, language and knowledge development, home-school partnerships

Habitual and value bonding between parents and ECEC institutions and its consequences in the diversifying ECEC system in the Czech Republic

MARTINA KAMPICHLER AND KATARÍNA SLEZÁKOVÁ, Masaryk University, Czech Republic

The aim of the paper is to examine the habitual and value bonding between parents and ECEC institutions and its implications in the context of an increasing diversity of public and private ECEC institutions in the Czech Republic. The presented research relates to works dealing with classed choices of childcare, preferences for certain pedagogies and practices of various childcare institutions and earlier research employing institutional habitus (e.g. Vincent & Ball, Lareau, LeVine, Bourdieu, McDonough, Reay, Reay, David & Ball, Burke, Emmerich and Ingram). The paper uses institutional habitus (Reay, Meo), to examine the impact of social class and cultural ideas about ECEC and children's' needs as mediated through ECEC facilities and how this relates to parent's individual ECEC choices. The presented research is rooted in social constructivism. A qualitative interpretative approach is used for the analysis of interviews (with parents and ECEC directors) and direct observations. 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 paper shows the habitual closeness of parents' expectations with directors' visions of appropriate ECEC and its impact on the access of different types of parents to public and private ECEC facilities. It discusses consequences especially for the public system where the diversity of ECEC facilities remains often invisible and shows the risks this bears for the deepening of social inequalities.

Keywords: institutional habitus, parents and ECEC facilities, parents' ECEC choices, access to ECEC, Czech Republic

Enhancing inclusive values, strategies and practice for multi-professional teams, families and community partners in early childhood education

ANDREA TURES (1), SABINE LINGENAUBER (2) AND JANINA VON NIEBELSCHÜTZ (2), (1) Justus-Liebig-Universität Gießen, Germany; University of Applied Sciences Fulda, Germany

The study addresses the professional development in German early childhood settings through a two year in-service training programme in the area of inclusion. It investigates changes of inclusive values, strategies and practices of all participating partners. The research is based on our previous findings and conceptual work on inclusive professional development at pre-service university training level. The study is situated within the framework of the Reggio Emilia Approach. Hence professional development is viewed from a perspective that highlights the participation as a right of ECE teachers, all staff, parents, children and all partners within the community. The exploratory study used qualitative research strategies. The method of reflective journal writing (Rambow & Nückles, 2002) was used as a professional development and research tool to elicit and investigate the changes in reflection on inclusive values, strategies and practises of the participants during the two year training period. The study was conducted as participatory action research and used indebted reciprocity through consent forms, confidentiality of participants and discussion of results with participants to avoid potential ethical dilemmas. The findings demonstrate the significant challenge for multi-professional teams to actively engage in a positive collaboration with families and community partners. Further challenges occurred in including children with special needs and particular conversational styles in the ECE classroom. Based on the findings it is argued for the need of an approach to professional development that is grounded on reflective practise that supports all partners to value collaboration and to include all children in the ECE classroom.

Keywords: inclusion, professional development, Reggio approach, multi-professional teams, special needs

SYMPOSIUM SET D / 20

CROSS CULTURAL APPROAHCES TO PARENTAL PARTNERSHIPS

Individual Paper Presentation

CHAIR: HO KA LEE CARRIE, University of Saint Joseph, Macau

"The Democratic Parent" in early childhood institutions in Australia and Sweden

ANDERS RÅDE, Umeå University, Sweden

The aim is to explore the involvement of parents in Early Childhood Institutions (ECI) in Australia and Sweden. The relationship to parents is of great importance in ECI and have developed from a view focusing the parents will, a view focusing the will of the staff, to today's democratic view with mutuality between staff and parents (Kampman, 2004). This trend of parents as equal partners to the staff in the ECI is strong in many countries (De Cavallho, 2002; Markström, 2011). However, earlier studies has found problems in different willingness and competencies among the parents (Gleichman, 2004; Karlsson, 2006). Some studies has shown challenges and contradictions with "The Democratic Parent" in school-situations (Ravn, 2002). A problem can be if the methods used for parental involvement facilitates the equal relationship between parents and staff. With a grounded theory orientation, this study will explore how a democratic relationship to parents in ECI can be facilitated

by different methods proposed by policies. With a qualitative approach, an analysis is done of policies concerning parents in ECI in Australia and Sweden. Four preschool teachers in each country are interviewed for a deeper understanding of the parental relationship. The policy analysis concerns no individuals, which entails no ethical considerations. However, the interviews, as they deals with individuals will fulfil relevant ethical considerations. No findings yet. The possible implications of this study are that both similarities as differences between the two countries in the parental relationship in ECI can bring some new insights to this field.

Keywords: early childhood institution, parents, involvement, Australia, Sweden

Parent participation in early years services in Northern Ireland: Implications for policy and practice
ELAINE DUDDY, Birmingham City University, United Kingdom

This study analyses parental experience of participation in Early Years. These are mapped to relevant EY policy and legislation in order to identify potential gaps in policy implementation. With EY services designed to ensure improved short and long term outcomes for the child (HM Treasury, 1998) and society, parents have been designated by policy as the primary agents of such effects (DHSSPS, 2009) (DE, 2012) based on EYS involvement. No comprehensive review of parent 'participation' in NI has happened to date. Constructivist Grounded Theory offered both an analytical framework and a philosophical perspective with which to clarify parent participation by facilitating multiple realities and providing a framework which recognises parental report of these experiences as data for analysis with components of participation identified. This is a qualitative two-phase study which employed a social constructivist paradigm in order to, i) identify key legislative and policy drivers of parent participation to inform the formulation of key themes for discussion with study recruits and ii) collect and analyse parent experiences based on the themes identified. Qualitative interviews were used to collect parent reports. Ethical considerations involved the preparation and provision of service-specific information sheets, confidentiality agreements and consent forms with potential literacy issues accounted for. Parents are experiencing 'involvement, not participation, in EY services with limited interest in EY involvement in order to 'educate' their children. The development of a co-production model for use with parents across a broad range of service provision with recommendations for revision of relevant EY policy.

Keywords: participation, parent, involvement, education, co-production

SYMPOSIUM SET D / 21

MALE ECEC WORKERS IN THE VIEWS OF CHILDREN, COLLEAGUES, AND PARENTS

Self Organised Symposium

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

Policymakers and gender experts have been promoting a better gender balance in ECEC for years. But how do children, parents and colleagues perceive male workers, and what do they expect from them? The papers in this symposium present different research approaches to these issues. Markus Andrae analyses the role of men in processes of gender socialisation in ECE in German kindergartens. Tim Rohrmann reports on a cross-cultural comparison of parent's attitudes towards male workers in Austria and Turkey, highlighting the relevance of cultural traditions regarding the role of men and women in society. Finally, Joanne McHale brings in perspectives from female colleagues and parents from Ireland, where attitudes on gender and family are in a process of rapid change. It is argued that debates on men in ECEC need to value the perspectives of all parties involved, and to respect cultural diversity. Symposium organised by SIG gender balance (#3).

Gender socialisation in ECE and the significance of male workers
MARKUS ANDRAE, Fachhochschule Dresden, Germany

This paper analyses the practice of gender socialisation in ECE institutions and the significance of male workers in these interactive processes with children. The research is mostly based on qualitative studies taking the prospects of children into account (Harris/Barnes, 2009; Nordberg/Saar/Hellmann, 2010). They show the challenges boys and girls are facing when they try to comprehend the gendered structure of the society they live in and how creative they are in doing so. Culture theory (Bourdieu, 1993) and microsociology (Collins, 2004) provide the theoretical and conceptual framework. Based on the paradigm of social constructivist theory (Vygotsky, 1992) the methodology follows the idea of studying social action by interpretative methods (Weber, 1984; Mead, 1991). Means of qualitative video analysis are used. A thin description based on focused ethnography is thickened by using video interaction analysis (Geertz, 2003; Tuma/Schnettler/Knoblauch, 2013). All professionals and parents of the participating children have granted permission via consent form. Published video samples have been anonymised. The gendered socialisation of boys and girls can be described as an ongoing metaphorical discourse. Male workers can open up new rooms of experience in this interactive process. Two dimensions seem to be significant: interactions in the context of pretend play and constructions of membership or difference according to the sex category of the participants. Social constructivism should consider affective processes. Symbolic metaphors of gender are powerful and convincing (Lakoff/Johnson, 1999). Children will not realise the opportunities of gender diversity until they have explored stereotypes. ECE professionals should be aware of these processes.

Keywords: gender, identity, male ECE workers, symbolic metaphors, doing membership

Attitudes towards men in ECEC: A comparison of parents' views in Austria and Turkey

TIM ROHRMANN (1), RAMAZAN SAK (2), İKBAL TUBA ŞAHIN SAK ŞAHIN SAK (2) AND GABRIELE SCHAUER (3), (1) Dresden University of Applied Sciences, Germany; (2) Van Yüzüncü Yıl University, Turkey; (3) University of Innsbruck, Austria

What do parents expect from male ECEC professionals – do attitudes of parents differ in relation to cultural backgrounds? This study analyses parent's views from Austria and Turkey, two countries with relevant differences in gender equality status and male participation in ECEC. Possible reasons for the higher proportion of male teachers in Turkey are discussed. The paper builds up on research on men/gender balance in ECEC in Austria (Aigner/Rohrmann, 2012), Turkey (Sak/Sak/Yerlikaya, 2015), and international comparison (Peeters/Emilsen/Rohrmann, 2015), with focus on parent's attitudes towards male ECEC workers. Within the context of research on gender balance in ECEC, the paper analyses attitudes of parents regarding the participation of male workers in everyday routines and in relations to children and families. A quantitative questionnaire was used for cross-country comparison. The original questionnaire was developed in the context of a multi-method research project in Austria, where it was combined with interviews of practitioners. The questionnaire was translated and revised in regard of the situation of ECEC in Turkey. The research follows EECERA ethical guidelines. Participants gave informed consent on the use of their data for research. The results mirror differences and inconsistencies in gender equality status and ECEC qualifications in Austria and Turkey. Despite persisting stereotypes, Austrian parents are generally more positive towards male workers. However, the higher status of ECEC teachers' qualification in Turkey might explain a higher share of male professionals. For a better gender balance in ECEC it is necessary to regard and sometimes confront parents' gendered expectations and attitudes.

Keywords: men, ECEC, parents, gender balance, cross-country comparison

Male early childhood educators in Ireland: An exploration of the views of female colleagues and parents

JOANNE MCHALE, Institute of Technology Blanchardstown, Ireland

Despite changing social structures in Ireland (Connelly, 2011), the male participation rates in the early childhood workforce remain low at 2% (Pobal, 2017). Building on an earlier phase focusing on men's trajectories and experiences in early childhood in Ireland, this research aims to consider the experiences and perceptions of female workers and parents of young children in relation to the value of men in the early childhood workforce. This research will be discussed in the context of previous literature on the gendered nature of the early childhood workforce (Cameron et al., 1999; Brind et al., 2011; Conroy, 2012; Brody, 2014; Peeters et al., 2015). The changing Irish social and political landscape and the impact on the role of the family and caring for children form the basis of this research which takes a mixed methods cross sectional approach. Qualitative semi-structured interviews were carried out with women working alongside men in early childhood settings. Surveys were carried out with parents of children attending early years services in Ireland. Ethical clearance was granted through UCL Institute of Education. The perceptions of female early childhood workers and parents will be discussed in the context of the previous research on men's trajectories, roles and practices in the early childhood workforce. Despite significant changes in the Irish society, wider structures such as the value on care, the ''breadwinner'' role and the presentation of early childhood as a career option to young boys need to be addressed.

Keywords: gender balance, trajectories, early childhood workforce, men in early childhood, Irish context

SYMPOSIUM SET D / 22

OUTDOORS & THE NATURAL WORLD IN ECE

Individual Paper Presentation

CHAIR: MAGDOLNA NEMES, University of Debrecen, Faculty of Child and Adult Education, Hungary

Humans and animals: an educational programme for Greek preschool aged children

MARIA KYPRIOTAKI (1), MICHAIL KALOGIANNAKIS, MARIA MARKODIMITRAKI, MICHAEL LINARDAKIS, MARIA-ISAVELLA ZYMONOPOULOU (2), MYRIA PIERIDOU (3), EIRINI SPANAKI (1), MARIA KALESIOU (1) AND GIANNIS RAPTIS (1), (1) University of Crete, Greece; (2) University of Missouri, United States; (3) Open University of London, United Kingdom

The aim of the present study was to explore the attitudes and beliefs of preschool aged children towards co-existence between humans and animals. There is evidence that interaction with animals can be beneficial for the development of children. There is a lack of studies regarding children's perceptions especially of preschool age regarding companion and wild animals. Several studies explored the influence animals have on the social, emotional and cognitive development of children (Endenburg & Van Lith, 2010). The study was conducted in 18 classrooms in Crete. Eighty five preschool children comprised the sample of the study. Children's perceptions were assessed by the 'Co-existence of Humans and Animals Scale', which was developed by the authors. We used exploratory factor analysis for binary responses to determine the number of underlying factors of the scale. Moreover, we used ANOVA and t-tests to find differences among the mean values of the factors per each demographic characteristic, as well as ANCOVA models with the calculated factors as dependent variables and various demographics as explanatory ones. Ethical approval was granted by the Ethics Committee of the University of Crete. The preliminary findings suggest that companion animals positively influence children's attitudes towards responsibility and play an important role in their wellbeing. Results implicate the need for educational programmes regarding the co-existence between children and animals.

Keywords: animals, preschool age, children, educational programme, Greek sample

Journey to school – children and families in the mornings
MAGDOLNA NEMES, University of Debrecen, Hungary

This paper seeks to report children's way to kindergarten in the mornings to see who accompanies them and the way of traveling using children's narratives. Several disciplines carry out research into people's attitude to place (anthropology, psychology), however, they focus on adults. BALDO BLINKERT (2004) writes about children's experience in connection with the environment and tells how spatial conditions of childhood have changed and produced what is arguably a new type of childhood. Our research is carried out within the early childhood research group at University of Debrecen as part of an international research project: Journey to School (Plymouth University). We used ten research questions, this paper analyses answers to them: How do you get to kindergarten? Who do you go with? In our research, we followed Ainila's paradigm (pedagogy & linguistics, Finland). The main sources were drawings, face-to-face semi-structured interviews, focus group chatting with children. We asked 200 children attending kindergarten (aged 3-7) in Hungary (N=200, S=5.83) in 2016/2017 in Hajdúböszörmény, Hajdúszoboszló, Nádudvar, Kisvárda, Nyíregyháza. Based on their answers, we compiled the database, coding their narratives for analysis. As we asked some personal information (e.g. where children live) we asked parents' consent individually for their child(ren) to be subject to an ethical, pedagogical, anonymous research. The answers show that these depend on the distance and on the family structure. The results also underline the importance for the parents to interact with their children on the way to school to familiarise them with their surroundings and help develop personal autonomy.

Keywords: family, environment, distance, cognition, kindergarten/school

Children's wellbeing in kindergartens outdoors environment
KATHRINE BJØRGEN, Queen Maud University College, Norway

This research is based on interviews that explore the reflections of 10 Norwegian kindergarten practitioners with regard to the importance of their involvement in children's physically active outdoor play. How do Norwegian kindergarten practitioners perceive their importance in children's involvement in physically active outdoor play? PhD research: 2017: 27th of 2017. Title: Motion enjoyment in the kindergarten. A qualitative study of the wellbeing, involvement and physical activity of 3 to 5 years children in the kindergarten's outdoor environments. The findings highlight the intersubjectivity (Stern, 2010), physical communication (Merleau-Ponty, 1962) and reciprocity involved in promoting children's involvement (Csikszentmihalyi, 1985; Laevers, 2005) in and enjoyment of physically active play. The data were analysed from a qualitative phenomenological perspective (Giorgi's, 1985, 2009, model for the descriptive phenomenological method was used), and resulted in basic themes that describe the practitioners' experiences. Data collection was carried out in three randomly selected kindergartens in central Norway. This project was approved by the Norwegian Social Science Data Services (NSD). All data are treated confidentially, information and personal data are anonymous, and the data will be deleted on completion of the project. This protocol is in line with the NSD's privacy policy. The discussion highlights the intersubjectivity, physical communications, scaffolding and reciprocity in promoting children's involvement in and enjoyment of physical play. The findings of this study reveal that the responsive mode, timing and scaffolding can be important for children to adapt their feelings for the activity. Understanding the pedagogical role of practitioners in outdoor time requires more attention.

Keywords: practitioners, children's physically play, wellbeing, involvement, development

SYMPOSIUM SET D / 23

SIG: TRANSFORMING ASSEESSMENT & EVALUATION – DOCUMENTING INSIDE/OUTSIDE CHILDREN'S PERSPECTIVE IN ECECC: A COMPARATIVE STUDY AMONG ITALY, JAPAN AND UK

Self Organised Symposium

CHAIR: ELISABETTA BIFFI, University of Milano-Bicocca, Italy

The symposium will present the study "Documenting inside/outside children's perspective in ECECC'', which has been developed in order to explore the 'inside-outside' concepts of children (age 3-6) and their teachers at educational services/preschools through the comparison of pilot studies among Italy, Japan and UK. In particular, the symposium is focused on the use of pedagogical documentation as a strategy of research with children and teachers. Inside-outside are the two the key terms from several perspective: they can refer to real spaces, to the embodied space (Delafield-Butt & Adie, 2016) as well as to the social dimension. Acknowledging the complexity, the study adopts a phenomenological-hermeneutic perspective (Van Manen, 1990) to illustrate the phenomenon through three cultural frameworks. Employment of art based approach (Cahnmann-Taylor & Siegesmund, 2008; Eisner & Barone, 2011; Knowles, 2008) challenges to reveal the depth of wisdom of children and teachers, and emerge meanings of the theme to them.

Documenting inside/outside children's perspective: the Italian perspective

ELISABETTA BIFFI AND FRANCA ZUCCOLI, University of Milano-Bicocca, Italy

This presentation describes the theoretical framework and research design of the study ''Documenting inside/outside children's perspective'', which explores the 'inside/outside' concepts of children (aged 3-6 years) and their teachers at ECECC, based on the comparison of three pilot case studies in Italy, Japan, and the UK. The main focus here is on the Italian case study and its preliminary outcomes. 'Inside' and 'outside' are key terms from multiple perspectives. They may refer to both real and embodied space (Delafield-Butt & Adie, 2006). The 'inside/outside' dichotomy also recalls the social dimension of groups and questions of identity and belonging. The conceptual underpinnings of the research include a focus on pedagogical documentation as a strategy of inquiry for both teachers and children (Rinaldi, 2012), and a view of children as capable of reflecting on highly complex ideas (Bateson, 1972). The study involved using art-based methods (Knowles, 2008) – specifically, collage and composition techniques – to explore the concepts of 'inside/outside'. An ad hoc protocol was drawn up for obtaining consent/assent and protecting children's rights. The research is still ongoing at the time of this presentation, however, the Italian findings suggest that art may be viewed as both a strategy of inquiry and a method of documenting outcomes. The current findings shed light on how arts-based approaches may be combined with pedagogical documentation practices to stimulate active reflection on theoretical concepts among children

Keywords: early childhood pedagogy, inside, outside, research with children, arts based method

Documenting inside/outside children's perspective: the Japanese perspective

MARI MORI (1), TOMOHIRO UEMURA (2), IKUKO GYOBU (3), YUTAKA SAYEKI (4) AND AKIKO GUNJI GUNJI (5), (1) Tsurukawa College, Japan; (2) Tama Art University, Japan; (3) Ochanomizu University, Japan; (4) Denen-chofu University, Japan; (5) Gunma University, Japan

This presentation will describe the research design and framework of the study ''Documenting inside/outside children's perspective'', aiming at exploring the 'inside/outside' concepts of children (age 3-6) and their teachers at ECECC, based on the comparison of three pilot case studies among Italy, Japan and UK. The focus of this presentation is the description of Japanese case study and its first process. The study is based on a common literature review on the theme of the symposium. In addition, children's artistic thinking is highlighted (Sayeki, 2017) for exploring the meanings of expression and pedagogical documentation. This presentation will focus on the analysis of abstract concepts expressed by documentations of children and teachers (Vecchi, 2010; Rinaldi, 2012; Malaguzzi, 2016). Moreover, the study is referred to a theoretical framework that considers children able to reflect on ideas of high level of complexity (Bateson, 1972). Having with cultural-exploratory paradigm, the study employs collage, photo collage and composition for studying the ideas of ''inside/outside.'' The presentation will describe the possibility of methodological approach to explore abstract concepts. A specific cultural appropriate consensus protocol has been identified for protecting and guaranteeing children's rights. The study is still an ongoing process at time of the presentation, however, the Japanese findings would reveal that arts-based approach can be considered as strategy for the research and for documenting children and teachers' ways of thinking. The study offers suggestions related to the importance of integrating arts approach to pedagogical documentation for respecting cultural backgrounds of children, and empowering children's rights.

Keywords: pedagogy of listening, inside/outside, children's rights, arts-based approach, pedagogical documentation

Documenting inside/outside children's perspective: The English perspective

IOANNA PALAIOLOGOU (1), LORNA ARNOTT (2) AND ZENNA KINGDOM (3), (1) UCL Institute of Education, United Kingdom; (2) University of Strathclyde, United Kingdom; (3) University of Wolverhampton, United Kingdom

This presentation describes the theoretical framework and research design of the study ''Documenting inside/outside children's perspective'', which explores the 'inside/outside' concepts of children (aged 3-6 years) and their teachers at ECECC, based on the comparison of three pilot case studies in Italy, Japan, and the UK. The focus is on the UK. ''Inside/outside'' concepts are examined under, 1) real (Clark, 2010) and embodied spaces (Delafield-Butt & Adie, 2006) and 2) social dimensions of the group and of the sense of identity-social capital (Erikson & Erikson, 1981). Building on ideas that "narrative representations of emotional events can be treated as functionally comparable to the corresponding real-life encounters" (Parkinson & Manstead, 1993:296) and children's engagement in research revolves around advocacy, the study focuses on pedagogical documentation as a strategy of research for teachers and children (Rinaldi, 2012). It considers children as able to reflect on ideas of high level of complexity (Bateson, 1972). Within the study, collages and composition have been used - referring to arts based methods (Knowles, 2008) – to study the ideas of 'inside/outside'. EECERA ethical code was followed alongside the work of "collective praxis approach'' (Cahill, 2007) and ''ethical helix'' (Palaiologou, 2016). This research is ongoing. However, the findings referred to UK study reveal that there is an interconnectivity between real, embodied and social spaces and they impact on each other as well as children's and teachers' relationships. The study offers suggestions as to how to integrate arts approach to pedagogical documentation in order to make children more active with their theoretical reflection.

Keywords: arts-based documentation, arts-based research methods, inside/outside spaces, social spaces, embodied spaces

DIMENSIONS OF INEQUALITY IN ECEC CENTRES – INSIGHTS FROM GERMANY AND FINLAND

Self Organised Symposium

CHAIR: TANJA BETZ, Goethe-Universität Frankfurt am Main, Germany

Due to structural changes and international developments (see Betz, 2013), ECEC centres and pedagogical professionals are faced with growing expectations and requirements, such as dealing with heterogeneous groups of children, parents and other professionals to tackle issues of social inequalities. The symposium reveals different dimensions of inequality emerging in relation to these requirements in Germany and Finland. By focusing on the perspectives of pedagogical professionals and daily practices, all three studies aim to discuss how inequalities may appear in and form ECEC. Paper 1 explores current fields of action in German ECEC centres from the professionals' perspective and inequalities affecting children and their families. Paper 2 focuses on hierarchies emerging in orientations, competencies and practices of ECEC professionals and primary school teachers in the context of continuous language education in Germany. Paper 3 shows how distinctions are produced in everyday practices in Finnish ECEC centres by children and pedagogical professionals.

Challenges from the perspective of ECEC professionals in Germany – Facing families from socially diverse backgrounds
STEFANIE BISCHOFF, Goethe-Universität Frankfurt am Main, Germany

At present pedagogical staff face high requirements in ECEC, e. g. reducing inequalities. However, empirical findings on how they deal with this are scarce. Therefore, the aim of this paper is to describe fields of action in German ECEC centres from the professionals' perspective and to reveal inequalities affecting children and their families. Research has shown that professionals form part of complex processes (re)producing educational inequality in ECEC centres (Diehm et al., 2013). Further findings indicate that they have to deal with dilemmatic situations in everyday practice (Kuhn, 2013). The paper focuses on profession theory. It describes the internal logic of professional (inter)action, which is characterised by tensions (Schütze, 2000). Furthermore, the paper relies on difference-theoretical concepts and social inequality according to Bourdieu. The results are based on 14 qualitative interviews with ECEC-professionals. Data were collected in the project "EDUCARE" (Prof. Tanja Betz, 2010-2016) and were analysed as part of a doctoral thesis (Bischoff, 2017). Content analysis and documentary method were applied. Research followed ethical guidelines of German Educational Research Association. Professionals were personally and written informed about relevant ethical considerations. The names of the participants have been changed. The analysis indicates 13 areas of tension regarding the pedagogical action of ECEC-professionals including dilemmatic demands to deal with perceived deficits of children (and parents) regarding their educational success. The findings raise questions about the possibility of fulfilling high expectations towards ECEC reducing inequality. Moreover, implications for a pedagogical practice which is more sensitive to structures of inequality are deduced.

Keywords: inequality, ECEC professionals, parents, profession theory, qualitative interviews

Dimensions of hierarchies in the context of continuous language education in Germany – a multi-perspective analysis
EZGI ERDOGAN, SANDRA REZAGHOLINIA AND KARIN KAEMPFE, Goethe-Universität Frankfurt am Main, Germany

In Germany, pedagogical and educational policy guidelines of continuous German language education places specific requirements on ECEC professionals. Within this field of action and with a focus on the transition from ECEC to primary school, we intend to identify dimensions of hierarchies that emerge at the intersection of ECEC professionals, primary school teachers and children. So far, the relations between the actors involved in language education at the transition from ECEC to primary school have rarely been researched (Betz et al., 2016; Beckerle et al., 2016). Some studies, however, reveal hierarchical structures (Kuhn/Diehm, 2015), practices (Kucharz et al., forthcoming) and orientations (von Bülow, 2012). Assuming structural differences between ECEC centres and primary schools specific to Germany, we ask from a power-theoretic perspective how hierarchies emerge in orientations and competencies of ECEC professionals and primary school teachers in the context of continuous language education. Accordingly, we show how profession-related patterns and hierarchies between the professional groups influence social situations of language support and interactions with children. The data basis of the multi-perspective analysis is formed by interviews, video data and a standardised online-test measuring language support skills of the professionals (SprachKoPF). The data originates from the study SPRàœNGE (Betz/Kucharz/Mehlem), which evaluates the effectiveness of language support measures. Ethical standards were assured through written informed consent by parents, professionals and oral consent from children. Names of participants have been pseudonymised. The analysis shows profession-related differences at the level of orientations, practices and competencies. Impacts on social situations of (continuous) language education and inter-professional cooperation will be discussed.

Keywords: hierarchies, language education, ECEC professionals, primary school teachers, mixed methods

Distinctions and daily practices in Finnish ECEC centre
MARI VUORISALO, University of Jyväskylä, Finland

The aim of this paper is to examine whether children's diversities and individual differences are transformed into advantage and disadvantages, and finally inequalities between children. This aim is approached by exploring how everyday practices are produced in interaction within a kindergarten. The paper is based on the notion that parents provide their children with certain resources (Lareau, 2011) which young children bring to the kindergarten every day. The paper will analyse how these

resources might be recognised and utilised in the daily practices of kindergarten, particularly what happens when children (Esser et al., 2016) enter the social field of ECEC as active agents and utilise their different resources. The encounters of various children and daily practices in kindergarten are understood as structured and structuring processes by utilising Bourdieu's relational sociology (Bourdieu & Wacquant, 1992). This qualitative study draws on an ethnographic data (field notes, videos, photos and interviews) collected in one Finnish kindergarten. Ethical concerns included informed consent of children, parents and practitioners, and confidentiality assurance, following good scientific practice. The study will demonstrate how distinctions are produced in the everyday kindergarten practices by both children and educators. Distinctions in many cases may lead to differential and unequal treatment of children and the establishment of hierarchical ordering and inequalities among them. Findings will indicate that inequality is not a given condition, rather on-going process of negotiation. The paper will propose that disadvantage is a dynamic outcome of the translation of differences, whatever they are, which leads to inequalities and social injustice.

Keywords: inequality, distinctions, ECEC practices, children's agency, ethnography

SYMPOSIUM SET D / 25

DIGITAL CHILDHOODS: LEARNING WITH TECHNOLOGY

Self Organised Symposium

CHAIR: SARIKA KEWALRAMANI, Monash University, Australia

In this modern age of 21st century skills including the increasing use of audio-visual media in children's everyday learning environment such as preschools and homes, there is a recent pressing need to understand how early childhood educators/teachers and parents incorporate using technology during children's play-based experiences. The affordances offered by technology, for example by integrating the use of digital devices have potential benefits in children's learning including increasing student motivation, expanding the pedagogical resources available to teachers, and promoting cognitive development. This symposium showcases three studies that report on firstly, the use of technology to understand young children's social cooperation behaviours and secondly, the pedagogical perspectives of teachers about the use of iPads and the process of writing in the early years. Lastly, how the use of ICT in children's everyday contexts - both at school and home can develop young children's engagement in learning science will be discussed.

iPads and the process of writing: teachers' perspectives
JILL DUNN (1) AND TONY SWEENEY (2), (1) Stranmillis University College, United Kingdom; (2) Maynooth University, Ireland

Research highlights the contemporary challenges in teaching writing in the primary classroom and with the changing nature of literacy in the age of technology, it is timely to garner the views of teachers on how iPads may be incorporated into teaching the process of writing. It is argued that in order to offer young children an innovative and progressive education. Teachers must use a range of digital technologies to mediate teaching and learning (Beam & Williams, 2015). It is further claimed that such technology use for educational purposes can pave the way for unprecedented learning opportunities for children (Aldhafeeri et al., 2016). The process approach to writing, influenced by Graves (1983), became popular in classrooms. However, with the prevalence of out-of-school technoliteracies (Edwards-Groves, 2011) there is a need to investigate the incorporation of the use of iPads in the process approach to writing. The research took 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). Consent was sought from the school principals, class teachers and parents of the pupils. Children were also invited to give their assent to participate. Anonymity, confidentiality and the right of withdrawal were explained to all participants. Teachers believed that iPads could be used at every stage in the process of writing to engage children more effectively. There is a need for a rebalancing in the teaching of writing and for multimodal writing to be more prominent in every classroom.

Keywords: ipads, writing, teachers, early years, creativity

Young children's social cooperation behaviours while using ICT: a case study
AHMET SAMI KONCA (1) AND FEYZA TANTEKIN-ERDEN (2), (1) Ahi Evran University, Turkey; (2) Middle East Technical University, Turkey

This research focuses on children's social cooperation behaviours during active or passive use of digital technologies. Young children's behaviours and social interactions around technology have been widely investigated by the researchers (Charissi & Rinta, 2014; Gomet et al., 2013; Heft & Swaminathan, 2002; Lim, 2012). Considering the importance of cooperation in ECE, it is important to investigate and support children's social cooperation behaviours during active or passive use of ICT. The term of active and passive use of ICT has emerged as ICT become more widespread (Calvert, 2015). In addition, social cooperation is defined as two or more individuals working together with a common goal. This qualitative study is designed as a case study. An observation form is constructed and used within the framework Social Cooperation sub-dimension of Merrell's PKBS. Six family visits was conducted to a 5-years child's home. Voluntariness of the family and confidentiality of the data were ensured. The child had access to television, tablet and smartphone. The child had a play circle, tablet/smartphone-traditional play-television. Active and passive exposure of the child were observed during visits. Besides, multitasking was frequently observed. Multitasking occurred both digital-digital and digital-traditional play. He displayed some cooperative behaviours. However, child's behaviours varied as to multitasking, passive exposure and content of active

exposure. Transitions between traditional and digital game can play a vital role on combining digital and traditional play. Future research is need for deeper information about the barriers (such as active/passive exposure, multitasking) of children's social cooperation during digital play. This work was supported by the Ahi Evran University Scientific Research Projects Coordination Unit. Project Number: EGT.A3.17.013

Keywords: ICT, social cooperation behaviours, early childhood education, digital play, family

Preschool teachers and parents' use of technology during play-based practices: Engaging young children in learning science
SARIKA KEWALRAMANI, Monash University, Australia

The aim of this project is to understand how preschool teachers and parents use technology during play-based practices to engage young children in learning science. This study is particularly important in the light of low science achievement of children in Australia (Department of Education and Training, DET, 2017). By incorporating technology-based pedagogical practices such as computers or iPads during play-based experiences, there is a good chance to stimulate children's abstract thinking during the process of cognitive development (Manessis, 2014). Framed using the cultural — "historical theory, using digital play can act as a means of communication to convey in various symbolic ways, through which children make meaning of the scientific world around them (Vygotsky, 1978). Using multiple case study approach, semi-structured interviews will be conducted with five preschool teachers, the preschool's director and five parents whose children (age 3-6) enrolled in the preschool. There could be some sensitivity surrounding discussions on topics such as availability of technology-based resources at home or preschool. This will be taken into consideration to ensure participants are comfortable and they can opt out at any stage during this research. The data from this study will illuminate the perceptions of technologically constructed practices including professional development needs demonstrated by the teachers, preschool director and the parents. The study outcomes will further enlighten schools and broader communities into avenues of building parent-school partnerships in better equipping both teachers and parents to collaborate in improving young children's engagement in learning science and achievement.

Keywords: early childhood science education, use of technology, parent involvement in science, digital childhood, science engagement in early years

SYMPOSIUM SET D / 26

CHILDREN'S, TEACHERS' AND PARENTS' AGENCY IN INTERACTION IN THE CONTEXT OF EARLY LANGUAGE EDUCATION

Self Organised Symposium

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

The European Commission has argued that early language learning has potential for the development of children's cognitive, social and linguistic development. In the field of preschool education, research shows a growing interest in exploring young children's vs. teachers' and parents' agency in new language learning. The aim of the symposium is to extend our understanding of the role of children's, teachers' and parents' agency and their interaction. We will address the potential of children's, parents' and teachers' agency in the critical evaluation of the monolingual instructional principles in early language education. We will discuss the preschool teachers' agentic behaviour in the process of transformation of the monolingual-oriented practices into multilingual spaces. We will examine the expression of children's verbal and non-verbal behavioural patterns in language learning by focusing on the classroom ecology. Data collection and analyses involved methodological triangulation, qualitative and mixed-method analysis in three countries: Serbia, Luxemburg and Israel.

Children's vs. teachers' and parents' agency: A case of a Serbian-English bilingual preschool model
DANIJELA PROSIC-SANTOVAC (1) AND DANIJELA RADOVIĆ (2), (1) University of Novi Sad, Serbia; (2) Pedagogical institute of Vojvodina, Serbia

The study examines children's, parents' and teachers' agency in a Serbian-English bilingual model, based on the monolingual instructional principle. The aim of the research was to investigate the kind of agency that the stakeholders exercised in order to influence the foreign language learning process. The study contributes to the existing body of research by confirming both the relative usefulness of the 'English only' approach, but also the existence of a stressful side of the limitations embedded in the approach, both for teachers and learners, adding the parents' perspective, too. It challenges all three assumptions of the monolingual instructional paradigm (Cummins, 2007): the "direct method" assumption, the "no translation" assumption, and the "two solitudes" assumption. A mixed-method design, predominantly qualitative in nature, was employed in the research of this model. Triangulation was achieved both by collecting information from different groups of informants, i.e. all the stakeholders, and by using different methods, such as interviewing, observation, testing, etc. Methods for collecting and processing the data are based on the legal and ethical guidelines regulating research. The evidence suggests that children, if given a fair share of autonomy within an emergent curriculum at kindergarten, can successfully use their acquired sense of agency to promote it on all three levels: individual, proxy and collective. The study shows that the children need to be given an active voice in teaching processes, as, in this case, they succeeded where adults were relatively powerless, transforming the 'English only' approach into a bilingual one.

Keywords: agency, early language learning, language separation, motivation, monolingual instructional principle

Becoming agents of change: how early-years practitioners in Luxembourg transformed monolingual practices into multilingual ones

CLAUDINE KIRSCH, University of Luxembourg, Luxembourg

This case-study examines the personal and professional experiences of two early-years practitioners in a preschool in Luxembourg, the ways in which professional development made them reflect on their beliefs and practices, and, finally, the emerging multilingual practices. New laws about language education were passed in 2017 to take account of the diverse population (Kirsch, forthcoming). The new policies move away from a previous focus on Luxembourgish towards multilingual education. Educators must develop skills in Luxembourgish, familiarise children with French and value their home languages. Such governmental policies are not transmitted directly into practices because policy-makers, educators and children engage in the process of policy-making, thereby interpreting them in the light of their beliefs, experiences, practices, and the context (Johnson, 2013; Ricento & Hornberger, 1996). Examples in the literature testify to the teachers' agency (Palviainen & Mard-Miettinen, 2015; Young & Mary, 2016). Agency is not a personal characteristic but something people do. It is shaped by past experiences, future orientations, and current practices (Biesta et al., 2015; Priestley et al., 2013). The study draws on qualitative and quantitative methods (observations, video-recordings, interviews and questionnaire). It abides to the ethical principles of the University of Luxembourg. The findings show that the practitioners were agents of change: they transformed the monolingual-oriented practices into multilingual ones. The professional development helped them understand perspectives of dynamic multilingualism (García, 2017) and use languages strategically (Palviainen & Mard-Miettinen, 2015). The study helps us understand how professional development can contribute to change.

Keywords: early years, multilingualism, language policy, agency, Luxembourg

Exploring children's bilingual agency in the context of preschool bilingual development and education

MILA SCHWARTZ (1) AND INAS DEEB (2), (1) Oranim Academic College of Education, Israel; (2) Hand in Hand, Center for Jewish-Arab Education in Israel, Israel

The present longitudinal research study aimed to expand our knowledge about the role of children's bilingual agency in the process of second-language acquisition in an Arabic-Hebrew-speaking preschool in Israel. Children's bilingual agency is a novel research domain which has been the subject of recent studies in second language acquisition. Within the ecological perspective on language learning, children's bilingual agency shapes their learning, particularly the way children behave as they learn languages (van Lier, 2010). The children's agentic behaviour can be an expression of personal thoughts and beliefs about languages among children as young as four years old. We applied a qualitative paradigm and used linguistic ethnography as the methodological framework. A combination of ethnographic methods (longitudinal classroom observations of 15 children aged 2.5-4.5 years old, field-notes, interviews with teachers and parents) and linguistic methods permitted us to generate a descriptive analysis of the children's verbal and non-verbal agentic behaviour. Methods for collecting and processing the data are based on the legal and ethical guidelines regulating research. We found that children were active agents in their learning environment. They expressed their thoughts regarding the novel language in meta-linguistic comments and showed their positive attitudes towards language learning by means of proactive language socialisation. The negative attitudes were expressed by open reluctance to use L2 and avoidance to communicate in L2. The implication for teachers and policy makers lies in the deeper understanding of individual differences in L2 learning and creating classroom contexts promoting children's interest and active engagement in L2 learning.

Keywords: children's bilingual agency, Arabic-Hebrew speaking preschool, language socialisation, language ecology, agentic behaviour

SYMPOSIUM SET E
THURSDAY 30TH AUGUST
13:40 – 15:00

SYMPOSIUM SET E / 1

MEDIA EDUCATION & USE OF ICT

Individual Paper Presentation

CHAIR: SAARA SALOMAA, National Audiovisual Institute, Finland

Teacher Students and Media Education
SAARA SALOMAA, National Audiovisual Institute, Finland

Teaching media literacy and ICT are now mandatory in Finnish educational system, starting from early childhood education. But do newly graduating kindergarten and primary school teachers have adequate competences to carry out these new obligations? Conducted by the National Audiovisual Institute in cooperation with Teacher Student Union of Finland (SOOL) in 2017, the Teacher Students and Media Education 2017 -survey was based on previous study from 2007. The survey scrutinises pre-service teachers' views of teacher education and media education. Media education was defined as goal-directed interaction promoting media literacy. ''Media'' referred to both media devices and the content accessed and used through them, as well as to media cultural environments. The study comprised an online questionnaire aimed at students, and a review of the teacher education curricula in seven Finnish universities. 448 pre-service teachers (members of SOOL) answered to survey, 258 of them kindergarten or primary school teacher students. The questionnaire was sent only to students allowing the use of their email for research purposes. Individual respondents can't be identified from results. According to the curricula review, all teacher education should include some media cultural contents within mandatory courses. However, only roughly half of the respondents answered that studies included any media education. A majority of respondents felt that studies don't include enough media education. The percentage of students feeling the media educational contents insufficient was the same as in 2007. The study promotes discussion and provides recommendations about the need for media education in 21st century teacher education.

Keywords: media education, teacher education, media literacy, ICT, curriculum

Misunderstanding child-centredness: Child 2.0 and media education
PEKKA MERTALA, University of Oulu, Finland

This study demonstrates the kinds of pedagogical pitfalls that are included in simplistic understanding of child-centred education in the context of media education. The child is a status of a person which is comprised through series of, often heterogeneous, images, representations, codes and construct and via socially and historically situated discourses (James & Prout, 2015). The mediatisation and digitalisation of society and culture has produced its' own distinctive sets of discourses of children and childhoods (Selwyn, 2003) here conceptualised as representations. The dominant representations of contemporary children are based on a view that due the digitalisation of children's lifeworld this so-called "child 2.0" differs from adults as well as from children of previous generations (e.g. Zevenbergen, 2007). This study locates itself under qualitative research tradition. The empirical context of this paper is a media education course in university based early childhood teacher programme. The core of the course design were workshops, in which student teachers produced short films with children. The data – scrutinised via abductive content analysis (Grönfors, 2011) – consists of course diaries from 15 preservice early childhood teachers. An informed consent was asked from the participants. Findings suggest that preservice understanding of child-centred media education is based on a view of children being savvy media users. This unfound belief weakens the quality of pedagogy as children are believed to possess talents and abilities they actually don't have. This study calls for critical reflection on the question ''who is the child in child-centred education.

Keywords: child-centredness, child-centred education, child-initiated pedagogies, media education, preservice teachers

Pilot study of temperament, social problem solving strategies and the characteristics of ICT use among preparatory class children'
MÁRIA DÁVID (1), MONIKA CSIBI (2), TÜNDE TASKÓ (1) AND SÁNDOR CSIBI (2), (1) Eszterházy Károly University, Eger, Hungary; (2) University of Medicine and Pharmacy of Târgu Mureș, Romania

The research aims to examine whether the use of ICT by children depends on individual temperament differences, and if frequent use of ICT affects children' social problem solving. Our previous works underlay the impact of ICT on cognitive functioning during school age, the correlations of self-regulatory learning with academic outcomes and the frequency of ICT use. The perspective of Ecological Techno-subsystem Model (Johnson, 2010) sustain that, the use of a ICT tools in immediate environments such as school and home improve the child's social, emotional, cognitive and physical growth, as a result of ongoing and mutual interaction among the child's characteristics (bio-ecology) and a wide set of ICT tools (techno-subsystem) in microsystem contexts. Participants were 35 preparatory class children, 19 boys (54,3%) and 16 girls (45,7%), aged between

6-7 year old. The instruments were the Social Problem Solving Test (Corrigan, 2003) and the Children's Behavior Questionnaire - Very Short Forms for temperament assessment, completed by parents (Putnam and Rothbart, 2006). Parents provided written consent for their children participating to the study. The results show that Surgency significantly correlates with lack of efficiency, authority and bargain, Effortful Control with aggression and assertiveness, and the Negative Affect with assertiveness. The Surgency and the Effortful Control were associated with the higher frequency of ICT use, and deprivation feelings. The habitual use of ICT prove an individual pattern, is temperament-dependent and significantly influence the social problem solving strategies of the child. Based on our results, we can design educational interventions to promote effective learning.

Keywords: preparatory class children, temperament, social problem solving, ICT use, educational intervention

SYMPOSIUM SET E / 2

CURRICULUM ISSUES

Individual Paper Presentation

CHAIR: SARA B. TOURS, Slippery Rock University, United States

Florida kindergarten teachers' beliefs, practices, and opinions on the current state of curriculum
SARA B. TOURS (1), ITHEL JONES (2) AND OGUZCAN CIG (2), (1) Slippery Rock University, United States; (2) Florida State University, United States

The purpose of the study was to investigate the beliefs, practices, and opinions of kindergarten teachers. It is well established that teacher beliefs are an important psychological construct in teacher education (Pintrich & De Groot, 1990). The study examined kindergarten teachers' reactions to the current academic emphasis in kindergarten through the lens of teacher beliefs. It is well established that teacher beliefs are an important psychological construct in teacher education (Pintrich & De Groot, 1990). Quantitative data was analysed using qualitative analysis, and descriptive and inferential statistics including independent T-tests (Johnson & Christensen, 2008). Qualitative data was analysed by looking for trends and themes. The ethical considerations for this research was to first obtain IRB permission form Florida State University. It was also taken into consideration that the kindergarten teachers are very busy and may need additional reminders to take the survey. The findings revealed that the majority of kindergarten teachers in the current study held strong Developmentally Appropriate Practice beliefs. The kindergarten teachers sampled for this study held beliefs that were consistent with a developmental approach, and thus it is hardly surprising that they expressed concerns about the current status of kindergarten teaching and learning. Consequently, this study serves as a voice for kindergarten teachers by addressing how they have been impacted by the recent curricular changes. It is also hoped that the study will inform researchers about the current status of kindergarten teachers' beliefs, practices, and opinions about the current state of the kindergarten curriculum.

Keywords: kindergarten teachers, beliefs, practices, opinions, survey

The learning progression of implementing early childhood education & care curriculum framework of preschool educators in Taiwan for preschool beginning teachers
CHAO-MING LEE, University of Taipei, Taiwan

How to help preschool beginning teachers with adapted problems to implement ECECCF (Early Childhood Education & Care Curriculum Framework) is the aim of this study. The Ministry of Education in Taiwan has developed several programmes in past 6 years to facilitate the understanding the ECECCF for preschool educators. In the suggestions of previous relative programmes, the government needs to provide more in-service training curriculum and professional on-site guidance about the ECECCF for preschool educators. Especially for the 1st-year educators, they have no experience for teaching students and implementing ECECCF simultaneously. Chung and Chiang (1997) and Peng (1999, 2012) mentioned the new-coming preschool teachers should confront the interpersonal relationship and teaching problems. The study referred the viewpoint and developed 5 issues (including clarification of ECEC philosophy, relationship with colleagues, curriculum design, classroom management, and teaching practices) within 2 aspects--curriculum design and implementation with ECECCF. The data was collected by group-interviewing 5 issues above with 5 preschool beginning teachers periodically in 2017-2018. The participants of this study have signed the studying agreement and were allowed to withdraw the study in anytime if they didn't want to continue. The main finding of the study included 5 steps of implementing ECECCF for preschool beginning teachers. The propagation of ECECCF to parents and providing professional and psychological supports to preschool beginning teachers were beneficial to assist beginning teachers in adaptation. The study suggested that the implementation ECECCF for preschool beginning teachers should provide sufficient professional and psychological support from the government, preschools, and professional mentors.

Keywords: beginning teacher, ECECCF, preschool, parent support, group interview

ROLE OF RESEARCH IN TEACHER EDUCATION

Individual Paper Presentation

CHAIR: GUOHAO QIN, Beijing Normal University, China

"Kindergarten could be a men's garden!" How kindergartens work as Professional Learning Communities to support male teachers development----- an exploration study from China and Norway
GUOHAO QIN AND JIYU YANG, Beijing Normal University, China

This research aims to explore how professional learning communities (PLCs) act as platforms to support male teachers' professional development in China and Norway. With 8.5% male teachers in kindergarten (SSB, 2017), Norway is famed for gender-equity culture to build up PLCs. In China, a lower percentage of male teachers embraces PLCs to create a more inclusive environment. With communicating professional skills and knowledge and building a sense of belonging (Harris & Jones, 2010, Harris 2011, Brody & Hadar,2015), PLCs could help to solve male teachers' obstacles like Lack of support, feeling isolation and struggling on constructing identities (Rolfe et al, 2003, Brody,2015). Based on an ecological view of teacher professional development (Zhu & Zhou, 2007), this research use Shulman & Shulman (2004) model to analyse teachers' development from individual and community levels. A qualitative model incorporating in-depth interviews, focus groups and on-site observation of male teachers in kindergartens concerning their perspectives on professional development, kindergartens as learning communities and how they get supported through cooperation. All the participants are provided with consent forms and information sheets. All the materials used have been confirmed by participants. Pseudonyms are used to avoid being identified. Findings show that in Norway, an equal working culture helps to build their identities and ownership, and guidance between teachers supports their professional learning. In China, a kindergarten-based coaching system and a male-exclusive Union helps to build on their identities and give professional supports. This research would give implications on how to build up a more competent and gender-equity workforce in kindergartens.

Keywords: male kindergarten teacher, professional learning community, professional development, China, Norway

Developmental Research of ECEC Teacher's Job Training to Improve Their Communication Skills: Through the viewpoints of the smooth transition
YOSHIKO SHIRAKAWA, Kyoritsu Women's University, Japan

The Ministry of Education of Japan focuses on "agentic and dialogical deep learning" in its new National Curriculum. So Early Childhood Education and Care (ECEC) teachers should improve their communication skills when they interact with children. The purpose of our research is to develop ECEC teacher's job training programme to improve their communication skills. Shirakawa et al. (2016) examined the relations among literacy education in ECEC, literacy environment at home, and 1st graders' literacy. However, there are not strong relations between ECEC and 1st grader's literacy. Our project draws on the theories of Vygotsky who described a process where a teacher supports children's learning within their 'zone of proximal development', as well as Wood's theory dealing with 'scaffolding'. We investigate the effect of teacher job training to improve ECEC teacher's communication skills by the comparison between pre-test and post-test of the skills through using observation methods of SSTEW scales and virtual situation's methods of interacting with children. The University Ethics using Committee approved the project design. The permission was obtained from participants. The teacher's communication skills through virtual situation's methods on post-test session increased compared with on pre-test. The teachers who took part in the training improved their communication skills compared with the teachers who didn't take part in the training. The discussion will relate to fundamental and concrete viewpoints of the smooth transition through our research results. We'd like to

develop the efficient ECEC teacher job training to improve their communication skills through the viewpoint of the smooth transition.

Keywords: literacy, smooth transition, SSTEW assessment scale, teacher job training, communication skills

SYMPOSIUM SET E / 4

ECE IMPACT & ACADEMIC OUTCOMES

Individual Paper Presentation

CHAIR: ALEJANDRA CORTAZAR, Centro de Estudios Primera Infancia, Chile

Early Childhood Education Effects on Academic Outcomes, Grade Retention and School Dropouts
ALEJANDRA CORTAZAR, ANGELES MOLINA AND JAVIERA SELMAN Centro de Estudios Primera Infancia, Chile

The present study aims to estimate the long-term effects of Chile's national public Early Childhood Education programme (ECE) on children academic achievement, grade retention and school dropouts, to better understand if ECE is helping reduce the socioeconomic achievement gap. International evidence shows that ECE can boost children's academic achievement through adulthood (Camilli & colleagues, 2010), and that quality programmes can help reduce inequalities (Brooks-Gunn, 2003). This study builds upon the assumption that societies should aim to achieve equity in education as a means of building a more equitable society. Chile's ECE policies aim to work as compensatory policies (Rawls, 1971) for children from economically disadvantaged homes. We do not know, however, if this strategy is effective in achieving its goals. The present study uses a quasi-experimental design and propensity score matching (PSM) to estimate the ECE effect by comparing ECE participants with those who did not attend but share similar familiar and contextual characteristics. We follow a cohort of 80,000 children from preschool to 12 grade. Administrative data was used for theses analyses. Contracts were signed with collaborating agencies to safeguard participant's information. Results show that ECE participants had better academic outcomes than their peer who did not participated in all tests (4th, 10th and 12th grade). ECE participants also were less likely to repeat a grade or to drop out of school. These findings suggest the important role public ECE might have in reduce de socioeconomic achievement gap and supporting families maintain their children in the school system.

Keywords: early childhood education, effects, academic outcomes, school dropouts, reduce achievement gap

Linking emotional intelligence and school readiness: The impact of an emotional intelligence curriculum on prekindergarten students' behaviour and academic development
DANIELA FOERCH AND ANDREA ADELMAN, Florida International University, United States

The purpose of this study is to examine the impact of an Emotional Intelligence curriculum on teachers and students in Head Start, A mixed- method analysis of educational outcomes, student behaviour, and teacher instructional practices was conducted. This research study is related to the work done by Mark Bracket at the Yale Emotional Intelligence Institute. How work mainly focuses on older children and young adults. Our research focuses on the nurturing on Emotional Intelligence, especially empathy, in young children. This research is also linked to my previous research on nurturing empathy and Emotional Intelligence to nurture global competence in young children. My research paper was presented at the EECERA 2017 in Bologna. The RULER approach guided this study. A collaborative action and mixed-methods quasi-experimental design was used to investigate whether or not implementing the RULER approach in combination with Visible Thinking Routines impacted at-risk four-year-olds' early learning skills and behaviour. IRB approval was obtained prior to the research study to ensure confidentiality throughout the research study and after completion. Major findings for this study are: treatment group's School Readiness scores were different from the scores of the control group, cognition and learning was more evident in the treatment group, collaboration was more evident in the treatment group, awareness of others and others' needs was more evident in the treatment group, and the treatment group improved emotional literacy Implications are replacing the School Readiness assessment tool with the CLASS assessment and including younger children.

Keywords: empathy, emotional literacy, emotional intelligence, collaborative action research, thinking routines

LEADERSHIP & TEAM BASED LEARNING

Individual Paper Presentation

CHAIR: AMANDA INCE, UCL IOE, United Kingdom

Inclusive leadership in early childhood education and care
PAULA LAAKSO, University of Turku, Finland

The aim of the study is to find out what kind of views municipal heads of ECEC departments have about inclusive education and leadership? In Finnish education system is going on a reform. The starting point of this reform contain values of inclusion like equality and respect of diversity. Inclusive ideology and its´ implementation ought to have major impact for children and their families, and also to early childhood services. Finland is committed to inclusion by the Salamanca Statement (Unesco 1994) and Convention on the Rights of the Child (UN 1989). In Finland the national core curriculum for early childhood education and care was published in 2016. These policy documents emphasise the rights for all the children to take part and be an active participant in ECEC. The ECEC curriculum underlines participation, common services, multi-professional co-operation with families. This means new ways to manage and lead education. This study uses mixed method. Quantitative materiel was gathered by questionnaires and qualitative materiel by interviews. The survey consist of managers in early childhood education (n=120) and the deep interview six participants. The survey was made anonymous. The preliminary results showed that in Finland early childhood and education leaders top officials job descriptions were really broad and varied a lot. An inclusive way of thinking is lightly understood, but not yet implemented. Inclusive leadership needs to be developed. In addition, leaders need support. Research will help to develop inclusive leadership culture and create inclusive model for early childhood education.

Keywords: early childhood education, inclusion, early childhood leaders, leadership, participation

An Evaluation of Pedagogical Leadership and Innovation in the Early Years
AMANDA INCE (1), LYNN ANG (1), AND JULIAN GRENIER (2), (1) University College London Institute of Education, United Kingdom; (2) Sheringham Nursery School, United Kingdom

This paper reports on a nursery led professional learning programme for leadership and innovation in pedagogy identifying early years practitioners' perceptions of quality, impact upon practice and lessons for future programmes. It was informed by literature showing the strong association between children's development and quality of provision (Siraj-Blatchford, 2011). The study drew on a substantive body of research in three inter-related areas: pedagogy, professional learning and leadership to better understand the ways in which practitioners within a collaborative learning environment engage in knowledge exchange and mobilise their intellectual capacity in developing pedagogical strategies and leadership. The research employed a qualitative design and was guided by a formative process evaluation methodological approach (Gray, 2014). Data was collected through an evaluative questionnaire, documentation of participant online engagement and professional dialogues, such as twitter plus individual and group interviews over nine months with eleven participants. Ethical concerns included obtaining informed written opt in consent of participants, member checking of data, ensuring confidentiality and anonymity following EECERA code of ethics and with explicit ethical approval (UCL). The evaluation revealed that shared and purposeful learning has the potential of not only contributing to the development of a 'community of practice' but is a powerful influence in enabling practitioners to exercise their agency in shaping their own pedagogy and each other's tacit understandings of how children learn. Positive impacts were reported with powerful examples of changes to practice as result of the programme, leading to improved outcomes for children.

Keywords: leadership, pedagogy, professional learning, evaluation research, practitioners

The meanings of experiencing team-based learning in an early childhood education profession course
MYN-GYUN KWON, Keimyung University, South Korea

This study explored participating in team-based learning of an early childhood education profession course to understand meanings for learning process. The constructivist learning theory emphasises learner's active participation (Hrynchak & Batty, 2012). Team-Based Learning (TBL) is to accelerate learner ownership working with peers collaboratively (Michaelsen, Knight, & Fink, 2002). Reflective writing can turn experience into learning (Boud, Keogh, & Walker, 1985). Journal writing enhanced integration of theory with practice, stimulation of affection and construction of personal theory (Kim, 2009). Thirty one pre-service early childhood teachers wrote about the experience right after the end of each TBL four cycles. The data were analysed to find out themes or meanings with open coding by combining or segmenting journal words (Bogdan & Biklen,

2007). The participants were notified in advance TBL characteristics, value of journal writing, dealing data anonymously to protect from excessive burdens or any harms. TBL encouraged self-directed learning, building personal theory of learning with effective strategies, value of collaboration, accommodation to different perspectives, joy of learning community. Learning in a collaborative team stimulates student's responsibility for learning with joy. Reflective writing helps a learner to think over and construct learning experience in a meaningful way. TBL is not a panacea for all students. TBL seems to benefit below middle level performance students. Concerns about not levelling down high performers and grading team work with member satisfaction are the issue to be addressed further. However, as the early childhood education endeavours for child-centred education, educating pre-service teachers should take a way of cultivating their ownership of learning.

Keywords: team-based learning, ownership of learning, reflective writing, constructing a theory of learning, pre-service teachers

SYMPOSIUM SET E / 6

PARENTAL VIEWS & VOICE

Individual Paper Presentation

CHAIR: F. LASSÚ ZSUZSA, Eötvös Loránd University, Hungary

Investigation of Protective Factors and Parents' Acceptance/Rejection Perceptions in Turkish Families in Terms of Various Variables
HATICE UYSAL BAYRAK, Nigde Omer Halisdemir University, Turkey

The aim of the current study is to investigate the relations between parents' parental acceptance/rejection perception and the protective factors of the families in-terms-of various variables (parents as a teacher etc.). It is important to identify the problems that may arise from this relationship by revealing the relationship of parental protective factors to parents' acceptance/rejection perceptions of their children (Mete, 2015). Protective factors are considered as the sources of support and opportunities that prevent individuals from involving in risky behaviour or reduce the negative consequences (Benard, 2006; Spooner, Hall & Lynskey, 2001). This research is a descriptive study. Total sample of 200 parents with children aged 3-8 years who lives in Nigde in the internal region of Turkey, were conducted to determine being relationships within and beyond the family. Parental Acceptance-Rejection Questionnaire — "Mother Form developed-by-Rohner (1980) was used in order to determine parental acceptance and rejection, The Inventory Of Family Protective Factors developed-by-Gardner, et.al.(2008) was intended to assess the primary protective factors that contribute to family resilience, Parent As A Teacher Inventory developed-by-Strom (1984) was used to assess parents knowledge levels about child development and education. A socio-demographic-information-form was used. All participants were given an informed consent form and voluntarily participated, all measures chosen to understand for checking out with the other whether validity of measure and consistency of participants. Multiple regression analysis was employed in order to determine protective factors to explain the perception of parental acceptance/rejection. In the analyses concerning relationship between level of parental acceptance/rejection Mann-Whitney-U-test was used. The current study provides evidence that the Family Protective Factors, Parental Acceptance/Rejection are a determinative factors within the families in-terms-of various variables in Turkish culture.

Keywords: parent-child relationship, parents as a teacher, family protective factors, Turkish families structure, family resilience

Scheduling and Topics of Early Childhood Sexual Education from Parental Point of View
F. LASSÚ ZSUZSA AND MÁRIA HERCZ, Eötvös Loránd University, Hungary

Our research aim was to study parental views and needs about scheduling and contents of childhood sexual education. Despite the fact that comprehensive sex education is found to be important in prevention of risky health behaviour (Kirby 2002, Wu 2010), parents usually refuse sex education before adolescence (Robinson 2017), and content of age-appropriate sexual education is argued even in sex-positive countries and even more in conservative places such as Hungary (Martin & Torres, 2014, Szilágyi 2003). WHO framework of sexual health and other evidence-based approaches of sex education were used in planning this study. Using critical paradigm, a mixed method research was conducted based on online survey to reveal parental believes about early childhood sex education among Hungarian parents. Written information about aims of the study was given online. All participants gave written consent electronically that they were over 18 and volunteered to participate. Data were stored anonymously. Results of cluster analysis from 311 parents' answer showed a schedule pattern of different sexual-related topics – first discussing issues of respect of own and other's body and personal hygiene in early childhood, followed by topics of different intimate relationships and families in middle childhood, then conversation about sexual activities, porn and contraception in adolescence. Content analysis of open-ended questions revealed patterns of parental views on children's sexuality and institutional sex education, and also provided collection of good parental practices. Knowing parental need and views can help professionals and policy makers to develop and implement more effective sex education programmes in Hungary.

Keywords: sexual education, parental views, scheduling of sexual education, sexual development, early childhood

Child centred diversity in quality early childhood education and care Project: the case of Galicia (Spain)
CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

This paper is part of an Erasmus+ Project conducted by Georgeson & Campbell-Bar (UK). Croatia, Denmark, Ireland, Italy and Spain are partners. We investigate the family role in the section developed by the University of A Coruña (Spain) at the involved schools. Working with families from a wide range of early childhood contexts should develop awareness of the different facets of child-centredness (Oliveira-Formosinho, 2012, Campbell-Barr & Georgeson, 2013). Understanding their cultural context and values is essential (Yelland, 2005, Tobin, 2009, Lehrer, 2018). Critical pedagogy (Freire, 1970) is interested in the constructs of parents' beliefs about their role as adult educators. The voice of children (Harcourt, Perry & Waller, 2011) about the families' image should be understood. Images of the ideal families appear very often at schools, so children learn about the meanings of motherhood and fatherhood (Moss, 2012). Media exerts a great influence in all these processes (Steinberg, 2011). Democracy and participation should guide the practices in ECEC (Pascal & Bertram, 2009). Critical paradigms, action-research (Elliott, 2007, Kemmis, 2008), case study (Waller & Bitou, 2017, Clark & Moss, 2005) and qualitative methods (Denzin & Lincoln, 2011) are very relevant. We are interested in maintaining the appropriate level of anonymity and confidentiality. Participants are research subjects (Pascal & Bertram, 2012). Families interested in critical education could improve their own education as citizens. Adult education as a practice of freedom and hope is a fundamental purpose. ECEC needs to develop critical practices committed to social justice and democracy for children and families.

Keywords: child centred practice, adult education, social justice, equality, democracy

SYMPOSIUM SET E / 7

ROLE OF PEDAGOGIES IN CHILDS PLAY

Individual Paper Presentation

CHAIR: HANNE JENSEN, University of Cambridge, United Kingdom

Guided play: exploring how early childhood educators enact play-based practices in Canadian and South African classrooms
HANNE JENSEN (1) AND ANGELA PYLE (2), (1) University of Cambridge, United Kingdom; (2) University of Toronto, Canada

In this paper, we offer a cross-cultural comparison of guided play as it occurred in 12 Canadian and 8 South African early childhood classrooms. Guided play holds great promise for children's effective and engaged learning in education: recent studies show benefits for academic and socio-emotional outcomes (Weisberg, Hirsh-Pasek, & Golinkoff, 2013). However, these studies often feature one experimenter with a small group (e.g. Hassinger-Das et al., 2016). In contrast, large-scale US classroom research find that small group interactions happen 27% of the time or less (Pianta, Downer & Hamre, 2016). To realise guided play's promise, we need to explore its enactment in classroom settings, in particular adult-child interactions and learning opportunities (Pyle, DeLuca & Danniels, 2017). Taking a pragmatic stance and using a mixed-methods approach, we analysed classroom videos for: 1) the frequency of educator involvement in play contexts, 2) the role the educator assumed in those contexts, and 3) learning opportunities that emerged due to this involvement. Video data was collected as part of two studies investigating play-based practices in Canada and South Africa. Video recordings followed the educator, individual children were not singled out or assessed. The studies were ethically approved by University of Toronto and University of Kwa-Zulu Natal, respectively. Full consent was obtained from participating school boards, supervisors and practitioners. Based on our analysis, we consider how educators can achieve guided play with groups of 20-30 children. Implications are discussed for practice and parental engagement, including barriers and enablers of guided play in culturally diverse settings.

Keywords: guided play, teacher-child interactions, early childhood education, cross-cultural research, mixed-methods research

Playful activities in Pre-K: Educators' perspectives about their role in promoting play
DANIELA SOFÍA JADUE ROA (1), DAVID PREISS (2), KATHERINE STRASSER STRASSER (2), DAVID WHITEBREAD (3) AND VALESKA GRAU (2); (1) Universidad de O'Higgins, Chile; (2) Pontificia Universidad Católica de Chile, Chile; (3) University of Cambridge, United Kingdom,

This study aimed to identify educators' perspectives about play and its influence in children's learning and well-being. International research has shown that many educators' don't feel comfortable with children initiating or guiding activities, making a clear distinction between work and play (Bennett, Wood & Rogers, 1997). More recently, research has found that adults' presence inhibits learning through play (MacInnes et al., 2010) and children do not perceive those activities as play (MacInnes, 2013). A previous study carried out in Chile by Jadue and colleagues (2016) found out that practitioners' perspectives about learning and play can be contradictive. The present study adheres to the framework constructed by Weisberg and colleagues (2015) about playful pedagogies, which identifies four types of play: Instructional, co-opted, guided and free play. The study consisted in a mixed-method design, including 58 pre-kindergarten educators' interviews from different types of early years education institutions. Informed consent was sought from all participants. The interview protocol developed allowed to identify the tensions between educators' perspectives about play and learning and how they perceive their role in playful activities. Findings suggest that the tension is provoked by policy documents, such as the curriculum, and the hinder intention of schoolarisation of early childhood levels. Suggestions to policy and practice were

formulated in line with opening the dialogue between actors in both sectors. It seems essential to create curriculum guidelines that support the adult's role in promoting playful early childhood activity settings.

Keywords: types of play, educators' perspectives, playful learning, schoolarisation, pre-kindergarten

The Role of Pedagogues in Children's Play
HANNE HEDE JOERGENSEN AND ANETTE BOYE KOCH, VIA University College, Denmark

The aim of the study is to explore how professionals develop a good environment in ECE settings in response to children's perspectives. How do pedagogues incorporate children's play in development of pedagogical practice in order to support parental upbringing? The study refers to previous work exploring playfulness in ECE settings (Bae, 2012; Koch, 2015; Jàørgensen, 2018 in press). We refer to a theoretical and conceptual framework that understands pedagogy as based on "sensitivity and tact" rather than instrumentality (Manen, 2008) and to narrative theory (Clandinin, 2013). Last we also call upon the fact that Danish ECE pedagogy has evolved from theories dating more than 100 years back, theories in which play is understood as crucial for children's everyday life. The research is inspired by phenomenology and narrative theory. Ethnographic field studies and narrative workshops with professionals and children were carried out 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. Pedagogues and children engage in playfulness in many ways both in activities and in spontaneous meetings. Pedagogues engaged in playful interactions perform a child perspective that offers children a high degree of participation. The study offers knowledge regarding how professionals meet children as active participants in Danish ECE in a way where children communities are highly valued. Therefor ECE settings offer an important environment and support for parental upbringing.

Keywords: playful interactions, childrens participation, ece pedagogy, pedagogues roles, parental support

SYMPOSIUM SET E / 8

ENABLING APPROACHES FOR INFANT DEVELOPMENT

Individual Paper Presentation

CHAIR: ASTA CEKAITE, Child Studies, Sweden

Presentation of Tunyogi Game Therapy through the example of the development of a prematurely born pair of twins with brain damage
ÉVA JUHÁSZ AND ERZSÉBET TUNYOGI, Tunyogi Pedagógiai Szakszolgálat, Hungary

Our case study presents the development of a prematurely born pair of twins with brain haemorrhage from the age of 3 months until the age of 4 years. Our aim is to present and evaluate the effectiveness of Tunyogi Game Therapy (TGT). Our current study is predated by a study performed in 2014 by Tunyogi et al. that has assessed the effectiveness of TGT through measuring a greater number of children using the Tunyogi Developmental Scales. Theoretically, this study draws upon the early intervention theory of neuro-rehabilitation (Berényi and Katona, 2012) and published studies of Tunyogi (1988, 1995, 2018). TGT is composed of successive series of exercises embedded in dramatic games, in line with the child's development stage. The programme helps foster the full potential of movement abilities, sensory functions, communication, cognitive and adaptive skills of the children in a complex manner. Using the Tunyogi Developmental Scales, we have assessed the children's developmental stages at the beginning of the therapy, and then re-assessed them each consecutive year. Parents of the children have been duly informed about the study and have given their full consent in their children taking part in the study. As a result of this intensive therapy, children with nervous system damage who have gone through severe birth traumas have scored in all fields in the highest ranges of the Tunyogi Developmental Scales. The results of the case study underpin the effectiveness of TGT in the development and rehabilitation of infants and toddlers with severe brain damage.

Keywords: early childhood intervention, premature birth, brain damage, rehabilitation, Tunyogi game therapy

Positive childbirth experience towards early attachment
KATALIN HEJJA-NAGY, Eszterhazy Karoly University, Hungary

Aims of the research were to measure phenomenological characteristics of subjective experience of childbirth, and to examine how different factors of delivery may influence the pattern of experience. There were several studies analysing interviews with mothers (e.g. Lavender et al., 1999, Lundgren et al., 2009, Waldenström, 1998). These studies show evidence that birth experience is not independent from circumstances of the labour, some factors can contribute to a positive experience. Less attention is paid on mothers' subjective experience, though studies show that a positive childbirth experience can contribute to an easier mothering and stronger attachment between mother and child. 160 women in two Hungarian towns were asked to report about their childbirth experience. A questionnaire was administered regarding circumstances of the delivery (e.g. preparing for the delivery, interventions, possibility of choosing the birth position, perceived social support). Mothers were asked to fill in the Phenomenology of Consciousness Inventory (Pekala, 1982) regarding the childbirth experience, too, that measures the phenomenology of experience in 12 dimensions. Patterns of experience were compared. Subjects were provided with an e-mail address and phone number in case they wished to discuss

their experiences of birth with a psychologist. Our research revealed that childbirth experience is an altered state of consciousness, with a specific pattern. Preparing for labour, social support and free choice of position contributed to a positive experience, while interventions, mainly caesarean caused rather a negative trance. It is important to pay attention to circumstances of labour for a positive subjective experience of the mother.

Keywords: delivery, birth experience, attachment, altered states of consciousness, interventions and other factors

Affectionate touch and care: Embodied intimacy, compassion and control in early childhood education
ASTA CEKAITE (1) AND DISA BERGNÉHR (2), (1) Child Studies, Sweden; (2) Jonköping University, Sweden

Relational care, interpersonal intimacy and emotional attunement are crucial for children's development and wellbeing in ECEC. This study examines how they are enacted in a Swedish preschool (1 to 5-year-olds) through recurrent adult-child touch. Research shows that tactile caregiver – child contact is essential for development and wellbeing. However studies on touch in preschools are scarce. Theories on care, intimacy and embodiment inform the study. Care implies to protect, nurture and train. It is relational, depending on the one-caring as well as the cared-for (Nodding). The study is informed by theories of care and sociocultural perspectives. It is based on video-ethnography (35 hours) of naturally occurring preschool activities. Data were coded into: teacher – child touch and functions of touch. Written consent was obtained from parents and teachers. The person video-recording was sensitive to children's reactions, and stopped when there were signs of discomfort. The study shows that educators' Affectionate-Comforting touch was used for emotion regulation as compassionate response to children's distress, amicable touch engaged children in spontaneous affection. Affectionate-Controlling touches mildly controlled and directed the child's participation in preschool activities, or mitigated verbal disciplining. They were instrumental as compassionate acts that sustained positive relations in potentially challenging situations. The study supports the holistic policies arguing that embodied relational care should be integrated in ECEC, since they provide a fruitful connection between intimacy based social relations children experience in families, and in early childhood education, in contrast to ideas that connect professionalism with emotional distance and lack of physical contact.

Keywords: early childhood education, relational care, educator-child touch, intimacy, compassion

SYMPOSIUM SET E / 9

PHYSICAL, KINESIOLOGICAL ACTIVITY IN CHILDREN UNDER 7 YEARS

Individual Paper Presentation

CHAIR: SZABOLCS HALASI, University of Novi Sad, Hungarian Language Teacher Training Faculty, Serbia

Physical development and motor skills of 4-6 year old Hungarian children
DÓRA KŐNIGH-GÖRÖG, ZSUZSA OLVASZTÓNÉ BALOGH, NÓRA LAOUES AND ZOLTÁN SZERDAHELYI, University of Debrecen, Hungary,

Present the negative effect of modern times on health. Furthermore, we would like to expound the changes in the body composition and motor skills of Hungarian kindergarten children. Bakonyi (1981), Győri (1992), Farmosi és Gaálné (1999, 2001), Bencze (2009) analysed the body composition, biological development, physical fitness, and motor structure of Hungarian children aged 3-6. We used Bakonyi's (1981) test for the motor skills of kindergarteners: 20 meters sprint, standing long jump, balance ability. We measured the body compositions and motor abilities of 118 children (4-6 year old) from Mátészalka (56 girls, 62 boys). We compared our results with the results of previous research. Statistical analyses were carried out by using IBM SPSS 22.0 software. The researchers informed the kindergarten teachers about the study objectives. Voluntary and anonymous participation was ensured, noting that the collected data that would be used for research purposes only. Parents were informed too and their consent was obtained prior to the data collection. In the study group, children are taller and heavier than in previous studies. These children also had better performance on motor tests, except in balancing practice. There is a positive correlation between body height and body weight, respectively between the bodyweight and 20 meters sprint. We also found negative correlation between the body height and balance ability. We would like to increase the number of participants to have information about physical and motor development status of Eastern Hungarian kindergarten children. Our long term plans include further follow-up examination of the children we have studied.

Keywords: kindergartner, motor skill, body composition, changes, healthy life

Effects of longitudinal kinesiology activity on motoric and morphological development of preschool children
SZABOLCS HALASI, JOSIP LEPEŠ AND DAMJAN JAKSIC, University of Novi Sad, Serbia

The purpose of this paper was to define and analyse the effects of longitudinal application of various models of exercises of kinesiological activity on raising the level of development and improvement of motoric and morphological development of preschool children. Bala 2014/ Matic 2016 Most of the studies studying the structure of motor abilities of children suggest that younger subjects exhibit certainly different motor abilities, but incomparably they are more difficult to measure compared to adult population tests. Based on the sample of 485 children of 5 to 7 years of age, divided into two groups experimental (259 53.4%) and control group (226 46.6%), morphological measurements and motoric testing were done. A kinesiology programme was applied to the experimental group for the period of nine months. Battery for testing and

monitoring the changes caused by experimental treatment consisted of eight anthropometric measurements and eight motoric tests. The study was approved by the institutional review board of Faculty of Sport and Physical Education, University of Novi Sad. Informed consent to participate in the study was obtained from children's parents. The certain morphological characteristics have improved, and that certain motor abilities of children from the experimental group have also improved in comparison with the control group. For a long time in expert circles, the following assertion is made: What is done in a month / two in pre-school, in the domain, morphology, motor skills, is hardly possible for a year at a younger age (from 1st to 4th grade).

Keywords: preschool, kinesiology activity, morphological characteristics, motor abilities, longitudinal

EDUballs - An Innovative Teaching Approach for Educators

SARA WAWRZYNIAK, IRENEUSZ CICHY, MARCIN KORBECKI AND ANDRZEJ ROKITA, University School of Physical Education in Wrocław, Poland

This study aimed at investigating the effects of physical education (PE) with EDUballs on children's fundamental movement skills (FMS) and academic achievements (AA). According to the interdisciplinary model of teaching PE (Cone, Werner, Cone, 2009: Interdisciplinary elementary physical education. Champaign,IL: HumanKinetics) and the positive results of the implementation of intervention programmes during PE on children's motor and educational outcomes (Zach, Shoval, Lidor, 2017, https://doi.org/10.1080/f00220272.2016.1234649) the EDUballs were used in the research. The EDUball approach is based on interdisciplinary model of teaching PE. The EDUballs contains 100 balls with letters of the alphabet, numbers and mathematical signs. The concept combines physical activity and academic learning and assumes the development and improvement of children's cognitive skills through the movement and play. The research used a one-year pedagogical experiment method and a parallel group's technique: experimental (N=63) and control groups (N=21), performed at school. The research was conducted in 2015/2016. Data were collected in pre-and post-tests. The EDUball programme combined PE with language and mathematics exercises. The research required the written consent from the school's headmasters and children's parents/guardians. All consents were obtained. The results showed that children participating in PE with EDUballs achieved significantly higher AA in reading, writing and mathematics (p<0.05) and performed better in FMS (p<0.05) compared to the control group who followed the standard PE. The findings demonstrated that PE with EDUballs significantly improves children's motor performances and academic achievements. Integrating PE with EDUballs has motor and educational benefits and is a promising teaching approach in early childhood education.

Keywords: elementary school, interdisciplinary learning, academic achievements, motor skills, EDUballs

SYMPOSIUM SET E / 10

MULTIDISCIPLINE & MULTIPROFESSIONAL APPROACHES TO LITERACY

Individual Paper Presentation

CHAIR: TARA SHEM, Flinders University, Australia

Fostering collaborative practice: speech pathologists and educators working together in early childhood education services

TARA SHEM, CHRIS BREBNER, ANGELA LAWLESS AND MICHELLE SWIFT, Flinders University, Australia

This paper presents findings from a doctoral study seeking to understand how speech-language pathologists (SLPs) and early childhood educators (ECEs) might best work together within early years settings. Supporting children's development is recognised as the role of multiple professionals (Anderson, 2013). Such collaboration between ECEs and SLPs is relatively under examined, especially in services for 0 - 4 year olds. This study builds on previous research investigating the management of communication difficulties in early years services (Mroz & Letts, 2008) and how professionals understand the roles of other professionals (Letts & Hall, 2003). Deploying a post structuralist theoretical inflection, qualitative case studies were analysed to provide diverse voices and an evidential basis to address this knowledge gap. Concepts from collaboration theories (Watts et al., 1997) informed the research design. Research workshops were conducted with ECEs in four Australian long day-cares. Participants explored how they would like SLPs to work in their service. Discussions from each site were analysed thematically followed by cross case-analysis. Participation was voluntary. Written consent was obtained from all participants. Major themes from the workshops will be discussed. Most of the ECEs had limited experience with SLPs and where they had experience, dissatisfaction with these interactions was reported. Despite this, ECEs expressed a desire to work with an SLP onsite and identified attributes to enable collaborative work. Without SLPs understanding the issues of collaboration from ECEs point of view, meaningful collaboration is unlikely to occur and may remain at the level of practice presented in this paper.

Keywords: early childhood education and care, speech-language pathologists, collaborative practice, early childhood educators, communication development

Library storytime and early literacy: A multimodal, multidisciplinary perspective

EMILIA DJONOV, Department of Educational Studies, Macquarie University, Australia

This paper examines the views shared by those involved in designing and delivering storytime sessions at public libraries, where young children and their caregivers engage in picture-book reading, listening to stories, singing and dancing, reciting rhymes, and craft. It contributes to efforts to develop professional development frameworks for storytime as a key initiative public libraries use for promoting early literacy (EL) in the communities they serve. Such frameworks must help librarians adopt intentional, responsive, and reflexive approaches to EL education that are effective in environments with high variability in group size, attendance patterns, children's age, and the caregivers who bring them to storytime (Campana et al., 2016, Campana, Mills, & Capps, 2016). A social semiotic multimodal perspective (Kress, 2010) is essential for understanding how different communication modes and artefacts (e.g. picture books) support EL learning during and beyond storytime. This perspective also helps relate findings from the multimodal discourse analysis of examples from a data set of 57 storytime sessions, observed and video-recorded in public libraries across New South Wales, Australia in 2015, to the thematic analysis of 38 interviews with their presenters. Written informed consent was sought and obtained from all storytime presenters and the caregivers/parents of children who attended the recorded sessions. Seeing literacy education as a multimodal practice can help librarians design and deliver effective storytime sessions and advocate for public libraries as a unique community context for promoting early literacy. Implications for research and practices intersecting early childhood education and community services are also discussed.

Keywords: storytime, early literacy, public libraries, multimodality, social semiotics

JUMP ALONG! Renewing early education teachers' competences to support language and socioemotional development of diverse children

MAARIT SILVÉN (1), ANNE SORARIUTTA (1), WENWEN YANG (1), JULI-ANNE AERILA (1), ANITTA MELASALMI (1), LIISA POSTAREFF (1), TIMO RUUSUVIRTA (1), & THE JUMP ALONG INTERVENTION STUDY GROUP (2) , Department of Teacher Education, University of Turku and Department of Education, (1) University of Turku, Finland, (2) University of Jyväskylä, Finland

The 3-year JUMP ALONG intervention study, funded by the Ministry of Culture and Education from 2017 to 2020, aims to respond to new challenges in teacher education in line with key priority areas of the Finnish Government (see www.minedu.fi). At present there is little scientific evidence that teachers' competences optimally support children's learning and development in culturally and linguistically diverse Early Childhood Education and Care (ECEC) settings (Melhuish et al., 2015, Pianta et al., 2009). Few preventive intervention studies on ECEC have focused on pre- and in-service teacher education to date. The main objective of the intervention study is to explore new evidence-based ways of supporting teachers' professional development during various phases of their career. The study improves teachers' pedagogical sensitivity during instructional interactions and strengthens cooperation, learning and management in multiprofessional teams to promote children's development and learning years before school entry. The intervention programmes specifically target key developmental domains of children's language, social and emotional competence (Dickinson, 2011). Drawing on the socio-cultural paradigm, the effects of the intervention will be explored by following up participants across a two year period using mixed methodologies and standard methods for assessing professional competence and child development (observations, self-reports, and interviews). We will discuss ethical issues concerning privacy, confidentiality, and storage and present the work of implementing the study and some preliminary findings on teacher students' approaches to learning (see http://blogs.helsinki.fi/howulearn/). The innovations of the study have the potential to elicit international interest in Finnish ECEC and higher education institutions.

Keywords: teachers' pedagogical sensitivity, multi-professional teams, promoting language development, promoting emotional development, supporting families

SYMPOSIUM SET E / 11

PARENT SUPPORT FOR CHILD LEARNING

Individual Paper Presentation

CHAIR: JOANNA GRACE PHILLIPS, Swinburne University of Technology, Australia

As mother and as educator! Studying mothers and educators (whit their or others children) in a collaborative task whit child

MARINA FUERTES (1), OTÍLIA SOUSA (1) AND SOFIA FARINHA (2), (1) CIED-ESELX/IPL, Portugal; (2) Escola Superior de Educação de Lisboa | Instituto Politécnico de Lisboa, Portugal

To describe and to compare the type of collaborative behaviour and the interactive behaviour (Empathy, Challenge, Attention/reciprocity, Cooperation) of Mothers and Educators. Brandes et al. (2012, 2015) Fuertes et al. (2015, 2018) studies indicate that comparing with parents, educators offered more opportunities for child participation and challenged them with new concepts /problems. As predicted by Katz (1983) do educators act predominantly guided by educational intentions whereas parents act mostly spontaneous and affectively? Bronfenbrenner Bioecological Model (1979, 1982), Participatory pedagogy/Active Learning (Bertram & Pascal, 1997, 2002), Touchpoints Approach applied to ECE (Brazelton & Sparrow, 1992,

Singer et al., 2002) The study is based on a mixed paradigm with qualitative (collaboration description) and quantitative measures (behavioural score using Tandem scales). Each dyad was observed independently, using a variety of materials/tools to produce something during 20-minutes. Participants were 20 educators with children, 20 mothers with their children and 20 Mothers-Educators with their children (3-5 years old). The studied was approved by CIED Committee Research. All participants (including children) gave their inform consent. The authors based all their procedures on EECERA ethics code. Almost no significant differences were found between the two groups of Mothers (mothers and mothers-Educators). Comparing with Mothers, educators offered more opportunities for children participation and were more attentive to children interests. Mothers were more worried with quality of the product made and challenged children less with new concepts/problems than ECE educators. The conclusive results will be used for the development of guidelines that can assist ECE professionals helping parents

Keywords: early childhood education, educators, maternal behaviour, interactive quality, adult-child cooperation

Let me command you!
GALINA MISHINA, Russian State University for the Humanities, Russia,

The study was aimed at determining the mother's vocal behaviour during the routine care of the infant of the first year of life. Some studies (Kazakovskaya V., Lyakso E., Mishina G.) show, the mother's vocal behaviour (pace, types of questions, intonation etc.) depends on the child's age, speech and personal development depends on the mother's vocal behaviour Our research was conducted within the framework of cultural-historical psychology of Vygotsky we identified three lines in the development of speech (considered by us as a higher mental function according to Vygotsky theory) and described the vocalisation's characteristics of each of them (including both communicatively directed and non-communicative, positively and negatively coloured, both responsive and initiative). We were interested to research the mother's vocal behaviour for each of these types of vocalisations in different age periods (first and second half of the first year of life). All participants were informed about: — Participants' rights to decline to participate and to withdraw from the research once it has started, as well as the anticipated consequences of doing so The mother can demonstrate commenting, ignoring or imitation of baby's cry and vocalisations. The further personal maturity or infantilism of her child depends on what vocal behaviour the mother demonstrates to different types of vocalisations in this or that period of the infant's life. The obtained results allow to design the content of the family supporting programme (first of all, the mother) aimed at personal development of the child

Keywords: cry, vocalisation, mother's vocal behaviour, speech development, personal development

Fathering during the early years: Influencing factors and perspectives on engagement with their young children
MEREDITH JONES, University of North Carolina at Wilmington, United States,

This study explored fathers' perceptions of their engagement with their young children and factors influencing their engagement. Fathers were diverse in terms of ethnicity, socioeconomic status, relationship status, education level, and child characteristics. Research on father engagement in the early years is largely quantitative and suggests engaged fathers have significant influences on children's developmental outcomes (Panter-Brick et al., 2014). While quantitative findings illustrate large trends and outcomes to children's development a critical piece is missing. It is important to understand why or why not fathers are engaged. Qualitative findings provide insight into how to support fathers. This study is grounded in an ecological framework which examines the individual and contextual factors that influence fathers' engagement. This study is rooted in the interpretivist paradigm to understand participants' lived experiences. Qualitative methodology was used to explore participants' views and opinions. In-depth interviews were used for methods so follow-up questions could be asked during the interview to gain deeper understanding. A consent form was used to remind participants that the study was voluntary and anonymous. Pseudonyms were used in data and written material. Participants were reminded they could end the interview at any point. Participants reported their engagement is influenced by personal and family factors, and factors related to the early years' setting. Fathers reported how their perception of their role as a father influences their engagement. Early years' settings that value fathers and the factors influencing their engagement are likely to increase father engagement.

Keywords: father engagement, family engagement, supporting families, parent partnership, diverse cultures

SYMPOSIUM SET E / 12

WORKING WITH FAMILIES

Individual Paper Presentation

CHAIR: CHARLOTTE HARDACRE, University of Cumbria, United Kingdom

The nursery as an open and flexible centre for families and their children in northern Italy
SAMANTA MURGIA AND CATERINA SEGATA, Cooperativa Sociale Società Dolce, Italy,

The focus is the innovation path undertook by our organisation bending Emilia Romagna ECEC models trough families' participation. Research studies underline the role of ECEC services in promoting children's inclusion, development and wellbeing (Vandenbroeck-Lazzari 2014) together with the importance of families' active involvement in designing ECEC policies (Saraceno 2011). The European Commission "Proposal for key principles of a Quality Framework for ECEC" provides

a conceptual and theoretical framework. It stresses the importance of a curriculum based on pedagogical goals and approaches as much as on its constant reformulation through families' participation. We adopted an interdisciplinary approach by combining yearly survey with participatory approaches (focus groups). The ethical code of qualitative research in socio-educational research and the anonymity of those involved were respected. The research process implied organisational changes with the needs that gradually emerged. One may distinguish 4 stages: 1) broader calendar and flexible access, 2) families' participation expanded beyond the institutional settings to the everyday life of the nursery, 3) opening towards the broader community and the birth of 06 integrated services and occasional frequency, 4) development of ECEC services' flexible models and structures. Our pedagogical projects are designed not only in response to a set of traditional needs, but also through co-construction spaces and services with families. ECEC are continuous innovation laboratories that allow the project to evolve over time.

Keywords: families' participation, innovation, flexibility, work-life balance, 06 system

The reference document for parenting support "Towards thoughtful support of families"
GENEVIEVE BAZIER, Office de la Naissance et de l'Enfance, Belgium,

This research aimed to develop a reference document for early childhood professionals and to establish common vocabulary around parenting support, in order to support professionals in adopting respectful attitudes towards families and reflexive approaches to practice. ''Parenting support'' is a fairly recent and very diverse concept. This document provides benchmarks which can be shared by professionals from different fields and institutions. Thus it aims to fill a gap and harmonise practices. The term ''parenting'' appeared in the 1970s, following social changes and their new familial models (Houzel, 1999, Sellenet, 2007). Parenting support, arising from different traditions, is thus not grounded in a unified framework. The methodology used was qualitative and participatory, involving actors in perinatal, childhood and youth support over five days of exchanges. Following this, an in-depth study with university experts was carried out. Parents were also involved through an action research study design. Classical experimental design was not used. Results are reproducible following the methodology and principles of intellectual property were respected. Parenting support emerged as having two main dimensions: socio-politico-economic, and ''practices''. From our discussion groups, the latter appears not as a simple recipe, but as a series of ethical considerations and guidelines which anchor complex practices. The resulting Parenting Support Reference Document is made available to all professionals in direct or indirect contact with families and children. Furthermore, the two-dimensional concept emphasises that parenting support is not only a matter of professional responsibility but also needs to be supported by economic and political measures.

Keywords: parenting support, reflexivity, professional attitude, family network, equity of services

Using Authentic Family Learning Principles to Develop Parental Involvement in Early Childhood Education
CHARLOTTE HARDACRE, University of Cumbria, United Kingdom,

This talk will report the findings of a study which asks how professionals in the early years form authentic and meaningful partnerships with parents that lead to improved outcomes for the children, families and settings. It is rooted in the work of critical pedagogues including Freire and Giroux and informed by the recent work of Wainwright and Marandet (2017) who apply a Foucauldian lens to the 'supportive power' enacted by settings who partner with parents. This piece of practitioner-research is framed by critical realism and complexity theory (Cochran-Smith et al., 2014) which underpins a resistance to neo-liberal demands for quantitative impact measurement and 'cause and effect' models in qualitative research. This exploratory study sits within the interpretivist paradigm and uses Extended Case Method to reconstruct an initial working theory of 'Family Learning' by engaging in 'conversations for learning' with 20 parents involved in family literacy classes across five schools in north-west England. Ethical concerns about parents consenting to engage simultaneously in family learning and a research study were overcome by employing an 'everyday ethics' approach whereby consent shifted from a one-off, regulatory necessity to an ongoing dialogue across the project. The main finding of this study are a set of Six Key Practices for Authentic Family Learning which guide the design, delivery and evaluation of such projects. These practices indicate that including parents in the development of family learning classes is key and that concealing 'corrective' interests, to up-skill or 'improve' parents may be counterproductive.

Keywords: authentic, complexity, partnership, conversation, meaningful

SYMPOSIUM SET E / 13

PERSPECTIVES IN SCHOOL READINESS

Individual Paper Presentation

CHAIR: TOMAS ELLEGAARD, Roskilde University, Denmark

Appropriate readiness in Danish family and preschool education
TOMAS ELLEGAARD, Roskilde University, Denmark

What do parents and pedagogues do together and separately in order to make children ready /prepared - currently and historically? How is readiness seen as connected with school? The research project builds on earlier research on the

relationship between familial and institutional preschool-socialisation (Kryger, Kampmann, Bach, Ellegaard). It also builds on theories of Lareau, Parenting (Furedi, Faircloth, Lee) and Aarseth. The study builds on a multitude of methods: among others ethnographic observation, interviews with parents and pedagogues, workshops with pedagogues - in four different day care settings – with focus on 5-years old, comparative elements (with field work in Singapore and New Zealand) and historical comparison with secondary analysis of parent interviews made in y2000. Pedagogues and parents were recruited to the study based on written information, guaranteed anonymity and consent. Pedagogues were involved in interpretation workshops. General findings of the ethnographic observation are presented focussing on findings from the parent interviews contrasting them with year 2000 parent interviews. The study identifies a continued focus on the discourse of "the social child". This is currently somewhat under pressure from the discourse of ''the school child'' - with a growing focus on academic preparation and readiness. Compared with 2000 there seems to be more emphasis on school, more concern on being prepared and more anxiety. Overall we identify a visible ambivalence and tension among the adult actors at all institutional levels between a "play pole" and a "instruction/school pole". The study points to the value of reflexive perspective sharing between pedagogues and parents.

Keywords: appropriate, readiness, ''the social child'', ambivalence, school readiness

"Can you help me keep my colour?" Embracing the perspectives of 2-year-old children within the discourse of school readiness to think otherwise.
JULIE OVINGTON, Northumbria University, United Kingdom

A relentless focus on developmental discourses dominates United Kingdom educational policy (Neaum, 2016) shaping pedagogic knowledge and professional practice, via social constructions. Prior research focuses on policy perspectives and prescribed outcomes. This research highlights the child's perspective within early education, challenging preconceived notions: thinking differently. Children are unique, learning efficiently through creative play (Vygotsky, 1978). Numerous factors influence development (Clark, 2016) including culture and closing the gap between home and school. Deleuze and Guattari (2006, 2004, 1994) discuss the impact of concepts, challenging researchers to think otherwise acting on lines of flight within practice. Ecological systems theory (Bronfenbrenner, 1979) and cognitive play theory (Vygotsky, 1978) were used to explore school readiness in early education. A Deleuze and Guattari framework influenced a mixed methods project including reiterative focus groups, observations and interviews to understand how children retain their colourful characters within the school readiness discourse. Aims, objectives and preconceived ideas were discussed, followed by written information to overcome concerns of judgement prior to obtaining informed consent. Child-friendly assent booklets were used for children's informed consent. A reiterative approach ensured transparency by sharing findings. British Educational Research Association ethical guidelines were followed. Northumbria University granted ethical approval. Children have voices and a right to be unique within the Early Years Foundation Stage. Accessing this requires policy makers and practitioners to re-evaluate concepts influencing their practice and identify how children's creativity and critical thinking supports educational outcomes. Demands to quantify tangible productivity is 'schoolifying' two-year-old children to meet prescribe standards. Where is children's creativity?

Keywords: play, early education and care, school readiness, Deleuze and Guattari, learning

Dominant Icelandic parents' views on preschool education and transition to school: A comparison of 2005/2006 and 2016
JOHANNA EINARSDOTTIR, University of Iceland, School of Education, Iceland

The aims of the study were to explore Icelandic parents' views on their children's preschool education, to make sense of how socio-ideological and institutional discourses influence their views. In 2005 and 2006, focus group interviews were conducted with 43 parents of five- and six-year-old children in three preschools in Iceland. Now, ten years later, the same preschools were revisited to examine and compare parent's views with the views of parents of preschool children from a decade ago. The study is inspired by critical theory perspective and aims to point out and challenge uneven power relationships and taken-for-granted assumptions in Nordic early childhood education (Souto-Manning, 2009). All the parents of the oldest children in the three preschools were invited to participate. However, given unexpectedly low recruitment, especially of parents from foreign background, the plans for the focus groups were modified to facilitate one interview with four participants, three interviews with three participants, five with two participants, and three interviews conducted with only one participant. Ethical issues were considered throughout the study. The findings suggest that Icelandic parents who participated in the study were satisfied with the preschools' emphasis on holistic approaches, child-centred orientation, and play. This had not changed relative to findings collected by the study conducted 10 years ago. In only a few decades, Icelandic society has transitioned from being largely racially, ethnically, and linguistically homogenous to being far more diverse. The findings call for re-evaluation of how we meet children with another background and other mother-tongue.

Keywords: parents, policy, Nordic, perspectives, diversity

FAMILIES AND CONTEXT IN THE TRANSITION FROM PRESCHOOL TO SCHOOL

Self Organised Symposium

CHAIR: ROBERT PERRY, Charles Sturt University and Peridot Education Pty Ltd, Australia

This symposium brings together presenters from three diverse countries to explore the roles of families and context in the transition from preschool to school. Presentation 1, emanating from Croatia, explores the roles of educators as agents of support in collaborative transition to school work with families. The second presentation explores the many challenges for educators and families as they support children in remote Arctic settings and considers implications for successful transitions to school. The role of context, particularly geographical context, is a focus of this presentation, as it is for the third presentation from Australia which explores the provision of preschool in school classrooms in remote communities in outback Queensland. The potential for enhancement of children's transition to school experiences as well as the potential dangers of schoolification are explored. All three papers will provide discussion prompts about lessons for transition to school.

Transition as a shared responsibility - teachers' role in the process of supporting families
ADRIJANA VISNJIC JEVTIC (1) AND IVANA VISKOVIĆ (2), (1) University of Zagreb, Croatia; (2) University of Split, Croatia

This paper analyses the differences in understanding the significance of transition experience as predictors of later academic achievements and the role of children, parents and teachers (kindergarten and primary school) in transition. Approaches to the concept of "preparing for school" are different, ranging from adapting to school requirements to advocating the "protection" of children. Differences in approaches are recognisable in the schoolarisation of kindergartens or in the demands of adapting the school to children and advocating a "softer" approach to education through play as a child's natural activity (Armstrong, 2008, Moss, 2012, 2014). Theoretical framework addresses responsibilities for developmental conditions and encouragements, cooperation and partnerships between families, educational institutions, and professional workers – kindergarten and primary school teachers. Research conducted with children through conversational interviews (n= 75) and surveys with parents (n=100) and teachers (kindergarten and primary school (n=150)). The research was done according to ethical principles of University of Zagreb and followed ethical principles of EECERA. Continuous consent was adopted for all participants including children. There are statistically significant differences in perception of responsibility for transition between kindergarten and primary school teachers. Regarding to their role in supporting families during the transition. Kindergarten teachers find themselves more responsible for supporting families in transition than primary school teachers. Timely and appropriate informing of children can greatly facilitate the children's transition into new environment. Effective transition to school is primary responsibility of adults, so it is important to ensure support to families and teachers.

Keywords: role of teachers, kindergarten, primary school, transition, families

Preschool in remote Arctic regions: Lessons for transition to school
TUIJA TURUNEN, University of Lapland, Finland

This presentation identifies the elements necessary to facilitate a smooth transition to school in Arctic areas, which are characterised by small, sparse, culturally diverse communities. Previous research has indicated that a smooth transition to the school is an important promoter of students' wellbeing and success. Education is often burdened with colonial and neocolonial legacies, which complicate the transition for many students (Rahko-Ravantti, 2016). The transition to school in Arctic regions can be conceptualised within a framework of social justice, decolonial praxis and culturally appropriate education (Acquah & Commins 2017). This research takes a critical approach with the aim of transforming the current circumstances of transition school in the Arctic. The data contain policy documents, Arctic Council project descriptions and observation materials from a study visit to Yamal-Nenetsia, Russia. Special attention is paid to research ethics to avoid the objectification of children and their families. The researcher takes notice of her position as an outsider even though she lives in the Arctic region. The information related to the participants is anonymised and handled carefully. Overall, the ethical considerations follow EECERA ethical code. The main findings suggest that the context in which children start school can have an impact on the children's and their parents' experiences. Thus, to promote a successful transition to school, each child's cultural background needs to be respected and included in educational practices. The results indicate that the transition to school in the Arctic has context-specific features, which must become part of policymaking and organising in education.

Keywords: transition to school, arctic region, social justice, decolonial praxis, culturally appropriate education

The provision of preschool programmes in school classrooms in remote Australian communities: Lessons for transition to school
SUE DOCKETT AND ROBERT PERRY, Charles Sturt University and Peridot Education Pty Ltd, Australia

The Remote Kindergarten Pilot (RKP) aims to provide a quality kindergarten (preschool) programme to 4-year-old children in remote communities in Queensland, Australia by integrating these children with students in primary school classes. This presentation examines implications for transition to school arising from an external assessment of the programme. Education in remote communities is often characterised by lack of opportunity, mobility, professional isolation, unreliable communication and infrastructure, distance, and cost (Capeness, 2015). The authors have conducted earlier work on kindergarten provision in remote communities (Dockett & Perry, 2014). Theoretical frameworks concerning education in

remote communities, provision of quality kindergarten programmes and transition to school all underpin this study. Researchers worked with children, families, educators, community members, and policymakers from 30 sites to generate data over 10 months in 2017 through conversational interviews (n=748), surveys (n=155), observations (n= 58 days) and standardised instruments (n=504). The impact assessment was approved by the system research branch and continuous consent was adopted for all participants including children. While there was overwhelming support for the RKP and its role in promoting a positive start to school, in some sites, RKP was framed as a year-long transition programme oriented toward school readiness. RKP is one strategy to provide quality Kindergarten education for those who cannot access centre-based services. While effective transition to school is one possible outcome for RKP, care needs to be taken to ensure that the major purpose is to provide a year of quality kindergarten education rather than an extra year of school.

Keywords: transition, remote, kindergarten, schoolification, Australia

SYMPOSIUM SET E / 15

CHALLENGES IN DIGITAL LEARNING

Individual Paper Presentation

CHAIR: SABAH AYACHI, University of Algiers 2, Algeria

Towards a practical strategy to entertain children and protect them from the internet's risks
SABAH AYACHI, University of Algiers 2, Algeria

Focusing on the importance of different child leisure today, this research aims at working-out a practical strategy to sensitise parents about online games dangers and acquiring social skills, coordinate with Ministries, civil society that child's protection being the responsibility of all. Our Research is related to a Japanese study assessing "The impact of electronic games upon the child's health, psychological and social behaviour", the study of Brent Conrad "Child Video Game Addiction: Facts, Solutions local" and our 2017 research: "Online children's games and their impact upon behaviour". We elaborated a "problematics" drawn from the exploratory studies we did on child's entertainment and game within family and outside it and the risks attached to this practice particularly in the Algerian society. We used several concepts while conceiving our project: a practical strategy for child's entertainment. We elaborated our research out of theoretical findings and field data we gathered on child entertainment within family (Case study 15 families in East, West, and North of Algeria) whose children committed suicide while practicing online games. We applied the analytical descriptive method and the interview technique. To preserve child rights to leisure and protect him from the dangerous online games through collective awareness of parents and other actors. To draw a comprehensive practical strategy (resting on sociological analysis) to prevent childhood from internet's dangers to the benefit of all societies. This research Propose to the different actors in order to coordinate their actions to the benefit of childhood

Keywords: practical strategy, entertainment, sociologist in family, electronic games, child at risk

The DILE Project: Children's Joy of Knowledge in Digital Learning Challenged by the Power of Parents
KRISTINA HOLMBERG (1) AND ANNIQA LAGERGREN (2), (1) Linnaeus University, Sweden; (2) Halmstad university, Sweden

DILE is a Nordplus funded network focusing on the digitisation of preschool. The 78 members are practitioners, preschool principals and researchers from Finland, Sweden, Iceland, Denmark and Norway. Here, the first findings from the project is presented. The aim of the paper is to explore what digital activities preschool practitioners are implementing, and to discuss this related to parents' fear of the digitisation of preschool. Previous research show that parents' attitudes towards children's

digital activities are two folded. Parents are negatively adjusted to children's use of digital technology foremost out of concerns about health issues, inappropriate media content and social aspects. But, also positive, arguing cognitive-, social-, motor- skills and the adjustment to the technology society. The theoretical framework is founded in social constructionist theories (Burr, 1995, Wetherell & Potter, 1994). Data consists of interviews, observations, discussions with members of the network, plans of activities, meetings with preschool professionals and parents. The analytic unit is the content and rhetoric in practitioners and parents' narratives, as well as in the implementation of the digital activities in preschool. Ethical standards were assured though written informed content by all parents and oral consent from children and participants in the project. The results suggest that digital activities concern: Creative activities, documentation, technical investigations, support for storytelling, play, and as tools for communication. The project has strengthened the practitioners' knowledge of digital activities and created good conditions for the digitisation of preschool. By doing so, they have also strengthened their role related to the parents.

Keywords: preschool, digital activities, children, parents' attitudes, practitioners' knowledge

SYMPOSIUM SET E / 16

WHAT KIND OF CONTINUOUS PROFESSIONAL DEVELOPMENT IS EFFECTIVE IN ENABLING ECEC TEACHERS/EDUCATORS TO WORK MORE COLLABORATIVELY WITH YOUNG CHILDREN AND FAMILIES?

Self Organised Symposium

CHAIR: JAN PEETERS, VBJK Ghent University, Belgium

In this SOS we will discuss the results of different European studies on the impact of Continuous Professional Development (CPD) that enable professionals in ECEC to work more collaboratively with young children and families, especially with those living in vulnerable situations. The studies reveal different aspects of what is considered 'innovative', 'effective' and 'qualitative'. They are all explicitly European (in and outside the EU) in focus and offer a critical reflection and contextualisation of the specific mechanisms that constitute positive effects of CPD initiatives. The emphasis on innovation through CPD is closely linked to new processes and practices in relation to a renewal of social services aimed at creating a shared view on ECEC between professionals and parents. Thus, the focus is not on professionalisation pathways for the career advancement of individual practitioners. The studies were jointly published in a recent Special Issue of the European Journal of Education.

Improving collaborative practices through continuous professional development
BRECHT PELEMAN (1), ARIANNA LAZZARI (2), IRMA BUDGINAITÉ (3), HANNA SIAROVA (3), HANAN HAUARI (4), JAN PEETERS (5) AND CLAIRE CAMERON (4), (1) Ghent University, Belgium; (2) University of Bologna, Italy; (3) Public Policy and Management Institute, Vilnius, Lithuania; (4) Institute of Education, University of London, United Kingdom; (5) VBJK, Centre for Innovations in the Early Years, Belgium

Explore links between Continuous Professional Development (CPD) and changes in the quality of pedagogical practices of ECEC practitioners with regard to collaborative practices, knowledge and sense of agency and curriculum development, implementation and planning. There is a broad consensus on the importance of investing in staff professionalisation in order to increase ECEC-quality. However, the processes and tools to promote this remain unexplored (Sheridan et al, 2009) and throughout Europe, there is too little investment in strong systems of CPD (Peeters, Sharmahd, & Budginaité, 2016). As set out in the Proposal of the European Quality Framework, high quality ECEC requires qualified staff whose initial and continuing training enables them to fulfil their professional role. The systematic literature review methodology was adopted, as elaborated by the EPPI-Centre for informing evidence-based policies in the field of education and social sciences. Besides ensuring accurate and fair representation and treatment of literature, awareness of any ethical issues arising from the research reviewed was taken into consideration. Also, the review relied on quantitative research evidence about the impact of interventions as well as qualitative studies about the views of practitioners. Long-term CPD interventions integrated into practice, such as pedagogical guidance and coaching in reflection groups proved to be effective. CPD initiatives based on the active engagement of practitioners and on peer exchanges within a shared scientific framework, proved to be the most effective. These proved to be effective both in countries with a well-established system of ECEC provision as in countries with poorly-subsidised ECEC systems.

Keywords: continuous professional development, ECEC quality, collaborative practices, practitioners views, systematic review

Innovative approaches to continuous professional development (CPD) in early childhood education and care (ECEC) in Europe: Findings from a comparative review
BENTE JENSEN (1) AND ROSA LISA IANNONE (2), (1) Aarhus University, Denmark; (2) University of Luxembourg, Luxembourg

In what ways are innovative approaches to CPD being developed across European ECEC systems and how are these being defined and implemented contextually? Past research highlights an important argument for considering CPD to strengthen professionals beyond pre-service training, that professionals need to take an active part in creating and implementing culturally-specific goals for ECEC, and that addressing issues regarding the vulnerable must be a part of innovative CPD. Whilst there is no consensus on the best kind of CPD, evidence suggests that a broad range of CPD, involving various levels of ECEC, in a developmentally-supportive environment is effective Innovative CPD encompasses processes such as critical thinking,

reflexivity, the reflective practitioner and co-creation within and across ECEC systems, through professionals, educators and assistants. Communities of practice (COP) and Communities of Innovation (COI) underpin the conceptual framework. The study builds on a social constructivist paradigm. Data were gathered through surveys, questionnaires, desk research and dialogue with partners and experts, across ten European ECEC systems. The anonymity of informants was respected where required, as researchers followed a strict ethical protocol, particularly in regards to children. Analyses and findings were validated by various researchers independently, triangulated and also framed with contextual data Innovative CPD policies and practices are contextually driven, however, crucial aspects include: critical reflection, communities of practices and a growing focus on addressing social inequality in ECEC. Innovative CPD has a positive impact on ECEC and child outcomes, especially in addressing social inequality, though specific elements of impact require further research

Keywords: ECEC, CPD, innovative CPD, communities of practice (cop), social inequality

Assistants in ECEC: Pathways towards continuous professional development for working with parents and children
IRMA BUDGINAITÉN (1) AND NIMA SHARMAHD (2), (1) PPMI, Lithuania; (2) VBJK, Belgium

We present our research findings on the profiles of ECEC assistants in 15 European countries and their professional opportunities. In particular we focus on how to create coherent pathways towards continuous professional development for working with parents and children. Several publications have underlined that quality in ECEC is dependent upon competent staff, capable of working within a holistic framework (UNESCO, 2010, EC, 2011, EC/EACEA/Eurydice/Eurostat, 2014). However, part of the workforce is represented by low-qualified ECEC assistants in many EU countries, defined as invisible workers (CoRe, 2011). Our analysis is building on CoRe study (Urban et al., 2011, Vandenbroeck et al., 2016) and a recent study (Peeters, Sharmahd & Budginaite, 2016) carried out for the European Commission. The framework for our research is the 'competent system', taking into account that individual competences alone are not sufficient to create quality. It is a mixed methodology research, based on data gathered through an experts' survey in 15 countries and case studies of three of these countries. We had taken into consideration the ethical issues on research from the European Commission. The research shows that in many countries in Europe, ECEC staff is still under-qualified and there is too little investment in strong CPD paths for all staff. A 'competent system' is needed which includes collaboration between individuals, teams and institutions and has competent governance at policy level. This means working within a holistic 'educare' approach that is able to value educative role of caring and the caring role of education.

Keywords: ECEC assistants, CPD, professionalism, educator's role, parents and children

SYMPOSIUM SET E / 17

TRANSNATIONAL PERSPECTIVES ON HOW OBSERVATION AND DOCUMENTATION CAN ENHANCE PARENTAL ASPIRATION FOR THEIR CHILDREN.

Self Organised Symposium

CHAIR: LORRAINE SANDS, EDUCATIONAL LEADERSHIP PROJECT, AOTEAROA NEW ZEALAND

Presentation one will focus on how parental engagement has the capacity to enhance parental aspirations for their child. The research has identified how workable strategies for teachers, using assessment data, can construct opportunities for parents to recognise the learning journeys of their children and raise family expectations for their child's future. Presentation two investigates the way Learning Communities tune into children who are engaged in an environment designed to stretch learners' identities of themselves. The research has identified how dispositions catapult to the surface as the natural result of sustained, playful, thoughtful, co-operative inquiry Presentation three considers how children's unconscious processes are reflected upon alongside parents and practitioners and pedagogical approaches are considered. Research has identified a change in Pedagogic approaches at home and in the centre.

How documentation of formative assessment has the capacity to strengthen parents' views of what it is to be a learner in the 21st century
WENDY LEE, Educational Leadership Project, Aotearoa New Zealand

My objective is to illustrate how documentation of formative assessment has the capacity to strengthen parents' views of what it is to be a learner in the 21st century and how this engagement has the capacity to enhance parental aspirations for their child This paper builds on research-based exemplars (Kei Tua o te Pae : Carr, Lee and Jones 2005, 2007, 2009), Black et al (2003)'s assessment research and Hattie's (2009) work on feedback This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews Narrative theoretical approaches underpin this research, supported by the New Zealand assessment practice of Learning Stories, it provides the platform to explore pedagogy (Carr and Lee, 2012, Lee et al.2013). New data from parents' interviews, documented assessments and reflections is introduced 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 Parents' reflections on their children's learning illustrate ways that revisiting narrative documentation makes a powerful contribution to both informing and engaging parents in their child's education Workable strategies for teachers, using assessment data, can construct opportunities for parents to recognise the learning journeys of their children and raise family expectations for their child's future

Tuning into children's energies, passions and spirits
LORRAINE SANDS, Educational Leadership Project, Aotearoa New Zealand

This paper investigates the way Learning Communities tune into children's energies, passions and spirits differently when children consistently explore in a play focussed, free age mixing environment designed to stretch learners' identities of themselves as resilient, resourceful, empathic, imaginative and collaborative learners. This paper is part of ongoing research on children's working theories (Davis and Peters, 2011) developed through New Zealand Ministry of Education, Centre of Innovation research at Greerton ECE (EECE Research Journal Vol. 20, No. 4, December 2012, 553 — "564). The research methodology is narrative inquiry (Connelly & Clandinin, 1990). The method is a case study (Carr et al.2009) Participants were given information sheets 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 able to consistently explore challenging, vibrant learning experiences with children older and younger than themselves, they expand their love of learning and design and pursue goals that go far beyond what teachers could set for them. In New Zealand, our Te Whāriki curriculum has enormously shaped teachers' vision of children and the way socio-cultural learning communities can be designed to positively nurture learning identities. We focus on the process of what it takes to be a learner, inside collaborative communities, where each voice can be heard. As a consequence dispositions like empathy, courage, imagination, resilience and persistence, and skills and knowledge, catapult to the surface as the natural result of sustained, playful, thoughtful, co-operative inquiry.

Reflecting on children's unconscious processes alongside parents and practitioners
ANNETTE CUMMINGS, Pen Green Centre for Children and their Families, United Kingdom

This research has looked at the development of an observational tool, 'consultancy observations', where children's unconscious processes are reflected upon alongside parents and practitioners and pedagogical approaches are considered. This research follows on from the 'Emotional Roots' and 'consultancy observation' work at Pen Green in conjunction with the Northern School of Child and Adolescent Psychotherapy. (Tait, C. Norton, F, Gallaher, T, Griffiths-Baker, S. 2018, Working With Children 0-3 and Their Families, London, Routledge). Psychoanalytic theory drawn on for the Emotional Roots course and this research project includes Bowlby's 'attachment' (1969), Winnicott's 'holding (1965) and Bion's 'containment' (1962), Trevarthen's Companionship (2007). This is interpretive research, employing a qualitative methodological approach involving observations, including the version pioneered by Bick (1964), along with seminar discussions among workers and parents and semi-structured interviews. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. Through thinking and talking together and reflecting, parents and practitioners forge a deeper understanding of what the experience is like for the child. Staff and parents behaviours change in subtle ways, changing the child's experience for the better. Pedagogic approaches at home and in the centre are more attuned and responsive.

SYMPOSIUM SET E / 18

TRANSITION TO PRIMARY SCHOOL & SCHOOL AGE CHILDCARE

Self Organised Symposium

CHAIR: JANE BERTRAND, Ontario Institute for Studies in Education, University of Toronto, Margaret and Wallace McCain Family Foundation, Canada

Canadian and Australian children make transitions from early childhood settings to primary school at age four- or five-years. The proposed symposium will consider transitions from early childhood education to primary schools from three perspectives – child, family and community. The presentation of the three papers will review the evidence that points to the benefits of seamless transitions from early learning environments into primary school. Also, it will highlight the evidence emerging from two Australian initiatives designed to promote seamless transitions.

The child - Play-based learning continuum
JANE BERTRAND (1), PENNY MARKHAM (2) AND JUNE MCLOUGHLIN (3), (1) Ontario Institute for Studies in Education, University of Toronto, Margaret and Wallace McCain Family Foundation, Canada; (2) Goodstart Early Learning, Australia; (3) Our Place, Australia,

In Canada and Australia, children typically experience early learning environments that emphasise child-directed or educator guided play approaches with little direct instruction from their educators. When they enter primary school the learning environment shifts to an emphasis on direct instruction for specific academic skills, mostly related to early literacy and numeracy. Recent international reports (LaRue & Kelly, 2015, Moser, Leseman, Melhuish, Broekhuizen & Slot, 2017, OECD, 2017) conclude that children's transition from early learning programmes to primary schools is often an abrupt shift in

approach rather than a smooth continuum for children. The evidence points to missed opportunities to maximise the potential benefits of children's participation in early learning programmes. Play-based learning is often interpreted as predominately child-directed play with a judicious amount of guidance from educators and teachers. The direct instruction of specific skills is considered 'work' not play and not part of play pedagogy. The continuum of play-based learning is a framework that presents a continuum that includes the full range of approaches and offers a way to bridge the practices of early childhood education and primary schooling (Danniels & Pyle, 2017). A review of published literature that does not require ethics review. Rather than two separate constructs of play and work (direct instruction of academic skills), a continuum of play-based learning is a broader and more concrete definition of play-based learning. The continuum offers educators in early learning and primary school a common framework of understanding to inform their practice.

Keywords: early learning, primary school, play-based learning, transitions, pedagogy

Supporting families facing disadvantage to be strong partners in children's transition from ECEC to school and community: our place
PENNY MARKHAM (1), JANE BERTRAND (2) AND JUNE MCLOUGHLIN (3), (1) Goodstart Early Learning, Australia; (2) Ontario Institute for Studies in Education, University of Toronto, Margaret and Wallace McCain Family Foundation, Canada; (3) Our Place, Australia

This paper distils Goodstart's approach to supporting vulnerable families in their child's transition to school. Engaging with the school system can raise challenges for families facing disadvantage and impact their child's successful transition to school. Families' own experiences of school and fears that these may be repeated for their child may impact on how parents engage in transitions (Dockett, et al., 2011). A recent study into parenting revealed parents with greater socio-economic disadvantage and more psychological distress had less positive attitudes about their interactions with educators and less positive attitudes towards how educators treated them when they did seek help (Parenting Research Centre, 2017). Early learning settings play a role in supporting children and families in transition to school. Educators can develop strong and productive relationships with parents and partnerships with schools that lay the foundations for successful transitions. To support families to be strong partners in their child's transition to school, Goodstart implements multiple strategies including the establishment of Education and Well Being Plans, scholarships to promote regular attendance, school and ECEC exchanges and accompanying children and families to school meetings. Ethical concerns regarding burden on educators and families and potential coercion to participate were overcome by ensuring participants were informed of their right not to participate. The project demonstrates the benefits of employing multiple strategies for supporting parents in their child's school transition. This approach has potential learnings for organisations aiming to implement new practices for supporting vulnerable families to negotiate this significant time of transition.

Keywords: transitions, multiple strategies, engaging families, challenges, vulnerability

Throwing the baby out with the bath water: School Age Childcare Provision in Denmark
MARY MOLONEY AND JENNIFER POPE, Mary Immaculate College, Ireland

This study explores a paradigm shift in how SAC is organised, governed and supported in Copenhagen, Denmark. We recognises the need to provide care for school going children whose parents working hours are incompatible with school hours (Moloney, 2018). Because of the lack of a statutory framework for SAC in Ireland, it has developed in an ad hoc manner. With a renewed government focus, this study builds upon previous work (Moloney & Pope, 2007) to further examine the factors that shape quality SAC.' Services and supports for children are increasingly influenced by neoliberal ideologies. Changes in how SAC is organised in Copenhagen Denmark demonstrates how emerging neoliberalism attitudes undermine historical, and trusted ways of being. Using a series of face to face interviews, this qualitative study explored SAC from multiple perspectives: lecturers, practitioners, policy makers and union activists. Informed consent was sought prior to undertaking the study. The trend in Copenhagen to streamline SAC and to collocate services on school campuses has constrained and compromised SAC pedagogues, and children's experiences in settings. Issues of cost and affordability, seem to take precedence over children's needs/rights. The intimacy of local community provision has in the main, been replaced by the anonymity of the school campus. As the state explores ways to best support this emerging sector in Ireland, findings can potentially shape the development: An imminent registration system, National quality standards, and Training programmes for SAC staff. Ultimately, this study has the potential to enhance children's experiences in SAC settings in an Irish context.

Keywords: school age childcare, training, curriculum, children's needs, neoliberalism

SYMPOSIUM SET E / 19

THE BELIEFS OF EARLY CHILDHOOD TEACHER STUDENTS ABOUT CHILDREN'S LEARNING AND PARTICIPATION

Self Organised Symposium

CHAIR: ANJA SEIFERT, University of Education, Germany

The aim of the study which is presented in this symposium is to investigate how early childhood teacher students reflect and describe children's learning and participation. Also, if and how their answers show a correlation to their practice experiences.

The data was raised to find out if there are differences in the answers of each partial grouping and if similarities in the professional beliefs can be found internationally, comparing beliefs of students in the participating countries Estonia, Germany, and Russia.

The beliefs of early childhood teacher students about children's learning and participation in Germany

CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

The aims of this study are to investigate how teacher students reflect and describe children's learning and participation and to analyse if there are differences between the views of full-time and part-time students. The study is a part of a large study aimed to find out about teachers', children's (Sandberg et al., 2015) and heads' views 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. Structured online questionnaires (Broström et al., 2012, Broström et al., 2014) were sent to German universities offering bachelor degree courses of early childhood education. The students were asked to evaluate the importance of various aspects that characterise children's learning in preschool on a four-point scale and to complete a questionnaire related to their work experience and course of study. Completing the questionnaire was voluntary and the anonymity of respondents was guaranteed. We found differences between the views of full-time undergraduates and the group of (part-time) extra occupational undergraduates. The full-time undergraduates rated more goal-oriented, instructional activities as first most important for children's learning than the extra occupational undergraduates who tended to prefer situations or activities with a less structured character. The biggest difference between the two groups was found in the understanding of participation. The views of part-time students seemed to follow more the curricula for early childhood education of the respective state. Knowledge about student teachers' ideas is important for supporting further teachers' professional development.

Keywords: student teachers views, children's learning, participation, professionalism, teacher training

The beliefs of early childhood teacher students about children's learning and participation in Estonia

MAIRE TUUL, AINO UGASTE AND SIIRI SARAPUU, Tallinn University, Estonia

The aims of this study is to investigate how students reflect and describe children's learning and participation and are there any differences between full-time and part-time students' views. The study is a part of large study aimed to ascertain teachers' (Ugaste, Tuul, Niglas & Neudorf, 2014), children's (Sandberg et al., 2015) 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. We used a structured questionnaire (Broström et al., 2012, Broström et al., 2014) for data collection. The questionnaires were given to all undergraduate students of early childhood education in Tallinn University. The respondents were asked to evaluate the importance of various aspects that characterise children's learning in preschool on a four-point scale. Filling the questionnaire was voluntary and the anonymity of respondents was guaranteed. It revealed that in the context of learning students value the most learning situations, which contributes to children's social development, situations built on children's own initiatives and children's free play. They believe that children learn the most through self-initiated activities and the least when adults provide challenges for them. Nevertheless, students do not think that children have to have influence on what happens. Compared to the part-time students the full-time students agreed more that children have to get many experiences and less that children have to meet many challenges. Knowledge about student teachers' ideas is important for supporting further teachers' professional development.

Keywords: student teachers views, children's learning, participation, teacher training, professionalism

The beliefs of early childhood teacher students about children's learning and participation in Russia

IGOR SHIIAN, NIKOLAY VERAKSA AND EVGENIY KRASHENINNIKOV-KHAIT, Moscow City University, Russia

The aims of this study is to investigate how students reflect and describe children's learning and participation and are there any differences between full-time and part-time students' views. The study is a part of large study aimed to ascertain teachers' (Ugaste, Tuul, Niglas & Neudorf, 2014), children's (Sandberg et al., 2015) 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. Structured online questionnaires (Broström et al., 2012, Broström et al., 2014) were sent to Moscow universities and teacher training colleges (vocational) offering courses of early childhood education. The students were asked to evaluate the importance of various aspects that characterise children's learning in preschool on a four-point scale and to complete a questionnaire related to their work experience and course of study. The research was carried out in accordance with Code of Ethics of the Russian Psychological Society. The research sample consists on three parts: full time university students, part time university students, teacher training college (vocational) students. We discovered the correlation between the content of future preschool teacher ideas about children's learning and participation on the one hand, and the type and level of their education, as well as their teaching experience in kindergarten on the other hand. Knowledge about student teachers ideas is important for supporting further teachers professional development.

Keywords: student teachers views, children's learning, participation, professionalism, teacher training

SYMPOSIUM SET E / 20

SUPPORTING OUTDOOR & NATURE BASED LEARNING

Individual Paper Presentation

CHAIR: EDITA ROGULJ, Faculty of Teacher Education University of Zagreb, Croatia

Designing the guideline booklet for improve the quality of playground in Japan
KIYOMI AKITA (1), MACHIKO TSUJITANI (2), YUTA MIYAMOTO (1), MARIKO MIYATA (2) AND KAORI ISHIDA (3), (1) The University of Tokyo, Japan; (2) Shiraume Gakuen University, Japan; (3) Preschool Outdoor Environment Design Office, Japan

The aim of this study is to define the quality of playground from various perspectives and to design the guideline booklet for educators to reflect on their playground. Playground is the place of many functions for young children. Playground is the place for children's movement play. Archer and Siraj (2015) showed the relations between environment and young children's psychical development. It also is the place for motivate children's inquiry for natures and place for encounter for natural phenomenon (White, 2004, White and Stoecklin, 1998). OECD (2012) set the dimensions of quality on ECEC as orientation, structural quality, process quality, and monitoring quality. It covers ECEC settings. In this study we use this framework of quality to improve quality of playground One thousand and seven hundred four ECEC centres in Japan answered the questionnaire of playgrounds. After the analysis of questionnaire, the seven critical points of improvement on playground were founded. Based on this points, the guideline is designed. Approval to conduct survey on playground was obtained from the ethical review board of university. The first finding is that the varieties in the playground is related with structural quality of play grounds. The degree of variety is connected with value and orientation of playground. The second one is that reflecting the rules and norms concerning playground is cues for change usage of playground as process quality. There are many perspectives for reflect and improve the playgrounds and booklet is one of the cue for improvement.

Keywords: playground, quality, environment, guideline, improvement

THE PROGRAMME "Children in Nature" – An authentic concept of children's spending time in nature
EDITA ROGULJ, Faculty of Teacher Education University of Zagreb, Croatia

The presentation of an authentic Croatian concept that includes a five-day stay in nature for children and preschool teachers. Spending time in nature is a part of the national curriculum in many countries (Willer et al., 2017). "Children in Nature" programme is based on the elements of Outdoor Curriculum. The outdoor concept gives children the freedom to get acquainted with their environment, and through play and research expand their competences in all areas (Waite et al., 2013). The Outdoor Curriculum has co-opted the need to develop natural intelligence from Gardner and his theory of multiple intelligences (Gardner, 1993). Natural intelligence is best developed in direct interaction with nature. The "deep ecology" paradigm highlights the spiritual, ethical, and social aspects of ecological reflection. It is based on a qualitative pedagogical approach, where working on pedagogical documentation takes central place. A comparative study of the Danish Outdoor Curriculum and "Children in Nature" was carried out through the analysis of documents, laws, and regulations Research was conducted in accordance with methodological research questions based on the highest quality standards. The data obtained will be used exclusively for the purposes of this study. Results from comparing Outdoor Curriculum to "Children in Nature" confirm common elements as the basis for the development of a quality programme aimed at the overall development of preschool children. The results obtained by the synthesis of the historical Outdoor Curriculum development will be used as guidelines to enhance the outdoor concept in Croatia

Keywords: pre-school child, competences, skills, socialisation, play

SYMPOSIUM SET E / 21

OUTDOOR PLAY AND LEARNING: RISKY, ACTIVE PLAY, EXPLORATIONS AND PROFESSIONAL LEARNING

Self Organised Symposium

CHAIR: OLE JOHAN SANDO, Queen Maud University College, Norway

The symposium focuses on children's exploration, physical active play and risky play. Children's possibilities for exploration, physical active and risky play are influences by practitioner's competencies and practices and the possibilities in the environment. In spite of a growing attention towards the importance of risky play for children, children's opportunities for risk in play are limited in many contexts. The presentations will treat the impact of the physical environment on toddler's risky play, the possibilities in the outdoor environment for children's physical active play and science exploration and staffs utilisation of these learning possibilities, and the how practitioners competences in facilitating children's risky play can be enchanted will be discussed.

Improving professional competencies to increase children's outdoor play risk-competence in after-school childcare settings
MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands,

This research aims in enhancing childcare workers' competencies towards facilitating children's risk-taking in play and interacting with parents, colleagues, management and safety inspectors. Child care educators deal with competing discourses towards risky play (Little, 2017). A model of influencing factors on professional' attitudes is used to get insight in complex practice on different levels: cultural and regulatory factors, parental relationship, personal attitudes and constructs of children (Van Rooijen and Newstead, 2016). Although risk is considered a crucial element of children's play (UNCRC, 2013), the opportunities are diminishing (Brussoni et al., 2015). However, the necessity of offering children play that enhances their risk-competence is understood by policy makers, which needs advanced education of childcare workers (Dutch Ministry of Social Affairs and Employment, 2016, Van Rooijen et al., submitted). Educators of seven Dutch after school care locations are offered a professionalisation programme, facilitating risky play with loose parts (Nicholson,1971) and involving stakeholders through 'risk reframing' sessions (Niehues et al., 2013). Change of professional attitudes is evaluated using the TRiPS instrument (Hill and Bundy, 2012) and by 'Realistic Evaluation', identifying working elements of the programme (Pawson & Tilley, 1997). Participants in the study provided informed consent, whereby parents of minors were asked explicitly for their consent. Preliminary findings will be discussed, outcomes are expected on improved competencies of educators on facilitating risk-taking play and on interacting with stakeholders. Outcomes will be used for policy implementation in childcare sector, developing a tool-box for the risk monitor of the Dutch Consumer Safety Institute.

Keywords: risk-competence, professionalism, outdoor risky play, pedagogical approach, after-school childcare

Toddlers engaging with challenging, risky play
HELEN LITTLE, Macquarie University, Australia

This paper presents a case study of a group of 18 to 24-month-olds' play in an environment designed to encourage risky play. EC pedagogy has seen a growing focus on the importance of children's risky play for their learning and development. The Australian Early Years Learning Framework (EYLF) promotes the need for children to take considered risks to develop their emerging autonomy, resilience and sense of agency as well as supporting their social-emotional wellbeing through accepting challenges, coping with the unexpected as they seek to experiment and take appropriate risks in their play. Despite this focus on risk-taking within the EYLF, previous studies indicate opportunities for this type of play are limited (Little & Sweller, 2017). Although practices are changing, the focus tends to be on the play of 3- to 5-year-old children. Play was analysed in relation to both child risky play (Sandseter, 2007, Kleppe, Melhuish, & Sandseter, 2017) categories and adult behaviours that supported children's self-management of risk (Little at al., 2011). Children's play was recorded using GoPro cameras and audio devices captured adult/child interactions over a 7-month period in the outdoor environment of their centre. Parental consent was obtained for children's participation and educators discussed with children the use of the cameras on data collection days. The paper discusses how the children tested their abilities and demonstrated their capability in negotiating the space, dealing with the risks in the environment. Implications include the provision and scaffolding of risky play opportunities for children from the earliest ages.

Keywords: outdoor play, pedagogy, risk-taking, toddlers, scaffolding

How does Norwegian early years settings facilitate for active physical play and science exploration among the youngest?
KAREN MARIE EID KAARBY AND CATO TANDBERG, Oslo Metropolitan University, Norway

By using ITERS-R and video observations we search to get information of how children's active physical play and science exploration are facilitated for the very youngest in Norwegian ECEC settings. Norwegian children spend much time outdoor, even the toddlers, and both the quality of the outdoor play (Moser & Martinsen, 2010, Kaarby &Tandberg, 2017) and the child -adult interaction are questioned Bjàørnestad & Os, 2018). The study has a socio-cultural perspective on outdoor play and learning with reference to the subject's physical activity and science. Key concepts are affordance and subject related didactics. The approach has critical realism as described by e.g. Sayer as a foundation and is both qualitative and quantitative. Methods used are ITERS-R and video observations conducted by the research project "Better provision for Norway's Children in ECEC". The data are analysed in a hermeneutical way. The project follows strict guidelines to ensure that ethical considerations are made, from collecting consents to storing data. Video are stored and secured on the TSD server and analysis are carried out through an unplugged computer for internet access. The findings indicate that the outdoor environment affords children physical active play and science exploration, but the staff does not particularly utilise the opportunities for learning, exploring and challenging. In the discussion, we point out different reasons for why the staff largely seems to supervise more than adapt for learning and challenging play outdoor. The philosophy of being outdoor seems to be relating to cultural values more than professional and educational justifications.

Keywords: toddler childcare, active physical play, science exploration, pedagogical content knowledge, ITERS-R

MULTICULTURAL EARLY CHILDHOOD EDUCATION IN HUNGARY, ITALY AND SPAIN.

Self Organised Symposium

CHAIR: CLARA MARIA SILVA, Università degli Studi di Firenze, Italy

The present-day societies are characterised by an increasing linguistic, cultural and religious plurality and this pluralism also invests the early childhood education services. The symposium presents the results of an international research, launched under the European Erasmus + project MECEC (Multicultural Early Childhood Education) aimed at exploring the educational needs of educators, pedagogical coordinators and auxiliary workers on intercultural issues in the following partner countries of the project: Italy, Spain, Hungary. The survey was conducted using a semi-structured questionnaire delivered online to a significant sample of educators in all partner countries. The goal of the project is to develop intercultural training proposals shared at European level aimed at promoting the social and cultural inclusion of disadvantaged children and their parents. The contribution intends to present the results of this international research obtained from an empirical investigation carried out in Italy, Spain and Hungary.

Early Childhood Education in Multicultural Contexts
CLARA SILVA, Università degli Studi di Firenze, Italy

The goal of the project is to develop intercultural training proposals shared at European level aimed at promoting the social and cultural inclusion of disadvantaged children and their parents. Our project is part of an international research promoted by ''Reggio Children'' and by ''Pistoia Childhood Center'' (Riera, Silva, 2016) (Fortunati, 2015). It embraces the pedagogical foundations of the intercultural approach (Fiorucci, 2016), that implies a dimension of dynamic, relational, emotional exchange and interaction, suggesting hence an active role of the involved social actors (Portera, 2003). From a pedagogical perspective, based on Comparative Education (Silva, ed.by 2016), and through a qualitative and quantitative methodology, the survey was conducted using a semi structured questionnaire delivered to a sample of educators in all partner countries. In Italy, the questionnaire was delivered online to the personnel working in ECEC services in different parts of Tuscany. Seeing the plurality and the complexity of nowadays society it gave the educators the opportunity to develop their professional "sight" and a consideration based on the interaction between theoretical knowledge and practical know-how that impacts positively on educational value and on services quality. We managed to draw the profile of Tuscan educators and of their implicit needs, so to pinpoint the areas where they need more support to do their job at their best. Starting from the needs of the educators and of their formation in an intercultural perspective it will be possible to identify the correct paths to sustain the inclusion of the children of immigration and their parents.

Keywords: educators-needs, intercultural-training, immigrant-families, inclusion, ecec-international-research

Encouraging Cooperative Partnership in multicultural early childhood context
ANGELA BAJZÁTH, Eötvös Loránd Tudományegyetem, Hungary,

To introduce a new pedagogical culture and educational concept by creating attractive learning environments and supporting social learning and cooperation between families and institutions in intercultural perspectives. Our project is part of an international research promoted by the KA2 Strategic Partnerships for school education - MECEC+ project cooperation with Italian and Catalonian research partners. Adults - and their children - holding a migrant and / or political refugee status, are the ones mostly at risk of social exclusion and marginalisation today. The same applies to ethnic minorities such as the Roma, whose role in the research is central (Lastikka, A. L., & Lipponen, L. ,2016) The survey was conducted by using a semi-structured questionnaire delivered to a sample of educators in all partner countries. As for Hungary, the questionnaire has been delivered online to the personnel working in early childhood education services run by the JEB (Early childhood services in Józsefváros, Budapest). The research had a keen focus on ethics and reflects the rights-focused ethical requirements. Ethical clearance including the consent of the parents of the involved children, and all names were replaced by pseudonyms. Identification of the theoretical framework of the intercultural early childhood education. The expected results are an innovation and modernisation of higher education institution training. Focusing on the needs and the training of educators in an intercultural perspective, it is expected that the correct paths and strategies are to be identified to sustain the inclusion of immigrant children and their parents.

Keywords: ECEC, educators needs, intercultural training, inclusion, international research

The role of Early Childhood Education to promote integration of children and families
GABRIEL LEMKOW TOVIAS, Universitat de Vic-Universitat Central de Catalunya, Spain

The aim is to examine and discuss the current role that ECE plays in attending children and their families from different origins. ECE policies and actual practices will be presented and discussed. Some research findings will be analysed. Also good-referents on the attendance of children and families from diverse origins in ECE will be presented. Baraibar (2005) tell us how exotism, folklorism and paternalism, are as problematic as full-fledged discriminatory practices, as they tend to stereotype the other. Juliano (1993) explains that naturalisation of the other ignores the internal diversity of cultures, and their interactionist and dynamic genesis. Camilleri (1985) insists on avoiding pan-culturalism to explain the other's behaviour. The intercultural paradigm will be thus presented (and discussed). Statistical analysis will be used and also conceptual and spatial

analysis to see how the spatial distribution and the connections with the urban environments affect ECE practices. The research had a keen focus on ethics and reflects the rights-focused ethical requirements. The questionnaires obtained were anonymous. No rewards or sanctions were promoted to fill in the questionnaires. The difference between what ECE centres say and what educators do will be discussed. Social barriers will also be examined. Also good practices will be presented. The implications will be: improve ECE practices, detect the needs of educators and the changes in their pedagogical practices, to examine and discuss the role of ECE centres and schools in relation to urban settings so to go beyond the good-intentions approach to implement real changes in the school practices.

Keywords: interculturalism, families, curriculum, diversity, educators

SYMPOSIUM SET E / 23

DEVELOP PROFESSIONAL COMPETENCES IN INITIAL TRAINING

Individual Paper Presentation

CHAIR: BARBARA MCCONNELL, Stranmillis University College, United Kingdom

Organisational, relational and reflective competences in ECEC
FLORENCE PIRARD, University of Liège, Belgium,

Improving the initial training's quality of the childhood practitioners and the conditions of professionalisation according to the quality goals in the ECEC services. Literature indicates that working with young children and their families should be nowadays a central dimension in the curricula of the ECEC services (European Commission, 2014, 0CDE 2015) and requires core competences that should be developed in the initial training and sustained in a 'competent system' (Urban, al 2011). The analysis of some experiences in several countries underlines the importance of a broad, multilevel and contextualised perspective (Vandenbroeck, 2016) which engages professionals, their leaders, their teams and other stakeholders in learning professional communities (Sharmahd, 2017). All these results show the importance of relational, interpersonal and reflective competences beyond technical skills. Action research grounded on a systemic perspective. Three action research projects on initial training and professional development have been carried out in Wallonia Brussels Federation since 2011. In these, 150 practitioners, trainers, teachers, political heads and researchers from France, Flanders, England, Sweden and Quebec were gathered. Four steps were set: analysis of the main programmes of initial training in WBF, discovery of the educational programmes of several countries known for their quality workforce, proposal of recommendations. Collaborative process, informed consent in the research are guaranteed. The results underline six principles and three competences to reform initial training and continuing professional development. A participative process and some results that recognise the practitioners in the field of ECEC as educational professionals of relationships and reflexivity.

Keywords: professionalisation, initial training, professional development, quality of services, families

Professional qualification for working with children below the age of 3
REIDUN LARSEN, University of South-Eastern, Norway

The object of my study is to contribute to the development of knowledge in kindergarten teacher education regarding children under the age of 3. In Norway, more than 82% of children under the age of 3 enter kindergarten, and the qualification for working with the youngest children is the same as for working with children at 3-5. The latest longitudinal research of quality in Norwegian childcare for toddlers (GoBan, Blikk for barn) concludes that knowledge regarding the youngest children in kindergartens is insufficient. Os (2016) claims that both the Government, the ECE and the kindergartens have to take responsibility. The scientific foundation lies in the sociocultural theory of Vygotsky (1986, 1987), where lecturers of ECE and pre-school teachers at the kindergartens are cooperating in the development of knowledge regarding the youngest children. The study is placed under the constructivist paradigm and it has an ethnographical approach, consisting of critical discourse analysis of Government documents and focus group interviews with lecturers of ECE and preschool teachers currently working in Norwegian kindergartens. The knowledge is socially constructed by the participants, and they agree about honesty and confidentiality ahead of the interviews. It is of importance to have awareness of power-knowledge, both between the participants and between me as a scientist and the participants. The discovery of most importance lies in the different methods of developing knowledge regarding the youngest children in ECE. The Government, the ECE and the kindergartens must work more collaboratively in the qualification for working with the youngest children.

Keywords: early childhood education, children below the age of 3, professional qualification, development of knowledge, collaboratively work

See page 157 for abstract 3 details:
Listening to children's views on local community play spaces
ELLEN YATES AND RUBY OATES, University of Derby, United Kingdom

DEVELOPING PROFESSIONALS: WHAT'S EFFECTIVE, WHAT'S EFFICIENT, AND WHAT'S POSSIBLE

Self Organised Symposium

CHAIR: CYNTHIA BUETTNER, Ohio State University, United States

Time spent in high-quality early childhood care and education (ECCE) settings has a positive influence on children's outcomes, and teacher behaviours are key to creating those quality care and education experiences for children. Yet our understanding of how best to develop such professionals is limited. We present three studies that examine professional development (PD) for early childhood educators. The first study is a systematic review of published journal articles on coaching as a strategy for improving classroom quality and child outcomes. In the second study, we report on differences between centre-based and family childcare providers in terms of their involvement in PD activities and perceived teaching efficacy. In the final study, we report on the efforts of a large ECCE system that has no pre-employment education requirements beyond a high school diploma to improve ECCE teacher practices using a practice-based coaching and online resource system.

Examination of coaching as a professional development strategy for ECE professionals: What are we missing?
SARAH LANG (1), MICHAEL WELLS (2), LIENY JEON (3) AND CYNTHIA BUETTNER (1), (1) Ohio State University, United States; (2) Karolinska Institute, Sweden; (3) Johns Hopkins University, United States

We conducted a systematic review (Shea et al., 2007) and a meta-synthesis (Walsh & Downe, 2005) of published journal articles (from 2008-2018) on coaching early care and education (ECE) teachers so as to better understand how coaching has been conceptualised, implemented and researched. A number of recent literature reviews have attempted to examine what constitutes effective professional development (PD) for ECE teachers (e.g., Junst, 2015, Markuseen-Brown et al., 2017, Synder et al., 2012, Werner et al., 2016). Some have found that coaching, or individualised feedback, in ECE may increase the quality of teacher-child interactions, as well as positive child outcomes. However, there is variability in the findings regarding the strength and effectiveness of coaching as a PD tool (Markuseen-Brown et al., 2017, Werner et al., 2016). We utilised 1) PRISMA guidelines for reporting the literature review (Moher et al., 2009), 2) the concepts of credibility, dependability and transferability when examining the trustworthiness of the studies (Graneheim & Lundman, 2004), and 3) the AMSTAR tool to assess quality reporting (Shea et al., 2007). As this was a review of published articles, we did not have direct contact with participants and were restricted to choosing appropriate methods. Our findings revealed a lack of clarity in the ECE field on what constitutes coaching, little justification for the coaching models implemented, and insufficient details regarding the implementation. The lack of these details makes it difficult for the field to assess the true impact of coaching on classroom quality, child outcomes and teacher well-being.

Keywords: coaching, professional development, literature review, early childhood teachers, meta-synthesis

Perceptions of Professional Development and Teaching Efficacy: Implications for Success or Failure
LIENY JEON (1), CYNTHIA BUETTNER (2), SARAH LANG LANG (2), MICHAEL WELLS (3), (1) Johns Hopkins University, United States; (2) Ohio State University, United States; (3) Karolinska Institute, Sweden

This study aims to understand the state of centre-based and home-based early care and education (ECE) providers' perceptions of professional development (PD) opportunities, motivation, and usefulness. We also examined whether the PD perceptions are associated with ECE providers' teaching efficacy, which has implications for their success or failure in teaching (Tschannen-Moran & Hoy, 2001). Although the effectiveness of PD activities on teaching and child outcomes has been widely studied (e.g., Sheridan et al., 2009), recipients' perceptions around PD have been less studied. We utilised Bandura's (1997) theory of self-efficacy to conceptualise the associations between PD perceptions (i.e., mastery experiences suggested by Bandura) and teaching efficacy. We surveyed 1,129 centre-based preschool teachers and 888 home-based family childcare providers from 40 states in the US via anonymous mail. Participation was voluntary, and we did not collect any identifiable information from the participants. We found that a greater number of centre-based teachers had participated in PD activities (86.7%) and received feedback from external observers (70.9%) compared to the family childcare providers (75.5% PD participation, 29.6% feedback). The scores on the perceptions of PD usefulness, availability, and motivation were generally higher for centre-based teachers than family childcare providers. The regression analyses revealed that both centre-based and home-based providers' perceptions of PD opportunities and usefulness were associated with their teaching efficacy. Using the results, we suggest ways to better support ECE providers' PD, including establishing a partnership between centre-based and home-based providers and providing an online PD for family childcare providers given their time constraints.

Keywords: professional development, family childcare providers, preschool teachers, teaching efficacy, motivation

Transforming a big system: Investments in research based models and resources
CYNTHIA BUETTNER (1), SARAH LANG (1), LIENY JEON (2), (1) The Ohio State University, United States; (2) Johns Hopkins University, United States

The purpose of this study was to examine efforts to improve early childhood care/education (ECCE) teacher practices in a large system with no teacher pre-employment education requirements beyond a high school diploma (US Department of Defense, 200,000+ children, 33,000+ teachers). Research has established that time spent in high-quality ECCE settings has a positive influence on children's outcomes and that well-qualified and well-trained teachers are key to providing nurturing

and cognitively stimulating interactions in those settings (Institute of Medicine and National Research Council, 2015). There is less consensus, however, on the most effective ways to systematically improve the quality of teachers' practices (OECD, 2006). With systems theory as our frame, we used a key informant approach (Sjoberg & Nett, 1997) to gather data from strategic informants at the US Department of Defense and at the university that developed the Virtual Lab School (VLS) training system (www.virtuallabschool.org), which uses a practice-based coaching model and research-based online resources. Questions focused on goals, theoretical models, processes, implementation challenges, and early outcomes of the project. Participants were informed of the voluntary nature of their participation and were assured that their responses would be anonymous. Results of the thematic analysis of the transcripts indicate that participants found the project more transformative of the existing system than expected, prompting cross system discussions of continuous improvement models and quality vs. compliance orientation. This suggests that the VLS system, or parts of it, could be used to meet immediate needs to improve quality in communities lacking credentialed ECCE professionals.

Keywords: professional development, system interventions, practice-based coaching, research-based resources, online training

SYMPOSIUM SET E / 25

CHILDREN, FAMILIES, EDUCATORS AND COMMUNITY: PROMOTING DEMOCRATIC PARTNERSHIPS

Self Organised Symposium

CHAIR: BIRGIT HUEPPING, Universität Paderborn, Germany

The educational philosophy of the Peter Gläsel Foundation is based on children's rights and democratic principles of learning and living. It aims to enhance children's participation in kindergarten and primary school. An atmosphere is created that enables children, their parents, teacher and educational staff to build positive and trusting relationships through democratic encounters. Additional collaboration with family and community partners extends the lived experience and realities of children within their educational settings. The first presentation describes the Foundation's understanding of education. Selected results from an empirical research project in kindergarten are presented. The second presentation demonstrates how democratic spaces in schools and the local environment are developed by children. As part of the Interactive Narrative Approach to informed consent, the final contribution discusses the role parents can play in supporting young children's democratic participation in research. Finally, challenges, opportunities and practical strategies for future democratic partnerships and research are discussed.

Children as experts for their own development: Participation as learning design
STEFAN WOLF (1) AND JULIA HOEKE (2), (1) Peter Gläsel Foundation, Germany; (2) University of Paderborn, Germany

Aim of the research is to understand children's perspective about participation and responsibility in a kindergarten which works with a participation concept in learning. The results affect the educational approach of the Peter Gläsel Foundation (PGS) as funding organisation of the kindergarten. Empirical studies reveal the necessity of children´s perspective for evaluate education processes (Kordulla 2017, Krappmann 1997), especially if claiming responsibility by children is included (Ruppin 2018, Bartosch et al. 2015). The paradigm of children as competent actors who take part actively in their education implies the pedagogic interest to involve them into decisions (Büker 2015, Schäfer 2005). Structures of institutional participation created by adults for children are full of allocations about the ways, themes and opportunities to participate. The presented study works with ethnographical observation in multi-aged groups (1-6). Furthermore, 13 children (age 4-6) took part in photo-based interviews. The videotaped interviews examined the perspective of children about their opportunities to participate. EECERA ethical code (2014) is followed in the conduct of the study. The results show that children show heterogeneous strategies in interaction processes, but also sustainable interests to participate. The main findings of the study are important for the structure of a primary school with a participation concept started in August 2015 and the development of the PGS foundation educational approach. Beyond the practical implications, there are several implications for basic research, especially in context of democratic education, but also the concept of children's agency and competence and its theoretical development are under discussion.

Keywords: children design their own learning, co-education, participation as process, democratic learning environments, democratic education

Design of participatory educational processes in a primary school from the perspective of children
BIRGIT HUEPPING AND PETRA BUEKER, Universität Paderborn, Germany

Aim of the research is to understand learning pathways from the perspective of children in terms of their participatory design and interaction possibilities. The results of this study are incorporated in the school development process of a participatory primary school organised by the Peter-Gläsel-Fondation (PGS). The educational concept of the PGS focuses on the well-being of children, which should be supported by a high degree of self-efficacy and the experience of competence. Empirical studies show that students develop democratic competencies in participatory settings (see Fauser 2009). These correspond to the educational understanding of primary schools. Theoretical framework forms is Actor Network Theory according to EàŸer (2013). Complemented by the understanding of competence (Bayer 2011), agency is illuminated by children in interaction and design processes. Thus, the interaction of recognition and experience of competence is worked out. The qualitative

interview study with 12 children (age 7-9) was carried out by means of a photo-voice method and underpinned by ethnographic observations. Our research adheres to the principles and practice of the EECERA Ethical Code (2014). The results show that the children have a differentiated understanding of learning, that they use different strategies to design their learning pathways and that they use different interaction possibilities. The main findings of the research are important for the expansion of participatory approaches to research contexts with and by children. In this way, children, as ''co-researcher'' (Büker, Hüpping, Mayne, Howitt 2018), can play an active part in shaping their lifeworld and make a contribution to school development.

Keywords: democratic structures, participation as process, children design their own learning, co-education, competence

Empowering families to support young children's participation in research through a story-based approach to informed consent
FIONA MAYNE AND CHRISTINE HOWITT, University of Western Australia, Australia

Employing a child's rights perspective, this presentation explores how intentional family involvement can support young children's meaningful research participation. With limited previous research available on the role parents/families can play to support children's voice and agency in research, this study draws from UNICEF (2014) and the need to develop the capacity of adults to listen and learn from their children. The research was based on principles found in the conceptual framework of Early Childhood Rights-Based Research and Participation (Mayne et al., 2018) and UNCRC Article 12. As part of a qualitative doctoral study, an interpretive case study design was used. Participants included nine children (3-4 years) from a community playgroup. Data collection comprised conversations with children and semi-structured interviews with parents at the child's home over 10 weeks. Providing children with information they could understand was a priority. An Interactive Nonfiction Narrative (informing and consent story) was carefully designed to inform the children about their rights, their role as participants, and the purpose/context of the research. Cross-case analysis revealed that families were able to extend and consolidate their child's understanding of key research concepts, increased the child's status within the family and extended parents' views of their child's potential. Parents were surprised at their child's capacity to make informed choices and changed their perception of the value of their child's participation. This presentation highlights the supportive role families can play in young children's participatory research experiences and offers a practical approach to building partnerships between researchers, child participants and families.

Keywords: empowering parents, informed consent, interactive narrative approach, rights-based research, participatory research

SYMPOSIUM SET E / 26

OVERCOMING BARRIERS FOR MALE PARTICIPATION IN THE ECEC WORK FORCE

Self Organised Symposium

CHAIR: KARI EMILSEN, Queen Maud University College of Early Childhood Education (QMUC), Norway

Worldwide men remain a minority in ECEC (Peeters, Rohrmann & Emilsen, 2015). ECEC is often understood as a ''female'' profession, and men entering the profession are a challenge to traditional notions of ECEC teacher roles (Sumsion, 2000; Sargent, 2004). This symposium problematises how men have to overcome barriers in the ECEC work force in different cultural settings. The Australian perspective shows how undertones of mistrust are either expressed directly or through the voices of parents, including concerns about male competency as carers and possible risks to child safety. Findings from South Africa highlight that male and female teachers disparage non-hegemonic caring masculinities, arguing these are contradicting parental expectations. In Sweden, the discourse of suspicion towards men questions their motives for working with children and forces them to position themselves in relation to the risk of being wrongly suspected of child sexual abuse (CSA). Together, the authors argue for a reflective debate on male's participation in ECEC.

Please see Page 204 for Symposium E / 26 abstract detail.

SYMPOSIUM SET E / 23 – Abstract 3

Listening to children's views on local community play spaces
ELLEN YATES AND RUBY OATES, University of Derby, United Kingdom

The aim of this research was to provide insight into children's views on local community play spaces. This project followed previous research promoting children's agency and creativity in early childhood (Yates & Twigg, 2017) and empowering the Early Childhood Workforce (Brownhill & Oates, 2016; Oates & Hey, 2014). Children's rights and voice underpinned the approach through the capture of children's ideas and contributions through documentation and exhibition (Moss & Clark, 2011). The study aimed to identify the views of park users using an interpretive paradigm (Cohen, Manion & Morrison, 2013). This incorporated two phases: phase one involved site evaluations and collection of young children's views about park provision, phase two involved focus groups with older children and with parents of very young children. The project went through the University's ethical clearance processes, and adhered to EECERA's ethical code (2016). Informed consent was gained from the schools, parents, stakeholders, children and young people. Permission was also sought for the use of photographs and children's drawings. Traditional play equipment, risky play and engagement with animals and nature were highly valued by young children. Semi-permanent and transitory features were also highlighted. Children's awareness of risk and danger was evident in their responses and they were very risk averse. The project reinforced the value of consulting children on the design of outdoor play spaces and subsequently informed the renovation and design of a new play space for children within the local community, due for completion in Spring 2018.

Keywords: listening to children, children's voices, children as research participants, community engagement, play provision

SYMPOSIUM SET F
THURSDAY 30TH AUGUST
16:00 – 17:20

CHILDREN AND ADULTS: RESEARCHING PLAY FROM DIFFERENT EPISTEMOLOGICAL APPROACHES

Self Organised Symposium

CHAIR: MANDY ANDREWS, Plymouth University, United Kingdom

Play can be researched from different philosophical perspectives and this symposium offers three different lenses. Giedrė Sujetaitė Volungevičienė is researching emotional self-regulation skills in collective play from a socio-historical perspective, Pablo Rupin's research is based largely on the approach of Gilles Brougere, French sociologist and philosopher, to consider the contrasts between adults' and childrens' representations and discourses about play, and Mandy Andrews draws on feminist posthuman thought to explore children's and others' intra-actions at play. This symposium has alignment with the 'Rethinking Play' SIG

Building young children's emotional competence in joint make-believe play
GIEDRĖ SUJETAITĖ VOLUNGEVIČIENĖ AND MILDA BRĖDIKYTĖ, Lithuanian University of Educational Sciences, Lithuania

Research project aims to analyse development of emotional self-regulation in young children. The main question is: "What are the steps of building young children's emotional competence in joint play?" We will present the change of emotional development in five session joint (child-adult) make-believe play. Our previous research analysed the formation of self-regulation skills in narrative play activity. Main findings revealed that mature forms of imaginative play support the formation of self-regulation skills in children (Hakkarainen, Bredikyte, Brandisauskiene, Sujetaite-Volungeviciene, 2015). At this point we want to understand how emotional self-regulation can be developed in collective imaginative play situations. We follow Saarni's (1983, 1985, 1999) theoretical framework of emotional development. Sociocultural constructivism as main paradigm and interactional ethnography as research logic-of-inquiry are used. Methods of ongoing fieldwork: video and audio records from Play research lab are collected, three cases are observed with note taking and activity mapping for data analysis is used. Informed consent is obtained from the participants or their parents. The main steps and strategies of building emotional competence in collective play will be presented. In line with Vygotsky and Saarni, we believe that emotional development is socially conditioned, it means that only emotionally demanding and affordant context with long lasting relations can construct or transform emotional competence. The ideas from this research project can be implemented in ECEC, families and local communities to develop self-regulation of young children.

Keywords: make-believe play, joint play, emotional development, self-regulation, interactive ethnography

Allowed and forbidden play: Children's and adults' perspectives on play practices in early educational transition processes
PABLO RUPIN, CIAE (1), DANIELA JADUE-ROA (2) AND CARLA MUÑOZ (3), (1) Universidad de Chile, Chile; (2) Universidad de O'Higgins, Chile ; (3) Pontificia Universidad Católica de Valparaíso, Chile

This research explores children's practices and perspectives about their play at Chilean schools (ages 4 to 7), comparing their point of view to those of adults. Trying to understand the learning mechanisms enhanced through play, scientific research often ignores the actors' own perspectives on their learning processes. To listen children's perspectives about play (Bergen, 2014, Theobald et al., 2015) can help to better informing policies and practices in the ECE field. We understand play as a sociocultural-situated activity related to leisure, which reflects local distinguishable and changeable values (Brougère, 2005 & 2010). This activity can clash with formal educational settings and resist adult attempts to transform it into a productive and predictable practice. The research design is qualitative, inspired on the Mosaic Approach (Clark & Moss, 2011) and on Tobin's polyvocal ethnography (Tobin, 1990 & 2011). Methodology involves fieldwork observations, video-recording and semi-structured audiovisual-based interviews with adults and children. Adults and children were asked for consent to participate. Protection, anonymity and right to withdrawal were assured at all times. Findings shows a tension between pedagogical discourses attributing educational potential to play, and the little space given to unguided recreational activity, some of whose expressions are systematically repressed by adults. We analyse in particular children's perceptions on this regard. The study aims to bring children's perspectives into the Chilean discussion, to help reflecting on pedagogical practices and especially on non-formal learning opportunities given by play. Furthermore, it is sought to develop professional reflexivity in the field of the educators' formation.

Keywords: play, learning, childrens perspectives, visual methodologies, early transitions

Playing as intra-active becoming.
MANDY ANDREWS, Plymouth University, United Kingdom

The aim is to gather with children their intra-active, vital play engagements, close to home, from a posthuman standpoint. Drawing on the philosophy of play research of Russell, Ryall, Maclean and Lester (2018) approaching play from a playworker perspective, the focus is on play as intra-active becoming. Postmodernist approaches of Deleuze and Guattari (2005) and Posthuman emphases on material agency, sustainability and embodied experience (Braidotti 2013, Bennett 2010, Taguchi 2010) enable children to be conceived as beings-of-the-world engaging intra-actively and with embodied response to the things around them. However, 'being-in-discourse' also enables socially constructed speculative fabulations (Haraway 2016) generating sustaining lines of flight. The qualitative interpretive focus is on the situated phenomenon of children's experiences and material-spatial encounters. A 'vital line of enquiry' (Lester 2017) gathers and maps children's movements, playful engagements and lines of flight are narrated by children, using video, collage, storying and play-route walks. Children engage in hermeneutic analysis of artefacts. Children and researcher are ethically conceptualised from a posthuman stance of becoming together seeking to reduce adult anthropocentric voice and raise the priority of less recognised voices to a respectful plane of immanence. Academic ethical guidelines are carefully applied (BERA 2014 and EECERA 2014) seeking children's and parent's consent and ongoing assent to engagement with the research and analysis. Play is perhaps a life sustaining process of continuous, indeterminate variation of becoming with, of materiality, differentiation, individuation, and decolonisation. This has implications for the way play is conceived and respected in ECEC and community.

Keywords: play, posthuman, materiality, intra-action, community

SYMPOSIUM SET F / 2

DEMOCRATIC APPROACHES IN ECE SETTINGS

Individual Paper Presentation

CHAIR: DEIRDRE HORGAN, University College Cork, Ireland

School age care: Children voice in the policy arena
DEIRDRE HORGAN, JACQUI O'RIORDAN, SHIRLEY MARTIN AND JANE O'SULLIVAN, University College Cork, Ireland

This paper examines young children's perspectives on school age care (SAC). It focuses on the authors' work in consultations with children on SAC to inform policy as part of a multi-stakeholder policy making process in Ireland. The authors have been involved in participatory research and consultations with children for a number of years. The paper draws on a spatial-relational model of childhood which forefronts children's rights. Consultation methods with children aged 5 to 7 years of age included a variety of participatory child-centred group and individual methods including placemats, timelines, voting. Researchers were police vetted and procedures adhered to national guidance on research with children. Children were very clear in their views of different SAC experiences. They value their home and local community as spaces for SAC. Play, in particular outdoor play, emerged as the priority for children in SAC, eating and food was the next most frequently mentioned theme, followed by wanting to relax after school. Children valued having spaces to relax, to play with their friends and where they could have some privacy and flexibility. The process alerts us to the degree to which children value being consulted about the nature of SAC and how important having a choice is to them. Policy development that addresses children's priorities must ensure that children experience SAC in homelike environments in their local communities. The report of the consultations produced by the authors, alongside other stakeholder inputs, informed the Action Plan on School Age Childcare (DES, 2017) which will be discussed.

Keywords: children, school age care, home, community, policy

Alternative approaches in managing infant toddler centres in Reggio Emilia in the eighties and nineties of the XX century: between public and private, on the tracks of Loris Malaguzzi
NICOLA S. BARBIERI, University of Modena and Reggio Emilia - Department of Education and Humanities, Italy

The "Reggio Emilia Approach" is a popular approach in early childhood education: founded by Loris Malaguzzi within the policy of the Municipality of Reggio Emilia, it started in 1963 with a kindergarten and in 1971 with an infant toddler centre, and grew up since the award given by "Newsweek" in 1992. Starting from 1986, because of the economic crisis and the demographical trends, the Municipality could not accept all the children needing the service, and so new solutions were experimented: existing cooperative enterprises recycled from one sector to the educational one, new cooperative enterprise devoted to early childhood education, parent-managed associations. There are not many researches about this field, more quoted and celebrated rather than studied and investigated. In the theoretical and conceptual framework of the more recent approaches of history of education, the paper discusses the history and development of these educational, organisational and managerial solutions, started up by the municipal trunk. Quantitative data, not easily available, about enrolment, personnel and costs will be shown and commented. Also qualitative data, coming from interviews and on-field exploration, could be available Strengths and weaknesses of each solution will be highlighted. It will be demonstrated the existence of a sort of implicit network of educational institutions devoted to early childhood education, within the theoretical framework of the "Reggio Approach". Some aspects of these solutions could be thought to be implemented in other context, after a previous checking of the social-economic situation and the educational traditions.

Deliberative democratic evaluation in preschools
ANNA HREINSDÓTTIR, Borgarbyggð, Iceland

In this study, the merit of a deliberative democratic evaluation of preschool activities and learning is studied in light of ten questions put forward by House and Howe, defining the approach. Borland, Layborn and Hill (1998) have indicated that consulting with children can be a guide to action, meaning that children's views should be taken seriously and they should lead to changes in preschool work. The framework by Clark and Moss (2001) on listening was the basis of children's participation in the evaluation project. It is also important that parent´s voices are heard and their interests are respected in organising and evaluating the schoolwork. Suggestions of Clark and Moss were followed for using a mosaic approach when listening to children, and Henry's concepts of appreciation, addition, apprehension, application and adaptation, as well as Greene's issues of power, core matters, and biases. House and Howe (2000) defined a few core issues that would define if an evaluation is deliberative and democratic. These issues were addressed. Active participation of parents, staff and children in evaluations is time consuming and demands that participants familiarise themselves with preschool work. The results from this project indicated that there was not enough collaboration with parents and children both in organising and evaluating preschool work. Clark, McQuail and Moss (2003) believe that listening to children's views could have diverse influences on preschool activities and children's learning.

SYMPOSIUM SET F / 3

EQUALITY & INEQUALITIES

Individual Paper Presentation

CHAIR: EDINA KOVÁCS, University of Debrecen, Hungary

Integration of Roma children: what pre-service teachers think
EDINA KOVÁCS, University of Debrecen, Hungary

This research explores the thoughts of future-to-be teachers about Roma children. Do they able to help the integration of Roma children or become the resistant ones? According to a Hungarian research, it is due to the teachers' cultural fundamentalism that they regard some Roma students integratable, however, to a larger extent, their education causes professional difficulties. There are more or less similar problems in the most European countries, such as Romania, Poland, Slovak Republic, Czech Republic, Greece and Italy (Kaspar, 2010, Szalai et al., 2010). There is a growing commitment across the EU towards to invest in early childhood for Roma, but all these efforts cannot be successful without reducing the prejudices of society. While the opinions of teachers are examined from time to time, researches do not deal with that of the students in teacher training (Kende, 2013, Messing et al., 2010). I made 4 semi-structured interviews with the students of the University of Debrecen. Interviews were recorded and were thematically analysed. The interviews with the students in kindergarten teacher training were made only after the term-time, since I am also a teacher at the Faculty. The participation was voluntary. Students in teacher training have no experiences during their training of Roma children. Students in kindergarten teacher training have more experiences, their training involves more practice. They don't see Romani children as a homogenous group and don't think that their ratio matters in a kindergarten group. Practice and real-life situations have very important role in connection with Roma children.

An exploration of UK Early Childhood Studies graduates' responses to early childhood policy in the U.K, and the impact on employment opportunities and subsequent work with children and families.
CAROLYN HELENA SILBERFELD (1) AND HELENA MITCHELL (2), (1) Early Childhood Studies Degrees Network, United Kingdom; (2) Oxford Brookes University, United Kingdom

To explore the impact of early childhood policy on graduate employment opportunities. Policy in the U.K. relating to young children tends to ignore expert opinion and relevant research (Osgood, 2011, Harwood, 2013, Nutbrown, 2013), even when Government commissioned (DfE, 2012a). Professionalisation in other European countries, Oberhuemer (2011), has not been reflected in the U.K. where those working with the youngest children have struggled to achieve recognition for many years (Faulkner and Coates, 2013). The underpinning theoretical and conceptual framework utilised Bourdieu's concepts of Habitas and Cultural Capital, in which social inequality relationships are reproduced through the education system. A qualitative intrinsic case study of graduates from eleven U.K. Universities, designed to produce rich data through an online questionnaire, accessed through a secure link, and a follow-up focus group interview with volunteer participants. Ethical procedures of a participating University approved the study of 48 graduates from eleven U.K. universities who completed the online questionnaire anonymously unless they volunteered for the focus group. Confidentiality was maintained, and all data was password protected. Respondents demonstrated awareness and frustration with the frequent changes to policy and practice which impacted on potential and actual employment working with young children and families. Participants demonstrated

insight into the impact of policy changes on the wellbeing of children recognising the importance of advocacy for young children. Findings emphasise the importance of developing advocacy skills during the degrees and facilitating graduate confidence to challenge policy and practice if it is not in the best interest of the child.

Keywords: policy, knowledge, power, cultural capital, advocacy

Profiling developmental circumstances that give rise to stark inequalities in reading achievement in Australian children: Fitting policies to profiles.
CATHERINE TAYLOR (2), DANIEL CHRISTENSEN (1) AND STEPHEN ZUBRICK (2), (1) Telethon Kids Institute, Australia; (2) Telethon Kids Institute & The University of Western Australia, Australia

This study profiled the developmental circumstances that shaped children's reading achievement trajectories across six years of school. Evidence abounds for the unequal clustering of risk exposures in childhood that cast a long shadow and feed the cycle of inter-generational disadvantage (Shonkoff & Fisher, 2013). A human capability framework (Sen, 2001) and a biopsychosocial model of child development (Bronfenbrenner, 2005) guided this study. In this prospective observational study, latent class analysis (LCA) (N = 4983) and growth curve modelling (N = 4167) were used to identify risk profiles for reading achievement, using data from Growing up in Australia: The Longitudinal Study of Australian Children (LSAC) linked to Australia's National Assessment of Literacy and Numeracy (NAPLAN) across school Years 3, 5, 7 and 9. The LSAC has ethics approval from the Australian Institute of Family Studies Ethics Committee. Written informed consent was obtained from the caregiver on behalf of each of the study children and the data are anonymised. Four distinct profiles were identified: A Developmentally Enabled Profile (70% of children), a Socio-demographic Risk Profile (18% of children), a Child Development Risk Profile (9% of children), and a Socio-demographic and Child Development (Double Disadvantage) Risk Profile (3% of children). Across six years of school, children with risk profiles lagged behind their developmentally enabled peers in the order of years of lost gains in reading achievement. The results point to the need for cross-cutting social, health and education policies and concerted multi-agency efforts to break the cycle of deep and persistent educational disadvantage.

Keywords: child development, reading achievement, social determinants, epidemiological study, children's policy

SYMPOSIUM SET F / 4

PEDAGOGICAL REFLECTION & PROFESIONAL GROWTH

Individual Paper Presentation

CHAIR: CARINA HJELMÉR, Umeå University, Sweden

Professional growth diary of kindergarten teachers on an island
LEE-FENG HUANG, National Pingtung University, Taiwan

In order to overcome the geographical disadvantage, 12 kindergarten teachers on a Taiwan island have attended a teaching observation program to enhance their teaching skills. The program lasted for four months and consisted of four steps: to observe instructors' teaching, to give feedback to instructors, to reflect and to adjust observers' own teaching. The purpose of this study is to analyse teachers' response to the program. Hargreaves (2000) indicated that effective professional growth is a continuous process involving sharing, transformation, application and creation of expertise. The way to foster teacher's professional growth has evolved from traditional institute-centred training activities to teacher-centred cooperative learning. This study conducted qualitative survey. The research data included those from teachers' interviews, feedback to instructors and records of the teaching observation program. The data were compiled and analysed to understand research participants' views. The research participants were notified of the research aims, and promised anonymity. 1. The research participants perceived that they played two roles in such a program: contributors and recipients. 2. The research participants thought intensively about how to improve their own teaching after teaching observation. 3. The research participants got new teaching knowledge from teaching observation and began to transform and innovate their teaching skills. 4.The research participants were of the opinion that teaching observation motivated them to alter their teaching more than other professional development programs. Except participating in service training programs, this research suggests that kindergarten teachers should organise cooperative learning community to enhance expertise on the basis of sharing teaching practices.

Keywords: professional development, collaboration learning, cooperative learning community, kindergarten teachers, teaching observation

Professional learning and reflective practice
MANON BOILY (1), JULIE LEFEBVRE (2), SYLVIE MARTEL (2) AND JOANNE LEHRER (2), (1) Université du Québec à Montréal, Canada; (2) University, Canada

The aim of this study was to describe early childhood educators use of reflective practice, specifically the stage of reflective analysis and the types of reflection they prefer to engage in when supported through professional learning opportunities. Opportunities for professional learning and critical reflection are associated with high-quality early childhood education (Bleach, 2014, Colmer, 2017, Lehrer, 2013, Urban, 2011, 2008). However, the types of reflection that educators find useful

for their professional practice remains unexamined. The study relies on Lefebvre's (2016) interpretation of Holborn's (1992) four-stage reflexive analysis process (awareness, analysis, explanation, and planning) as well as Mezirow's (1981) seven categories of reflection. Participants were eleven early childhood educators at one childcare centre who participated in training sessions to guide and support reflection on their professional practice. A qualitative case study explored reflective journals, individual interviews, a simple self-confrontation device and a focus group interview. Ethics clearance was obtained from the university and all participants signed consent forms informing them of their right to anonymity, ability to withdraw from the study at any time. Results of this study revealed that educator reflections are mainly focused on awareness and planning and they used discriminant and descriptive reflection. The potential of combining several forms of reflection for educators' professional learning and for changing practice and political decisions surrounding educators' professional learning and future research will be discussed.

Keywords: reflective practice, professional learning, early childhood educators, professional development, professionalism

Professionalism and pedagogical judgement - preparations in ECE teacher education in Norway
INGUNN SÆLID SELL AND HEIDI ØSTLAND VALA, University of South-Eastern Norway, Norway

The main goal of this study is to develop early childhood teacher education, including active learning and preparing pedagogical judgement and professionalism within this process. Inspired by studies in the field of professionalism and communities of practice within early childhood education context this research also relates to reflective practice. Key theoretical concepts are professionalism (Biesta, 2015, Eik, Steinnes & Ødegård, 2016), pedagogical judgement (Biesta, 2015, van Manen, 1992), communities of practice (Lave & Wenger, 1991), cultural learning (Biesta, 2011) and reflection (Schőn, 1983). Using representative strategic selection for retrieving data the study draws on three semi-structured focus groups. 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 issues have been examined during the whole research process. Participation in the study was voluntary and consensual. Openness to the participant's exploration of their own experiences was central in the phases of both interviews, analysis and discussion. The discussion engages with professional development and how context of practical training in ECE teacher education can inhibit or promote the students' professional formation. The discussion explores the significance of the community of practice in partner kindergartens. The communities of practice in partner kindergartens are significant for the students' professional development, and this requires a dynamic, systematic and professional partnership between the educational institution and the partner kindergartens.

Keywords: professionalism, pedagogic authority, communities of practice, reflection, ECE teacher education

SYMPOSIUM SET F / 5

TEACHER AGENCY & ADVOCACY

Individual Paper Presentation

CHAIR: BENTE VATNE, Volda University College, Norway

Subjectivity as a means for developing professional agency in early childhood teacher education
BENTE VATNE (1), KARI SØNDENÅ (2) AND MIKHAIL GRADOVSKI (2), (1) Volda University College, Norway;
 (2) University of Stavanger, Norway

This study aims to discuss subjectivity as a means for developing professional agency and to recognise students' subjectivity in bachelor theses and utilise this in the supervision process. The study stands out from previous studies based on neoliberal ideas with emphasis on students' competency in the meaning of restricted instrumental skills for future professional work. Instead, we argue that multi-voicedness opens up for professional agency that recognises students' ontological and epistemological aspects and thus ensures more inclusive and supportive supervision environment (Turnbull, 2004, Sàøndenå & Gradovski, 2017). The theoretical and conceptual framework is based on phenomenology (Giorgi, 2009, Sullivan, 2012) and on the basic structure from Parker's (1994, 1997) classification concerning blank, complex and uncomplicated subjectivity. The paradigm is a Bakhtinian approach to dialogism, and the methodological approach is qualitative research on 120 texts from 40 respondents analysed phenomenologically based on an outside in and inside out perspective (Sullivan, 2012). The students are informed about the aim of this project and have given their written consent to the use of the texts. Their identities are anonymised by a coding system and none of the participants wanted to resign from the project. Basing on the analyses and its discussion of the 120 texts with the help of concepts of blank subjectivity, uncomplicated subjectivity and complex subjectivity (Parker, 1994, 1997), we conclude that all three interpretations have own unique relevance for the processes of both writing the bachelor thesis and supervision. These findings are relevant in revising the framework plans.

Keywords: multi-voiced subjectivity, phenomenology, dialogism, professional agency, supervision

Advocacy as a meta-strategy for infant and toddler specialists in early childhood teacher education in Australia and Aotearoa New Zealand

KATHERINE BUSSEY, Australian Catholic University, Australia

The aim of this study was to understand the nature of work of six infant and toddler specialists in university-based early childhood teacher education. This study is a continuing story of struggle, resistance and advocacy in their work (Rockel, 2013). Cultural-Historical Activity Theory (CHAT) was used as an analytical framework to explore what motivates the work of teacher educators within early childhood teacher education and their aspirations for pre-service teachers. CHAT understands human activity as directed at specific 'objects', mediated by important concepts and artefacts that act as cultural tools. Qualitative research methods used were document analysis, individual interviews, and focus conversations in Australia and New Zealand. Data were collected in 2014 over six months. Participants were interviewed individually, and focus conversations held in the two countries. De-identified data were collected following gaining participant's informed consent, avoiding coercion, with the ability to withdraw. Pseudonyms protected participant identities and provided confidentiality due to the small field. Findings showed participants were involved in enduring contradictions, frustrating the expansion of their object of activity, and outcome in their activity system. Participants used advocacy as a meta-strategy to negotiate the contradictions that they experienced across three interpenetrating systems of activity they worked across: the early childhood field, teacher education, and universities. The work of specialist infant and toddler teacher educators in universities is a form of advocacy. It is a form of work that allows infant and toddler teacher educators to promote awareness of, and advocate for, infant and toddlers in the university and field.

Keywords: infant and toddler, advocacy, teacher education, teacher educators, chat

SYMPOSIUM SET F / 6

VOICES FROM THE PRE-SCHOOL TO PRIMARY SCHOOL TRANSITION

Self Organised Symposium

CHAIR: JACQUELINE FALLON, National Council for Curriculum and Assessment, Ireland

These three papers are concerned with the nature of the transition from preschool to primary school in the Republic of Ireland, and system infrastructure to support that transition. The introductory paper presents the findings from the Preschool to Primary School Transition Initiative (NCCA, 2018), emphasising the importance of relationships among stakeholders. Participants in the initiative engaged in a range of activities to enhance the quality of the children's transition experience. The second paper discusses the evaluation of the project, highlighting the voices of children and parents as key actors in the transition process. The final paper looks at a wider consultation on the creation of system readiness for a reconceptualisation of the relationship between pre-primary and primary education. The theme throughout the three presentations is the importance of relationships between all stakeholders to support young children's learning and development.

The preschool to primary school transition initiative: putting relationships at the centre
JACQUELINE FALLON, MARY DALY AND DEREK GRANT, National Council for Curriculum and Assessment, Ireland

The research reported here evaluated an initiative designed to support and enhance children's experience of making the transition from preschool to primary school in the RoI. The initiative to which this paper refers was grounded in previous work on preschool to primary school transitions as described in O'Kane, 2007; O'Kane and Hayes, 2010; and McKeown, 2014. The theoretical framework drew on the work of Vygotsky (1978); Bronfenbrenner (1979/1992); and Dockett and Perry's

conceptualisation of transitions (2007/2014). The evaluation of the initiative included both qualitative and quantitative approaches in a mixed methods design. Qualitative methods included focus groups and interviews, while questionnaires included both quantitative items and opportunities for more open ended responses. Children contributed through drawings/mark making, with commentary scribed by adults. The highest ethical standards were applied and informed consent was sought from all participants. For young children, both child assent and parental consent was sought. Anonymity and confidentiality were guaranteed as appropriate. The key finding is that building relationships between the key players in this transition is central to enhancing children's experience. Methods of sharing information are only effective in the context of such relationships. Consideration is needed to establish how this small scale initiative could be scaled up at a national level, both in terms of raising awareness of the importance of this transition and with a focus on building relationships among all those involved in this important transition in a child's life.

Keywords: transitions, preschool, primary school, children, relationships

Voices of parents and children in transitions
MAIRE MHIC MHATHUNA, Dublin Institute of Technology, Ireland

The paper examines the role of parents and children in the Preschool to Primary School Transition Initiative in Ireland. The project drew on the review of national and international research by O'Kane (2016) and the audit of existing transfer documentation in Ireland by O'Kane and Murphy (2016a), which informed the development of the project. Drawing on Bronfenbrenner and Morris's (2006) bio-ecological model and the socio-cultural perspective of Vygotsky (1978), the project examined the interconnected roles of parents and children in transitions along with other key stakeholders. The project recognised the important role of parents in supporting their children during the transition and the active role of children in the transition process. Transition reports were jointly compiled by practitioners, parents and children and discussed with parents and teachers. Children contributed to transition reports though drawings and participated in interviews. Parents contributed though focus groups, interviews and questionnaires. All participants were given information about the project in appropriate ways and parental consent and child assent were obtained. Full confidentiality and anonymity were assured. The project facilitated discussion of the skills and dispositions that children need for starting school. Joint meetings between parents, practitioners and teachers were deemed to be particularly helpful. Children were very positively disposed towards starting school, with some expressing both excitement and nervousness about the new experience. Work will continue on refining the reporting templates, identifying ways of rolling out the scheme nationally and meeting identified challenges, including recognising the additional work involved for practitioners and teachers.

Keywords: transitions, children, preschool, primary-school, voices

Reconceptualising curriculum structure in the early years - a consultation.
CLAIRE REIDY, National Council for Curriculum and Assessment, Ireland

A consultation with stakeholders to inform the reconceptualising of curriculum structure to include two years of preschool and the early years of primary school in a single stage. ECC in the ROI did not receive significant attention in educational discourse until the late twentieth century, Coolohan, et al., (2017). In more recent curriculum redevelopment it has become a central tenant of research, Kiernan, G. (2007), and development, National frameworks Aistear (NCCA,2007), Síolta (CECDE, 2006). Historically, preschool and primary school education in Ireland have a very different genesis. This gave a very disjointed experience (CECD, 2004) Curriculum design is increasingly recognising children's need for continuity. Alexander, R (2009) this was a mixed methods consultation. Qualitative approaches included bilateral meetings and a consultative conference. Quantitative methods included an online survey. Engagement in the consultation was by invitation and open call. Informed consent for publication was sought where relevant, anonymity guaranteed in other elements of the process. In working with children consent and ascent were sought and granted. While the findings from the consultation identified broad, tentative support for a single stage comprising the two preschool years and infant classes, the actual task of aligning them into a single curriculum stage is far more complex, requiring careful and extensive guidance. To ensure that a potential single stage continues to build on current successes in high-quality curriculum experiences for young children in terms of cohesion, progression and continuity, the NCCA in the context of this consultation has identified specific questions to be explored.

Keywords: transitions, children, preschool, primary-school, transitions

SYMPOSIUM SET F / 7

WORKING WITH CHILDREN, FAMILIES AND YOUNG PEOPLE: PROFESSIONAL DILEMMAS, PERSPECTIVES AND SOLUTIONS

Self Organised Symposium

CHAIR: JIM DOBSON, Manchester Metropolitan University, United Kingdom

This symposium brings together key elements from a new Childhood Studies textbook which is aimed at supporting future practitioners/graduates in the challenges they will face in the contemporary workforce. In line with the conference themes, the symposium explores how professional practice, underpinned by reflexivity and compassion can equip practitioners to deal with difficult scenarios and professional dilemmas. The symposium picks up on the current landscape about how vulnerability and need within families are recognised by practitioners and subsequently supported through the active building

of trust and dialogue. Refugee and asylum seeking families are offered as a key discussion point, allowing for an exploration of identity, belonging and 'otherness': key themes for many governments globally today. Whilst the symposium discussion acknowledges there are no definitive answers or easily dispatched solutions, contributors demonstrate that through community-based, sensitive and culturally appropriate modes of working with children and families, there is more scope for success.

What's all the fuss about play? Students' perspectives on playful approaches to teaching and learning across Ireland
GLENDA WALSH (1) AND JACQUELINE FALLON (2), (1) Stranmillis University College, United Kingdom; (2) National Council for Curriculum and Assessment, Ireland

In an attempt to resolve some of the lingering tensions involved in implementing play as learning in the context of Ireland, 110 student teachers (80 from NI and 30 from ROI) participated in an active form of professional development on Playful Learning. The study is embedded in an international literature base which problematises play in early years practice (Broadhead, Howard and Wood, 2010, Hunter and Walsh, 2014). The study conceptualises play and learning as fully integrated, beyond the narrow dichotomy of play versus work (Walsh, 2017) to an expansive understanding of play as learning in practice, where all aspects of children's learning are enhanced (Pyle and Danniels, 2016). The study is based on a mixed-methods methodology and follows three main stages of enquiry: A questionnaire survey to gather baseline data on students' attitudes towards PL pre-intervention, Student Reflective Practice Diaries completed during the PL intervention to document experiences, a post-intervention questionnaire survey to gauge changes, if any, in students' attitudes and understanding of PL in practice. Participants were informed in advance of the purposes of the study, had the right to withdraw at any time during the study and were guaranteed anonymity and confidentiality. Institutional approval was granted. The findings suggest that post-intervention students had a more enhanced understanding of high quality, integrated PL pedagogies in practice and a growing critical appreciation that only quality play and playful pedagogies have value for children's learning. The study highlights the need for more policy involvement in ensuring positive change in the early year's classroom.

Keywords: play, learning, teaching, student teachers, professional development

"Student perceptions of reflective practice – considerations of the student journey"
AMANDA DAVIS, Manchester Metropolitan University, United Kingdom

This research exposes the challenges and frustrations students encounter when engaging in reflective practice. It details the anxieties that students new to reflection often experience, and takes into account views and attitudes of more established learners. The work of Callan (in Reed and Canning 2010) is drawn upon. This paper similarly uses students' own opinions, feelings and experiences of reflective practice. Various models of reflective practice are used to explore a number of perspectives, illustrating the many reasons for engaging with reflection, and the advantages and challenges of doing so. A qualitative stance is adopted, as the research attempts to explore student experiences, opinions and developing appreciation of reflective practice. Data is gathered through focus group discussions and interviews, which is compared to students' academic writing in relation to formal reflective practice. Appropriate ethical procedures, following EECERA guidelines, have ensured that participants have given informed consent and their identities have been protected. Starting from tentative first steps the paper explores the thoughts and feelings of students embarking on their higher education journey, navigating the choppy transition from further education. It particularly focuses on student learning within childcare placement experiences. This is an examination of how reflective practice can support students as they develop their academic and professional skills, develop a deeper understanding of themselves, their motivations and limitations through engagement with theoretical frameworks and contemporary research. Ultimately, the research argues that reflective practice is a vital ingredient in supporting children, families and communities, allowing for continual adaptions and improvements in practice.

Keywords: reflective, practice, reflexive, experiential, placement

Students' understanding of 'being professional'
ALEXANDRA MELROSE, Manchester Metropolitan University, United Kingdom

This research explores early years and childhood studies degree students' understandings of what behaving professionally means, and seeks to understand the contradictions and dilemmas between students' understandings and practitioners' expectations. Osgood (2006) refers to the regulatory gaze in relation to agency of early years practitioners, in which the tensions and pressures of accountability potentially stilt flexibility and spontaneity. It could be argued that students are unused to such pressures as they are routinely encouraged to question and be critical as part of their studies, consequently feeling troubled by these expectations. The underpinning theories used in this study are those related to theories of professionalism, employability, reflection and emotional intelligence. Being anecdotal in nature, this study is qualitative in nature in order to explore and make meaning of the contradictions and dilemmas experienced by students. Data gathered is through conversations with student focus groups and discussions with early years practitioners. Students involved in the research were not currently being taught by the research to avoid any conflict of interest. Participating practitioners were approached once students had completed placements to avoid any potential awkward or conflicting conversations. Expecting students to behave professionally when engaging with placement opportunities can be challenging as it often depends on a variety of factors such as confidence, the ability to be assertive, clarification of expectations and support from the setting. In order to equip students with the skills needed, it is clear that more links need to be made between their studies and the reality of practice.

Keywords: professionalism, professionalisation, employability, reflection, practice

SYMPOSIUM SET F / 8

YOUNG CHILDRENS EXPERIENCES OF THEATRE & MUSEUMS

Individual Paper Presentation

CHAIR: NICOLA WALLIS, Fitzwilliam Museum, United Kingdom

The significance of theatre-experience for children under the age of 3
KATALIN KOZAK, Oslo Metropolitan University, Norway

Children 0-3 years substantially increase in Norwegian ECEC. I survey the importance of performing theatre for children under 3y. My aim is to investigate potential qualities, special characteristics of theatre-art, so playing theatre in kindergartens might improve and enhance children´s wellbeing. Searching for Qualities (SfQ) and Better Provision of Norway´s children in ECEC (www.hioa.no)find that children´s wellbeing in ECEC is far from satisfactory. One of SfQ´s main investigation areas is to consider the importance of children´s meeting with aesthetic processes as a part of their daily life. In this aspect my research work associates with SfQ. Previous processual artistic research gave me valuable dramaturgical knowledge of toddlers preferences and insecurities while perceiving stage-dramatic. (Betty pick-a-boo, part of Klangfugl project in Arts Council Norway 2000-2002); To Understand is to Interpret (Osten,S in:För de allra små, 2001); M:Flow, (Csikszentmihályi 1991); Om användning av videoinspelning i fältarbete.Pedagogisk forskning i Sverige. (Heikkilä,M, & Sahlström, F, 2003). I also search for signs of children´s reactions while enjoying theatre performances designed for their age. I video-recorded young audiences in www.kolibriszinhaz.hu and used qualitative analyses to interpret them. This is an arts-based research & phenomenological paradigm. High ethical standards, respect for integrity and rights is taken under severe consideration during the process. Formal international ethical regulations will be followed to secure children´s sovereignty. The video material is on secured data-basis, available only for scientific research purposes. I try to create a possible legitimate methodology to prove my assumptions: Children do enjoy themselves in artistic settings created by theatre-art means. The outcome of this research might create new praxis in kindergartens so 0-3y children spend happier time in ECEC enriched by aesthetical communication.

Keywords: aesthetic, toddlers, theatre, aesthetic communication, children under 3 years old

What do ECEC children enjoy learning through art appreciation in museums?
HIROO MATSUMOTO (1), GOTA MATSUI (1), KAZUKI YAMAJI (1) AND MIHO TSUNEDA (2), (1) Kagawa University Graduate School, Japan; (2) Non profit organisation, Wahaha-net, Japan

The aim of this research is to investigate the ways in which young children interact with art in museums. Boundary-crossing between early childhood centres and museums is one of the key settings to assist developing meaning-making practices (Carr et al., 2012). Adopting new strategies for exhibitions for young children can encourage them in their appreciation of Japanese traditional arts (Matsumoto et al., 2017). The theoretical framework is art appreciation in museums through meaningful dialogue related to 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 an exhibit of several modern artworks designed specifically for young children, teachers and parents at the Kagawa Museum of Art and History. 190 students from seven kindergartens and nursery schools between the age of two and six, were selected out of 345 children who participated in the event. Their attitude towards art appreciation was assessed using pre- and post-questionnaires. The EECERA Ethical Code was followed. Participants were informed that their responses were confidential, and then debriefed and thanked for their time. The results showed that children were significantly involved the art appreciation beyond their teachers' expectations, $t(168)=4.84$, $p<.001$. After engaging in these activities, children expressed themselves during their play in a variety of ways that referred to their experiences at the exhibition. It is suggested that several types of settings for appreciating art matched with the art style can enhance children's learning experiences despite the young age of the children.

Keywords: young children, museum, meaning making, visual thinking strategy, art appreciation

My nursery school is at the museum and garden - making space for children
NICOLA WALLIS, Fitzwilliam Museum, United Kingdom

We considered what spending an extended period of time in a Museum and Botanic Garden might offer to young children. Inspired by DeWitt et al.,'s (2018) exploration of the potential of cultural residencies for very young children and Carr et al.,'s (2012) work on repeated kindergarten museum visits, we aimed to investigate further how children and educators work collaboratively to make meaning in a dual site residency project. The work sits within an interpretivist framework, focusing on knowledge creation through interaction, and follows Kai-Kee & Burnham's (2011) and Hein's (2012) vision of museum education as a force for positive social change relevant to the widest possible community. Working within a social constructivist paradigm (Hein, 1998), we used participatory action research to collect and analyse reflective observations, field notes, photographs, interviews & artworks. Sampling of the participants was transparent, fair and non-discriminatory. Children, parents and practitioners were kept informed about the project, their participation and their right to withdraw it throughout the residency. Consent was negotiated on an ongoing basis, with particular regard given to the comprehension and communication abilities of the children. The residency enabled children to construct sophisticated personal connections

between previous knowledge and experiences and their encounters in the museum and garden. Ampartzaki et al., (2013) highlight the importance of being empowered to access the cultural knowledge held within institutions such as museums to true democratic engagement as citizens. Our findings demonstrate that young children are able to participate in shared meaning making within cultural spaces when supported appropriately.

Keywords: pedagogy, multi-disciplinary enquiry, collaborative approaches, community engagement, democratic approaches

SYMPOSIUM SET F / 9

EARLY LITERACY, DIALOGIC TALK & PEER ACCEPTANCE

Individual Paper Presentation

CHAIR: CHIEL VAN DER VEEN, Vrije Universiteit Amsterdam, Netherlands

Dialogic classroom talk in early childhood education

CHIEL VAN DER VEEN (1), SARAH MICHAELS (2) AND BERT VAN OERS (1), (1) Vrije Universiteit Amsterdam, Netherlands; (2) Clark University, United States

In the current research project, we aimed to design and implement an intervention focused on the promotion of dialogic classroom talk in early childhood education, and to evaluate what it contributes to children's oral communicative abilities. Several studies have shown the great potential of dialogic classroom talk for students' subject-matter learning (Nystrand & Gamoran, 1991, O'Connor, Michaels, & Chapin, 2015), reasoning skills (Wegerif, et al., 1999), motivation (Kiemer et al., 2015). Given these findings, it is surprising that many classrooms still show a prevalence toward monologic talk that is overly teacher-steered, giving children only limited opportunities to develop their language abilities. We build on Vygotskij's cultural-historical theory to argue how dialogic classroom talk supports children to use language to think together. A mixed-methods approach was used using video-observations of classroom talk and a standardised test to measure children's communicative abilities. Ethical approval was obtained from the Ethical Review Board of the authors' Faculty. Participating teachers were informed about the purpose of the research. Parents of the children received information and could contact their child's teacher in case they did not want their child to participate. Teachers that participated in a PDP on dialogic classroom talk were able to make their classroom conversations more dialogic. Findings suggest that classroom discussions in which children have space to talk and think together have a positive effect on children's communicative abilities. Dialogic classroom talk is a powerful context in which (young) children, guided by a skilful teacher, learn to communicate more effectively.

Keywords: dialogic classroom talk, oral communicative abilities, cultural-historical theory, professional development program, mixed-methods

Why won't you play with me? Peer rejection in early childhood education and the role of language abilities

FEMKE VAN DER WILT (1), CHIEL VAN DER VEEN (1), CLAUDIA VAN KRUISTUM (2) AND BERT VAN OERS (2), (1) Vrije Universiteit Amsterdam, The Netherlands; (2) Universiteit van Amsterdam, The Netherlands

The aim was to test a mediation model connecting receptive vocabulary knowledge to peer rejection, through oral communicative competence. Previous studies showed associations between receptive vocabulary knowledge and oral communicative competence (e.g., Bornstein, Haynes, & Painter, 1998), oral communicative competence and peer rejection (e.g., Hazen & Black, 1989), and receptive vocabulary knowledge and peer rejection (e.g., Menting, Van Lier, & Koot, 2011). Whether receptive vocabulary knowledge is also indirectly related to peer rejection, through oral communicative competence, remained unknown. Generally, a lack of word knowledge creates misunderstanding in interpersonal communication and makes it more difficult to convey and interpret messages (Astington & Jenkins, 1999). Difficulties in peer communication are likely to increase a child's risk of being rejected (Hay et al., 2004). The present study adopted a positivistic paradigm and a correlational design. N = 135 preschool children participated. Receptive vocabulary knowledge was assessed with the Peabody Picture Vocabulary Test, oral communicative competence was assessed with the Nijmegen Test for Pragmatics, and peer rejection was assessed using peer nominations. Teachers were informed extensively, parents were asked for passive consent, children's participation was entirely voluntary, data were sampled carefully and anonymously saved, information obtained from children was treated confidential. Outcomes of conditional process analyses revealed that poor receptive vocabulary knowledge was associated with poor oral communicative competence, which was in turn related to a higher level of peer rejection. Findings indicate the need to focus on oral communicative competence and receptive vocabulary knowledge when addressing peer rejection in early childhood education.

Keywords: receptive vocabulary knowledge, oral communicative competence, peer rejection, early childhood education, gender differences

Recognising children's approach to literacy in year 1+2 in Danish schools – a common area of action.

CHARLOTTE F. REUSCH AND SARA S. HANNIBAL, National Centre for Reading, Denmark

The project aims to investigate how social educators and teachers in year 1+2 cooperate on literacy through a multidirectional approach on literacy settings. Literacy involves the integration of listening, speaking, reading, writing, and critical thinking (Gibbons, 2009). Year 1+2 are taught by a collaborative team. The team might disagree on aims due to educational

differences. As research in early literacy states the importance of professional approaches and children's participation in schools, professionals need to exchange knowledge. E.g. The National Early Literacy Panel (2008) identified that activities in small groups support literacy skills. This correspond with the findings of the EPPE-project (Sylva et al., 2004), which also found, that the quality of conversations involving young children has impact on learning and literacy skills. Furthermore, settings in which literacy activities take place are crucial to the learning outcome (Reutzel & Jones, 2013). We work with an entire municipality, 9 schools and 39 teams 2016-2018. The qualitative research paradigm offers the opportunity to get close to the teams' professional understandings. The methodology of action learning makes room for the professionals to define issues concerning how to teach and facilitate literacy in year 1+2. Our method implied working with an adapted worksheet. This invited participant to identify, discuss and evaluate actions. This will provide approximately 80 cases for analysis (autumn 2018). Cases will be anonymised. Provisional findings suggest the importance of enhancing children's understandings, oracy and settings in classrooms. Implications are new ways to plan and facilitate children's oral output and contributions in literacy settings.

Keywords: literacy, oracy, contribution, team cooperation, teaching

SYMPOSIUM SET F / 10

DIGITAL METHODS, KNOWLEDGE TRANSFER IN TRANSITIONS TO SCHOOL

Individual Paper Presentation

CHAIR: KELLY JOHNSTON, Macquarie University, Australia

Parent involvement in transferring development-related information from kindergarten to school
MARIA GRILLITSCH, BIFIE - Department Evaluation, Education Research & Reporting, Austria

Aim of the evaluation study is to find out how a new, nationwide regulation, which requires that parents have to provide primary schools with the kindergarten's documentation concerning the children's stage of development is implemented. A further focus is the collection of data regarding attitudes of parents and professionals in kindergarten and school towards the information transfer and the collaboration between kindergarten, parents and school. The research study is related to international studies underpinning the need for continuity in children's education and pointing out requirements for a successful collaboration among the participants involved in the child's development process (OECD, 2017, Hanke, Backhaus & Bogatz, 2013, EACE/Eurydice, 2009). The research follows Patton's approach of Utilisation-Focused Evaluation (1997) and refers to the multi-perspective transition approach by Griebel & Niesel (2004). Data is gained by using a mixed method approach. Heads of kindergartens (n = 2.074) and schools (n = 1.969), as well as parents, were asked to complete a questionnaire containing Likert-type and open-ended questions. Semi-structured interviews with kindergarten and school inspectors (n = 18) provide additional information. Data acquisition and data analysis is based on ethical guidelines for educational research. Taking part in the research is voluntary and results are reported on an aggregated level. Initial findings of the surveys, available in summer 2018, will provide information on how the participants deal with and how they assess the information transfer. Recommendations for the further course of the implementation process and implications for the pedagogical practice are derived from the research results.

Keywords: transition, kindergarten, primary school, parent involvement, development documentation

Shared understandings: Digital storybooks to support children's agency and communication in the transition to school process
KELLY JOHNSTON, Macquarie University, Australia

This research aimed to explore educator conceptualisations of technology and investigated digital storybooks as a resource to support children to have a voice in the transition-to-school process. Contemporary conceptualisations of technology in early learning were also considered, drawing on the works of Palaiologou (2016), Plowman, Stephen and McPake (2012). The focus on supporting children's agency in school transitions built of the work of Dockett, Perry and Kearny (2013). Theoretically, this research is underpinned by Vygotsky's (1978) and Rogoff's (1990) sociocultural notions of cultural tools and the dynamic and changing nature of culture. This presentation draws on findings of a doctoral research project conducted in early learning settings in New South Wales, Australia. Central to the study were practitioner inquiry projects within collective case studies 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 integrating technologies such as digital storybook applications supported children to have agency as they prepared to transition from their early learning service to school. Digital storybooks enabled multiple communication opportunities for young children and allowed them to share their perspectives with their families and educators. These findings imply that digital technologies have the capacity to provide children with a voice and agency in transitions by providing multi-modal communication opportunities. This could further support the transition process by creating shared understandings between children, families, early childhood educators and school teachers.

Keywords: digital technology, transition to school, communication, children's agency, digital storybooks

Transition talk: E-book co-production as potential space for shared communication during transition from ECEC to primary school

ANE BJERRE ODGAARD, University of Southern Denmark, Denmark

This study contributes to transition research by empirically investigating children's co-production of multimodal e-books during transition from ECEC to school as potentially enabling children's perspectives within children-professional dialogues. Previous studies accentuate children's digital photos as potentially letting children's experiencing and perspectives on institutional environments emerge (Lemon, 2016, Clark & Moss, 2011), an overall objective central to transition research (Einarsdottir et al., 2009, Salmi & Kumpulainen, 2017). However, children's institutional lives take place within worlds ''already populated by the intentions of others'' (Renshaw 2017, p.3) which has implications for shared communication unfolding within institutional contexts. Sociocultural as well as dialogic theory (Vygotskij, 1978, Wertsch. 1998, Mercer, 2008) informs the project's exploration of technology-mediated activities as potential dialogic spaces (Mercer et al., 2017). Framing (Goffman, 1974/1986) and positioning as source/listener (van de Sande & Greeno, 2012) are conceptually employed to elucidate interactions. Activities were planned and carried out in collaboration with practitioners as a socioculturally informed and design-based study (Cole & Packer, 2016). Video observations, transcriptions and analysis were informed by principles from Derry et al., (2010). Informed consent was obtained (parents and professionals), anonymisation ensures confidentiality, and voluntary participation is key principle. Ethical questions emerging in practice were solved together with practitioners. Transition dialogues around child-co-produced e-books may empower children's perspectives, engagements and participatory possibilities. However, this requires enabling child agency as well as viewing multimodal utterances as props empowering here-and-now dialogue, not as products transmitting information. This implies that technology-mediated dialogues may be relevant to transition practice, if treated appropriately.

Keywords: transition, professional-child interaction, dialogue, digital technologies, multimodality

SYMPOSIUM SET F / 11

ENGAGING WITH PARENTS & FAMILIES

Individual Paper Presentation

CHAIR: YESHE COLLIVER, Macquarie University, Australia

Engaging families in early childhood education: Findings from a families research project in NSW

TRACY MACKEY, NSW Department of Education, Australia

To address a gap in the research, the Department of Education has undertaken a state-wide Families Research Project to increase knowledge of how parents perceive early childhood education (ECE) and how factors including quality, cost and cultural fit influence their decision making. Research shows that participation in high quality ECE boosts children's educational, social and economic outcomes over the course of their lives (Melhuish et al., 2008), and families are the most influential educators in a child's life (Niklas et al., 2016). However, many families are unaware of the quality rating (ACECQA 2017) and it is not informing choices (Fenech et al., 2017). The Project's scope has been framed by the government's priority areas, including universal access, choice and quality, whilst also giving families a voice in what makes a difference. An online survey to collect quantitative data from parents has undergone cognitive testing with a sample n=800 families, with quotas to achieve representative response. In addition, focus groups are conducted using discussion guides and transcripts thematically coded. Parents from different socio-economic and cultural backgrounds will be included. The study has been designed to reflect privacy concerns. The Project's findings will provide insights into parental awareness and factors that drive family decisions about ECE, and current government responses for targeted support. The findings will inform future policy and programs to support family choice in the mixed market of ECE, impacting 400,000 children annually. Details of changes including funding arrangements, accessibility for target cohorts, communication of quality and impact on future provision will be provided.

Keywords: families, choice, quality, access, equity

Parent-teacher relationships in early childhood education and care in Japan: From the parents' perspective

SACHIKO NOZAWA, YUMI YODOGAWA, KIYOMI AKITA, MIDORI TAKAHASHI AND TOSHIHIKO ENDO ENDO, The Centre for Early Childhood Development, Education and Policy Research, The University of Tokyo, Japan

This study aims to investigate parents' perceptions of parent-teacher relationships at ECEC settings in Japan. The effective connection between home and ECEC settings are essential for high quality care and education, especially for young children (Lang, Tolbert, Schoppe-Sullivan, Bonomi, 2015, Vlasov and Hujala, 2017). Parent-teacher relationships are important for both parents and teachers to share information and to better understand their children (Lang et al., 2015, Reedy & McGrath, 2010). However, little is known about how parents think about their relationships and communication with teachers. Especially, it has not been examined in detail how parents perceive the information exchange about particular topics such as children's meals, sleep, and play at home and ECEC settings. In this study, with referring to co-caring relationship perspective (Lang et al., 2015, Lang, Schoppe-Sullivan, and Jeon, 2017), Japanese parents' perceptions of parent-teacher relationships and communication were examined. Parents of 0- 6-year-old children answered to our questionnaire. Total number of participants is 18,500. Our research got permission from Office for Life Science Research Ethics and Safety, The University of

Tokyo. Voluntary participation and the protection of privacy were ensured for all participants. The results indicate that parents with younger children (0- 1-year-old children) tend to exchange information about their children's meals, sleep, and play more with teachers. Furthermore, although many parents think that their children and they themselves trust their teachers, there are still parents who don't. Based on the findings, the importance of teacher training on relationship building and communication with parents is discussed.

Keywords: parent-teacher relationships, co-caring, parent-teacher communication, information exchange, parent's perspective

Better than Batman™: Useful learning through play through parental partnerships
YESHE COLLIVER, Macquarie University, Australia,

The 'Following in our Footsteps II' study sought to investigate whether parent and educator activities might indirectly impact children's play interests and subsequent learning. The capacity of early childhood educators to extend young children's existing play interests is central to quality educational provision (Siraj-Blatchford 2009, Trawick-Smith and Dziurgot 2011). While research has focused on how educators can extend those interests to learning, rarely does it interrogate where those interests originate (Hedges and Cooper 2016). Consistent with cultural-historical conceptions of values in practices (Hedegaard, 2008), parent pairs of 46 four-year-olds demonstrated everyday literacy (n = 26) or numeracy (n = 20) activities in homes three times weekly for four weeks. The final two weeks also included educator demonstrations. Both adult groups demonstrated while children were otherwise occupied nearby. Adults did not request children to do anything differently. Contemporary ethical protocols with children were followed (e.g. Colliver, 2017a). As in 'Footsteps I' (Colliver 2017b), participating children chose to play significantly more with the construct demonstrated (literacy, numeracy) over the four weeks. Standardised reading and writing test gains were significantly higher in literacy groups after demonstrations. Standardised mathematics test gains were higher in numeracy groups. These significant results are interpreted as evidence that changing what families and educators do has the potential to impact what young children become interested in (during free play), and therefore learn. Results suggest that educators should encourage parents to expose children more to useful constructs (e.g., literacy, numeracy) and less to unimportant ones (e.g., in Batman™).

Keywords: learning through play, child-initiated learning, cultural-historical theory, family partnerships, early literacy

SYMPOSIUM SET F / 12

HOME TO PRESCHOOL TRANSITIONS

Individual Paper Presentation

CHAIR: KATHRYN PECKHAM, Birmingham City University, United Kingdom

Nurturing parental understanding of early preparations for formal learning
KATHRYN PECKHAM, Birmingham City University, United Kingdom

This research seeks to develop a collaborative understanding of children's progress through the transition period into formal learning through the eyes of parents, teachers, key workers and children. Underpinned by educational neuroscience (Goswami and Bryant, 2007, Winter and Kelley, 2008, Dinehart, 2015), this study echoes concern of downward pressures for didactic instruction troubled by Nicolopoulou et al., (2015) and the optimal measuring, computerisation and standardisation of young children's abilities (Blair, Zelazo, & Greenberg, 2005, Howard & Okely, 2015 in Howard et al., 2016). This child-centred constructivist and transformative approach to early childhood supports a cognitive exploration of deeper learning motivations (Nicolopoulou et al., 2015). Complex realities of early pedagogy are explored, recognising children, not as passive recipients of information but as individuals within an ecological whole. Accepting of the substantial variables involved, the theoretical framework reflects an interpretive and post-structural paradigm that considers the many contexts and viewpoints involved. Through detailed accounts (including various styles of interview, and observation) the richness of childhood realities are recognised and embraced. Following full disclosure of procedure and intentions, consent was obtained from all parties (adults and children) with ongoing assent secured weekly. Fluidity built into the methods allowed for dissent, and feedback loops in place at every stage retained the integrity. Sitting within a larger study, this section has identified inconsistencies in the understanding of children's abilities and readiness for formal learning. Through focused communication that offers greater understanding, children can be better supported in these formative years.

Keywords: school readiness, parental partnership, child involvement, formal learning, lifelong learning

Parent involvement in children's home and community activities prior to school entry and child development in kindergarten
MAGDALENA JANUS, McMaster University, Canada

This study aimed to investigate how parent involvement prior to school entry, conceptualised as holistic, inclusive activities, influences cognitive and socioemotional development in kindergarten. Parent involvement has been shown to have meaningful impact on children's learning and development, but it has rarely been explored beyond interactions focused on academic activities. Prevailing models of parental involvement in literature are usually limited to participation in the

educational activities and experiences of the child. More recently, and especially for children under 5 years, a broadened concept of parent involvement is proposed that encompasses a wider range of parent behaviours - including any activity or experience that a child could learn from. This cross-sectional, quantitative study of 41,431 Canadian children (49.9% girls) age 5, combined parent surveys including questions on their involvement in home and community-based activities with their children, with kindergarten teacher reports on children's learning and development using the Early Development Instrument (EDI) in five domains: physical, social, emotional, language/cognitive, and communication. In order to prevent any ethical risks all data were analysed at a group level only. Among home activities, reading and household chores were the most frequent forms of parental involvement, and among community ones, participation in play-based programs. More involvement was meaningfully associated with better developmental outcomes, with the largest effect in emotional development, and effects consistently larger for boys than girls. Demonstrating that a broadly-understood holistic parent involvement contributes to child development has implications for providing early childhood community support for parents of young children.

Keywords: parent involvement, home activities, community activities, early development instrument, kindergarten

Process of belonging-educators views on children's transition to preschool
HRÖNN PÁLMADÓTTIR, University of Iceland-School of Education, Iceland

The aim of the study is to create knowledge about educator's views and responses toward young children's transition from home to preschool. The focus is on how the educators create continuity between families with diverse background and the preschool. Transition is a reciprocal learning period for children, parents and educators (Drugli & Undheim, 2012), and influenced by how continuity is created between child's home experiences and the preschool experiences (Berns, 2007). The process begins in the home and continues until the child and the family experience belonging in the new environment. The study is inspired by Yuval-Davis (2006) notion of belonging and the politics of belonging including different analytical levels: social locations, identifications and emotional attachments, and ethical and political values. During the transition process the concepts of transition and adaption are intertwined (Margrett, 2014). Qualitative and naturalistic approach were used to explore and understand the meaning of human interactions and views (Lichtman, 2013). The methods included interviews with educators and participant observations in three groups of children aged 1-2 years. Ethical issues regarding access, informed consent, trust and power positions were taken into consideration. All of the participants are given pseudonym. Preliminary findings reveal that the educators view the children and the parents holistically. Transition is seen crucial for creating relationships and security, and a window to the home culture. The study contributes to existing knowledge concerning the transition process and the elements educators consider important regarding families with diverse background experiences of belonging to the preschool community.

Keywords: transition, belonging, educators, continuity, families

SYMPOSIUM SET F / 13

PARENT EMPOWERMENT IN DEVELOPING ECEC

Individual Paper Presentation

CHAIR: ARMIN SCHNEIDER, University of Applied Sciences Koblenz/ IBEB, Germany

Empowering families & settings to build a social movement for quality early years care & education in Ireland
FRANCES BYRNE, Early Childhood Ireland, Ireland

The aim of the research is to explore how early years settings in Ireland might become centres of democratic action to drive social change which will see an increase in public investment in the sector which underpins quality provision and the crucial educative role of family and early education and development settings. Moss (2007) explores the possibility that ECCE institutions can be first and foremost, places of political practice and specifically of democratic politics practice, made urgent by two developments in many countries today: the growth of policy interest in early childhood education and the need to revive democratic politics. He makes a strong case for refocusing the political attention on childcare away from largely technical questions. Changing Child Care, Prentice (2001), Making the case for investment, New Economics Foundation (2009), Social movements and policy change, Ball and Charles (2006) A secondary analysis of research in countries where public investment and high quality are central, was completed. A nationwide opinion poll was also commissioned to measure support for early years care and education. Ethical considerations of informed consent and well-being were adhered to in this research. Findings reveal high levels of support for early years education and care among the Irish public as well as recognition of the value of early years educators. This contrasts with decades of under-investment. These findings have implications for a major campaign and will inform plans to involve parents and early years settings to become communities of interest in driving social change.

Keywords: quality, investment, advocacy, parents, democracy

Discourse improves the involvement of parents, families and social communities -a new approach to develop quality by participation

ARMIN SCHNEIDER AND ULRIKE POHLMANN, University of Applied Sciences Koblenz /IBEB, Germany

How do quality management systems work and how could self-evaluation concepts help to improve the quality of the work with parents, families and local communities? Previous research underlines quantitative approaches towards quality (ISO, Total quality management) with a gap of participation. Theory of developmental evaluation (M.Q. Patton), organisation development, quality development. Qualitative research paradigm, reconstructive methodology, interviews and group discussions analysed with qualitative content analysis (Mayring) and documentary method (Bohnsack). First all participants were informed about the issues of research and signed a consent form. A Board of advisers (parents, provider and institutions of early childhood associations) accompanied the research process in methods and ethical issues as well. Participation is necessary for the success of quality development and: attitudes of professionals work more than expected. The new approach quality development in discourse involves stakeholders and starts with one issue of quality in the circumstance of nursery schools. From that point the attitudes of professionals are reflected by an extern supervisor to change the system. The new developed approach now runs in 10 % of all nursery schools in Rhineland-Palatinate and is used as well as a starting point for quality management and as an additional instrument to involve parents, families and local communities in the accountability for the quality of nursery schools. Above all the idea involves the quality management discussion of the big providers in Germany (churches and welfare organisations) and is mentioned in the OECD-Report Starting Strong IV (pg. 96).

Keywords: quality development in discourse, families and parents, quality management, participation, attitudes of professionals

Parental involvement as a generator of scientific ground in preschool

ANNE LILLVIST, School of Education, Culture and Communication, Sweden

The specific research questions for this study are: Which concurrent understandings of scientific ground are described by preschool staff? And, how is scientific ground made visible in the preschool practice according to the staff? The backdrop of this study is the statement form the Swedish Education Act (2011) concerning all education to rest on a scientific ground. The implications of this has mainly generated research on compulsory schools (Wennergren & à…man, 2011) whereas scarce research attention has been given to how preschool staff interpret scientific ground and how it is implemented in preschool education. A systems theory approach (Bronfenbrenner & Morris, 2006) along with implementation theory (Lipsky, 2010) serves as the theoretical framework of this study. An abductive approach, with semi-structured interviews were conducted with 41 preschool staff. The interviews were analysed with a qualitative content analysis. All participants gave informed consent and were informed about confidentiality, the right to withdraw and that results would be presented on group level. The results show four coexisting understandings of the concept of scientific ground, 1) scientific ground as working in accordance with the goals of the preschool curriculum, 2) being able to describe not only what is done in the preschools, but more importantly why it is done, specifically in relation to preschool –home collaboration 3) subject education as scientific ground in preschool. The study addresses the coexisting understandings of scientific ground with a specific focus on the implications of a scientific ground based on parents' interests and focus of involvement.

Keywords: preschool, scientific ground, parental involvement, implementation theory, qualitative

SYMPOSIUM SET F / 14

EARLY YEARS SERVICES FOR MIGRANT & DISPLACED CHILDREN

Individual Paper Presentation

CHAIR: DEBBIE MULLEN, Early Childhood, Ireland

Supporting young children's education and well-being who have experienced displacement.

DEBBIE MULLEN (1) AND JULIE MCNAMARA (2), (1) Early Childhood Ireland, Ireland; (2) Kildare County Childcare Committee, Ireland

To demonstrate the effective use of Aistear (Irelands National Early Years Curriculum Framework) as an Emergent and enquiry-based curriculum framework to support childcare practitioners to plan and provide enjoyable and challenging learning experiences to enable children who had experienced recent displacement to grow and develop as competent and confident learners during their 8 weeks at the childcare service. We are facing one of the greatest humanitarian crisis of our time. 12 million children under 8 years of age are displaced (UNHCR 2017). Research shows that nurturing care, including a focus on early learning, is critical to help mitigate the negative effects of adverse childhood experiences, Britto, et al., (2016). By providing a rich active learning environments and a nurturing pedagogy (Hayes, 2014), young children's levels of wellbeing and involvement are increased (Leavers, 2012) Qualitative research using a mixed method approach including interviews, focus groups, observations, change stories, educator feedback and learning journals Ethical considerations of informed consent & assent for practitioners freedom to withdraw from the study, anonymity, participant safety and wellbeing are adhered to. Practitioners will complete a declaration confirming that children and families are not identifiable. Is Aistear sufficient to meet the needs of childcare practitioners to plan and provide enjoyable and challenging learning experiences to

enable children who had experienced recent displacement to grow and develop with their peers as competent and confident learners? Aistear is sufficient when used by competent practitioners to meet the learning needs of all children in childcare.

Keywords: displacement, Aistear, curriculum, wellbeing, early years

Relational work in multi-agency services: Working with refugee families in early childhood services
FABIO DOVIGO, University of Bergamo, Italy

Research was aimed to understand how early childhood, social, and health services can increase the effectiveness and quality of programmes aimed at refugee children and families/caregivers by improving their ability to work relationally by networking. Literature emphasises that access of refugee families to early childhood services highly correlate with an increased sense of safety and self-efficacy (UNHCR, 2016, Kislev, 2016, Shallow, Whitington, 2015). However, research highlights that access to the services is usually problematic for cultural and organisational reasons (Gross, Ntagengwa, 2016, White, Room, 2011). A wide literature on the social inclusion of refugees is available today. However, investigations into refugee children education remain relatively underdeveloped, especially as regards the development of interventions addressed to early childhood (Hamilton and Moore, 2004, European Commission, 2015, Pinson and Arnot, 2010). Using an action research approach, we conducted extensive fieldwork in four early childhood, social, and health services in Italy, through the collection of services' documentation, participant observation, conversations and semi-structured interviews held with refugee families and service practitioners. We committed to respect confidentiality and anonymity of participants by asking practitioners and caregivers for informed consent. Our study identified five main cultural and organisational reasons behind the current difficulties of services in managing refugee children's cases. However, examples of good practices are also emerging as functional patterns that could be further disseminated. Effective programmes focused on early childhood would imply a shift from the traditional organisation of services to a network-based perspective supporting relational work and active cooperation between families, practitioners, and communities.

Keywords: refugees, early childhood services, relational work, action research, inclusion

KINDINMI The kindergarten as a factor of inclusion for migrant children and families
CATRIONA MCDONALD, SHEILA NUTKINS AND KATRINA FOY, University of Aberdeen, United Kingdom

The project aims to increase knowledge about local, national and European strategies and practice around inclusion of very young migrants in preschool education as a means to encourage better opportunities for them and their families in terms of social orientation and inclusion. To research provision for migrant children and families in Scotland, referencing big data (Growing up in Scotland and OECD), social capital (Bourdieu), and early intervention. Schools are considered to be a medium for integration but present barriers in terms of language and understanding of customs and culture. We suggest that the preschool can play an important role in supporting families to become familiar with the habits, traditions and culture in the host country, a possible threshold to better inclusion. We explore local and national strategies and practices using a case study approach locally alongside data gathered from national longitudinal studies and official sources. There are ethical concerns unique to this population: the problem of informed consent and resolution of conflicting cultural values. Our actions follow the EECERA Ethical Code for Early Childhood Researchers where we are sensitive to culture, individual and role differences and strive to eliminate bias of any kind. Scottish Government is investing in Early Learning and Care provision to close the attainment gap in Scotland, tackle child poverty and address issues of social justice which we explore in the specific context of migrant families. Although preschool attendance is not compulsory, we suggest this is a way towards better inclusion and integration for migrant families in Scotland.

Keywords: migrant, children, kindergarten, inclusion, family

SYMPOSIUM SET F / 15

LANGUAGE POLICY IN EARLY CHILDHOOD EDUCATION - A NORDIC PERSPECTIVE

Self Organised Symposium

CHAIR: SIV BJÖRKLUND, Åbo Akademi University, Finland

The symposium brings together qualitative research on educational policy and strategy documents within early childhood education contexts in the Nordic countries. The document analyses aims at defining and highlighting discourses and spaces, where wordings express implicit and explicit ideologies surrounding linguistic and cultural diversity, multilingualism, language awareness and language education. In the presented studies, the discourse on multilingualism in national strategy documents is further complemented with ethnographic approaches and action research to showcase how policies in the discourse of educational documents are perceived and implemented within the ECEC field. The findings of the three studies are used as a starting point for a symposium discussion about implicit and explicit ideologies surrounding multilingualism in ECEC, potential discrepancies between policy in documents and policy in practice, and, means to meet the challenges expressed in strategy documents and in ECEC practice.

From policy-as-discourse to policy-as-practice: Designing language sensitive continuing professional development for ECEC
MARI BERGROTH AND SIV BJÖRKLUND, Åbo Akademi University, Finland

The aim of the study is to discuss the expectations on language sensitivity of ECEC teachers in renewed curriculum and strategy documents and how these expectations can be transformed in to every day practices in minority language medium ECEC through continuing professional development. Data is collected though participatory observations in a working group designing language sensitive in-service training. Finland with two official national languages offers a solid foundation for multilingualism, but the rapid changes in proportion of speakers of other languages have accentuated the need to better equip Finnish teachers for linguistic and cultural diversity. At the same time voluntary language studies have decreased. This decrease has led to the need for early start in language learning. We explore Spolsky's (2004) concept 'language policy' that can be divided into three interrelated dimensions: 'management', 'ideology' and 'praxis'. The analysis is done within the qualitative paradigm and the methodology used is discourse analysis and action research. Research follows the ethical considerations as stated by Finnish Advisory Board on Research Integrity (TENK). Different separate - but highly intertwined - societal discourses have resulted in a strong support for diversity in 'policy as discourse' and a strong political engagement in terms of funding for ´policy in practice´. However, an actual change in ECEC practices is slow and needs further support before policy in discourse really becomes policy in practice. Teacher training and continuing professional development for ECEC need to be developed to meet the various expectations on renewed language policy in ECEC.

Keywords: language policy, discourse analysis, action research, teacher training, language sensitivity

Conflicting multilingual ideologies in early language education policy
GUNHILD TOMTER ALSTAD, Inland Norway University of Applied Sciences, Norway

The aim of this study is to explore discourses of multilingualism and language education in early childhood education contexts in national education policy and language policy documents. According to recent research on education policies, most Nordic countries increasingly recognise the benefits of diversity, although the diversity is considered as Janus-faced (Nikula, Saarinen, Pöyhönen, Kangasvieri, 2012). There are tensions between diversity as positive resources for individual learning and development, and diversity as a problem. Previous studies are basically based on policy documents for formal schooling, and to a less degree for ECE. Language policies open what Hornberger (2002) refers to as ideological spaces for multilingual education, which educators can use to create implementational source for educational programs that incorporate minority languages as resources. The study is conducted within a qualitative research paradigm. The data consist of national (Norwegian) educational and language policy documents over the last ten years. The analysis of the documents identifies both different linguistic terms used to explicitly label multilingualism and more implicit ways of expressing language ideologies. Ethical consideration has been taken to ensuring fair representation of documents (NESH, Guidelines for Research Ethics in the Social Sciences, Humanities, Law and Theology, 2016). Similar to findings in other studies, there are conflicting language policy discourses, both historically and concurrently. The discussion is concerned on how policies promoting linguistic diversity are able to overcome dominant societal discourses that favour monolingual education. The findings are used to discuss how policy and societal discourses are relevant for early childhood teacher education.

Keywords: language policy, discourse analysis, language education, multilingualism, second language

Language policy in National core curriculum and in teacher interviews
PAULIINA SOPANEN, University of Jyväskylä, Finland

This study aims to explore discourses around languages and multilingualism in Finnish National core curricula for ECEC and in teacher interviews. Previous research (Halinen 2015, Nikula et. al. 2012) shows that language diversity and its benefits are noticed in different educational policy documents. However, the teachers play a key role in transferring educational language policy into policy-in-practice (Menken & García 2010). Language education policies are dynamic, complex and contain multiple layers (Ricento & Hornberger 1996, Hornberger & Johnson 2007). Teachers' language policy can open spaces where multilingualism is seen as resource. This study is conducted within a qualitative research paradigm. Using discourse analysis I show how languages and multilingualism are presented in Finnish National Core Curricula for ECEC (2005/2016). This analysis is compared with the analysis of language conceptions of kindergarten teachers. The teachers were interviewed about language awareness and language use as a part of an ethnographic case study focusing on teachers' language policy. Ethical consideration has been taken to ensure that the documents are represented fairly. Also, the participating teachers have been informed about the study and their rights. (TENK 2009, 2012). While NCC 2005 has a more monolingual language view, NCC 2016 highlights diversity and the need to acknowledge multilingualism in the society and in ECEC. However, the results from the interviews indicate that the teachers are not yet confident in working with increasing language heterogeneity in ECEC. There's a need for more (in-service) education on multilingualism and language diversity among kindergarten teachers (see also Pyykkö 2017).

Keywords: language policy, multilingualism, national core curriculum, teachers, discourse analysis

LEADERSHIP & PROFESSIONAL WELLBEING

Individual Paper Presentation

CHAIR: PAN HE, The Education University of Hong Kong, Hong Kong

Analysing of the Relationship Between Pre-School Teachers' Leadership Levels and Classroom Management Skills Levels
HILAL YILMAZ, ŞEYMA DEĞIRMENCI, RENGIN ZEMBAT AND BÜŞRA ÇELIK, Marmara Àœeniversitesi, Turkey

The aim of this research is to analyse the relationship between preschool teachers' leadership levels and levels of classroom management skills. Although research in Turkey teachers to demonstrate that affect the quality of teaching leadership skills on leadership levels and classroom management skills levels not seen any study of preschool teachers. Leadership is the influencing and directing of one person's activities to achieve specific goals. Class management, creating a positive learning climate for the class, and providing the opportunity for the students to express themselves comfortably. It is therefore important for teachers to develop management skills as well as educational skills for good education. Study group consists of 190 preschool teachers who work at preschool education institutions during academic year of 2016-2017. As data collection tools, "Teacher Leadership Scale" developed by Beycioğlu and Aslan (2010) and "Classroom Management Skills Inventory for Preschool Teachers" developed by Dinçer and Akgün (2015) were used. The ethics required for the research were taken from the Istanbul Provincial Directorate of Education. In line with analysis, a significant positive moderate correlation was found between preschool teachers' leadership levels and classroom management skills. It was also determined that preschool teachers' leadership levels and classroom management skills are at medium-level In addition, it was found that preschool teachers' leadership levels and classroom management skills significantly differ according to their age, type of institution they work in, according to the availability of auxiliary staff to the class. Leadership and classroom management skills of beginning teachers should be supported.

Keywords: preschool education, preschool teachers, leadership, classroom management, teacher education

What is the main practices of middle leadership to guide curriculum development in kindergartens in China
PAN HE AND DORA HO, The Education University of Hong Kong, Hong Kong

This study aimed to explore the effective practices of middle leadership to lead the curriculum development in kindergartens in the background of educational reform and development in China. From the previous study, the practices of middle leadership can be categorised into four dimensions: focusing on curriculum development (Dinham, 2007), creating sub-cultures (Ghamrawi, 2010), assuring the quality of teaching (Aubrey-Hopkins & James, 2002), and building collegiality (Argyropoulou & Hatira, 2014). Leithwood and his colleagues' framework of effective school leadership has been used as the framework to guide this study. The paradigm of this study was interpretivism. The research design was qualitative case study. Four cases had been chose from the excellent kindergartens in Chengdu, a leading city in ECE. 'Effective' kindergartens in this study were kindergartens nominated by the Government of Chengdu which performed excellent in both curriculum and school leadership. Data were collected by metaphors, interviews, documents, and participant observations from the principal, two middle leaders, and three classroom teachers in each school. Data analysis followed the qualitative research guideline identified by Miles and Huberman (1994). We provided participants with a plain language statement that outlines the intent of the research and the expectations of participants consenting to take part. Then we obtained signed the informed consent from each participant and ensured the participants understand their rights. Practices of effective middle leadership in kindergartens in this study are in line with the framework, but with Chinese features. Findings of this study could be referenced by kindergartens in the similar contexts.

Keywords: middle leadership, curriculum development, effective practices, early childhood education, china

Factors influencing the professional wellbeing of teachers in infant and early childhood education
JUDIT FINÁNCZ AND MELINDA CSIMA, Kaposvár University, Hungary

This research examines the factors influencing the professional wellbeing of teachers working in early childhood education. Previous research has primarily focused on school atmosphere and the mental health of school teachers (Tímár, 2006; Cohen et al., 2009; Education Sector Health Survey, 2015). Regarding teachers working with younger children mainly local data are available (Whitaker et al., 2012). The professional wellbeing of teachers working in early-childhood education has a substantial influence on the development of children, thus it is crucially important to investigate it. In our cross-sectional, quantitative, descriptive research we examined the professional wellbeing of Hungarian infant- and early-childhood teachers, preschool teachers, teaching assistants and preschool child-minders (n=1008). The questionnaire consisted of items related to their teaching profession and standardised units used in international surveys (BDI, MBI, Tagiuri's climate-taxonomy). Data collection was conducted anonymously in accordance with EECERA Ethical Code principles. The value measured at the depression-scale shows a significant positive correlation with the length of time spent in the profession (p<0,01). A negative significant correlation can be observed between job satisfaction, the social prestige of the professional activities and the appearance of depression (p<0,01). Burnout appears most significantly on the emotional exhaustion subscale, and it shows a medium-strong negative significant correlation with job satisfaction (p<0,001) and a positive significant correlation with the social prestige of the profession (p<0,001). Based on the correlations revealed in our research, depression and burnout are

strongly related to workplace atmosphere, which shows that teachers' wellbeing is necessary to be improved also at institutional level.

SYMPOSIUM SET F / 17

PEDAGOGICAL LEADERSHIP

Individual Paper Presentation

CHAIR: KJELL AAGE GOTVASSLI, Nord University, Norway

Reconceptualising pedagogical leadership in a 21st century ECE context
LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom,

Investigating pedagogical leadership in the Saudi early childhood context Building on previous work of Uhl-Bien et al., 2007, Osberg and Biesta, 2007, Giles and Morrison, 2010 and Male and Palaiologou, 2016. Since the rapidly changing 21st century that resulted in a dynamic, site of emergence educational context, pedagogical leaders would take actions depending on each situation rather than following a predefined leadership model (Uhl-Bien et al., 2007, Osberg and Biesta, 2007, Giles and Morrison, 2010, Male and Palaiologou, 2016). Qualitative, interpretive approach to research, providing in-depth understanding of participants' perspectives and actions, and their practical experiences of pedagogical leadership. Semi-structured interviews were conducted with 24 pre-school leaders from private and public pre-schools. Ethical approval from the university and the Saudi Ministry of Education were obtained, along with the consent of each participant. The anonymity and confidentiality of the data collected were taken into consideration. This research demonstrates the complexity of pedagogical leadership in action. It suggests the notion of Contextual Pedagogical Leadership (CPL) to present the idea of context-dependent pedagogical leadership. It extends our knowledge by offering a broader complex perspective of pedagogical leadership. Not only the interaction of the internal and external factors that have shaped the way pedagogical leadership operates in the ECE Saudi context, but also inter-related factors, along with the identified challenges. Emphasising the role of leadership in the success of the educational institutions. Understanding the individual differences of educational contexts, settings and leaders.

Changes in ECE teachers' pedagogical thinking during further training: Professional development towards pedagogical leadership
ELINA FONSEN (1) AND TUULIKKI UKKONEN-MIKKOLA (2), (1) University of Helsinki, Finland; (2) University of Tampere, Finalnd

The aim is to investigate the changes in ECE teacher's pedagogical thinking during the further training and what kind of professional development was achieved. ECE teachers' further training has been proven to promote pedagogical quality (Fukkink & Lont, 2007; ensen & Rasmussen, 2016) Pedagogical leadership is approached through the aspect of shared leadership (Harris, 2004; Heikka, 2014) The responsibility for the quality and development of the pedagogy is divided among all members of the working community (Fonsén, 2013). The human capital that is needed for leadership. The methodological approach is action research (Carr & Kemmis, 2004). The first was investigated the participants' interpretations of their pedagogical thinking. In the second phase, after further training, investigated the change of interpretations. Thematic analysis was conducted inductively from the data and content analysis was applied using abductive reasoning. The research was conducted with responsible and ethical scientific considerations. The purpose of the research was explained to all participating informants and their anonymity was guaranteed. Permission to use the questionnaires for research purposes was obtained from all participants. The increasing human capital that teachers gained during the further training, demonstrated their professional development. It followed the dimensions of human capital: pedagogical leadership, increased knowledge, awareness of the quality of the implemented pedagogy, developmental skills and ability to advocate for ECE pedagogy. The ECE teachers need the leadership skills to lead the pedagogical work of multi-professional teams in ECE centres. The results established the significance of further training for ECE teachers.

Pedagogical leadership and use of sound professional judgement
KJELL AAGE GOTVASSLI, BERIT IRENE VANNEBO AND TORILL MOE, Nord University, Norway

While policy has advocated for the use of agreed upon, and rather formal standard definitions of, pedagogical learning goals, the Norwegian government is now stating that sound professional judgement should be a key component of pedagogical leadership (Framework plan, 2017). With this in mind, we examine the following research questions: How do pedagogical leaders understand sound professional judgement? How do they employ professional judgement when exercising pedagogical leadership? National documents and policy documents from OECD (2013) point to the need for Norwegian ECECs to develop a more clear pedagogy, clearer goals and performance indicators for quality (Gotvassli & Vannebo, 2016). It is therefore interesting to look at how accountability reform allows for, or hinders, the exercise of professional judgement. We explore the concept of professional judgement (Abbot, 1988) and discuss the role of structural and epistemological mechanisms (Molander's 2013, pp.44-54) in shaping sound professional judgement. We use focus group interviews with

pedagogical leaders, portraying the dilemmas they face and the factors affecting how they make sound professional judgements. Interviewees will give their informed consent, all transcriptions of interviews, and excerpts of interviews in any publications will be anonymised. Preliminary findings indicate that pedagogical leaders have an unclear understanding of the notion of sound professional judgement. In their pedagogical leadership they employ epistemological mechanisms to secure collective agreement among staff concerning which pedagogical practices are in line with standards for sound professional judgement. Findings will be useful in guiding work on professional judgement in ECECs, and to all practitioners working with professional judgement.

Keywords: pedagogical leadership in ECECS, professional judgement, learning goals, pedagogy, quality

SYMPOSIUM SET F / 18

HOME LEARNING IN THE DIGITAL AGE

Individual Paper Presentation

CHAIR: ALISON CLARK, UCl Institute of Education, United Kingdom

Infocommunication technology usage in early childhood – an exploration study
BOGLÁRKA FARAGÓ, KATALIN ZSUZSA KECSKEMÉTI-SZÉKELY AND TÜNDE ANNA TASKÓ, Eszterhazy Karoly University, Hungary

Our goal is to investigate the characteristics of infocommunication technology (ICT) usage in early childhood. Although most previous studies investigated the impact of ICT-devices on older age groups (e.g. Courage et al., 2015), we have known little about the impact of these technologies on preschool children. At the same time, the ICT-usage is becoming more remarkable in this age group too. Multitasking reduces performance (e.g. Junco & Cotten, 2011), but many investigators stress the executive functions' role in effective multitasking (e.g. Pollard & Courage, 2017). The prefrontal cortex responsible for executive functions, but the development of this area is prolonged (Casey et al., 2005), therefore the negative impact of multitasking environment could be remarkable in early childhood (Courage et al., 2015). Participants are parents of preschool children, who are asked about the ICT-usage habits of their children, using a questionnaire (Dorner et al., 2016), adapted for early childhood, and interviews. Participating in this study is voluntary and anonym. Participants get acquainted with the aims and terms of the research and sign an informed consent. Based on our previous research (Dorner et al., 2016) we anticipate, that for preschool children ICT-devices are easily accessible, families usually have these devices at their home, and preschool children start to use them early. If we want to know more about the impact of ICT-usage on preschool children, we have to measure the usage habits of this age group, this research will help assessing the present state of the youngest's ICT-usage.

Keywords: ICT-usage, preschool children, early childhood, exploration, questionnaire

Porous boundaries: expanding the concept of young children's 'home learning environment' with digital media
ALISON CLARK AND ROSIE FLEWITT, UCl Institute of Education, United Kingdom

This paper explores how young families' everyday practices with digital media are transforming the concept of the home learning environment for children aged under three. This small-scale study forms part of a wider cross-national project to identify the ways in which digital technologies permeate the everyday lives of children aged from birth to 3, making a unique contribution to knowledge about the digital practices of very young children. Bringing Bourdieu's relational ideas about fields as social space to a critical exploration of the concept of 'home learning environment' this paper re-examines the impact of digital communication on ideas of bounded home-based learning. Working within an interpretative paradigm, this study adopted a visual ethnographic approach based on the 'Day in the life' methodology (Gillen et al., 2007) incorporating video-recorded observations in home environments, with semi-structured interviews with parents and discussion of videos extracts with parents and children. The paper considers the ethics of doing research about very young children's offline and online digital literacy practices in home-based studies, particularly when using visual research methods. Analysis suggests that digital technology can open up new avenues for young children's early communication, literacy and play across generations and between friends. The interface of the screen can create a porous boundary through which grandparents can extend imaginary landscapes, share humour and strengthen involvement in their grandchildren's everyday lives. This blurring of boundaries of the home learning environment calls for a redefinition that acknowledges the possibility of more relational and digitally-mediated rather than solely place-based interactions.

Keywords: digital technology, 0-3 year olds, home learning environment, intergenerational, visual methods

Science education in early childhood: An assessment of children's home environment
RAHIME COBANOGLU AND GULFEM DILEK YURTTAS KUMLU, Sinop University, Turkey

The present study attempts to examine home-based science learning opportunities for a sample of Turkish preschool children. For this end, the study addresses (a) science related activities parents offer their children, (b) science topics parents support at home and (b) materials available in children's home environment for science learning. Considering Epstein's parent involvement framework (Epstein, 1986), it is important that parents involve with activities at home to support children's development in different areas including science. This study, grounded on the ecological model of human development (Bronfenbrenner, 1977), advocates that parents play a vital role in supporting children's learning. 105 parents in a small city

in the north region of Turkey were surveyed to address the research questions. The respondents were mostly mothers (61.9%). In the sample, 39.1% (n = 41) had at least B.S. degrees. The Human Subjects Ethics Committee approved the survey questions. We informed the potential participants about the study. Participation was completely voluntary. The results indicate that the science activity parents involve most frequently is collecting a variety of natural materials with children (M = 3.54, SD = 1.00). The parents are least likely to support their children regarding dinosaurs and fossils (M = 2.06, SD = 1.10). In the sample, 61% of the parents reported that they do not have a magnifying glass in their homes. The findings overall imply that children's science education is not fully supported in their home environments. Parents need to be informed about the ways for effective early childhood science education.

Keywords: parent involvement, science education, science activities, science topics, science materials

SYMPOSIUM SET F / 19

VOICE, POWER AND EMOTION: THE CHALLENGES OF PRACTITIONER/ PARENT PARTNERSHIPS

Self Organised Symposium

CHAIR: CARLA SOLVASON, University of Worcester, United Kingdom

In this symposium we explore three quite different but interwoven areas of parent partnership. First we explore genuine approaches to giving parents a voice through research, then the imbalance of power that can arise between parents and practitioners and finally the emotional impact that practitioners can experience when working with parents and families.

Giving Parents a Voice
CARLA SOLVASON, University of Worcester, United Kingdom

This presentation argues we should be doing more to genuinely listen to and value the voice of the parent in our settings. It builds upon an interest in ethical research (Solvason 2017 and Solvason 2016) but also incorporates research that has a more specific focus upon presenting the voice of the parent (Hackett, 2016; Harris & Goodall, 2008). In 2003 Deforges introduced the maxim that 'Parents are a child's first and most enduring educators'. Ironically this can means that parents are more frequently subjected to criticism for what is perceived as apathy toward their pedagogical responsibility. Rowntree (2012) points out that this may be more to do with 'the ability of the schools to work effectively with parents' than the parents' reluctance. It takes a feminist methodology in that it aims to give a voice to those that are often unheard, parents. This presentation is literature based and so does not involve empirical data. However, central to the discussion is the concept of moving beyond procedural ethical guidelines (BERA 2011) to building respectful research relationships and approaching data collection in a caring and sensitive way. Harris and Goodall (2008) explain that 'hard to reach parents tend to see the school as hard to reach.' This discussion piece explores some ways that we can ensure that the voices of marginalised parents are heard and valued. This discussion will have relevance to all practitioners who work with parents and/ or those involved in monitoring quality within their settings.

Keywords: parent partnership, feminist methodology, practitioner, parent, voice

Voice, power and emotion: the challenges of practitioner/ parent partnerships
NICOLA WATSON, University of Worcester, United Kingdom

This small-scale research project aimed to evaluate strategies designed to support women undergraduates' developing confidence in managing communications with parents of children in Early Childhood Education and Care (ECEC). The demographic comprising ECEC students remains highly gendered. Fuller, (2016 p.12) suggests that women are subject to a 'subversive cultural hegemony' which affords them freedom to participate in higher education, though not freedom from gendered norms and expectations. Kass, (2015) highlights a marked difference in perceived self-efficacy amongst educators according to their gender. The QAA (2014) benchmarks for Early Childhood Studies degrees require students to act as advocates for children, their parents and families, but initial findings suggested that students lacked confidence in their abilities to do this, even avoiding opportunities where they arose. The research adopted a social constructivist, feminist perspective. A community of practice (Wenger, 2000) and workshops influenced by Ryan and Deci's (2000) theory of intrinsic motivation were co-constructed with student participants. Qualitative methods were employed to collect data. The research proposals were scrutinised by a University Ethics Committee underpinned by a protocol which included strategies for participation and withdrawal by participants. Findings supported the notion of the affective as a potential barrier to learning. It is contended that such a barrier might be mitigated by specific learning and teaching strategies and an overt focus on structural and socio-cultural imbalances of power in ECEC

Keywords: confidence, women, power-imbalances, professionalism, self-efficacy

Advanced empathy - A risky strength?
ANGELA HODGKINS, University of Worcester, United Kingdom

To examine the emotional impact on practitioners of using Advanced Empathy skills when working with families. The study takes ideas from nursing and counselling and aims to explain the importance of Advanced Empathy in Early Years practice.

Key texts considered are, Egan, G. (2002); Elfer, P. (2012) and Taggart (2016). The work of Tone & Tully (2015) on empathy as a "risky strength" will be examined in relation to Early Years practice. The research takes the form of appreciative enquiry with a group of Early Years professionals in order to highlight the impact of the work and support necessary. The research engages qualitative methods with Early Years practitioners, in the form of a survey and subsequent focus group. Research has been scrutinised by a University Ethics Committee underpinned by a protocol which included strategies for participation and withdrawal by participants. Early Years practitioners are using the skill of Advanced Empathy unconsciously, during their daily interactions with children and families. This is a central aspect of the work of reflective practitioners who are caring for vulnerable people within a warm and supportive relationship. However, practitioners are experiencing stress and ''burnout'' from interactions and are employing a range of coping mechanisms. The emotional impact of this work on practitioners is significant and Early Years practitioners, just like teachers, nurses and social workers, need support.

Keywords: empathy, support, practitioners, skills, professional

SYMPOSIUM SET F / 20

SUSTAINABILITY EDUCATION IN ECEC - FINDING PATHS FROM VISION TO IMPLEMENTATION

Self Organised Symposium

CHAIR: ANN-CHRISTIN FURU, University of Helsinki, Finland

Sustainability is currently an urgent issue in education. All children should, according to Agenda 2030 (UN 2015), have the chance to actively contribute to a sustainable future. This symposium addresses the challenges of bridging the gap between vision and implementation of sustainability education in the field of early childhood education and care (ECEC). The three presentations critically explore policy as well as practical work through examples of on-going research from Finland, Sweden and Belgium. The symposium aims at promoting critical discussion and the development of fruitful approaches that can catalyse changes towards sustainability.

Sustainability in Finnish ECEC - from vision to implementation
ANN-CHRISTIN FURU, University of Helsinki, Finland,

The aim of the present study is to explore how Finnish ECEC professionals understand and implement sustainability in their daily practice. According to the Finnish act on Early Childhood Education (2 a §, 2015/08/05/580) all children have the right to education that "guides the child towards an ethical an sustainable way of living". Furthermore, national curricula include sustainability as an important feature of ECEC. The study builds on Finnish and international research emphasising the role of ECEC professionals as change agents in terms of sustainability (Wolff & Furu, 2018; forthcoming, Davis, 2015; Siraj-Blatchford, Mogharreban & Park, 2016). The study was conducted through action participatory research (Kemmis, Mactaggart & Nixon 2014), in four ECEC settings in Finland during 2018. Initially, ECEC professionals were completing the ERS-SDEC (Kultti et al., 2016) and decided on which dimensions of sustainability to develop. Thereafter, counselling and tools in the field of sustainability education were offered to each ECEC setting and their processes were documented in log books. Analysis of written documents was conducted according to content analysis. Informed consent was obtained from all professionals in the project. Research materials were treated according to ethical standards by the Finnish Advisory Board on Research Integrity (2012). The study reveals that the awareness of sustainability initially varies between ECEC settings. Adaptation of counselling, in terms of content and format, seems to be a crucial aspect of developing visions of sustainability into living practices in ECEC settings. Collaboration between ECEC professionals and researchers seems to be an effective way of reinforcing sustainability education in early childhood education.

Keywords: early childhood education and care, sustainability education, participatory action research, professionalism, collaboration

Economical sustainability in Swedish preschool
BENITA BERG AND EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

The aim of this article is to scrutinise education for sustainability (EfS) in the Swedish preschool especially how economic sustainability is handled in the early childhood education in Sweden. There is a great need for research in how preschools and preschool teachers are handling economic sustainability in their institutions, where currently there is a significant lack (Davis & Elliott 2015). The theoretical framework is guided by a critical theory approach (Fraser 2009) acknowledging current social reality constructs and the fact that institutions have political, moral and ethical values embedded in their practices that were created in a specific historical, social and cultural context (Dahlberg & Moss, 2005). The study was inspired by an action research approach in which researchers and preschool teachers work together in order to research and develop preschool practice. Ethical issues were considered according to the guidelines of the Swedish Research Council (2016). The selected preschool teachers received information about the research and gave their informed consent to participate. The main findings show that economic issues and economic sustainability is handled on an everyday basic in routines, teaching and in children activities and play. In some of the activities the families were involved. As both parents and the preschool seem to be important for children and their meaning-making in economy-related issues. According to earlier research preschool teachers are struggling to handle the complexity and ambiguity of sustainability issues. This study shows implications on both practice as policy level about the work with economic sustainability in ECE.

Raising awareness about sustainable development: a shared responsibility.
SISKA VAN DAELE, LEEN DOM AND MONIQUE VAN BOOM, Karel de Grote University College, Belgium

Education for a sustainable society increasingly receives attention, both in ECEC settings (Gothenberg recommendations, 2009) and in family life. The Centre of Expertise for Pedagogical Support in Daycare and School is conducting two research studies that aim to raise awareness about sustainability in the early years: 'Childcare 2030' and 'Green Feet.' Previous research suggests that an early education for sustainable development lays the foundations for lifelong learning and has great effects on ecological awareness later in life (EPSD, 2010, Pramling Samuelssonen & Kaga, 2008). Both our research projects investigate education for sustainable development from a 'live as you teach', communal and shared responsibility perspective (Jutvik & Lipiena, n.d.). We thus strive to scrutinise and realise the prerequisites of a democratic, ecological and participatory society. It follows that we adhered to action research paradigms, adopted participatory methodologies and made use of co-constructive methods to involve professionals, parents, children and the wider community. Since action research requires informants to give up their anonymity, we avoid using names and locations in the data we present. During the presentation we will acquaint participants with the results of both studies. We will focus on the ways parental engagement and community involvement can strengthen education for a sustainable society. We will also discuss how actions can inspire parents to include ecological considerations in their own upbringing methods. Based on the findings of our research projects we create a toolbox with motivational materials for a pedagogical coach working in ECEC settings.

SYMPOSIUM SET F / 21

SIG OUTDOOR PLAY AND LEARNING IV: OUTDOOR PLAY AND LEARNING: CROSS-CULTURAL PERSPECTIVES

Self Organised Symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR, Mälardalen University, Sweden

Physical and social changes in urban environments, understandings about children and play and shifts in early childhood philosophy, curriculum and pedagogy over the last two decades have created both boundaries and opportunities in relation to children's outdoor play. In this symposium three cross-cultural and comparative studies are presented. In the first presentation the impact of cross-cultural professional learning of outdoor activities in southern Turkey and south-west of England are identified. The second study scrutinised early childhood education students' views and perceptions, in Greece and Norway, related to the use of kindergarten's outdoor spaces for play and learning in the context of their professional practice. The third presentation, a study about children's physical fitness is presented, children attending to nature preschools are compared to children from other preschools in Norway.

Undergraduate students' views and perspectives on outdoor learning and play in kindergarten: The case of Greece and Norway
MARIA DARDANOU (1), GEORGIA GESSIOU (2) AND MARIA SAKELLARIOU (2), (1) The Arctic University of Norway, Norway; (2) University of Ioannina, Greece

This comparative research investigates ECE students' views and perceptions, in Greece and Norway, related to the use of kindergarten's outdoor spaces for play and learning in the context of their professional practice. This study builds on previous comparative researches (Gessiou & Sakellariou, 2016; Gessiou, 2015) and on a review of literature concerning outdoor learning in Greek Early Years Settings (Bitou & Gessiou, 2016). Bronfenbrenner's (1979) bioecological system theory is applied, with the students in the micro-system, in their practice placements (meso), and their values, beliefs and views, related to the construction of a society and connected with the policies created by the higher educational institutes (macro). Moreover, we are examining affordances that are associated with the outdoor play and learning (Gibson, 1979). Method contains data collection obtained with a quantitative individual online survey, with opportunities for qualitative comments. After collecting, data were classifying, open coding, categorising and interpreting. Subsequently the research is framed with effort to examine the curriculum policies and the policy framework of the educational institutes in both countries. The survey follows ethical guidelines for research including informed consent, confidentiality and anonymity. The results reveal similarities and differences between the student groups. The analysis evidences that culture and early experience may affect future views, attitudes and practices. The findings might have implications for policy and practice for both countries. We suggest that institutional conditions should allow the future ECEC educators to act differently broadening outdoors learning and play and engage meaningfully practice frameworks within the ECEC field.

Physical fitness among children from different preschools in Norway

OLAV BJARNE LYSKLETT, BØRGE MOE AND ANNE BERG, Queen Maud University College, Norway

The aim of this study is to find out if children who attend nature preschools in Norway have better physical fitness than children from other preschools. Nature preschools are common in the Scandinavian countries. 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 Fjàørtoft (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, Gisladottir & Sigmundsson, 2015) and the correlation between motor competence and physical fitness is stronger among young children (5-6 and 11-12 years) than among older children (15-16 years). 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 neither focused on physical activity nor 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 better physical fitness than children from nature preschools and preschools that neither focused on physical activities nor nature. We will try to explain this by using different analysis. Physical fitness might be developed within any preschool if the preschools organise their daily activity so that the children get enough physical and motor challenges.

Keywords: physical fitness, nature preschool, physical activity, motor competence, Norwegian preschools

Class competition in ECEC: Do you think appropriate or inappropriate?

FUMINORI NAKATSUBO, Hiroshima University, Japan

The purpose of this study is to examine implicit values about ECEC in Western and Japanese teachers through the concept of "class competition" in sports day at a Japanese kindergarten. There is some of comparative cultural research about ECEC between Western countries and Japan being reported. However, the way of thinking about ''class competition'' is different, and this point has not been adequately studied. This study consider the implicit value about ECEC through examine the awareness of Western and Japanese teachers based on the comparative cultural research. The study participants comprise 18 Western teachers and 6 Japanese teachers. The film, Play Makes Us Human (UNESCO 2016), was used in this study as a stimulus medium to induce spontaneous responses from the participants, who were the subjects of a focus group interview. The study model followed that of Tobin (1989). In this study, I got consent from all participants, and also got consent about the conference presentation based on the Japan Society of Research on ECEC ethical guidelines. The results revealed the following points: (1) many Western teachers regarded "class competition" as an inappropriate practice for children's development, however, (2) they sympathised with the Japanese children as they learned a great deal through "class competition" in this film. (3) Japanese teachers perceived that eliminating competition in ECEC context will underestimate children's abilities. The study shows that there may be differences between social and cultural practices, habits, and values about ECEC in Western countries and Japan.

Keywords: class competition, Japanese kindergarten, western teachers, Japanese teachers, comparative cultural research

SYMPOSIUM SET F / 22

CHILD PROTECTION, TRAUMAS & FURNISHING WELLBEING

Individual Paper Presentation

CHAIR: FAY HADLEY, Macquarie University, Australia

Child protection in out of school hours care settings – Investigating the forgotten voices

FAY HADLEY (1), MANJULA WANIGANAYAKE (1), SUZANNE BLYTHIN (2) AND ZINNIA MEVAWALLA (1), (1) Macquarie University, Australia; Primary OshCare, Australia

OSHC settings provide before and after school programs for children 6-12 years. In Australia our research investigated OSHC educators' conceptualisations and approaches to child protection and abuse. Previous research has identified the importance of initiatives fostering child protection in the early years (Efevbera, McCoy, Wuermli, & Betancourt, 2017, Richter et al., 2017). OSHC educators have a mandatory responsibility to report suspected cases of child abuse and neglect. However, research on child abuse matters in the OSHC sector is scarce. Using a children's rights-based framework we explored how OHSC educators perceived their professional roles in upholding moral and legal rights to provision, participation and protection under the Convention on the Rights of Children. A mixed methods inquiry approach was used in this study resulting in quantitative and qualitative data collected via 169 surveys, 7 interviews and 1 focus group. Researchers were mindful of the potential for emotional distress in discussing child protection and abuse with participants. Ethical approval was gained from Macquarie University, and all participants were offered access to free counselling services. Findings indicated that educators' job or position influenced their understandings of child protection matters. Educators identified legal and moral responsibilities, including: providing safe environments, importance of protection, recognition of 'signs' of abuse and/or neglect, and programming activities for children to develop strategies for self-protection. These findings can contribute to robust policy design and planning professional learning and development of staff on child protection matters with families and the community.

Furnishing - a way to support or interrupt children's learning and well-being
BENEDICTE BERNSTORFF, Roskilde University, Denmark

'How does spoken language in child-child interactions contribute to participation in play communities in the self-organised play?' A focus on spoken language and school preparation have gained more attention in Danish kindergartens the last fifteen years and the children's competences are tested systematically targeting their future learning positions (Holm, 2009, 2017). This focus can effect on children's well-being in their daily life and social relations in kindergarten. The theoretical approach is based on Gadamer's understanding of play and Bourdieu's understanding of field. The project focuses on the spoken language's substance and positions in interactions. The research method has a phenomenological approach and is organised as a non-participant observational study of children in two kindergartens. The research is on-going. The ethical approach is based on an understanding of the child as competent and focuses on the child's eye view (Warming, 2011; Winther-Linqvist, 2017). Preliminary analysis shows different organisation and furnishing seems to make different invitations to children's use of the institutional frameworks (Rasmussen, 2004, 2009, 2015) and to affect the kind of dialogues children have. These exploratory finding points to the significance of material cultures and materiality in institutions. When furnishing creates secluded places, children talk about everyday life topics including more emotional topics, whereas open furnishing tent to invite to dialogues concerning rules and frames. In this way furnishing in institutions seems to influence development of children's spoken language and their possibilities to have conversations according to their well-being. Organisation of early childhood education

The long-term sequelae of childhood traumatisation
KATALIN TÓTH-MERZA (1), Gábor Pappv (2) AND Ildikó Kuritárné Szabó (2), (1) University of Sopron Benedek Elek, Hungary; (2) University of Debrecen, Hungary

The aims of this study were to assess the traumatic childhood experiences of borderline patients, and to reveal the relationship between childhood traumatisation and borderline symptoms, such as self-injurious behaviour, suicide attempts and impulsivity. Borderline personality disorder is a well-known severe disorder in mental health care. Studies found that complex traumatisation (emotional/physical/sexual abuse and neglect) related to borderline personality disorder. Among borderline patients, history of childhood traumatisation is linked to increased symptom severity, higher comorbidity of other mental disorders and poorer psychosocial functioning (Zanarini et al., 2011). The theoretical framework of this study is trauma theory (Herman, 1992). In designing the study we followed quantitative research paradigm. The sample consisted of 204 subjects, 80 patients with borderline personality disorder, 73 depressed patients and 51 healthy persons. Traumatic childhood experiences and borderline symptoms were assessed by questionnaires. After providing patients with a complete description of the study, written informed consent was obtained from each of them. The study followed the ethics declaration of Helsinki and prior to data collection the project was approved by the ETT-TUKEB. Our results revealed that borderline patients were exposed to more severe traumatic childhood experiences, such as multiple traumas and early, interfamilial sexual abuse, than control subjects. Borderline patients reported more severe impulsiveness, and a higher number and early onset of self-injurious acts and suicide attempts. This study will, hopefully, draw people attention to the long-term sequelae of childhood traumatisation and help professionals view traumatised persons as survivors of serious maltreatment with specific (treatment) needs.

SYMPOSIUM SET F / 23

POSITIONALITY: INSIDER VERSUS OUTSIDER PERSPECTIVES

Self Organised Symposium

CHAIR: FAYE STANLEY, Wolverhampton University, United Kingdom

This symposium with explore researcher and practitioner perspectives in relation to 'insider versus outsider' when carrying out research in a variety of early years settings. The ethical challenges and dilemmas within a praxeological framework will also be explored underpinned by the view that, ''since research is carried out by people, it is inevitable that the standpoint of the researcher is a fundamental platform on which enquiry is developed. All social research is saturated (however disguised) with positionality'' (Clough and Nutbrown, 2012, p.10). Each presentation is underpinned by the view that reflexivity and continual internal dialogue and critical self-evaluation of the researcher's positionality is an essential part of all social research. Therefore allowing all participants to have a voice and to contribute equitably to the research process (EECERA, 2014).

Positionality: Insider and outsider perspectives between practitioner and researcher

FAYE STANLEY (1), EMMA WESTERHOLM (2) AND, CARINA LINDBLAD (2), (1) Wolverhampton University, United Kingdom; (2) Lillekärr Södra, Sweden

This research reports on practitioner and researcher perspectives when videoing a day in the life 3 and 4 year olds in a Swedish pre-school. The work of Brostrom et al., (2014), Thornberg (2010) and Habermas (1995) on practitioners values. This research design is also based on the work of Tobin et al., (2012) and Arnold & Brennan (2013). Social Constructivism and Symbolic Interactionalism underpin the theoretical framework and focus on what society is rather than how it exists and the meaning individuals give things (Blumer, 1969). This is an interpretative and qualitative study based on phenomenological principles and focusses on how life is experienced and it also deals with the way people interpret events and make sense of their personal experiences (Seidman, 2006). Video was used as a stimulant to ascertain practitioners' values and hearing peoples' feelings and their stories is a key feature of 'thick description' (Geertz, 1973) and the idea that social science research ''is saturated however disguised in positionality'' (Clough and Nutbrown, 2010) will be a focus of this presentation. Working with preschool children the ethical considerations remain paramount. BERA and EECERA ethical guidelines have been implemented and informed consent, confidentiality and valuing all opinions within a praxeological framework. The outsider and insider continuum will be explored and how the researcher is an active not a passive agent and the importance of ethicality and reflexivity by the researcher. The video will be the data collection tool which will be used for PhD findings.

Keywords: data gathering, ethics, practice based enquiry, research paradigms, pedagogy

The dynamic nature of the space between, two researcher's experiences of positionality in the field.

HELEN LYNDON (1) AND DONNA GAYWOOD (2), (1) University of Wolverhampton, United Kingdom; (2) Birmingham City University, United Kingdom

This presentation combines the experience of two researchers as they respond to the complex ongoing issue of positionality. The first (Lyndon) has sought to utilise pedagogic mediation to explore listening methodologies in early years. The second (Gaywood) considers how young refugee children experience Early Education settings, in terms of their sense of being and belonging. The Mosaic approach (Clark and Moss, 2011) has informed the methods used to elicit the child's voice in both projects. Lyndon follows Formosinho's stages of pedagogic mediation (2014) openness, listening, suspending and encountering. Gaywood draws on Natural Inclusion theory (Rayner, 2017). Both researchers have adopted qualitative methodologies and a socio-cultural perspective through which they explore 'the space between' (Dwyer and Buckle, 2009), a space between insider and outsider researcher positionality which has promoted reflection and specific consideration. Lyndon has developed listening methods with three early years settings, whilst Gaywood has employed a drawing methodology, offering a universal communication tool (Theron et al., 2011). Both researchers have followed both BERA (2011) and EECERA (2015) ethical guidelines and are paying particular attention to power relationships within their research navigating sensitive positionality issues. Findings will be represented from both research projects building on the work of Dwyer and Buckle, (2009) in terms of axioms of positionality and its dynamic, relational aspects. The complexity, fluidity and multiple perspectives of qualitative 'insider' research will be discussed in light of the two projects and polytomos axioms of positionality are suggested for consideration in future qualitative research.

Keywords: praxeology, positionality, qualitative methods, insider-outsider, poly-vocal

Positionality in research: An ethical perspective on the insider-outsider continuum

ALISON MOORE, Birmingham City University & CREC, United Kingdom

To explore practitioners understanding of child voice, in Children Centres in the UK. Examining how child voice can be effectively heard, creating an Open Listening Climate, to facilitate change and improve pedagogy in Children's Centres. The study reflects the praxeological and participatory work of Pascal & Bertram (2012, 2015). Linking to the notion of insider research Costley et al., (2010) considering positionality conceptualised on an insider-outsider continuum (Chavez 2008) This research draws on ideas of pedagogy in participation Formosinho and Formosinho (2011, 2012) Bronfenbrenner (1993) outlines the complex 'layers' of a child's environment, the relationships and the interactions. 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 interpretive approach was taken. Using multi methods to collect data, working alongside practitioners and parents. Constructing narratives of 'thick' descriptions (Geertz, 1973), for reporting, analysing and disseminating findings The research has ethical approval from the Institution, drawing on EECERA Ethical Code (2014) and the UNCRC (1989), considering the power relationships between participants and the researcher and the ethical praxis when researching with children. The research is current, but the presentation will stimulate a discussion based on early findings and analysis. Ensuring the research is relevant and accessible to practitioners, developing praxeological research giving young children a voice. The dialogue will facilitate a sharing of narratives of effective strategies for eliciting the voice of young children, informing change, providing opportunity to advance understanding, influencing policy and practice.

Keywords: praxeological research, child voice, child's rights, open listening climate, communities of practice

MUTUAL EXPECTATIONS OF PARENTS AND EARLY CHILDCARE PROFESSIONALS IN GERMANY

Self Organised Symposium

CHAIR: SUSANNE VIERNICKEL, Universität Leipzig, Germany

The educational curricula for Early Childhood Education Centres of all 16 federal states in Germany as well as several technical literature deal with the philosophy, goals and practical issues of working with parents or legal guardians, resp.. They carry an ambitious vision of trusting, cooperative and constructive partnerships between parents and childcare teachers. However, discourse analytic approaches (Betz, 2017) lately pinpoint that these descriptions are often normative and idealising, exaggerating their rapport and willingness to cooperate and underestimating the diversity of parental interests and needs as well as the challenges that professional communication and cooperation pose for early childcare staff. The symposium gathers three empirical papers addressing the perspectives of parents and child care professionals on goals, practices and mutual expectations with regard to their collaboration. The relevance of cooperation and partnership between parents and child care teachers will be discussed focusing on discourse critical and diversity sensible aspects.

Beliefs of early childcare teams on how to cooperate with parents
SUSANNE VIERNICKEL, Universität Leipzig, Germany,

The paper describes and analyses collective beliefs of early childcare staff on how the cooperation with parents should be shaped and organised. Earlier work shows that teams of Early Childhood Education Centres (ECEC) differ substantially in their commitment and competencies to fulfil new and challenging tasks, e.g. cooperation with parents and schools (Viernickel et al., 2013). The interrelationship between families and ECEC comprises a mesosystem wherein a child makes learning experiences and forms his/her personality (Bronfenbrenner, 1976). Hence, being knowledgeable about the family background and establishing shared pedagogical goals and beliefs with parents is assumed to contribute to a successful pedagogical work with children in ECEC and to support children`s developmental progress (Friederich, 2011). Pursuing a reconstructive approach within the qualitative paradigm, we conducted 15 focus group discussions with teams of ECEC in three German cities. We used the documentary method (Bohnsack et al., 2007) for data interpretation. Participants were adults and gave their informed consent for participation. Any personal information was removed or anonymised from all transcripts. The complete study design was shown to and approved by the responsible data protection commissioner. We identified three distinguishable types: ECEC teams (1) conceptualising parents as experts for their children and the parent-teacher-relationship as cooperative, (2) who expect parents to take a subordinate role and (3) showing mainly negative attitudes towards parents. Results are discussed with regard to motivations and reasoning patterns underlying the development of these different modes of conceptualising parent-teacher-relationships. Conclusions for professional development are drawn.

Keywords: early childhood education staff, parent-teacher-cooperation, collective beliefs, documentary method, professional development

What parents expect from family daycare and vice versa
MARTIN BÖHME, MARIA IHM, DOROTHEA PAHL AND INA ZAENKER, Alice Salomon University of Applied Sciences, Germany

Due to the debate about the impact of early educational processes, parental expectations on family daycare have raised significantly. The paper aims to differentiate the expectations of parents on educators and vice versa. The parent-caregiver-relationship in family daycare is often described as more intimate than in centre care, and parents are generally very satisfied with this arrangement. While previous studies have shown varying approaches on how expectations are raised, most empirical results are focused on Early Childhood Education Centres (Bertelsmann Stiftung, 2016). In 2017, the utilisation of family daycare in Germany reached its highest level yet, involving 160,000 children (a 60% increase since 2009). Due to differing structural conditions and lower staff qualifications, questions remain whether family daycare should be regarded equivalent to centre care, especially concerning the quality of care, well-being and developmental outcomes. As part of a mixed method design, we asked nationwide approximately 1,500 family caregivers and 600 parents utilising family daycare to describe their relationships and beliefs about what aspects they consider relevant for parent-caregiver-cooperation and high quality caregiving with regard to children's development, learning experiences, health and well-being. To ensure participant privacy, the survey utilises a high-grade data security concept. It is impossible to connect survey results with participant's personal data. Results show similar, as well as differing perspectives on these topics, calling for structural and organisational improvements and tailored professionalisation strategies. The findings offer a more comprehensive view on early educational settings and parent-caregiver-interaction, discussing patterns and contradicting expectations within educational partnerships.

Keywords: family daycare, parent-caregiver-cooperation, early educational settings, mixed method design, nationwide survey

HOLISTIC WELL-BEING: SUPPORT FOR CHILDREN AND FAMILIES

Self Organised Symposium

CHAIR: PAULETTE LUFF, Anglia Ruskin University, United Kingdom

This symposium is planned to explore challenges to children's well-being and identify sources of support for children and families. The themes to be considered are poverty, immigration and bereavement. In each paper, research is presented with attention to the voices of children, parents and practitioners. The first paper considers the free entitlement to early childhood education and care available for disadvantaged two-year-olds, in England, and reports parents' reasons for not enrolling their children. The second paper also addresses poverty, in a US context, arguing an agenda for socially just actions to address the current realities and experiences of young Hispanic immigrant children and their families. The third and final paper is about development of the child's voice through narration of personal stories of significant bereavement. Throughout the symposium there is an important dual focus upon equitable experiences for young children and empowerment of early childhood professionals.

The two year old offer: Exploring family support workers' views
JANE BRIE AND ALEX OWEN, Liverpool Hope University, United Kingdom

This research aims to explore the views of family support workers' tasked with raising awareness of the two-year-old offer with eligible families. In 2013, the Department for Education extended its entitlement of free ECEC to include all 2 year olds from disadvantaged families in England (DfE, 2018). This was in response to the understanding of the impact of early support in regards to children's future life chances and attainment (Sylva et al., 2014, Speight et al., 2010). There has been a significant take up of the free ECEC offer for 3-4 years, however this has not been replicated with the two year old offer. Engagement with this offer varies nationally and a significant number choose not to engage (National Audit Office, 2016). A small scale, qualitative study was undertaken with local family support workers who provided their views concerning the reasons behind parents' choice not to participate. These results were triangulated with parental online questionnaires and subsequent parental interviews. Full ethical clearance was obtained for the project and participants were fully aware of the parameters of the study. Participant consent was achieved in advance and the opportunity to withdraw was provided. The initial study revealed the family support workers' views regarding why parents chose not to participate with the offer, related to perceptions regarding the impact of the offer on the parents, as well as on the child. The findings have implications for practitioners supporting the engagement of parents with children in their early years, living in disadvantaged contexts.

Keywords: poverty, two-year-old offer, qualitative research, parental engagement, disadvantage

With hope! Poverty and immigrant children: A socially just agenda addressing realities of immigrant preschoolers and their families
WILMA ROBLES, MELENDEZ AND WAYNE DRISCOLL, Nova Southeastern University, United States

Project aimed at determining practices addressing sociocultural and developmental needs of immigrant children living in poverty using perspective of socially just practices and children's rights. Targeted at defining best practices, "what works", in context of programs serving immigrant-preschoolers and how these support their needs, heritage by giving a voice to families and educators. Using a social-justice perspective, it expands work on culturally responsive practices for immigrant children previously conducted by presenters. Project relates to research efforts spearheaded by Derman-Sparks, Nieto, and Banks & Moll on equitably - responsive approaches meeting needs of culturally-diverse individuals. Project framework anchored on social justice principles (Nieto, 2012), Vygotsky's socio-cultural perspectives, Moll's funds of knowledge and developmental principles and practices (Super & Harkness, 1986; Copple & Bredekamp 2009). Meta-analysis used to determine existing policies and practices on child poverty and immigration. Parameters used to determine practices focused policies, access to quality experiences, developmental expectations, and sociocultural support. Data gathered through onsite classroom observations, interviews with families, teachers, administrators yielded accounts revealing experiences, aspiration, best practices. Research ethics were followed (EECERA 2015) obtaining consent from parents, practitioners, administrators to participate. Goals explained at each data collection point. Data from observations, interviews yielded accounts revealing practices and realities of immigrant preschoolers living in poverty. Practices highlighted impact of program responsiveness and role of teachers in delivering equitable experiences and supporting sociocultural heritage. Results provided parameters on best practices ensuring wellbeing of immigrant children. Findings contribute to informing teacher preparation on needs and realities of immigrant child living in poverty.

Keywords: immigrant children, social justice, children's wellbeing, poverty, best practices

The development of child's voice through narrating personal stories of bereavement.
SUKHBINDER HAMILTON, University of Portsmouth, United Kingdom

This research has two aims: to empower practitioners who work with young children to be able to engage with the taboo subject of death, and to develop child's voice through narrating their stories. Whilst there is limited research within this field, this study does build on the work of Dyregrov (2010), and Penny (2016). Socially and culturally the topic of death is deemed difficult (Giorgio, 2009), this research is about ownership and partnership through the process of loss, as well as regard for

cultural or religious beliefs that may be part of the child's identity (Cheminais, 2008). The methodology that was adopted in this small scale qualitative study was a personalised narrative approach because the research was about facilitating voice and allowing for young children to use telling to sense-make. The EECERA ethical guidelines, and those of the university and charity were adhered to. Informed consent from parents and children was obtained, and the right to withdraw explained. Due to the emotive nature of the study, support from professionals was signposted. Equally research integrity around authentic voice and ownership of stories was observed. Participating children enjoyed telling their stories and having them heard. Practitioners welcomed opportunities to explore narrative for children as a tool for sense making. As this was a very small scale study more research needs to be done. However there are implications for positive impact on children's wellbeing, as well as opening dialogue which is currently missing from contemporary policy and practice, as well as the literature.

Keywords: child's voice, bereavement, narrative, wellbeing, disadvantage

SYMPOSIUM SET F / 26

EARLY EDUCATION ECONOMIES: PARTICIPANTS' POSITIONING IN CHILDCARE MARKETS

Self Organised Symposium

CHAIR: JOHANNA MIERENDORFF, Martin Luther University Halle-Wittenberg, Germany

In her 2014 article on the business of childcare in Europe, Penn differentiates four types of countries in relation to the role of private providers and associated regulatory mechanisms. As private provision is related to social inequalities, Penn (2014) concludes that the regulatory and funding mechanisms Germany implemented are able to mitigate negative effects. However, an exclusive perspective on country-level system characteristics might conceal within-country differences on local level or between providers, especially in highly devolved childcare system increasingly implementing market mechanisms. In line with findings from England (Harries et al., 2004, Dickens et al., 2005), we assume that different geographic and socio-economic contexts, supply and demand structures as well as specific provider constellations lead to a variety of childcare economies within the German ECEC system. The symposium looks at different facets of such childcare markets and the (economic) rationales and positioning of their participants, parents and providers.

Moral economies of childcare access in Germany
JOHANNA MIERENDORFF, Martin Luther University Halle-Wittenberg, Germany

We explore childcare access to state-funded and commercial centres in Germany. Drawing on parents' narrations of choice, we show how logics of access, policy and organisational practices differ between both sectors. Studies of ECEC access mostly focus on external factors of distribution (Lloyd/Penn 2012, Press/Woodrow 2008), some look on the moral legitimacy of the mode of distribution of public goods (Sachweh 2012, Kissane 2012). Several studies explore childcare choices with a view toward parents' morality and identity (Karlsson et al., 2013) and the interplay between parents' commitments and constraints formed by state policy (Stefansen/Farstad 2010). We use the moral economy framework (Mau 2013, Sachweh 2012) to reconstruct the interplay of individuals' actions, their moral universe, and structural aspects of the broader context. Narratives are seen as socially situated actions through which identities and moral order are negotiated (Karlsson et al., 2013). Semi-structured interviews with parents provide the data basis. The analytical procedure was adapted from the analysis of ethnographic field notes. The analytical process consisted of the identification of significant topics, open and focused coding, memo-writing, contrasting different cases (Emerson et al., 1995). Data are anonymised. All participants are informed about the research aims and gave their written consent. We show how parents with diverse social backgrounds, resources and educational aspirations are unequally positioned in local childcare markets. Publicly-funded and for-profit childcare organisations value parents specific situations and ambitions differently, thus access to childcare is unequal. The findings help municipalities understand parents' needs and the organisational logics of segregation.

Keywords: access to ECEC, social inequality, parental choice, economisation of ECEC, moral economy

New public management in Germany – ECEC providers and the reproduction of quality
MARIUS MADER, University of Education Schwäbisch Gmünd, Germany

Since the early 2000s, the implementation of New Public Management (NPM) elements in Germany focuses on the development of ECEC-services' quality. The increasing obligation for providers to ensure the quality of their services comes upon a highly differentiated landscape of provision. Organisational differences such as structure, legal form or state of establishment lead to a differentiation in standardising and defining quality. We analyse specific modes of managing quality by different types of providers. Research on elements of NPM in ECEC focusing on the level of national state(s) is used to point out peculiarities of ECEC in Germany (Llloyd/Penn 2012; Hogrebe 2017). Qualitative research comparing different types of providers points to the connection between organisational structures and actions (Mader/Mierendorff, 2017). Quantitative studies show the meaning of provider's position concerning the management of their services' quality (Rückert, 2011). Within the implementation of NPM elements providers are understood as actors (re)producing quality not only towards their childcare centres but also in respect to the implementation of standards they themselves have to follow (Altrichter/Maag-Merki, 2016; Altgeld/Stöbe-Blossey, 2008). Following sociological discourse analysis (Keller 2011; Laclau/Mouffe, 2006), we reconstruct specific modes of managing quality by depictions from interviews with CEOs of different providers. Ethical principles have been applied. All participants provide informed consent. Data are reported anonymously. We will show how

and in which ways providers' structural features are linked to the process of standardising quality. Possibilities and limits of implementing quality in ECEC will be discussed.

Keywords: ECEC providers, new public management, quality, ECEC in Germany, organisational differentiation

Civic commitment or subtle economies: Parent initiatives in local contexts
NINA HOGREBE AND NICOLE BALZER, WWU Münster Institut für Erziehungswissenschaft, Germany

Our aim is to explore reasons for homogenous demographic make-ups of parent-run preschools by means of analysing how such organisations position themselves within local childcare markets. International evidence (Cleveland et al., 2007; Mathers et al., 2007; Mitchell 2012; Sosinsky 2012) shows that provider aegis relates to the quality and costs of preschool provision. For Germany, parent-run preschools are rather homogeneous and of a better quality than other preschools (Becker & Schober 2017; Hogrebe 2016). This is the result of the functioning of the market, the organisations' self-conception and parental preferences (Freiling 2003; Fromm 2000). We use neo-institutionalism and other organisation theories (Beckert 2010; Mensching 2008) to argue that preschools develop a specific organisational culture dependent on the type of provider as well as historical and local contexts. We use a mixed-method approach. Following quantitative methodology, the statistical analysis of representative national data-sets informs about the demographic make-up of parent initiatives and identifies regional/local patterns. By using qualitative methods, i.e. group discussion and documentary analysis, selected preschools' self-conceptions and implicit or explicit modes of inclusion and exclusion are further investigated. Data-sets for the quantitative secondary analysis are anonymised. All participants in the qualitative analysis are informed about the aims of the research and we seek their explicit consent. We present findings from an ongoing pilot-study. The study aims at showing similarities and differences in the organisational cultures and self-conceptions of parent-initiatives in two municipalities. The findings help to better understand how communities can build more inclusive early education systems.

Keywords: parent-run preschools, neo-institutionalism, social inequality, organisational cultures, inclusion and exclusion

SYMPOSIUM SET F / 27

CAREGIVING IN THE DIAPER AREA: CHILDREN'S EXPERIENCES AND WELL-BEING

Self Organised Symposium

CHAIR: NANCY FILE, University of Wisconsin-Milwaukee, United States

In this session we examine routine caregiving in infant/toddler group care. These classrooms are unique in ECEC given that intimate caring tasks, such as diapering, feeding, and comforting, are shared by both home and professional caregivers. What happens when these routines, typically viewed as part of the home, shift into institutionalised settings with embedded ideas about learning and education? We begin with an examination of historical trends in the United States regarding the place of caregiving routines in infant/toddler classrooms. Following, we present a study which examined the diapering routines within classrooms. Both descriptive data and an analysis of the relationship between the features of diapering routines on the part of caregivers with measures of children's well-being will be shared. Finally, we examine the role of race and ethnicity in the quality of caregiving interactions during diapering routines.

Routine caregiving as a part of infant/toddler life: Reviewing the 'how' and 'why'
NANCY FILE, University of Wisconsin-Milwaukee, United States

The presence of infants/toddlers in classrooms raises interesting questions about how the intimate caregiving they require is incorporated into institutional settings that first served mostly children older than this age group. Literature within the field traditionally presents guidelines for routine caregiving. Recommendations for diapering have consistently focused on hygiene and interactions (Lally et al., 1995), but in regard to the latter, there is not consistency in how this has been envisioned over time. This historical review of the caregiving routines literature is designed to examine change and consistency over the period in which infants/toddlers have been considered to be a part of the early childhood profession. Literature will be systematically reviewed, using both descriptive strategies and identification of changing themes. Additionally, I will ask critical questions about the perspectives reflected in the literature. Without human participants, the primary ethical concern is that the review be conducted broadly enough to represent the literature and that the reading of the literature focus on the authors' rationale, rather than imposing it. Guidelines within the literature range from suggesting that appropriate diapering interactions are an opportunity for eye contact, talk, and social games (Godwin & Schrag, 1988), function as a learning experience for children (Dombro, Colker & Dodge, 1997), support infant/caregiver relationships (Gonzalez-Mena & Eyer, 2009), and/or support children's home culture (Sluss, 2017). The information in this paper provides a background that will enrich the participants' understanding of the research data reflecting caregivers' actions in the classroom presented in the papers that follow.

Keywords: infants/toddlers, group care, teacher-child interaction, routine caregiving, diapering

Caregiver-infant/toddler interactions during diapering: Associations with well-being and involvement

DEBORAH E. LAURIN (1) AND DIANE HORM (2), (1) Eastern Michigan University, United States; (2) University of Oklahoma, United States

This study provides information about specific caregiver interactions and child well-being and involvement during diapering in infant-toddler group care settings for children living in poverty. Diapering is a frequently occurring care routine in infant-toddler programs, yet information highlighting dimensions and specific indicators of process quality are lacking in the professional literature (Zaslow, Halle, Martin, et al., 2006, Zaslow et al., 2010). Drawing on Bronfenbrenner's (2001) proximal processes, diapering can be positioned as central to relationship-based infant-toddler care. Two diapering cycles per child in 30 infant-toddler classrooms in a Midwest US city were observed over 4.5 months. A total of 226 diaper changes by 49 caregivers with 113 infants and toddlers, ages 3-37 months, were observed in the context of the ongoing classroom. Two standardised observational tools, the PICCOLO (Roggman et al., 2013) and PSIC (Leavers et al., 2005), were used to measure caregiver affection, responsiveness, encouragement, and teaching (PICCOLO) and child well-being and involvement (PSIC). University IRB approval and parent and caregiver informed consents were secured. Results showed diapering encounters were brief, averaging 3 minutes. Caregiver responsiveness and encouragement strongly predicted child well-being and involvement with significant differences across caregiver roles. Results indicated boys were significantly lower in well-being than girls. Findings suggest caregiver interactions are linked to child outcomes and contribute important information about an understudied routine in infant-toddler childcare settings. Implications for professional development with teachers, home visit practitioners, parents, early interventionists, and other professionals are addressed.

Keywords: diapering, early childhood care routines, infants and toddlers, Bronfenbrenner's proximal processes, caregiver-child interactions

Explorations of Equity in Infant Toddler Caregiving Routines

SHANNON STARK GUSS (1), DEBORAH LAURIN (2), DIANE HORM (1) AND MELISSA ACTON (1), (1) University of Oklahoma-Tulsa, United States; (2) Eastern Michigan University, United States

We explore differences in caregiver interactions during diapering routines between racial/ethnic groups of children considering racial match of the teacher to the child. African-American boys were perceived to demonstrate more misbehaviour than other children and African-American preschool teachers were more likely to perceive misbehaviour than white teachers (Gilliam et al., 2016). We hypothesise that the confluence of these two phenomena may extend to younger children and to quality of care. We apply Bronfenbrenner's bioecological theory to examine children's interactions with teachers, considering the context of racial and ethnic differences (Bronfenbrenner & Morris, 2006). We use a post-positivist paradigm and quantitative methodology, applying mean comparisons and non-parametric methods to examine differences in observational quality, racial congruence, and teacher education. Ethical considerations for human subjects' research included the right to information and the choice to participate. All participants' parents and participant teachers were informed about the study and voluntarily consented to participate. We found that African-American children had lower-quality interactions than other children. Comparison by racial match showed African-American children with African-American teachers experienced low responsiveness. Educational differences found between European-American and African-American teachers may explain differences between the quality of teacher interactions. The findings suggests that inequity experienced by children of colour in early childhood education may be proliferated by inequity of access to higher education by teachers of colour. The complex issues surrounding racial and ethnic disparities warrant attention to equitable quality of care for young children as well as equity of education for professional caregivers of diverse backgrounds.

Keywords: diapering, routines, infants, race, equity

SYMPOSIUM SET G
FRIDAY 31ST AUGUST
10:35 – 11:55

SYMPOSIUM SET G / 1

STUDENT RESEARCH DISCOVERS HOW MULTI-PROFESSIONAL AND MULTI-AGENCY SERVICES ARE ENABLED TO WORK COLLABORATIVELY WITH CHILDREN AND YOUNG PEOPLE

Self Organised Symposium

CHAIR: FRANCES MARSDEN, University of Huddersfield, United Kingdom

Following our symposium at last year's conference, this symposium explicates our approach to the Professionalism and Pedagogues/Educators Role theme. Within the final year childhood studies degree, students adopt and explicit and critical UNCRC informed approach to a small scale research project with children or young people in multi-agency settings. Marsden discusses the theoretical foundation of the module and explains how UNCRC rights bearing is understood. Hunter explores the methodological challenges faced by the students in undertaking primary research with children as participants. Presenting case studies of the student's research. Smith considers the evaluative and reflective process undertaken by the students in considering their transition in future professional practitioner roles in the children and young people's workforce.

Students researching children's needs in multi-agency settings, in a UNCRC voice context
FRANCES MARSDEN, University of Huddersfield, United Kingdom

Our aim is for our students to become professionals who seek to work collaboratively with multi-agencies and the teams around the child. This paper seeks to explain how we encourage and work with our students to enhance their understanding of the agentic child and how they as practitioners will understand the rights bearing of the UNCRC (1989) in the context of listening and responding to the child's voice. Our curriculum design is informed by research based learning opportunities to scaffold skills (Wood, Bruner & 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. They research ethically how Early Childhood Services work positively and proactively with parents, families and local communities to support children's learning and development. 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. Our students are assessed by writing and presenting a conference paper at a student conference, this, students find difficult and challenging 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 to improve policy and practice for the future, affirming childhood education services as shared spaces for re-affirming children's rights and participation.

Keywords: rights, UNCRC, participation, ethical, voice

A student's perspective: Exploring ways of listening and responding to children
JUDITH HUNTER, FRANCES MARSDEN AND KAREN SMITH, University of Huddersfield, United Kingdom

This paper draws on experiences of final year BA Hons Childhood Studies students undertaking primary research with children and young people as participants for the first time. A range of case studies aim to highlight their understanding, as students and as future practitioners, in becoming more effective in responding to their voices in line with Article 12 and 13 of the UNCRC (1989). It is important students recognise that there is no one 'universal child' that stands for all children and that children's experiences are multiple, and varied (James & Prout, 1990). It is paramount that students are committed to not only providing opportunities for children's voices to be heard but also to listen to what they are saying. All students undertook primary research with young children using a range of creative methods including emotion maps, photographs and drawings. Hart (1997) offers an 'assigned but informed 'approach enabling students to create an age appropriate ethics form, allowing each participant to choose their own pseudonym as well as providing clear understanding of what was involved and the right to withdraw. The findings acknowledge and confirm the students' own understanding and ability in embracing the importance of listening and responding to children's voices and the range of creative and innovative ways this can be achieved. A practitioner who values children's perspectives and wishes, to understand their 'lived experiences' will be motivated to find out more about how children understand, interpret, navigate and feel about their daily lives (Green & Hill, 2005).

Keywords: voice, student, active participants, listening to children's voices, responding to children's voices

Student research discovers how multi-professional and multi-agency services are enabled to work collaboratively with young children and families
KAREN SMITH, University of Huddersfield, United Kingdom

This paper highlights opportunities and outcomes for students who have taken part in a University research module that focuses on UNCRC (1998) article 12. By taking part in an evaluative and reflective process, students consolidate awareness of

their understanding of intersectionality (Davis, 2008) whilst recognising its counter argument that childhood is the appropriate social category for exploring children's lives (Qvortrup, 2015; Alanen, 2016). These processes enable students the opportunity to develop transformational and transactional expertise as they navigate their way towards becoming confident and prolific professionals. The methodologies used are held by the University's School of Education and Professional Development quality assurance systems, both at School level and module level. The ethical practices (BERA, 2013) and models of participation (Hart, 1992; Shier, 2001) are adhered to as the mechanisms that give children a voice. The key findings of this paper identify student's research and participation in listening to children's views set the landscape for an improved and more efficient approach to multi-professional and multi-agency working. Debates in the social study of childhood have implications for how children's rights are taught in Universities. This paper identifies how students have been supported to understand the rights of children and consequently how they convey respect for the voice of the child.

Keywords: UNCRC, evaluative, reflective, participation, expertise

SYMPOSIUM SET G / 2

APPROACHES TO TEACHER DEVELOPMENT & TRAINING

Individual Paper Presentation

CHAIR: NICOLA S. BARBIERI, University of Modena and Reggio Emilia, Italy

Innovative ways in intercultural early childhood teacher training
ANGÉLA BAJZATH AND ANNA BERECZKINÉ ZÁLUSZKI, Eötvös Loránd Tudományegyetem, Hungary,

To work out research and training programmes supporting innovative and problem-based methodological developments in early childhood education and pedagogical practice. Our project is part of an international research promoted by the KA2 Strategic Partnerships for school education - MECEC+ project cooperation with Italian and Catalonian research partners. Research evidence (Oberhuemer, 2005; Taguchi, 2009; Souto-Manning, 2017) shows that inclusive early childhood pedagogy prevents social and educational exclusion and promotes children's long-term academic success. We analysed the available international scientific publications and databases, based on predefined criteria and through a qualitative and quantitative methodology. The research method involves collecting large-scale observation data (N=97) based on a random sampling of in-service professionals' beliefs and needs in everyday activities in the ECE context. The research had a keen focus on ethics and reflecting the rights-focused ethical requirements. Ethical clearance including the consent of the parents of the involved children, and all names were replaced by pseudonyms. One of the major research findings was a strengthening bond between parents and professionals practising the activities implied in the course of the research and a growth in trust, which enhanced children's ability to cope with challenging situations they face in the changing life context. Our evidence-based research contributes to the re-shaping of pedagogical culture and facilitates the spreading of professional peer group education in the pedagogical practice.

Keywords: interculturalism, teacher training, early childhood, curriculum design, innovative approach

Understanding the professional functionings of educators that support all children's learning
ANDREA NOLAN, Deakin University, Australia

Drawing from two Australian EC workforce studies, this research examines the neo-liberal logic of the professionalisation agenda for professional capabilities valued in policy and practice. It is guided by the question: How able is the EC workforce to cater for all children's learning? The Capability Approach evaluates human development in terms of capabilities and functionings (Sen, 1999), and notes the gap between agency freedom and agency achievement as an outcome of adaptive preferences and conversion factors (Robeyns, 2005; Sen, 1992 & 2009). Molla and Nolan's (2018) five 'evaluative spaces' assess educators' professional beings and doings thereby highlighting actual usage of capabilities. A capabilities-based account of professionalisation emphasises the value of agency freedom, conversion factors, and social commitment, providing an expansive view of educator professionalisation. This research takes a qualitative approach. It is an interpretive inquiry mapping 'webs of meaning' underpinning specific issue-framings both at policy and practice levels. Data collection methods involve individual educator interviews and reviewing selected policy documents. Ethical approval was gained through university ethics committees. Anonymity of participants' was assured by replacing names and places of work with pseudonyms. Positioning professional functionings as proxy for capabilities exposes alignments and tensions between policy expectations and educator experiences which influence educators work when supporting children's learning. Differences are seen in educators' ability to capitalise on opportunities, to have an expansive view of social justice, and to be policy literate. By focusing on how educators understand and enact government policy expectations, professional learning can be tailored to promote their professional agency.

Keywords: professionalisation, professional functionings, capability approach, ECEC workforce, policy

Video-cued programmes as a tool for professional development of ECE teachers

TERESA AGUIAR (1), CAROLINA GUEDES (2) AND JOANA CADIMA (2), (1) Teresa Aguiar, Portugal; (2) University of Porto, Portugal

This study intends to explore teachers' perceived value of video-cued programmes as a tool for professional development (PD), and opportunity for group discussion and individual reflection. Systems of PD using video-based exemplars have shown significant improvements in teacher-child interactions (Cherrington & Thornton, 2013) and children's developmental outcomes (Downer et al., 2011). This resource is rich, practice-based and embedded in daily activities (Mashburn et al., 2010; Tobin & Kurban, 2010), catalysing discussion and reflection (Tobin, 2005). Nevertheless, there's no tradition in Portuguese preschools of using classroom observations for feedback or sharing good practices (OECD, 2009). In this context, using videos to share own interactions can be challenging. Within European project CARE, a video library was created to provide ECEC teachers with examples of good-quality teacher-child interactions. On this project, using the referred videos, three focus groups with 8-10 ECEC Portuguese teachers were organised to discuss issues related to learning, play and group arrangements. Video-cued PD programmes are aligned with bioecological and sociocultural perspectives. In this qualitative pilot study, after video-taping 31 ECEC teachers, and rendering information, individual feedback of 23 teachers was collected through structured interviews. Videos were used as stimulus to assess teacher's reflections on the use of videos for PD. Consent forms and information sheet were provided to all participants. Preliminary findings suggest using videos as a powerful tool in promoting group discussions and individual reflections. Findings will be discussed in terms of the usefulness of videos as a PD tool. Considerations about ethical and cultural issues are addressed.

Keywords: video-cued programmes, professional development, teacher-child interactions, practice-based, ECEC quality

SYMPOSIUM SET G / 3

CONTENT OF TEACHER EDUCATION

Individual Paper Presentation

CHAIR: AMAL BANUNNAH, Umm Al-Qura University, Saudi Arabia and University of Sheffield, United Kingdom

The importance of sex education training for preschool teachers in the Kingdom of Saudi Arabia
AMAL BANUNNAH, Umm Al-Qura University, Saudi Arabia and University of Sheffield, United Kingdom

This paper investigates the significance of sex education training programmes to train teachers' abilities on sex education in the Kingdom of Saudi Arabia (KSA). Some teachers find discomfort about addressing sex education for young children (Milton, 2003). The study of Counterman and Kirkwood (2013) emphasises the significance of training and education encourages teachers' abilities to discuss sexual health development topics with children in a professional setting. However, there is a lack of information and limited studies on the subject of sex education and training in Saudi Arabia (Almuneef, 2014). Therefore, this study discusses this type of training programmes to build teachers' confidence to provide sex education topics for children confidently. This research is taking a socio-cultural perspective. It is an interpretive research, with Mixed Methods research that questionnaire and interviews are used to collect the data from (2862 teachers, 20 supervisors and 8 specialists). This study is interpreted from sociocultural theory perspective, as interpretive research paradigm. Ethical consideration approval was obtained from the University of Sheffield Ethics Committee. The full written permission was obtained from the Ministry of Education in the KSA prior to the start of the study to approach educational organisations. The consent letter was sent to all participants and their privacy was taken into my account. The findings demonstrated the importance of teachers' training to provide sex education for children in preschool. Early years education should apply sex education in the curriculum and provide training courses in this topic for teachers.

Keywords: young children, sex education, preschool teachers, training course, Saudi Arabia

Working with children and their families: How do undergraduate students make the link between theory and practice?
DILYS WILSON, BETH GALLAGHER AND VICKY BURGHARDT, Middlesex University, United Kingdom

To review how final year undergraduate Early Childhood Studies students express their understanding of strategies involving partnership with parents to support young children's mental health and wellbeing. The UK government's Education and Health Committee Report (2017) and the school Mental Health and Wellbeing bill illustrate current concerns. Asmussen et al. (2016) reported on a range of early intervention strategies to support parent child interactions and Shonkoff (2011) argued that toxic stress in early years impacts on later emotional wellbeing. Systems theory (Bronfenbrenner, 1979) highlights the impact on parenting of a range of competing external influences. Complementing this, Winnicott (1966) focuses on the needs of the child within the family system and the impact of internal influences on relationships. Using a constructivist paradigm, a content analysis of the students' final assessment is used to investigate their understanding of the impact on children's emotional wellbeing of strategies that include parents. The students were informed about the research and their rights as research participants. The project was approved by the University Ethics Committee. There is always a tension between the students' theoretical understanding and the application to practice. Simulation and case specific assessments would be enhanced through additional placement opportunities and professional discussion with practitioners. HE policy is increasingly focusing on employability and degree level apprenticeships. Reviewing the module content, teaching and attainment to

promote working with parents as part of work experience can inform future professionals about promoting children's mental health and wellbeing.

Keywords: early intervention, emotional wellbeing, parent partnership, curriculum development, employability

Novice kindergarten teachers: Do they have enough support?
ORIT DROR-LEVY, Oranim Academic College of Education, Israel

The research aim was to assess the contribution of formal support to the development of novice kindergarten teachers and explore ways to improve the support they receive. Research has indicated that the first year of teachers work is a period of stress and professional undermining (Fessler & Chrietensen, 1992). For kindergarten teacher this year has also found as a year of loneliness (Firstetter, 2012). In Israel, two kinds of sources are acceptable for supporting novices: Peer workshop (given in academy institute) and tutoring. The study is built on Vonk's conceptual framework (Vonk, 1995), that views novice teachers development in three aspects: interpersonal, professional and ecological A quantitative paradigm was used. Novices kindergarten teachers (N=157) answered questionnaires with closed and open questions. Analysis of the data included descriptive statistics, correlation tests, and an examination of the frequency of reference to certain subjects. All participants received information about study aims and procedures. Findings shows that, 1) Most of the participants perceive support as effective for their professional work with children and families (89%), and does not feel lonely; 2) as perceived, the workshop mentors are intent on solving problems, attentive, and extracting principles from private cases. On the other hand, they are disconnected to the field; 3) the personal tutors are the main supporter in any aspect, but are also perceived as too judicial. In light of this, the main recommendation is to create collaboration between workshop mentors (academy) and novices tutors (field) and require additional training for improving their practice.

Keywords: kindergarten teachers, novice, peer workshop, tutors, support

SYMPOSIUM SET G / 4

WAYS OF MEASURING & MONITORING

Individual Paper Presentation

CHAIR: CAROLYN HELENA SILBERFELD, Early Childhood Studies Degrees Network, United Kingdom

Including children's perspectives (0-3 year) in measuring and monitoring quality: The MeMoQ case (Belgium)
BART DECLERCQ AND FERRE LAEVERS, Centre for Experiential Education, KU Leuven University, Belgium

The child, as citizen, should be placed at the core of any educational initiative (European Quality Framework, 2014). This presentation focuses on the question how to capture contributions of young children (0-3 year) in measuring and monitoring ECEC quality. It builds on the pedagogical framework (MeMoQ, 2014), pilot in 120 units (EECERA, 2015), SICS-research (EECERA, 2007 & 2012) and MeMoQ-baseline-study (EECERA, 2017). The child's perspective is strongly articulated in the framework and captured using the Leuven scales for wellbeing and involvement (SICS, Laevers et al., 2005). This is complemented with observations of adult support (CLASS, La Paro, 2012), the learning environment (MeMoQ, 2014) and questionnaires. Design of measuring and monitoring instruments happened in close collaboration with a broad stakeholders group (incl. parents' representation and Commissariat for children's rights). Research-Observations in 400 settings is executed by 7 trained observers. 44 units are visited by two observers (interscorer-reliability). Participants were intensely informed and participated by mutual consent. Tools are discussed with EY-experts and stakeholders. Results are processed anonymously. Results suggest moderate to high levels of wellbeing whereas involvement is low to moderate. Aspects of structural quality influence results. Self-evaluation and monitoring tools are adapted from the scientific tool. These adaptations put more emphasis on children's autonomy and peer relationships. Monitoring wellbeing and involvement are key-elements in external inspection of pedagogical quality and reveals how much children's' rights are respected. It offers guidelines for enforcement and internal quality assurance. A repetition of the baseline study will show evolutions in levels of wellbeing and involvement.

Keywords: assessment and monitoring, children's rights, national baseline study, process quality, home and centre based care

Words don't come easy: New methods of measuring vocabulary
SZILVIA PÉTER-SZARKA, University of Debrecen, Hungary

Our aim was to create an efficient, easy and reliable test of vocabulary that can be used with children and adults alike. The idiosyncratic combinations of an almost endless number of competencies could lead to success in life. Still numerous studies show that general intelligence is one of the best predictors of later socioeconomic success (Strenze, 2007). Crystallised intelligence - measured by a vocabulary test – is one of the two components in Cattel's intelligence theory and as such is one of the key indicator of giftedness in several models of talent (Gagné, 2008). Using the IRT measurement paradigm and online adaptive testing methodology two new vocabulary tests were created. Our first instrument (New Online Vocabulary Test – NoVo) is similar to the Mill Hill vocabulary test, while the second (Klein's Adaptive Picture Vocabulary Test – KAPIVOT) is similar to the Peabody Picture Vocabulary Test. During the whole project we made sure that all safety and ethical

considerations were taken into account: informed consent of parents was asked, confidentiality, anonymity and voluntarily participation of respondents and avoiding harm was guaranteed. While the KAPIVOT test is still in its trial phase, more than 15 000 test takers have completed the NoVo test and it will be used in the talent identification of all Hungarian children at the age of 10. We found that adaptivity ensures high reliability and short testing time in a wide ability range and the large item bank keeps scoring safe and prevents the overexposure of items.

Keywords: talent identification, online, ability test, vocabulary, IRT

Factors that globally influence the preschool education quality (ECERS-R measurement issue results)
TATIANA LE-VAN (1), IGOR SHIYAN (1), OLGA SHIYAN (1) AND MARIA USTINOVA (2), (1) Moscow City University, Russia; (2) World Bank, Russia

The aim is to study the factors which influence the ECE quality improvement in preschools. ECERS is used in different countries for quality assessment (Sheridan, 2001; Tietze et al., 2005; Hu et al., 2015; etc.). The study is based on Vygotsky's approach to early childhood and the role of social situation of development in preschool education quality. National monitoring of preschool education quality was implemented in Russia in 2016-2017 (ECERS-R and a questionnaire for staff). Approximately 2.6% of all preschools, 87% of territories took part. 1/3 of the sample – cluster "Best" (municipal rating leaders), 2/3 – cluster "Random" (randomly selected preschools). 2017 scores of preschools that participated for the first and for the second time were compared within clusters. The research was carried out in accordance with Code of Ethics of the Russian Psychological Society. Preschools from both clusters that participated for the second time performed in 2017 better than the "newcomers" which provides the assumption about positive influence of such participation itself on ECE quality. 2016 confidence intervals range for preschools did not overlap with 2017 range for the "newcomers" (from both clusters). It supports the assumption of a certain tendency towards improvement of preschool education quality irrespectively of participation in the research. The fact of the teachers' awareness of assessment outcome plays a significant role for positive dynamics, while the number of workshops did not influence it. The results of the research are used for discussion with community about the factors of preschool education quality and children outcomes.

Keywords: preschool education, quality assessment, ECE, national research, ECERS

SYMPOSIUM SET G / 5

ETHICS & VALES IN EC PRACTICE

Individual Paper Presentation

CHAIR: HEINO SCHONFELD, Barnardo's Ireland, Ireland

How do they share the value of childcare? A case study of Japanese ECEC practice
MIMI CHOI, Sookmyung Women's University, South Korea

In this research, we looked into the way of interactions among various subjects surrounding children to deepen understanding the role and function of ECEC facilities in the community. Following recent years' social changes, the role and functions of the local community and ECEC facilities have also shifted from looking after children instead of the families to having social responsibility to support all households when in raising children (Choi, 2017). That is, they raise the children "together with the guardians" not instead of them (Dahlberg, Moss & Pence, 1999; Penn, 2011). This paradigm shift has been emerging internationally. In 2017, we interviewed with 3 people in managerial positions and 6 homeroom teachers at a Nintei Kodomo-en in Japan. Analysing the data, we focused on the narratives regarding their experiences as research collaborators. Ethical approval was provided by Ochanomizu University. The participants were informed of the research overview and signed informed consent forms. The findings of this research show that there is a certain openness when it comes to the managing process of the Nintei Kodomo-en. It became clear that as ECEC facilities became more diverse in their roles and functions regarding daycare practice, it was inevitable to reach a shared participation in childcare. This research revealed that ECEC facilities can be a forum in the community, and at the same time can provide suitable service for the needs of the community as the closest facilities to the families. In the light these revelation will likely impact Korea trying to integrate ECEC.

Keywords: Japan, role and function, Nintei Kodomo-en, openness, forum

Children's integrity and preschool – a discourse analysis of Swedish newspapers
HELENA BERGSTRÖM, Department of Child and Youth Studies, Sweden

Integrity as an important aspect of preschool-children's rights has been reported in Swedish newspapers. Integrity is a multifaceted concept and its connection to preschool may implicate different meanings, regarding what kind of institution preschool can be seen as, and which discourses of children and childhoods are active herein. This is of importance since discourses have implications both for preschool and for the children. The aim is to identify meanings of the concept integrity when associated to preschool, and out from these meanings to discuss discourses of children, childhood and preschool. This relates to media-, childhood- preschool- and integrity studies (Burke & Duncan, 2016; Weatherred). In discursive psychology social actions are highlighted and in this paper ethical subject positions are central for identifying power relations and dominating discourses. The material consists of articles regarding integrity and preschool from Swedish newspapers collected

through media archive ten years back. The analysis focuses on discourses, which give us knowledge about what the construction of integrity in connection to preschool might mean. Text produce discourses in itself. For ethical reasons interpretations are made careful and also names and towns are used sparingly. Findings indicate different discourses on integrity linked to preschool: as a question for personal, private and bodily limits, and something the child own or acquire. Linked to this is a construction of preschool as either a threat or an opportunity. The clarification of what is written about integrity in preschool contribute to an awareness and better informed choices at political and professional levels.

Keywords: integrity, preschool, childhood, media, discourse

A code of ethics for early years educators in Ireland
HEINO SCHONFELD, Barnardo's Ireland, Ireland

This presentation aims to outline the journey towards a common national Code of Ethics for early years professionals in Ireland. This work relates to previous activities which resulted in the national quality and curriculum frameworks in Ireland. It supports the development of a professional identity among Irish early childhood educators. The development of a Code of Ethics for early years educators is based on the concept of ethical professional activity and a common identity founded on common values and principles. The development of this Code of Ethics assumes shared values and moral guidance for early years educators. While there are sectorial statements, often code of conducts, for settings and organisations, this is the first nationally agreed code. The methodology employed to arrive at this Code of Ethics was based on literature review and broad consultation among practitioners at all levels. The central ethical consideration in developing the Code of Ethics was to be inclusive and transparent through every draft and re-draft. All contributions were considered and discussed. This approach allowed very broad approval and buy-in. It has been relatively easy to achieve agreement on this Code of Ethics among Irish practitioners. There is that unites early childhood professionals across very different traditions and personal beliefs. It was helpful to build on relevant earlier national frameworks. The Code was endorsed by a consultative forum led by the Irish Government and is widely published and promoted. It will shape rules of conduct, everyday practice and professional preparation as well as continuous professional development.

Keywords: code of ethics, professionalisation, identity, values of early childhood educators, principles of practice

SYMPOSIUM SET G / 6

CHILDREN'S VOICES & OUTDOOR SPACE

Individual Paper Presentation

CHAIR: NOELIA CEBALLOS-LÓPEZ, University of Cantabria, Spain

From their view: Children's play in a woodland environment verses adult restrictions
JACKY TYRIE, SIÀ¢N SARWAR, GARY BEAUCHAMP, CHERYL ELLIS, CHANTELLE HAUGHTON, SANDRA DUMITRESCU AND DYLAN ADAMS, Cardiff Metropolitan University, United Kingdom

This study examines how children choose to participate in free play within a woodland environment and the challenges surrounding adult restrictions on children's right to play. The positive impact of the outdoors is well-documented for development (Norðdahl & Jóhannesson, 2015; Torquati & Ernst, 2013) and play (Anderson et al., 2014; Park & Riley 2015). This study builds on previous research and the value of the outdoors within the Wales' Foundation Phase (Waters & Maynard, 2010; DCELLS, 2009). This study adopts a rights-based approach through which the research team proactively minimised the extent to which children were viewed from a 'large-scale and adult point of view' (Smith, 2011, p.11), focusing on children's experiences from their perspectives, treating them as both 'actors and knowers' (Smith, 2011, p.12). An interpretivist paradigm (Mukerji & Albion, 2018) drove the qualitative methodology of this research, utilising body-worn video cameras to capture children's perceptions and actions. A range of ethical considerations informed the research process: informed consent, children's understanding of the research, the extent of their involvement including rights to withdraw and choices around wearing equipment. These were addressed by regular explanations for children and reminders that participation was voluntary. Key findings suggest that children participated in free play in terms of their movements, who they played with and their engagement with the natural environment within the limitations set by adults (e.g. spatial parameters, some risk-taking activities). The implications for practice relate to the concerns over safeguarding and protection from harm whilst maintaining children rights to play.

Keywords: outdoor woodland, play, rights, child participation, visual methods

Outside school spaces to debate: A Spanish research to improve the outside space through listening to student voice

NOELIA CEBALLOS-LÓPEZ AND CARLOS RODRÍGUEZ-HOYOS, University of Cantabria, Spain

The research project, financed by the Spanish Ministry of Economy and Competitiveness, carried out in early childhood classrooms to understand how children use, experience and interpret outdoor school spaces and to listen to children's improvement proposals. Previous researchers in which children analyses and designs school spaces exist (Clark, 2010; Norðdahl & Einarsdóttir, 2014). In outside spaces, the relationships are reconstructed and the opportunities for experimentation, encounter and action are configured (Wurm, 2005). Children's geographies explore the interpretations, uses, relationships and activities that children experiment in spaces (Robson et.al, 2013). Student's voice delves into listening to children's improvement proposals (Fielding and Moss, 2010, Moss, 2014). Inclusive education helps to design strategies to listen to all children and to define improvement based on common good (Slee, 2011). The qualitative-collaborative research was the framework (Nind, 2011) and children assume a relevant role in the production of data (Groundwater-Smith, Dockett & Bottrell, 2015). We used participatory methodologies: tours and mapping (Clark, 2010), child conferencing (Clark & Moss, 2011) and shadowing (McDonald, 2005). The research respected the EECERA Code of Ethics about informed consent, use of children image and use of data. The current activities described were: symbolic games (hidden from teachers), the use of areas and materials which are not intended for play to dig or bury. The improvements proposed were: increasing green spaces and multi-purpose recycled material. The participatory strategies promoted the role of children as agents of change. Teacher's reflective process made visible everyday practices that limit children participation. A collaborative process between university-school- city council begun to respond to children's proposal.

Keywords: outside school spaces, children as agent of change, student voice, children's geographies, collaborative research

SYMPOSIUM SET G / 7

EARLY YEARS TEACHERS WORK-BASED TRAINING

Individual Paper Presentation

CHAIR: TUULIKKI UKKONEN-MIKKOLA, University of Tampere, Finland

Network governance of work-based training in Norwegian ECECs

ELIN BIRGITTE LJUNGGREN, Queen Maud University College of Early Childhood Education, Norway

ECEC quality depends on employee competence. OECD recommends raising the competence in all staff groups in Norwegian ECECs, particularly the unskilled staff (Engel et. al 2015). The national competence and recruitment strategy (Ministry of Education and Research 2018), promotes ECEC workplace based training to raise competence in the entire staff. Collaboration in networks between universities, ECC owners, municipalities etc., is requested and seen as decisive for the measure to succeed. This paper examines the coordination of such networks by asking how they are organised to enable staff competence building. There is little research on network governance in the ECEC sector. Haugset, Osmundsen, Caspersen Haugum and Ljunggren (2016) found that governance networks play a vital role in implementing policy in the Norwegian ECEC sector. Theoretical framework is structuration of mandated networks (Provan & Kenis, 2006; Ljunggren et al., 2016) and network governance (Sàørensen & Torfing, 2008). Research project is designed to map and analyse governance networks for competence training. Data consists of net maps, field notes and in-depth semi-structured interviews with network coordinators and different groups of ECEC staff. Study is approved by the Norwegian Social Science Data Services. Confidentiality and anonymity is secured in all phases of data collection of any written recording of observations/net maps and interviews and in publication. Governance networks are structured differently to facilitate ECEC based competence training. Network structure, network coordinator`s role and strategies are discussed related to questions of competence training. Findings may inform organisation and governance of networks for competence training in ECEC.

Keywords: competence training, network governance, network coordination, Norway, work-based training

Mature ECEC student teachers' perceived professional agency during work placements
TUULIKKI UKKONEN-MIKKOLA, University of Tampere, Finland

The aim of this study is to examine the professional agency (PA) of mature students during accelerated early childhood teacher training at a university, with a particular focus on how they perceived PA during work placements. It further examines the supporting and preventing factors affecting the students' sense of agency. Studies of teachers' PA have shown it to involve influencing core pedagogical practices, making decisions, and developing the teaching work (Eteläpelto et al., 2015). Student teachers' PA is strongly related to the other students and the wider community (Soini et al. 2015). Theoretically, this study is based on the principles of PA. PA refers to the practitioners' capacity to influence their work practices and professional identities (Eteläpelto et al., 2015). The study is qualitative and the narrative data were analysed using thematic content analysis. Ethical scientific practices were used in the data collection and analysis. Permission to use the student teachers narratives for research data was requested from informants, and a promise of the informants' anonymity was given. The findings show that the mature student teachers perceived PA in terms of daily pedagogical practices, community and motivation. The factors supporting the mature student teachers' sense of PA were earlier qualifications and work experience, a confidential relationship with mentors, guidance practices, and reflection. The findings suggest that while work placements are useful learning environments for promoting students' sense of PA, universities should nevertheless develop guidance practices and tools for mature students.

Keywords: mature students, work placement, professional agency, teacher training, professionalism

Assessment of workplace-based learning in early years: An exploratory study
SARA BARROS ARAÚJO (1) AND ANA PEREIRA ANTUNES (2), (1) Polytechnic Institute of Porto, Portugal; (2) University of Madeira, Portugal

This study explores the relevance of an authentic and participatory approach in the assessment of prospective early childhood teachers' workplace-based learning (WBL). More specifically, it intends to examine students' assessment processes and results in early years practicum, framed by this theoretical and methodological approach. It draws on previous research by the authors (Araújo & Antunes, 2017) and other studies that addressed WBL in early years professional education (Oberhuemer, 2015). Theoretical underpinnings encompass the proposal of Darling-Hammond (2006) on authentic assessment and the ideas of Formosinho (2009) on the assessment and regulation of learning in teacher education. A cohort of 62 students participated in this exploratory study. Data was collected through a reflection-based instrument that allowed for the participated assessment of professional learning in 25 dimensions organised in four domains (observation, planning, action, reflection), in two moments: regulatory assessment and final assessment. The study follows the EECERA Ethical Code, namely in what concerns informed consent, anonymity and confidentiality. Analyses showed positive and statistically significant differences in the four analysed domains from regulatory assessment to final assessment. It also revealed a strong and significant correlation between the practicum's final grade and the four domains considered in the final assessment. Significant differences between grouped students according to their practicum's final grade and the four domains in both moments of assessment are registered and discussed. Some implications of the study will be addressed focusing on the instrument, participants and procedures involved in the assessment of WBL in preservice professional education/training.

Keywords: workplace-based learning, authentic assessment, participatory assessment, preservice teacher education, professional learning

SYMPOSIUM SET G / 8

URBAN GARDENS, LEARNING ENVIRONMENTS & PLAYGROUND RULES

Individual Paper Presentation

CHAIR: BARBARA MARIA SAGEIDET, University of Stavanger, Norway

Children's access to urban gardens in Norway, India and the United Kingdom
BARBARA MARIA SAGEIDET (1), SYLVIA CHRISTINE ALMEIDA (2), AND RIA DUNKLEY (3), (1) University of Stavanger, Norway; (2) Monash University, Australia; (3) University of Glasgow, United Kingdom

This study will investigate the accesses to urban gardens for children in Stavanger (Norway), Mumbai (India), and Cardiff (United Kingdom), and their respective potentials for sustainability learning. Previous research has shown that nature and garden experiences can provide play opportunities, skills and sensuous perceptions that may lead to the permanent retention of knowledge, and may awaken and unfold the child's interests (Desmond et al., 2004; Bell et al., 2009). This study is conceptualised in theories of place-based and situated learning. Within the paradigm of sociocultural learning, each researcher - native and/or living in Norway, UK and India, respectively - has gathered qualitative data and focused on the phenomena she found to be appropriate for the study of each respective city. The findings, based on literature studies and the author's own experiences and observations, are presented in form of narratives. A phenomenological and hermeneutical framework and critical inquiry is used to give relevance to the complex interrelations between the three researcher's different backgrounds and perspectives. Children are not observed, interviewed or otherwise directly involved in this theoretical study that follows international research ethical guidelines. The narratives elucidate different characteristics, practices, and values related to gardens in the three cities, where children interact in multiple ways with various kinds of garden spaces which are

typically close to nature in Stavanger, very small 'windowsills' in Mumbai, and with a focus on providing public access in Cardiff. The three perspectives give inspirations for promoting children's ecology, sustainability, and intergenerational learning in urban garden spaces.

Keywords: garden learning, children, education for sustainability, citizen science, intergenerational learning

Research on the development and utilisation of local resources in the environment creation of kindergartens
ZHAO JUAN, HeBei University, China

To enrich and improve the research achievements in the field of preschool education, and provide theoretical reference and basis for the development and utilisation of local resources in the creation of kindergarten environment. Environment plays an important role in the development of young children (Dewey, 1970). Some scholars advocate creating effective learning environment for children (Worthington, 2008). Some study is to find out the characteristics of area and spatial elements according to the building size and provide the guidelines for space planning of the childcare centre (Junga Park et al., 2011). In China, since the year 2002, researchers and practitioners gradually pay more and more attention on the role of local resources in the creation of environment in kindergartens (Shi, 2006; Chen, 2007; Luo, 2016). We construct a framework of developmental approach based on Bronfenbrenner's ecological systems theory. This study mainly collected data through literature, investigation and interview. The procedures of our observation and intervention study have been agreed by both the six kindergartens and the children's parents: 1) teachers should set up correct ideas of creating environment and improve their sense of responsibility and enterprising, 2) teachers should make clear the goal of setting up the environment and carve out ideas to create the environment, 3) teachers should make rational use of local resources and optimise the creation of the whole environment. In order to ensure the realisation of the integration goal of preschool education for the development and utilisation of local resources in different areas of kindergartens in different areas.

Keywords: local resources, environment, children-centred, role of teachers, kindergarten

Japanese ECEC practices regarding playground rules and their relation with values shared in each centre
MACHIKO TSUJITANI (1), KIYOMI AKITA (2), KAORI ISHIDA (3), MARIKO MIYATA (1) AND YUTA MIYAMOTO (4), (1) Shiraume Gakuen University, Japan; (2) University of Tokyo, Japan; (3) Preschool Outdoor Environment Design Office, Japan; (4) University of Tokyo and Japan Society for Promotion of Science, Japan

This study analyses the relationship between how Japanese ECEC staff determine playground rules and tendencies of their ideas about important childhood experiences. In Japan, as the outside environment of each ECEC centre varies (Cedep, 2016), restrictions sometimes affect the children's play (Kaneko et al., 2013). While ECEC practices typically relate to the focus of each centre, the relationship between them is unknown. Referring to the Mosaic Approach (Clark, 2005), we focus on who is involved in the rule-making process. We administered a questionnaire to 1,743 Japanese ECEC centres, to determine their 1) playground situations, 2) functions of play space and rules, and 3) thoughts and methods of sharing information. We conducted t-tests, separating centres from answers about rules and comparing scores of 'adult-led activities' made from answers about thoughts about children's activities. The invitation to participate in the questionnaire included an explanation of the purpose of this study, and only those agreeing to participate responded to the questionnaire. The centres were assigned ID numbers to ensure anonymity. The results highlighted a relationship between playground rules and ideas shared in centres. In centres where children participate in the rule-making process, the frequency of adult-led activities was low. We need to focus not only on physical restrictions, but also on the centre's ideas about children's engagement when considering children's outside experiences. Further discussion is needed to determine the quality of each ECEC centre's outside environment.

Keywords: Japanese playground, rules, ideas, practices, quality of ECEC outside environment

SYMPOSIUM SET G / 9

MULTILINGUAL INTERACTIONS IN COMMUNITIES, AT HOME & WITH PEERS

Individual Paper Presentation

CHAIR: SUZANNA WONG, University of Alberta, Canada

How children interact with peers in a multilingual environment?
VIRPI LUND AND VARPU POLVIKOSKI, Laurea University of Applied Sciences, Finland

The study investigates how interaction between peers differs during free play and teacher led activities, while focusing on aspects such as use of language and the differences between two different age groups. The study draws on research how peer interaction influences second language development, and how bilingual children interact using both languages. Theoretical framework includes early childhood education, play, teacher led activities, development of language, and importance of relationships. The target group is 2-5 year olds in a kindergarten in Finland. The study is a qualitative study with the method of observation and thematic analysis. Narrative records were used as the form of data collection, recording the context of the situation, individuals and activities. The informed consent was taken care of, guardians of the children were informed regularly, the names or identifiable qualities of children were not used, and the contradicting role of an adult

as an observer researcher was considered. Findings showed that children interacted with each other more during free play, whereas during teacher led activities, children focused their attention more on the teacher. The younger group used more non-verbal communication and needed more support and guidance from their teachers, whereas the older group used more verbal communication and were predominantly able to interact with each other independently. Children interacted with each other actively, which supports their development and makes their time at nursery more enjoyable. The children were able to form friendships and influence one another's behaviour.

Keywords: early childhood education, observation, interaction, multilingual, peers

A longitudinal study of children's multiliteracy practices at home
SUZANNA WONG, University of Alberta, Canada

To document, describe, and analyse the ways in which young children engage in multiliteracy practices at home. The study engages in a longitudinal follow up (phase 2) of my dissertation research (phase 1) examining preschoolers' multiliteracy practices at home. This study is informed by complexity thinking perspectives (Davis & Sumara, 2008) and Green's (2012) three-dimensional model of literacy. Complexity thinking understand the world as an integrated whole, fundamentally interconnected and interdependent. Thus, complex phenomena – including children's learning need to be viewed holistically and as interconnected. Data collections include video-recordings of participant observations, audio-recordings of children interviews that are transcribed, field notes, photographs of literacy artefacts and screen shots of children's literacy practices using digital devices. Analyses and interpretations of data are conducted through a complexity theory lens at both macro level, to identify general patterns across domains, and micro level, to capture details of individual children's engagement with multiliteracy practices. To minimise risks of power imbalances and the feeling of being taken advantage of for research purposes, I ensured to develop friendly and trusting relationships with the participating children. Some children in the study preferred to use their digital devices for entertainment and play at home, rather than for work related to school. They are sophisticated and competent technology users. How can early childhood education (ECE) connect children's home experiences to early learning settings? The implication is the importance of ECE providers to recognise children's home literacy experiences and funds of knowledge when planning learning activities for their students.

Keywords: early learning, early literacy practices, home learning environment, digital devices, home-ECE connection

FACES and ME: Families and communities in multilingual education
ARIANNA KITZINGER, University of Sopron, Hungary

The aim of the research is to reveal the theoretical background to multilingualism and multiculturalism, to introduce a very complex language educational setting and to show good practices of cooperation between children, preschool staff and families. Several examples of the description of multilingualism (Hoffmann, 1991; Kenner & Hickey, 2008; Baker, 2011) serve the predecessors of this research. Yet, little stress is put on early childhood scenes and Hungarian surroundings. To do research into this manifold topic interdisciplinary approach was need. Therefore, theories from related areas of disciplines were taken into consideration. The four basic pillars are linguistics (Hoffmann, 1991), sociology (Feischmidt, 1997), pedagogy (Kovács, 2009), and language policy (Rédei, 2007). A kindergarten with 61 children from 6 different countries was observed. Besides observation, interviews were conducted with 9 parents, 3 educational decision-makers, 5 kindergarten teachers and 6 children. Observation met the criteria of ethnographic research (Eisenhart, 2006) and interviews with children, between 3-6 years, can be considered to be innovative. Each participant had given their written consent to the researcher before the research started. In parallel, ethical framework of the kindergarten was seriously followed. Main findings unfolded debates in literature, questioned whether participants were ready to create a multilingual-multicultural environment, showed the nature of integrated language education, and revealed the challenges from the aspects of the actors. While the research is an extension of previous research into the theme, it also presents a unique language political situation. This special model can be implemented by any local communities in a similar situation.

Keywords: linguistic and cultural diversity, language pedagogy, cooperation, social integration, good practice

SYMPOSIUM SET G / 10

STORY TELLING, LITERATURE & READING ACQUISITION

Individual Paper Presentation

CHAIR: AREEJ MASSARWE, Al-Qasemi Academic College of Education, Tel Aviv University, Israel

"Tales about us" – preventive fairy tale pedagogy in education. The complexities of knowledge and experience in children's literature
GÁBOR KIS, ANDREA BUJDOSÓNÉ PAPP, HERMINA GESZTELYI AND VERONIKA BOCSI, University of Debrecen, Hungary

Our research is interested in student's openness in public life, the treatment of taboo subjects, literary education in the early years, and the necessity of such topics in kindergarten classrooms. This study is related to an international (England-Italy-Hungary) research on attitudinal competences of childhood educators (Campbell-Barr et al., 2015). The results show the political awareness is the less important attitudinal competence in Hungary. It would be necessary to know what students

exactly think about social responsibility. The theoretical framework of the research comes from the Hungarian methodologies of activities (Bujdosóné, 2017; Pálfi, 2015). Literary texts about social taboos written for the age group 3-7 (Paulik-Vincze, 2017; Tóth, 2015; Szulyovszky, 2010; Böszörményi, 2009) present unexpected situations to children, while they also provide language to talk about them and offer children behavioural patterns. The research covers story analyses and interpretation of taboo subjects in children's literature. We are aiming for sensitisation by creating a course about the pedagogy of fairy tales. We carried out a quantitative and qualitative survey among students. The data are analysed in SPSS. The survey follows ethical guidelines for research. Personal data is not collected and all data is anonymised. Childhood educators can learn to recognise the mediated knowledge and the complexities of the linguistic and aesthetical experience and they will be able to use that in education. The texts that use metaphors or child language help create abstraction while avoiding open didactics and the traumatisation of children, therefore they can be successfully used for prevention.

Keywords: fairy tale pedagogy, prevention, kindergarten, sensitisation, children's literature

An investigation of a radical approach to facilitate young children's concept of Chinese radicals and character recognition ability
YI-WEN TSAI, National Pingtung University, Taiwan

This study aims to explore whether an intensive morphology-based instruction on semantic radicals promotes young children's knowledge about Chinese radicals and ability of character recognition. Previous research revealed that orthographic awareness played a dominant role in the early stages of reading acquisition (Qian et al., 2015; Wei et al., 2016). This study investigated the effectiveness of a semantic radical instruction on children's radical concept and character recognition. The theoretical framework for this study draws upon the Chinese character structure theory for describing Chinese radical and characters (Sun, Liu, Hu & Liang, 2014), and Whole Language philosophy of early literacy development. Forty 4- to 6-year-old young children participated in the study. An informal curriculum was implemented three times per week, forty minutes each time, for four weeks. A pre-test and post-test were conducted before and after the experimental curriculum to examine changes in children's knowledge about Chinese radicals and character recognition ability Parental consent was obtained for their children's participation in the study before conducting the research. Child assent were also obtained. Participants were given the opportunity to withdraw from the study at any time. 1. There was a significant increase in the mean scores from the pre-test to post-test on children's radical concept and character recognition. 2. There was a significant correlation between young children's concept of Chinese radicals and character recognition at pre-test and post-test. The study suggests that young children be provided with informal and fun instruction using a radical approach to Chinese character learning.

Keywords: Chinese radicals, radical awareness, semantic radical teaching, character recognition, radical approach

Shared book reading in Arabic: Reference to the standard and the spoken language and preschoolers' understanding of the plot and its mental aspects
AREEJ MASSARWE (1), DORIT ARAM (2) AND MARGALIT ZIV (3), (1) Al-Qasemi Academic College of Education, Tel Aviv University, Israel; (2) Tel Aviv University, Israel; (3) Kibbutzim College of Education, Israel

The study evaluated the efficacy of three interventions, each relating differently to the spoken and standard language during SBR, in promoting children's book's vocabulary, understanding the plot and its mental aspects, story recall, and concepts about print (CAP). Shared Book Reading (SBR) contribute to the children's language, literacy and socio-emotional skills. The experience of SBR in Arabic is viewed as less natural than in other languages due to the diglossia which reflects the discrepancy between spoken and standard Arabic (SA) (Hassuna-Arafat, 2011). The intervention programmes were derived from: (Bruner, 1986) complete reading model, interactive reading principles (Mol, Bus & de Jong, 2009), mediation principles (Feuerstein, 1998) and Arabic literature (Alhadidi, 2010; Khalaf, 2006). Each intervention included three structured sessions within the preschool. Each session comprised reading and discussion of the book's vocabulary, plot, and mental aspects: 1) readings and discussion in spoken Arabic, 2) Mixed language - readings in SA and discussions in spoken Arabic, 3) readings and discussions in SA, and 4) control - reading the book in SA, no discussion. 164 Arabic-speaking preschoolers participated, aged 4-5 with 40 children in each group. Parent signed approvals were achieved. The findings indicated that all three interventions promoted the children's vocabulary and story recall more than the control. The SA group was the one that progressed significantly in plot and mental comprehension, and the spoken Arabic and the mixed group showed the greatest gains in CAP. The study's findings expand our understanding of the principles involved in SBR with Arab children who face diglossia.

Keywords: shared book reading, diglossia, vocabulary, plot comprehension, mental comprehension

SYMPOSIUM SET G / 11

MULTILINGUAL DVELOPMENT

Individual Paper Presentation

CHAIR: EVGENIYA SHISHOVA, Kazan (Volga region) Federal University, Russia

Play, imitation, and second language development in preschool
ROBIN SAMUELSSON, Södertörn University, Sweden

This presentation shows how the Swedish preschool setting may support second-language participation for newcomer children. Research is presented from two ethnographical projects, where typical environments, routines and activities were sampled in order to study how children participate in a new environment. Previous research has studied how preschools have an institutional set of rules of conduct, bound to certain routine activities such as meal-time, circle-time and the linguistic repertoire associated with these. The project were inspired by sociocultural theories of development, learning and play. Most importantly, how learning of a new language can rely on imitation of behavioural patterns and language in the cultural setting the child participates in. Following the sociocultural paradigm, the ethnographical methods utilised in these projects are in line with the need of a rich, ecologically valid, description of the cases studied. The projects were planned together with teachers and parents, following the guidelines of the Swedish research council. Examples are presented of how children participate in structured activities that can be replicated in play. In play, children use developing linguistic means, with peers and teachers in activities where cultural patterns and rules are used, e.g. playing 'having coffee'. These results suggest that play using these patterns allow newcomer children to interact with peers, and it is shown how these settings and interactions can scaffold second-language development. These findings suggest implications for how environments and routines might be used to enable newcomer children to participate in their new settings.

Keywords: play, imitation, multimodal interaction, preschool, second-language development

The features of speech, thinking and communicative competence development in preschoolers under conditions of bilingual learning environment
EVGENIYA SHISHOVA AND LARISA BAYANOVA, Kazan (Volga Region) Federal University, Russia

The purpose of this research is to study the influence of preschool children's bilingualism on their speech and thinking activities, to identify the most common challenges they face and to suggest a technology for developing preschoolers' bilingual communicative competence. This work is based on the research by Bialystok and Martin (2004), showing that bilinguals outperform monolinguals, the study by Protasova (2005) and the works on a positive impact of bilingualism on cognitive development (Belyanin, 2009). The analysis of data is based on theoretical foundations of sociocultural theories (Vygotsky, 1962; Bronfenbrenner, 1999). The research was conducted in the Republic of Tatarstan (part of Russia), mostly populated by the Tatars and Russians. Sixty-five preschoolers (4- to 6-year-olds) took part in the survey. The difference between monolinguals and bilinguals was taken into account. The children were tested on well know measures of executive function. The preschool teachers filled in observation cards. Pseudonyms have replaced the names of the participants. The participants were given the opportunity to withdraw from the study at any time. We established that the formation of a strong bilingualism is determined by the specifics of the socio-cultural conditions, in which children's speech is developed and the significant factors are: children's cognitive development and their age, the level of proficiency in the native language and their communicative features. The study suggests constructive strategies regarding the development of speech and thinking activities and children's communicative competence, taking into account individual experiences of preschoolers under conditions of bilingual learning environment.

Keywords: bilingual learning environment, cognitive development, communicative competence, bilingual children, preschool

SYMPOSIUM SET G / 12

(RE)CONCEPTUALISING CHILDREN'S RIGHTS IN INFANT-TODDLER CARE AND EDUCATION

Self Organised Symposium

CHAIR: SANDRA CHEESEMAN, Macquarie University, Australia

This symposium will examine how children's rights are conceptualised, reconceptualised, understood, translated and enacted for infants and toddlers in early childhood programmes. Almost thirty years since the United Nations Convention on the Rights of the Child was adopted in 1989, and over the same period, it has become increasingly common for infants and toddlers to regularly attend formal early childhood education and care settings. During this time, 'rights-talk' concerning infants and toddlers may have changed, moving from a primary focus on protection rights, to a deep consideration of rights to provision and participation. How do our images of infants and toddlers shape what we regard as important in relation to their rights? What does research offer our understanding of rights within early childhood settings? The three papers in this symposium represent a sample of chapters in an upcoming research publication which will further thinking about infant/toddler rights from transnational perspectives

Children's rights education for ECEC professionals: A critically reflective, transformative model
SHEILA LONG, Institute of Technology Carlow, Ireland

This paper presents the empirical findings of a doctoral study, completed in 2017, which investigated whether, to what extent and in what ways a group of undergraduate students are informed about and understand children's rights. A common matter of concern in empirical research related to both Human Rights Education and Children's Rights Education is the paucity of explicit theoretical underpinnings (Osler, 2015; Quennerstedt, 2011) This study drew on the children's rights framework, alongside sociocultural (Lave & Wenger, 1991) and transformational theories of learning (Mezirow, 1991). Located within the interpretivist paradigm, a mixed-method design, utilising questionnaires and focus group discussions, was employed, and findings were analysed both statistically and thematically. In line with ethical guidelines of BERA, the research site and Queen's University Belfast, particular emphasis was placed on gaining informed consent, and Osler and Starkey's (2010) rights-based pedagogical principles were adapted for research with students. The study found that an undergraduate education in ECEC was a firm foundation upon which to build students' understanding of a rights-based approach to the education and care of babies and young children, particularly as Aistear, the curriculum framework for the Republic of Ireland provides a curricular entitlement to children's rights education from birth to age six, and brings cohesion between Institutes of Higher Education and ECEC settings. However, some challenges and resistances were revealed in relation to power-based adult-child relationships. This paper will expand on a proposed critically reflective, transformative children's rights education model for ECEC.

Keywords: children's rights education, rights-based approach, initial practitioner education, transformative learning, power and control

Emerging inclusion of the child rights approach in ECEC undergraduate programmes in Chile: Any possibilities for the enactment of children's rights for infants and toddlers in ECEC programmes?
MARCELA PARDO AND DANIELA SOFÍA JADUE ROA, Universidad de Chile, Chile

To explore how ECEC teacher undergraduate preparation programmes in Chile are including the children's rights approach Study entrusted by UNICEF office in Chile, seeking for evidence on this previously unexplored issue, following international work on child rights education (UNICEF 2011, 2014 & 2016). Principles derived from the United Nations' Convention on the Rights of the Child and General Comment 7, particularly those regarding both ECEC undergraduate teaching programmes and ECEC teachers as moral duty-bearers for the fulfilment of children's rights (Gerber, 2008; Ljungman, 2004; UNHCHR, 2010). Besides, current perspectives on children as social agents (James & Prout, 1990; Oswell, 2013). Mixed method approach, using an online survey and a multiple case study. The former was applied to the 59 programmes preparing early childhood teacher in Chile, the latter included semi-structured interviews and document analysis applied to 10 of those programmes. Anonymity and voluntary participation were guaranteed to all participants. All participating programmes were emergently including the child rights approach, particularly diffusing the Convention throughout students' preparation. However, they implied a narrow understanding on relevant concepts, such as rights and participation, while overlooking the relation between them and the pedagogical practice, additionally, they reported lack of institutional priority to the provision of the necessary resources to prepare students on this approach (i.e. literature), giving precedence to efforts to comply with policies. Universities must embrace the child rights approach through more resolute measures, including a more explicit integration of it within the coursework, and the provision of preparation programmes with the required resources.

Keywords: child rights approach, ECEC, teachers, undergraduate preparation, Chile

Infants' and toddlers' rights in early childhood settings: Research perspectives informing pedagogical practice

ANDI SALAMON (1) AND IOANNA PALAIOLOGOU (2), (1) Australian Catholic University, Australia; (2) UCL Institute of Education, United Kingdom

This presentation explores issues of participation with infants and toddlers, arguing that protection rights may be increasingly overlooked in the name of participation. Early childhood education and care (ECEC) settings are legally bound to act in the best interests of infants and toddlers according to the UNCRC (United Nations, 1989). Enacting rights that emphasise children's participation in research (Articles 3.3, 12, 13, and 36), has led to an exploration of methods and practices that support this aim. This work is underpinned by notions of ethical praxis, permeability, and otherness, which can help educators fulfil the responsibility of safeguarding infants' and toddlers' rights in ECEC practice. Reflecting on a systematic literature review and the author's empirical research with infants and toddlers enabled investigation of content (what participation is), process (how participation is implemented), and motives (who is in control of participation) (Hopman, 1977; Klette, 2007). Informed consent from educators and infants' guardians was obtained. Assent was considered especially important for infants' involvement. Researchers tuned into infants' embodied responses to researchers, equipment and processes. When infants displayed negative reactions, researchers ceased data generation for that child at that time. The judgement, experience and subjectivities of educators are discussed in relation to their images of infants and toddlers, which shape practices that privilege some rights over others. It is concluded that incorporating the notion of ethical praxis and its permeability and relatability into infant toddler pedagogy, help promote the enactment of both protection and participation rights for infants and toddlers.

Keywords: infants' rights, ethical praxis, infant and toddler pedagogy, infant and toddler research, ethical permeability

SYMPOSIUM SET G / 13

IMPROVISATION, SENSITIVITY AND CHAOS – WORKING WITH TODDLERS

Self Organised Symposium

CHAIR: GUNHILD TOMTER ALSTAD, Inland Norway University of Applied Sciences, Norway

The purpose of this symposium to investigate how interdisciplinary perspectives on interaction contribute to new insight into the work with toddlers. In particular, the papers explore how improvisation, sensitivity, chaos and structural frameworks create opportunities for and at the same time interfere with interdisciplinary work with toddler groups. Perspectives from pedagogy, physical education, literature, and drama education are involved. The underlying theoretical perspective of the symposium is attachment theory, where sensitivity of adults is one of the main elements (Fonagy & Target, 2006). The three papers in this symposium focus on different dimensions of young children's bodily participation in read-alouds, performative dimensions of teacher/child interactions during read-alouds, and preparing teacher students for sensitive and bodily tuning into toddlers by using improvisational methods from drama education.

A performative approach to kindergarten read-alouds with 1-2 year-olds

THERESE GARSHOL SYVERSEN, Inland Norway University of Applied Sciences, Norway

This study explores new ways of understanding kindergarten read-alouds as performance art. Several researches have studied children's reception in the readings of picture books (Simonsson, 2004; Skaret, 2011; Solstad, 2015). This approach has its foundation in reader-response theory, which is a well-established paradigm in literature, concerned with the creation of meaning. However, there has been less focus on literature as performance and children's responses as an important part of these performances. In order to highlight literary events as social and cultural practices, acts of doing, it is necessary to turn to performative theory (Nagel, 2014). Literature's performativity is at its most obvious in performances like read-alouds, and the performative approach is therefore particularly relevant in a kindergarten context. The performative approach is common in art studies (Fischer-Lichte, 2008; Jalving, 2011). This study has a phenomenological approach, and the data consists of video-recorded observations of teacher-child interactions in kindergarten read-alouds. This study is conducted according to the Norwegian guidelines or research ethics. This involves free, informed consent from all participants. The events are in the here-and-now, highly dependent on the participants and the art object (picture book), among other things. Children involved in these events must be considered active rather than passive, as their responses are part of the performance/art work. The product of art (a picture book) does not equal the work of art (the performance itself). Both children and teachers must be acknowledged as active participants rather than bystanders in kindergarten read-alouds.

Keywords: read-alouds, performative theory, toddlers, literature, sensitivity

Toddlers and bodily participation in read-alouds – disciplined chaos

IDA STORBERGET, Inland Norway University of Applied Sciences, Norway

The aims of this study is to explore how teachers facilitate toddlers' bodily exploration in kindergarten. More specifically, the study investigates how bodily exploration and non-verbal interaction is sensed and promoted in toddler read-alouds. Quality early childhood education has lasting benefits for infants, their families and society (Dalli et.al, 2011). Previous research points out children's bodily communication as fundamental to their development (Merleau-Ponty, 1962). When working with toddlers, unique characteristics like their subjective bodily way, needs attention. However, to which extent toddlers' bodily

interaction is continuously substantiating teacher's work need further investigation. According to Merleau-Ponty (2011), children are bodily in their interaction with the world. In line with this framework, Dalli et.al (2011) states that pedagogy with under-two-year-olds is a meeting of bodies and mind. Their need to be in motion might collide with teacher's need of control. This study has a phenomenological approach, and generated qualitative data through video-recorded observations of teacher-toddler interaction. The study was conducted according to Norwegian guidelines for research ethics, which means all participants have given their free, informed consent. In activities like read-alouds, bodily participation could be limited if the aim is to create a calm atmosphere, convey a story, or to be disciplinary if chaos occurs. The discussion revolves around how the toddler's bodily demeanour is met in different contexts. The project contributes to understanding how toddler's bodily existence could be promoted or inhibited in certain activities, and to a comprehensive picture of how knowledge of toddler characteristics are recognised/exerted in kindergarten practice.

Keywords: bodily exploration, toddlers, sensitivity, read-alouds, physical beings

Training sensitivity and attuned interaction towards toddlers
HEDDA FREDLY, Inland Norway University of Applied Sciences, Norway

This study aims to develop methods for training early childhood education (ECE) students in how to interact in an open, playful and attuned manner, sensitive to the physical cues and subtle nuances in infant and toddler communication. Young children need sensitive adults who can interact playfully and attuned with them (Dalli et al., 2011). In art for young children, bodily expression and the relational are considered to be of great importance (Hernes et al., 2010; Hovik 2015). This requires improvisation skills from the practitioner. Previous research has suggested that teachers that are skilled in improvisation may enhance the toddler's opportunity for participation in ECE (Sverdrup Liset et al., 2011). Building on the research mentioned above, I will discuss how such skills can be trained by ECE-teacher students. I search for adequate methods in dance techniques such as Kinetic Awareness (Torgersen, 2011) and Action Theater (Apenæs, 1997). This study has a phenomenological approach, and will generate qualitative data through self-study, action research and qualitative interviews with teacher students. The study was conducted according to Norwegian guidelines for research ethics, which means all teacher students have given their free, informed consent. Many teachers may experience the playful, physical expressions and the sensitive attuned actions as out of reach and chaotic. Skilled training in this area can be an effective tool for working with toddlers. This project is a contribution to close the gap between theory and practice on how to be sensitive, playful and acknowledging for the subtle nuances in infant and toddler communication.

Keywords: sensitivity, toddlers, kinetic awareness, improvisation, action theatre

SYMPOSIUM SET G / 14

GLOBAL COMPETENCE IN EARLY YEARS

Individual Paper Presentation

CHAIR: PEKKA MERTALA, University of Oulu, Finland

International partnership teaching: An investigation into the impact of educational activities within an international partnership, on developing global competence in primary school children
CATHERINE OGLE, Reepham Primary School, United Kingdom

To evaluate the impact of international partnership activities on building Global Competence. Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework. (OECD, 2018). Global competence is defined within the OECD PISA global competence framework (2018) as including: "to understand and appreciate the perspectives and world views of others, to engage in open appropriate and effective interactions with people from different cultures, and to act for collective wellbeing and sustainable development". The development of this competency is becoming more important in our globalised society, so beginning to embed some aspects of this in primary school must be a priority. Analyse (using qualitative methods of interviewing children, teachers and parents) existing educational activities of the international partnership, and evaluate impact on Global Competence. The sample will be willing participants (with consent from parents). Our children's understanding of Japanese culture develops over a range of activities over several years, starting with awareness of similarities and differences in everyday lives, building to a complex understanding of traditions, beliefs and values. The impact of different activities and the overall impact will be evaluated. Britain is challenged by being geographically isolated from other countries as an island nation, this is exacerbated by Brexit. British children need positive opportunities to build their knowledge of other cultures. By analysing the impact of our activities (delivered through international partnership), we can build on effective experiences to ensure we optimise children's Global Competence and ability to understand key aspects of the British curriculum.

Keywords: global competence, international education partnership, multicultural competency, international exchange, project approach

The 'Teddy Bear Exchange Project': An investigation into global, innovative teaching – Commemorating 10 years of educational exchanges between Japan and the UK
SHIZUKA SUZUKI, Sakado Auzma Kindergarten, Japan

To propose new ways of teaching that foster multicultural competencies through international exchange activities based upon our records. The conceptualised analysis of non-cognitive skills in Gutman & Schoon (2013) was influential in my research regarding multicultural competencies and non-cognitive skills. Multicultural competencies' refers to the mutual understanding that comes from proactively overcoming differences in backgrounds and values, and the creation of new value. In our ever-more globalised, international community, the nurturing of multicultural competencies is vital. Records and documentation were investigated for evidence of impact and contribution to progressive education which fosters multicultural competencies. Narrative assessment was conducted through participant interviews to assess changes in awareness. Ask open-ended questions and do not conduct experiments where individuals might potentially be identified. As young children are limited in their vocabulary, our activity started with children becoming aware of each other's existence. We ensured the establishment of an environment unhampered by language barriers. By exchanging a stuffed animal to report and write ''Travel diary'', children connected with a real-life object, rather than using impersonal content manufactured for school-use. Thus children gained multicultural competencies. This project used an ordinary stuffed animal from another country to bring a new type of learning into the school and home. Further, these ideas and experiences fostered multicultural competencies and can be thought of as a mechanism to support future new learning, and develop non-cognitive skills through an educational exchange based in the reality of daily life and childhood experiences. Therefore, the Teddy Bear Exchange Project is effective.

Keywords: multicultural competencies, international school exchange, project approach, project approach, key competencies

The organisational culture of international kindergartens in Hungary
IVETT KOVÁCS, Eötvös Lorand University, Hungary

International kindergartens in Hungary use their own curricula to prepare children for international education. Their uniqueness in the Hungarian education system has not been covered so far. The research explores their organisational culture and their intercultural teacher community. The study is embedded in the current literature about the Hungarian education system (Feischmidt & Nyíri, 2006; Gordon-Győri, Boreczky, Czachesz & Vámos, 2011), international education (Jacobs, 2013; Vámos, 2011) and studies on school culture (Deal, Peterson, 1999p; Serfőző, 2005). The theoretical framework of the research is based on the literature of organisational culture (Schein, 1985; Bakacsi, 1996; Hofstede, 2005; Ashkanasy, Wilderom, Peterson, 2011; Symon & Cassell, 2012) and the literature on transmigration (Schiller, 1995; Portes, 1999; Mügge, 2016). Within the interpretative paradigm I use a mixed method approach, with a case study design, including the methods of document analysis, survey and semi-structured interview. A consent form and information sheet are provided to all participants ensuring complete anonymity for the institutions and protection for their "trade secrets" and also the opportunity to withdraw from the research at any stage. Main findings reveal that most of these kindergartens are located in the capital, providing colourful daily programme with many extracurricular activities to meet the demands of transmigrant families. Partly due to the high fluctuation of teachers, the management – led by financial interests – define most elements of the organisational culture leaving little space for the teachers. The collection and analysis of empirical data aim to support local kindergartens in improving their intercultural education.

Keywords: organisational school culture, international education, intercultural teacher community, international kindergartens, kindergarten teacher community

SYMPOSIUM SET E / 26

OVERCOMING BARRIERS FOR MALE PARTICIPATION IN THE ECEC WORK FORCE

Self Organised Symposium

CHAIR: KARI EMILSEN, Queen Maud University College of Early Childhood Education (QMUC), Norway

Worldwide men remain a minority in ECEC (Peeters, Rohrmann & Emilsen, 2015). ECEC is often understood as a ''female'' profession, and men entering the profession are a challenge to traditional notions of ECEC teacher roles (Sumsion, 2000; Sargent, 2004). This symposium problematises how men have to overcome barriers in the ECEC work force in different cultural settings. The Australian perspective shows how undertones of mistrust are either expressed directly or through the voices of parents, including concerns about male competency as carers and possible risks to child safety. Findings from South Africa highlight that male and female teachers disparage non-hegemonic caring masculinities, arguing these are contradicting parental expectations. In Sweden, the discourse of suspicion towards men questions their motives for working with children and forces them to position themselves in relation to the risk of being wrongly suspected of child sexual abuse (CSA). Together, the authors argue for a reflective debate on male's participation in ECEC.

Preventive and remedial action regarding suspicion of child sexual abuse by ECEC employees – as part of increasing child protection as well as reducing drop outs and increasing the proportion of men

CHRISTIAN EIDEVALD (1) AND BIRGITTA HENECKE (2), (1) Stockholm University, Sweden; (2) City of Malmo, Sweden

The aim is to describe the development potential of a support material to prevent, detect and manage child sexual abuse (CSA) as part of making preschools a safe place for children as well as facilitating recruitment and counteracting dropouts among men. Physical contact between men and children within ECEC is obviously not viewed as natural. Some of men's actions thereby risk being misinterpreted as SCA (Eidevald, 2016). The discourse of suspicion questions their motives for working with children and forces them to position themselves in relation to the risk of being wrongly suspected of CSA (Brody 2015; Peeters, Rohrmann & Emilsen, 2015). The data are extracted from interviews with 'key persons' who have created the support material as well as heads of preschools responsible for prevention and remedial action in case of suspicion. The analysis focuses on narratives of suspected CSAs (Riessman 2008). The study follows the Swedish Research Council's requirements. All personal information are removed. The interviewees have read and approved the transcriptions. The analysis shows that more knowledge is needed to understand what effects actions in the physical and discursive environment have in the preventive work. Talking about good care raises awareness levels, which reduces the risk of CSA as well as the risk of men being mistakenly suspected. Preventive work, which balances a child- and adult perspective, increases the opportunities for recruiting and reducing dropouts among men within ECEC, among other things, by enabling them to be professional in situations that include physical contact and intimacy.

Keywords: preschool, gender, CSA, male teacher, Sweden

Male teachers as sexual predators: The perils of non-dominant masculinity in teaching young children

DEEVIA BHANA, University of KwaZulu-Natal, South Africa

This papers aims to investigate how primary school teachers construct male teachers in the early years of schooling in South Africa. Globally, there is an increasing concerns about the lack of male teachers in the early years of schooling. A gender balance special interest group (SIG) in EECRA is part of this drive. Such research calls for gender balance in the early years of schooling by addressing the question of masculinity. The paper draws from Raewynn Connell's (Connell, 1995) critical masculinity studies to demonstrate the ways in which hegemonic masculinity and non-dominant masculinity are socially produced. Hegemonic masculinity is based on patriarchy, male power and the quest to fulfil an idealised version of masculinity. The paper draws from a qualitative study based on 41 primary school teachers. The data is derived from in-depth interviews with both male and female teachers. Pseudonyms are used. Ethical clearance was obtained from the University of KwaZulu-Natal. Permission was obtained from the Department of Education. Informed consent was received from each participant. Teachers disparage non-hegemonic masculinities which they argue destabilises parental expectations. Essentialised versions of gender are used against non-dominant masculinity based on care and respect (Parr & Gosse, 2011; Peeters, Rohrmann & Emilsen, 2015) as they emphasise male intentions around sexual abuse and potentially using the early years as a space to enact sexually predatory conduct. The development of 'liberating masculinities' which are caring, show empathy, and respect is vital. Addressing the construction of masculinity in schools and with parents is vital.

Keywords: gender, male teachers, masculinity, non-hegemonic masculinity, South Africa

An insider's view: Women's talk about men in childcare

VICTORIA SULLIVAN, KAREN THORPE AND FRANCISCO PERALES, University of Queensland, Australia

Men remain a small minority (<3%) of the early childhood education and care (ECEC) workforce in Australia (Andrew, 2015). Recruiting male educators has been proposed as a solution to address labour shortages in the sector (Peeters, 2007). We examine how the presence of men in ECEC is perceived by female educators to better understand barriers to male participation and retention. By focusing on the views of female educators we are able to measure their level of responsiveness to men's participation, adding a layer of complexity to the current work completed in this area. Societal expectations of ECEC educators being female make men in ECEC a minority group, subject to close scrutiny and potential targets for discrimination (Tennhoff, Nentwich, & Vogt, 2015). We follow an interpretative, qualitative approach, undertaking thematic analyses of 96 semi-structured interviews from educators in Queensland (Australia), conducted as part of the Early Years Workforce Study. Ethics approval was obtained from the University Research Ethics Board, and both the ECEC centres and educators provided consent to participate and for their anonymised data to be published. Emerging themes include positive perceptions of male educators making unique contributions to communicating with fathers, providing diverse modelling for children, and improving workplace dynamics. However, there remain undertones of mistrust either expressed directly or through the voices of parents, including concerns about male competency as carers and risks to child safety. Attracting and retaining men in the ECEC sector requires shifting societal discourses about men, masculinity, and care work being a female domain.

Keywords: gender, workforce, recruitment, retention, Australia

OUTDOOR PLAY AND LEARNING: A SITE FOR SUSTAINABILITY, SOCIAL PLAY AND 'ECOLOGICAL IDENTITY'

Self Organised Symposium

CHAIR: JANE WATERS, University of Wales Trinity Saint David, United Kingdom

This is one of the self-organised symposia for the Outdoor Play and Learning SIG. The three papers consider the outdoor environment as a site for young children's learning in three different but related areas: sustainable development in the kindergarten years, the relationship between preschools children's social play and the affordance availability in their settings, and how attachment to the natural world might begin in early childhood. The latter paper introduces the notion of 'ecological identity' which is an interesting umbrella under which the relationships between the papers can be considered in discussion.

Education for sustainability in kindergarten
MERETE LUND FASTING, University of Agder, Norway

The National guidelines for Kindergarten in Norway were revised in 2017, and sustainable development (environmental, social and economic) is one basic value. The research aim is to identify how play and holistic learning can be used to educate for environmental and social sustainable development in kindergarten. The focus has not been on small children when researching sustainable development (Hedefalk, Almquist & Östman, 2015). The use of nature for activity is recommended to educate for sustainable development (Pramling Samuelsson & Park, 2017; UNESCO, 2014). In this research the focus will be how small children learn to take care of themselves, each other and nature. Colantonio (2009) focuses on social sustainability and include phenomena such as happiness, quality of life and local identity. Pramling Samuelsson (2017) and Fasting (2016, 2017) underlines how play and holistic learning is important for children's development and wellbeing. The study is a literature-based enquiry, and keywords are children, education for sustainable development, social sustainability, play, holistic learning, creativity, cooperation, sense of place and nature. I want to discuss how children, through play and through holistic learning, learn to take care of themselves, each other and nature. This work is in progress, so the main findings are not clear. But one important focus in the literature on sustainable development is the sense of place, the social dimension, importance of play in and exploration of nature. It is important to promote values, attitudes and practices for more sustainable development.

Keywords: education for sustainability, kindergarten, holistic learning, social conditions, play

Children's social play and affordance availability in outdoor preschool environments
IÑAKI LARREA (1), ALEXANDER MUELA (2), NEKANE MIRANDA (1) AND ITZIAR ARREGI ARREGI (1), (1) Mondragon Unibertsitatea, Spain; (2) University of the Basque Country (UPV/EHU), Spain

The study aims to examine children's social play and the affordance availability of outdoor preschool environments in the Basque Country, Spain. Although outdoor environments offer opportunities to examine social play (Coplan, Rubin & Findlay, 2006), previous studies have mainly been conducted in the indoor school environment (Ernst, 2014) and without considering the relationship between social play and affordance availability. Rubin (2001), taking Parten's (1932) categorisation as a reference, classifies social play into three categories: solitary play, parallel play and group play. Affordances are the functionally significant properties of the environment that are perceived through the active detection of information. They include properties from both the environment and the acting individual (Kytta, 2002). The participants were 173 children (87 girls, 50.3%, 86 boys, 49.7%) between 3 and 6 years of age (Mage = 3.95, SD = 0.82) attending a total of 18 preschools in the Basque Country (Spain). Children's free social play was assessed using the Play Observation Scale (POS, Rubin, 2001), whilst affordance availability was analysed with Kytta's Taxonomy (Kytta, 2002). Early Childhood Education centres, teachers, legal guardians and children participated in an informed and voluntary way. Our results indicate that affordance availability has an impact on children's social play. In those outdoor environments where affordance availability was higher, social play was more frequent. The results are discussed with reference to the need to implement innovations in outdoor environments in order to better promote social play.

Keywords: social play, affordance availability, outdoor play, outdoor environment, preschool

Beyond connecting: Constructing 'ecological identity' through play in nature from birth to seven years
JAN WHITE, Early Childhood Outdoors, United Kingdom

This study seeks to explore: how attachment to the natural world might begin in early childhood, what makes a young child feel at home in nature, and how can the desire to care for our natural environment be nurtured? Abundant, accessible nature is proposed as important for wellbeing and development (Children and Nature Network, 2011), but the mechanisms are not well understood. This enquiry builds upon findings regarding interactions between children and the natural environment summarised by White (2014). Adopting a Common Worlds (Latour, 2004) conceptual framework, the investigation draws upon Attachment (Bowlby, 1997), Biophilia (Wilson, 1984) and Habitat (Appleton, 1975) theories. Exploring liminal spaces between juxtaposed disciplines can yield something novel. Through interrogation and co-construction with the literature, nodes worthy of investigation were found. Literature in anthropology, architecture/landscape architecture, psychology/ environmental psychology and children's geographies was searched and coded, to identify psychological needs underpinning play behaviours. The study is a literature based enquiry. This presentation introduces a developing theoretical framework

that scaffolds the construction of 'ecological identity' as part of the emerging sense of self, through play in nature. Fourteen 'pathways' have been identified that might make the boundary between self and environment more porous through three deepening layers of interaction. The approach provides a model which can be tested, offering a framework for developing outdoor environments for young children with relevant affordances for play. When 'attachment' to nature is secure, the child can draw on nature therapeutically, potentially also generating the need to act for environmental stewardship throughout life.

Keywords: pedagogy, outdoor play, attachment, ecological identity, learning environment

SYMPOSIUM SET G / 17

FOOD CHOICES

Individual Paper Presentation

CHAIR: WENDY BOYD, Southern Cross University, Australia

The tensions between parental food choices and sustainable practices in early childhood centres
WENDY BOYD, Southern Cross University, Australia

This study explored how early childhood educators implement policies that support children's health and wellbeing, and promote sustainable practices, such as reducing waste, in early childhood (EC) centres where parents provide the food. Parents learn their child's likes and respond by providing foods that the child will eat (Albon, 2007), which may not be healthy food, nor align with sustainable practices. Early childhood centres have a significant role to play in building children's capabilities and understanding around healthy eating and sustainable development (Davis, 2010). Bronfenbrenner's ecological systems theory (1986) informed the analysis of the data where the child plays the most significant role in their learning and development in the context of their families and EC setting. A qualitative paradigm involving interviews/conversations informed the methodology. Five EC centres were purposefully chosen owing to their proximity to the researcher, and parents provided the food for their child at these centres. Ethics approval was gained from the University's Ethics Committee. Written parent and educator's consent was obtained and verbal assent from the children. The key findings demonstrate that food in EC centres provided by parents is a vexed issue. Educators aim to support children's healthy eating and environmental education perspective, however parents' food choices frequently clash with EC healthy food, and sustainable policies. True partnerships with families aim to empower children to be active citizens of their community (Hart, 1992). To implement programmes for healthy food and sustainable practices requires a culture of collaboration across the community of EC centres.

Keywords: parents' choices, partnerships enacting policies, healthy food, sustainable practices, holistic educational approach.

Working together to provide a child-informed lunchtime service to support children's wellbeing and socialisation
KAREN MCINNES, JANET ROSE AND MANDY DONALDSON, Norland College, United Kingdom

The aim of this study is to evaluate the provision of a child-informed lunchtime service by a multi-agency team which supports children's wellbeing and socialisation. School lunchtime is an under-researched area with the child's voice omitted (Pike, 2010; Hansen et al., 2016) therefore multi-agency staff involved in this service are unaware of their needs. Whilst mealtimes are often the epicentre of family life, in school settings the lunchtime experience is often considered separately, with

opportunities for increased social interaction and wellbeing underestimated (Jackson & Forbes, 2015; Daniel & Gustafsson, 2010). Utilising environmental psychology and participatory action research, this study is researching and evaluating children's views of their changing lunchtime service delivered by a multi-agency team, comprising catering, design and teaching staff. It is within the interpretivist paradigm and is an impact evaluative case study (Higgins, 2017). Qualitative methods include: narrative observations of the lunchtime service, group interviews with children aged 5-7 years and 'child's eye' videography of the lunchtime service using Go Pro cameras. Voluntary written informed consent was sought from all staff, with reassurance that this was not a judgemental process, and from parents/carers for their child's participation. Ongoing assent was sought from children. Children have strong opinions regarding the lunchtime service and value opportunities for social interaction. The physical environment can inhibit social interaction and staff are unaware of this. Gaining children's perspectives through the use of Go Pro cameras has proved to be a suitable data collection method and has enabled the multi-agency team to provide a child-informed lunchtime service.

Keywords: children's voices, lunchtime service, socialisation, teaching staff, catering staff

SYMPOSIUM SET G / 18

CONVERSATIONS & RELATIONSHIPS BETWEEN TEACHERS & CHILDREN

Self Organised Symposium

CHAIR: ELSA ESCALANTE, Universidad del Norte, Colombia

Research studies have found that high-quality teacher-child relationships have contributed positively to children's development (Eisenberg, 2000; Hamre & Pianta, 2001; Pianta, 1999). Literature shows that high teacher-child closeness and low teacher-child conflict may contribute independently to the prediction of social competence in preschool and the decrease of externalising problems from kindergarten through third grade (Ewing & Taylor, 2009; Silver, Measelle, Zhang & Nurmi, 2012). Additionally, negative teacher-child relationships usually described by high conflict and dependency, and low closeness affect children's school success (Pianta, 1999; Rudasill & Rimm-Kaufman, 2009). Race and/or ethnicity may also influence the development of teacher-child relationships (Garner & Mahatmya, 2015; Hughes, Gleason, & Zhang, 2005). The present symposium present a cross-cultural discussion of the relationship between teacher-child interaction and culture in three cultural settings: The U.S., Colombia and Turkey.

Confirmatory factor analysis of Student Teacher Relationship Scale (STRS) in the Latino population in the U.S.
ELSA ESCALANTE (1), HELEN RAIKES (2) AND SONIA SUAREZ (2), (1) Universidad del Norte, Colombia; (2) University of Nebraska-Lincoln, United States

The aim was to test factor structure of Student Teacher Relationship Scale in the Latino population in the U.S. Several studies have extensively investigated the influence of culture in the development of teacher-child relationships and the psychometric properties of measures to evaluate this relationship within diverse populations in the U.S. (e.g. Calheiros, Magalhães & Costa, 2015; Garner & Mahatmya, 2015; Saft & Pianta, 2001; Yates & Marcelo, 2014). Garner and Mahatmya, (2015) suggest conducting additional research with larger samples of higher-income Black and Latino children in order to understand the effects of race/ethnicity and income in teacher -child relational quality in the early years. Pianta (2002) reported that cultural context is an important factor that may affect the quality of relationships. This quantitative research aimed to show the results of the confirmatory factor analysis in order to verify the factor structure of a set of observed variables and test the hypothesis that a relationship among the observed variables and their underlying latent constructs exists (n=85). IRB approved. Each participant signed a consent form before participation. Results showed close model fit of closeness ($χ2(13)=27.80$, p=.01, CFI=.94, SRMR=.06). Likewise, conflict showed a close model-data fit ($χ2(20)=55.00$, p=.00, CFI=.91, SRMR=.05). Further evaluations of STRS are needed to obtain exportable versions that can be used across cultures and languages avoiding false assumptions, attributional errors and misleading interpretations that can affect a solid understanding of the cultural variations and similarities.

Keywords: teacher, child, interaction, U.S., Latino

Turkish children's temperament and the qualities of teacher-child relationships
IBRAHIM H. ACAR (1) AND SUKRAN UCUS (2), (1) Istanbul Medipol University, Turkey; Ahi Evran University, Turkey

The purpose of the current study was to examine the associations between child temperament (surgency, negative affectivity, and effortful control) and the qualities of teacher-child relationships (conflict and closeness). Socialisation at school is transactional, with characteristics of the child, others, and qualities of relationships all influencing the development of social and cognitive skills (Karreman, van Tuijl, van Aken, & Deković, 2006; Pianta, 1999). Previous research showed that children's temperament is a characteristic that influences teachers' relationships with children (Acar et al., 2017; Rimm-Kaufman et al., 2002; Rothbart, 2011; Rydell, Bohlin, & Thorell, 2005). Bioecological Systems Theory (Bronfenbrenner, 1979) posits that children's individual characteristics (e.g, temperament) influence their bidirectional relationships with their environment (e.g., teacher-child relationships). We recruited 142 children aged from 37 to 82 months (M= 62.59 SD= 8.59) and their parents and teachers. Parents reported on children's temperament (Children's Behaviour Questionnaire, Rothbart et al., 2001) and teachers reported on their relationships with children (Student-teacher relationship scale, Pianta, 2001). Each participant signed a consent form before participation. Bivariate correlations showed that teacher perceived boys as low

levels of closeness with themselves (r= .25). Hierarchical regression analyses showed that children's surgency (e.g., activity levels, impulsivity) had significant association with teacher-child conflict ($\hat{I}^2$ = .23, t = 2.63, p < .01). None of the other temperamental characteristics were significantly associated with teacher-child closeness. Teachers and adults should consider children's temperament when they establish relationships with them so that it will be beneficial for children.

Keywords: temperament, teacher-child relationship, Turkish children, preschool children, effortful control

Teachers and parents´ perceptions of adult-child interaction in Colombia
VANESSA NAVARRO, ALEJANDRA HERDENEZ AND ELSA ESCALANTE, Universidad del Norte, Colombia

The aim was to determine significant differences about the perceptions of adult-child interactions between teachers and parents in Colombia. The associations between teacher-child relationships and parent-child relationships have not been vastly analysed in Colombia. Parent-child relationships have been meagrely analysed in terms of the association between children's behaviours and maternal and paternal acceptance. Lila, Garcia, and Garcia (2007) reported that perceived acceptance from mothers was directly related to children's behavioural problems as reported by parents. In terms of teacher-child interactions, Maldonado and Carrillo (2006) reported that scores regarding closeness, conflict and dependency, and total quality of relationship are similar in Colombia to scores reported by Pianta (2001) in the U.S. Pianta´s theories about adult-child interactions illuminated this study. T-test analysis was conducted to compare whether teachers and parents as raters reported statistically different scores from each other. IRB approved. Each participant signed a consent form before participation. Differences about perceptions of conflict and closeness between parents and teachers were significant. Despite the significant difference about conflict and closeness, both ratings fit in the same Likert scale category. For example, teacher's closeness mean was lower than parental closeness. However, mean score for both fit in the category "applies somewhat". Regarding conflict, parental conflict mean was higher than the teacher's conflict mean. Nevertheless, both adults perceived that conflict behaviours do not apply in their adult-child relationship Quality of early childhood education should take into consideration teachers' and parents 'perspective in order to understand/assess child development. Both actors are key informants for ECE.

Keywords: teacher, parent, child, interactions, Colombia

SYMPOSIUM SET G / 19

THE INTERNATIONAL IMPACT OF DR EMMI PIKLER'S WORK

Self Organised Symposium

CHAIR: KATHERINE BUSSEY, Australian Catholic University, Australia

The influence of Pikler's conceptions of care on teachers in Aotearoa, New Zealand
KATHERINE BUSSEY, Australian Catholic University, Australia

This paper examines infant and toddler curriculum and pedagogy influenced by the approaches of Dr Emmi Pikler and Magda Gerber. Four early childhood teachers specifically focused on care as curriculum as a key notion in their work with infants and toddlers. There has been growing interest in the Pikler and Gerber approach in the early childhood care and education community in New Zealand, particularly in regards to care (Dalli et al., 2011; Rockel, 2009; White, 2014; Bussey & Hill, 2016). Constructivist and co-constructivist approaches shaped the conceptual framework of this Masters study. The qualitative methodology of phenomenology was used in this research and data consisted of open interviews, based on questions used to encourage conversation and narrative. Teachers were interviewed from two different infant and toddler settings in Aotearoa New Zealand. Ethics clearance was obtained through institutional ethical approval, and all data was de-identified, anonymous participants checked transcripts for accuracy. Engaging in professional development and learning more about the Pikler® approach had profoundly influenced all of the teachers in their work with infants and toddlers. Three of the four teachers had engaged in an intensive training course and used metaphors to describe the clear impact of this training on their practice. The Pikler® approach is not well understood internationally as an approach to infant and toddler care and education and therefore currently remains un-theorised in many early childhood communities and infant and toddler settings. There is a dearth of English literature that specifically investigates practice influenced by the Pikler® approach.

Keywords: Pikler, infants and toddlers, teachers, New Zealand, care

One diaper at a time: Responsive interactions with infants and toddlers
DEBORAH LAURIN, Eastern Michigan University, United States

Contributing qualitative information on the lived experiences of infants' and toddlers' addresses the current void in literature on professional development research, specifically for infant and toddler caregivers. Giving voice to the infant's needs is explored in two diapering vignettes (Nugent et al., 2007; Tardos, 2016). Typically approached as a custodial task (Venn & Wolery, 1992) limited talk and interactions during caregiving routines primarily emphasise instructional content and directing child behaviours (de Schipper, Riksen-Walreave, & Geurts, 2006; Degotardi, 2010; Powell & Goouch, 2012). Connections to the Pikler approach, using Bronfenbrenner's (2001) proximal processes, and the New Born Observation tool, (Nugent et al., 2007) diapering is positioned as central to responsive relationship-based infant-toddler care. This vignette was extracted from

a larger naturalistic study of 226 diaper changes by 49 caregivers with 113 infants and toddlers, ages 3-37 months, observed in 30 infant-toddler classrooms. Two standardised observational tools, PICCOLO, (Roggman et al., 2013) and PSIC (Laevers et al., 2005), measured caregiver affection, responsiveness, encouragement, and teaching (PICCOLO), and child wellbeing and involvement (PSIC). University IRB approval and parent and caregiver informed consents were obtained. Using context and content in real time the vignettes link a child's interests and capabilities sending a powerful message supporting the child's motivation to explore and master new tasks as a participant with his/her caregiver during diapering. A high priority on theory to practice targets professional development with caregivers, home visit practitioners, parents, early childhood interventionists, infant mental health, nursing, medical, and social work and other professionals

Keywords: diapering, infants and toddlers, Pikler, care routines, early childhood education

Accompanying the free playing activity of infants and toddlers in the Pikler pedagogy – study in the Emmi Pikler Daycare Centre
ESZTER CSILLAG AND LILLA VIKTÓRIA MÁRKUS, Lóczy Foundation for Children, Hungary

This paper focuses on the caregiver's verbal accompaniment in free playing activity of infants and toddlers in the Pikler pedagogy, conducted in the Emmi Pikler Daycare Centre in Budapest. Previous research has primarily focused on the pedagogical practice of the personal and environmental conditions necessary for the free playing activity of young children (Tardos & David, 2014; Tardos, 1988; Tardos, Dehelán & Szeredi, 1986). In creating the code system based on narrative psychological content analysis, we leaned on modern psychological developmental theories (mentalisation and affect regulation (Fonagy & Target, 1997), agency, mirroring (Stern, 2002), scaffolding (Wood, Bruner & Ross, 1976). This qualitative study took video recordings of 3 daycare groups and analysed the verbal manifestations of 3 caregivers. Various categories were developed in order to describe in detail the Piklerian approach and practice relating to free playing activity. All the participants were informed preliminarily about the video recordings being made and their use for scientific research and publication, as well as about the protection of their personal data. The professionals appearing in the video recordings as well as the parents of children gave their written consent to their voluntary participation in the research with full anonymity granted. The main aspects of the categorisation included what kind of communicative or pedagogical objective could be identified. The communication of caregivers is described with categories that correspond with psychological developmental theories. This study demonstrates that sensitive and responsive verbalisations from the caregiver support in many ways the child's free playing activity and self-development.

Keywords: Pikler pedagogy, accompanying the playing activity, verbal communication, mentalisation, qualitative analysis

SYMPOSIUM SET G / 20

SOCIAL AND EMOTIONAL EXPERIENCES IN TRANSITION THROUGH THE EARLY YEARS: AN INTERNATIONAL MULTI-SITE STUDY

Self Organised Symposium

CHAIR: HELEN MARWICK, University of Strathclyde, United Kingdom

This symposium presents three papers focussing on different aspects of data emerging from an international multi-site study of the social and emotional experiences of children, families and practitioners in transition in early childhood centres. Paper 1: Using interview data, this paper focuses on parent and staff perceptions of their emotions and the child's experience and emotions in the transition in the early weeks. Paper 2: Using interview data, this paper focuses on parent and staff experiences of transition, and includes examining policy models used in different settings. This paper includes consideration of support from the setting in relation to supporting transitions for families. Paper 3: Focuses on the quantitative category analysis of intersubjective experience for the child. This paper will cover a number of aspects of the focus children's overall experience/activities/interactions and mood. Indication is included of differences in the use of the 'key teacher' role and other contextual differences.

The diverse emotional experiences of parents and teachers and their relationship to infant wellbeing in ECEC transitions
ELIZABETH JAYNE WHITE (1), NIINA RUTANEN (2), KATIA DE SOUZA AMORIN (3), LYNN MCNAIR (4), CARALYN BLAISDELL (5) AND HELEN MARWICK (5), (1) RMIT University/University of Waikato, Australia/New Zealand; (2) University of Jyväskylä, Finland; (3) University of Sao Paulo, Brazil; (4) University of Edinburgh, United Kingdom; (5) University of Strathclyde, United Kingdom

This research examines the emotions of parents and staff during infant transition to ECEC. Positive emotional experiences underpin wellbeing for very young children, impacting on social competence and resilience. Yet, the emotional experiences of parents and staff in relation to infants entering into ECEC are largely unknown. The research is informed by intersubjectivity theory (Trevarthen, 1998), dialogical liminality (Beech, 2011), Bakhtin's notion of 'ideological becoming', and a bio-ecological approach (Bronfenbrenner & Ceci, 1994). An interpretivist paradigm with a dialogic methodology framework was employed, using semi-structured re-probing interviews (based on video of infants in ECEC) and qualitative thematic analysis. Parents and staff of infants across multiple ECE contexts were interviewed concerning infant transitions concerning their feelings about the process. All ethical issues concerning data generation and sharing were addressed through rigorous consent and assent processes at each contributing University. Cloud storage, de-identifying data and ongoing vigilance within each country provided such assurances. Findings from New Zealand, Brazil, Finland and Scotland present diverse parental interpretations

of their emotional experiences. The relationship between these, associated practices, and the emotional experiences of infants are discussed. This research adds an international perspective to understanding the emotional experiences of parents, staff and children in transitions to ECEC, and how the emotional wellbeing of young children, and the family and setting relationship is supported or thwarted. Since each country has very different policies concerning infants in ECEC it provides an important basis for considering the impact of ideologies on families and teachers, and by association, infant experiences.

Keywords: infant, parent, teacher, transition to ECEC, emotion

Parent and staff expectations, aspirations and experiences of transition to ECEC
NIINA RUTANEN (1), KATIA AMORIM (2), MARISA VON DENTZ (2), JAYNE WHITE (3) AND HELEN MARWICK (4), (1) University of Jyväskylä, Finland; (2) University of São Paulo, Brazil; (3) RMIT University/University of Waikato, Australia/New Zealand; (4) University of Strathclyde, United Kingdom

In the context of a multi-site international study into the experiences of children, families, and staff in transition into ECEC, this research aims to examine the expectations, aspirations and perspectives of parents and staff as a young child enters into group educational settings. Transition is greatly supported by positive and trusting relationships between parents and staff. However, the expectations of parents and staff can be various and potentially mismatched (Goouch & Powell, 2017). There is a need to examine their perspectives to understand further how the family and setting relationship can be optimally supported. This research is informed by intersubjectivity theory (Trevarthen, 1998), dialogical liminality (Beech, 2011) Bakhtin's key notion of 'ideological becoming', and influenced by a bio-ecological approach (Bronfenbrenner & Ceci, 1994). The research rests on an interpretivist paradigm with a relativist ontology, leading to a naturalistic dialogic methodology framework, using semi-structured interviews and enabling qualitative thematic analysis. Data sharing and video image sharing issues were resolved through secure cloud storage and informed consent within robust ethical procedures. The project has ethical approvals from participating universities. Preliminary findings from a range of settings in four countries indicate that parents express insecurities and fears in relation to the transition, but also strong trust in the institution and staff's professional expertise. Further analysis will allow deeper understanding of parent and staff perspectives. This research adds a unique international multi-site perspective giving insight into different cultural, community and local setting practices to help us understand the different perspectives and support optimal practice.

Keywords: transitions to ECEC, parents´ perspectives, staff perspectives, international multi-site study, dialogic methodology

The intersubjective experiences of infants in their transitions into ECEC
HELEN MARWICK (1), ELENI KARAGIANNIDOU (1), JAYNE WHITE (2), NIINA RUTANEN (3), KATIA DE SOUZA AMORIM (4) AND LAURA HEROLD (5), (1) University of Strathclyde, United Kingdom; (2) RMIT University/University of Waikato, Australia/New Zealand; (3) University of Jyväskylä, Finland; (4) University of São Paulo, Brazil; (5) University of Arkansas, United States

Within an international study into the experiences of children, families and staff in transition into ECEC, this research examines the intersubjective experiences of infants in their first weeks of transition. Transitions into ECEC bring challenges to wellbeing and belonging (Marwick, 2017) however, the experiences of children in ECEC is under-researched (Goouch & Powell, 2013). There is a need to examine the intersubjective experiences of young children in transition to identify high quality practices. The research is informed by intersubjectivity theory (Trevarthen, 1998), dialogical liminality (Beech, 2011) Bakhtin's notion of 'ideological becoming', and influenced by a bio-ecological approach (Bronfenbrenner & Ceci, 1994). The research rests on an interpretivist paradigm, leading to a naturalistic dialogic methodology framework, using non-participant observation enabling quantitative analysis. Researchers used observational scaled categories adapted from Marwick et al. (2013), to capture interpersonal engagement, emotions, and activities for infants throughout the days of early transitions. Data sharing and video image sharing issues were resolved through secure cloud storage and informed consent within robust ethical procedures. Findings from New Zealand, Brazil, Finland and Scotland are presented. Statistical analysis will inform on the frequencies and durations of high interpersonal engagement, and positive mood for the infant, plus correlations between activities and scores on categories, and sequences of experiences for the child. This research allows unique insight into the intersubjective experiences of children in diverse contexts within early educational centres, which is essential to identifying high quality practices, which optimise engagement and wellbeing for young children and support their transitions.

Keywords: transitions into ECEC, intersubjective experience, wellbeing, international multi-site study, dialogic methodology

SYMPOSIUM SET G / 21

RECONCEPTUALISING CARE: THINKING BEYOND CHILD-CENTRED PRACTICE

Self Organised Symposium

CHAIR: CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

This panel re-figures care in early years settings through the prism of new materialist theory. UK policy emphasises ''attachment'' and ''sensitive and responsive care'' as key to ''good'' parenting (Allen Report, 2011). Acts of touch and care are predominantly expressed as individual interactions between humans, and in the case of young children research overwhelmingly attends to the adult/child dyad, from the adult to the child. Focussing on exclusively one-way dyadic attachments risks overlooking ways that care-full practice is expressed as an ''attachment to the world'' (Chandler, 2013).

Aslanian (2017) re-conceptualises care as more distributed, and explores ways it is expressed through intra-active and material encounters. Here the child is de-centred, giving more attention to how affect is materialised. This panel develops this thinking to investigate ways that materiality and affect are entangled with questions of touch and care (Barad, 2012), opening a more nuanced understanding of an ecology of care.

The intricacies and intimate events of more-than-human touching in order to better inform early childhood education
LINDSAY SCHOFIELD, Manchester Metropolitan University, United Kingdom

In (re)considering care-full practices, the 'baby' room-based research will explore the notion of touch within ECE settings within the UK. With sustained interest in the importance of touch within early childhood, particularly in relation to relationship formation, attachment, positive attunement, and 'healthy development', (Hugill, 2015; Ferber et al., 2008). This paper seeks to explore the intra-active relationships between bodies, places and spaces of touch in relation to ECE practice. By adopting a post-qualitative (Lather & St. Pierre, 2013) framework, the research begins to explore the spaces within our worlds, including the re-searching of affective practices and sensory stimulation, to interrogate how touch informs and reforms bodies in motion (Manning, 2007). The post-human research engages with sensory ethnography (Pink, 2015), and the ways smell, taste and vision are interconnected with touch. The data collated will create a montage of ideas, materials, video footage and field notes. One ethical consideration involved obtaining assent from the children/babies. This involved identifying the appropriateness of the researcher's presence, and to act both accordingly and sensitively, to minimise any impact. Consent from practitioners and parent/carer was also gained. Dismantling anthropocentric, corporeal notions of touch to re-engage with new conceptualisations of more-than-human touching, the paper will focus on care-full practice expressed as an "attachment to the world" (Chandler, 2013:516). The social and political consensus of what 'good care' looks like is copiously documented. Therefore, a consideration of adult-child touch, within what the formalities of ECE practice-policy cannot account for, needs to be (re)considered.

Keywords: touch, bodies, post-qualitative research, early childhood, attachment

Tactile aspects of shared family reading practices
MELANIE HALL, Manchester Metropolitan University, United Kingdom

Families are constructed as crucial to children's language development, including their ability to read. However, there has been a lack of research designed to understand how shared reading operates within the context of everyday family practices. This aim of this paper, is to explore the tactile aspects of shared reading. Families are recognised as a key agent of literacy development (Nutbrown et al., 2017). Reading is constructed as practice of 'good' parenting, enshrined by policy (Nichols et al., 2009; Dermott & Pomatti, 2015). Using the work of Finch (2007) as a conceptual framework, we explore the potential for reading to be constructed as a facet of family practice and family display. This paper draws on findings from a qualitative study which sought to explore reading within the context of everyday family life. Interviews were conducted with 29 parents of preschool children to understand shared reading practices among a socially and culturally diverse sample. Data were analysed within an interpretivist paradigm. Ethical considerations included maintaining confidentiality and seeking informed participant consent. The findings denote a recursive relationship between shared reading practices and family practices. In theorising reading as a family practice and means of display, the research furthers understandings of home literacy practices and behaviours. Shared reading allows parents to enact their relationship with their child through touch, which in turn, renders reading an enjoyable activity. The authors conclude that efforts to enhance shared reading in families must be informed by insights into family life and family practices.

Keywords: family display, family practices, touch, literacy, reading

(In)visible practices of self-care in relation to touch, gender identity and sexuality for undergraduate students on placements in early years settings
JAYNE MUGGLESTONE, Manchester Metropolitan University, United Kingdom

This paper explores intersections between touch and self-care in relation to gender and sexuality for undergraduate students on placements in early years settings. The 'just is' (Surtees & Gunn, 2010:42) of heterosexuality in early years settings through cis-normative and hetero-normative practice (Robinson, 2010), echoes the 'heterosexual presumption' (Epstein & Johnson 1994:198). Alongside safeguarding practice and amid discourses of childhood innocence (Robinson, 2013) and the sexualisation of LGBT+ identities, a culture of silence, stigma and invisibility impacts upon practices of (self) care in the settings. Queer theory is used to re-conceptualise touch and care in relation to LGBT+ identity in childcare settings. An interpretive paradigm with qualitative methodology was used with semi-structured interviews and focus groups. In addition to written consent, as the interviewees were degree programme students whom I taught, careful consideration was given to the potential impact of this. LGBT+ students on placement in early years settings made complex decisions on their own, in order to create self-care strategies in relation to their LGBT+ identity. While invisibility and self-censorship characterised student's LGBT+ status in placement, curiously, settings' child protection policies offered a material and protective framework to attenuate the unspoken vulnerability they felt in relation to touch. Cultural changes in early years settings away from hetero- and cis- normativity, alongside changes in discourses of childhood innocence and essentialist approaches to child development, would remove some of the fear around touch. This opens discussions about touch in relation to affect, gender, and sexuality beyond individual bodies, in more complicated ways.

Keywords: LGBT+, touch, care, heteronormativity, cis-normativity

PARENT/PRACTITIONER RELATIONSHIPS, COLLABORATIVE PEDAGOGIES AND PROFESSIONALISM

Self Organised Symposium

CHAIR: MARY DYER, University of Huddersfield, United Kingdom

These three papers consider relationships between practitioners and parents, to identify opportunities for developing collaborative pedagogies, and to investigate how these relationships impact on practitioners' professional identity. We use sociocultural (Rogoff, 2003) and ecological (Bronfenbrenner (1986) frameworks to explore the development of professional identity and collaborative relationships, and examine constructions of ECEC professionalism in relation to issues of performativity (Ball, 2008) and neo-liberalism (Ball, 2015). The methodologies used further reflect collaborative working with parents and practitioners by using semi-structured interviews to gather narratives and co-constructed documents to evidence the value of these relationships. To address ethical concerns, the methodological approaches used were selected to minimise the effects of difference in status between researcher and participants, and to privilege the voice of the practitioner.

Working with parents: developing practitioners' professional identity in ECEC
MARY A DYER, University of Huddersfield, United Kingdom

To identify how relationships with parents contribute to practitioners' articulation of professional identity and their status. ECEC professionalism is centred on relationships, including with parents/carers (Miller & Cable, 2008; Oberhuemer, 2005; 2008), and a discourse of care contextualises how practitioners understand and articulate their professional role (Taggart, 2014; Luff & Kanyal, 2015; Ang, 2014). Bourdieu's (1977) concepts of habitus and field demonstrate how power relationships within the early year sector have contributed to practitioners' understanding of their status. Bronfenbrenner's (1986) ecological model of personal development demonstrates how practitioners' engagement and relationships within their field have contributed to this understanding. This interpretivist study adopts an ethnographic approach to investigating the perceptions and understanding of practitioners themselves, through narratives of their practice experience in semi-structured interviews. Data analysis uses the Listening Guide (Mauthner & Doucet, 1998), foregrounding the voices of participants presenting their own understanding of their experiences. The authentic presentation of participants' voices was achieved through the use of the Listening Guide as the approach to data analysis. BERA (2011) protocols were also followed. Practitioners focus their understanding of professionalism on the micro- and meso-systems of their occupational environment, privileging relationships with parents/children in their articulation of their professional role. This potentially undermines their professional status, and risks constructing their practice as a matter of disposition rather than specialist, intellectual expertise. Practitioner education needs to facilitate their engagement with wider environmental systems, to emphasise the specialist academic underpinnings of their professional role.

Keywords: professionalism, status, relational, ecological, parents

Collaborative pedagogy between parents, children and practitioners in Early Childhood Education and Care
AMANDA CROW, University of Huddersfield, United Kingdom

To explore the collaborative nature of relational pedagogy between parents, children and practitioners in Early Childhood Education and Care (ECEC). Research considers parental partnership in ECEC, acknowledging what parents do rather than their social status (Sylva et al., 2004; Teather & Milton, 2011). The study recognises that we live in a relationship rich-world (Degotardi & Pearson, 2014), therefore, any potential reciprocal, interaction between parent, practitioner and child is an important but contentious factor. Sociocultural and ecological frameworks are explored placing relationships at the heart of ECEC. Considering the concept of collaboration and co-construction through individual, interpersonal, and cultural relationships (Rogoff, 2003). Taking an interpretivist stance the qualitative study uses phenomenographic interviews (Zang, 2016) and pedagogical documentation, including child observations via adapted collaborative 'triads' (Renzulli, 1977). Analysis using the concept of learning stories is being explored through a range of pedagogical strategies (Pascal & Bertram, 1997). Ethical reflection (Raameakers & Suissa, 2011) acknowledges parents as partners rather than receivers of information. Phenomenographic interviews are collaborative and observations recognise the child as an autonomous contributor, respecting their rights, consent and assent (BERA, 2011). Parents and practitioners openly discuss their respect for each other, parents are involved in assessing their child, although they do not openly recognise this, communication explored in relation to safeguarding and SEND. Direct observations by researcher have not been a successful method for recognising the child's contribution and have been modified. To contribute to early years pedagogy and practice, especially the discourse of collaboration and partnership (DfE, 2017).

Keywords: parents, relational, collaboration, pedagogy, interpretivism

Parents, practitioners and the professional mandate
SAMANTHA MCMAHON, University of Huddersfield, United Kingdom

To explore practitioners' perspectives of parents views on professionalisation in ECEC Whitty (2008:39) argues that increasingly professional recognition relies on the professional mandate, that is the 'bargain' struck between state, society, and stakeholders. This study extends understanding of the professional mandate in ECEC focussing on the bargain between parents and practitioners. The contradictory construction of the professional in ECEC (Osgood, 2009), performativity (Ball,

2008) and neo-liberalism (Ball, 2015; Orr, 2009). A narrative approach was taken to the collection, presentation and analysis of the data in this small scale qualitative study. Semi-structured interviews were used to interview 4 participants, 4 times in 15 months as they worked towards achieving professional status. To ensure participants viewed as individuals and not as objects to be mined for information (Oakley, 1981) and to minimise effects of differences in status and power (King & Horrocks, 2010). A conversational approach was used to the semi-structured interviews to build a reciprocal relationship (McNamara, 2009) and opportunities were built in for participant feedback. The professional mandate was found to be fragile or non-existent. The prevailing policy contradictions established in a neo-liberal approach to ECEC reinforce long held views that working in ECEC is an extension of mothering, and therefore not a profession, thus maintaining the status quo. Threatens professionalisation, reinforces exploitation of the workforce (Taggart, 2011) and could in the longer term have a detrimental effect on the quality of practice and provision.

Keywords: professional mandate, parents, practitioners, ECEC, narrative

SYMPOSIUM SET G / 23

INNOVATIVE APPROACHES TO ELICITING CHILDREN'S VIEWS ON MATTERS WHICH AFFECT THEM

Self Organised Symposium

CHAIR: NICOLA FIRTH, University of Huddersfield, United Kingdom

This symposium will explore the benefits and challenges of ascertaining young children's views on matters which affect them. The presentations will be based on the assumption that listening and responding to children's voices is key to effective multi-professional working. Giving children a voice enables them to become active participants causing a cultural shift, where children are the subjects involved in decision making processes, as opposed to being the objects. Each presentation will share innovative methods the presenters have implemented into their research in order to gain an insight into children's genuine views and opinions. It is hoped this symposium will provide a forum for discussion and debate, on how professionals can work collaboratively with young children to include the child's voice in professional discussions.

Generating data with young boys: Creating meaning from boys perspectives with a view to forming collaborative working relationships
NICOLA FIRTH, University of Huddersfield, United Kingdom

The paper is aimed at examining innovative data collection methods with potentially 'underachieving' boys so their views and opinions are heard. The methods support engaging children in research and aim to develop collaborative engagement with teachers and early years educators (EYEs) relating to pedagogical practices. Boys' educational underachievement has been an international concern for some time (Gurian & Stevens, 2005; Weaver-Hightower, 2009; Marshall, 2014). Much data relating to boys underachievement has been taken from quantitative data sets. Nevertheless recently studies have considered qualitative methods and boys relationships and interactions with significant adults (see Bertram & Pascal, 2016). The paper focuses on performance pedagogical and competence pedagogical models (Bernstein, 2000) and the relationship between the boys preferred model compared to the model implemented by the EYE or teacher. The approach is phenomenological within a qualitative paradigm. Creative methods include walking tours, use of cameras and focus groups with boys in order to engage and capture their conceptions of their learning environment (Einarsdottir, 2005). Informed consent was obtained from participant children's parents, who were asked to read an information sheet regarding the study and sign a consent form including right to withdraw details. Prior to data collection the study was explained to children in a 'child friendly' manner and their consent recorded verbally. The discussion will relate to how the use of creative data collection methods enhances boys engagement and power of voice in research. It is anticipated that collaborative working relationships between boys, EYE's and teachers can be developed in practice.

Keywords: collaboration, creativity, engagement, phenomenology, power of voice

Tuning in to children's chatter: Using creative approaches to ascertain children's perceptions of classroom practice
JO MCEVOY, Huddersfield University, United Kingdom

This paper highlights a range of alternative methods used to create optimum conditions for young children to talk about their lived experiences of group gathering times on the carpet in their nursery and reception classes. There is a plethora of research about effective early years pedagogy (Siraj- Baltchford et al., 2002; Katz, 2010; Bingham & Whitebread, 2012), but very little examines teaching through 'carpet time'. Notably few studies seek the views and opinions of children. Therefore, it is timely to try to seek children's perceptions. The study is underpinned by a socio-constructivist approach to early learning, with empowerment of children as a central principle, supported by theories of attachment, self-esteem, voice and participation. This ethnographic case study used the Mosaic approach (Clark & Moss, 2011) of collecting qualitative data through many methods, designed to allow children's voices to be heard. Methods included children's film making, drawings and child chats. All participants were given information and consent forms. Parental consent was gained for children's participation. The research was explained verbally to the children who indicated on-going assent by placing their picture in a box which they could remove at any time. Creating time and space for children to chat about their experiences through play based activities where they feel safe and secure, can enable adults to gain a more authentic account of their lived experiences. Innovative

methods such as film making and drawings may help to create spaces for children to voice their views and opinions in multi-agency contexts.

Keywords: voice, participation, empowerment, socio-constructivism, pedagogy

"Stories of friendship and responsibility online": Using stories to listen to children's voices as part of a multi-agency approach to online safety
LINDSEY WATSON, University of Huddersfield, United Kingdom

This research is aimed at empowering the voice of younger children, viewing them as competent research participants, able of contributing to existing knowledge about online safety and raising awareness of how this affects them in an ever-changing world. Previous studies suggest younger children show little awareness of what the internet is and any associated risks or benefits (Chaudron, 2015), therefore, this study was aimed at increasing children's agency to help shape wider understanding of child online safety. The study proposes an ecological view of younger children's relationship with digital technologies, recognising them as important contributors alongside educators and parents. Using a phenomenological approach, the paper discusses a storytelling creative research method within a UK school setting. It examines the potential for facilitating children's voices aged four to five, creating multiple opportunities to voice their experiences, knowledge and perceptions of the digital world. Setting and participant children's parental informed consent was obtained. Parents received a verbal script explaining the research to the children, 'The Information Letter' and 'The Letter that gives my Permission'. Prior to data collection, the children gave their assent using emoji stickers, which was recorded verbally. Findings demonstrate the benefits of stories as a research method, creating a constructive environment for discussions about issues that are important to younger children. The paper thus seeks to demonstrate how creative methodologies can stimulate and recognise children's voices, providing insights into children's understanding of online safety and how these can assist practitioners and parents in supporting younger children's safe digital engagement.

Keywords: early years, family, online safety, ecological, phenomenology

SYMPOSIUM SET G / 24

IMPLEMENTING THE CORE VALUES OF KINDERGARTENS

Self Organised Symposium

CHAIR: LIV TORUNN EIK, University College of Southeast Norway, Norway

According to the Norwegian Kindergarten Act (2005), Kindergartens shall be based on fundamental values in the Christian and humanist heritage and tradition, rooted in human rights. Kindergarten shall safeguard the children's need for care and play, and promote learning and formation as a basis for an all-round development. Kindergartens shall meet the children with trust and respect, and acknowledge the intrinsic value of childhood. They shall contribute to wellbeing and joy in play and learning, and be a challenging and safe place for community life and friendship. Children have the right to participate in accordance with their age and abilities (Kindergarten Act, 2005). In this symposium we will shed light on central values like formation, all-round development, wellbeing and participation. Based on three research projects we will discuss how these values can be clarified in order to have impact on practice in kindergarten.

Working with the concept of formative development in the kindergarten
MERETE MORTENSEN, University College of Southeast Norway, Norway

The aim of this research project is to explore how Norwegian kindergarten teachers' understand the concept of formative development, and how it expresses in everyday practice in relation to the Norwegian Framework Plan for the Content and Tasks of Kindergartens, and in relation to their professional responsibility. The concept of formative development is a rather new term and value of the kindergartens social mandate. Previous research works and literature on the topic describes therefor it as a complicated and challenging term and value to work with, and concludes that it is necessary to find out more what it means in the perspective of the early childhood education (Ødegaard, 2012; Løkken & Søbstad, 2015). The theoretical perspectives are built on Wolfgang Klafki's formation theory and critical-constructive didactics, and on Hanna Arendts and Emmanuel Levinas perspectives on phenomenology. The study is located in a social constructivist paradigm and has interviews, focus groups and individuals interviews as a qualitative approach. The Norwegian National Committee approves the project, the informants have been given their consent and ethical guidelines and procedures for anonymity are been followed. Primarily, findings show formative development as a concept that arises and frames ethical questions about being human among others, and the importance to recognising and use everyday life to underpin such a perspective. The study may contribute to a deeper understanding of the concept of formative development in the light of the kindergartens social mandate and professionalism.

Keywords: professionalism, everyday life, phenomenology, ethics, common sense

Children's participation in planning and assessment
KRISTIN ROSTAD GANGSTAD, Volda University College, Norway

The Norwegian Kindergarten Act (2005) states that children regularly shall be given the opportunity to take an active part in planning and assessing the activities of the kindergarten. The aim of this study is to examine how kindergarten teachers work to give children the opportunity to participate in planning and assessment. The study presented is related to a research and development project on assessment of children's wellbeing and development in Norwegian kindergartens (Eik & Steinnes, 2017). Theoretical perspectives are on children's contribution and participation and on didactic perspectives directed towards planning and assessment (Pettersvold, 2014; Vallberg-Roth, 2012). The study is inspired by hermeneutics and based on written interviews. Informants are kindergarten teachers, also working as practice teachers for kindergarten teacher students, and kindergarten teachers studying mentoring. Students in their practical training period collected the data from the practice teachers. Data is gathered and disseminated in line with national ethical guidelines in Norway and the EECERA ethical code, including procedures for anonymity. All informants participated voluntarily and no personal information were collected Preliminary findings show that the kindergarten teachers involve the children in planning and assessing indirectly and spontaneously, but there are fewer examples of children as active and direct participants. Children's participation has been a central value in the framework plan for the Norwegian kindergartens since 2006. This study actualises the need for further discussions on the values´ impact on the kindergartens practice.

Keywords: children's participation, planning, assessment, values, kindergarten

Value-based assessment in kindergarten: Opportunities and challenges
GERD SYLVI STEINNES (1) AND LIV TORUNN EIK (2), (1) Volda University College, Norway; (2) University of South-Eastern Norway, Norway

Research aims of this project were 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 these areas. In the presentation we will focus on justifications, and discussions on ethics and values that appeared during the process. The project is related to previous research on assessment in Swedish kindergartens (Vallberg Roth, 2012 & 2014) Assessment is integrated in all parts of pedagogical work, and the project has benefited from didactic perspectives, sociocultural learning theory and theories on professions, with a focus on professional judgement (Säljö, 2001; Abbott, 1988). The study is grounded in a social constructivist paradigm and has a qualitative approach, including focus group interviews and dialogue seminars. All participants gave informed consents to participate in the study, and were given opportunities to withdraw from the study at any time. Data is gathered and disseminated in line with national ethical guidelines in Norway and the EECERA ethical code, including procedures for anonymity. 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 kindergarten. Resistance against testing of children's development in kindergartens seemed to rise important discussions on ethics and values. Assessment requires cooperation and discussions among kindergarten teachers, which seems to create unique possibilities for important discussions and professional learning.

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

SYMPOSIUM SET G / 25

HOW IS THE ISSUE OF CHILDREN'S FAMILIES AND COMMUNITIES REFLECTED IN LEVINSKY COLLEGE STUDENT TEACHERS' PREPARATION PROGRAMME AND IN THEIR PRACTICE UP TO FIVE YEARS AFTER GRADUATION?

Self Organised Symposium

CHAIR: CLODIE TAL, Levinsky College of Education, Israel

The aim of this symposium is to engage in a formative evaluation of what has been and needs to be done in the preparation of ECE student teachers to reflect and encourage cooperation with children's families and communities. The idea of addressing children's families and communities in ECE stems from Bronfenbrenner's ecological theory (Bronfenbrenner, 1979) and Rogoff's (2003) claim that children are active participants in families and communities. Research shows that inequality among children coming from various backgrounds is a major policy, societal and educational issue worldwide (Bradbury, 2013) and in Israel (Blass & Shavit, 2017). Finally, Reynolds et al. (2017) showed that reducing inequality through prevention in ECE entails School-Family-University collaboration. We will present attempts to address the issue of children's families and communities in third year students' practice, in graduate students as well as planned actions to transform our fragmented efforts into scaling and sustainable programmes.

Families and communities at Levinsky ECE preparation programme: Theoretical foundation, critical evaluation of present practices and future plans
CLODIE TAL, Levinsky College of Education, Israel

The aims of this presentation are: 1) to show the theoretical foundation of addressing children's families and communities in the preparation and graduate studies of ECE teachers at Levinsky College, 2) to show an overview of what is being done in this area, and 3) to show ''black'' holes in the programmes and future plans to improve family and community representation.

Research shows that inequality among children is a major policy, societal and educational issue worldwide and in Israel. Reynolds et al. (2017) showed that reducing inequality through prevention in ECE entails School-Family-University collaboration that includes a collaborative leadership team, effective learning experiences, an aligned curriculum, parent involvement and engagement, a professional development system, and continuity and stability. The study is based on Bronfenbrenner's ecological theory and Rogoff's claim that children are active participants in families and communities. A multiple case study design (Yin, 2014) was undertaken, including 10 cases of ECE Bachelor and Graduate students from Levinsky. All student teachers and teachers agreed to participate in the study and their identities remained confidential by using pseudonyms. Results how that examples of collaboration college-schools-families exist but they tend towards fragmentation (they are not large scale), initiative to make inquiries and improve collaboration with families stem mostly from students' initiatives, and not enough effort has been put in preparing for forming partnerships with families and communities. A real transformation in the perspective of collaboration with schools and families is needed in order to achieve scaling and sustainability of preparation efforts. Ideas related to such transformation will be presented.

Keywords: ECE teacher preparation, family-school-college collaboration, ecological perspective of practice, sustainability, scalability

How are young children's families and communities reflected in the preparation of ECE teachers, particularly in their last year of studies?

IRIS LEVY AND SIVAN SHATIL KARMON, Levinsky College of Education, Israel

The aim of this research is to show how young children's families and communities are reflected in the preparation of ECE teachers, particularly in their last year of studies. We studied in previous years various aspects of preparation related to direct work with children (Levy, Tish, Shatil, Kadury-Slezak, 2016 & 2017). This research focuses on student teachers' work on relationships with children, parents and communities. This study is based on Bronfenbrenner's ecological theory (Bronfenbrenner, 1979) and Rogoff's (2003) claim of children, families and communities. Participants were six student teachers in their third year in the ECE programme at Levinsky College. The methodology is multiple case studies (Yin, 2014) based on the mosaic approach (Clark, 2011). Tools used were: students' and teachers' self-written reflections, posts in personal blogs, photographs and video documentations and children's documentation. All student teachers agreed to participate in the study and their identities remained confidential by using pseudonyms. A few projects based on emergent curriculum dealt with children's families and almost none addressed community. Students were enthusiastically engaged in these projects and the projects had a positive effect on the children's participation, wellbeing and learning. Most projects addressing children's families stemmed from the children's initiatives rather than from the student teachers' proactive planning. Foci of children's interests were pets, celebrating holidays with families, family sleeping arrangements. In these projects parents participated willingly. More effort and proactive planning needs to be performed by the preparation programme in order to more extensively include parents and community in the projects.

Keywords: ECE preparation, emergent curriculum, family-school-college collaboration, scalability, ecological perspective of practice

How is the interest in young children's families and communities reflected in novice teachers' practices-up to five years of graduation from Levinsky?

SIGAL TISH AND MICHAELLA KADURY-SLEZAK, Levinsky College of Education, Israel

The aim of this research is to show how the interest in young children's families and communities is reflected in novice teachers' practices-up to five years of graduation from Levinsky. This study was inspired by Reynolds et al. (2017) research related to scalability and sustainability of preparation and intervention programmes in ECE. This study stems from Bronfenbrenner's ecological theory (Bronfenbrenner, 1979) and Rogoff's (2003) claim that children are active participants in families and communities. This study employed a qualitative-interpretative paradigm based on semi-structured interviews. All teachers agreed to participate in the study and their identities remained confidential by using pseudonyms. We found a variation in the extent to which teachers attribute their cooperation with families to the preparation programme. In some cases the work with parents was derived from classroom management seminars which affected deeply teachers' perception of parents and collaboration with them. In these cases teachers reported that parents were deeply and willingly involved in the preschool work. Other cases reflected teachers' perceptions that the preparation equipped them with knowledge and tools to work with children but unprepared them to build alliances with parents and families. An ecological perspective of practice reflected in the teachers' sincere attempt to collaborate with parents succeeded to bring about parents' fruitful participation. This understanding is likely to influence our preparation by forming alliances with field mentors to enhance students' perception that being a teacher is about working with families and communities in addition to working with children.

Keywords: sustainability, ECE preparation, ecological perspective of practice, work with parents, scalability

ETHICAL THINKING IN EARLY CHILDHOOD EDUCATION

Self Organised Symposium

CHAIR: CAMILLA KRONQVIST, Åbo Akademi University, Finland

The symposium explores ethical aspects of learning how to think and express oneself in early childhood education. A special focus is on the teacher training of early childhood education, and how to foster reflexivity about both the children's and the teacher's own learning. Leaning on perspectives from variation theory, formative assessment and Wittgensteinian moral philosophy, as well as methods from Philosophy for Children, we ask how the teachers can learn to reflect on strengthening the voices of children in a praxis-oriented way that is empirically grounded, theoretically informed and ethically meaningful.

Ethical dilemmas as objects of learning in kindergarten
MARINA LUNDKVIST, University of Helsinki, Finland

The aim is to consider whether it is possible to further children's thinking by making ethical dilemmas that arise in the encounters of children and teachers objects of learning. The research departs from early childhood pedagogy that emphasises (1) recognition (Anerkennung) (Korczak, 2002; Bae, 2009 & 2012), (2) metacognitive dialogues (Pramling Samuelsson & Asplund Carlsson, 2014), and (3) directing the child's attention toward various phenomena in the surrounding world (Johansson, 2006 & 2007; Lundkvist, 2016). The perspectives on learning and teaching depart from variation theory (Marton, 2015). This theory opens for the possibility that ethical dilemmas can become objects of learning and that children through them can develop their ethical thinking (Lo, 2014). The data material consists of video recordings of interactions between children and kindergarten teachers in Finnish kindergartens. The interactions are analysed based on a form of videographical thinking, according to which the interactions and dialogues between children and teachers are units of analysis. Of specific interest are the ethical dilemmas that the children themselves give expression to and to which they expect the teachers to respond. The informants have consented to be part of the investigation and have been guaranteed confidentiality. The findings show that children raise ethical issues that they want the adults to respond to. They also show that children are capable of developing their ethical thinking, but need adult support. The results show that children themselves are willing to discuss ethical dilemmas if they encounter teachers that are responsive and prepared to challenge children's ethical thinking.

Keywords: early childhood education and care, values and norms, value education, children´s rights, ethical dilemmas, ethical thinking

The difficulty of thinking: Listening to the voices of future kindergarten teachers
CAMILLA KRONQVIST (1) AND MARINA LUNDKVIST (2), (1) Åbo Akademi University, Finland; (2) University of Helsinki, Finland

The aim of the research is to critically examine how students of early childhood education learn to become more reflexive participants in dialogues with children, and how such reflexivity can be furthered in their training using methods from Philosophy for Children (P4C). The research relies on sources discussing Philosophy for Children as a tool for creative and critical thinking (Matthew Lipman, Sara Stanley). The understanding of learning developed in P4C, is deepened with the help of insights from Wittgensteinian moral philosophy, which regard thinking as enacted and as carrying internal moral demands (Cavell, Diamond, Winch). In the study, we analyse the coursework diaries of students in early childhood education, who partook in an intervention of semi-structured conversations using methods from P4C. The informants consented to be part of the investigation and have been guaranteed confidentiality. In their diaries, the students report initial difficulties with focusing on the questions asked, being caught up in their own thoughts while supposed to listen to others, feeling frustration at not being able to express themselves clearly when asked a question, or not being called upon when they felt they had something to say. We discuss these difficulties not as external obstacles to expressing one's thought but as difficulties that are internal to thinking itself, and centrally moral. The study shows that more effort should be put into clarifying the ethical issues that arise when thinking is construed as fundamentally enacted in conversation, and in elucidating the moral demands inherent in talking and listening responsibly.

Keywords: early childhood education and care, values and norms, value education, critical thinking, philosophy for children

The importance of the individual and the group for ethical thinking – a comparison between methods for formative assessment and philosophy for children
BIRGIT SCHAFFAR, University of Helsinki, Finland

The aim is to qualitatively study how two didactical methods for developing ethical thinking emphasise the importance of the individual and the group. We show that they differ not only technically-methodologically, but ethically-existentially. We compare methods used in philosophy for children (P4C) (e.g. Lipman, 2003 & 2009) especially those with focus on early childhood education (Stanley, 2014; Børresen & Malmhester, 2004) with methods for formative assessment (e.g. William). The first centres on advancing creative-collaborative thinking whereas the second is a set of teaching strategies aimed at showing the teacher the children's level of learning. The study is based on a philosophical discussion of the ethical implications of language use, inspired by the later Wittgenstein. We provide a qualitative analysis of how the didactical approaches construe the contribution of the individual and the group to the learning process. Standards for responsibly conducted research are followed. The ethical significance of research-methodology and theoretical frameworks is evaluated. Methods

for formative assessment and methods used by P4C emphasise the importance of everyone's activity in the classroom, and stress the importance of the individual and the group. While the main focus of methods for formative assessment is to show the individual's level of understanding, the methods of P4C focus on the collaborative endeavour to learn with and from each other. Early childhood educators should be aware of the ethical implications of the didactical tools they use. They should differentiate between ones that emphasise the individual's relation to knowledge and ones that emphasise the individual's ethical relations to others.

Keywords: philosophy for children, formative assessment, ethical thinking, individual assessment, collaborative learning

SYMPOSIUM SET G / 27

CHILDREN'S MATERIAL ENGAGEMENTS

Self Organised Symposium

CHAIR: SUE GASCOYNE, Play to Z, United Kingdom

This symposium focuses on children's material engagements with open ended resources like paint, loose parts and messy play as a means of understanding themselves and the world around them. Relatedness and agency are two recurring themes as the symposium explores the importance and manifestation of relatedness to and between children, resources, Mother Nature and adults. The issue of agency is highlighted exploring the interplay between the child, children, adults and materials in shaping children's material encounters. Drawing inspiration from Pacini-Ketchabaw, Kind and Kocher's Material Encounters project it documents some of the struggles facing practitioners choosing to embrace the agency of children and resources.

Young children's engagements with mud and water – An insider's view
MENNA GODFREY, York St. John University, United Kingdom

This paper considers ways in which the concept of assemblage can help practitioners' understanding of the material encounters of young children. Taking inspiration from the work of Pacini-Ketchabaw, Kind and Kocher, and Lenz Tagguchi, this project draws on Deleuze and Guatarri's concept of assemblage as the researcher considers how this provides a lens through which to view 'elemental' play. Gibson's affordances and Nicholson's Loose Parts theory inform the study. Barad's agential realism brings concepts of intra-actions and entanglements. Young Children appear to be drawn to play with mud and water, the significance of the materials can be understood through the lenses of assemblage, affordance and loose parts. Working within a New Materialist paradigm I employed visual ethnography (Pink) and understood my role as an insider (Cosaro). Video data was captured along with field notes and child voice. All data was reviewed by the researcher and local stakeholders. Research in the setting that I own raises a multitude of ethical considerations, from power relationships to ensuring informed consent with very young children. Children were asked regularly to renew consent and the researcher took account of their body language as well as verbal response. The EECERA code of conduct underpinned the research. Observing young children's intra-actions provides a deeper understanding of the role of the human and other than human players. Quality Early Years Education should provide opportunities for young children to experience flow and deep level learning. Material engagements provide such opportunities. Practitioners should address the challenges with parents and colleagues.

Keywords: new materialism, loose parts, assemblage, material engagements, flow

'Whose play is it anyway?' Recognising children and materials as agents in material engagements
SUE GASCOYNE, Play to Z, United Kingdom

The balance of power in children's engagements with messy play materials was explored by comparing the agency of the child, adult and materials, and their relative influence on what to play with, how, when and why? This focus was inspired by Gascoyne's analysis of the synergy between the affordance of messy play resources and children's use in play therapy (2017). Pacini-Ketchabaw, Kind and Kocher's (2017) documentation of children's material encounters and assemblages with paint, clay, paper, charcoal and fabric, explored the agency of these materials as equals in shaping explorations. Children's material engagements need to be understood within the context of Law (2004) and Watts (2011) assertion that adults' decisions consciously and subconsciously underpin emerging encounters. Ethnographic research in two UK early years settings augmented a survey and literature review. Adult's attitudes to mess and the thinking behind materials selected and their arrangement were elicited from questionnaires, practitioner reflection and a workshop. Permissions were secured and children chose whether to take part in the messy play opportunities provided. Play with materials is influenced by the adult, child and materials. The adult provides both the physical and emotional environment, has expectations and even chooses what to document. The child is influenced by their knowledge funds (Gonzalez et al., 2005) and the affordances of materials, and the materials influence both adults' and children's engagements. Consideration is needed of adult's influence in deciding which materials to offer and how, and what to document? Where possible children's and materials' agency should also be facilitated.

Keywords: material engagements, agency, messy play, assemblages, relatedness

Just yellow powder paint – how limiting choice increased exploration
ALISA ORD, MENNA GODFREY AND SUE GASCOYNE, Quackers, United Kingdom

"Young children don't worry about colour" this quote from Kathy Ring began a whole setting practitioner enquiry, considering whether or not this was the case. We took into account work by Ring. Our analysis was informed by Pacini-Ketchabaw, Kind and Kocher's documentation of children's material encounters with paint. Working as a learning community (Wenger) we aimed to reach a joint understanding of the behaviours the children displayed. Following Ring, we proposed that children are interested in exploration of materials and this will support their creative development. Working within a social constructivist paradigm we saw ourselves as insiders in this ethnographic research. We recorded our observations of children's play with the paint as part of their ongoing learning records and in house documentation. Staff discussed the impact formally and informally with stake holders. The setting aims to be researchful, all parents are asked to give consent to ongoing staff research on entrance. Research findings will be shared anonymously and any images that are shared beyond the setting receive permission from children and their parents. We adhere to the EECERA code of conduct. Children's verbal and non-verbal assent is always taken account of when images are recorded. Children in the setting explored dry powder paint at length as well as transforming it by the addition of water. They did not ask for additional colours. Staff noted that children were creative in their use of the paint powder and became very confident. Staff should consider how they provide challenges to support creative development.

Keywords: material engagements, powder paint, children's rights, exploration, community of practice

POSTER SYMPOSIUM SET I
WEDNESDAY 29TH AUGUST
14:50 – 15:50

SYMPOSIUM SET I / 1

Does breeding activity of praying mantises foster children's empathy for carnivores?

HIROYUKI YAMASHITA, Okayama University of Science, Japan

The purpose of this study was to investigate whether breeding activity of praying mantises foster children's empathy for carnivores. Generally in Japan, children experience breeding cabbage butterflies as herbivorous animal. Japanese Ministry of Education has recently proposed that fostering empathetic children for all living things is an important educational goal. However, predators are usually described as bad guys in folk tales of many countries in the world. Rotkäppchen by Grimms and at the night in storm by (Kimura, 1995) are well-known. These stereotypical attitudes toward praying mantises are against Japanese educational policy which stress the importance of fostering children's empathy for all living things. This study, therefore, aimed to propose a tentative educational program to foster children's empathy for carnivores. In this study, breeding activity of a praying mantis was employed as educational materials. Participants of this study were two groups of elementary school children. Children of experimental group did breeding activity of praying mantises from hatch (in April) to death (in November), while children of control group did not. Children's attitudes toward praying mantises were assessed before and after breeding activity. From the viewpoint of respect for life, I think that this practice is meaningful. The results indicated that drastic attitude change from negative to positive occurred in experimental group, whereas no attitude change occurred in control group. These results suggest that breeding activity is an effective educational program to foster children's empathy for living things. Implications of this study were discussed in relation to Japanese educational policy.

Keywords: breeding activity, stereotype, empathy, attitude change, Japanese educational policy

SYMPOSIUM SET I / 2

CHILDCARE - potential sources of inequality in ECEC system

MAIJU PAANANEN (1), KIRSTI KARILA (1), MAARIT ALASUUTARI (2), KATJA REPO (1) AND JOHANNA LAMMI-TASKULA (3), (1) University of Tampere, Finland; (2) University of Jyväskylä, Finland; (3) National Institute for Health and Welfare, Finland

The aim of the CHILDCARE Consortium project is to examine the potential sources of inequality in ECEC system - between regions and families, and in children's early education trajectories. Finland, like the other Nordic welfare states, has a long history of state responsibility for childcare (Anttonen & Sipilä, 1994). However, in Finland cash-for-care benefits seem to comprise a more effective incentive for children's home and informal care arrangements than in other Nordic countries, (cf. Repo, 2009), since the enrolment of Finnish children in ECEC is low in European comparison. Therefore it is relevant to ask, what risks this dualism of ECEC services and benefits produces for families (Hiilamo & Kangas, 2009). We draw on recent research which argues that parental preferences of childcare cannot be considered only as a result of (individual/family) choice but they are also moulded by childcare policies and differences in service availability (Vandenbroeck et al.,, 2014; Vandenbroeck & Lazzari, 2014). The research applies multiple methodologies and includes both qualitative and quantitative longitudinal data. Data includes perspectives of service providers, parents and children. The results are reported anonymously so that it is not possible to identify the children or their parents. Participation is voluntary. There is lots of variation in service use among families with different socio-economic, educational and cultural background and families living in different parts of the country. The variation contributes to their early education trajectories. We aim to provide tangible models and ideas about how to support equality in childcare policies.

Keywords: early childhood education and care, equality, equity, policy, cash-for-care benefits

SYMPOSIUM SET I / 3

The evaluation of taboo subjects among childhood educator students and how they can be used in literary education

GÁBOR KIS, ANDREA BUJDOSÓNÉ PAPP, HERMINA GESZTELYI AND VERONIKA BOCSI, University of Debrecen Faculty of Education for Children and Special Educational Needs, Hungary

We have been examining the way Hungarian childhood educator students approach subjects that are considered taboo in our society, e.g. death, divorce, disabilities, domestic violence, abuse, alcohol, racial and ethnic discrimination. Our research is a follow-up to the article about early childhood educators (Campbell-Barr et al., 2015). The research set out to gain a picture of the students' knowledge in this field. Are they aware of their rights and obligations if they or those around them are personally affected by these topics suppressed by society? What can they do that does not cross competence boundaries or harm the principles of childhood education? Are books, fairy tales, and storytelling in kindergarten can be suitable means for discussing taboo subjects? The research presents the results of a survey and analysis, along with an interpretation of texts. The references are made in compliance with the requirements of professional ethics, scientific objectives. Our research clearly shows that childhood educator students are uninformed in social problems and they cannot prepare children for conscious citizenship due to the lack of open discussion about such topics in public life. They also do not have the means to

support children in a marginalised position and refuse to use and interpret children's books that deal with taboo subjects. Works that consider aesthetic experience and the criteria of children's psychological development can be used in childhood education for sensitisation. They provide language for the unspeakable. A good book is able to speak the language of children.

Keywords: childhood educator student, literary education, taboo, active citizenship, questionnaire research

SYMPOSIUM SET I / 4

Mixed methods investigation of parents' and teachers' perspectives of socially acceptable and unacceptable behaviours at home and school of early childhood in Riyadh city, Saudi Arabia
BASMA ALGHUFALI AND LAMA RASHED, Princess Nourah Bint Abdulrahman University, Saudi Arabia

The aims to investigate differences and similarities between teachers' and parents' perception of socially acceptable and unacceptable behaviour among preschool children in Saudi Arabia The perception of behaviour is contextual and mainly influenced by aspects of socio-cultural context, education and demographics. Certain behaviours may be considered socially unacceptable in one community, but not in another The theoretical framework is Vygotsky's socio-cultural theory of constructivism The study was used mixed paradigms that adopting interpretivism and positivism therefore, the study was employed a mixed methods approach using questioners and focus groups Thus pragmatic approach used to analysis the research findings The Ethical guidelines of EECERA were followed. All participants freely to withdrawal from the study at any time. Information sheet and consents forms were given prior to participants. Data was collected anonymously and stored as per data management guidelines Findings indicate that people's perception of socially unacceptable behaviour is affected by cultural orientation, relationship with the child as well as professional qualifications of individuals. Research confirms that Saudi parents' and teachers' perception of socially unacceptable behaviour of preschool children differ from each other on some issues but not on all. The research implies the need for better interaction among parents and teachers to develop a consistent view of socially unacceptable behaviour in order to be better able to tackle the issue.

Keywords: parents' perception, teachers' perception, cultural, acceptable behaviour, unacceptable behaviour

SYMPOSIUM SET I / 5

Food education and the food preferences of infants, focusing on mastication
TOMOKO SENOO (1), KAZUE MOCHIZUKI (2), NOBUKO SASAKI (1) AND SEIKO NAGANUMA (1), (1) Akita University, Japan; (2) Japan Women's University, Japan

This study researched the relationship between mastication and infant food preferences by focusing on food education, particularly regarding food chewiness. Infant food education is important. Research on masticatory development during infancy has primarily involved physiology while food-preference research has involved psychology, but the relationship between them lacks clarification. Food preferences and eating behaviours are influenced by age-related factors (e.g., food availability and peers) (Alison & John, 2013). This study examined the impact of the relationship between food preferences (which develop from infancy) and chewiness by measuring masseter muscle activity (an indirect chewiness measurement). An interview survey was conducted on the food preferences of 205 infants. Responses were categorised into ten levels according to food type as based on masseter muscle activity. Further categorisation involved low, medium, and high levels of masseter muscle activity. A chi-squared test was conducted regarding the relationship between food preference and chewiness. The survey was conducted after obtaining consent from guardians and approval from the Ethical Committee of Akita University. This study found that infants generally preferred foods of low chewiness, many disliked highly chewy foods. Many people have strong taste preferences, but this study indicated mastication-based preferences. To support future infant food education, mastication should be considered.

Keywords: mastication, food preference, infants, food education, masseter muscle activity

SYMPOSIUM SET I / 6

Cultural differences in attitudes toward career education in kindergarten among preschool teachers
HALAH HABAYIB (1) AND RACHEL CINAMON GALI (2), (1) Al-Qasemi Academy, Academic College of Education, Israel; (2) Tel Aviv University, Israel

This study examined the role of culture, teaching self-efficacy, and demographic variables in kindergarten teachers' attitudes toward career education. Teachers' attitudes were found to constitute an important variable in the implementation of educational programs (Lim, 2009). Culture is an important variable in accounting for attitudes towards various educational issues (Konig, Aalsvoortb, & Geerdina, 2009). The early childhood period is considered the initial stage of individuals' career development (Super, 1990). Therefore, researchers have called for the implementation of career education programs as early as kindergarten (Cinamon & Dan, 2010). Positivism quantitative survey. Particii / 22pants were Israeli preschool female teachers (N = 184, 96 Arab, 88 Jewish preschool teachers). The research questionnaires were anonymous, and participants had the right to terminate their participation at any time. Differences between Arab teachers (AT) and Jewish teachers (JT) were found in three variables, indicating ATs having more favourable attitudes than JT: attitude toward the developmental approach to career, t(155.9) = 4.62, p < .001, AT: M = 4.50, SD = .59. JT: M = 4.00, SD = .83), importance of career education programs in kindergarten, t(181) = 4.48, p < .001, AT: M = 4.45, SD = .62. JT: M = 3.97, SD = .78) emotional attitude towards

career education, t(182) = 3.66. p < .01, AT: M = 4.31, SD = .83, JT: M = 3.81, SD = 1.05. The current findings highlight the importance of culture when implementing career education programs.

Keywords: career development, career education, preschool teachers' attitudes, culture, teaching self-efficacy

SYMPOSIUM SET I / 7

Childcare in the town with the highest foreign population ratio in Japan

YUMIKO SASAKI (1), MEGUMI HAYASHI (2) AND HIROKO OKAMOTO (3), (1) Ashikaga Junior College, Japan; (2) Teikyo Junior College, Japan; (3) Takasaki University of health and Welfare, Japan

The purpose of this research is to clarify the roles of foreign childcare staff in multicultural childcare. Previous studies have shown that childcare intended to ''Japanize'' foreign children was implemented by childcare schools in Japan. ''Japanize'' means to replace one's mother tongue and homeland culture with Japanese language and culture. This study is based on the concept of multicultural childcare. This qualitative study adopted observations by passive participation and interviews with childcare staff. The data was analysed using the method for description of episode. The respondents granted permission for the publication of this study. It adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. The regular presence of foreign childcare staff at the observed childcare schools, who are more than simply interpreters, who have knowledge of and experience in childcare, and who understand cultures and customs, play important roles by giving significant relief to foreign children and their guardians or to Japanese childcare staff as ''mediators''. Furthermore, the foreign childcare staff interact with foreign children using both the mother tongue and Japanese, the former is very important for foreign children before entering primary school, and the latter is the main language. We are currently deploying the following efforts which we intended to introduce, as follows: 1) an exchange of opinions and sharing of information among the local government, childcare providers, and researchers, 2) expanding the hiring of foreign childcare staff, 3) cultivating multicultural understanding at childcare training schools.

Keywords: multicultural childcare, Japanizing childcare, foreign childcare staff, language, identity

SYMPOSIUM SET I / 8

American pre-service teachers' perceptions of Swedish schools

SARA B. TOURS AND LINDA ZANE, Slippery Rock University, United States

The aim of the research is to explore the perceptions that undergraduate pre-service early childhood students have about Swedish schools through a one week study abroad program. There has been several studies exploring pre-service teachers in several countries and the impact it has had on their teaching. (Barkhuizen & Feryok, 2006) found that pre-service teachers' expectations and experiences interrelate in complex, sometimes unexpected, ways. (Ateşkan, 2015) stated that the cross-cultural exchanges pre-service teachers had with their mentors along with other students and their community expanded their knowledge of a new culture and adapted to a new working environment. Overall, the research shows that study abroad programs enhance pre-service teachers' develop professionally and personally. The cultural competence conceptual framework aids in guiding this study (Seeleman, Suurmond, & Stronks, 2009). This conceptual framework stresses the need to address cultural and ethnic diversity issues in education. The methodology of this research is qualitative through a pre and post open-ended survey. All pre-service teachers who were signed up for the program were invited to participate and only those that opted in partook in the research. They were assured that this would not affect their grade in any way. Each pre-service teacher brought their unique perspective about their experience to light by first stating what their expectations were and then what they actually experienced in their post-survey. More cultural educational experiences for pre-service teachers at the university level should be offered.

Keywords: study abroad, American pre-service teachers, Sweden, perceptions, qualitative

SYMPOSIUM SET I / 9

INDIGENOUS CULTURE AND THE ''DOINGS OF THE CURUMINS'' PROJECT: EXPERIENCE REPORT WITH PRESCHOOLERS IN BRAZIL

NATÁLIA MEIRELES SANTOS DA COSTA, LAUDICÉIA GUIMARÃES DOS SANTOS RAGUAZI AND SILMARA TEIXEIRA, University of São Paulo, Brazil

We aimed to investigate indigenous children's way of life and promote experiences with (non-indigenous) pre-schoolers in learning about their cultural customs. Pedagogical action is not limited to in-classroom activities and must address social/community demands. A strategy for such is the Working with Projects in Child Education proposal, (Barbosa & Horn, 2008) Vygostky's socio-interactionism and Network of Meanings, (Rossetti-Ferreira et al., 2009) as theoretical conception of human development. Professional experience report. Qualitative design. Educational intervention with a group of 10 children (3-4 yrs.) in a university day-care. The theme and name of the group (Curumim) were chosen after joint reading of book about an indigenous boy (''Menino Poti''). Themes were developed throughout the year with participation of parents and other people from the day-care centre. Brazilian legislation (CNS 510/16) waives Ethical Committee application for work resulting from professional practice. Nevertheless, ethical principles were observed. We obtained authorisation from parents for image use and scientific presentation. Children learned about indigenous cultural knowledge, appreciating/ respecting other ways

of being. Children grew vegetables garden and learned about growth cycle of indigenous food. We had culinary workshops involving school cooks. Children expanded repertoire of songs, stories and legends and played using the whole body through different sensations and languages. Parents participated in afterschool workshops and investigated the theme further with children at home. Local socio-cultural heritage richness must be disseminated. Working with indigenous culture also allows development of children cognition, psychomotricity and affectivity. Multidisciplinary action, the school as a whole involved in the education process.

Keywords: culture, indigenous, children, playing, education

SYMPOSIUM SET I / 10

Transforming practice: A child and family workforce development model
MARILYN CASLEY (1), KERRY SMITH (1), CINDY DAWSON (1) AND ELISE PARKER (2), (1) Griffith University, Australia; (2) The Salvation Army, Australia

The child and family workforce development project was aimed at producing transformational change in practice using The Circles of Change Revisited (COCR) (Cartmel, Macfarlane, Casley & Smith, 2014). The COCR is an intentional conversational process that is used to implement changes in service design and practice. COCR begins with an understanding that all stakeholders have something to give and therefore, have the right to participate in the conversation (Scharmer, 2009). Relationships are built through listening to each other and respect for each point of view. Collaboration occurs when individuals are truly present in the conversation, opening their minds to new ways of thinking and doing. Reflective conversations move participants from thinking in the past to consider what could be different in the future (Macfarlane, et al., 2014). Data from 40 participants across disciplines who were invited to attend the 5 workshops was collected after each session and used to identify the most significant change for each participant. Ethics (GU HVS/35/14/HREC) included informed consent and also practices with ethical considerations based on holding a safe space for participants to engage openly and authentically in dialogue with each other. Preliminary findings from this study have indicated that using the COCR process assisted the group to move beyond a fragmented approach to practice to seeing practice from the larger intention of the group. The anticipated implications of this project is the critical thinking model will be used as a tool to support professionals to work in an integrated and transdisciplinary manner.

Keywords: workforce, transdisciplinary, integrated, practice, conversations

SYMPOSIUM SET I / 11

Teacher self-assessment assistant (TSAA): Results from the pilot study of the SIA-ProD project*
ATHANASIOS GREGORIADIS (1), VASILIS GRAMMATIKOPOULOS (2), OLGA KOULI (3), MICHALIS LINARDAKIS (2), EVRIDIKI ZACHOPOULOU (4), KALLIA TROULI (2), NIKI TSANGARIDOU (5), SOFOKLIS SOTIRIOU (6), MICHAEL GLÜER (7), NICOLA CATELLANI (8), DANIELLE CHITTI (9), KATERINA KROUSORATI (1), ANASTASIA VATOU (1) AND FANI STYLIANIDOU (6), (1) Aristotle University of Thessaloniki, Greece; (2) University of Crete, Greece; (3) Democritus University of Thrace, Greece; (4) ATEI Thessaloniki, Greece; (5) University of Cyprus, Cyprus; (6) EllinoGermaniki Agogi, Greece; (7) Fachhochschule Südwestfalen, Germany; (8) SERN, Italy; (9) Municipality of Imola, Italy

This presentation reports the results from the pilot study of the project SIA-ProD, an innovative self-improvement approach for the professional development of early educators. This project is funded by the European Commission [2016-1-EL01-KA201-023420]. The project is implementing an innovative technique named Discrete Choice Modelling (DCM) (Hensher, Rose, & Green, 2005; Louviere & Islam, 2008); which is used in several scientific areas, while its use in education is still sparse. The project's framework is the DCM approach, which reveals the actual preferences of the respondents, by extracting their representations about a topic (Aubusson, Burke, Schuck, Kearney, & Frischknecht, 2014). The TSAA, a self-assessment instrument for the way educators teach physical activity, was developed based on mixed methods. The project has the ethical approval from the European Commission and the Greek national agency-IKY. Participants have been informed about the study's purpose and agreed to participate. Results testing the content and face validity of the TSAA concluded to eight attributes that cover the concept of physical activity in early childhood settings. The TSAA was pilot tested by being administered in 75 educators from four countries (Greece, Cyprus, Italy & Germany). Analysis based on DCM confirmed the attributes' significance, whereas minor modifications were made based on participants' qualitative feedback. The SIA-ProD project is developing an easy, individualised, and low-cost method for in-service training of educators. Results from the pilot testing of TSAA have already shown that the use of DCM can be expanded in the future in a wide range of ECEC domains and dimensions.

Keywords: SIA-ProD, discrete choice modelling, professional development, self-assessment, early childhood education

Sharing intention with an ASD child through second-person engagement
KUMIKO UDAGAWA (1), KEIKO IWATA (2), CHIAKI UDAGAWA (3), GABOR TOTH (1) AND HIROKO HAYASHI (4), (1) Sagami Women's University, Japan, Japan; (2) Tamagawa University, Japan; (3) Mitemo Co. Ltd, Japan; (4) Kunitati College of Music, Japan,

This study aimed to reveal how joint attention has brought an ASD child, had difficulty in sharing intentions. From 9 months to 15 months, the joint attention comes to include the intention understanding of others. The emergence of declarative pointing as achieving joint reference means to share intentions with others. But ASD children couldn't develop of understanding others intentions because of difficulty in production and comprehension of declarative pointing (Tomasello, 2006). However, (Reddy, 2008) said emotional involvement is crucial for understanding persons. This study was inspired by this second-person engagement. A member of this study group observed activities of the ASD 4-years-old boy in Japanese kindergarten and recorded in documents. The date analysed with Reddy's the second-person-approach. 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 ASD boy enjoys the attractions caused engagement with materials. The child carer's enjoying the attractions of the autistic boy together, brings about mutually exchanges of emotion. Then the ASD boy wishes for exchanges of emotion with the child carer, and the boy also requests to share his intention by declarative pointing. Previously an ASD child can't share their intention, but it was realised by the childcare's enjoying the attractions of the ASD boy together. This important opportunity, the engagement between the autistic boy and the child carer based on the second-person engagement.

Keywords: second-person engagement, ASD child, sharing intention, declarative pointing, joint attention

Shaping health culture awareness with peer group education - Methodological research and pedagogical experiment
NEDDA KOLOSAI (1), HELGA JUDIT DR. FEITH (2) SAROLTA MÉSZÁROSNÉ DARVAY (1), ILONA BIHARINÉ KREKÓ (1), RITA FÜZI (3), ÁGNES LUKÁCS (2), EDINA GRADVOHL (2) AND ANDRÁS FALUS (2), (1) ELTE Eötvös Loránd University, Faculty of Primary and Pre-School Education, Hungary; (2) Semmelweis University, Faculty of Health Sciences, Hungary; (3) Department of Public Health, Government Office of the Capital City Budapest, Hungary

How does the peer-group education become integrated method of the everyday pedagogical practice? To work out research programs supporting innovative, peer-group education based methodological developments. To introduce a new pedagogical culture and educational concept by creating attractive learning environments and supporting social learning and cooperation of children. Pukánszky Béla, Golnhofer Erzsébet, Szabolcs Éva researches on childhood emphasise the need of the involvement the children's perspectives into the research related to innovative approaches to knowledge transfer in education. The research is linked to those theoretical models in which the main emphasis is on the children's activity (Piaget, 1999), actions (Németh, Mikonya és Skiera, 2004) and cooperative learning methods. In this models learning is new knowledge created in joint activity. Paradigm: classroom experimentation with quantitative and qualitative data collection. N= 199 pre-school (age 5-7) and N=268 school children (age 6-17) have been involved in the research. Applied methods were: PubMed and ScienceDirect databases analysis SPSS, descriptive statistics, content analysis (Lukács-Jakab et al., 2018). Recently we have been analysing the student's reflective diaries and the focus group interviews of involved teachers. We requested the consent of the parents of the involved children, all children took part on the classroom experimentation on voluntary bases their names were replaced by pseudonyms. Identification of the theoretical framework of the peer group education. Application of the model in the everyday pedagogical practice in classroom situation. Our evidence based research contributes to the re-shaping of pedagogical culture and facilitates the spreading of professional peer group education in the pedagogical practice.

Keywords: peer to peer education, gladsome and playful learning, pedagogical culture, health awareness, innovative approaches

Mind mapping during interactive book reading: Does it contribute to children's language abilities?
CHIEL VAN DER VEEN (1), FEMKE VAN DER WILT (1) AND INOUK BOERMA (2), (1) Vrije Universiteit Amsterdam, Netherlands; (2) Hogeschool iPabo, Netherlands

The aim of the current study was to investigate if children's language abilities could be improved using a mind mapping approach during interactive book reading. Previous research has shown that visual aids like mind maps are effective in supporting students to get a better grasp of the content, structure and concepts of a text (Birbili, 2006; Darch & Eaves, 1986). Graphic organisers offer students a framework to relate new knowledge to existing knowledge, which supports the processing of new information (Carney & Levin, 2002; Vekiri, 2002). However, the effect of mind mapping on children's language abilities has not yet been investigated. According to the sociocultural perspective on learning, learning is established when students jointly construct meaning. This can be accomplished through interactive reading during which a teacher and students collaboratively construct a mind map of the story. A pre-post-test-control group-design was used to evaluate if mind mapping during interactive book reading was more effective compared to traditional interactive book reading. Ethical approval was obtained from the authors' Faculty. Prior to the study, participating teachers were informed about the purpose and the

procedures of the research. Active informed consent was asked from children's parents. Results indicate that mind mapping has an effect on children's vocabulary knowledge and listening skills. This study shows that the use of mind maps to improve children's language abilities is promising. Teachers are enthusiastic about working with mind maps, they experience that mind maps provide students with a better overview of the structure of the story

Keywords: mind mapping, graphic organisers, interactive book reading, language abilities, intervention study

SYMPOSIUM SET I / 15

Innovative kindergarten – innovative university. CampusKids – a research kindergarten in Merseburg
SANDRA FRISCH, University of Applied Sciences Merseburg, Germany

The poster presents the BMBF supported theory-practice-transfer project run by CampusKids, a kindergarten at Merseburg University of Applied Sciences. Social, media and cultural sciences, the natural sciences and economic sciences all provide theoretical knowledge that is just waiting to be put into practice. Practical work also raises questions which lend themselves well to careful research. We understand our kindergarten as a learning organisation (Senge, 2011); Vanneboa/Gotvassli, (2014) where we have to work in a professional way (Oevermann, 1996). All participants do research in a never-ending transfer process that makes theoretical knowledge applicable and enables us to multiply our experience by transferring it to other kindergartens. To realise a good theory-practice-transfer, we cooperate closely with the different faculties. Students learn more about Early Childhood Education and Research, take part in theory-practice seminars, write their B.A. or M.A. thesis on interesting questions relating to practice. Theory-practice transfer is realised at CampusKids and via further vocational training courses, conferences and practitioner exchanges with other kindergartens, too. The concept is derived from a democratic discussion involving all participants: children, parents, pedagogues, students and academic staff. A scientific committee selects and evaluates the research projects that are carried out sensitively and anonymously. For everyone, participation is on a voluntary basis. Result should be a steadily growing research network of different, closely cooperating actors that realise in different ways a circular process of theory-practice-transfer. There are implications, because a theory-practice-transfer is the first step towards bridging the gap between intriguing research and its practical implementation.

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

SYMPOSIUM SET I / 16

Assessment as learning: ECEC educator's perceptions of the CHEERS self-administered tool
LYNNE LAFAVE AND CATHY SMEY CARSTON, Mount Royal University, Canada

The aim of this research is to capture how ECEC educators, directors, and cooks experience and make meaning of the CHEERS tool. Children's eating and activity patterns are strongly influenced by early childhood social, cultural, and physical environments surrounding the eating and activity experience (Colquitt et al., 2016). Improving health behaviours requires assessment of the environmental context and conditions where these behaviours are learned (Story et al., 2008). The healthy eating and physical activity environment (CHEERS) self-administered tool (Lafave et al., 2016) has been developed through a multi-agency collaboration. This innovation nudges behaviour change by posing evidence-based questions to stimulate reflective practice. This study took a phenomenographic approach within an interpretivist paradigm in order to uncover how educators made sense of the CHEERS tool and the feedback report. This study is grounded within a qualitative research methodology and individual interviews were carried out with educators, directors, and cooks in five ECEC programs across Alberta (n=15). Interviews focused on perceptions concerning the sensibility of the CHEERS tool. The data was interpreted utilising content analysis. Participants were informed about the purpose of the study, confidentiality of responses, and informed that they could withdraw at any time (approved by ethics board). A dominant theme was the immediate and personal usefulness participants expressed through taking the CHEERS survey for professional or administrative practice. Awareness of best practice and knowledge of how that practice impacts healthy eating and physical activity outcomes in children will support ECEC programs in optimising childcare environments.

Keywords: cheers tool, self-administered, physical activity environments, healthy eating environments, quality in ECEC

SYMPOSIUM SET I / 17

Animal-assisted intervention programme leaving a mark for children who have been exposed to gender violence
ALEXANDER MUELA, AITOR ARITZETA, GORETTI SOROA, JONE ALIRI, GOROSTIAGA ARANTXA AND NEKANE BALLUERKA, University of the Basque Country UPV/EHU, Spain

The aims of this study is to implement an animal-assisted intervention (AAI) programme for children who have been exposed to gender violence According to Unicef (2016), one in four children below age five (176 million) are living with a mother who is a victim of intimate partner violence. Various studies have documented the high prevalence of social and health problems among children who are exposed to gender violence (Holt, Buckley, & Whelan, 2008). One of the priority goals of the United Nations' (2016) Global Strategy for Women's, Children's and Adolescents' Health (2016-2030) is to prevent gender violence and to promote therapeutic initiatives for preventing the development of psychological problems among children who are exposed to it. An animal-assisted intervention (AAI) is a therapeutic activity in which animals are used with the aim of achieving social, emotional, physical and cognitive benefits. Participants were five children between 4 and 8 years who have

experienced gender violence. The AAI programme leaving a Mark comprises five modules spread across 16 sessions. Participants' consent and permission from the parents to carry out the study was obtained. It should be noted that at all times, all necessary measures were taken to safeguard the welfare of the participants and the animals. After undergoing AAI the participants reduced emotional symptoms and showed better ability to regulate arousal, to manage stress, and to express and regulate emotion. The results support the use of AAI as a way of improving the health of children who have experienced gender violence.

Keywords: gender violence, animal-assisted intervention, health, regulate emotion, manage stress

SYMPOSIUM SET I / 18

Advantages of gender-mixed teams - recent data, studies, and policy developments
TIM ROHRMANN (1), KARI EMILSEN (2), JAN PEETERS (3), JO WARIN (4) AND RAMAZAN SAK, (1) Dresden University of Applied Sciences, Germany; (2) Queen Mauds University College, Trondheim, Norway; (3) VBJK Centre for Innovation in the Early Years, Gent, Belgium; (4) University of Lancaster, United Kingdom; (4) Van Yüzüncü Yıl University, Department of ECE, Turkey

The paper examines recent developments in the gender distribution of ECEC staff as well as research on the relevance and effects of male participation in ECEC in European countries. It aims at informing researchers and policymakers about strategies for a better gender-balanced work force. The paper draws on recent research and theory on gender and care in ECEC (Peeters, Emilsen & Rohrmann, 2015; Brownhill, Warin & Wernersson, 2015) and connects the results to issues of policy development. European institutions (OECD, EU) have discussed the need for more men in ECEC for more than a decade, and national governments implement measures for a better gender balance. The paper intends to connect this to current research. Methods include analysis of international statistical data on male's participation in the ECEC work force, literature research for recent studies on the role of men for children's development, document analyses of policy papers from National governments and European institutions, and discussions with experts. The research follows the EECERA ethical code for research. Data analyses show an increase of male participation in several European countries which is partly connected to policies for more men in ECEC. Recent research confirms few differences between male and female behaviour towards young children, but relevant gender effects on the quality of teacher-child interactions and educational achievement in the course of transition to school. Results clearly support measures for a better gender balance in ECEC. Nevertheless, the development towards gender-mixed teams should be accompanied by gender-sensitive reflection, and strategies towards gender equality.

Keywords: gender balance, men, ECEC, policy development, work force

SYMPOSIUM SET I / 19

A study about Schäfer's approach to bildung as self-formation – focusing on the spirit of inquiry into nature during infancy
SHOHEI UCHIDA, Nagoya City University, Japan

I studied whether Schäfer's approach to bildung develop the spirit of inquiry into nature during infancy. I examined as preceding literature of (Schäfer, 2010 and Schäfer, 2011) mainly to reveal whether his approach to bildung develop the spirit of inquiry into nature during infancy. Schäfer studied how children dealt with nature especially during infancy, based on the theoretical method in 19th century (Humboldt, A. V., Brehm, A. E.). I focused on the description of preceding studies and classified them. This study is based on the EECERA ethical code, specially "6. Equality and rigour". And this study consideration expressly for citation. Schäfer asserts that children should be on intimate relations with nature on the basis of the field-research, and the process of field-research should have the order, that is, (1) collection, (2) interaction and (3) contemplation. And he asserts that without deep knowledge of nature, children cannot have interest in it and love for it. Therefore Schäfer's approach on bildung, which take every child's construction of the inner world as a starting points, develop the spirit of inquiry to the nature. Today the competence-oriented reform in early childhood is being done all over the world. But under this reform-plan, it is difficult to understand how children construct their inner world. Reconsidering how children construct their inner world, will lead to reconsidering children's emotion and illogical thoughts, which are the features of childcare. This study stimulates thinking about children's way of learning and children's educational activities a lot.

Keywords: Germany, schafer,g.e., bildung as self-formation, spirit of inquiry to the nature, field-research

SYMPOSIUM SET I / 20

The Swedish preschool class in times of policy change
SVEN PERSSON (1) AND HELENA ACKESJÖ (2), (1) Malmö University, Sweden; (2) Linneaus University, Sweden

The aim of the research project is to analyse how teachers in preschool classes do policy in a time of educational policy change. Researchers have made a distinction between "speech on policy" and implementation of policy - an implementation gap (Blase & Bjork, 2010) or gap between the formulation arena and the realisation arena (Munkhammar, 2001). The pre-school class have been described as a transition zone between preschool and school (Ackesjö, 2010). New institutionalism and policy enactment theory are used to understand how teachers adapt, interpret and transform policy to a local educational context (Czarniawska, 2005; Powell & DiMaggio, 1991). Re-contextualisation is a key concept in the policy enactment theory to analyse how teachers do policy (Ball et al., 2012). Theories of professionalisation processes are used to understand the importance of professional recognition and jurisdiction. This is a longitudinal policy ethnographic study over four years (2018-

2021). The main methods are: interviews with teachers and principals, classroom observations and document analyses. All respondents are guaranteed confidentiality and anonymity. They are free to leave the project at any time. We expect to find reasons for a positional shift in the Swedish educational landscape as the teachers in the preschool classes translate, adapt to and transform policy to educational practice in the local context. The teachers are recognised in policy texts by jurisdiction in their professional assignment. The study implicates that there is no linear relation between new policy and educational practice, instead policy is re-contextualised in relation to local organisation and teachers´ beliefs.

Keywords: policy enactment, preschool class, Sweden, ethnography, profession

SYMPOSIUM SET I / 21

Working with children's rights in early childhood

ALINE COLE-ALBAECK, Centre For Research in Early Childhood & Birmingham City University, United Kingdom

This PhD study examines the concept of 'Child Rights Pedagogy' in ECEC. Although there is a growing corpus of children's rights research, research on rights in ECEC is still limited and has tended to focus on participation (Reynaert et al., 2009); (Quennerstedt, 2011, 2015). Building on this body of work my study explores a broader notion of what rights respecting practice could entail. My philosophical approach is deontological and sociological as I recognise children as a social group with their own set of interests and rights (Morrow and Pells, 2012; Freeman, 2012). To explore how two-year-olds experience rights, an approach in line with ''Critical Incident Technique'' (Flanagan 1954; Webster & Mertova, 2007) was used, to identify emotionally charged events as representative of what is important to children in their lifeworld's. I am looking at how these events, together with data from children, parents and staff, are related to children's rights, and using the sociologist Frezzo's (2015) notion of Human Rights 'bundling', bundling identified children's rights around pedagogical issues. I followed University, EECERA and BERA guidelines informing ethical issues such as confidentiality, negotiated assent, "ethical symmetry" (Christensen & Prout, 2002) and children's silences (Spyrou, 2016). My data suggests that, just like the UNCRC has 4 Guiding Principles for children 0-18, there may be rights that could be bundled and seen as Guiding Principles for working from a child rights perspective in ECEC. This approach bridges theory and practice, making children's rights more accessible and relevant to pedagogical practices in early childhood.

Keywords: children's rights, pedagogy, UNCRC, sociology, two-year-olds

SYMPOSIUM SET I / 22

Translation and adaptation of the Nebraska Starry Night Observation (NSNO) Protocol in Hungary to identify high potential in early childhood

SZILVIA PÉTER-SZARKA, University of Debrecen, Institute of Psychology, Hungary

The main aim of our research was to translate and adapt Nebraska Starry Night Observation (NSNO) in Hungary, thus provide K-2 grade classroom teachers a new method to identify learning preferences and high potential that pays special attention to low SES children. The Nebraska Project (Griffin, 1993) developed the (NSNO) protocol to give a tool for early identification of able and creative students, in particular traditionally underserved student groups in rural schools and minority cultural status. The Nebraska Project expanded the definitions of giftedness by recognising the multiple manifestations of giftedness, which were perceived as being observable, developmental and process-oriented. Results of the Nebraska Project indicated that NSNO is a culture free tool for early identification of able/creative children in regular classrooms. Within the Hungarian Templeton Project we translated the Protocol and trained 67 kindergarten and elementary school teachers to use NSNO. After the training they observed 855 5-8 year-old children for two weeks and collected behavioural data. During the research appropriate safety and ethical issues were taken into account: informed consent of parents was asked, confidentiality and voluntarily participation of respondents and avoiding harm was guaranteed. A significant difference between observers' ratings was found, which requires the standardising process of raw scores. The original four learner profiles of NSNO were not fully supported. Significant age differences were detected, but the direction of changes imply institutional differences. NSNO offers an inclusive perspective of talent definition and identification in early childhood and gives recommendations to set up a differentiated educational environment.

Keywords: NSNO, high potential, creativity, learning preferences, identification

SYMPOSIUM SET I / 23

The role of teachers' discussions in comprehending dialogical relationships among children: Analysis of an inclusive environment in a kindergarten (2)

GAKU MIYAMA (1), MOTOKO IGARASHI (2), NAOTO HAMATANI (3) AND KIYONE ASHIZAWA (2), (1) Aichi Prefectural University, Japan; (2) Teikyo Junior College, Japan; (3) Tokyo Metropolitan University, Japan

This study aims to identify how teachers' discussions promote improved comprehension of dialogical relationships among children. Friendly & Lero, (2002) pointed out that societies that advance social inclusion are those in which members enjoy equality, participate in a meaningful way, have opportunities for joining in collective experiences, share social activities and attain fundamental wellbeing. In relation to the ECE (Early Childhood Education) programme, Igarashi et al., (2016); Miyama et al., (2016) discovered that teacher intervention influenced the development of collaborative and democratic relationships

among children. In particular, Recchia, (2013) & Igarashi, (2017) demonstrated the importance of allowing children to interact dialogically in order to create an inclusive environment for early childhood education. This study is based on the concept of social inclusion. This qualitative study adopts the qualitative approach of semi-structured interviews with kindergarten teachers and analysis of the ECE programme observation. The respondents granted permission for the publication of this study. It adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. Results revealed that teachers assess the dialogical relationships among children from specific episodes of the daily ECE programme through discussion. Moreover, they explore subsequent direction of the programme to reinforce positive dialogical relationships by discussing how children can build an appropriate dialogical relationship with their peers. Comprehending children's dialogical relationships by analysing their conversation and behaviour is important for teachers' discussions following the daily ECE programme.

Keywords: dialogical relationships, teachers' discussions, inclusive environment, qualitative study, kindergarten

SYMPOSIUM SET I / 24

"I wish I could peek through the keyhole in the classroom"! Mothers' questions and anxieties about their children's wellbeing and teacher's professionalism at school
ELENI TYMPA (1), CLEOPATRA PAGIAVLI (2), SOFIA STEFANIDOU (2) AND VASILIKI KARAVIDA (1), (1) Technological Educational Institute of Epirus, Greece; (2) Mpilios Preschool Centre, Greece

The aim of the study was to investigate Greek mother's attitudes about childcare quality and to evaluate their contribution to the curriculum and their expectations of preschool practitioners. The interactions and relationships of parents, children and teachers ensure growth, development and learning (Epstein, 2002). In educational practice teachers are moving away from isolation behind classroom doors and explore new models of productive interaction among family, school and community (Hughes and Mac Naughton, 2000). 26 mothers of 5-year olds completed a questionnaire about their communication with teachers and their contribution to the curriculum. They were invited to participate in a story- telling or game in small groups during the educational practice and were interviewed afterwards about their experience. All participants voluntarily participated in the study and confidentiality and anonymity were guaranteed with the option to withdraw. The results showed that all mothers need more communication with the practitioners but adjusted to their varying needs. Most of them pointed out insecurity and luck of skills before participation but all enjoyed and asked for support and training. They emphasised on the important role of the teacher in the classroom, the need of highly qualified teaching staff and the necessity of mutual trust between parent and teacher. The findings indicate that mothers showed high importance on practical aspects meeting parent's needs and communication issues on childcare.

Keywords: parents, preschool teachers, childcare quality, classroom, communication

SYMPOSIUM SET I / 25

Scaffolding - A constructivist approach in early year classroom
JYOTI SENTHIL, Independent Consultant, United States

The purpose of this paper is to investigate the holistic development in an early year's classroom inspired by the socio-constructive approach. The study will interpret the role of adults and peers that stimulates Social and Emotional learning though Scaffolding. Montessori Research and IB Learning and Teaching Certificate Research. It underpins the theoretical aspects of Lev Vygotsky and Maria Montessori and empirical research undertaken by various authors and organisations. The theoretical framework supports the outcome of the paper through work undertaken in classrooms for promoting the role of parent, educator, community, pedagogy and curriculum in inculcating the 21st skills in early year classroom. This poster presentation will be an outcome of Action Research in a Classroom. Classroom Observation and reflection will be the most appropriate method to cater to the research aims. The research will adhere to guidelines in being an observer and a participant in a classroom with consents, integrity and ensuring the confidentiality to undertake this research presentation. The research poster presentation reflects the role of peer and adults in their learning environment through real -time observation of an early year's environment, the development of social, cognitive, emotional and language development by underpinning classroom examples. The research depicts the significant developmental changes that can be evolved through a prepared classroom environment. This research poster will be a birds-eye-view for every educator and parent to understand the correlation between environment, the role of an adult and their peers in the journey of learning and development.

Keywords: role of an adult - scaffolding, role of the environment, role of peer, social, emotional, physical and cognitive development

Prosocial behaviour of 4-6 years old children to peers: natural observation in Japanese nursery school
KIRI NISHIDA, The University of Tokyo/ Graduate School of Education/ The Centre for Early Childhood Development, Japan

The development of children's social competence is very important in Japanese early education. This study, focusing on the development of prosocial behaviour, especially of 4-6 years old children to peers, aims to know how we can understand and support children's prosociality in nursery school. The previous studies about children's prosocial behaviour, mainly use questionnaire (teacher/ parent report) or the observation in experimenting situation. Although there are several studies using natural observation, most take qualitative approach. This study use natural observation, taking quantitative approach. This study use N. Eisenberg's definition and process model of prosocial behaviour. This study use natural observation (for 1 year), event sampling, and check list recording, taking quantitative approach. And this study use MacArthur Story Stem Battery, to collect data about children's internal representation. This study collects data using video camera. Those data are personal information. We received consent form from nursery and the parents. The row data and any movies will not be exhibited. The names of collaborators are all fictitious name. The frequency of prosocial behaviour is decreased but the success rate raised. The frequency and the success rate are correlated. Some internal representation themes are correlated with frequency or success rate. The result implies that the previous success of prosocial behaviour leads more prosocial behaviour, and that the approach to internal representation (for example, with books or stories) can be effective to support prosocial behaviour.

Keywords: prosocial behaviour, 4-6 years old, natural observation, MacArthur Story Stem Battery, nursery

Mosaic approach as an educational participatory tool that fosters preschooler's engagement and decision making. A case study
GEORGIA GESSIOU AND MARIA SAKELLARIOU, University of Ioannina, Greece

In the contexts of a participatory action research, the present study aims to provide data on how Mosaic approach (Clark& Moss, 2011), as a multi- method framework, can foster preschoolers' engagement and decision making. We draw upon our previous findings regarding social- constructivist strategies that foster preschoolers' engagement (Gessiou, Tsiara & Sakellariou 2016) and educators' perspectives on children's involvement in participatory design (Gessiou & Sakellariou, 2016). We build on a socio- cultural framework (Rogoff, 2003) with references to the sociology of childhood (Corsaro, 1997, 2015) and Roger Hart's ladder of participation (1992). The methodology of the study is inspired by ethnographic approaches and consists of interviews with children before and after applying the Mosaic approach and observation, which includes field notes and researcher's diary during planned activities and free play. As part of our intention to view children as competent, strong and active participants, children will comment and reflect on their individual experiences. An information letter and consent form were provided to parents. We also clearly explained to children the research aims and design and provide them the right to withdraw. Before applying the Mosaic approach, a first analysis indicates that children believe, they can mainly decide about their free play themselves and can rarely influence the routines, content and activities. We expect that a correlation between the mosaic approach and students' engagement can facilitate everyday pedagogical context by encouraging practitioners to be reflective of the learning process and rendering children as constructive designers of their own learning.

Keywords: mosaic approach, case study, interviews, observation, decision making

Measuring the quality of home learning environment: A literature review
KATERINA KROUSORATI, ANASTASIA VATOU AND ATHANASIOS GREGORIADIS, Aristotle University of Thessaloniki, Greece

The aim of this literature review is to examine how the quality of Home Learning Environment (HLE) is measured. Evidence regarding HLE have shown its importance in children's development (Sammons et al., 2015, Anders et al., 2013). However, the current literature lacks a comprehensive review about measuring the quality of HLE. The bio-ecological model of human development (Bronfenbrenner & Morris, 2006) and the family investment model (Conger & Donnellan, 2007) are the theoretical framework of this study. To examine the most commonly used tools on measuring HLE a systematic search of the literature was undertaken. The most widely used databases were selected (ERIC, PsychInfo, ScienceDirect, Scopus) and keywords relevant to HLE were chosen. Abstracts and full-text papers were assessed for eligibility against a set of inclusion and exclusion criteria. Data have been listed accurately without any manipulation according to the ethical guidelines of literature review. This review is a part of a doctoral dissertation which is approved according to the ethical guidelines of Aristotle University of Thessaloniki and is been funded by the Hellenic Foundation for Research and Innovation. There are five instruments available for measuring the quality of HLE: 1) Home Inventory: an observational measure, 2) Early years-HLE Index: a semi-structured interview, 3) Questionnaire on the HLE, 4) Supportive HLE subscale of the Parent Involvement in Children's Education Scale, and 5) HLE Subscale of the Parenting Questionnaire. Findings from this review can initiate the discussion about the need to develop a new measure for the evaluation of early HLE.

Keywords: home learning environment, quality of HLE, literature review, early childhood education, assessing HLE

Current situation of Korea's perspectives of continuity between preschool and elementary education: focusing on physical exercise and health area in Korean national curriculum
BOYOUNG PARK AND HEEJIN KIM, Sookmyung Women`s University, South Korea

This paper aims to analyse the perspectives on Physical exercise and Health Area's continuity between preschool and elementary school in Korean National Curriculum. Most Korean researchers have analysed the continuity in terms of linking the contents of the curriculum. However, it has been argued that the continuity between preschool and elementary education should be focused on the sharing of educational objectives, not the contents of education (Kim, 2011; Chung & Kim, 2011). Also, the necessity of re-conceptualised the concept of continuity was emerged by paying more attention to child's life (Yoon, 2010). Three aspects of Moss (2013)'s view of continuity between preschool and elementary education are the framework of this research, "Reading for school", "Strong and equal partnership" and "Vision of meeting place". This is based on secondary data analysis. In order to analyse Korean's perspectives, we select eleven articles which discuss about the Physical exercise and Health Area's continuity between preschool and elementary school in Korean National Curriculum. EECERA codes of ethics were followed. And the results of the study were produced under the advice of an expert in early childhood education. Firstly, it is found that there has been consistent emphasis on the linkage between the schooling of early childhood education in terms of the continuity of 'content acquisition' and 'education method'. In addition, we found a tendency to introduce the advantages of early childhood education to elementary education. The study revealed Korean's perspectives of continuity between preschool and elementary education and its limitations in terms of its method.

Keywords: continuity, preschool, elementary school, physical exercise and health area, Korean national curriculum

Assessing interactions between parents and preschool children: development and validation of an observation tool for everyday activities
CLAUDIA DUFOUR, ANGÉLIQUE LAURENT AND MARIE-JOSÉE LETARTE, Université de Sherbrooke, Canada

The aim of this study is to ascertain the validity of a new and comprehensive observational tool for parenting practices. While observational methods are a gold standard in assessing parenting during early childhood, they can be costly and complex (Hawes & Dadds, 2006). Moreover, most existing tools measure one dimension of parenting at the time. Three parental roles have been defined (Hindman & Morrison, 2012): parental warmth, learning environment and control. They need to be considered independent but complementary, hence measuring them in the same setting. In a post-positivism paradigm, a new observational coding scheme applied to three situations: reading, free-play and putting away toys. The 3 scales measured: warmth, learning environment and control. Inter- and intra-rater reliability was tested across 20% of the samples. Convergent validity with questionnaires was measured in a sample of parent-child pairs (n=65, age: 52mo). Clinical experts reviewed the scales for content validity. We obtained an ethical warrant from the Social Services ethical committee. We ensured that participants gave fully informed consent. All data was made confidential by assigning IDs to children and destroying any documents that had personal information. Inter-and intra-rater reliability ranged between 0, 90 and 0, 94. Convergent validity with validated instruments was tested. The review of experts and the high coefficient of rater agreement suggests that the coding scheme is reliable and it's ability in assessing parenting behaviours. Moderate correlation reveal that while they are assessing similar constructs, they could be used by clinicians in a complementary manner rather than as equivalent.

Keywords: observational methods, parenting, early childhood, parental warmth, observational tool validation

"Exercise as the human body's conductor" or the significance of exercise in early childhood
ADRIENN BALOGHNÉ BAKK, University of Sopron Benedek Elek, Hungary

The aim of our research is to have a clear image of physical education in kindergartens in Hungary's larger settlements, and to find out how the methodological knowledge of physical education is implemented in the everyday life of kindergartens. The study uses the researches of T. Csányi, (2011) and E. Rétsági, (2004) in the determination of activities of physical exercise in kindergartens. I. Gergely, (2010) and E. Goro, (2008) refer to similar earlier publications. The research is based on the fifth chapter, "Exercise", of the Government Decree formulated in the kindergarten education national program. In order to get an answer to our questions, document analysis and written questionnaires were used as a pedagogical research method. We worked with kindergarten teachers chosen randomly from fourteen Hungarian cities' kindergartens (N192). By filling out our research questionnaires, kindergarten teachers agreed on the revelation of their findings. The material conditions of providing physical education in kindergartens are inappropriate. Children's needs for exercise are hardly fulfilled in kindergartens. It is necessary to urge the appearance of more regular, more elaborate and more planned activities in physical education in kindergartens. Preventing the direct consequences of an inactive lifestyle is one of the more and more important tasks, even on the level of education in kindergartens.

Keywords: early childhood education, documentation, physical education in kindergartens, health awareness and behaviour, the risks of an inactive lifestyle

Sharing information about the quality of ECEC services with parents: Comparing the cases of Japanese local authorities
RINA SEIYAMA AND SACHIKO KITANO, Kobe University, Japan

This study examines how to maintain and improve ECEC service quality by sharing the information to the public. This study focuses on websites of Japanese local authorities which share information on ECEC quality. OECD, (2015) states that monitoring is important to help parents make informed decisions about their choice of the services. It has become common to share information on monitoring results of ECEC settings around the world but not in Japan. In Japan, national and local governments are required to share ECEC information by the lows, however both the amount and quality of these information differ depending on the local authorities. Therefor the further research is needed to inform parents of reliable and adequate information, in Japan. Monitoring study (OECD 2015; Ikemoto, 2015) showed importance of giving parents information on service quality. We examined eight Japanese local authorities through examining websites or literature survey and analysed how and what they share about services. We used data which is open to the public. Cited information is clarified by its URSs. All the authorities gave ECEC service lists to the public. Information for parents had fewer pages and used illustrations and photos to encourage parents to read. Some authorities shared monitoring results of non-licensed services. Furthermore, parents took part in policy making and developing an App for offering ECEC information in some authorities. Thus, it is important that local authorities strive to share information and make policy with parents. This study shows importance of parent involvement in quality improvement through visualisation of ECEC.

Keywords: parent involvement, ECEC information, local authority, service quality, monitoring

Preschool teacher's strategies to work with parental cooperation
RAUNI KARLSSON, University of Gothenburg, Sweden

The overall aim is to explore the collaboration with parents and preschool teachers in Swedish preschool settings. How do preschool teachers cooperate with parents in relation to children´s learning activities? In Sweden collaboration with parents is considered as a central point to achieve high quality in preschool (Tallberg Broman, 2013). Research has shown preschool teachers´ uncertainty in dealing with new family constellations (Sandberg & Vuorinen, 2008). Children´s development and learning skills succeed in settings where staff and parents see cognitive and social development as complementary (Siraj-Blatchford et al., 2002). The conceptual framework is inspired by an exposé of Biesta (2004). He examines the relationship between accountability and responsibility and the extent to which responsibility is possible under conditions of accountability. Interviews with 11 experienced preschool teachers in two different societal areas, audio recordings of 7 hours, transcribed into text that comprises of 76 A4 pages, 42313 words. Qualitative data analysis (Bryman, 2004) will be conducted. Research information and interview questions, and that pseudonyms should be used, were sent to the teachers in advance. Results tell about differences in the teachers approach to collaborate. In the preschool in the resource-poor area ethnic and cultural origins form a starting point for educational work. In the preschool in the resource-rich area children's interests form the basis for cooperation with the parents. Socioeconomic contexts set by Swedish standards, a resource-poor area where households are at risk of poverty and a resource-rich area where the risk of poverty is small, have impact on parental collaboration.

Keywords: preschool-teacher-profession, parents, responsibility, accountability, learning

Positioning in the relationship between parents and their childminder
KATHRINE SKOVSTED GUNDERSEN, Aalborg University, Denmark

To clarify the positioning taking place in the parent-childminder-partnership in two specific cases. Research on the relation between children's caretakers, often focuses on the collaboration between the personnel of day-care centres and the parents. However, for 25% of the children between 0-2 years it is a single childminder who is responsible for their care, why I want to look into this specific area. Inspired on Harré's positioning theory I will explore the positioning dynamics taking place between the parents of a child and the person taking care of the child in day-care, and their implications for the parents and the childminder, but also for the child. Based on an interpretative paradigm, a small-scale qualitative case study of two families, who are having their children at the same day-care-home, will be analysed. The analysis was based on two interviews with each family and with the childminder besides video-recorded observations of the child's delivery and picking-up situations. The anonymity of the people involved was explained and stressed. Furthermore, as young children under the age of 3 were observed a special effort was made to make the participants, both adults and children, comfortable during the observations. The findings show that the positioning varies between the families and the childminder, where the agreements in their mutual positions support a collaborative relation. In this sense, the different types of positioning are related to different types of possibilities and limitations available for the parents, childminder and child involved.

Keywords: positioning, parent-childminder relationship, day-care, parent-partnership, qualitative study

Perinatal problems and their relation to the Greek preschool aged twin children
MARIA MARKODIMITRAKI, University of Crete, Greece

We aimed to investigate the effects of perinatal factors (twin gestation, birth order, type of labor, birth weight and care in a special-care unit) on problems twin children may face right after birth or later in preschool age (hearing, seeing and speech problems, asthma, eczema, allergies, epilepsy and brain paralysis). The present study is exploratory, because, as far as we know, there is no research finding on birth complications related to twin disabilities in the Greek population of preschool age and the role of early intervention and support for twin families. For twins and triplets, post-neonatal survivors' relative risks for severe handicap are higher than those for overall handicap (Luke & Keith, 1992). On the other hand, it has been found that healthy twins show signs of developmental delay in communication, motor, problem solving and personal-social skills during the first year of life, even when adjusted for prematurity (Nan, et al., 2013). Responses to questionnaires (Preedy, 1999) were collected by the parents of 120 twins (13 pairs of MZ twins and 47 pairs of DZ twins). This study had the approval of the Ethics Committee, Department of Preschool Education, University of Crete. Preliminary results show no significance of any moderating effects being estimated probably due to the low sample size. New methods for early intervention in obstetrics, gynaecology and education combined with a counselling policy for twin families may result in better future health and educational outcomes for twins in Greece.

Keywords: twins, perinatal problems, postnatal problems, preschool age, family counselling

Parenting and family support services in Belgium and in Japan: a comparative study
MAKI HASHIMOTO, Kwansei Gakuin University, Japan

The objective is to examine the similarities and differences between MPs in Belgium and Japan, in order (1) to promote critical reflections on practice and policies, and (2) to lay the groundwork to clarify the functions of MP practitioners in Japan. Meeting Places (MPs), which is part of a family support service, play an important role in society where an increasing number of parents with children have been experiencing parenting anxiety and isolation. However, in Japan, there is a lack of analysis into professional functions of MP practitioners, and consequently, their roles are not made explicit enough to guarantee practice that is based on respect for families' autonomy and their sociocultural values (Hashimoto, 2015). The study aims to address this by understanding MPs in Flanders, Belgium, and their underlying concept of universalism (Vandenbroeck, 2010). Based on the interpretive paradigm, a study of a MP in Flanders (selected after a preliminary study at 8 MPs) was conducted through semi-structured interviews with 4 practitioners. The Thematic Hybrid approach was used for analysis, and the results were compared with the Japanese MP guidelines. The ethical concerns included the maintenance of non-judgemental atmosphere during the interviews and confidentiality, and these were addressed by adhering to the Japanese Social Welfare Association's ethical guidelines amongst others. The findings include the sociocultural embeddedness of parent-practitioner relationships and the place of parents' autonomy in MPs. Implications on clarifying the professional functions of MP practitioners in Japan, and links between families and local communities will also be discussed.

Keywords: meeting place, parenting, family support service, local communities, early childhood

Transformation of the view of the child identified in documentation: the effect of the introduction of a project method on ECEC in Japan
SACHIKO ASAI (1) AND MOTOKO OHTA (2), (1) The University of Tokyo, Japan; (2) Wako University, Japan

The purpose of this study is to identify the transformation of the view of the child according to the documentation, regarding the effect of the introduction of the project method on ECEC in Japan. The project method has been promoted from the 1920s to the present day, and empirical studies on various implementation processes used in each school have been conducted by numerous Japanese researchers (Asai, 2012, Hashimoto, 2013, Enza, 2013, and Ohta, 2013). Based on those, this research describes historical changes. In the context of ECEC in Japan, the main readers of the documentation have been parents. Therefore, by examining the documentation, it is possible to determine the view of the child shared by teachers and parents. In this study, the view of the child in the documentation written by ECEC teachers are considered with reference to the concepts of the child by Moss, (2015), 'child as nature', 'child as re-producer of culture and knowledge' and 'child as constructor of culture and knowledge'. For ethical considerations, we replace the names of teacher and children in the records with the pseudonyms. Until the 1970s, teachers considered children as 're-producers of culture and knowledge' in the practice adopting project method. However, in the 1980s, teachers considered children as 'nature'. In any era, teachers have rarely considered children as 'constructors of culture and knowledge'. This research provides a foundation from which to explore how the view of child can be shared with teachers and parents.

Keywords: project method, ECEC in Japan, documentation, the view of the child, history

How parents engaged and inspired their young children to learn science in the later years: A story of 11 immigrant parents in Australia

SARIKA KEWALRAMANI (1), SIVANES PHILLIPSON (2) AND NISH BELFORD (2), (1) Monash university, Australia; Swinburne University, Australia

This paper reports on the findings of a study into immigrant parents' everyday beliefs and practices that can engage young children in science-related activities and eventually motivate them to study science. The bulk of the literature on young children's science engagement and achievement has focused on curriculum innovation and pedagogical teaching practices with relatively less work on the theme of parental influence, particularly immigrant families (Ainley & Ainley, 2011). In drawing upon Vygotsky's (1978) sociocultural theory, parents being the more knowledgeable other, are considered as mediators in developing young children's engagement with science concepts. By employing a case study approach, semi-structured interviews were conducted with eleven immigrant parents. There could be some sensitivity surrounding discussions on topics such as family educational values, cultures and traditions. This study ensured that the participants were made comfortable to suit their cultural needs and respect their diversity and they can opt out at any stage during this research. The findings highlighted the significance of everyday interactions and science activities that parents indulged into with their children at an early age of pre-school were foregrounded in parents' own beliefs, values, and past educational experiences they had in their own countries. Parental aspirations for their children to engage in studying science at school developed children's future interests in science. This study contributes to the theoretical knowledge and the development of parent-school collaboration practices in early childhood science education such that teachers involve parents to improve the chances of students' participation in science activities and tasks.

Keywords: parental beliefs, mediators, science engagement, early childhood science education, immigrant parents

Conservative speeches and attacks on differences that jeopardise rights and the education for a democratic participation also of young children.

ANA LÚCIA GOULART DE FARIA (1), ADRIANA ALVES SILVA (2), ALEX BARREIRO (3), FLÁVIO SANTIAGO (3), ELINA ELIAS DE MACEDO (3), SOLANGE ESTANISLAU DOS SANTOS (3), (1) Universidade Estadual de Campinas, UNICAMP, Brazil; (2) UDESC, Brazil; (3) UNICAMP, Brazil

To analyse how public speeches and conservative political proposals are attacking new family configurations and jeopardising civil and social rights. We intend to problematise the following points: Which concepts of gender are prohibited from being discussed in schools? How is machismo and heteronormativity being presented in those speeches? How do children appear in this debate? This study is based on the intersectionality between gender, ethnic-racial, social-class relations and age in the tension between Marxist and post-colonialist studies. Gender and sexuality studies (Butler, Spivak, Louro), Sociology of child (Qvortrup, Corsaro, Faria). Analysis of legislative proposals and speeches in the media around the prohibition of gender discussions at Brazilian schools. 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. The speeches analysed point towards the production of a "moral panic", summoning the society to turn against proposals of valorisation of family differences in early childhood education, using heteronormative devices to speak on behalf of children, morality and their protection, aiming to intervene on the production of subjectivities via legal means. The intention is that the researches produced should present possibilities for valuing family differences, and their recognition in the communities, breaking with the bonds of a heteronormative and conservative matrix that seeks to sustain itself by means of legal devices in the political field

Keywords: family, family arrangements, educative policy, child education, heteronormativity

SYMPOSIUM SET I / 41

What type of learning task is effective to facilitate collaborative learning in art education of primary school?
JUNKO SAITO, Okayama University of Science, Japan

The aim of this study is to investigate how to facilitate collaborative learning in art education of primary school. Japanese Ministry of Education has recently proposed that collaborative learning is important for early childhood education as well as primary school education, and therefore facilitation of collaborative learning is an important educational goal for smooth transition from early childhood education to primary school education. However, collaborative artwork is not so popular in Japanese art education (Saeki Y, 1975). The aim of this study is, therefore, to investigate what type of artwork is effective to facilitate collaborative learning in art education of primary school. In this study, two types of artwork were compared, i.e., transformation artwork and paper craft. Children are required to produce original ideas to transform drawing in transformation artwork, while children are required to make original works using various paper materials in paper craft. Results indicated that in paper craft children engaged in active collaboration with other children, i.e., exchanging ideas with other children, discussing about other children's works, observing and criticising other children's skills and so on. On the other hand, children tended to engage in independent thinking of ideas without collaboration with other children in transformation artwork. These results suggest that paper craft is more effective artwork than transformation artwork to facilitate collaborative learning in art education. Implications of this study were discussed in relation to Japanese educational policy.

Keywords: collaborative learning, children, artwork, art education, curriculum development

SYMPOSIUM SET I / 42

The idea of science activities to nurture the early scientific thinking. Attempt of science lessons (6-8 years old) with water
MASAHIRO INAI (1) AND KAZUSHIGE MIZOBE (2), (1) Nakaoe Elementary School, Japan; (2) Hyogo University of Teacher Education, Japan

The aim of this research is to clarify what kind of scientific thinking 6-8 years old children work with Water. I have tried practicing science activities in lower grades (Inai, 2016). And we have been studying scientific thinking dealing with morning glory germination conditions (Inai, Mizobe 2017a 2017b). In the curriculum of Japan where science starts from the third grade (9 years old) of elementary school, it seems indispensable to examine the way of scientific activities at elementary school lower grade. This is because it also leads to a continuous curriculum for nurturing scientific thinking ability from early childhood. We conducted scientific activities using water for 128 children of elementary school 1st and 2nd grades. Specifically, we adopted a game-like element as knocking down PET bottles of different sizes in experiments using rain gutters. We have obtained consent from the principal and the children's parents concerning the conduct of investigation that individuals are not specified. While enjoying scientific games, the children found that the more the water flowed from the higher place, the stronger the water's momentum. In addition, children gained the result that the more the amount of water flowed, the stronger the momentum of water. From these facts, we found that children used scientific thinking such as condition control and result processing. In future, it is necessary education and develop a lesson design, and to verify the effect thereof, based on actual situation of our country.

Keywords: science activity, early scientific thinking ability, 6-8 years old children, research practice, water play

SYMPOSIUM SET I / 43

Promoting preschool children's understanding of base ten system through skipping games
MARCRUZ YEW LEE ONG AND MANABU KAWATA, Hokkaido University, Japan

We investigate how Japanese teachers promote preschool children's understanding of base ten system through skipping games. Like other past studies (Ginsburg et al., 2008). We also stressed the importance of games in enhancing children's mathematical development. A game (a form of play) serves as a basis for logical mathematical thinking and stimulates "early math" development in young children. Through an observational study, we monitored 1 class of preschool children (5 to 6-year-old) in a Japanese kindergarten over 4 months. Consent from the kindergarten and parents were obtained prior to the study. The teacher and children were counting verbally each time they completed a jump during the skipping games. After a few weeks, the teacher counted out loud only by tens, even though she counted all the jumps. The children began to follow her way of counting. One month later, the children were asked to clear 10 different levels of skipping tasks, in ascending order of difficulty. The number of jumps required to clear each level were always by tens, and many children were seen discussing about this topic among themselves. Each child received a reward sticker to paste on his/her card by clearing each level, which added to 10 stickers if he/she cleared all the 10 levels. In conclusion, the teacher facilitated a role in promoting

preschool children's understanding of base ten system through skipping games. Providing insights into how a common skipping game can be an interesting/engaging and effective way for young children to learn the base-ten system.

Keywords: preschool children, skipping games (play), base ten system, "early math" development, teachers' role

SYMPOSIUM SET I / 44

Preschool teacher perceptions and practices regarding children's play
ITZIAR ARREGI, IÑAKI LARREA, EIDER SALEGI, AND NAIARA ZIA, HUHEZI - MONDRAGON UNIBERTSITATEA, Spain

This study aims to examine teachers' perceptions and practices regarding children's play. As play is a children's need and also a right, teachers should create environments to promote it (Lester & Russel, 2010). Teachers' perceptions about play have an impact on their interventions (Skott, 2014) and, in consequence, children's play may be promoted or hindered (Storli & Beate, 2015) through them. Teachers' perceptions and practices regarding children's play are diverse. Some teachers believe that play should essentially be free, whilst others support regulated play (Hakkarainen, Bredikyte & Munter, 2013; Rengel, 2013). More should be known about these beliefs and about their relation to practice, as they have an impact on children's play (Baker, 2014). The research was carried out as a case study. The participants were 11 preschool teachers responsible for 182 children aged from 2 to 6 years at an ECE centre. Teachers' perceptions were identified by individual interviews, whilst their practice was analysed by means of direct observations. The ECE centre and teachers participated in an informed and voluntary way. Legal guardians and children were also provided with full and honest information about the study. The results indicate that play is perceived as valuable for child development. However, teachers' practices are not always coherent with this perception, as there is a tendency for them to hinder play rather than to promote it. The results also show differences between teachers. The results are discussed with reference to the need to develop policies to guide how play is promoted.

Keywords: play, teachers, perceptions, practice, preschool

SYMPOSIUM SET I / 45

Practical lesson to protect children from problems related to internet usage
MASASHI INOUE, Tottori University, Japan

The number of children experiencing problems related to Internet has significantly increased. In the year 2017, more than 1,600 Japanese children were reported to have suffered from sexual problems due to inappropriate SNS usage. We present and evaluate our approach to protect children from such problems. To solve the problems it is important to educate the children of the risks when using SNS, such as content risk and contact risk (Vanderhoven, 2016). However schools have been unable to adequately address these issues (DeSmet, 2015). Experiencing actual behaviours is an effective way to learn correct attitudes and develop a better sense of awareness about Internet literacy (Okada, 2010). There are no teaching materials that allow children to experience actually using SNS in order to learn how to use them correctly. We have developed a computerised educational tool that allows children to easily use an SNS and realise the risks and dangers of using SNS. We are conducting a practical lesson for children to teach how to safely use SNS by using the tool. All the data including participants' name was processed anonymously. Simulated experiences of SNS using the system caused children to have an increased interest in learning and helped them to better understand the appropriate awareness, attitudes, and behaviours for using SNS. According to a survey conducted one month after the lesson, it was found that the children retained the knowledge gained in the lesson. It means that this approach is useful way to protect children from the problems.

Keywords: problems related to internet usage, inappropriate SNS usage, computer, educational tool, simulated experiences

SYMPOSIUM SET I / 46

Physical environment in a classroom on beginning kindergarten: focusing on the morning routine of a three year old boy
MAHO YODOZAWA, Graduate School of Education, Hiroshima University, Japan

This study clarified (1) how children adjust to their physical environment in the classroom, and (2) what types of physical environments support children. On beginning kindergarten, the direct involvement for children of teachers is important. However, teachers are not always attentive to every child. Especially at the beginning of the day, some children are overlooked because teachers are busy. At such times, children carry out their morning routines depending on their physical environment. In previous studies about children's actions at this time, routines have been considered necessary simply for a smooth transition. This research caught behaviour of children and the environment in an equal relationship. It is necessary for improving setting physical environment for children. Data were obtained by videotaping a kindergarten in Japan, from the time that the children started to arrive until the end of the routines, for 38 days following the entrance ceremony. The morning routine of this class consisted of six steps from the children hanging up their hats to cleaning up their bags. This study focused on one of the boys and analysed qualitatively. I got permission from the kindergarten regarding research cooperation. First, it appeared that he had built up his own routine by touching the environment and became used to the kindergarten. Second, the environment was maintained the position, and new discoveries were created by children as they adjusted to kindergarten. This was a source of support to the children. Through this study, the characteristics of the kindergarten's routine in Japan were suggested.

Keywords: physical environment, beginning kindergarten, routine activity, three year old, Japan

Parent/child groups, serving foreign language acquisition in the case of the 0-3 year olds
ENIKŐ PÁSZTOR, University of Sopron, Hungary

The aim of the research is to highlight the fact, that the presence of parents positively affects the foreign language acquisition process of their children. Foreign language acquisition before kindergarten age, bilingualism, multilingualism, theories in language pedagogy I have worked out this topic on the basis of literature, which is related, among others, to the names of N. Chomsky or E. Lenneberg I have applied both qualitative and quantitative research methods. I have performed observations in parent-child groups. I have made interviews with the parents and I have also applied survey-interview method. The participants in the research were adult people (parents) and their children. They voluntarily participated in the research. When filling in the questionnaire, no personal data were collected, nor codes for identification was used, so anonymity was guaranteed by us. Prior to the observations, recording the interviews and filling in the questionnaires, they agreed to publish their photographs and the results of the research. On the one hand, parents encourage their children with their presence in the foreign language acquisition process, on the other hand, they provide them secure atmosphere. The shared experiences have a positive effect on the parent-child relationship. The appearance of parent-child groups in foreign language acquisition in Hungary, but also abroad, are equally novel. The methods, used there, should be widely distributed.

Keywords: early foreign language acquisition, multilingualism, playful German activities, parent-child groups, bilingual

Making magic potions: creativity in bush kinders
CHRIS SPELDEWINDE AND CORAL CAMPBELL, Deakin University, Australia

This project identifies how creativity forms part of science learning opportunities afforded by bush kindergartens and practitioner strategies used to scaffold children's science learning in bush kinder settings. European forest kindergarten research exists. Limited Australian research exists that examines practice and pedagogy. Little consideration of creativity associated with forest or bush kinders exists. Adapting key components used in the Torrance Test for Creativity (1966, 1974), researchers developed a template of four creativity components by which individual creativity could be observed and measured: fluency, flexibility, elaboration and originality. A mixed methods approach was used but was reliant on video capture to record creative play. Over 80 instances of play over 26 different bush kinder sessions were recorded. The ethical concerns here meant we could not include children in the data set so were limited to considering teacher practice and pedagogy and deleting video data where children were present prior to leaving the bush kinder site. We needed to ensure anonymity of participants. Children displayed a large number of creative factors. Creativity components were evident in children's play activities such as construction, problem-solving, and re-purposing of material. Elaboration was most prominent. Originality was quite high. Fluency and flexibility both quite low. Primary and secondary school research shows that front-loading with experiences and information enhances creativity but is this applicable at pre-school? This research builds on educators understanding of creativity and science learning, child engagement in science learning and the learning opportunities outdoor spaces afford. It provides insight for teacher educators into practice.

Keywords: creativity, play and learning, bush kindergarten, outdoor education, science

Integration of native concept acquired in ECEC and scientific concept to be learned in reading class of primary school.
TAKASHI OGAWA AND TOSHIAKI MORI, Okayama University of Science, Japan

The aim of this study is to investigate how to facilitate active learning in reading class of primary school. Japanese Ministry of Education has recently proposed that facilitation of active learning is important for smooth transition from ECEC to primary school education, and also suggested that necessary conditions for active learning are autonomous learning, collaborative learning and deep learning (Kono, 2008). The aim of this study is, therefore, to investigate whether autonomous integration of naïve concept acquired in ECEC and scientific concept to be learned in primary school would facilitate deep understanding of text structure. Classroom discourse of first grade primary school children (6-7 years) was audio-recorded and analysed in terms of article grammar, i.e., a revised version of story grammar (Thorndyke, 1977). An article about vehicle was used as reading text and an article about beak was used as pre-test and post-test for deep understanding. All participating children and their parents provided informed consent prior to participation. The results indicated that (1) teacher's teaching style was children centred asking open question concerning the relationship between naïve concept and scientific concept, (2) children's speech was directed to each other child and autonomous group discussion was carried out, and (3) children showed deeper understanding of text structure in post-test than in pre-test. These results suggest that effective way to facilitate active learning is to encourage children to use metacognitive reading strategies to integrate naïve concept and scientific concept. Implications of this study were discussed in relation to current educational reform in Japan.

Keywords: classroom discourse, active learning, metacognition, reading strategy, educational reform

Improvement and conflicts in outdoor play during an action research utilising bidirectional collaboration between university professionals and practitioners
KWI-OK NAH, Soonchunhyang University, South Korea

The aim of this paper is to report an action research which improved the quality of outdoor play and learning while confronting conflicts in South Korean preschools. In South Korea, outdoor play is limited due to a socio-cultural atmosphere which venerates academic activities, parents' concerns on safety and bad weather, practical conditions such as building design not allowing easy access to outdoor areas and insufficient staff, and practitioners' insufficient understanding of the values of outdoor play. The current research followed a participatory action research framework, and included staff members and researchers working together to change the current situation regarding outdoor play in preschool. A public preschool participated in this action research, which took place between August, 2015 and December, 2016. The project involved flexible implementation through an open-ended process, and involved the continuous collaboration of the head, practitioners, children and researchers. All the participants including researchers collaborated with one another in democratic ways that fostered an ethical symmetry between continuing professional practice in the school setting and the research itself. The results showed that practitioners utilised natural space attached to the preschools and open-ended resources, understood the values of outdoor play and risky play, but confronted with conflicts due to the parent's concerns. They also changed their attitude towards favouring child-initiated play and connections between the indoor and outdoor play and activities. The action research utilising bidirectional collaboration between university professionals and practitioners can improve the outdoor play effectively.

Keywords: outdoor play, action research, South Korea, preschool, young children

Impromptu dialogue in children's drawing activities: Focusing on mutual interactions to negotiate the drawing frame
HOTTA YUKARI, The University of Tokyo, Japan

This study investigated how five- to six-year-old children produce impromptu dialogue during drawing activities. What children communicate while drawing can tell us how engrossed they are in the activity. When children draw with their peers, they talk about their drawings and incorporate shared ideas (Cox, 2005, Wood & Hall, 2011). Children nurture creativity by imitating the drawings of others (Oku, 2012). These findings suggest that children are actively defining reality rather than passively reflecting a given reality during the drawing process. Further research is required to explore what specific strategies children use for communication in order to arrive at a shared understanding about the direction of drawing activities. This study relies on a frame theory (Sawyer, 1997) that categorises communications in pretend play along four dimensions: in-frame, out-of-frame, and two blended levels in between. Sawyer's notion is useful for understanding how children communicate meaning through drawing. As a participant observer, I studied five- to six-year-old children in a Japanese day care centre for one year and analysed episodes qualitatively. My main data collection tools were the children's drawings and video recordings of their drawing. The nursery's head gave me ethical permission for data analysis. My findings support that impromptu dialogue in drawing activities can be understood through Frame theory. The children maintain and expand the drawing frame while speaking in and out of character and using "directorial and narrative statements," which presuppose play transformations according to context. This study will help nursery teachers understand children's sensibilities and foster rich expressions.

Keywords: drawing activities, 5th year class, impromptu dialogue, shared-meaning, frame

I learn while playing - EDUballs in Early Childhood Education
SARA WAWRZYNIAK, IRENEUSZ CICHY AND ANDRZEJ ROKITA, University School of Physical Education in Wroclaw, Poland

The aim is to review the effects of physical education program (PE) with EDUballs on children's cognitive and motor skills in elementary schools in Poland. The interdisciplinary learning is a current trend in early childhood education. The implementation of experimental or intervention programs during PE positively affects not only children's motor skills, but also their schooling achievements (Zach, Shoval & Lidor, 2017, https://doi.org/10.1080/f00220272.2016.1234649) The EDUball is an innovative teaching approach based on interdisciplinary model of teaching physical education. The EDUball merges physical activity and academic learning. The concept assumes the development of children's cognitive skills through the movement and play. The EDUballs contains 100 balls with letters of the alphabet, numbers and mathematical signs. EDUballs allow to integrate PE with language and mathematics exercises. The research used a pedagogical experiment method and a parallel groups technique (experimental and control groups). The research were carried out between 2002-2017 and involved over 600 children. Data were collected in pre-and post-tests. The experimental factor was a PE program integrated with academic content with EDUballs. The research required the written consent from the school's headmasters and children's parents/guardians. All consents were obtained. Children participating in PE with EDUballs significantly improved reading, writing and math skills compared to children who followed standard PE. EDUballs had also a positive impact on children's physical fitness and motor skills. This approach enhances the teaching–studying-learning process. Integrating academics with movement is attractive for children. They learn while playing. EDUball is a promising way of teaching in elementary school.

SYMPOSIUM SET I / 53

How children interact in sand box?
JUNKO MINOWA, Musashino University, Japan

Aims of this study is to clarify how children interact in sand box. As the age of young children rises, it has become clear that choosing tools and changing the way of using tools according to the purpose of play. Social-cultural approach how do sand, water and tools works as medium in interaction among children? Qualitative approach, Video ethnography Author asked kindergarten teachers to take videos of sand play, and analyse the data. The design of observation is composed according to the guideline for ECEC research by Japan Society of Research on Early Childhood Care and Education. As age goes up, it is not only to take instructions, to observe the state of sand and to take action, but also to understand what role in the play shared by the acts that you are doing in the flow of play It seems that it will become clearly conscious of whether it is. This study suggested that it is important for kindergarten teachers to think about the environment of the sand, such as the amount and quality of sand, the proximity of water field.

SYMPOSIUM SET I / 54

Froebelism and Hoiku Shoka : Focusing on Fuyu Toyoda's autograph manuscripts
YUKARI AZUMA, Kamakura Women's University, Japan

The aim of this study is to clarify why the collection of hoiku-shoka (childcare songs) as educational materials was produced at the establishing of The Kindergarten attached to the Tokyo Women's Normal School, by deciphering and interpreting autograph manuscripts written by Fuyu Toyoda (1845-1941) pertaining to the songs of Six Balls. Azuma (2014) analysed Hoiku shoka (a collection of childcare and educational songs) "Six Balls" with the lyrics written by one of the first Japanese kindergarten teachers of the Tokyo Women's Normal School Kindergarten, Fuyu Toyoda (1845-1941), has been a long-time enigma in previous studies. The aim of this study is to clarify the creative process of "Six Balls" by analysing six autograph manuscripts concerning songs written by Toyoda. It must be important to clarify how Toyoda and her colleagues eventually created hoiku-shoka. Subjects: reference to Toyoda's autograph documents regarding the series of shoka about Frobel's First Gift of six balls. The University Ethics Using Committee approved the research. The permission was obtained from participants. Accordingly, Toyoda and her colleagues learned the methods through densyu (lectures) given by Clara Matsuno. the shoka collection of Six Balls based on Matsuno's denshu and Froebel's books on education failed to qualify for the final selection. Since the mainstream style of shoka had shifted toward ethical lyrics to be worthy of kokugaku (national music to promote Japan as a modern nation) and Western melodies.

SYMPOSIUM SET I / 55

Exploring toddlers' rituals of 'belonging' through risky play in the outdoor environment
HELEN LITTLE (1) AND MATTHEW STAPLETON (2), Macquarie University, Australia (1); Centre Support, Australia (2)

This study of 18- to 24-month-old children in an outdoor play environment aims to establish the connection between risky play and 'belonging'. 'Belonging' is a core component of many EC curriculum frameworks including 'Belonging, being and becoming': the Australian Early Years Learning Framework. Despite this prominence, there is limited understanding of what it means for children's lived space (Sumsion et al., 2016). To date, risky play research has mainly focused on children over the age of three (e.g. Little et al., 2011, Sandseter, 2009). Theoretical conceptualisations of children's lived spaces share a common understanding that space is more than just physical but is also socially and experientially constructed. The study primarily draws on Sumsion and Wong's (2011) cartography of 'belonging', whilst applying diverse theoretical lenses, including children's geographies and sociology of childhood, to present a multi-perspective understanding of children's experience of 'belonging' in relation to risky play. Children's play was observed over a 7-month period using GoPro cameras. Children's engagement in the outdoor environment was analysed in relation to the dimensions of 'belonging' (Sumsion & Wong, 2011) and categories of risky play (Kleppe, et al., 2017). Informed consent was provided by educators and children's parents and educators discussed with children the use of the cameras on data collection days. Areas of the environment were identified as places where dimensions of 'belonging' were evident through children's ritual engagement in risky play. The study contributes to an increased understanding of toddlers' risky play and the interrelationship between the physical environment and belonging.

Development of children's play style and networking in kindergarten -Measurement of communication as visible data by the business microscope-

TOSHIHIRO NAKAJIMA (1), TOMOHIRO OIKAWA (2), TAKASHI ITO (3) AND MANABU KAWATA (3), (1) Hokkaido University of Education, Japan; (2) Hokkaido University Graduate School, Japan; (3) Hokkaido University, Japan

The purpose of this study was to reveal the children's development of play style with visible data by the Business Microscope (Hitachi, Ltd.). Parten, (1932) advocated the developmental stage of children's play. However, there are few verifications based on objective data. Children's social development is thought to appear in play style. This research could strengthen these theories. Participants were 31 children and 3 teachers in a kindergarten. Measurements were conducted during their morning-free-playing time in February, June, September, and December. The Business Microscope (Hitachi, Ltd) was used to measure the participants' communication as visible data by physical vibrations. We explained the purpose and method of this survey to the participants and their guardians, and obtained consent from everyone. At the first measurement in February, children were definitely leaded their play by the teachers. Children tended to connect with their teachers individually. In the second survey in June, children became to connect with other children and play in small groups. At the third survey in September, a large playgroup occurred and developed into play with many children. In this period, teachers tended not to lead children's play, and to support children's group play. In the last survey in December, the same condition of play in a large group was maintained. These situations are considered the states of children's play stages, ''Parallel play'', ''Associative play'', and ''Cooperative play'' advocated by Parten. This survey could be an important case that children's play stage could be verified with objective numerical data.

Keywords: communication, play style, networking, business microscope, kindergarteners

Designing play-based chemistry activities for preschool

KARINA ADBO (1) AND CLARA VIDAL CARULLA (2), (1) Department of Biology and Environmental Sciences, Sweden; (2) Linnaeus University, Sweden

This study focuses on the design of play-based learning activities for chemistry in pre-school. Few studies concerning children's emerging science (Siraj-Blachford, 2009) within the different natural science disciplines, have been undertaken within this particular environment (Fleer, 2009) and even fewer having chemistry content. Viewing chemistry as a part of our past and present culture instead of as a subject provides the backdrop for a more holistic approach to chemistry within this specific environment. A cultural-historical perspective (Fleer, 2017), together with scaffolding, emergent science skills and sustained shared thinking was used as a framework for the design of learning activities. All necessary ethical parental and teacher approvals were obtained and data was collected by analysis of video recordings. All necessary ethical parental and teacher approvals were obtained and data was collected by analysis of video recordings. Results demonstrate the use of scaffolding and emergent science skills provides an effective means for designing activities aimed at both the cognitive and the affective domain and were also beneficial for highlighting the more implicit aspects of chemistry. Moreover, it was also found that for progressive and inclusive activity design, considerations regarding the direct environment and methods for immediate evaluation are critical for use in practice.

Keywords: play based activities, preschool, chemistry, sustained shared thinking, cultural-historical perspective

Characteristics of play with unintended playing materials - Focusing on Box House
JUNG-MIN KIM AND MYN-GYUN KWON, Keimyung University, South Korea

The purpose of this study was to understand the characteristics of children's play with unintended playing materials. The classroom of early childhood education in Korea tends to value pre-planned activities and structured play materials and environment with structuralism pedagogy (Weber, 1984; Nah & Kwak, 2013). A play with unstructured or unintended play materials arouses imagination and creativity (Kernan & Devine, 2010) and helps solve problems occurring while playing (Sluss, 2005). Four-year-old children's play with abandoned boxes in a kindergarten classroom were observed twice a week for eight weeks. The observation notes, photos, video-records, children's interviews and drawings were analysed qualitatively to understand the play characteristics and to find themes (Spradley, 1980). The children's parents were explained research purpose and only the children with parent consents were observed and interviewed. The children's names were pseudonym. Children took empty boxes put away for trash by teachers for play materials and transformed them into houses. Children's play were cooperative for a common goal of building houses and communicating ideas to solve problems. Starting to build a big house changed into building a beautiful house, next into building a strong house after children experienced a real earthquake. As boxes were transformed into houses, children rested in them and played with family or school theme, even a hero play which was not allowed in classroom by teachers. Free choice of play materials and supportive emotional and physical environment may guarantee children's creative and collaborative play. Teachers and parents need to be more open-minded for understanding and developing children's play.

Keywords: young children's play, unintended play materials, cooperation, problem-solving, creative play

An analysis of 4 year old children's block play scene: Focusing on the children creation and sharing
MARIKO MIYATA, Shiraume Gakuen University, Japan

For block play in the class of 4 year-old at preschool, the study analyses a relationship between children's block play and behaviour in a process when those children create the play images with each other. It is considered that using a storytelling act would be effective for constructing blocks among 5 or 6 year-old children (Beth M. Casey et al., 2008). However, there are only few studies to describe a relationship between a storytelling creation and block construction. The study conducts qualitative analysis from a viewpoint to comprehend a child as a factor to objectively construct a new environment, not as a passive existence to accept and participate in existing environment (Urie Bronfenbrenner). The study conducted participant observation in the class for 4 year-old class. It analysed a relationship between change in block structure and children's behaviour on the basis of description of video recording. Permission was obtained from parents and confidentiality of all child participants was ensured. And written permission from the preschool was obtained as well as from the teacher. They indicated a higher interest to others who manipulate blocks compared to a relationship with blocks. They also started telling a story after manipulating blocks. Manipulation of blocks would be interrupted by a speech development based on the story. Garvey, (1977) points out that complexity and development of plan would become more important than handling things when a child's grade advanced. In future, I will analyse a relationship between a plan complexity and skill improvement on block manipulation.

Keywords: block play, 4 year-old children, create, share, collaboration

Storytelling as a domain for multi professional and multicultural education in ECEC
ANN-CHRISTIN FURU, University of Helsinki, Finland

The aim of the present study is to explore how collaboration between ECEC professionals and librarians can promote multicultural education. Storytime is an important part of the daily practices in ECEC settings in Finland and recent research shows that children´s literature can serve as a tool for multicultural education (Sandvik, 2014). The study builds on sociocultural perspectives (Säljö, 2005) and work on multimodal and intermodal learning affordances (cf Selander, 2017; Hilppiö et al., 2017). The study was conducted through participatory research in five municipalities in Finland from 2016 to 2018. Firstly, ECEC professionals and students were offered courses on children´s literature, storytelling, and multicultural education. Secondly, tools for professional development in using stories as a basis for multicultural education were offered to the ECEC settings who collaborated with municipal libraries. Thirdly, a shared digital platform was established. Analysis of written documents as well as digital forms was conducted according to content analysis. Informed consent was obtained from all participants. Research materials were treated according to ethical standards by the Finnish Advisory Board on Research Integrity (2012). The main findings of the study reveal that both ECEC students and professionals and librarians acquired a higher level of awareness of storytelling as a tool for multicultural education. Among both professions, the collaboration was perceived as rewarding. Further, during the project, both professions gained increased knowledge and strengthened skills. Based on this study, collaborations between ECEC professionals and librarians seems to be an effective way of reinforcing multicultural education with children.

Keywords: multicultural education, collaboration, participatory research, early childhood education and care, librarian

POSTER SYMPOSIUM SET II
THURSDAY 30TH AUGUST
15:00 – 16:00

SYMPOSIUM SET II / 1

Visual documentation of children in ECEC
SVEIN HEDDELAND, University of Agder, Norway

The aim of this study is to explore ethical considerations in the on-going practice of visual documentation of children in ECEC. This study is based on the new sociology of childhood (Corsaro, 2005) and social semiotics (van Leeuwen, 2005) to inform how early childhood practitioners use and make sense of visual documentation in preschools. To understand how the mutual relationship between technical objects and social practice I look to mediatisation-studies (Hjarvard, 2016). The theoretical framework is critical discourse analysis (Fairclough, 1992) and draws on visual grammar (Kress & van Leeuwen, 2006), pedagogical documentation (Taguchi, 1998), and ICT in ECEC (Stephen & Plowman, 2002). The study is based on a social semiotic epistemology and qualitative research design using document analysis. The research was conducted in three Norwegian preschools. The data constructed consists of multimodal texts shared online with parents for a year of preschool. I analyse how images of children in preschool convey certain representations and social interactions. Participation in the study was voluntary and informed consent was obtained from all participants. Anonymity was given to all individuals. The study is reported to Data Protection Official for Research for Norwegian universities. There are critical issues regarding whose voices are represented in visual documentations. Young children are viewed as competent and beings. Preliminary findings suggest that digital visual documentation practices leads to less emphasis of children´s perspectives in pedagogical documentation. This study has implications on practitioners and early childhood education students acquire knowledge related to digital documentation.

Keywords: ECEC, digital, visual documentation, Norway, social semiotics

SYMPOSIUM SET II / 2

The impact of economic crisis on preschool teachers' professional status and life in an urban and rural region in North Greece
SOFIA STEFANIDOU (1) AND ELENI TYMPA (2), Mpilios preschool center, Greece; (2) Department of Preschool Education, Technological Educational Institute of Epirus, Greece

The aim of the study was to find out how the economic crisis affected teachers' professional status in North Greece during the critical period of 2010-2017. The economic downturn has forced the state to reduce investment in education. This under financing hinders the quality of education (Barnett 2003). In addition, many of the difficulties that teachers encounter is related to school organisation. Aspects of the school environment such as working conditions and rising workload influence teachers' effectiveness (Hally-Keynon et al., 2014). The study involved 8 urban preschool centres with 41 teachers and 4 rural with 17 teachers. A semi-structured questionnaire on socio-economic, educational and professional status was applied to all teachers at the end of the last school year. All participants were informed about the purpose of the study and took part voluntarily. No reference is made to names or schools, regarding the results of the study. Findings revealed teachers' positive feelings about their job (98.3%) despite salary reduction in both areas. 77.6% feel still productive and 94.8% believe that the relationship among colleagues has not been affected. In rural area, there was a reduction by 82.4% in educational material and none of the teachers (0.0%) had further training during the crisis period. While, the corresponded percentages were 51.2% and 24.4% in urban area. Implications on the influence of present teachers' status on children's wellbeing will be discussed.

Keywords: preschool teachers, economic crisis, working conditions, effectiveness, questionnaire

SYMPOSIUM SET II / 3

Research on the influence of images of teachers' existence on students who are going to be teachers.
TAKAKO NOGUCHI, Tokyo Kasei University, Japan

This study focused on the images of teachers whom students had encountered up to the present. In Japan, teacher shortages and turnover rates are increasing. Teachers are exposed to long time and pressure of work because they not only spend time in the classroom working directly with children but also another work sharing after lessons (MEXT, 2015). Research is needed to reveal how students were influenced by their teachers' existence, perceived the meaning of its work, then it is possible to link between the courses in training teachers and the field. Students who belonged to university courses aimed to get teachers licenses were asked to write retrospective reports about their own educational and care experiences, as refer to the framework of previous research (Noguchi, 2016). Researchers compared two courses by using the M-GTA (Kinoshita, 2003, 2007). All participating students provided written approval of the terms of using written reports for the purpose of this study. Students' retrospective narratives on their educated/cared experiences showed no existence of teachers, just the students' consciousness on changing themselves and acquiring competence based on their own effortful mind as agents. Teachers

were mentioned within concrete episodes rather than by who told 'I will be a teacher'. This study suggests that it is important to share the meanings of teachers' work and profession. The training courses are expected to treat the gaps between the reality of teachers' work and the beliefs students have constructed through their experiences.

Keywords: the images of teachers, students' retrospective narratives, educated/cared experience, professionalism, reality gaps

SYMPOSIUM SET II / 4

Research into factors for long-term employment of teachers in public nursery schools in Japan
MAKOTO ISE, Fukuoka Prefectural University, Japan

The aim of this research is to clarify the factors of long-term employment of public nursery school teachers. Some studies on early resignation show insights such as burnout (Morita et al 2011) or mental health issues (Uemura, 2011). One of the main reasons for quitting is relationships, and this is true for 26.9% of public nursery teachers, which is 5.1% higher than that of private nurseries, based on a 2009 survey. Less empirical researches have been conducted on long-term employment of Japanese nursery school teachers. (Hirokawa, 2008) pointed out that only the problem of early resignation has been focused on, and no attention has been paid to the reason why some teachers could continue to work. Subject is retired teachers who worked at public nurseries for 40 years. The method we used was a semi-structured interview to review the subjects' working experiences. Ethical considerations were made for the subjects. The statement was analysed using the qualitative analytical method, SCAT, which decodes the meaning hidden in statements in a stepwise manner. They signed informed consent that included the purpose of the study, the interview details, the anonymity of individuals and nurseries, and a guarantee that they will suffer no disadvantage from the study. The result and observations: 1) treatment as a professional colleague (regardless of age) from the beginning, 2) trainings or company events that served as a relationship builder among employees, 3) a balanced carrot-and-stick method as a supervisor to build relationships. Implications are relationship builders among employees.

Keywords: long-term employment, factors for work continuation, public nurseries, relationships, nursery school teachers

SYMPOSIUM SET II / 5

Professionals' interactive abilities to support socioeconomically disadvantaged children in every day pedagogical settings – first results of an evaluation study
ANTJE ROTHE (1), ROLF WERNING (1), MICHAEL LICHTBLAU (1), LISA DISEP (1), KATJA MACKOWIAK (1), HEIKE WADEPOHL (1), JOHANNA STEINBERG (1), MATTHIAS MAI (1), CLAUDIA SCHOMAKER (1), KATHRIN HORMANN (1), ULLA WALTER (2), JULIA FEESCHE (2) AND ANTJE KULA, (2) Leibniz University of Hanover, Germany; (2) Hanover Medical School, Germany,

The research project conducted by the Leibniz University Hanover and Hanover Medical School aims at developing a training to professionalise preschool teachers regarding their interactive abilities to support children's learning in every day pedagogical settings. Interactive strategies like 'scaffolding' and 'sustained shared thinking' are essential to facilitate childrens' learning (Burger 2010; Mashburn et al., 2008; Siraj-Blatchford 2009). However, recent research shows that (German) professionals perform low in this respect (Hopf 2012, Pianta 2016; Wadepohl & Mackowiak 2016). 130 early years' professionals take part in the intervention group and 106 in the control group. The first group participates in a training focusing on the two concepts mentioned above, while both groups are evaluated twice. The study bases on a partially mixed concurrent equal status design (Creswell 2014; Leech & Onwuegbuzie 2009). Qualitative and quantitative methods are conducted to evaluate the early year professionals' improvement of interactive skills. Effects are measured on the level of the professionals (output) as well as of the children (outcome). The instruments used in the study have been approved by the data protection office at the university. Participation bases on written informed consent. Additionally informed consent with children is established situationally. The first survey period will be finalised in April 2018. Preliminary results based on group discussions indicate that professionals emphasise a whole-child-approach, which also means that they emphasise a close collaboration with parents. This study contributes to the ongoing quality-debate and especially considers issues of a sustainable support of socioeconomically disadvantaged children.

Keywords: professionalisation, early years professionals, inclusive pedagogical settings, socioeconomic disadvantage, mixed method intervention study

SYMPOSIUM SET II / 6

Professionalism in early childhood care and education focusing on relationship with family
SACHIKO KITANO, Kobe University, Japan

The recent changes in Japanese society increasing more complex needs for supporting family. This study analyses the professionalism of ECE teachers focusing on relationship with family. After the year 2000, it has officially become ECE professionals' duty to support families in the districts. From the April 2015, Japanese ECE policy started new child rearing and family support system. In 2017, all ECE Curriculum guidelines were revised in 2017. Teacher's license low will be revision in 2019. Policy studies of OECD (2015, etc.) and the studies by Epstein (2011) showed the importance of considering the needs of building partnership with family. Literature review and qualitative interview were taken place to monitoring. This study

considers the regulations, the standards on professional preparation, and ECE Evaluation and accreditation materials focusing on ECE professionals' relationship with families. Interview were made to ECE teachers focusing on current arguments considering with family support, what they learned during ECE preparation courses before they graduate, and contents of in service professional development considering family support. All interview data was confirmed by the letter of acceptance. The research found the ECE professionalism focusing on relationship with family changed from not only supporting but also involving the building partnerships with parents. Teachers were anxious about widening gap between family educational environment. There are needs to involve family and community commitment with not one-way support but with reciprocity. The research suggests that as child-rearing-support services in local communities have been widely expanded, the reconceptualisation on ECE teachers' professional relationship with parents is needed.

Keywords: ECE professionalism, teacher preparation, professional development, policy, curriculum

SYMPOSIUM SET II / 7

Patterns of cooperation in the Estonian preschool teachers' preferences – the heritage of the Soviet period and beyond
MARIKA VEISSON, TUUL MAIRE AND RAIN MIKSER, Tallinn University, Estonia

Elucidating the Estonian preschool teachers' preferences in regard to individual or cooperative forms of work in different professional situations. This study is a part of the research project "Teachers' professionality and professionalism in changing context", led by Ivor Goodson in Estonia. The concept of refraction in social sciences, developed by Ivor Goodson, marks the phenomenon of globalising policies being modified, redirected and transformed in different contexts and societal levels (national, local, institutional or personal level). We apply this conceptual framework to study how the principles and practices of collegial professionalism propagated by preschool education policy makers internationally are interpreted by preschool teachers in Estonia. We combine historical policy analysis and the quantitative survey method with preschool teachers in Estonia. The respondents' participation was voluntary, their anonymity was guaranteed. Depending on the length of their professional experience, teachers tended to accept some forms and strategies of cooperation and to reject other forms. The preferences were more connected to the actual likeliness of these practices in the period of their early career than to the formal rhetoric of the era (e.g. the Soviet era). An added knowledge on teachers' potential interpretations, depending on their previous professional experience, about the policies of collegialism and cooperation currently promulgated by early childhood policy makers. The necessity of further studies on refraction among preschool teachers at institutional and personal level.

Keywords: refraction, collegial professionalism, Estonia, historical analysis, teachers

SYMPOSIUM SET II / 8

Knowledge and attitudes of ADHD: Educators' perspectives of supporting childhood behaviours consistent with ADHD
SARAH BROCK, Dundalk Institute of Technology, Ireland

The overarching aim is exploring primary school teachers' and early year's educators' knowledge of ADHD. A secondary aim is exploring the effectiveness of brief Incredible Years ADHD-information and awareness sessions (0.5 days). ADHD's worldwide prevalence rate translates to one child present in every classroom. Educators play central roles in reporting symptoms, advising parents and supporting the child as difficulties with inattention, hyperactivity and impulsivity become evident within school environments. International studies report educators' knowledge of ADHD as often inadequate. Within Ireland, there is a paucity of research regarding educators' knowledge with only one Irish study investigating primary school teachers' knowledge of ADHD to date. The theoretical underpinnings are guided by Bronfenbrenner's (2005) bio-ecological approach, the Process-Person-Context-Time model, a conceptualisation of the complex interactions of multiple multi-level factors on development. This model allows for identification and examination of variables contributing to outcomes of children with ADHD. A descriptive quantitative design via pre/post training questionnaires using the KADDS measure, and a qualitative phenomenological design using focus groups are employed. Informed consent was obtained through information leaflets enabling participants to understand their role, potential risks/benefits, anonymity of data and the right to withdraw. An independent samples t-test revealed significant difference in overall knowledge between primary school teachers and early years educators with early years educators scoring substantially lower. Results are discussed in terms of highlighting the need for ADHD targeted training among educators, with findings potentially informing behaviour management interventions and development of specific classroom strategies to support childhood behaviours consistent with ADHD.

Keywords: knowledge of ADHD, misconceptions of ADHD, incredible years training sessions, primary school teachers, early years educators

SYMPOSIUM SET II / 9

Infancy pedagogy and practices
ELENI LOIZOU AND MARIA DEMETRIOU, University of Cyprus, Cyprus

The goal of this study was to describe an infancy course and explore the reflective comments of forty pre-service early childhood (EC) teachers implementing four different ways of organising learning with infants. Research suggests that infant teachers need to be able to develop emotional relationships with babies in order to make them feel safe, collaborate with other people, observe, recognise diversity, be critical and support learning through play (Recchia, 2016). We draw on infant

teacher education that supports the need for infant development knowledge and practicums that allow teaches to implement and reflect on infant pedagogy. It is vital to theorise the pedagogy of infants and unfold appropriate and educative ways of working with babies. Data was collected through reflective assignments after the implementation of the four different ways of organising learning (routines, structured games, quiet time observation, and purposeful intervention). Consent forms were provided to all of the participants at the end of the course. Findings suggest that the pre-service teachers describe their role according to the way of organising learning. They tend to set specific developmental goals and plan within the context of each one. There was evidence of encouraging or disempowering reflection comments depending on the outcome of the activity implementation. The level of teacher involvement, use of language or actions, changes according to the type of organising learning, suggesting a ''teaching oriented perspective.'' The outcomes of this study provide important elements of practice within infant classrooms supporting future infant teachers and suggestions for EC teacher education.

Keywords: infant pedagogy, infant practices, pre-service ECE teachers, quiet time observation, infancy course

SYMPOSIUM SET II / 10

How does the novice teacher build relationships with a young child through mutual understanding in Japan?
AKI UEMURA, Ohkagakuen University, Japan

The purpose of this study is to clarify the process of and the key factors in building relationships between novice teachers and young children through the pursuit of mutual understanding. Previous research indicates that it is difficult for novice teachers to judge the meaning of children's behaviour (Vander, 1988), and they are often confused by the difference between their expectation and the reality for children (Tanigawa, 2018). This study examined based on mutual-subjective-relationships theory (Kujiraoka, 2011). The researcher interviewed a female novice teacher once a month from May 2017 to February 2018 about her relationship with a 2-year-old-girl, and this was qualitatively analysed using the Trajectory-Equifinality-Model (TEM: Sato et al., 2012). The researcher has explained the purpose and consideration for protection of personal information to the participants and gained consent, and has obtained permission from the University after accepting the University's research ethical guidelines. It was found that the following factors were obstacles to building relationships: lack of self-confidence in childcare, the feeling of being mentally busy, and puzzled response. In addition, the following promoting factors were identified: deep insight, continuous support to communicate teacher's emotions, sense of responsibility, and spurt in self-confidence. Therefore, while considering the initial career stage of childcare professional development, it is suggested that the following points should be clarified in order to build relationships between novice teachers and young children: 1) How to overcome ''lack of self-confidence in childcare" and 2) What kind of external support is needed for novice teachers?

Keywords: novice teacher, understanding of young children, process of building relationships, interview, tem

SYMPOSIUM SET II / 11

Generating a hypothetical model of kindergarten teachers' views on reconstructing peer relationships
TOMOHIRO OIKAWA, Hokkaido University, Japan

The purpose of this study was to generate a hypothetical model of kindergarten teachers' views on reconstructing peer relationships. Previous studies had suggested that teachers could create opportunities that foster good friendships (Gest & Rodkin, 2011), which in turn reduce victimisation and bully. Most of the studies centred on school-aged children (Troop-Gordon, 2015), the practical views of kindergarten teachers are rarely investigated. Japanese teachers have been practicing an unique concept of reconstructing peer relationships since the 1970s. This concept is uncommon among the early childhood educators in the West. 13 Japanese kindergarten teachers were interviewed by showing them 3 practical cases: Shy and loneliness child, too intimacy dyad, and triangle relation. And based on the interviews, we examined their practical views of expectation and intervention relating to the reconstruction of children's relations. The purpose and method of this study were explained to the participants and guardians, along with their consents prior to the study. For shy and loneliness child, the teachers suggested that they could promote better teacher-child relations by playing together. As for the dyad and peer group, they felt that it was difficult to intervene the relation due of their cultures (Corsaro, 2015). However, by introducing new activities to the dyad or peer group creates opportunities for the children to develop a new relationship as they interact with other peers. These findings revealed a new hypothesis that the teachers will reconstruct peer relationships by creating implicit opportunities without having to either break relations or develop one' s skills.

Keywords: reconstructing peer relationship, teachers' roles, semi-structured interview, hypothetical model, Japanese kindergarten

SYMPOSIUM SET II / 12

Examining effects on Taiwanese preschool teachers' beliefs about developmentally appropriate practice
YULING SU AND YA-HUI CHUNG, University of Taipei, Taiwan

This study examined the associations between socio-cultural and working environment, professional development experience, intrapersonal relationship, childhood experience and the teachers' beliefs about Developmentally Appropriate Practice (DAP). This study also investigated the level of the teachers' beliefs about DAP. Teachers' beliefs are derived from and interwoven with educational, childhood, and cultural experiences (McMullen, 1997). Teachers in different cultures likely

have different belief-forming experiences, guided by different cultural norms (Wang, Elicker, McMullen & Mao, 2008). The frame work of this research is based on 'developmentally appropriate practice' (DAP) ([NAEYC], 1990, Copple & Bredekamp, 2009). A total of 216 Taiwanese teachers completed the Teacher Beliefs Scale (TBS) and the Teachers' Background Information Questionnaire. The TBS scale was created by Charlesworth et al., (1993) and has been widely used to investigate developmentally 'appropriate' or 'inappropriate' beliefs. Correlation and regression analyses were conducted. Research participants signed the consent forms. Significantly positive associations were found between the teachers' socio-cultural/working environment and both the appropriate and inappropriate beliefs of DAP. Significantly positive associations were found between the teachers' professional development experience, intrapersonal relationship and the appropriate beliefs of DAP. Moreover, the study also found that Taiwanese teachers' levels of education, teaching position were significantly associated with their inappropriate beliefs. Regression analyses revealed that levels of education, teaching position, and socio-cultural/working environment significantly contributed to the teachers' inappropriate beliefs of DAP. This results of the study implied that the positive experience of professional development, socio-cultural and working environment, and intrapersonal relationship could increase the appropriate beliefs of DAP.

Keywords: preschool teacher's beliefs, DAP, teacher professional development, cultural studies, culture, community and society

SYMPOSIUM SET II / 13

Educators digital practices in the Canadian classroom
DEBRA HARWOOD, Brock University, Canada

The research sought to explore the concept of quality digital integration in the early childhood education classroom and the ways in which practices are impacted by educators' beliefs, knowledge, and training. In early childhood education, the role of technology can be misconstrued (Edwards 2013 a/b, Harwood, 2017). Given that the educator is the greatest influence on technology integration (Liu et al., 2016), understanding the complex and concomitant factors of technology incorporation is greatly needed (Kucirkova, 2014). The study is informed by TPACK, Lee Schulman's idea of pedagogical content knowledge within a technological context (Schulman, 1986, 1987). The TPACK examines teachers' knowledge in terms of a Technological, Pedagogical, and Content Knowledge framework (Koehler & Mishra, 2009). The yearlong qualitative case study research within 26 Canadian ECE classrooms employed multiple data collection tools including surveys, observations, and educator reflections. University ethics review insured participants were anonymised and had full rights to withdraw from the study at any time. The findings indicated that educators shared a common view of a technological infused world, noting benefits such as access to unlimited information, learning gains in literacy, language, math, children's problem solving skills, speaking and listening abilities, and self-regulation capabilities. Educators were concerned that 21st Century technologies could detract children from other types of play and social interactions. Policies and training need to be considerate of educators' perceptions, beliefs and experiences and how these intermingle to impact digital practices. An infrastructure for implementation of digital technology is needed to insure successful and quality integration.

Keywords: digital technology, iPads, early childhood educators, digital practices and beliefs, case study

SYMPOSIUM SET II / 14

Different pedagogical approaches: interaction and communication
OTÍLIA SOUSA (1), MARINA FUERTES (2) AND JOANA ROQUE (3), (1) Universidade de Lisboa, Portugal; (2) Universidade do Porto, Portugal; (3) Instituto Politécnico de Lisboa, Portugal

To compare communicative and interactive behaviour of educators affiliated to different pedagogical approaches with children in collaborative tasks. The adult-child interaction is a central pedagogical dimension in early childhood educational approaches that are grounded on constructivist or sociocultural perspectives. There is strong evidence that children's outcomes are positively influenced by the quality of teaching and learning contexts in the early years (Weikart, Dickinson, Lino, Niza) Bronfenbrenner Bioecological Model, Participatory pedagogy/Active Learning, Cultural learning and interaction (Vigotsky, Tomasello) Educators affiliated to a pedagogical approach and educators do not affiliated to any were observed in a TANDEM situation. The dyad child-adult constructs something of their choice during 20-minutes, using a variety of materials/tools. Each educator-child dyad was videotaped independently. Results were scored with Tandem scales. All participants (including children) gave their inform consent. The studied aims and methods was approved by CIED Committee Research Educators with an explicit affiliation and those without affiliation to a pedagogical approach presented different communicative and interactive styles. Affiliated educators tend to motivate and promote more participation than the others. Learning about how to motivate and to promote children participation and engagement is crucial to achieve participatory pedagogies.

Keywords: early childhood education, interaction, communication, participation, pedagogical approaches

Developing professional practice with childminders
KAY AARONRICKS, Anglia Ruskin University, United Kingdom

Childminders are key contributors to early childhood education, employing a distinct pedagogical approach in their role with children and families. I visually present action research carried out with a community of childminders, together identifying and reflecting on features of professional development. A thematic review of recent studies indicates that effective professional development should be aspirational, well-led, individualised, collaborative, autonomous, proactive, reflective, praxeological and ongoing. These characteristics are explored in relation to the specific home-based work contexts of childminders. The concept of professional development through action research is underpinned by ideas of reflection from Schön and Brookfield, with additional insights from transformative learning theory as defined by Mezirow. A collaborative, interpretive approach is presented, in which the voices of childminders guide the study through action research. Crystallisation is utilised as an approach to data analysis, promoting the co-creation of multiple understandings and representations of knowledge. A number of ethical implications were apparent and addressed as the study progressed, including power dynamics and insider/outsider knowledge with regards to the positions we held as academic (me) and practitioners (childminders). The findings illustrate childminders' reflections, considering their professional development needs and exploring collaboration as an important element of effective professional development. Professional development can be re-conceptualised to better meet the needs of childminders. Through this study childminders make existing challenges visible and share the impact of an alternative approach to professional development on practice. There is scope for further collaboration with childminders to build a contextualised and community-based approach to professional development.

Keywords: childminding, professional development, action research, family day care, crystallisation

Classroom diversity and teachers' professional needs
ZLATICA ZACHAROVÁ AND LENKA SOKOLOVÁ, Comenius University in Bratislava, Slovakia

The study describes how pre-service teachers' perceived knowledge and skills for working with diversity in the classroom and how are teachers' needs related to further education. School classrooms are becoming more diverse social settings (Felder&Brent, 2005). Teachers have to deal with pupils with various disabilities, personality and background diversity, which may lead to special educational needs or barriers to social inclusion (Fergusson, 2008). It seems to be difficult especially for novice teachers to cope with classroom diversity as they may hold stereotypes and lack knowledge and experiences. Experienced teachers, on the other hand, may lack up-to-date information and positive attitudes towards new types of challenges in their classrooms. In the quantitative study 212 pre-service teachers self-assessed their knowledge and teaching skills for 20 different types of children with special educational needs measured by the Semantic Selection Test. Teacher Needs Survey (APA, 2006) was used to ask 318 in-service teachers to indicate types of training they would be interested in. Teachers and students participated voluntarily without any reward. They answered the questionnaires anonymously. Pre-service teachers seemed to be rather confident in their competencies. However, differences were found in their perception of the different types of children's social and educational needs. In-service teachers were motivated for further education, but the education related to classroom diversity was not as attractive as classroom management or instructional strategies. Teacher education should provide teachers with more opportunities to analyse classroom situations and to work with children with specific social and educational needs to develop their competences.

Keywords: diversity, pre-service teachers, in-service teachers, competences, specific educational needs

Awareness of elementary school teachers for prototyping of learning sketch (Learning Guidance Plan) based on the idea of childcare plan
KAZUSHIGE MIZOBE, Hyogo University of Teacher Education, Japan

The aim of this research is to clarify how the elementary school teachers think about prototyping of "Learning Sketch (Learning Guidance Plan)" based on the idea of childcare plan. We have been reporting some results (Mizobe, Morikawa, Tanaka 2017 etc.). The opinions of nursery teachers and elementary school teachers involved in the cooperative research have also been summarised (Mizobe, 2018). However, we have never conducted surveys to teachers who have experience of improving their learning guidance plan such as Learning Sketches. This presentation is conducted as a part of research on learning guidance plans (JSPS:16K13574) for developing more active learning with the aim of the new course of study guidelines in Japan. The subjects of the survey were 7 elementary school teachers who have experience of improving their learning guidance plans. As a method of investigation, we collected tags attached to Learning Sketches and compiled their impressions. We also had gathered their opinions about the new plan they made by a questionnaire. We have obtained consent from teachers concerning the conduct of investigation that individuals are not specified. As well as the results of my previous research (Mizobe, 2018), they made positive evaluation for the illustrations of classroom environment, garden and playground. There were some opinions pointed out the difficulty in the process of creation. In the future, it's necessary to deeply examine ideas that can be easily input with Learning Sketches. Furthermore, we plan to improve Learning Sketches with duality of teacher's teaching record and child's activity record.

SYMPOSIUM SET II / 18

A Study on early childhood teachers' experiences in a learning community for improving self-leadership
YOUNGMI GO, Soonchunhyang University, South Korea

The aim of this study was to understand teachers' experiences in a learning community for improving self-leadership. As an effective way to enhance the professionalism of teachers, learning communities are actively being implemented in the field of education (Dufour, 2007; Go, 2017). Teachers participated in the self-leadership program improved their self-efficacy, job satisfaction and commitment(Kang, 2013, Kim, 2017) The theoretical and conceptual framework are based on the professional learning community model(Cho & Go, 2006; Mclaughlin & Talbert, 2006; Stoll & Louis, 2007) and self-leadership theory(Houghton & Neck, 2002). A qualitative phenomenological approach was used in this study to focus on the meaning of the teachers' experiences (Denzin & Lincoln, 2000). Participants were 8 teachers who participated in the learning community. Data were collected through journals, interviews, and the researcher field notes. The data was analysed by transcription and integration, content analysis, classification and analysis, and interpretation of the data Consent forms were obtained from all participants with details of the research process and confirming confidentiality. Pseudonyms replaced the names of participants. The participants had the opportunity to withdraw from the study at any time. Teachers had improved their self-esteem and self-confidence by enhancing their positive understanding of themselves. They had formed a desirable teacher-child relationship through recognition of the joy of living with the child. They had an intimate relationship and cooperative organisational culture among fellow teachers through a better understanding of each other. This result suggests that the learning community is an effective way for improving professional development of teachers

Keywords: learning community, self-leadership, early childhood teacher, teacher education, professional development

SYMPOSIUM SET II / 19

Directors' pedagogical leadership in leadership teams
MARIT BØE AND KARIN HOGNESTAD, University of South-Eastern Norway, Norway

The aim of this presentation is to place emphasise on distributed leadership practice in ECE centres. More specifically, we examine how directors and pedagogical leaders collaborate in leading the centre and thus are extending the leadership team. In keeping with Gronn and Spillanes work of distributed leadership we examine how directors and pedagogical leaders engage in leadership process of the centre. The study is positioned within recent research on distributed leadership, which implies that distributed leadership is dynamic, shared and collaborative leadership. The study affirms the key role played by directors and educational leaders supporting staff in their professional growth (Hadley, Waniganayake & Shepherd, 2015) Data are produced from focus interviews with directors participating in a further education program on leadership on masters level. 30 directors have participated in the study. The study comprises 6 focus groups, which was analysed using Krippendorf's content analysis methodology. Ethical issues have been considered by obtaining full consent from the participants. Further, anonymity of individuals participating in the research and adequate level of confidentiality of the data have been ensured. The findings illuminate new insights into how directors and pedagogical leaders are engaging in collaboration and developing of the organisation. The study shows how directors actively influence distributed leadership, primarily through the process of supporting and facilitating pedagogical leadership in the team. We will discuss how directors involve pedagogical leaders in distributed leadership and how distribution of leadership is affected a clearer mark on leadership roles and responsibilities between directors and pedagogical leaders.

Keywords: pedagogical leaders, distributed leadership, focus groups, pedagogical leadership, directors

SYMPOSIUM SET II / 20

Tresholds for vulnerable students in the Early Childhood Education Program
BERT WASTIJN, LEEN ROSIERS, ANNICK BIESMANS, LIESBET MOEYAERT, AND INGE LAMBRICHTS, Erasmus University College Brussels, Belgium

The research aims to alleviate thresholds and obstacles for vulnerable students in the Early Childhood Education, Higher Education program. Based on a co-created working definition of those students and theoretical frameworks, the curriculum is screened and adapted in practical and organisational terms, aiming to elevate the success rate of these students. The University of Ghent finished an action research on preschool teachers' competences to provide equal educational opportunities (Roose & Pulinx, 2014), as this practical research translates this to the ECE Teacher Training. The research is related to results of ''vulnerable students" (VLOR, 2015) and ''Kleine kinderen, grote kansen'' (King Baudouin Foundation, 2014)''. Our framework contains among others Nussbaums ''The capability approach'' (2011) and Deweys (1904, 1938), ''the role of education and the importance of professionalisation of teaching as a social service''. Also the work of Coussée & Mathijssen (2011) and Roberts (2015) focusing on vulnerability and disadvantage are included. Practical action research including a literature study, focus groups, interviews and questionnaires. An informed consent, including Information and approval, is signed by all participants. Anonymity is assured and data is coded. The research is ongoing. First findings show explicit and implicit thresholds, experienced differently between stakeholders. Multiple thresholds are practical or financial, and not linked to content of the program. All students want to cooperate in creating opportunities. Based on the analyses,

the curriculum and the policy plan of the ECE program will be adjusted, including financial and practical adjustments, language support and visibility of the student welfare support facilities.

Keywords: vulnerable, students, preschool teachers, curriculum, academic success

SYMPOSIUM SET II / 21

The process of collaborative dialogue among nursery school teachers in the conference about children with special needs
ASHIZAWA KIYONE (1) AND NAOTO HAMATANI (2), (1) Teikyo University, Japan; (2) Tokyo Metropolitan University, Japan

The nursery school conference about children with special needs gives teachers opportunities to deepen child understanding by looking back their nursery practice, which create new childcare practice. The aim of this study is to present a dynamic process of creating inclusive activities through collaborative dialogue in the conference. Hamatani (2014) proposed a theory of inclusive preschool education and care in Japan, which gave us a framework for understanding the state of children's participation. Ashizawa (in press) suggested the effectiveness of conference for teachers to create new daily activities. This study was based on theory of social inclusion and constructive developmental theory. This study adopted the qualitative approach using video date of the nursery teachers' conference. We made sure that the facility and individuals were not identified, and also obtained permission about publishing the report of this study from the nursery school administrator. It adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. The analysis of the data revealed that the quality of collaborative dialogue was improved in each meeting by using episodes and child relationship diagram, and children's involvement increased after that. The classroom teachers were seemed to be supported to enrich their daily activities by the collaborative discussions at conferences in the facility. The study provided a new approach to inclusive preschool education for children with special needs.

Keywords: conference, special needs, inclusion, childcare, dialogue

SYMPOSIUM SET II / 22

The longitudinal survey of the predictive power of early childhood satisfaction
SZILVIA GOLYÁN, Eötvös Loránd University, Hungary

The research aim was to explore the relationship between the level of satisfaction of children's kindergarten activities and their attitudes related to school learning. I assume that the satisfaction of kindergarten activities anticipate the attitude towards school learning activities. The content analysis method and with the process of the Hungarian research results regarding the institutional change, I gathered the issues in a 'bouquet' (Józsa-Zentai, 2012; Józsa-Hricsovinyi, 2011; Kende, 2009; Berényi-Berkovits-Erőss, 2005). The results generated in this phase of my research reinforced me in my previous realisation that the academic research regarding the kindergarten-school transition (either descriptive or correlative) focused on the system level operation or on the groups of children. The methodology is mixed quantitative and qualitative methods: thematically focused photos, a discursive interview and a questionnaire. To make the kindergarten and school data interpretable and comparable with each other, I formed satisfaction and attitude levels. There were 27 children who had available data to analysis from both kindergarten and school, making them comparable. The researchers collected parents' signed permissions for the participation of their children and the collected data were anonymised. They are 'mostly satisfied' about the kindergarten activities. By the end of the first school year, 22 children changed their opinion about kindergarten. The factors influencing school learning attitude show a varied picture and only three of them are 'mostly positive' about the school wellbeing. The longitudinal study showed that beside the structural or age-group approach regarding the institutional change, a special individually focused survey would be necessary.

Keywords: attitude, kindergarten-school transition, longitudinal study, predictive power, satisfaction

SYMPOSIUM SET II / 23

Preschool children's eating behaviors in controlling feeding practices contexts: A Colombian multiple case study
ELSA ESCALANTE, MARILYN ANTURI AND CARLOS RINCON, Universidad del Norte, Colombia

The aim was understanding children's eating behaviours in controlling feeding practices contexts at Colombian preschool settings Eating behaviour is a complex interplay of physiological, psychological, social, and genetic factors that influence meal timing, quantity of food intake, food preference, and food selection (Grimn & Steinle, 2010). Interaction child- food is addressed by questions such as what, how, where, how-much, and others (Ortiz, Vázquez & Montes, 2005, Birch, 2007) According to Birch (2001), the eating behaviours construct suggests seven areas of consideration: Satiety Responsiveness, Food Responsiveness, Emotional Eating, General Interest in Eating, Speed of Eating, Food Fussiness and Picky Behaviours. This qualitative multiple-case study aimed to explore differences and similarities within and between children´s mealtime experiences Ethical considerations of the study approved by IRB (Institutional Review Board). Each subject signed a voluntary-informed-consent form before participation Results showed that teachers used feeding strategies such as pressure to eat, control over eating, threats, bribes, use of rewards and modelling in order to guarantee children´s food intake, which affect children´s eating behaviours. Findings revealed that children showed eating behaviours like Satiety Responsiveness and Emotional Eating that may be stimulated by teacher´s controlling-feeding- practices. It was not possible to identify autonomous and spontaneous development of eating behaviours. Despite Colombian government propose nutrition menu

for childcare centres based on ages, the country still need to work on designing nutritional programs, which include guidelines for feeding practices, healthy eating behaviours, chronic eating diseases and personalised menu for children at risks.

Keywords: eating behaviours, children, controlling, Colombia, teachers

SYMPOSIUM SET II / 24

Outdoors a natural place to play
TERESA HEENEY, DEBBIE MULLEN AND CAROL DUFFY, Early Childhood Ireland, Ireland

Early Childhood Ireland were contracted by Limerick Childcare Committee, Limerick Children and Young People's Services Committee and Limerick City and County Council to provide Mentoring Support to ECEC settings in Outdoor Play, funded by Healthy Ireland. The aim to promote the benefits of outdoor play for the physical, social and emotional development of children and families, to provide parents, children and ECCE providers with the skills and confidence to implement outdoor play programmes and increase levels of outdoor play. This project is underpinned by international research Sandseter (2012, 2010); Warden (2016); Moss (2013); White (2014, 2016); Waller (2017). A play based curriculum underpinned the project based on theories of Vygotsky (1978); Gardner (1993); Bronfenbrenner (1979); Malaguzzi (1998) & Grey (2016). The vision of, Healthy Ireland is where everyone can enjoy physical and mental health and wellbeing to their full potential. Six ECEC settings were randomly selected on site mentoring, professional dialogue and reflection, workshops and showcases to make the learning visible in ECCE settings to parents and families and in a civic building. Ethical considerations of informed consent assent, freedom to withdraw from the study, anonymity, participant safety and wellbeing adhered to. Both quantitative and qualitative evaluation of this programme identifies that the aim of the project has been met, with increased use of outdoor spaces and positivity to the outdoor curriculum. This project is a cross-sectoral, evidence-based project, which is implementing key national policies including: the National Physical Activity Plan for Ireland.

Keywords: outdoor, play, multiagency, parent partnership, collaboration.

SYMPOSIUM SET II / 25

Nudging through social media
FREYA CLAES, Odisee, Belgium

The goal of this study is to explore under which conditions social media can support the professionalisation of ECEC professionals. Because of limited finances, ECEC teachers often only participate in short trainings that are insufficient to reach important targets, such as the development of a rich, language-stimulating conversation style or the integration of STEM in their daily practice. Social media may support professionals to prioritise and integrate these competences in their daily practice. In this project we direct the support through social media to richer and more in-depth interaction in the area of STEM. Previous research found beneficial effects of social media to enhance literacy practices in families (York & Loeb, 2014). We base our research on the concept of 'nudging' within 'behavioural economics' (Chriss, 2015). By sharing messages with STEM-ideas and interaction advice, we nudge them into improving the quality of communication and reaching STEM-goals. During eight weeks 15 ECEC professionals will interact intensively with social media about rich conversation and STEM. The perceived effectiveness of this approach, the quality of the prompts, its feasibility will be investigated with weekly online surveys, and a final in-depth interview. The voluntarily participating teachers' experiences were only distributed on social media after consent, if they were respectful, and anonymised. Data protection legislation was respected. The results of this qualitative study will feed into further, quantitative investigations. This approach (together with the concrete social media prompts) may extend limited possibilities for professionalisation. Furthermore, this study may inform similar approaches for other targets.

Keywords: social media, professionalisation, in-depth interaction, stem, nudging

SYMPOSIUM SET II / 26

How Japanese ECEC leaders and practitioners identify their on-site professional development needs?
MASATOSHI SUZUKI (1), YUMI YODOGAWA (2), HIROSHI ASHIDA (1), YUTAKA ODA (3), HARUTOMO UEDA (4), RIYO KADOTA (5), FUMINORI NAKATSUBO (6), TAKAKO NOGUCHI (7), JUNKO MINOWA (8), NOBUKO MORI (9), AND YOSHIYUKI MUKUDA (10), (1) University of Hyogo, Japan; (2) University of Tokyo, Japan; (3) Seitoku University, Japan; (4) Nagoya City University, Japan; (5) Seinan Gakuin University, Japan; (6) Hiroshima University, Japan; (7) Tokyo Kasei University, Japan; (8) Musashino University, Japan; (9) Koran Women's Junior College, Japan; (10)Kansai University of International Studies, Japan

This study clarifies Japanese ECEC leaders' and practitioners' perception of their on-site professional development needs. Research says that the quality of ECEC depends on the leadership of ECEC centres regarding their staff professional development (OECD, 2006). In the Japanese context, on-site staff development is regarded as major channel for the teachers. However, the structure of Japanese ECEC, namely, combination of private and public sectors of kindergartens, day care centres, etc., limits how they can plan and carry out on-site professional development. In this study, the authors conducted a survey with leaders and practitioners of ECEC centres, and found out their needs of professional development. The survey is composed according to the guideline for ECEC research by Japan Society of Research on Early Childhood Care and Education. It was found that the visions and the philosophical background of the centres navigate the directions of professional

development. Also differences between leaders and practitioners appeared in their comments, leaders felt to acquire leadership skills, and practitioners pursued hands-on approach to understand children's development. This study suggests that there should be policy that allows each centre to plan and conduct on-site professional development, particularly using lesson-study approach for practitioners.

Keywords: on-site professional development, leadership, practitioner, Japan, ECEC

SYMPOSIUM SET II / 27

Finding the way back home. Coping with separation in the content of children's drawings
ATTILA ZSUBRITS AND KATALIN TÓTH-MERZA, University of Sopron, Hungary

The aims of this study were to examine 1) how children with different family backgrounds cope with an imagined separation evoked by a fairy tale, and 2) how these strategies appear in the contents of their drawings. Fairy tales give children the opportunity to act out the inner conflicts which they experience and resolve them in their imagination (Bettelheim, 1995). A Hungarian study performed by Boldizsár (2010) showed that children in foster care create more violent story endings due to their traumatic intrafamilial experiences. Coping the early childhood development of personality conflicts analysis using the folk tales (Bettelheim, 1995; Kádár, 2012). In this study qualitative and quantitative paradigms were combined. Content analysis was used to assess the recurring themes in the drawings of children. A classic fairy tale with some modification was presented to children, and they were instructed to imagine the end of the story, and then draw their imagined pictures. The contents of the drawings were specified with a semi-structured interview conducted by the authors. After providing parents with a complete description of the study, written informed consent was obtained from them. All the relevant standards of ethics was followed when collecting and using research data The sample (N=70) consisted of 5-10 years old children with different family backgrounds, namely intact families, divorced parents and foster care. The results show that family background has an impact on coping strategies of children. Our study contribute to the more accurate recognition of children's personality in the pedagogical practice.

Keywords: fairy tale, drawing, foster care, divorced parents, coping strategies

SYMPOSIUM SET II / 28

Attachment to the teachers among children with Autism Spectrum Disorder (ASD)
ZLATKA CUGMAS, University of Maribor, Slovenia

The purpose of the research was to investigation of relationship between children with ASD and their teachers. The literature exploring the prevalence of insecure attachment among children with autism is complex and contradictory. Some studies found significantly less secure attachment among children with autism compared to typical controls, while others found comparable distributions of secure attachment to other groups (McKenzie & Dallos, 2017). Researching attachment among children with ASD is very important because it provides an opportunity to test the limits of attachment theory (Oppenheim et al., 2012). Sample includes female teachers of 44 children with ASD (78.6 % boys). Children were aged from 2 to 9 years. They had contacts with their teachers from 1 month to 5 years. We have hypothesised that they are attached to their teachers and expressing the same attachment styles as typical children. We have constructed a questionnaire with an instruction for the free description of the child's behaviour to the teacher. Data was analysed by a "content analysis". We provided anonymity of participant and confidentiality of data. The results showed that despite the ASD impairments in the development of social interaction, children with autism could develop attachment to their teachers. The results supported previous studies that children with autism show higher levels of insecure attachment than typical children (McKenzie & Dallos, 2017). 40 % of the descriptions of the children's behaviours expressed secure attachment style, 40 % avoidance and 20 % resistance. Teachers might benefit from training that focuses on promoting their sensitivity.

Keywords: attachment, children, ASD, teachers, free description

SYMPOSIUM SET II / 29

Whole-day versus half-day kindergarten programme impact: Findings from children, parents, and educators in the first year
MICHELLE MARIE LAU AND HUI LI, University of Hong Kong, Hong Kong,

To scientifically examine whether whole-day versus half-day kindergarten will achieve greater developmental/learning outcomes in Chinese children. Studies in the West have indicated controversially mixed findings regarding whether a longer kindergarten day will produce greater child outcomes since 1970s. Whole-day children have demonstrated better reading and maths competence, prosocial behaviour, physical skills, and school readiness (Brownell et. al., 2015; Clark and Kirk, 2000; Cooper, Allen, Patall, & Dent, 2010; Elicker & Mathur, 1997). Bronfenbrenner's (1979) ecological systems theory guided this study. This quasi-experimental design randomly sampled 181 whole-day and 156 half-day K1 (aged 3) children from 15 kindergartens and quantitatively assessed them using culturally and contextually appropriate child measures, as directed by positivism to determine the truth. The authors received parental and principal informed consent, children could withdraw any time, and all information was confidential. Descriptive statistics revealed whole-day children performed better in, e.g., language and cognitive, but not socially. MANOVAs found no relationship between program duration and child outcomes but

found kindergarten factors statistically affected children's outcomes. Controlling for mother's education and family's income (from parent surveys), GEE models indicated that time and program type within individual kindergartens impacted whole-day children's cognitive competence and BMI. This Asian-focused study supplemented the Western-normed mixed research findings. School factors e.g., curricula and pedagogies, warrant future qualitative research efforts. The similar program outcomes suggest the Hong Kong government to maintain both programs equally in terms of places and funding, rather than primarily subsidising and neglecting the half-day and whole-day kindergartens respectively.

Keywords: whole-day and half-day kindergarten, programme duration impact, developmental and learning outcomes, school factors, Asian-focused evidence

SYMPOSIUM SET II / 30

The leadership of directors and supports for parents at the day-care centres in Japan
NATUKO NAKATANI (1), HIROFUMI TSURU (2), YOSHITAKA SEKIKAWA (3), (1) Kobe University, Japan; (2) Mukogawa Women's University, Japan; (3) Osaka Prefecture University, Japan

This study is aimed to consider the effective role of the directors in supports for parents at day-care centres in Japan. The day-care centres in Japan are expected to play a large role in supports for parents. As problems related to family life such as poverty, abuse and parents' disability have become serious, they need to not only cooperate inside but also collaborate with other professional organisations (Tsuchida, 2012; Yamamoto, 2013; Nakatani et al., 2018). We found that in the centres with staff who were sufficiently responsive to the problems, where the directors collaborated with other organisations more, the staff tended to feel the necessity to support parents strongly and share the needs for child care positively, although they made low self-evaluations on their supports. While in the centres with staff who are sufficiently responsive, where the directors did not collaborate with others, they tended to have more social supports among staff and recognise the good leadership by the directors, and they made high self-evaluations. Then what roles did these directors play? We conducted an anonymous questionnaire survey. We mentioned in the questionnaires that all of their answers would be analysed statistically. As a result, we found that the directors in the centres with the staff responsive to the problems, regardless of their collaboration with other organisations, tended to be prepared to accept consultation, observe each family, gather and assess the information, and make plans to support, etc. It was clarified that these were important roles of the directors on support for parents.

Keywords: leadership, directors, supports for parents, day-care centres, Japan

SYMPOSIUM SET II / 31

Storytelling as a means to develop mother-child bond: Understanding its role through an analysis of a mother's feelings when she reads a book to her child
MARIKO KONDO (1), SAWAKO SASAKI (2) AND ASAGI HOSHIYAMA (2), (1) Teikyo junior college, Japan; (2) Meisei University, Japan

This study explores new ways of communicating with children while reading picture books to them. This study is based on the findings of Hamada et al., (2011) that storytelling could be used as a tool to facilitate mother-child bonding. To verify these findings, Kondo (2018) invented a method involving a mother writing down her feelings when she reads a picture book to her child. Kondo adopted Hoshiyama's (2016) method, wherein a mother puts down her feelings in graphic form. This study was based on the theory of mind. We asked five mothers to write down their feelings and the reasons behind those feelings when they read a picture book to their children. Children's parents provided informed consent for the publication of the study. This study adheres to all ethical standards and privacy policies approved by the Independent Ethics Committee at Meisei University. Data shows that a mother can guess which scene in a picture book her child would like and she understood how the child's feelings are affected by the picture book. In addition, she red story for her child while talking with her child with gesture. These two findings indicated that mothers used the theory of mind to understand their children during storytelling. Results suggest that storytelling would naturally create opportunities for a mother to understand her child and also to facilitate the mother-child interaction.

Keywords: storytelling, mother-child interaction, theory of mind, picture books, analysis of mother's feelings

SYMPOSIUM SET II / 32

Parents of preschool children with Autism Spectrum Disorder: experiences, involvement in care and education
MARIA KYPRIOTAKI, University of Crete, Greece

The aim of the present qualitative study is to explore parents' experiences, involvement in care and education of their preschool children with Autism Spectrum Disorder. ASD imposes several challenges and changes to parents with important consequences on their lives (Grindle et al., 2009; Heartley et al., 2010). They usually undertake a lot of responsibilities on their children's upbringing, education and therapeutic process (Gena, 2017). Most of the studies focus on levels of parenting stress (Ekas & Whitman, 2010) or mostly on mothers of children with ASD (Kypriotaki & Markodimitraki, 2016). The theoretical framework for this study draws upon the Systemic Family Therapy (Winek, 2010) that underlines the interaction between family members (Angell et al., 2012). It is of great importance how parents of preschool children with ASD experience their multiple roles. Qualitative research project was conducted using a purposing sampling technique and semi-structured

interviews to explore the parents' experiences of preschool children with ASD. A phone communication was obtained and a letter was sent to inform parents for the research study. A consent form was also provided to each parent. Ethical approval was granted by the Ethics Committee of the University of Crete. Results confirmed parental involvement in child care and education. It was also highlighted specialists and educators' impact on family system. The importance of parental involvement in children's' education is underlined and the need of parents', specialists' and educators' collaboration and contribution is emphasised. Recommendations for future research are provided for early parental support.

Keywords: preschool children, parents, Autism Spectrum Disorder, experiences, education

SYMPOSIUM SET II / 33

How do "Baby hotels" in Japan support families with special needs: The educational function and welfare role of the"Baby hotels" in Japan (1)

KAORU ONISHI (1) AND MASAFUMI OHNISHI (2), (1) Gifu Shotoku Gakuen University Junior College, Japan; (2) University of Fukui, Japan

The purpose of this study was to report how do "Baby hotels" in Japan support families with special needs. There are many types of early childhood education and care (ECEC) facilities and they are different in many aspects (e.g. type, purpose, controlling agency, stuffs) in Japan. Although "Baby hotels" did not meet several regulatory conditions (the size of facility, number of licensed staff etc.), they are expected to receive children and play crucial role as a safety-net for high risk families (Ohnishi & Onishi, 2014, Onishi & Ohnishi, 2016). In this study we focused on users of "Baby hotels" and how "Baby hotels" support them. This study was conducted from the standpoint of supporting families in early years' Settings. We analysed data from a questionnaire survey and semi-structured interviews conducted with users and stuffs of "Baby hotels". We explained purpose and procedure of the study to participants, and the only participants who agreed with and obtained informed consent were interviewed. The users of "Baby hotels" tended to engage in atypical type of employment. Thus, they couldn't use authorised daycare centres which provide Mon-Fri 7am-7pm regular childcare and require certification of employment. Baby hotels provided flexible and careful ECEC for parents who have several types of work, and are lack of confidence and competence in childcare. Our findings suggest that users of "Baby hotels" were provided crucial supports from "Baby hotels". The stuffs of "Baby hotels" are struggling to provide educational function and welfare role for users in their limited settings.

Keywords: ''baby hotels'' in Japan, family support, high-risk family, atypical type of employment, educational function of baby hotels

SYMPOSIUM SET II / 34

Free time and screen time: Effects of an intervention program to support parents creating an active childhood

NICOLE STURMHÖFEL, MELANIE OTTO AND PETRA A. ARNDT, Transfer Centre for Neuroscience and Learning, University of Ulm, Germany

The present study investigates the effectiveness of an intervention program which aims to support parents in organising nurturing free time activities for their toddlers and keeping their screen time low. The program took place in primary care settings for three months. Results of interventions targeting to reduce children's screen time have small but statistically significant effects (Maniccia, 2011). Parental involvement has proven to be crucial (Gentile et al., 2014). However, in Germany there´s a lack of programs which inform parents in advance about effects of an increased early screen time on toddlers development. In view of the displacement theory (McCombs, 1972), increased screen time could replace activities which nurture children`s development (e.g. playing outside). The evaluation was based on a pre-post-intervention- and control-group-design. Outcomes were parent reported screen time and other free time activities and parents' benefit taking part in the program. After providing an information sheet, data was collected anonymously. The main results show that toddlers of parents taking part in the program spend significantly more time with outdoor activities and less time with screen media than children of the control group at the post survey. Parents emphasise the provided materials (e.g. lists of regional leisure offers) and the communication among themselves as most helpful elements. Families seem to benefit from the program. Therefore insights and developed materials are going to be provided in a training for leaders of care centres, which allows them to share information with colleagues in order to support parents reflected handling of screen media.

Keywords: intervention program, parent support, screen time, toddler, evaluation

SYMPOSIUM SET II / 35

Experiences building healthy parent-child relationships, through a group-based early intervention programme for children with developmental disabilities

GABOR TOTH (1), KUMIKO UDAGAWA (1) AND CHIAKI UDAGAWA (2), (1) Sagami Women's University, Japan; (2) Mitemo Co. Ltd, Japan

This study aims to overview an early intervention based parent-child family support programme and its effect on parent involvement in development support of their child with delays/difficulties. Kilburn et al., (2017) linked evidence-based parenting programmes to outcomes in early intervention. Ryan et al., (2017) reviewed six parenting programmes in the UK and their evidence base. The research connects to an early intervention programme on sensorimotor difficulties and focuses

on early intervention and family support designed to revitalise parent capacities and strengths. The early intervention paradigm was developed for children with developmental disabilities between 0-5 years old. The presentation will give an outline of the methodology (e.g. video analysis and communication support) and practical methods used in this programme (e.g. supported parent-child interaction and sensorimotor based floor time play). Data was collected on weekly participation-sheets that provide information on parent-child activity types and activity frequency. Relevant ethical considerations include positive parenting, risk-taking, autonomy, peer-trust and parent empowerment issues. The results of this research and early intervention based parenting programme show changes in "Social development and behaviour" and in "Sensorimotor Integration". The parental involvement showed an estimated 30% percent frequency increase in the different type of activities. Results showed increased shared workload and increased father involvement with the developmental support during a weekly schedule system. The proposed combined parent-child family support programme appears to be a useful early intervention programme for guardians of young children with developmental disabilities. The research reflects on the present and future challenges and opportunities for parent support programmes.

Keywords: early intervention, family support, developmental disability, video analysis of communication, sensorimotor activities

SYMPOSIUM SET II / 36

Examining meanings of "Meeting with Babies Project in Sasebo-City" – Focusing on parents' perceptions of elementary school children -
RIYO KADOTA (1) AND YOSHIE WATANABE (2), (1) Seinan Gakuin University, Japan; (2) Kyushu Sangyo University, Japan; Sasebo Municipal Centre of Early Childhood Education and Care, Japan

This study examines how Sasebo-city's project called "Meeting with babies" impacts child-rearing young parents' perceptions of elementary school children. Some studies imply that communicating with babies had elementary and middle school students think in depth of importance of human being's lives and dignities (Fujiwara et.al., 2000; Kadota et.al., 2017), however, how it impacts babies' parents is not identified fully yet. Through this project where elementary school children meet babies and their parents, we examine how the children impact the parents' child-rearing attitudes, which hasn't been identified in this field of researches yet. Communicating with children can influence their child-rearing anxiety are also illustrated. The authors conducted observations and a survey with parents and elementary school children participating the "Meeting with Babies Projects in Sasebo-City" to examine how the project shifts parents' perception of the children. Informed consents had been collected (voluntarily participation), and the participants' privacy and confidentiality are protected. All the data had been analysed anonymously. This study illustrates the participating parents view elementary school children as rather having mature and gentle manner to deal with babies and capacity to understand babies' development than they thought. By observing the children communicating with their babies, they also imagine the pass ways of their babies would go through and show their child-rearing anxiety reduced. This study implies that a public ECEC centre like Sasebo-City where local families come and communicate with other families could create a learning and supportive community. Further implication would be discussed at the presentation.

Keywords: liaison with local office, supporting families, collaboration with schools, reducing child-rearing anxiety, fostering pupil's development

SYMPOSIUM SET II / 37

The dogs importance for refugee children and their families during the asylum process
AGNETA SIMEONSDOTTER SVENSSON, University of Gothenburg, Sweden

Research aims were to highlight the importance of the dog to help refugee children and their families in asylum property and during the asylum process. The research shows that closeness to dogs has a positive impact on the quality of life (Beetz, 2007). Socio-cultural theories and developmental pedagogy are used in order to study refugee children and their families in asylum property (Pramling Samuelsson & Asplund Carlson, 2008). The study used an exploratory qualitative approach. The investigation team consists of three dogs, 14 children with their families. Children and families have been interviewed and photographed. The children and their families were informed that they could withdraw their participation at any time and that confidentiality was guaranteed. Relatives were informed that they could discontinue participation at any time and confidentiality was guaranteed. The Local Ethical Review Board has approved the project. The Council research ethics regarding information requirements, consent requirements and confidentiality, underlie the ethical stance (Research Council, 2007). The results show that the dog gives children and families positive security experiences while waiting for a residence permit in Sweden. Children and families may talk to the dog about their experiences without the dogs condemnation. The dog is a listener regardless of language problems and is affectionate. The dog may be used as security creators during the first time in the new country for refugee children and their families. The dog gives unconditional love and help to process the traumatic experiences. This is the best investment that any society can make.

Keywords: dogs importance, good effects, refugee children, traumatic experiences, asylum process

Phenomenal agents – information and communication technology (ICT) in phenomenon-based learning in early years education (1-2 grades)
SUSANNA PONTINEN AND SINIKKA RÄTY-ZÁBORSZKY, University of Eastern Finland, Finland

This research is funded by the Finnish National Board of Education. The main aim is to find new ways to support children's learning by designing and implementing phenomenon-based pedagogical practices to support development of young children's ICT skills. Previous studies stress meaning of practical applications in implementing visions of curriculum reform in Finland (Pietarinen et al., 2017, Vahtivuori-Hänninen et al., 2017). Especially, design of pedagogical strategies to support children's ICT competences is vital. Contextual nature of learning creates theoretical framework for this study: children are seen actively and deliberately develop knowledge and skills relevant to specific situations or problems. Principles of phenomenon-based learning in turn is a theoretical basis to describe the context in which children's learning take place in this study. Altogether 20 children (age 6 to 8) participate this two yearlong (2017-2018) small follow-up case study. Research data (classroom observations, examples of children's daily works and children's interviews) is analysed by theory guided content analysis. Written permissions to participate this study and publish examples of children's work online during the project were asked from the parents of all the children. In addition to presenting the research project as an entity, the main findings so far will be specify on the poster. That is, e.g. that children are motivated and engaged in learning ICT skills, but all the children need support to apply and develop their skills. As a practical implementation, the phases of concrete implementation of phenomenon-based learning to develop children's ICT skills will be presented.

Keywords: ICT skills, phenomenon-based learning, Finnish national core curriculum, ICT in education, young children's learning

SYMPOSIUM SET II / 39

Listening the hundred languages of children is the key for transformation of practice in Japan
MARI MORI (1), TOMOHIRO UEMURA (1), IKUKO GYOBU (2), YUTAKA SAYEKI (3), AKIKO GUNJI (4), TAIGA FUKUDA (5) AND RYUJI KATAGIRI (6), (1) Tama Art University, Japan; (2) Ochanomizu University, Japan; (3) Denen-Chofu University, Japan; (4) Gunma University, Japan; (5) Tsurukawa College, Japan; (6) Akasaki Kodomoen, Japan

The study aims to identify the aspects of the child-centred practice as playing the role of bridging between early childhood education/care facilities, families, and local communities from action research approach. The ways of relationship between children and their surrounding environment have influenced promoting children's learning and wellbeing (Bronfenbrenner, 1981, Vygotsky, 1978.) Listening to and having dialogue with children have promoted the children to become active agents/citizens for transforming community which everyone could participate in as protagonist (Dewey, 1902, 1915; Malaguzzi, 2016; Rinaldi, 2006). Employing cultural-ecological paradigm and being inspired by Reggio approach, the study focused on a ''Inoshishi (Japanese wild-boars) project'' emerged from questions and interests of 4-year-olds group. Interests of the children for the wild-boars brought participation of families and community members to explore and study wild-boars through various types of play, art works which were documented in videos, photos, and written records. The study was strictly conducted under the ethical guidelines of Japan Society of Research on Early Childhood Care and Education, and received oral/written consents. The study is still an ongoing project, though, the documentations have indicated child-centred practice as 1) valuing the voices of children as the source of protecting/guaranteeing children's rights, 2) empowering and heightening awareness of families and community members as the essential resource of children's learning and wellbeing. The study will continue to explore how early childhood education facilities to become the foundation for building democratic society which everyone is valued and respected.

Keywords: relationship, dialogue, project, pedagogy of listening, protagonist

SYMPOSIUM SET II / 40

Experimental analysis on the development of cognitive processes in childhood through body experience
FRANCESCO PELUSO CASSESE, GIULIA TORREGIANI AND LUISA BONFIGLIO, University Niccolãò Cusano Rome, Italy

The aim of our research aims to offer quality and alternative education to traditional methodologies in favouring the cognitive processes in childhood, considering the continuous relationship between mind and body. Grezes et al., in 2003, in a study on the Brain Imaging and Affordance, have shown that when watching objects , the memory of actions associated with these object emerges instinctively. Fischer and Zwaan in 2008, have shown that, during the processing of sentences, a detailed motor simulation of situations is created. The Embodiment Theory of Conceptual Representations considers the concepts are embodied in the sense that their conceptual features are represented in sensory and motor brain areas in an experience-dependent way. The Motor Theory of Language suggests to consider phonetic gestures made by the speaker to produce them as language perception objects, reproduced in the brain as real invariant motor commands. A longitudinal study will measure the impact of a museum-based education on the memory and language 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. Everyone has signed a consensus. The cornerstone of our research intends to build links between the evolutionary dimension and the didactic dimension, in the consideration that the multi-sensory and motor dimension of the subject in formation represents a key to access to knowledge. Aspects of great importance for educators that aim to train qualified students, ethically informed and trained as world citizens, starting from the neuroscience discoveries.

SYMPOSIUM SET II / 41

A kindergarten teacher's curriculum reform: from thematic curriculum to learning centres
LEE-FENG HUANG, National Pingtung University, Taiwan

A curricula reform is overturning the long-held thematic curriculum in Taiwan's kindergartens. Now, the kindergarten curriculum shifted to learning centres, meaning that children learn in child-centred as well as teacher-supported environments and have sufficient time to play with diverse learning materials. However, many teachers hesitated to make changes, as they feared to encounter difficulties. The purpose of this study is to explore what difficulties a kindergarten teacher has experienced in changing her curriculum. Li, Wang, & Wong (2011) and Pan & Li(2012) indicated that kindergarten curriculum in China has begun to alter, however it still encountered resistance from teachers. The learning centre curriculum is based on the respect to the individual learning characteristics, play-based and active learning. A qualitative research method was used in this study. Data collection methods included semi-structured interviews, observation, and document analysis. Collected data were analysed to elucidate the difficulties to implement curriculum reform. The Participants were notified the study aims and their right to withdraw from research without consequence 1.The teacher felt that her role as a teacher was marginalised in the learning centre curriculum. 2. The teacher lacked abilities to observe children's learning process and to support them to do more exploration in learning centres. 3. The teacher recognised that children increased learning motivation and interacted with each other more frequently than before. 4. The teacher was gradually aware of children's individual learning path and tries to satisfy their learning needs with multiple materials. According to the research findings, the researcher encourages kindergarten teachers to alter curriculum modes willingly.

SYMPOSIUM SET II / 42

Take home lessons. An analysis of the recent spread of homeschooling kindergartens in Italy
FABIO DOVIGO, University of Bergamo, Italy

Our research aim was to understand the reasons behind the recent spread of homeschooling programmes in kindergarten education in Italy Homeschooling with regard to early childhood has been consistently investigated through the years (Gaither, 2017, Kunzman, Gaither, 2013, Isenberg, 2007). However, the recent spread of homeschooling projects in kindergarten education in Italy has not received adequate attention so far from research. Although Italian kindergartens are known to offer good quality education, the number of homeschooling programmes has been recently increasing in the country. Research shows that parents' decision to homeschool are often related to a concern about moral instruction and environment of other schools (NHES, 2016). Those motivations need to be verified in the Italian context. To investigate the question, we adopted an ethnographic approach to carrying out extensive fieldwork in three homeschooling kindergartens in Italy. Data were collected through participant observation, conversations and in-depth interviews with parents and kindergarten teachers. We committed to respect confidentiality and anonymity of participants by asking practitioners and caregivers for informed consent. Our study shows that dissatisfaction with academic instruction at other schools is the main factor behind the decision of homeschooling children instead of attending public kindergartens. Most parents also reported personal negative schooling experiences as an important reason for this choice. Offering a nuanced view of the motivations leading parents to prefer homeschooling kindergartens, our investigation raises some important questions about the quality of these projects in terms of curriculum, social Interaction, relationships with public school, and transition to other school levels.

SYMPOSIUM SET II / 43

Perception of "motherhood" in different cultures
EGE AKGÜN (1) AND EDA YAZGIN (2), (1) ANKARA UNIVERSITY, Turkey; (2) Eastern Mediterranean University, Turkey

The aim of this research is to identify the perception of "motherhood" of Cypriot and Turkish mothers. "Motherhood" is a desired condition and related to positive expectations. However, it involves some factors of stress. These positive and negative experiences coming together cause controversial emotions towards "motherhood". This process is interpreted within past experiences and cultural context (Lindström, Åman, Norberg, 2011; Mikolajczak, Raes, Roskam, 2017). The theoretical and conceptual framework of the study is shaped by the need to identify the meaning of the term "motherhood" within its characteristics in the social context and personal experiences to define the term in a personal framework and to understand the expectations, experiences and emotions of the participants (Kagıtcıbasi, 2010). The study is designed according to qualitative paradigm and a phenomenological research. The sample of this study is consisted of ten mothers from different age and culture groups. Data obtained from semi-structured interview were analysed using the content analysis technique. As a precaution for the ethical risk, the participants filled a consent form that they volunteered for the study, no personal information of the participants was used. With the results of the study, the relationship between the perception of "motherhood" in different age groups and its conceptual meaning in social context, the change of the term and

the personal experiences will be identified and the results will be discussed in the light of literature on the topic. The results of this study enable us define the psychological portraits of women who have different perceptions of "motherhood" and the change in this perception.

Keywords: motherhood, culture, mother, perception, child

SYMPOSIUM SET II / 44

How do parents' interferences influence children's eating habits? Review of studies on child-feeding behaviours
HAILUN WANG, Hokkaido University Graduate School of Education, Japan

To examine the recent literature reviewing the influence of child-feeding behaviours on children's eating habits or children's eating status. The complexity of association between parents' feeding behaviours and promotion of children's healthier eating habits has been reported in previous research. Parental attitude is thought to be the strongest factor in early childhood, influencing on the whole development, including the eating habits. Due to the inconsistence of previous studies, pragmatism was conducted in this research. A comprehensive literature review will be used to find what can be contributed to the research methodology in the future. Not applicable for literature review. Despite of the variety of research methods, although most studies found there are associations between child-feeding behaviours and children's eating habits to some degree, the results were found inconsistent. Parental feeding behaviours such as control and restriction are reported in the very opposite way when using the data of children's food consumptions, as well as their weight changes. Also, the nature of study is limited by white mostly. Considering the definitions of feeding behaviours could be different in other culture, more cross-cultural studies are suggested in the future. Furthermore, the influenced objects of these researches on parental feeding behaviours were limited to children's weights. Documentary research is needed to examine how parental feeding behaviours influence children's dietary lifestyle, except for children obesity. Although the association between feeding behaviours and children's eating status has not been clear yet, existing researches demonstrate the importance of proper feeding behaviours.

Keywords: child-feeding behaviours, eating habits, parental attitude, parental feeding, parent-child interaction

SYMPOSIUM SET II / 45

Fostering children - teacher´s motives?
AIRI BIGSTEN, IPKL, Sweden

This PhD study (Bigsten, 2015) is a about fostering children in preschool. Fostering is understood as active forming of the child in desirable directions (Fjellström, 2004) here and now but also directed to the future. The aim is to generate knowledge about the preschool teacher´s motives for acting as they do when fostering as well as how they experience their own action when interacting with children (Bigsten, 2015). Preschool is a moral practice where preschool teachers have a normative assignment (Fjellström, 2004). Campbell (2004) claims that teachers can talk about their moral intentions retrospectively while Colnerud and Granström (2002) argue that teachers have difficulties in expressing their moral intentions. Personal experiences is a starting point for teachers´ reasoning (Jackson, Boostrom & Hansen, 1993).This implies difficulties for teachers to find a balance between professional and personal experiences. The theoretical framework for this study is lifeworld phenomenology (Merleau-Ponty, 1962). The study is placed within a qualitative paradigm to understand and interpret the phenomenon of upbringing. The methodology is hermeneutics and stimulated recall (Calderhead, 1981) was used to collect data. Written information was provided to all participants and they gave their consent. Participants were given the opportunity to withdraw at any time. Informants were anonymised. Three concepts have emerged as a means of understanding the phenomenon of fostering. These concepts are uniqueness, order and existence and they have been interpreted as rights. These concepts can contribute to continued research within the field of pedagogical work, as well as contributing knowledge to this professional group.

Keywords: fostering, uniqueness, order, existence, values

SYMPOSIUM SET II / 46

Co-construction of the chorus during picture book group reading sessions
AKI ITO (1), YUMI TAMASE (2), AND MASAYO YABUNAKA (3), (1) NAGOYA University, Japan; (2) KOCHI University, Japan; (3) Seitoku University, Japan

We will use the data in which a nursery teacher read the same picture book aloud to children and analyse how children completed the interactions of the chorus in cooperation with their fellow classmates and the teacher. Various interactions are products of co-construction by multiple participations. In a conversation the listener sometimes completes the utterance syntactically which the speaker started (anticipatory completion, Lerner, 1991). Additionally, the listener expects how the utterance continues and then the speaker and the listener sometimes produce the same/similar utterance like chorus (choral co-production, Lerner, 2002). We can see the same co-constructional phenomena during the reading sessions. We will utilise a CA as a framework to qualitatively observe the productions and repetitions of the chorus phrases accomplished collaboratively with the utterances of other children during the reading sessions. 15 children at the average age of 4 years and 7 months participated in the reading sessions, which were video recorded. The institution and the parents of children have given a permission to use the recorded video. The analysis results reveal that children tend to engage themselves in the

book through their co-construction of phrases. Additionally, the reader and listeners collaboratively composed some coherent turns and gradually completed the interactions of the chorus as a whole. Through these kinds of interactions, even those who had not originally been in the chorus eventually found themselves in the chorus by the end. The repetitions of phrases by the nursery teacher and children help children immerse themselves into the picture books.

SYMPOSIUM SET II / 47

The role of small group activity structure and teacher intervention in building dialogical relationships among children: An analysis of an inclusive environment in a kindergarten (1)

MOTOKO IGARASHI (1), GAKU MIYAMA (2), NAOTO HAMATANI (3) AND KIYONE ASHIZAWA (4), (1) Teikyo Junior College, Japan; (2) Aichi Prefectural University, Japan; (3) Tokyo Metropolitan University, Japan; (4) Teikyo University, Japan

The purpose of this study is to find out how the structure of small group activities and teacher's intervention are related to dialogical relationship building among children. Igarashi et al., (2016) and Miyama et al., (2016) found that teacher intervention influenced the development of collaborative and democratic relationships among children. In particular, Reccia, (2013) and Igarashi, (2017) demonstrated the importance of allowing children to interact dialogically in order to create an inclusive environment for early childhood education. This study is based on the concept of social inclusion. This qualitative study adopted semi-structured interviews with kindergarten teachers. The data was analysed using Ohtani's, (2011) Step for Coding and Theorisation (SCAT) and by referring to observation records. The respondents granted permission for the publication of this study. It adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. Small group activities had the structure that enabled children to focus on their ideas and activity performance. At the same time, the teachers encouraged the children to communicate with each other by using different methods depending on the teachers' understanding of the children's ideas, feelings, and relationships. As a result, the children were able to engage in a dialogue about their activities and create new plans. Once the children have gained experiences thorough the small groups activities, they can try to understand others and assert themselves. This study suggested that building dialogical relationships among children could create an inclusive environment for early childhood education.

SYMPOSIUM SET II / 48

Unpacking unquestioned assumptions in classroom rules: Toward inclusive and culturally responsive classroom management

KYUNGHWA LEE, University of Georgia, United States

This paper examines the classroom rules of a U.S. public pre-kindergarten (pre-k) to bring unquestioned assumptions and practices to early childhood teachers' awareness. Children of colour from low-income families are disproportionately assigned to special education due to the cultural mismatch between them and their predominantly middle-class White teachers (Artiles, 2011; Harry & Klingner, 2014). Providing these children with culturally responsive pedagogy is critical to their successful schooling (Gay, 2010; Ladson-Billings, 1995; Paris & Alim, 2014). This study investigates possible sources of the cultural mismatch embedded in classroom rules. The study is framed by cultural psychology (Cole, 1998; Nisbett, 2007; Shweder et al., 2006) and by the notion of ''cultural selfways'' (Markus & Kitayama; 2010). Data used for this paper is part of a longitudinal case study of four African-American boys considered to have Attention Deficit/Hyperactivity Disorder. The paper focuses on the content analysis of classroom rules, including those stated in a teacher-designed book, ''Personal Space.'' The research was conducted with the approval of the university's Institutional Review Board and the collaborating school district's research office. The ''Personal Space'' rule book idealises ''the independent self'' (Markus & Kitayama, 2010) valued in middle-class European American culture. Some rules, including walking the hallway with ''bubbles and pockets,'' contradict the practice of many African-American parents who teach their children to keep their hands visible (Thomas, 2017) to avoid deadly conflicts with the authority (e.g., police officers). I discuss implications for classroom practices designed to promote culturally responsive pedagogy for children from diverse backgrounds.

SYMPOSIUM SET II / 49

Transition practices from the nursery and kindergarten teachers' point of view

HARUKO ICHIZEN (1), KIYOMI AKITA (2) AND MIWAKO AMANO (2), (1) Kyoritsu Women's Junior College, Japan; (2) The University of Tokyo, Japan

The research focused on the transition practices from the nursery and kindergarten teachers' point of view. The importance of collaboration between preschools and elementary schools to facilitate smooth transitions between the two levels of education has been pointed in various countries and regions (OECD, 2017; Moss, 2013; Dunlop & Fabian, 2007). However, temporal and curriculum restriction hinder transition practices in Japan. Therefore, this research explored the ingenuity which

the nursery and kindergarten teachers exercised in order to keep collaboration with elementary school teachers. The theoretical framework providing the basis for this research includes theories of transition and Bronfenbrenner's bio-ecological model. The study has an ethnographic research. The participants were 10 nursery and kindergarten teachers. The data consists of recorded and transcribes group interviews. Approval to conduct the study was obtained from authorities as well as individual consent from participants. The results illustrate how nursery and kindergarten teachers keep collaboration in consideration of local pedagogical policy, informal talk with elementary teachers, and continuity of collaboration. These finding suggested the need to the wide discretion to select the contents and the methods of collaboration that the nursery and kindergarten teachers can exercise.

Keywords: transitions, effective collaboration, nursery, kindergarten, teachers

SYMPOSIUM SET II / 50

Writing evidence-based children's literature – how research can inform the process of writing books for babies: A case study from Aboriginal infant toddler education and care

LINDA HARRISON (1), MATT STAPLETON (2), KAREN LETSCH (1), LAVINA DYNEVOR (3) AND JENNIFER SUMSION (1), (1) Charles Sturt University, Australia; (2) Centre Support, Australia; (3) Gundoo Early Childhood Learning Centre, Australia; (1) Charles Sturt University, Australia

To present research findings about ways to promote a sense of belonging in infant-toddler settings in an innovative form - as picture books for educators to read to babies. To co-create opportunities for Aboriginal people to see themselves portrayed in a positive way in children's books. This project is the culmination of a 3-year Australian Research Council (ARC) funded study of belonging in four at risk communities. It draws on dissemination theory (Treleaven et al., 2012), emphasising negotiation of meaning, respect for different forms of knowledge, including cultural and practice knowledge, and culturally-sensitive communication. A 'reverse design brief' based on Karl Aspelund's (2015) seven stages of design was the methodology used to conceptualise and craft the books. Aspelund's stages -- 1. Inspiration, 2. Identification, 3. Conceptualisation, 4. Exploration / refinement, 5. Definition / modelling, 6. Communication, 7. Production -- were addressed in reverse order. The project followed NHMRC (2015) guidelines for ethical conduct in research with Aboriginal and Torres Strait Islander peoples and communities, ensuring core values of spirit and integrity, cultural continuity, equity, reciprocity, respect, responsibility were maintained. Photographs of each case study child and a generic 'nickname' were selected in negotiation with the community. A set of four small board books, each with a strong individual character as protagonist, and simply written storylines, were designed to articulate four determinants of belonging in group care settings. The books will encourage reading pleasure in Aboriginal children and provide a curriculum resource for educators to promote belonging in under-3s settings.

Keywords: children under 3-years, dissemination, community collaboration, aboriginal people, literature for children

SYMPOSIUM SET II / 51

Thing-finding – Empowering children's perspectives during transition from pre-school to school

ANE BJERRE ODGAARD, University of Southern Denmark, Denmark

This study explores multimodal thing-finding as potentially empowering children's perspectives during transition. Through iterative activities involving children and pedagogues, children use multimodal tools (photographing, audio recording, scribbling etc.) to grasp things and places of relevance to them within institutional settings. This prompts dialogical explorations of the taskscapes (Ingold, 2000) constituting transition. Previous studies accentuate children's photos as means for engaging professionally with their voices and perspectives on institutional environments (Clark & Moss, 2011; Lemon, 2016). However, children's institutional lives unfold within worlds "populated by the intentions of others" (Renshaw 2017). Thus, the project accentuates how children's perspectives and professionals' intentions entangle in project activities. Framing (Goffman, 1974/1986) and positioning (van de Sande & Greeno, 2012) are conceptually employed for this purpose. Sociocultural and dialogic theory (Vygotsky, 1978; Wertsch, 1998; Mercer, 2008) informs the overall approach. Activities were planned and carried out in collaboration with practitioners as a socioculturally informed, design-based study (Cole & Packer, 2016). Video observations, transcriptions and analysis were informed by principles from Derry et al., (2010). Informed consent was obtained (parents and professionals), anonymisation ensured confidentiality, and voluntary participation was key principle. Ethical questions emerging in practice were solved together with practitioners. Thing-finding depends on a serendipity approach ascribing importance to mundane institutional surroundings as pivots for dialogue, thus enabling children's perceiving and communicating. If child-(co)-produced multimodal products are treated as props for dialogue enabling mutual exploration, instead of treating them as transmitters of children's ready-made perspectives, thing-finding may be relevant for mediating children's perspectives in practice.

Keywords: transition, professional-child interaction, dialogue, multimodality, digital technologies

SYMPOSIUM SET II / 52

The potential of school entry examinations for impact analyses: Reassessing children's learning environment

ANNA MARINA POMYKAJ, WWU Münster, Germany

To investigate whether school entrance examinations (SEE) can serve as a data source for secondary analysis, in particular for studying composition effects of preschools. Despite its potential for educational effectiveness research, SEE-data are rarely used for studying composition effects. Studies that draw on these data have limitations as they equate cohorts of children entering school with a preschool's total composition (e.g. Biedinger et al., 2008; Becker & Biedinger, 2010). Research on composition effects in ECEC is scarce, i.e. partly due to challenges in gathering data of a sufficient quality. Using existing data for secondary analyses saves temporal, financial, and human resources (Hyman, 1972). The study draws on the DFG-project Composition effects in daycare centres that entails six cohorts (nchildren=14,333) of a German municipality's SEE. Using a quantitative approach, preschool compositions are computed by combining the cohorts using information on the children's duration of preschool attendance. Correlation analyses are conducted to test the stability of the compositions over time, and they are validated by a survey of ECEC-settings (n=84). All data are anonymised. Results are reported on aggregated level. Inferences about individual children or preschools are impossible. The study shows the potential of SEE-data to reconstruct preschool compositions. Correlations of r=.8 between computed composition variables and information given by the preschools indicate that the SEE-data provide a reliable data source. The SEE provides a useful data source for empirical analysis providing policy makers and practitioners with relevant information in a timely manner. Implications for local strategies supporting children's education are discussed.

Keywords: secondary analysis, composition, context effects, ECEC settings, school entry examination

SYMPOSIUM SET II / 53

The adaptation of parents during their children´s school transition from kindergarten to elementary school: Comparison study before and after entering elementary school
SAYURI NISHIZAKA, KEIKO GONDO, YASUKO MURAKAMI AND SUZUKO AYANO, Kyoritsu Women's University, Japan, Japan

We aimed to clarify what kind of personality dimensions influenced the mother's change in consciousness during their children's transition from kindergarten to elementary school. We presented a preliminary study at EECERA 2017 whose results indicated that parents' adaptation is related to some aspects of the parent's personality dimensions. This is a continuing study to investigate the individual change in consciousness of parents before and after the child entered elementary school. Wildgruber et. al (2011) established a theoretical model to grasp the parents' consciousness during the transition in 3 distinct levels i.e. ''Personal level,'' ''Relationship level,'' and ''Environmental level.'' In this study, the questionnaire was created by referencing the theoretical model. The questionnaire included items on the parent's personality dimensions in addition to the parents' consciousness. We administered it to 261 Japanese mothers with children before and after the child entered elementary school to see their individual change during the transition period. This study had been approved by the Ethical Review Board of Kyoritsu Women's University. The mother's consciousness were categorised into 3 factors: ''Concern of not knowing what the child is doing at school,'' ''Confidence about becoming a parent of an elementary school student,'' and ''Accepting the child's independence.'' Mothers with a high parenthood showed a stable and high confidence towards becoming a parent of an elementary school child. Parents will be more likely to adapt to the transition phase by being provided sufficient information before the child enters elementary school and by empowering the parents themselves.

Keywords: parents' adaptation, children's school transition, parent's personality dimensions, the mother's consciousness, elementary school

SYMPOSIUM SET II / 54

How do 4-year-old children participate in interactions focusing on the whole-group activities for play and learning?
YUTA MIYAMOTO, University of Tokyo/ Japan Society for Promotion of Science, Japan

The aim of this study is to approach interactions between 4-year-old children and a classroom teacher in whole-group activities. In particular, this research explores the process of how 4-year-olds become involved in social participation through interactions with other children and a teacher. In early childhood, it is important to foster children's development of social capacity and agency (UNCRC, 1989). It also shows the importance of fostering growth from interactions with individual children and groups (OECD, 2017). Tobin et al., (1987) noted that Japanese preschools have large class sizes and high child/teacher ratios, which offer children opportunities to experience the senses of security, pleasure and responsibility that come from group life, while guaranteeing the development of each child. With reference to the ECERS-3 (Harm, 2014) and CLASS (Pianta et al., 2008) scales, this study explores the quality of ECEC in whole-group activities to understand how they affect children's learning in such activities. A qualitative interpretation based on narratives and interactions on video records is used. Parents provided permission for children's participation, and the confidentiality of all child participants was ensured. Written consent was obtained from the kindergarten and the teacher. This qualitative study focused on groups shows that human interactions are affected in the development of children's physical, social, emotional and cognitive areas. In particular, repetitive activities lead to children's interactions, contributing to the acquisition of the basis of agency and social capacity. Findings suggest the relevance between ECEC and a collective spirit.

Keywords: 4-year-old children, the whole-group activities, children's social participation, agency, social capacity

Fostering a sense of belonging and community in a Japanese daycare centre: An examination of belief and practical knowledge among teachers.
KOJI TANAKA, Tokyo Metropolitan University, Japan

The aim of this study is to examine the process by which daycare centre teachers build children's sense of belonging and community in the contexts of transition from home to early childhood education centre (ECEC) facilities. In recent years, much attention has been paid to the sense of belonging and community at an ECEC as an important tool in building a base for development (Koivula & Hännikäinen, 2016). This study approaches early child development from a sociocultural theoretical perspective. This is a multiple case study of four Japanese daycare centres that care for children aged 0 to 6. Teacher's belief and practical knowledge were analysed through a combination of focus group interviews and document analysis. Focus group interviews were carried out in 4 daycare centres with12 teachers. Further, 2 practice records were added for this analysis. This study adheres to all ethical standards and privacy policies approved by the Japan Society of Research on Early Childhood Care and Education. As a result, transitional object that mediate between home and day care centre also serve as bridges to peer interaction among children. Meanwhile, these objects cause peer conflicts among children. Results are discussed within the context of teachers' collegiality. The findings of this research suggest teachers' professionalism during daily practices.

Keywords: Japanese daycare centre, sense of belonging and community, practical knowledge, transition, case study

Actions as constrainers of infants' emotional expressions: four case studies in different developmental contexts in Brazil
LUDMILLA DELL'ISOLA PELEGRINI DE MELO FERREIRA, NATALIA COSTA AND KATIA AMORIM, University of São Paulo, Brazil

Our objective is to investigate how actions of care performed by adults are dialogically intertwined with babies' emotional expressions in different sociocultural and educational contexts (private and collective). Infant development is closely associated with babies' interactions with their caregivers, as they impact infants regulation of emotions and affections. However, this matter lacks studies in naturalistic contexts other than the home. Cultural-historical perspective (Rossetti-Ferreira, Amorim & Silva, 2007). Four infants (4-5 mo.) from different contexts were followed for several months, through video recordings. The contexts were home, foster home, foster institution and daycare centre. Qualitative case studies. One episode from each context was analysed microgenetically, seeking to understand how the actions of the partners articulate (or not) with babies' emotional expressions. Approved by Ethics Committee. We obtained consent from institutions and participants, including for image presentation. Crying was more frequent when babies were alone, while smiling was limited to situations of interaction with the adult. In family contexts (biological and foster family), adults maintained more lasting/enduring interactions with babies, stimulating and playing with children. In institutional contexts (nursery and foster care) babies spent more time in the crib / mattress, being attended mostly in moments of crying. In all contexts, adults were concerned to observe and meet babies' demands, especially those related to crying. Infants emotional manifestations emerge in face of the organisation and functioning of contexts and of the interactions that adults establish with them. The complexity and dialogicity of different context circumsbribes interactions and possibilities of social/emotional development of infants.

Keywords: early childhood education and care, emotional expression, early childhood development, children's developmental contexts, infant

Are there any differences when children listen to the stories from picture books and from fairy tales during 5-year-old class story-telling time?
XIAOYUN LU, Jumonji University, Japan

The aim of this study is to analyse the differences when children listen to the stories from picture books and from fairy tales during 5-year-old class story-telling time. The previous research indicated the importance of phonological encoding skills for words (Takahashi, 1993). Moreover, it demonstrated developing children's listening skills before the elementary school could connect to better textual literacy. While the transition from picture books to fairy tales was found in 5-year-old class, this study would discuss whether there are any differences, such as their eye directions, when children listen to the two types of stories. This study was in referred to Tomasello's theories about how children comprehend adults' eye-directions (1999). 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 participant observation was carried out once a week from July 2012 to March 2013. The permission for the observation, recording and the use of data was acquired from the nursery school and the parents. The privacy of the children was strictly protected and the data was allowed to be used in research only. The evidence indicated that some children's eye directions were different when listing to the stories from the picture books and from the fairy tales. As fairy tales need children to focus on listening and imagination, the different eye directions implicated children's different comprehension abilities. Also, they need more assistance from teachers.

Keywords: picture books, fairy tales, long-term observation, developing listening skills, eye directions

Subjective well-being theory and its utility for application with young children

SARA B. TOURS (1) AND CATHRYN E LOKEY (2), (1) Slippery Rock University, United States; (2) Florida State University, United States

The purpose of this conference presentation is to provide a review of literature regarding subjective well-being (SWB) Theory and to discuss implications for its possible applications with research on young children. SWB Theory is based on the work of Ed Diener and colleagues (1984, 1985, 1997, 1998, 2000, 2003). In addition to developing the theory, Diener and colleagues created the Satisfaction with Life Scale, which can be used to measure it. Multiple other researchers (i.e. Busseri & Sadava, 2010; Heady & Wearing, 1989; Ryff, 1989) have discussed and utilised SWB Theory to serve as a construct for the investigation of life satisfaction and general happiness. SWB Theory has also been utilised in the context of the discussion of adolescents (Park, 2004). SWB Theory may be useful as a theoretical framework in future research that focuses on the happiness and well-being of young children, especially research that seeks to honour the child's voice and subjective input. Methods consisted of in-depth review and cross-analysis of current existing literature on SWB Theory and its possible applications to research on young children. As this is a literature review and theoretical discussion, there were no ethical concerns to be considered. SWB holds promise for usefulness as a framework for research on the overall well-being of young children, though modifications to existing measures would need to be made. In seeking to honour children's opinions and input when it comes to the institutions that serve them, SWB Theory could serve as a powerful tool for evidence-based practice.

Keywords: subjective well-being, child voice, child welfare, measurement, research

Study on the contents and management approaches to system of temporary childcare in Japan

NOZOMI KATO, Aichi Mizuho Junior College, Japan

The purpose of this study is to understand the contents and management approaches to temporary childcare (the system is different from ordinary childcare services), in Japan. There has been some research about temporary childcare for example on the feelings of mothers who use temporary childcare at nurseries (Matsuoka and Sakuradani, 2003) and childcare group child-minders engaging in temporary childcare (Kakubari and Koike,2014). However, previous studies on childcare contents and experts' skill or knowledge in the field of temporary childcare are not enough. The child-raising environment in Japan is becoming a closed community, so parents' childcare burden is great. Temporary childcare is a necessary form of parental support in Japan. However, previous studies on childcare contents and experts' skill or knowledge in the field of temporary childcare are not enough. The paradigm of this survey is that temporary child rearing is a necessary form of parental support in Japan. Methodology refers to the social survey method, as the methods, the heads of 100 nurseries that offer temporary childcare received a questionnaire. This study was conducted with the approval of University's ethics board. On the questionnaire, write ''Answer is optional'' and don't collect personal information. The questionnaire response rate was 57.0%.Most (94.7%) respondents replied that temporary childcare serves an important role, but 50.8% of respondents find temporary programs difficult to manage and operate. The reported main reasons for use are that parents are not stable and that nursery teachers are in short supply. We need to share know-how regarding temporary childcare services in each country and to rebuild the environment surrounding childcare.

Keywords: temporary childcare service, nursery's management, head of nursery, parenting support, difficulties with childcare

Helping extremely/very preterm infants and their parents to cope with child care adaptation

MARINA FUERTES (1), CLARISSE NUNES (2), MªJOÃO ALVES (3), SANDRA ANTUNES (4) AND MARGARIDA SANTOS (2), (1) Escola Superior de Educação do Instituto Politécnico de Lisboa, Portugal; (2) ESELX/IPL, Portugal; (3) Centro de Psicologia da Universidade do Porto, Portugal; (4) Universidade de Lisboa, Portugal

To compare maternal post-natal representations about birth, care, and development of their full-term (GA: Gestational Age>37 weeks), pre-term (GA: 32-36 weeks) or extremely/very preterm (GA<31 weeks). Based on our findings, we aim to propose guidelines to promote a positive adaptation of prematurely born infants to Child-Care. Extremely/very preterm infants are more likely to have health, developmental and attachment problems than infants born at term. Additionally, their mothers report high anxiety concerning separation. Notably, the prematurely born infants need constant looking after (especially if having health or development problems), tend to have a limited attention span, and, most important, they generally have problems with separation from their attachment figures. Attachment theory (Bowlby, 1969) touchpoints to reinforce educators parents collaborative relationships (Brazelton & Sparrow, 1992; Brazelton & Greenspan, 2001). In this qualitative and quantitative study, 40-mothers of full-term, 40-mothers pre-term and 40-mothers of extremely/very preterm infants were interviewed with the validated Portuguese semi-structured maternal interview. Mothers gave their informed consent. The study was approved by Lisbon Health Committee Research. Comparing with other parents, parents of extremely/very preterm infants report that: i) their children birth was a traumatic experience, ii) have difficulty in anticipating their infant development and iii) are worried about providing adequate child-care. Moreover, parents of extremely/very preterm infants report less social support and higher SES risk conditions. The conclusive results will be used for the development of guidelines that can assist ECE professionals in helping parents of extremely/very preterm and their children to cope with the adaptation to Child-Care routines and interactions.

Keywords: extremely/very preterm infants, maternal post-natal representations, mother-infant attachment, adaptation to childcare, educators/parents partnership

PED Talk
FRIDAY 31ST AUGUST
09:00 – 10:05

Brand new for 2018 "PED"agogical is a 10 minute long address that will be delivered without notes or slides and is based on the concept of the TED-style presentation approach. Concise and simple, it is an ideal way to pitch a new, personal, thought provoking idea, issue or approach.

GROUP 1

CHAIR: CHRIS PASCAL, EECERA Board of Trustees, United Kingdom

The future is in our hands
ELSA CHAHIN, Pikler/Loczy USA, United States

WELL-BEING Respectful and attentive care starts with the adult's hands as protective factors in the early stages of brain development. My experience as a professional public speaker, movement and early childhood specialist, has allowed me to witness the impact of the adult's hands when interacting with young children. Movement never lies. I've observed this time and time again in myriad child care centres and residential nurseries. Often times, the awareness of the hands is simply overlooked. There is a simple solution to implementing awareness of touch: Making it personable and gentle will build and nurture connections in an infant's developing brain. Touch, pace, and intentionality can have a lasting impact on young children. Eight decades ago, the revolutionary Hungarian paediatrician, Dr. Emmi Pikler (1902-1984) began researching how our hands constitute the infant's first connection to the world. Pikler's observations led her to believe that a newborn could quickly turn into an object in the hands of an adult, when not attentive to the child's outer and inner needs. If the experience of the adult's hands is frequently linked to disagreeable sensations, the impact on his psyche may be profound and long lasting. One of the simplest things required for babies' secure upbringing are patient and loving hands of the adults that care for them. When infants' care is agreeable through a secure and respectful touch, they will feel good during caregiving activities and become the co-creator of their care, and feel good in the relationship.

Hands-on nature: Rocks, shells, and other fascinating items that children collect
KRISTI LEKIES, The Ohio State University, United States

This talk will address young children's collecting of natural items such as rocks, shells, insects, leaves, and berries. Collecting has been noted in autobiographies and other literature as part of children's everyday outdoor play experiences, but formal research remains extremely limited as to why children collect and the meaning of these items in children's lives. Thus, a widespread behaviour that evokes strong memories long after childhood has passed remains a mystery. My interest in presenting on this topic is to engage the audience in thinking about ways that children interact with the natural world, develop comfort with living creatures and natural elements, and begin to build lifelong memories related to nature and place. I am particularly interested in reactions and feedback from the audience who can help me progress in my thinking and current state of theoretical development, which has drawn from a range of disciplines. This talk would be an exceptional opportunity to hear from individuals who could offer unique perspectives on children's play and learning. The talk will include a journey into childhood that explores the collecting of strawberries, chestnuts, and caterpillars, as examples that will evoke memories. Addressed will be children's fascination with natural items, skills and competencies expressed, intergenerational and social aspects of collecting, and excitement when items are discovered and disappointment when they are not. Also covered will be the natural elements themselves and places they are found. Additionally, I will weave in possible explanations for children's collecting and interest in the natural world.

Early years media education – a must for the 21st century
SAARA SALOMAA, National Audiovisual Institute, Finland

Children need support, care and teaching in order to flourish, learn and participate in culture they live in. Most educators would agree. But how about media culture, one of the most attractive, pervasive and commonly shared learning environments in contemporary societies? Most countries or Early Childhood Education (ECE) settings still have no systematic pedagogies or teacher training for media education. Are we leaving kids and practitioners equally alone? When studying to become an ECE teacher, Saara was shocked observing how systematic media education was practically non-existent in ECE. Public debate was jammed in arguing pro or against media. Meanwhile, children were using a variety of media, but ECE system ignored their need to get adults' support with evolving media skills and literacy. Now Saara's been conducting studies and projects to improve early year's media education competencies, pedagogical practices and policies for more than ten years. This talk discusses pedagogical principles and overcoming barriers for media education. Finland just took a leap ahead with the new curriculum obligating all ECE provides to carry out media education. However, this is far from just being obsessed about newest devices. The mission is to support children's opportunities to be active, to express themselves in community and to be able to learn in playful and exploratory manner in safe environment. Saara's key message is, that high quality media education is both demanding for pedagogical awareness and totally doable in practice. It is also a child's right in a world full of media.

Don't be afraid to use children's literature to teach about diversity in the classroom
KEREKES ZSUZSA, Ochanomizu University, Japan

More and more ECEC professionals are discovering the potential of children's literature as an educational tool for teaching social awareness in Early Childhood Classrooms. In 1990 Rudine Sims Bishop created the concept of windows and mirrors: stories are windows through which readers can experience identities and cultures outside of their own lives; and mirrors in which their own identities and cultural experiences are reflected and validated. In the age of global mobility, communities - and with them ECEC classrooms - become increasingly diverse and it is ever more important to provide the youngest members of the community with diverse and inclusive reading resources. I grew up in a single mother family after my father passed away and although having a father seemed unrealistic, I found comfort in stories in which they didn't exist but still everything worked out for the main character; and was able to experience the warmth of a traditional family in stories which did feature them. As a young adult I kept on reading diverse stories and became comfortable with disabilities, LGBTQ; discussions and started to understand multiculturalism. I found these experiences incredibly helpful in my adult life where I live in a foreign country and work with Japanese children. The goal of my speech is to encourage ECEC professionals not to shy away from using picture books and stories to let children experience diverse identities and cultures. Or to learn about these issues themselves.

Managing love-led practice
JANE MALCOLM, University of Edinburgh, United Kingdom

I have chosen to talk about Professionalism in Early Childhood Education and Care. The current political agenda in Scotland is to increase funded childcare from 600 hours to 1140 hours by 2020. This means that some children will potentially be in childcare for more time than they spend with their parents. My research is looking at how Lead Professionals manage love-led practice in their childcare settings. I studied the language used by professionals and also that used in policies and guidelines in order to build an understanding of love in early year's practice. Professionals were guided primarily by the policies and guidelines to ensure they were acting professionally. However, I found a distinct lack of any mention of love in most of these documents (Page, 2017). Personal experiences also helped shape moral boundaries which undoubtedly had an impact on the way that Lead Professionals managed love-led practice (Noddings, 2013; Tronto, 2009). As an alternative way of describing love participants suggested some staff just had "it" (Tronto, 2009; Moyles, 2010; Page, 2017). "It" described a skills set, which contrary to belief (Gerhardt, 2013), meant that love could in fact be applied, measured and evaluated making it professional. To inform policy and practice, I have developed an Early Years Love Skills Set which will give Lead Professionals the permission and freedom to manage practice with love and professional integrity.

For PED 6 abstract, please go to page 268

GROUP 2

CHAIR: TONY BERTRAM, EECERA Board of Trustees, United Kingdom

Engendering excellence in early career researchers in early childhood education and care: Mentoring, modelling and motivating in an Australian university
ANN FARRELL, Queensland University of Technology, Australia

Leaders in early childhood research have responsibilities for engendering excellence in early career researchers and to ensure that emerging researchers benefit from immersion in well-functioning and effective research programs and agendas. My leadership role in recruiting, retaining and developing research-oriented early childhood academics motivates my focus on this issue. My commitment within an Australian university (specialising in early childhood education and care) is to promote excellence through a program of systematic mentoring, modelling and motivating early career researchers as a strategy to produce excellent research, excellent researchers and research impact. Such leadership has produced a culture of evidence production and dissemination amongst educators and policy makers, such that research is impactful in the everyday lives of children, families and communities. This presentation reports on a suite of strategies that have been used effectively in a university in Queensland Australia, to show the affordances of a a program of recruitment and retention of early career researchers and to demonstrate the impact of structural and cultural practices on the range and quality of research skills and projects. A key plank of the strategy addressed in this presentation is the proactive work of mid-career researchers working with accomplished researchers to generate a culture of research excellence, accountability and impact.

Child-focused playful learning in the early years.
KAREN MCINNES, Norland College, United Kingdom

Understanding and utilising play for learning in the early years appears easy but is actually not. It is essential that all those involved in play, practitioners and researchers, have a clear understanding of play in order to integrate play and learning rather than hijack it under the auspices of 'planned purposeful play' (Fesseha & Pyle, 2016; Pyle & Danniels, 2017). Play is complex with traditional views based on adult observations of the act of playing and these do not necessarily accord with children's views of play. Consequently, I have always found the concept and practice of play difficult to teach to early years students and, at one point, vowed never to teach the subject again. Imagine my surprise, three years later, to be embarking on PhD research on…play and learning. However, focusing my research on understanding play, and playfulness, from children's perspectives and how this can be used to understand and influence play practice has been a revelation (McInnes et al., 2011; 2013). In this presentation I will:

• Explore children's views of play using photographic methodology which demonstrates similarities and differences between adults and children's use of environmental and emotional cues in defining what is and is not play. (McInnes & Birdsey, 2014)
• Demonstrate how using children's cues to formulate play and not play conditions enables a playful attitude and approach to an activity which enhances children's learning (McInnes, 2010)
• Discuss what this means for practice in terms of the role of the adult, child agency and the environment (Howard & McInnes, 2013).

A cross cultural conversation on working with families in Jamaica and England
CHARLOTTE HARDACRE**,** University of Cumbria, United Kingdom

This talk will share a set of cross-cultural conversations between two family learning practitioner-researchers, one from Jamaica and one from England. Two questions guided our conversations:
1) What are the characteristics of effective family learning? 2) What shapes our understandings of family learning? Our interest in this topic came from a concern that, 'big policy' initiatives such as Jamaica's national development plan, 'Vision2030', reflect and reproduce a 'social investment perspective' (Esping-Andersen, 2002, p.11) to parental involvement in children's early education. Meaning initiatives to improve children's upbringing and education are enacted and encouraged as a way of reducing future costs and producing 'suitable active citizens' (Wainwritght and Marandet, p.21 3). These issues were keenly felt by both researchers who were both tasked with facilitating family learning interventions that rarely resonated with the groups identified as 'in need' of this targeted support . Charlotte, the UK researcher, experienced this when employed, by a city council, to administer employability courses to parents living in 'workless households' (ONS, 2017). The courses were not situated in the families daily lives and the associated qualifications were of limited value in the labour market. Thus, recruiting and retaining parents became an ethical and moral dilemma for the practitioner-researcher. This talk will explore some of the critical insights from our cross-cultural conversation and demonstrate how new understandings were unearthed by examining the different contexts in which our work takes place. Finally, an analysis of the conversations will reveal how a deficit approach to local contexts has the potential to obscure and minimise immediate, local knowledge and socio-cultural factors. Indicating a need for depth, as well as breadth, in the consultation, articulation and implementation of global development policies aimed at the role of families.

Rethinking the male role model discourse in ECEC
JEAN PLAISIR, Borough of Manhattan Community College, United States

Michel Focault's critical analysis of various forms of knowledge and the subtle relations of power in understanding the multidimensional levels of dominant discourse has provided me with the necessary lenses to make sense of certain types of discourses that I have encountered in my own research. In a series of interviews that I conducted with 16 program administrators and 24 male educators in a research project examining internal and external factors that influence men's decisions to join the early childhood and care (ECEC) workforce, I came across repeated instances where the male educators self-identified or were described as "male role models" (MRM) in regard to their engagement in the sector. This finding corroborates results from previous studies suggesting that ECEC is a feminised domain (Devineau, 2014), while also cautioning men to rethink their sex roles while teaching young children (Johnson, 2011). I have decided to take a closer look at the ways participants in the study use the term, which they perceive as 'truth'. The problématique I seek to address in this brief presentation is whether the MRM discourse reinforces a dominant masculine role for men in the ECEC profession, even though its intended use is to promote gender inclusion and equality in the field. As Roland Pfefferkorn (2014:45) describes it, labour is the central axis of social relations between men and women, and his observation supports call-to-action for practitioners and policymakers to explore more progressive messaging in efforts towards promoting equity and respect for diversity in the ECEC workforce.

Children's caring and compassionate voices emerging through animal-assisted and related learning
DIAHANN GALLARD, Liverpool John Moores University, United Kingdom

This talk is focussed on animal-assisted and related learning practices in early education settings and how they support children's understanding and deepening connection with the natural world. In my doctoral thesis entitled 'Anthrozoology in early childhood education: a multiphase mixed methods study of animal-related education in early childhood' (Gallard, 2015) I described the complexities of children learning with, and about, animals and the reasons for a decline in animal-related practices in early childhood education settings in the UK. I also relooked at the thinking of early education pioneers who advocated anthrozoology 'as education' and compared these ideas to modern pedagogical approaches. As university lecturer, I teach about development and early learning, child mental health and the 'whole child' however my particular passion is for arguing how anthrozoology should be considered more centrally in early childhood education and framed as part of a compassion-based pedagogy. As a researcher, I have observed practices that distance children from animals and the impact on children's caring voices, I have been given opportunities to see new ways of facilitating children's experiences and I have learned from children what animals mean to them. The topic is a challenging one as 'what works well' and 'what constitutes harm' presents ethical or moral issues that are often value-laden and perspective driven, is labelled 'utility trumping' (animal rights) or dismissed as too risky (child protection). This talk centres on my journey as a pragmatist to find an intermediate position   that   reconciles   child   and   animal   rights.

GROUP 3

The evolution of trust
SUSAN K WALKER, University of Minnesota, United States

The chosen issue centres on the role of trust in fostering parent engagement. My personal rationale for this issue stems from research and theory on social capital and adult learning, and from a truth witnessed in my 30 years as an early childhood parenting educator, researcher and advocate: children benefit when we help parents build relationships. Parents' lives today are stressed from all corners; stress that is exacerbated by social connections heavily reliant on technology. Our educational programs offer physical settings that allow parents to learn and be part of a family-focused community. We have the power to help parents build meaningful, enduring relationships with other parents, with staff, and with their children; relationships that have the power to transform. Key elements in the content of the presentation focus on trust as a dynamic ingredient in the relationship-building journey. After introducing the realities of families' lives and our privileged role as a community catalyst, we begin with the need to address parents' psychological armour. Inviting engagement means responding to the question: 'Can I trust that this won't add stress to my life?' Once convinced, parents wonder, "Can I trust that I'll get what I need?" and engagement helps them find solutions for their child. Through trusted connections, parents open to new perspectives and feel empowered. They discover they can ask, "Can I trust that you'll help me too?" Our journey that fosters relationships gifts the child with a parent with deeper knowledge, self-confidence, and a larger network of supports.

Understanding children's voice from birth to five: Dilemmas in participation and rights
LORNA ARNOTT, University of Strathclyde, United Kingdom

Young children are often marginalised in the drive to address children's participation and their wider set of rights (Alderson et al., 2005). This talk will discuss the role of our youngest citizens in 'voice' discussions and the participatory rights-based agenda. It is grounded in a research project titled Look Who's Talking: Eliciting Voice from Birth to Seven (Wall et al., 2017). Seeking to connect with children's play-based nursery experiences, we invited children to conduct a range of arts-based activities including drawing, craft-making, sculpting, a themed 'play basket' with various props, puppetry, videography, and informal conversations as a route to understand children's own perceptions of 'voice'. We were keen to establish ways of working with children that centred on their own creativity and play, shaped by the materials we provided but not directed by us. However, we struggled to balance our own agenda with the more open-ended methods we had used. We argue that an intergenerational approach to eliciting voices—in which adults are not afraid to shape the agenda, but do so in responsive, gradual, and sensitive ways—creates the potential for a more inclusive experience for children that also meets researcher needs. Yet, as part of this project we were left questioning whether children were actually interested in consultation about voice, or whether we as researchers were imposing this 'right' on then. We questioned who we were consulting for, as we positioned ourselves as experts. This dilemma of balancing children's interests alongside the researcher/adult as 'expert' will underpin this talk.

Let's play mathematics!
OLIVER THIEL, Queen Maud University College, Norway

Young children are very concerned with mathematics, as the subject area is such a natural part of early childhood. However, as an early mathematics educator, I often encounter prejudice against mathematics in preschool. Many people associate mathematics with drill, meaningless tasks, boredom or even fear, and ask: "Why should we burden young children with this?" On the other hand, for me, for mathematicians as well as for small children, mathematics is creative and playful. It is essential for us to understand each other and to create balance, order and beauty around us. By having a clearer picture of what mathematics really is about and how young children experience mathematics, it becomes clear that mathematics is an integral part of our daily life as well as children's motoric, linguistic and intellectual development. Therefore, the early childhood educator should help the children experiencing joy in thinking mathematically, and that they – through play and exploration – get varied experiences with the core of mathematics. The talk will focus on the beauty and creativity of mathematics and show its relevance in young children's lives.

Doing learning- social practice of learning in kindergartens of China
ANDREA MANNO, BayWISS Graduate Programme Bavaria, Germany

1. What are social routines and practices of learning in Chinese kindergartens and how constitute actors there influence? 2. My ethnographical Quest views from transdisciplinary interpretative qualitative social research a multi-faceted triangulation point on possible otherness. The institutional stage of the first rung of the ladder in the educational system of the People`s Republic of China is about "Doing Learning". Being Early Childhood Educator B.A., Education Sciences M.A., PhD Candidate in the German graduate-program BayWISS, fluent in Mandarin, my Quest will be thus: 3. Children, prevalently seen as objects of research, aren`t they creators of their learning reality and owners of capacities in mental, cognitive, though bodily and physically reception? They are receivers, adaptors and displayers of practices and routines addressed to them and inscribed in them by their social field around them, able to transcend those. They could be vital participating research partners. Their actions in practicing learning display their status quo of routines in use of artefacts in certain orders between things and persons in "learning times" set by adult educators. Their sensual expression and awareness and observing non-learning time can show us in what areas other than set they learn. We talk to them, film and participate. Is this equivalent though to what educators, parents, institution, legal foundation think learning is or should be?

We position ourselves as ethnographers of the "genuine Chinese learning"-style. Data-integrated insight in mental-physical elements and processes in Social Practices of Learning is our treasure hunted for. Will we find "Chinese-Style"?

'Picking up the pieces: where to next in terms of listening to young children?
ALISON CLARK, UCL Institute of Education, United Kingdom

Next year will be thirty years since the UN Convention on the Rights of the Child came into being. Children's participation rights as expressed in Article 12 and 13 have drawn widespread attention, including in the early childhood field. This talk will make the case for 2019 to be the year to look seriously at how young children's views and experiences have surprised and challenged researchers, practitioners and policy makers. What common threads can be pieced together from existing studies? How can such accumulated knowledge be made more visible and lead to change?   Listening to young children has been the focus of my research career. This has included helping to establish the EECERA Special Interest group on Young Children's Perspectives with Deborah Harcourt in 2004. Since then policy interest in the UK has waxed and waned. Having 'rode the wave' of policy engagement beginning in the late 1990s and witnessed its decline, I am increasingly aware that listening to young children is a political activity. It can trouble the status quo but may be drowned out by more powerful agendas. Firstly, I will look at surprises and challenges emerging from participatory research with young children, using moments from studies undertaken with the Mosaic approach (Clark and Moss, 2001; Clark, 2017). Secondly, I will suggest some common threads emerging from existing studies. Thirdly, I will ask why has much research in the field remained small scale and fragmentary? How might the 30th anniversary of the UNCRC herald positive change?

GROUP 4

CHAIR: JÚLIA FORMOSINHO, EECERA Board of Trustees, Portugal

The gap between rhetoric and practice
SEVCAN HAKYEMEZ-PAUL, University of Turku, Suomi

1. The chosen issue: Despite the well-recognised benefits of PI, differences still exist between what the research recommends and what educational institutions actually implement. In reality, educational institutions and families fail to collaborate, and the gap between rhetoric and practice leads to insufficient PI. 2. The personal rationale for choosing this issue: As an early career researcher, specifically working on parental involvement and mapping out the current state of the practice in different context, this gap interests me very deeply. I find this gap very disturbing and as an urgent matter to be addressed. As researchers our duty should not be only to create academic content but to shape the practice for a better future. 3. Key elements in the content of the presentation: There has been a large number of research showing the positive effects and the importance of parental involvement (PI). Yet there are also several examples of the gap between the rhetoric and practice. To be able to understand the nature of this, the first thing that stands out is the definition of parental involvement; more precisely the vague and loaded concept of it. PI is a fluid concept taking different forms in different contexts and cultures. Yet are we failing to consider this?

Learning from the intercultural legacy: a different view from Cordoba's children
MARÍA ELENA GONZÁLEZ ALFAYA, University of Cordoba, Spain

1) Cordoba through children's eyes is an educational initiative which provides the citizenship with a different experience, focused on studying of the historical and cultural heritage of the city of Córdoba, through the eyes of its children. Early Childhood Education and Special Education Children explore, recreate and discover their environment from a critical and participatory perspective, taking part in the development of projects about emblematic monuments of their city.
2) The current migratory flows of hundreds of refugees wandering around forbidden territories, are situations worth analysing educationally. To seek alternatives to religious, cultural and social confrontations it seems opportune to look back to the past and recall a few examples of peaceful intercultural coexistence that happened in Córdoba at the time of Al-Andalus: as mother and teacher of Cordoba's children this ancient past reminds me the right attitude for hope and optimism to build a better world.
3) Through this historical journey and the intercultural legacy today's children should gain a spirit of dialogue and respect between cultures. Córdoba through Children's Eyes is our way to shape better attitudes towards diversity. It will help children to understand and put into practice a peaceful coexistence by learning from the History of Córdoba: a paradigmatic city of intercultural coexistence. The initiative's ambition is to disseminate the methodology of scientific research applied to early years education, as a way to build knowledge and foster skills' acquisition and last but not least to transfer to grown-up citizens the knowledge of excellence built in classrooms.

"Interesting but far away from us in the field": A headmaster's statement of ECEC gender research.
THORDIS THORDARDOTTIR, University of Iceland, Iceland

The citation in the title is a comment from a successful headmaster of three united preschools in Reykjavik, Iceland. She was commenting on a progressing research projects on gender and sexuality in ECEC at The University of Iceland. Because I respect this headmaster very much, her statement made me reflect on her words and common discourse of the gap between scholars in ECEC and professionals in the field. The ECEC profession in Iceland is highly regulated and aims at individual choice crossed with rigidly enforced national standards. The research field is more and less under similar provisions where the scholars need to aim at publish qualified findings, hopefully boosting professionalism and advance preschool children's wellbeing. So why do these two factors not fit to each other? One possibility is that scholars are more

dependent of ´power–scores´, needed for promotion than preschools real situations. Likewise, could preschools headmasters need to solve problems which is outside the frame of the highly regulated official standards. For example, lack of professional staff, together with high rate of sick leaves and drop outs. In this introduction I will focus upon the problematic of cooperation between the ECEC field and the research aimed field. I will discuss how diverse goals hinder cooperation and the danger of alienation of both research and the profession in the field. Therefore, the above key elements are discussed, in the hope to disrupt the discourse of the gap between scholars and professionals and shed a light on the inevitable gap.

The early year curriculum; state of being or state of becoming?
NANNE VAN DOORN, BKK Foundation, Netherlands

For economic and political reasons, the influence of governments increases on the early years services (Oberheumer, 2005). Especially 'integrated services' are supposed to be the solution to provide children 'at risk' with a good learning environment (OECD, 2011).
In these integrated child services, the influence (or power?) of formal education on the curriculum of the youngest children seems to dominate the input of playgroups and early care providers. By not only including the 'state of becoming', but also 'the state of being' in the Dutch curriculum, we tried to find the balance between formal education and play based early care (BKK 2017).
1. The international development of curricula in early years services.
2. Being the director of BKK foundation I had the deal with several strategic partners, when we had to write the Dutch Early Years curriculum. Primary schools, Nurseries and Integrated Services had opposite opinions on how to define the structure and content. We had to bridge that gap, in which we succeeded only partial.
3. It seems to be a struggle, finding the balance between a play-based curriculum and an academic one, for the youngest children in our learning communities and schools. Especially nowadays, when integrated services are rapidly becoming more popular, there seems to be a strong tendency for a more 'cognitive approach' and striving for 'results'. But it's a struggle worth fighting for; young children have to be approached like 'owners' of their own 'becoming' and to do so, we have to be aware of their 'state of being'. Curricula therefor have to be about the learning environments we have to offer them, making sure that they'll benefit of it in their future lives.

Newness and moral panic: The need for shared conceptualisations of digital technology
KELLY JOHNSTON, Macquarie University, Australia

1. Despite its ubiquity, the view that technology is an inappropriate resource for young children, both in homes and in early learning settings, prevails (Blackwell et al., 2014; NAEYC & Fred Rogers, 2012; Sims, 2015). This is often a product of limited understanding and conceptualisations of technology, and can reflect a degree of moral panic over the perceived 'newness' of this resource (Alper, 2011; Gibbons, 2015). 2. I have spent the last seven years researching technology as a tool or resource in early learning services. During this time, I read an enormous amount of research form many perspectives. I also heard a myriad of strong opinions from informal sources, and realised that these are often more influential in shaping conceptualisations of technology as a tool or a resource for young children than the information in research-based articles. I am also a teacher of pre-service teachers and a mother to three children under the age of 10 years. It has been an interesting journey in juxtaposing research, opinion, and lived experience of using technology across a number of age groups. 3. This discussion will cover: Thinking about the meaning of 'digital natives' and 'digital immigrants'. How do we define these and why is it important to realise that 'technologies' of some form have always been evolving and changing in society; what informs people's understandings of digital technology, and more specifically what informs their reaction to children's engagement with technology? How children can be supported to be effective digital citizens.

GROUP 1 – PED 6

Whānau stories: creating meaningful engagement and an increased wellbeing for the indigenous peoples of Aotearoa New Zealand
DIANA CRUSE, UNIVERSITY OF WAIKATO, NEW ZEALAND

The central question guiding this exploration is whether partnerships between whānau Māori (families who identify as being Māori) and early childhood teachers can lead to an increase in wellbeing for whānau Māori (the indigenous peoples of Aotearoa New Zealand). In this context, I explore definitions of meaningful family engagement both internationally and within Aotearoa New Zealand. I look at definitions of relationships, partnerships and culturally responsive partnerships. I also examine specific mechanisms and strategies that can be used to create meaningful engagement for whānau Māori. I examine the historical consequences of colonisation that has resulted in the current state of non-meaningful engagement, and the current policies and educational curriculum's that are trying to mitigate against these historical effects. The theory of wellbeing is examined from both a western and an indigenous point of view. For the purpose of my thesis, I interviewed whānau groups that were affiliated with an early childhood centre and have identified as Māori. I used Kaupapa Māori Research methodology, and narrative inquiry methodology. My findings aim to shed some light on how kaiako (teachers) and whānau can create meaningful engagement, to assist tamariki, whānau and communities to enjoy an increase in wellbeing.

INDEX