19th

EECERA

European Early Childhood
Education Research Association

EECERA ANNUAL CONFERENCE

Diversities in early childhood education

Strasbourg, 26th, 27th, 28th, 29th August 2009

Conference programme and Abstract book

le furet petite enfance & diversité

19th

EECERA ANNUAL CONFERENCE
Diversities in early childhood education
Strasbourg, 26th, 27th, 28th, 29th, August 2009

CONFERENCE
PROGRAMME &
ABSTRACTS

EECERA

European Early Childhood
Education Research Association

le
furet

CONTENTS

WELCOME FROM THE CONFERENCE CHAIR

Dear Colleagues,

On behalf of the European Early Childhood Education Research Association I am honoured to welcome you to **EECERA's 19th Annual Conference**.

This year the association « Le Furet » is ten years old, its main aim is to establish the modalities of co-education between parents and professionals, to develop from early childhood onwards preventative actions which promote affective well-being of children and to fight exclusion and discrimination, and for this, we need to create links and to find supports. The EECERA conference has been a very important opportunity to work with the EECERA Scientific Committee and the Local Organising Committee, both of whom presented on next page. It was a real challenge for all the team of our young organization, but EECERA and in particular Sylvie Rayna gave us confidence and support.

We are very pleased that so many colleagues from all over the world have been interested by the conference this year with this year's theme:
« **Diversities in early childhood éducation** ».

Participants will take part in a critical discussion about todays, as well as future perspectives and challenges in « Diversities in early childhood éducation ». A characteristic feature of the education of younger children is that it can be understood on many levels. Children face various educating patterns (even in their own family). Between their birth and ages 6-7, they will be in touch with various systems and structures where they may meet adults with different education, culture or status. They will also be confronted with more and more numerous images and medias (even be addressed directly by some of them), and many of them will have clearly educative purposes. Moreover, if there is an already marked diversity at the level of the child, this diversity will be even more important on the national or macro-level and in the range of people working in care or education facilities:
- Diversity linked with migrations
- Diversity of languages, cultures, religions and beliefs
- Divesity linked with social situations and poverty
- Diversity linked to disability or illness
- Diversity linked with gender.

On a European level, this diversity appears not only in cultures and languages, but also in care and education facilities as well as in public policies. These diversities are both an opportunity and a challenge, a food for thought and action. It becomes necessary to understand the tensions existing between the various policies, theories and implementations through the eyes of the rights of all children and the recognition of their identity and the links with their families. The major purpose

of this conference is to explore these multiple diversities in Europe and beyond, taking into account the various approaches of research itself, regarding methods, theories and paradigms implemented.

Through keynote lectures, symposia, paper and poster presentations we will address these basic questions in diversities in early childhood education in Europe and for the rest of the world. In his keynote lecture **Prof. Martin Woodhead**, Open University (United Kingdom) and Special Counsellor at the United Nations for the rights of children in Geneva, will offer a personal reflection on progress made during three decades in the development of policies and early childhood services, both within Europe and globally. In the discussions on respect for diversity, some notions are commonly used, such as "participation", "inclusion", "citizenship", "identity", or "belonging", to name but a few. It is far from obvious that this use of a common vocabulary also reflects shared understandings. In this lecture, **Dr. Michel Vandenbroeck,** Department of Social Welfare Studies (Ghent University), proposes to attempt to untangle some of these notions and the contradictory values they may convey. **Prof. Miriam Rosenthal**, Hebrew University, Jerusalem (Israel), will focus on «Diversity and inclusion : Reflection on ideology, theory, research and educational practice». **Dr. Beata Laciak**, University of Warsaw (Poland), will talk about media influence on commercialization of childhood. In her keynote **Dr. Nacira Guénif-Souilamas,** University Paris 13 (France), will explore and describe embodied otherness in the places where it appears to be relevant and sometimes decisive in the stories told by teachers as well as parents.
These are all themes of great importance and show us that this conference is of high value for the field of diversities in early childhood education.

I would very much like to thank the Ministry of Education and the Ministry of Health and Solidarity for their generous contribution to the Conference.

I also would like to thank my colleagues for their invaluable contributions. Together we managed to make the conference viable.

All of us that have prepared the conference would like to thank the EECERA Standing Committee for the opportunity to arrange this year's conference in Strasbourg.

At the conference in Prague in 2007, the concept 'we-ness' was used to characterize the atmosphere of mutual enrichment and empowerment, and the pleasure of being together. I really hope that everyone will experience this also during the stay in Strasbourg. On behalf of the Scientific and Organising Committees, I do hope that you all will enjoy the conference and have a great time together with colleagues and friends here at the 19th EECERA Conference in Strasbourg!

Sincerely,
Marie Nicole Rubio
Chair of the 19th EECERA Conference

CONFERENCE CHAIR
MARIE NICOLE RUBIO, Directrice, Le Furet

LOCAL ORGANISING COMMITTEE
ESSIA MANAI, Secrétaire, Le Furet
DANIÈLE VALETTE Chargée de communication, Le Furet
DANIELLE FRINOT, Comptable, Le Furet
SCHEU HENRIETTE, Responsable Formation, Le Furet
ARACELI VALDEZ-NAPE, Chargée de médiathèque, Le Furet
MATHIAS BLANC, Université de Strasbourg, Le Furet
HERVÉ WALCH, Le Furet
SYLVIE KOULEN, Informaticienne
CHRISTINE PEYRETON, Directrice de l'Ecole EJE Mulhouse
DANIÈLE WEBER, Directrice d'école maternelle
ELDA MORENO, Conseil de l'Europe
OLÖF OLAFSDOTTIR, Responsable du Département Education du Conseil de l'Europe
MARIE-JOSÉE REMIGY, Professeure en Psychologie de l'éducation
MARIE-PIERRE FARNHER, Pédiatre, Responsable de Service PMI68
MICHEL REYSER, Directeur de la CAF 67
MONIQUE MISLIN, Présidente de la Fédération Nationale des Educateurs de Jeunes Enfants
NICOLE DREYER, Directrice de l'Institut Régional Formation en Puériculture,
Adjointe à la petite enfance aux affaires scolaires et à la jeunesse
COLETTE BACH BARILLON, Formatrice en champ de la petite enfance

EECERA SCIENTIFIC COMMITTEE
MARIT ALVESTAD, Stavanger University
TONY BERTRAM, Centre for Research in Early Childhood, Birmingham ,United Kingdom
GILLES BROUGÈRE, Université Paris 13
NICOLETTA DIASIO, Université de Strasbourg
VÉRONIQUE FRANCIS, IUFM Centre Val de Loire, CREF, Université Paris 10
CHRISTINE PASCAL, Centre for Research in Early Childhood,Birmingham, United Kingdom
SYLVIE RAYNA, Institut National de Recherche Pédagogique, Université Paris 13
MARIE-PAULE THOLLON-BEHAR, École de puériculture Rockefeller, Université Lyon 2

CONFERENCE SPONSORS
Ministère du travail, des relations sociales, de la famille, de la solidarité et de la ville
Conseil de L'Europe
Conseil Général du Bas-Rhin
Région Alsace
Ville de Strasbourg
CAF Bas-Rhin

EXHIBITORS
ROUTLEDGE
TAYLOR ET FRANCIS GROUP
SAGE
PYRAMID METHOD BY CITO
DECET
ENFANCE ET MUSIQUE
PLAYING COMMUNITY
LE FURET ET ENFANTS D'EUROPE

PRE-CONFERENCE PROGRAMME

MARDI 25 AOUT 2009

LA CO-EDUCATION EN QUESTION

Conseil Général - Place Quartier Blanc - Strasbourg - Salle 1005

Modératrice HENRIETTE SCHEU

09:00   Ouverture, MARIE NICOLE RUBIO, *Le Furet*

09:15   *Introduction*

       Co-éduquer : déclinaisons européennes - Vers de nouveaux paradigmes ?
       SYLVIE RAYNA, *Université Paris 13, INRP*

09:30   *Table ronde : La co-éducation : des interrogations*

       Accueil de la petite enfance, co-éducation et instances de démocratie participative ou consultative
       FRÉDÉRIC JESU, *Vice-président de la section française de Défense des Enfants Internationale*

       Co-éduquer à l'école maternelle : une pluralité de significations
       PASCALE GARNIER, *MCF IUFM Créteil Paris 12*

       De la difficulté d'être parent aujourd'hui et de la nécessité d'une co-éducation
       NATHALIE FRAIOLI, *CIMERS, Bouc-Bel-Air*

       Co-éducation et psychanalyse
       FRANÇOISE HURSTEL, *Professeur à l'université de Strasbourg, psychanalyste*

11:15   *Discussion intervenants et participants*

14:00   *Table ronde : Co-éducation et évolutions sociales*

       Lieux d'accueil, savoirs et gestion politique : un espace en tension
       GÉRARD NEYRAND, *Université Toulouse 3 , CIMERS, Bouc-Bel-Air*

       Co-éducation : responsabilités divisées ou partagées ?
       MICHEL VANDENBROECK, *Université de Gand*

       Partager l'éducation de son enfant : avec qui et pourquoi ? La voix des parents
       TULLIA MUSATTI, SUSANNA MAYER, MARIACRISTINA PICCHIO, *Institut de Sciences et Technologies Cognitives, Conseil National de Recherches, Rome*

       Traditions et nouveaux regards sur la co-éducation au Japon
       MIWAKO HOSHI-WATANABE, *Université de Jumonji*

15:45   *Discussion intervenants et participants*

17:00   **Peut-on parler de co-éducation ? Conclusions de la journée et perspectives**
       GILLES BROUGÈRE, *Université Paris 13*

CONFERENCE PROGRAMME

WEDNESDAY, 26TH AUGUST 2009

Buildings:
Palais des Congrès - Building 1 - B1

Conseil de l'Europe - Building 2 - B2

11:00	**Welcome and registration**	B1 - Hall
17:00 - 17:45	**Security Control « Entry Palais de l'Europe »**	B2
18:00 - 18:40	**Opening Ceremony Conseil de l'Europe,**	
	Secrétaire Générale Adjointe, MAUD DE BOER BUQUICCHIO	
	Chair of EECERA 2009, MARIE NICOLE RUBIO, Directrice Le Furet	
	EECERA President, Prof. CHRISTINE PASCAL	
	Maire de Strasbourg, ROLAND RIES	
18:40 - 19:00	**Musical Animation « Les Petits chanteurs de Strasbourg »**	
19:00 - 20:00	**Cocktail**	
20:00	**Closing of the Conseil de l'Europe**	

EECERA meetings		B1
09:00 – 12:30	Board of Trustees	
13:30 – 15:30	Editorial Board EECERA	
16:00 – 17:00	Electoral College: election of vacancies on Board	

SPECIAL INTEREST GROUPS (SIGS)
Special interest Groups (SIGS) will be organised during the conference at lunchtime (Thusday or Friday) in B1.
Information will be available on B1 information screans.

CONFERENCE PROGRAMME

THURSDAY, 27TH AUGUST 2009

Buildings:

Palais des Congrès - B1

Holiday IN   - B3

Conseil Régional   - B4

08:00 - 08:45	**Welcome and registration**	B1
08:45 - 09:45	**Opening session**	B1 - Room: Schweitzer
	Chair of EECERA 2009, MARIE NICOLE RUBIO	
	EECERA President, PROF. CHRISTINE PASCAL	
	Ministère de l'Education Nationale, ALAIN HOUCHOT	
	Ministère de la Santé et des Solidarités, IBRAHIM MOUSSOUNI	
09:45 - 10:45	**Keynote I, Martin Woodhead**	B1 - Room: Schweitzer
10:45 - 11:15	*Coffee break*	
11:15 - 12:45	**Symposium Set I**	B1 - B3 - B4
12:45 - 14:00	*Lunch*	B1
12:45 -14:00	**EECERA SIGs** *Please see information screens in B1*	
14:00 - 15:30	**Symposium Set II**	B1 - B3 - B4
15:30 - 16:00	*Break*	
16:00 - 17:30	**Symposium Set III**	B1 - B3 - B4
17:30	**Annual General Meeting of the EECERA members**	B1:Room Orangerie
18:00	*Visits (optional)*	B1 (departure)

CONFERENCE PROGRAMME

FRIDAY, 28TH AUGUST 2009

Buildings:

Palais des Congrès - B1

Holiday INN   - B3

Conseil Régional   - B4

08:00 - 08:45	**Welcome and Registration**	B1
08:45 - 09:00	*Presentation of the day*	B1 - Room: Schweitzer
09:00 - 10:00	**Keynote II,** MICHEL VANDENBROECK	B1 - Room: Schweitzer
10:00 - 11:00	**Keynote III,** MIRIAM ROSENTHAL	B1 - Room: Schweitzer
11:00 - 11:15	*Coffee break*	
11:15 - 12:45	**Symposium Set IV**	B1 - B3 - B4
12:45 - 14:00	*Lunch*	B1
12:45 -14:00	**EECERA SIGs** *Please see information screens in B1*	
14:00 - 15:00	**Keynote IV,** BEATA LACIAK	B1 - Room: Schweitzer
15:00 - 15:15	*Break*	
15:15 - 17:00	**Symposium Set V**	B1 - B3 - B4
17:00	**Poster session**	B1 - Galery: Le Corbusier B1 - Galery: Agora
20:00	*Conference dinner (optional)*	

CONFERENCE PROGRAMME

SATURDAY, 29TH AUGUST 2009

Buildings:

Palais des Congrès - B1

Holiday IN   - B2

Conseil Régional   - B3

09:00 - 10:30	**Symposium Set VI**	B1 - B3 - B4
10:30 - 10:45	*Coffee break*	
10:45 - 11:45	**Keynote V,** NACIRA GUÉNIF	B1 - Room: Schweitzer
11:45 - 12:00	TOMI UNGERER IN IMAGES	B1 - Room: Schweitzer
12:00 - 13:00	**Closing Session**	B1 - Room: Schweitzer

by the Vice President of EECERA MAELIS KARLSSON
by the Chair of the 2009 EECERA Conference
MARIE NICOLE RUBIO
by the Chair of 2010 EECERA conference, Birmingham,
TONY BERTRAM

13:00	*Visits (optional)*	B1 (departure)

KEYNOTE ADDRESSES

THURSDAY, 27TH AUGUST 2009

09:45 - 10:45   Keynote I   B1 - Room: Schweitzer

"Are promises made for early childhood being realized in practice? A reflection on three decades, 1979-2009"
Prof. MARTIN WOODHEAD
Open University (United Kingdom)
Special Counsellor at the United Nations for the rights of children Geneva

Friday, 28th August 2009
09:00 - 09:30   Keynote II   B1 - Room: Schweitzer

Let us disagree
Dr. MICHEL VANDENBROECK
University of Ghent (Belgium),
co-founder of the European network DECET
(Diversity in Early Childhood Education and Training)

09:30 - 10:00   Keynote III   B1 - Room: Schweitzer

Diversity and inclusion : Reflection on ideology, theory, research and educational practice
Prof. MIRIAM ROSENTHAL
Hebrew University, Jerusalem (Israel),
author of a well-known cultural approach of child care,
family expectations and quality in early childhood education

14:00 - 15:00   Keynote IV   B1 - Room: Schweitzer

Media influence on commercialization of childhood
Dr. BEATA LACIAK
University of Warsaw (Poland), author of studies within the Department of Sociology and Rights in the Institute of Applied Social Sciences

Saturday, 29th August 2009
10:45 - 11:45   Keynote V   B1 - Room: Schweitzer

Otherness in preschools
Dr. NACIRA GUÉNIF
University Paris 13 (France), sociologist of immigration, member of the international project Children Crossing Borders CCB

FINAL PROGRAMME OVERVIEW

THURSDAY, 27TH AUGUST – SYMPOSIUM SET I – 11:15 – 12:45

I/01	Teacher's perspective	room B1:Orangerie
I/02	Identity and race	room B4: Heinrich
I/03	Curriculum and pedagogy	room B1:Dresde
I/04	Creative play and diversity	room B1:Boston 1
I/05	Visual art and diversity	room B1:Boston 2
I/06	Mathematics education	room B1:Leicester 1
I/07	Special needs education	room B1:Leicester 2
I/08	Intercultural issues	room B1:Rohan
I/09	Trainings and diversity	room B1:Stuttgart
I/10	Gender in preschool	room B3:Espace Europa
I/11	Making the child	room B3:Espace Europa
I/12	Continuing professional Development I	room B3:Espace Europa
I/13	Professionnalism and leadership	room B3:Espace Europa
I/14	Gender diversity in the early years	room B4:Bartholdi *
I/15	Celebrating diversity and building better futures for all children: ensuring a truly inclusive pedagogy through EYFS	room B4:Spoerry
I/16	Children's voices	room B1: Bartholdi *
I/17	Langue de scolarisation et français langue étrangère en jardin d'enfants allemand	room B1:Netter1
I/18	Play I	room B1:Netter2
I/19	Ethics	room B1:Corbusier1
I/20	Égalité et diversité	room B1:Corbusier2
I/21	In pursuit of the child's voice	room B1: Schweitzer

* Pay attention please, there are two different Bartholdi rooms :
 - One in Palais des Congrès - Building B1
 - One in Conseil Régional - Building B4

FINAL PROGRAMME OVERVIEW

THURSDAY, 27ᵀᴴ AUGUST – SYMPOSIUM SET II – 14:00 – 15:30

II/01	Care or education	room B1:Orangerie
II/02	Values	room B1:Bartholdi
II/03	L'accompagnement des enfants en difficulté. Une approche comparée : Bosnie-Herzégovine, France, Grèce, Suède	room B1:Dresde
II/04	Politics of diversity	room B1:Boston 1
II/05	Methodology	room B1:Boston 2
II/06	Cross cultural exchanges	room B1:Leicester 1
II/07	Children talking	room B1:Leicester 2
II/08	Le travail avec des familles d'origines diverses	room B1:Rohan
II/09	Outdoor play and learning: pedagogy and practice in outdoor play and learning, SIG Symposium 3	room B1:Stuttgart
II/10	Social/emotional I	room B3:Espace Europa
II/11	The Early Childhood Curriculum Guideline in Taiwan	room B1:Netter1
II/12	Professionnal identity	room B3:Espace Europa
II/13	Transition to school	room B3:Espace Europa
II/14	Continuing professional Development II	room B4:Bartholdi
II/15	Opening Windows into Praxiological Research	room B4:Spoerry
II/16	Teacher's Education	room B4:Heinrich
II/17	Arts and creativity	room B3:Espace Europa
II/18	Quality/diversity	room B1:Netter2
II/19	Educational contexts	room B1:Corbusier1
II/20	Perspectives d'encadrement	room B1:Corbusier2
II/21	Children's Perspectives in Research: Ethics, Methodologies and Theoretical Frameworks	room B1: Schweitzer

FINAL PROGRAMME OVERVIEW

THURSDAY, 27TH AUGUST – SYMPOSIUM SET III – 16:00 – 17:30

III/01	Health	room B4:Heinrich
III/02	Participation, Children's voices	room B1:Bartholdi
III/03	Language	room B1:Dresde
III/04	Outdoor play and learning SIG Symposium: risk- and health perspectives	room B1:Boston 1
III/05	Média, littérature, jeunesse	room B1:Boston 2
III/06	Contextes éducatifs	room B1:Leicester 1
III/07	Working with diverse cultures	room B1:Leicester 2
III/08	Early childhood programms	room B1:Rohan
III/09	Reaching out to deprived and hidden families in an urban community in the north of England	room B1:Stuttgart
III/10	Policy and practice/professionalism I	room B3:Espace Europa
III/11	Inclusivity	room B3:Espace Europa
III/12	Transition to school II	room B3:Espace Europa
III/13	Parents/Foster care	room B3:Espace Europa
III/14	Family diversity and support needs	room B4:Bartholdi
III/15	Gender and sexuality	room B4:Spoerry
III/16	Migrant children	room B1:Orangerie
III/17	Gender and professionnals	room B1:Netter1
III/18	Teacher's identity/professionalism	room B1:Netter2
III/19	Children in Europe network: Developing a European approach to ECEC	room B1:Corbusier1
III/20	Genre et diversité	room B1:Corbusier2
III/21	Review of continuing professional development provision for early years practitioners and managers working with children under 3 years of age in Scotland	room B1: Schweitzer

FINAL PROGRAMME OVERVIEW

FRIDAY, 28TH AUGUST – SYMPOSIUM SET IV – 11:15 – 12:45

IV/01	Professionnalisme dans un contexte de diversité	room B1:Orangerie
IV/02	Bilingual practitioners mediating languages learning and cultures	room B1:Bartholdi
IV/03	A mapping of scandinavian research in early childhood institutions in 2006 and 2007.	room B1:Dresde
IV/04	Parents I	room B1:Boston 1
IV/05	Working for inclusion	room B1:Boston 2
IV/06	Children's experiences	room B1:Leicester 1
IV/07	ECE policies	room B1:Leicester 2
IV/08	Literacy	room B1:Rohan
IV/09	Information and Communications Technology	room B1:Stuttgart
IV/10	Creative approaches	room B1:Gutengerg 1
IV/11	Reconciling diverse agendas in early childhood policy systems and practice in the UK.	room B1:Gutenberg 2
IV/12	Transition to Daycare center	room B1:Kleber 1
IV/13	Investigating quality in early childhood education and care (Part One): Politics and Policy	room B1:Kleber 2
IV/14	Outdoor Play and Learning: Gender and Outdoor Play, SIG Symposium 2	room B1:Germain Muller
IV/15	Diversity of professionalisation strategies for early childhood workers issues in Europe and the USA	room B1:President
IV/16	Exploring the concept of participation and children's experiences	room B1:Debussy
IV/17	Motivational Challenges in Contemporary Early Childhood Education	room B1:Ravel
IV/18	Systèmes et politiques d'accueil	room B1:Tivoli 1
IV/19	Children crossing borders: curriculum and pedagogy	room B1:Oberlin
IV/20	Familles diverses	room B4:Bartholdi
IV/21	Using the Persona Doll approach to combat discrimination and celebrate difference	room B4:Spoerry
IV/22	Diverse settings, practices and solutions: children's perspectives from three australian research studies	room B4:Heinrich
IV/23	Undoing diversity	room B1: Tivoli 2
IV/24	Theories and methodologies about ECE	room B1:Netter1
IV/25	Learning experiences	room B1:Netter2
IV/26	Critical awareness	room B1:Corbusier1
IV/27	Socio-economic and cultural diversity	room B1:Corbusier2
IV/28	Thinking The Arts Differently	room B1: Schweitzer

FINAL PROGRAMME OVERVIEW

FRIDAY, 28TH AUGUST – SYMPOSIUM SET V – 15:15 – 17:00

V/01	Children crossing borders: 'Construction of the immigrant child'	room B1:Orangerie
V/02	Communities of practice and collaborative learning	room B1:Bartholdi
V/03	Teacher's perspective on learning	room B1:Dresde
V/04	Rethinking Play and Pedagogy in Perspectives	room B1:Boston 1
V/05	Langage et multi-linguisme	room B1:Boston 2
V/06	Pratiques pédagogiques II	room B1:Leicester 1
V/07	Professional Development while Developing a new Profession: Perspectives on Early Years' Professional Status in England	room B1:Leicester 2
V/08	Handicap et diversité II	room B1:Rohan
V/09	Reconceptualizing professionnalization	room B1:Stuttgart
V/10	Parents II	room B1:Gutengerg 1
V/11	Policy and practice/professionalism II	room B1:Gutenberg 2
V/12	Taking another look: future directions for early childhood education research	room B1:Kleber 1
V/13	The parent, the child or both? The role of parent/child groups	room B1:Kleber 2
V/14	Different voices the attention to the point of view in educational situations	room B1:Oberlin
V/15	Continuing professional Development III	room B1:President
V/16	Professionnalisation des Éducateurs de Jeunes Enfants et respect pour la diversité : diversité des pratiques de formation, pratiques de la diversité	room B1:Debussy
V/17	Me, you and us: three ways to unite the classroom	room B1:Ravel
V/18	Making childrens learning visible	room B1:Tivoli 1
V/19	Systèmes et politiques d'accueil II	room B1:Germain Muller
V/20	Teacher training and leadership	room B4:Bartholdi
V/21	Professional preparation for diversity strategies and dialogue	room B4:Spoerry
V/22	Outdoor/physical activities	room B4:Heinrich
V/23	Identity, conflict and resolution	room B1: Tivoli 2
V/24	Support needs	room B1:Netter1
V/25	Cross cultural contexts	room B1:Netter2
V/26	Pratiques pédagogiques	room B1:Corbusier1
V/27	Social/emotional II	room B1:Corbusier2
V/28	Children's Perspectives in Research: Case Studies in Practice	room B1: Schweitzer

FINAL PROGRAMME OVERVIEW

SATURDAY, 29TH AUGUST – SYMPOSIUM SET VI – 9:00 – 10:30

VI/01	Accueillir la diversité : documenter, analyser, évaluer, innover	room B1:Orangerie
VI/02	Specials needs II	room B1:Bartholdi
VI/03	Policy and practice/professionalism III	room B1:Dresde
VI/04	Play II	room B1:Boston 1
VI/05	Parentings and diversity	room B1:Boston 2
VI/06	Language, story and identity	room B1:Leicester 1
VI/07	Regulation	room B1:Leicester 2
VI/08	Teacher's cultural diversity	room B1:Rohan
VI/09	Leadership	room B1:Stuttgart
VI/10	Assessment practice	room B1:Gutengerg 1
VI/11	Arts and creativity II	room B1:Gutenberg 2
VI/12	Young children's language learning and language mediated learning	room B1:Kleber 1
VI/13	Investigating quality in early childhood education and care (Part Two):	room B1:Kleber 2
VI/14	Teacher's strategies	room B1:Corbusier2
VI/15	Multi-culture in preschools	room B1:President
VI/16	Action Research Learning Groups and Systems Leadership as Emancipatory Praxis	room B1:Debussy
VI/17	Aesthetics and deconstruction	room B1:Ravel
VI/18	Jeu et pédagogie	room B1: Tivoli 1
VI/19	Pratiques pédagogiques III	room B1:Germain Muller
VI/20	Children's identity	room B1:Tivoli 2
VI/21	L'enseignement et l'apprentissage des valeurs et des attitudes égalitaires. Des hommes éducateurs dans les Ecoles d'Education Infantile. (0-6 ans)	room B1:Oberlin
VI/22	Teacher and culture	room B1:Corbusier 1
VI/23	Young Childrens' Togetherness Processes Of Inclusion And Exclusion	room B1: Schweitzer
VI/24	Cross National Perspectives on Professionalism: towards a critical ecology of the profession	room B1:Netter1

THURSDAY 27th AUGUST
KEYNOTE I
09:45 - 10:45

PROF. MARTIN WOODHEAD
Open University (United Kingdom)
Special Counsellor at the United Nations for the rights of children in Geneva

"Are promises made for early childhood being realized in practice?
A reflection on three decades, 1979-2009".

During the International Year of the Child 1979, the Council of Europe held a conference in Strasbourg to review early childhood education in Western Europe (Woodhead, 1979). EECERA is meeting in the same city, thirty years on, and in the anniversary year of the UNCRC, 1989.
My lecture will offer a personal reflection on progress made during three decades, in the development of policies and early childhood services, both within Europe and globally.
My particular focus will be on the promises made for early childhood, as a critical period in young children's lives, and as a strategy to improve social equity, while respecting diversities.
I will review the influence of some major theories and research, and the significance of adopting a rights-based strategy for early childhood.

FRIDAY 28th AUGUST
KEYNOTE II
09:00 - 10:00

DR. MICHEL VANDENBROECK
Department of Social Welfare Studies, Ghent University

When "diversity" is chosen as the central theme of the EECERA's conference, this indicates that the early years community has moved beyond advocacy for respect for diversity. This may mean that there is a growing consensus about the need to take into account society's diversities, when discussing early childhood care and education. So far, so good.

In the discussions on respect for diversity, some notions are commonly used, such as "participation", "inclusion", "citizenship", "identity", or "belonging", to name but a few. It is far from obvious that this use of a common vocabulary also reflects shared understandings. In this lecture, I propose to attempt to untangle some of these notions and the contradictory values they may convey. These values are closely interconnected with ways of viewing the relationships between individuals and the state and among individuals. In this sense they express views on how democracy in early childhood education may be understood. The discourses on diversity, and specifically on cultural or ethnic diversity, may serve as a way in which structural social inequalities are masked. The reverse side of a plea for tolerance education may be the individualization of responsibilities. In this sense, it may help to understand democracy as a plea for equal opportunities. However, traditionally, discourses on equal opportunities and citizenship focus on a "head start" in the rat-race of life. In contrast with this approach, democracy may also be about disagreements on what needs to be achieved. Democracy in this sense may be understood as the organization of disagreement.

Concrete examples from daily practice of early childhood care and education show that it is disagreement, rather than consensus, that helps to shape quality, that triggers discussion and reflection and that fosters questions, rather than answers. It is also disagreement that can be identified as a "fil rouge" that runs from historical dissidents as Henri Wallon to the present, connecting activism with academia. It is the diversity of opinions, beliefs, perspectives and backgrounds that challenge our taken for granted notions of "the good life" for children. For respect for diversity is not about tolerance for those who deviate from the norm. It is about deconstructing the norms that create deviations. It challenge us to meet the one we do not know, assuming that not knowing may very well be a condition for listening.

FRIDAY 28th AUGUST
KEYNOTE III
10:00 - 11:00

PROF. MIRIAM ROSENTHAL
Hebrew University, Jerusalem (Israel)

Diversity and inclusion : Reflection on ideology, theory, research and educational practice.

The paper discusses the ideological underpinning of the concern for diversity and inclusion in its eco-cultural context. Developmental and educational theory and research is formulated within an eco-cultural context and so are its implications for educational practice.

Many societies world-wide are undergoing changes. These include rapid socio-economic, technological and political changes as well as changes resulting from migration. These changes led to the realization that we can no longer discuss any society as representing one culture. Diversity is now an integral part of most Western societies. The issue of diversity in Early Childhood Education and Care (ECEC) is discussed mostly in relation to eco-cultural changes experienced associated in recent years with immigration.

The paper discusses the challenges these changes present to children, parents and teachers in ECEC as well as to different cultural communities trying to maintain their cultural identity. They also challenge policy makers. On the theoretical level the paper addresses the need to develop multifaceted theoretical models to help us conceptualize child rearing ideologies, and developmental goals in this complex reality of cultural change. On the level of practice the paper discusses some of the questions, dilemmas and conflicts that educators need to address in dealing with diversity and inclusion.

FRIDAY 28th AUGUST
KEYNOTE IV
14:00 - 15:00

DR. BEATA LACIAK
University of Warsaw (Poland), author of studies within the Department of Sociology and Rights in the Institute of Applied Social Sciences

My speech will concern media influence on commercialization of childhood. I would like to show this process in Western Europe and United States, and then compare it to Poland after transformation. Circumstances that shaped free market had important influence on change in children`s lifestyle. Since very beginning they have been the mass audience of media promoting consumerist lifestyle.

My speech will be based on:
- analysis of mass media for children / cartoon, children`s magazines, webside computer games
- research conducted through interviev pre school children.

The research aimed at showing the world presented by media, what standards of behaviour they promote and what influence on children`s dreams and behaviour they have.

SATURDAY, 29th AUGUST
KEYNOTE V
10:45 - 11:45

DR. NACIRA GUÉNIF-SOUILAMAS
University Paris 13 (France), sociologist of immigration, member of the international project Children Crossing Borders CCB

Otherness in preschools

Unlike the usual assumption, otherness is not just a recent trend, taking place in remote housing projects or more predictably in distant exotic places, it is rather a component of any social interaction.

Hence, otherness not only is the matrix of understanding of a large range of experiences, which include the recently accommodated notion of diversity, but it is the very locus of new ways of acting and interacting in times of a growing heterogeneity that penetrate preschools as much as any other setting of education or simply social life.

The aim of the talk will be to explore and describe embodied otherness in the places where it appears to be relevant and sometimes decisive in the stories told by teachers as well as parents.

SYMPOSIUM I/1
TEACHER'S PERSPECTIVE
Individual papers
CHAIR: GABRIELA PORTUGAL
Universidade de Aveiro

Teacher perspective taking: a key competence in teacher education

LUDO HEYLEN *(Center for Experiential Education Catholic University Leuven)*

Important elements of Vygotsky's theory and Piaget's theory relate to reflective thinking and the cognitive developmental framework for guided reflection and social role taking (Reiman, 1999). This has also implications for teacher education and teacher professional development. In several studies the importance of teacher's perspective taking is discussed (Miller,2001; O'Keefe & Johnston, 1998; Gehlbach, 2004; Hattie, 2003; Reiman, 1999; Järvelä & Häkkinen, 2002). Perspective taking is about teacher's responsiveness to children, about empathy for children's feelings and cognitions, about social role taking. It refers to the reactions of a teacher to the observed experiences of the other.

Expert teachers have the tendency of frequently using perspective taking for offering children an rich learning environment based on the children's interests and needs. In this sense it is a key competence in every teacher education. The theoretical frameworks of Piaget, Vygotsky, Mead, Gendlin and Laevers will give the rationale behind the development of an instrument for measuring the ability of perspective taking.

The concrete inspiration of this instrument was the Interpersonal reactivity index of Miller (1980, 1983), the multidimensional approach to conceptualizing an aptitude of Gelhback(2004) and the Adult Style Observation Schedule (2005).

The instrument is focusing on different dimensions are:
1. the propensity (the motivation and disposition) to take the perspective - frequency (how often is the pre-service)teacher involved in perspective taking?) - observation of (pre-service)teachers with ASOS (Laevers,2005).
2. the (cognitive) ability of perspective taking - the (pre-service)teacher is asked to give comments on different situations (video)
3. characteristics of the situation.

Keywords: perspective taking, adult style, teacher education early years, competence based education, assessment

A successful child? An exploration of diversity in early years practitioners

ELISE ALEXANDER *(Roehampton University)* - This paper has been canceled

This paper presents some findings from a research project funded under the ESRC First Grant Scheme, entitled Understanding Quality and Success in Early Years Settings: practitioners' perspectives.

In England, the integration of children's services under the auspices of Every Child Matters (DfES 2004) has led to professional teams from a range of backgrounds and disciplines working together in increasingly complex early years settings. The research suggests

that some of these educators, in the process of adapting to new and perhaps unfamiliar roles, may be caught between competing paradigms of early education and care and may be confused about its very purposes. Evidence for this finding lies in the diverse ways practitioners characterise successful children, perhaps shaped by the context of their particular setting. For example, practitioners working in foundation stage units in schools have a subtly different view of successful children to views expressed by practitioners working in Children's Centres, and both are different to the government's successful child.

The model offered by Tanner and her colleagues (2006) suggests that the official approach to quality, largely based on 'objective reality' and measured outcomes, is static and fails to acknowledge the role that values and beliefs play in individuals' understandings of quality. This useful model for defining quality in early years settings elucidates these early findings, and points to new approaches to understanding quality in this important phase of children's lives.

Keywords: quality, success, practitioners' perspectives, children's experiences, relationships

Making sense of diversity and uncertainty: practice-based evidence in EC research and professionalism

MATHIAS URBAN *(University of East London Cass School of Education)*

Internationally, there is an increasing interest in promoting professionalism in early childhood education, which is reflected in a growing body of publications as well as in research on the issue. From both perspectives, 'professionalism' is often understood as a means of developing effective, holistic, culturally/locally appropriate approaches to early childhood education.

Practices and understandings are being sought that go beyond cognitive competencies and recognise each individual's rights, abilities and active contributions to community and society. Attention is drawn not only to the importance of education for individual educational achievement but for increasing the level of civic engagement in diverse local contexts - which are increasingly influenced by global developments.

At the same time, however, innovative practitioners and critical researchers are facing the challenge of influential global actors promoting a neoliberal and managerial agenda. Mainstream educational studies, seeking to determine 'effective practices' and a decontextualised developmental psychology are in effect forming powerful alliances with the agendas of international organisations and funding bodies and of governments seeking to introduce outcome-oriented, 'evidence-based' educational practices. Although affecting children's and practitioners' every day educational experiences, these agendas are scarcely visible: If not hidden altogether, they remain unchallenged because their basic assumptions are taken for granted - by practitioners, researchers and theorists, as well as administrators, managers and policy makers.

In consequence, acting professionally in early childhood education is increasingly understood as delivering solutions and practices that 'work' - and that have proven to do so (evidence-based practice).

Drawing on qualitative data from recent case studies in several countries, this paper challenges concepts of evidence-based practice as being inappropriate for early childhood education, understood as a rights-based, relational, democratic and complex and necessarily uncertain practice. It outlines a professional system that is critically ecologic, and discusses alternative approaches to research, in order to reclaim and co-construct practice-based evidence instead.

Keywords: professionalism, diversity, uncertainty, evidence-based practice, practice-based evidence, rights-based approach

SYMPOSIUM I/2
IDENTITY AND "RACE"
Individual papers
CHAIR: ALISON MURPHY
Swansea University

Does race matter in early childhood education?
CAMILLA ELINE ANDERSEN *(Oslo University College* and *Stockholm University)*

Diversity is a concept extensively used within 'multicultural' early childhood education when it comes to issues of languages, race, ethnicities, religions, identities etc. Texts produced from Norway concerning multicultural diversity in ECE rarely speak of race as included within this diversity, or theorize how race matters within the theoretical frameworks or practices laid out. Regarding, it seems to be an unawareness of race in Norwegian early childhood education practices.

Race is a powerful concept that is not fixed, but is constantly under transformation. It constantly changes across time and space (Hames-García, 2008). As suggested by several scholars: race matters (Bordo, 2008; Hames-García, 2008) when addressing contemporary (and historical) racisms. I would suggest that the concept of race is highly problematic in ECE (and in a Norwegian context often taboo). Likewise is the neutralization and silencing of racializing discourses and practices.

Thus, this paper seek to untangle if and how race matters within Norwegian ECE. How is racialization produced and materialized in early childhood education practices in Norway in multiple and shifting ways? How is it produced by different actors in the field and in relation to and materialized as specific ECE practices in time and space using specific materials? Methodologically this research draws on diverse data: official texts and policies concerning ECE, inter-views with parents, autobiographical notes, ethnographic notes in preschools, pictures, novels. Theoretically it makes use of postcolonial critique, feminist poststructural theories, theories of Black feminist scholars and material feminism(s).

Keywords: race, racialization, ECE practices, materialization, methodology

The non-articulated assumptions of whiteness: deconstructing early childhood educational representations
MARCELA MONTSERRAT FONSECA BUSTOS and SISSEL LILLETVEDT
(Oslo University College and University of Oslo)

The paper aims to critically scrutinize how whiteness affects early childhood education, how it constitutes regulating educational practices in conjunction with other social categories, such as gender and class. It is argued that whiteness, by virtue of being a non-articulated normative assumption, is rendered universal and natural. As such, it forms the basis for conceptualizations of equality, autonomy, freedom and consent in early childhood education as well as institutional practices.
Empirically, the paper takes as its point of departure:
1. ethnographic studies of educational practices and discursive representations in different kindergartens in the city of Bergen, Norway
2. critical text analysis of curriculum documents and children's literature.

By doing deconstructions the paper points to how non-articulated assumptions of whiteness are highly relevant for scholars, practitioners and policy makers related to diversities in everyday practices in kindergartens.

Keywords: poststructural perspectives, whiteness, diversities, early childhood representations, deconstruction

Constructing identity and diversity at the nursery level: listening to young Children's Views

KRISTINA KONSTANTONI *(University of Edinburgh)*

This paper is based on a doctoral, ESRC funded, research project (2006-2009), using ethnographic methods. There were four main aims for this study. Firstly to provide, a platform for young children's (aged 3-5) voices to be heard about their emerging constructions, views and experiences of identity and diversity. Secondly, to highlight the social implications such constructions may have on children's lives. Thirdly, to explore children's constructions and experiences of discrimination and to consider the salience of ethnicity in them. Lastly, to investigate staff approaches to 'race' equality education. The work was based in two nursery schools for one full academic year, one mainly white and one multi-ethnic.

During this research a plethora of rich and in-depth conversations and experiences with children took place. These were topics such as ethnicity and how important or not it is for their lives. Drawing on the children's accounts, I will discuss how by engaging and listening closely to children's stories, there could be a positive impact on the development of early years practice. I pay special attention to the promotion of social justice and equity through education, in a way that represents and respects children and their diverse but also common lived experiences. An interesting debate and challenge for the early years practice, is how there can be a balance between developing positive individual and diverse identities with more collective and universal identities.

Keywords: young children's identity,children's views, social justice, early childhood education,diversity

SYMPOSIUM I/3
CURRICULUM AND PEDAGOGY
Individual papers
CHAIR: GILLES BROUGÈRE
Université Paris-Nord, Paris, France

Diversity in educational practice: exploring different constructions of project work in the early years

SARAH CHICKEN *(University West of England)* - This paper has been canceled

Within early years settings the use of 'projects' have often been viewed as holding congruence with play based or 'active' approaches. However, the term appears somewhat problematic, covering a diverse range of practices and interpretations of what project work involves.

This paper initially investigates constructions of 'projects' from a British, American and Reggio Emilian perspective. Variations between the different underlying epistemologies are considered and comparisons are made between key areas identified within the literature. This developing framework is used as an analytical tool within the empirical part of the research in which three early years settings in South Wales claiming to use projects as a teaching method were examined.

The study adopted a socio-constructivist approach; settings identified projects which best represented their understanding of the term and documentary evidence of these examples was collected and analysed. Key staff members were also interviewed. Findings suggest that whilst 'project' settings may assume that they are engaged in similar practice, there may, in fact, be significant diversity in how this term is interpreted and therefore the kinds of experiences being offered to children. This may be a result of variations between the

underlying principles and values held in relation to how and what children should learn at the level of teacher, school and Education Authority.

This research is seen as timely within the context of Wales where the recently introduced 'Foundation Phase' marks a shift from a subject-centred curriculum to a more holistic, play-based approach for all children aged three to seven years.

Keywords: project work, Reggio Emilia, Foundation Phase, curriculum, interpretation

Making sense of the Foundation Phase for Wales: the challenges of multiple meanings

TRISHA MAYNARD, JANE WATERS and JENNIFER CLEMENT
(Swansea University)

In Wales, concerns about the perceived over-formalisation of young children's learning experiences led to the establishment of a Foundation Phase for children aged three to seven years. The Foundation Phase Framework, which promotes an active/play-based approach to children's learning in indoor and outdoor contexts, is currently being implemented with three and four year olds across Wales and will be rolled out to children aged five to seven years by 2011. For many schools, then, this is a time of transition when teachers are attempting to understand what the Foundation Phase is about and its significance for their practice.

A report on the evaluation of the Foundation Phase pilot (Siraj-Blatchford et al., 2005) noted that a number of terms used in the Foundation Phase documentation needed further clarification. Adopting a socio-cultural approach, this paper explores how some key ideas are defined and interpreted within the Foundation Phase Framework, published guidance and training packs, as well as by a group of early years teachers. These ideas relate to the underlying approach (e.g. play/active learning) and associated pedagogy (e.g. sustained shared thinking). Both documentary evidence and transcripts of teacher interviews were analysed using coding and categorisation; the two streams of analysis took place concurrently, so allowing an ongoing comparison to be made.

The paper considers the nature, extent and significance of apparent differences in interpretation - both across the documentation and by and between the teachers - and comments on the challenges of policy documents that support the establishment of 'multiple meanings'.

Keywords: practitioners, interpretation, Foundation Phase, play/active learning, interactions

A picture of early years practice relating to diversity in policy and curriculum practice in the four nations of the United Kingdom

NATALIE CANNING and MICHAEL REED *(Open University)*

Education policy and practice is not applied in the same way throughout the four nations of the United Kingdom - England, Wales, Scotland and Northern Ireland. There are differences between the four nations, but there are also significant similarities. Foremost there is a developing professional and political consensus of ways to support children and families based upon the tenets of Every Child Matters (2004) and the Common Core of Skills and Knowledge (2005). In this paper, practitioners' voices are considered in relation to the ideologies that underpin each of the four nations approaches to curriculum developments. They explore how the rights of the child are addressed and implemented into early years policy and practice and what this means for management and leadership approaches for curriculum development.

The paper argues that understanding, and embracing change is essential in responding to children's needs. The paper concludes that children are the same whether they live in England, Wales, Northern Ireland or Scotland. They have the same needs and wants. Why then does each nation have a different approach to curriculum policy? Are we really supporting children if we implement ideological diversity?

Keywords: curriculum policy, four nations of the United Kingdom, change, diversity, rights of the child

SYMPOSIUM I/4
CREATIVE PLAY AND DIVERSITY
Individual papers
CHAIR: WENDY MESSENGER
University of Worcester

Can young children empathize with "ogres" through drama play?

YUKI FUJINO, HIROAKI ISHIGURO and SACHIKO UCHIDA
(Faculty of Humanities, Sapporo Gakuin University)

This study aims to describe the process of understanding a story through drama play. We tried to analyze how young children recognize relationships among characters with complex feelings. The story chosen for our study is a famous Japanese story, entitled "A red ogre has cried." The characters of this story are a red ogre, a blue ogre, and the inhabitants of a certain village. The main character is the red ogre, who looks terrifying, but is actually gentle in nature. Although the red ogre wants to get along with the villagers, they, in turn, are afraid of him. The blue ogre is his best friend and is always there to comfort him. At the end of the story, the red ogre gains the trust of the villagers, but loses his best friend the blue ogre in the process: he is unable to come to terms with his loss and cries with grief and regret.

We carried out a formative experiment involving Japanese kindergarten students (aged 3-5 years) over the course of 4 weeks. The children were: 1. told the story using a book with illustrations, 2. made to watch a puppet show depicting the story, 3. made to enact the story themselves, and 4. made to write an original script about what happens next in the story.

Listening and watching activities prompted the children to appreciate the story from an eternal point of view, whereas activities involving dramatization and creation gave the children a chance to experience the story from an internal point of view. We analyzed the children's behavior and narrative in each activity, and observed that children of different ages interpret the story differently. This suggests a developmental transition in their cognition and emotion.

Keywords: drama play, story, empathy, young children, formative experiment

An implementation research on the creative character instruction in an early education program by using "Easy Classics" as an instructional medium

TSUEY ER CHANG and CHUN-HSIEH SHIH
(Shu-Te University, Taïwan)

In this study, we developed a unique creative character education program by including the spirit of "Easy Classics" and its important contents: "Eight Diagrams" and "Tai-Chi". Methods: observation of teaching activities, the reflective thinking of teachers and

observers, records of the teaching discussion meetings, curriculum-based evaluation method, classroom observation, and the learning evaluation list of activities.

The experimental teaching subjects include: 30 kindergarten children of Koahsiung, Taiwan; 43 kindergarten children who could speak the Chinese language in Malaysia, age 4-6 years old, and each school teaching 20-24 hours. The teaching strategies included the following methods: medium of instruction, stories, rhythm, and arts and crafts. The teaching styles included: big group teaching, small group teaching and the game play.

The results:
1. Children performed with a high level of interest and participation in the creative teaching of the character education program.
2. The children can recognize the words and symbols of "Eight Diagrams", and understand the simple meaning.
3. The program can help the children to expand their abilities by using "Eight Diagrams" as a medium for teaching and learning activities.
4. The program could help children to better understand the relationships between the events and emotional change by the use of "Tai-Chi" images and stories as the teaching medium.
5. The program can enhance children's behavior by using "Tai-Chi" images as the teaching medium, to teach positive thinking and to open their minds. We found out that the creative character education program is both effective and feasible.

Keywords: character education, creative instruction, early childhood education, classical education, curriculum and instruction

Diversity in expressive languages during children's play with three dimensional materials

BILJANA C FREDRIKSEN *(Faculty of Education Vestfold University College)*

This presentation is based on the phd-project "Sculpturing Words" where children's creative play with three dimensional materials is in the focus. Senso-motoric play with materials provides for wide range of new experiences, associations and reflections about earlier experiences (Marleau-Ponty 1994). Such explorative play can develop into aesthetic learning process (Sørensen & Austring 2006) if the contexts are meaningful for the children (Fredriksen 2008).

When people gather around the same focus (here materials), the motivation for divers ways of communication lies in the multimodal communication context they become a part of. A kindergarten teacher's body language and ways of addressing a child will, for example, reflect the teacher's attitude and interest in the child's expressions through words, dance or materials. Genuine respect for children's creative expressions is necessary to motivate development of their languages (visual, tactile, body language etc.), learning through the languages (Gjems 2007), and meta-reflection about communication (multiliteracy). My research examples can show how diverse languages merge and support each other in multimodal communication during children's play with flour and clay. The presentation will also touch on other types of diversities:
• Cultural diversity - diverse ways of communication in a multicultural setting without a common verbal language
• Diversity in educational practice, contexts and audiences: parents form different countries contribute in educational contexts, bringing inspiration form their cultures (craft and food making), bridge cultural differences and provide for respect and understanding
• Diversity in methodological approach - forms of action research in kindergarten

Keywords: creativity, multiliteracy, visual arts, multimodality, aesthetic learning process

SYMPOSIUM I/5
VISUAL ART AND DIVERSITY
Individual papers
CHAIR: FELICITY MCARDLE
Queensland University of Technology

The visual arts as transformative literacy practices in understanding identity texts of young children
MARNI BINDER and SALLY KOTSOPOULOS
(The School of Early Childhood Education Ryerson University)

This presentation will examine a research project that took place in a Junior and Senior Kindergarten classroom in an Early Learning Centre in Toronto, Canada. The researchers worked with the children and their teacher through an art project that interconnected visual representation through quilt making with writing poetry. It addresses the following key areas: Using arts activities as a mode for encouraging early literacy through multiliterate practices, examining how literacy and the visual arts interconnect, developing an insight into children's self-understanding through alternative forms of text and modes of expression that are different from traditional literacy expression, how this validates the cultural, social and linguistic backgrounds of children, and what this means for teacher practice.

The final results of the project will be shared. Some specific techniques of engaging children will be demonstrated through photographs and parts of a DVD that documents the project. Educational and practical implications around issues of diversity will be discussed to allow participants to make connections to their own research and practice. Participants will have the opportunity to ask questions.

Ultimately, this research vision will reconceptualize multimodal forms of expression within new contextual and imaginative interactions of communication and representation. Future considerations of this research will be made to include further explorations into using the arts with diverse children and families around issues of resiliency

Keywords: arts, transformative literacy, identity text, children, teachers

The Reggio Emilia artist's project: changing culture - changing pedagogy
THEODORA PAPATHEODOROU and PAULINE LOADER
(Anglia Ruskin University)

This paper refers to the preliminary findings of an action research project which was initiated by a local authority in the UK with the aim to introduce diverse pedagogical approaches to early years practice. The study is based on the work of the Reggio Emilia Preschools. The conceptual framework of this study borrows from the notion of systematic documentation of and reflection on the everyday practice, observed in Reggio Emilia preschools.

A mixed methodology was adopted to include multiple methods of collecting data for triangulation purposes, that is, visual methods such as photographs and video-recordings, taken by the children, adults and the artist; adults' and children's reflections and responses on re-visiting the work which they documented; the artist's reflective diary; and a formal evaluation form. True to the spirit of the pedagogy of Reggio Emilia preschools, documentation of and reflection on the artist's unfolding work were done by the participants. Ethical protocols were strictly adhered to. The discussion points refer to three key issues: spaces for creative pedagogies, pedagogical documentation and reflective voices. Implications for practice will be discussed at the backdrop of prevailing policies and recommended frameworks of good practice in the English context.

Keywords: Reggio Emilia, pedagogy, documentation, reflective voices

Providing visual arts education in early childhood settings that is responsive to cultural diversity

LISA TERRENI (*Victoria University of Wellington College of Education*)

<u>This paper has been canceled</u>

Teachers may need to develop new ways of engaging in vsiual art education for young children. Policy makers may need to consider domain-specific policies that support diversity and inclusion. Implications for policy and/or practice: This paper critically examines the New Zealand early childhood curriculum - Te whãriki he whãriki mãtauranga mo; ngã mokopuna o Aotearoa, to ascertain the requirements for developing culturally inclusive visual art education in early childhood settings. This is done by describing and analysing the specific recommendations, guidance and messages that the curriculum gives early childhood practitioners. Central to this analysis is an examination of the document as an example of a reconceptualised curriculum that has a socio-cultural orientation, and the significance this has for culturally inclusive curriculum practice in early childhood settings – particularly in relation to visual art education – is considered. Relevant selected literature discussing biculturalism and multiculturalism in visual art education is critiqued, and from this, ideas are discussed for developing culturally inclusive visual arts education for young children.

SYMPOSIUM I/6
MATHEMATICS EDUCATION
Individual papers
CHAIR: JACQUELINE HAYDEN
Children and Families Research Centre, Macquarie University, Australia

Young children's Understanding of Triangles

MARIA SOCRATOUS, MARIA SANTIS
and CHRYSTALLA PAPADEMETRI-KACHRIMANI *(European University Cyprus)*

Recent research (Papademetri-Kachrimani 2007) suggests that children's knowledge of squares far exceeds their ability to communicate this knowledge verbally. The aim of this research paper is to investigate the diverse ways in which children communicate their mathematical understandings and more specifically their understandings of triangles and how it can be used in the process of constructing triangles.

The research took place in four schools with 23 children of reception age (4 and 8 months to 5 and 8 months). The children were involved in task-based interviews comprising of three stages. Stage one involved shape recognition and classification of a variety of geometric shapes. Stage two was concerned with the construction of triangles, as they were understood by the children and as representative of each group of triangles they had created earlier. In stage three they were encouraged to reflect on the construction process and to use alternative methods to express their knowledge and representations such as drawing and movement. Furthermore, as the interviews were videotaped, the researchers' own observations validated the strategies used by the children to represent their knowledge.

The findings show that although initially children were unable to express specific knowledge as regards structural knowledge of triangles, the alternative methods of communication allowed understandings rich in mathematical information to be expressed in diverse manners.Therefore findings indicate that, provided sufficiently diverse techniques are provided, it is possible for children to express structural knowledge with regard to triangles.

Keywords: geometry, triangles, constructions, representations, young children

Relations between numerical and visuospatial competencies

MARC WANTZ, BOB REUTER, ROMAIN MARTIN, MARTIN BRUNNER
and CHRISTINE SCHILTZ *(Université du Luxembourg)*

Numerous studies show that wide ranges of competencies in different fields are necessary to develop a good numerical competency. Our research tried to find an answer to the question, which out of various factors mainly influence the numerical competencies of young children.

One of our focuses concerned the visuospatial competencies of children from Kindergarten age (4-6) and how they are related to the quality of early numerical representations. We adopted a longitudinal research design with four periods of data collection (two data collections during the second year of kindergarten, one at the end of first grade and a last one at the end of second grade).

The evaluation of these results shows that the numerical and arithmetical competencies in primary school are influenced by visuospatial competencies. In this paper we present which of the visuospatial aspects of our tests are relevant for later performances in mathematics. We also put our new research to discussion and briefly present ongoing work that seeks to develop a computer based screening tool in the domain of visuospatial competencies, which could detect children at risk in Kindergarten.

Keywords: numerical competencies, visuospatial competencies, mathematics

A different approach for in-service education for mathematics for the early years- kindergarten educators and their children explore together mathematics

CHRISTIANE BENZ *(University of Education, Karlsruhe)*

The interest in mathematics learning and education for the early years has increased immensely in the last years. A few years ago, mathematics did not play an official role in German kindergartens. Learning mathematics was reserved for school. Therefore, kindergarten educators did not learn how to do mathematics with preschoolers during their pre-service education. Recently, different educational policy documents have begun to include references concerning mathematics learning. For this reason, there is an enormous demand for further training now. As one possibility for an in-service education for doing mathematics in kindergarten, we offered a studio with different playing and exploring environments, where children could explore different aspects of mathematics. The kindergarten educators were invited to come with their children to this studio. One goal was to raise the kindergarten educators' awareness of mathematical aspects which could be explored in the materials, games and toys.

Another goal was to show how children can be supported in order to explore mathematics on their own.

The kindergarten educators as well as the children should experience how broad mathematics is and how it can be explored. In order to evaluate this kind of in-service education, the kindergarten educators filled in a questionnaire before and after their visit with the children. In the analysis of the questionnaire we evaluate the changes in the view of the kindergarten educators regarding mathematics and learning mathematics.

Keywords: mathematics, kindergarten, kindergarten educator, in-service education, attitudes

SYMPOSIUM I/7
SPECIAL NEEDS EDUCATION
Individual papers
CHAIR: SYLVIE RAYNA
INRP-University Paris 13, France

Snapshot of early childhood special education through the children`s eyes

KAISU VIITTALA *(University of Tampere)*

In this presentation it is aim to look for diversity in early childhood special education through the children's eyes. This difficult perspective is achieved by interviewing the children themselves. It is said that children's participation is crucial in the research of childhood, because of the reliability of the knowledge, the position and the significance of the child and childhood in society. When a child is a participant, and when his voice is heard, the research takes care of the child's perspective. Here children are seen as subjects and citizens, as part of society as a social category. This perspective is a part of theoretical background of this qualitative research, in addition the socio-constructive viewpoint of disability and sociology studies of childhood.

There were 7 children interviewed in the integrated group, aged 4 to 6 years. Two of them had the position of special educational needs. In spite of the short interviews, the snapshot opens up features of early childhood special education and interaction on a micro level. Interview was the way to find out and understand the children's own views on everyday living and special education, which formed the context of the childhood of the children. The data was interpreted in the light of the children's significant experiences, pedagogical context: positive and unpleasant experiences, learning and the children's opinions on difference, and at last the role of educators. As educators on the way to inclusive education we have to promote positive views towards others. Overcoming disabling barriers will include listening to the voice of disabled people.

Keywords: early childhood special education, child`s perspective, socio-cultural viewpoint of disability, childhood

How children with disabilities are constructed in different texts

TONJE KOLLE *(Oestfold University College)* - This paper has been canceled

This abstract addresses the idea of children with disabilities. Do we construct a dichotomy between children with abilities, and children with disabilities? Following Derrida (2006) I will use deconstructive readings as a methodology in order to find this out. A text does not exist outside a context. It carries certain constructions of values and attitudes, which will have great impact on professional practices (Foucault 1999,Rhedding-Jones 2005, Lenz Taguchi 2004). According to the Norwegian Kindergarten Act (KD2006) children with disabilities are entitled to priority for admission to a kindergarten.

An expert assessment shall be carried out to determine whether the child has a disability, and the assessment will secure children`s right to special education in kindergarten according to 5.7 Law of education. The special education is tailored to fit the special needs of the individual child. Together the practitioners, the parents and any partner outside the kindergarten set the goals for learning and development. For me a critical issue is whether kindergarten functions as a place for ethical practices or a place for technical evidenced based practices (Dahlberg & Moss 2004.

The concept of assessment of children with disabilities can be seen as a technical practice. Inclusion and diversity are core values in Norwegian kindergartens and the activities of the kindergartens shall be adjusted to fit all children whatever abilities they possess. This

also includes ethical practices linked to participation and democracy. My ongoing critical readings of different texts are a part of a research project on inclusion at Kindergartens, based on Oestfold University College.

Keywords: disabilities, children`s rights, assessment, deconstructive readings, inclusion

How far do the courts protect the interest of disabled minors in relation to The Human Rights Act 1988?
ROSEMARY FUREY *(Sheffield Hallam University)*

This paper sets out to examine how far children with disabilities may rely on the courts to protect their Human rights. Consideration is given to the influence of ethical theories in resolving conflicting principles, and the extent to which an eclectic approach is preferred to absolutism. The significance of the concept fo sanctity of life is considered in relation to the ascendancy of quality of life as a determinative factor in access to treatment. It is argued that the dominance of quality of life as determinative of best interests has prevented a holistic view of the disabled child's welfare from prevailing. Instead, medical best interest is preferred as quality of life can then be measured in terms of successful outcomes.

For disabled children, this paper argues that this is inherently discriminatory. Status given to disability, and the context of inadequate resources results in decisions where the child's interests, non-medically defined, are not paramount. Although the courts have begun to relax deference to medical opinion there is reluctance to pursue this to the point of accepting even a limited right to treatment even where such treatment is readily available. Furthermore, the jurisprudence of the European court of Human Rights has not significantly ameliorated this position. Only by fully adopting principles of proportionality and best interest defined holistically will disabled children have their rights upheld by the courts

Keywords: human rights, quality of life, best interests law, ethics.

SYMPOSIUM I/8
INTERCULTURAL ISSUES
Individual papers
CHAIR: NICOLETTA DIASIO
Université de Strasbourg

Educating preschool teachers in the time of globalization
EUNJU YUN *(Catholic University of Daegu)*

Globalization is not just an economic or ecological concern but is an impending issue in education. Regardless of its educational appropriateness and students' readiness, many educational institutions from pre-K to higher education throughout the world rush to offer lessons in English. Early childhood education is no exception to these issues of globalization. The concern with this phenomenon consists in the fact that preschool teachers in non-English speaking countries hardly seem qualified to teach young children in English and professors in higher educational institutions may not be the best teachers of English either. This paper aims to describe experiences of teaching and learning an English taught early childhood content course in a non-English speaking country.

Research significance lies in a call for information about the results of English taught courses in non-English speaking nations and a new conception of international education argues the increasing demands for international job qualifications and professionals as

well as linguistic, cultural, social needs etc.. It is therefore timely and paradigmatically appropriate to do research on the practice of the English taught content courses by highlighting what knowledge students learn or fail to learn and what strategies work or do not work for those courses.

Research method was action research with 19 students in a four-year ECE degree program; data was generated from March to June in 2008 through observations, interviews, photos, and journal writings. Results showed that acquisition of early childhood knowledge in English was not a matter of English proficiency and knowledge but the core values of educational principles. It suggests that universities need to carefully design the English taught courses because English proficiency and advanced knowledge don't guarantee successful results of teaching and learning.

Keywords: teaching, english, globalization, strategies

Educating early childhood professionals in intercultural perspectives- an open ended dialogue

Eva Laloumi-Vidali and Thomais Kapoulitsa-troulou
*(Department of Early Childhood Care
and Education Alexandrio Educational Institute of Thessaloniki)*

Educating early childhood professionals in intercultural perspectives has been considered as a very important aspect of their preparation over the last years. Lectures and others identify "intercultural competence" as one of the most desirable qualities possessed by graduate students and professionals for developing within their school-setting an inclusive approach to all families and their children from diverse cultures. But does "intercultural competence" of practitioners' is a capacity which can be acquired through professional training or is it a developmental process which is constructed according to their professional and personal biographies? The main hypothesis of the research is "if "intercultural competence" is a developmental process then early childhood teacher education in intercultural perspective should be based on the concerns and needs of student-teachers and a methodology of constructive approach and critical pedagogy should be applied.

The aim of the study is to highlight some aspects of this developmental process and to share an experience about a case study of a former student of the researcher-now a young professional - which highlights the level of complexity of interlinked hidden attitudes, personal experiences and emotions which shape professionals' cultural context. The discussion demonstrates the challenges for all academics in higher education to start a critical dialogue with their students of education in the context of developing "intercultural competence" and personal ideology and approach about inclusive education.

Keywords: diversity, intercultural competence, early education professional

When Conor started talking: surprises from the family wall

Colette Murray, Joanie Barron and Mathias Urban
(Pavee Point Travellers Centre)

Respect for diversity and promoting identity and a sense of belonging for each child is one of the ABC Goals (Derman-Sparks & Co, 1998) promoted by the Diversity in Early Childhood Education and Training (DECET) European Network. In the Irish context an equality and diversity approach for ECCE has been promoted by the 'éist' project and in the Equality and Diversity Early Childhood National Network (EDeNn, 2007).

Research on the Family Wall, involving practitioners from a diversity of national settings including private, community, Traveller, Asylum Seeker centres and a cooperative, opens up new perspectives on using personal imagery in the setting from each child and their family/families.

In this paper we will present examples from those practitioners, the children and the project facilitators of how and what happened in their engagement with the 'Family Wall' project. The findings from this qualitative research will be outlined and we will discuss the implications of the research for early childhood professionals and practice based evidence.

Keywords: diversity, identity and belonging, practice based evidence, professionalism

SYMPOSIUM I/9
TRAININGS AND DIVERSITY
Individual papers
CHAIR: CHRISTINE PASCAL
Centre for Research in Early Childhood, Birmingham, England

"I want to work with children": student perspectives on early years training in northern Ireland
DOROTHY J MCMILLAN *(Stranmillis University College)*

Since the implementation of the Northern Ireland Childcare Strategy in 1999, teacher education degrees, Early Childhood Studies degrees and vocational qualifications at Level 3 have all become recognized qualifications for the role of preschool setting leader.

The aim of this research was to ascertain whether these diverse training routes are appropriate and adequate for the provision of a quality service to preschool children. The paper takes a social constructivist stance and draws on the classic theories of Dewey (1933) and Schön (1987) in relation to the role of reflection in training. These theories are related to Rinaldi's (2006) contemporary notion of 'formazione'. Personal perspectives of students from a range of early years training routes - obtained through questionnaires (n = 282) and interviews (n = 22) - were considered in relation to their aims and expectations; the skills/knowledge gained during their course; issues relating to work experience and employment prospects and aspects of learning and teaching.

When evaluating the extent to which their training had equipped them for certain areas of early years practice, students highlighted four areas of perceived weakness: diagnosing developmental delay and working with children with SEN; writing and implementing policies/procedures; managing other setting staff and issues relating to working with parents. These skills gaps suggest serious omissions from the training of early years professionals at both initial and in-service levels. More than a third of the student interviewees on each graduate course considered learning and teaching methods to be the most negative aspect of their course.

In addition, there was evidence of a conceptual mismatch between training and assessment methods and the social constructivist model of practice advocated in training courses.

Keywords: training, reflection, qualifications, workforce

Enhancing classroom management competencies in pre-service teaching students placed in special education kindergartens
CLODIE TAL *(Levinsky College of Teachers Education)*

The current presentation will focus on the process of appropriation experienced and documented by a group of 35 second -year pre service teaching students of competencies related to classroom management. The students whose work is reported here were placed in special education kindergartens as part of their pre-service 4 year track training. The students were trained in this program as both regular and special-education kindergarten

teachers. The work presented took place in Israel in the Spring of 2007 and was part of a course named "classroom management." The classroom management course accompanied the field-work experience and it was based on a theoretical model of classroom management that views the ability to manage a class as a meta-competency that integrates cognitive perceptions (proactive, ecological-systemic, and leadership-oriented), self-regulation competencies, and interpersonal relationships with students and colleagues.

Classroom management is also perceived in this model as an implementation of a moral-social curriculum. Students were asked to observe, document and analyze events related to classroom management in which they were involved. Following the analysis of events they were requested to think of a plan of action designed to improve some of their classroom management competencies involved(pro-active thinking, self-regulation, interpersonal relationships, etc).

The students were asked to continue their observations and to document a second event experienced by them in which the aforementioned classroom management competencies were activated.

They finally were requested to compare between the two events and to ponder on possible developments in either their analysis of events or their activated competencies or both.

We will present the theoretical classroom management model, the work with the students in the course as well as examples of analyzed events illuminating possible appropriation or improvement of classroom management competencies.

Keywords: classroom management, pre-service training, special education kindergarten, pro active perceptions, self regulation, interpersonal relations

Supervision and assessment of the early childhood practicum

JOCE NUTTALL and MICHELLE ORTLIPP *(Monash University)*

The practicum is an integral component of teacher education courses, but it can be problematic for students from culturally and linguistically diverse (CALD) backgrounds (Cruikshank, 2004; Ortlipp, 2006; Phelan, et al, 2006; Santoro, 1999).

This paper reports initial findings of a small, exploratory study that tested the hypothesis that students who speak english as their second language face particular struggles in meeting the assessment requirements of their placements in early childhood settings, despite meeting academic criteria for entry to university.

Data were generated through analysis of early childhood practicum handbooks from four Australian universities, interviews with early childhood teacher education students who speak English as their second language, and interviews with early childhood educators who had experienced the role of supervising teacher for students from CALD backgrounds. Analysis of the project data so far suggests that, while a high premium is placed by universities on producing graduates who are sensitive to the cultural and linguistic diversity of the children they teach, similar considerations are not evident in official discourses surrounding practicum placements or in the practicum assessment experiences of some CALD students.

This paper outlines the tensions and difficulties in practicum assessment experienced by students and supervising teachers. The focus is on the particular and characteristic struggles that CALD students face in successfully meeting the assessment requirements of their practicum placements in early childhood settings and the perspectives of teachers who have supervised and assessed CALD students, particularly any challenges and/or opportunities they have experienced.

Keywords: practicum; assessment, cultural and linguistic diversity, early childhood teacher education

SYMPOSIUM I/10
GENDER IN PRESCHOOL
Individual papers
CHAIR: SUE GRIESHABER
School of Early Childhood, Queensland University of Technology

Gender differences
in cognitive reactions to life without parents (institutional living)
RENATA MILJEVIC-RIDICKI *(Faculty of Teacher Education Zagreb University)*

The influence of early social context on various aspects of child development is well known. Children who grow up in institutions have always had some disadvantages in emotional and intellectual performance, although they are assisted to make the conditions they grow up in as advanced as possible.

The aim of our research was to establish: gender differences in children's reactions to institutionalized life (concerning child's cognitive development) Research was conducted with preschool children between the ages of 6 and 7 living in children's homes (orphanage) and SOS villages near major cities in Croatia (Zagreb and Osijek). The number of participants in the research was 26. That is a small sample, however considering the tendency for early adoption or housing children of preschool age, those were all the children of that age who were living in the above mentioned children's homes or SOS villages at the time of research. Their cognitive status was examined with the nonverbal intelligence test and verbal intelligence test, as well as school aptitude test, which consists of subtests relating to: factual knowledge, perception, graphomotor skills and numerical reasoning.

The results showed that the girls performed significantly weaker in the following subtests of the School aptitude test: Perception test, Factual knowledge test, Tracing test, and the Non-verbal intelligence test. The mentioned finding should be included in planning assistance and in preparing children without parents for school.

Keywords: children without parents, gender differences, cognitive development, school aptitude

Becoming a pre-school child - Identity formation in toddlers during their introduction in the pre-school in a gender perspective
ANNIKA MANSSON *(Malmo School of Education)* - This paper has been canceled

The aim of the study that this presentation is based on is to contribute to the knowledge of children's introduction to the pre-school as social practice with a focus on identity formation. This introductory process is given great importance in the Swedish pre-school. I have made a study of a group of toddlers at a pre-school. One question that the study investigates is which subject positions are possible for the children to assume at the pre-school during the introductory period with gender as one perspective. The focus is on the interaction between the teachers and the children and between the children and the social practice.

One of the analytical tools used is the concept the "potential space" which treats questions of time, space, continuity and identity, where everyday routines are of great importance. The study shows that the "potential space" is partly gendered and can include the creation of both trust and regulations as parts of the identity formation

Keywords: gender, identity, the "potential space", pre-school, toddlers

Bullying among girls in kindergarten

Mai Brit Helgesen *(Finnmark University College)*

Bullying among young children in kindergarten is a part of everyday life. Bullying can be seen as a category of aggressive behaviour where the purpose is to hurt other. There is an imbalance of power between the participants, and the aggressive acts are repeated over time. It is social in its nature, and takes place among children who are friends. The attacks may be physical, verbal or relational. Physical and verbal forms of bullying such as hitting and name calling are quite often reported as a usual form of bullying in kindergarten. These direct forms are not the only one. Also subtle negative behaviours, such as hurting other children's social relationships or excluding children from peer activities are widespread. One definition of relational aggression is to harm other through purposeful manipulations and damage of their peer relationship. This form is more common among girls than boys. Power and power-strategies will be used to understand bullying among girls in kindergarten. Display of power in a group is understood as negotiation between the participants, and it can be a complicated strategical situation where strong forces are active.

The focus in this paper will be an account of the girls' different interactional styles - called strategies, which will be described and discussed.

Keywords: aggressive behaviors, girls, play, social skills

SYMPOSIUM I/11
MAKING THE CHILD
Individual papers
Chair: Jane Murray
The University of Northampton UK

Notions of a proper child in finnish ECEC

Maarit Alasuutari *(University of Tampere, Finland)*

Considering and respecting for the individuality of the child is a guiding principle of Finnish ECEC services. This principle is exercised, among others, in an individual educational plan that each child in day care is provided with. The plan is drafted in collaboration with the child's parent(s). In Finland the individual plan seems to correspond with the assessment and evaluation of the child. Consequently, the planning produces and implies conceptions of normalcy, diversity and deviance in children and childhood.

The paper approaches childhood as a social construction and sees it as being historically and culturally produced and determined. Hence, it does not understand childhood as a "natural" phase of life but as a matter of continuous negotiation and reproduction in a particular society at a specific historical time. The parent-practitioner discussion about the child's educational plan is understood as an arena where conceptions of child and childhood are constructed and defined. The paper presents results from a qualitative research. It investigates the conceptions of a "proper" child in Finnish ECEC; it examines what are the notions of an appropriate girl and a suitable boy in the institutional order of a day care center.

Thus, the paper discusses the discursive space created for a "proper" child in early education institutions and the gendering of this space. The data consist of 35 audio-taped parent-practitioner meetings in three Finnish day care centers. The data have been transcribed verbatim and it is analysed from the perspectives of discourse analysis. The results reveal, among others, how the notion of a proper child is negotiated by considering

the child's relationship to the daily activities, peer relations, and practitioners. They show also that play is used as an important means in defining the proper and improper conduct of a child and that it is regarded in terms of gender.

Keywords: conception of a child, day care, childhood studies, gender, Finland

Shifting images in and through visual art: early childhood teachers (in Aotearoa New Zealand) con-figure different and diverse understandings of the child

JANITA CRAW *(AUT University)*

Reconceptualising the child as social actor with rights, with agency, as citizen, in early childhood education is a political project wrought with tensions and conflicts. In spite of challenges that confront the positivistic discourses that dominate the landscape of childhood, traditional (western) understandings continue to determine teacher's understandings of what it means to be a child and how to live childhood in early childhood education. Hence, embracing the concept of difference in all aspects of early childhood education is essential as a way of opening up in-between spaces for different and diverse ways of knowing and understanding. My research contributes to an emerging body of research that aims to do just that; it incorporates an interdisciplinary research method designed to reveal how teachers are (re)configuring diverse and multiple understandings of the child.

This paper presents my research that uses processes designed to make visible the different ways of knowing and meaning-making teachers use to construct different and diverse understandings of the child. Drawing on the discipline of visual art, the research has devised a method, a 'visual art making strategy' that positions the teacher as 'like artist', to emphasise the multi-modality of making meaning/meaning-making (e.g. making visual/material images/objects, writing, speaking, viewing, interpreting). In this way, it seeks to examine how teachers enact knowledges and attribute meanings to their understandings of the child. Images of teacher-made images/objects as (re)con-figurations will be exhibited as a way of examining the production of legitimate knowledge in research in early childhood education.

Keywords: con-figurations, child-hood, interdisciplinary, visual art

Getting it right - an overaching model of education and care in the early years

JENNIFER EVANS *(The Infants Home Child Family Services)* - <u>This paper has been presented as a poster</u>

The diversity of system and polces of education and care provide a rich repository from which we can all draw on. These diverse systems are testament to each countries history and their 'image of the child'. They are also enmeshed in political and economic environments. A particular focus is an examination of the consequences of the imposition of conceptual models in the early years based on adult values and paradigms. The common driving factors that generate this diversity around the world are explored.

A perspective that acknowledges the uniqueness of the early years period and the multiple interconnectedness of variables in determining the well being of children is necessary for the development of a congruent system of care and education across multiple interfaces in the early years experiences.

Keywords: child rights, early years, child care, workforce, models of care

SYMPOSIUM I/12
CONTINUING PROFESSIONAL DEVELOPMENT I
Individual papers
CHAIR: TONY BERTRAM
Center for Research in Early Childhood

Diversity in higher education - a matter of power?

METTE TOLLEFSRUD *(Oslo University College, Norway)*

The pilot project Work-based early Childhood Education was started in 2007 in response to concerns about the lack of inclusive recruitment and practice in early childhood education. Research indicates that traditional curriculum design limits students from non-traditional backgrounds (Greek/Jonsmoen 2007, Digby/Warren 2002, Becher/Otterstad 2000, Beasley 1995).

At the EECERA conference in 2008 I claimed that a change in Early Childhood Education curriculum was required for developing an Inclusive Curriculum that could give students with additional cultural background the same opportunities as student with Norwegian ethnic background. In this presentation I will discuss some basic and critical questions that have been raised so far in the project.

According to Mc Niff and Whitebread (2006) there are two main reasons for doing action research: Improve learning in order to improve practice, and second: generate theory and knowledge about learning and practice.

The project challenge traditional curriculum design by introducing new learning arenas and a closer cooperation with practitioners and students.

Bourdieu and Foucault are concerned to examine how educational and institutional practices is added and designed, and how the balance of power between various players in the field influence professional knowledge, professional identity, and teacher professionalism. Bourdieu claimes that the education system is one of the strongest social systems that reproduce norms and values.

In the presentation I will discuss how structural changes together with increased participation and influence from students and practitioners, change the present discourse in ECEC locations. In this case Diversity are challenging dominating values of knowledge in Early Childhood Education, which also is a matter of power.

Keywords: diversity, inclusive, curriculum, students, participation, multicultural

Reflective practices in the research day care centres
in the Helsinki Metropolitan Area, Finland

MIKKO OJALA, TUULIKKI VENNINEN and ANNA-RIITTA MAKITALO
(University of Helsinki, Finland)

The need to integrate research and practice exists within professional development in early childhood education. The Development Unit of Early Childhood Education (VKK –Metro) in the Helsinki Metropolitan Area (Espoo, Helsinki, Kauniainen, Vantaa) of Finland was established in autumn 2007. The University of Helsinki is responsible for the research and developmental activities carried out by VKK -Metro.

Reflective practice is predicated on the assumption that knowledge is derived from professionals' own experience and observations as well as from formal knowledge gained through theory and research, and that each informs the other. The task of VKK –Metro is

to plan research-based co-operation between the municipal officers and university actors in day-care centres and preschools. The main purpose is also to strengthen dialogue between the researchers and field workers in these facilities.

In the project a network of 21 day-care centres was created, each of which has specified a particular theme connected to their development. They will develop each theme systematically utilising multiple methods of data collection. From October 2008 onwards, information about the progress of the process have been regularly gathered from each research kindergarten by email.

The data is processed by VKK –Metro and immediately returned to the day-care centres for collective reflection.

This paper presents the preliminary results from the data collected monthly in the autumn of 2008 and the spring of 2009. Also, in this presentation we demonstrate different challenges which became apparent as the whole community developed their work together.

Keywords: reflective practice, professional development, process evaluation

A third learning network - the diversity of practice in the assessment of young children by Carole Goodchild and Stephanie Windsor *(York City Council)* **This paper has been cancelled and replaced by:**
"Practitioner enquiry as a vehicle to encounter and engage a diverse workforce in complex early childhood communities"
Alma Fleet *(Institute of Early Childhood, Macquarie University, Australia)*

Acknowledging diversity of adults and children as strengths on which to build generates empowerment. Such diversity can also contribute to uncertainty for decision-makers seeking to find optimal ways to work in complex environments. With increasing recognition of the importance of principles of adult learning in shaping early childhood centres and schools as learning communities (Wenger, 1999), practitioner enquiry is being pursued as a valuable piece of this pedagogical puzzle (Goodfellow & Hedges, 2007). The practitioner enquiry model highlights strengths of participants while engaging in relevant situationally-based investigations with facilitated peer support. Stremmel (2002) noted, "Teacher research is designed by practitioners to seek practical solutions to issues… in their professional… lives… it stems from teachers' own questions about and reflections on their every day… practices" (p65). As early childhood staff teams try to strengthen their work with children from varying demographic contexts, this professional development vehicle is being explored as a key component in a professional's toolkit for interrogating theory in practice.

This paper reports on a study of five (12-18 month) practitioner enquiry projects in a range of early childhood settings in different parts of Australia. The analysis highlights key components of successful initiatives that support staff with varying backgrounds and qualifications in working effectively with diverse children and families. The study identifies processes associated with harnessing teacher agency as a key component of capacity building. Building on principles of empowerment, this work supports the value of spiral cycles of scaffolded engagement for affirming and extending early childhood professionals and sustaining educational change.

Keywords: practitioner enquiry, educational change, early childhood educators, professional development, learning communities

42

SYMPOSIUM I/13
PROFESSIONNALISM AND LEADERSHIP
Individual papers
CHAIR: SIOBHAN BRADLEY
Centre for Social Educational Research Dublin Institute of Technology

The Life histories' of five recent qualified pre-school teachers

HANNE BLAAFALK
(Oslo University CollegeEuropean Masters In Early Childhood Education Care)

The topic, pre-school teacher and leadership, has been debated in numerous articles and litterature by scholars. Resent research in Norwegian context stats that the pre-school teacher experience chock starting out working in the field as a pedagogical leader/pre-school teacher. They experience chock finding a reality they did not expect meeting going through the education. In a memorandum (StudData, 2006) based on quantitative research material, the findings suggest that students, indicate the demands regarding leadership is higher in the field, than what the students estimate they internalized from the education.

When debating leadership and the pre-school teacher's skills or ability to lead looking on the education - what are the pre-school teachers' experiences; what is the life history of the recently qualified pre-school teacher starting working in the field? My focus in this paper will be based on research material explored from the following questions, prescribed by Patton (2002:106):
1. How they perceive it
2. Describe it
3. Feel about it
4. Judge it
5. Remember it
6. Make sense of it
7. And talk about it with others.

Are the recently qualified pre-school teacher occupied with the tasks and challenges focusing on gender and leadership? Are they focusing on skills and capability to lead, using social/theoretical/practical knowledge constructed through the education? Is leadership about diversity or is leadership diversity? This is some of the questions I which to explore and discuss further.

Keywords: education, profession, leadership, gender

Discourses of professionalism in neoliberal times: tensions, possibilities and limitations

IRIS DUHN *(University of Auckland, New Zealand)*

This presentation contributes to the theorization of professionalism in early childhood education in the context of privatization and global neoliberal education policies and politics in New Zealand. It explores wider issues of privatization by contrasting a newly emerging corporate discourse of professionalism with educational discourses that are underpinned by critical theory. The tensions, possibilities and limitations of discursive constructs are explored in two distinctly different contexts: firstly, in a corporate setting, and secondly in a small scale privately owned 'for profit' centre. Both settings operate as private businesses. Privatisation, however, does not necessarily mean that corporate discourses of professionalism prevail.

While 'professionalism' in the corporate setting is clearly shaped by neoliberal global objectives which emphasize measureable outcomes and standardization, the small scale centre offers possibilities to re-think the relationship between transformative change, leadership and professionalism. While 'professionalism' in corporate early childhood discourse has specific meanings that aim to govern teachers conduct, and may add to, what Codd (2008) has termed, 'the de-professionalisation' of teachers, the small scale centre adds to a 're-professionalisation'.

The relative autonomy and small scale of the centre enables teachers to take risks and implement new practices that increase the potential for diversity in the sector. I argue that the conceptualization of professionalism and leadership in this centre drives change to such a degree that centre policies and pedagogy have the potential to push the boundaries of current theory and practice in Aotearoa.

Keywords: privatisation/corporatisation, professionalism, leadership, ethics of care, politics

Transition into a profession in progress towards graduate leadership

Anna Cox *(University of Northampton)*

This paper considers how the models of influence around the young child differ between students following different routes into the same professional arena. This is timely as the Early Years sector Education and Care provision in England is undergoing transition to a graduate profession as a result of government initiatives, significantly those supported by the Children's Workforce Development Council. Higher Education institutions in the United Kingdom find themselves in the position of supporting students to become graduate leaders in Early Years through many routes.

The University of Northampton offers a BA in Early Childhood Studies, a BA in Education with QTS and 4 training routes to Early Years Professional Status (EYP), the new graduate level status for the Early Years. Initial findings from Y1, Y2 and Y3 BA ECS students and EYP candidates on the full training route are analysed and discussed.

The data were generated using a survey instrument based on the concept of microsystem (Brofenbrenner, 1979). Implications for policy and practice within the institution and beyond it are explored and critically evaluated. These include ways in which tutors plan effective learning experiences for Early Childhood Studies students and Early Years Professional Status candidates to explore influences on children's learning and development, the range of views of early influence and how they impact upon professional communication and joint working. In a broader context the paper considers the importance of providing opportunities for the Early Years workforce to engage in debate about professional roles and identities.

Keywords: professional identity, early years professional Status, training, role of adults

SYMPOSIUM I/14
GENDER DIVERSITY IN THE EARLY YEARS
Self-organized Symposium
Chair: Jan Peeters
DECET Network

Session overview
Childcare and preschool are among the most gender segregated sectors. Actions and campaigns to increase the number of male educators have got limited effects. More research is needed to understand better the mechanism that lead to this

extreme gender segregation. In all the european and OECD countries a group of european researchers formed a men in ECEC research group in order to link their research results and find ways to attract more men for a career in ECEC.

Keywords: gender,segregation, workforce,resistances

Gender diversity and professionalism.
A critical analysis of overt and covert curricula

MICHEL VANDENBROECK *(Ghent University)* and JAN PEETERS (*DECET Network)*

Since many decades scholars in the field of early childhood education deplore the gender segregation in the caring professions. Research and experiments so far show that it may take decades of multiple actions to overcome the gender divide in the caring workforce. However research that includes the voices of men in child care is rather recent scarce and involves only very small samples of male carers (Cameron 2006). Therefore little is known about the students perspectives on how the gendered culture of the profession is transmitted through overt or covert curricula and how this may affect them.

We present three studies that may begin to unveil how future male carers are affected by both overt and covert gendered curricula. A first study interviewed 30 students in initial training while a second study involved 16 men in adult education for caring professions; a third study examined 1635 pages of textbooks. The studies show how both overt and covert curricula affect younger students more than their adult colleagues the results also indicate some ways forward.

Men's voices in ECE in Austria

TIM ROHRMANN *(Innsbruck University, Faculty of Education)*

In Austria early childhood institutions and respective vocational training are undergoing rapid change: the importance of early childhood and care is increasing and well trained professionals men as well as women are very much in demand. Participation and involvement of men is crucial for the further development and professionalization of ECEC. With less than one percent of male workers in the area of institutional ECEC, Austria is well below the european average. Hardly any empirical research is being conducted and literature analyzing the situation is scarce.

A research group at the university of Innsbruck has now taken on a research project on men in ECEC in Austria: the objectives are to find out more about what characterizes these men and what they experience while working in kindergarten as well as to look at what role gender aspects play as they undergo vocational training. The empirical part involves questionnaires and in-depth interviews directed at specific target groups we intend to include all male ECE workers and EC students in Austria into the study to get a broader view of gender relations in training and in the workplace. Female workers and students are also included in the sample.

On the symposium we present first findings from the questionnaires and interviews; the discussion will focus on the interrelations of gender and professionalisation. We state that recruiting of more men is a chance for development in the whole field of ECE; on the other hand, aiming at a higher proportion of male ECE workers demands changes in attitudes structures and practice in training in ECE institutions and moreover in society.

Obstacles for improved gender balance in ECE in Norway

OLE BREDESEN NORDFJELL *(Reform Resource Centre for Men, Norway)*

Norway is taking the lead in improving the gender balance in the early childhood centres. On average 8 percent of the staff in the early childhood centres are men and 92 percent are women (statistics Norway 2008): about 8 percent of the students graduating in early childhood teacher education are men whilst 92 percent are women (ministry of education and research 2008). This proves that Norway has a thoroughly developed gender equity machinery; early childhood centres have therefore been identified as one of the core areas for national gender equity policies. Those stress full access for all children, pedagogic quality, equal pay for employees, as well as an improved gender balance.

Some interesting discoveries were made by interviewing lecturers of early childhood teacher education in Norway in the gender loops project reform (Oslo University College 2007). The lecturers were asked how they perceive male students. Though Norway plays a leading role in the matter male students are still greatly outnumbered; however they are not considered absent amongst the college of lecturers.

Another striking result was that male students are also subject to considerable stereotyping: some informants strongly reflected on the gender stereotypes, others did not.

The findings from this survey clearly differ from the national gender equity ambitions for improved gender balance in early childhood education. They represent obstacles of an institutional and cultural nature that may escape the frame and measures of existing gender policies. This paper contextualises and discusses the findings in the light of institutional organisational and cultural understandings of gender (Kanter Steen and Nielsen Bakken Svare and others).

SYMPOSIUM I/15
CELEBRATING DIVERSITY AND BUILDING
BETTER FUTURES FOR ALL CHILDREN:
ENSURING A TRULY INCLUSIVE PEDAGOGY THROUGH EYFS
Self-organized Symposium

CHAIR: VICKY HUTCHIN
National Strategies, England

Session overview

This symposium will examine the extent to which new national government funded initiatives related to the Early Years Foundation Stage in England are helping to narrow the gap between those children achieving least well and the rest. There is clear evidence from the assessment of children at age five that diversities of social class and economic wealth, ethnicity, language and gender all have an impact on children's achievement, causing certain groups to do less well than others. The principles underpinning the Early Years Foundation Stage emphasise the importance of valuing diversity and ensuring inclusion.

The new initiatives aim at enhancing practitioner skills, removing barriers to children's achievements by improving practice and changing the fortunes of the children doing least well. They include which include specific professional development programmes and guidance materials. The papers explore the impact on children, families, early childhood practitioners and Local Authorities as they make use of the new initiatives. The reasons for developing these programmes and materials will also be explored.

A wide research base has been drawn upon focusing on inclusion and equality and effective early childhood pedagogy in narrowing the achievement gap: for example, Gillborn and Mirza, 2000, Dweck, 2007, Dockrell, J., Stuart, M., & King, D. 2004, ICAN, 2006, Connolly, 2004, Siraj-Blatchford and Clarke, 2000

Keywords: diversities, inclusion, equality, achievement, new initiatives

Every child a talker - addressing issues of gender and social background to support the early language development of white working class boys

NANCY STEWART and KIM PORTER *(National Strategies, England)* has been presented by NANCY STEWART and DI CHILVERS *(National Strategies, England).*

Every Child a Talker (ECAT) is designed to narrow the gap between children who are well-supported in early language development and those whose communication and language development is delayed - often through more limited opportunities to communicate in the home learning environment and in early years settings. Research shows that children from disadvantaged homes have more limited early exposure to language, and that children in more disadvantaged areas are more likely to attend settings of lower quality. Gender differences in early language development are clearly identifiable by the statutory assessment, Foundation Stage Profile (FSP). This paper considers the particular group of white lower income boys, presenting the figures for language for communication and thinking attainment at FSP. Two case studies are presented.

The first presents the initial impact of the programme in a Local Authority with the largest inequality gap in England. The Local Authority places high priority on targeted on-going support for developing practitioner knowledge of language development and parent partnerships in identified settings, with an emphasis on continuing professional development and mentoring. ECAT supports practitioners to be researchers of their practice.

The second case study presents the actions identified and implemented in one setting to improve provision to support communication development of white working class boys. Local authority child monitoring data of strands of language and communication development for white boys in areas of disadvantage will be presented. These strands of language are listening and attention; understanding of language; speech sounds and talk, and social skills.

Keywords: language, gender, white, working class

Valuing diversity and changing mindsets: the impact of assessing young children in mother tongue on practitioner attitudes, understanding and practice

VICKY HUTCHIN and ANNE DENHAM *(National Strategies, England)* has been presented by AMANDA BAXTER and ANNE DENHAM *(National Strategies, England).*

The Every Child a Talker (ECAT) programme aims to enhance the skills of practitioners and parents in supporting children's early language development. As an impact measure for the programme practitioners assess children's communication skills regularly. There is a wide diversity of home languages in England, with the large numbers of children from minority ethnic groups living in poorer urban areas.

The programme requires practitioners to assess the children in their mother tongue, whether English or another language. Almost twice as many children with English as an Additional Language (EAL) are in the lowest 20% achievement scores for five year olds compared with first language English speakers. Yet it is widely acknowledged that developing bilingualism is an asset to educational achievement. Ignorance by practitioners of children's achievements in their first language is likely to lead to misjudgements. Tied to this is often unwitting institutionalised inequity.

The requirement to assess in mother tongue presents challenges: typically there are few bilingual practitioners so settings need to rely on parents for the information they need. This has the potential for deepening understanding and changing the mindsets of practitioners from a deficit to a credit model of assessment.

One local authority (LA) with a high proportion of children with EAL is researching the learning journeys of practitioners as they are supported in the programme to make their assessments in mother tongue. As this is the first year in a three year programme, there are significant implications for future policy and practice as the programme develops.

Keywords: assessment, language, mother-tongue, mindset

Building Futures; believing in children-improving provision for children from minority ethnic and linguistically diverse groups in the early years foundation stage

PAULINE LYSEIGHT-JONES *(National Strategies, England)*

There is no inherent reason why Black children should not do well at school but for too many there is an apparent gap in achievement at the end of the Early Years Foundation Stage which widens with progression through the education system. The complex picture around achievement of Gypsy, Roma and Traveller children includes ascription issues which mask the numbers of children of this heritage. Poor school attendance from EYFS onwards prevents many children from achieving qualifications which broaden future choices. Children learning EAL may do less well than others in assessments at age five but often outperform their monolingual peers later on, giving weight to the evidence that bilingualism confers intellectual advantage and should be encouraged. Some of these children will also belong to one of the groups discussed. A disproportionate number of children from these groups live in poverty. This is a complex picture which we seek to address through developing strategies which focus on the engagement of parents and the improved skills of practitioners to increase involvement and aspiration within the groups where the gaps in achievements are widest.

The materials: 'Building Futures, Believing in Children' have been produced as a result of evidence showing the wide achievement gap for children from groups listed above and others, beginning in the Early Years Foundation Stage. Inclusive practice is a prerequisite for high quality provision for all children. Case studies demonstrate positive steps which some practitioners are taking and evidence of impact of the materials will also be presented.

Keywords: achievement gap, poverty, disproportionate, inclusive

SYMPOSIUM I/16
CHILDREN'S VOICES
Self-organized Symposium
CHAIR: SUE DOCKETT
Charles Sturt University

Session overview

The goal of the study is to gain understanding and increase knowledge of the perspectives and ideas of young children on various aspects of their daily lives and education. The study further aims to develop methods to explore children's understanding and the meaning they put into their lives. The study is built on the conviction that children, like adults, are citizens who hold their own views and perspectives, who have competencies and the right to be heard, and who are able to speak for themselves.

The study will develop qualitative methods that build on children's competencies and individual differences. These methods will include group interviews, individual interviews with and without props, children's drawings and photographs, learning stories, and questionnaires though cardboard and play. The research project will contribute to our understanding on children's perspectives and their views on their lives. Increased understanding of children's perspectives is an important foundation for policy formulation in early childhood education.

The research is divided into five project components, each addressing various aspects of children's lives and education.

Primary school children's views on their playschool experience

JOHANNA EINARSDOTTIR *(University of Iceland)*

The purpose of this study is to shed light on how primary school children see their playschool experience and the influences of this experience on their life and education. Forty first grade children in three primary schools will participate in the study. Interviews will be conducted with the children in pairs or trios. In the interviews the children will be asked to recollect their playschool experiences and what they found to be the most memorable. They will be asked what they find most fun and most boring in playschool, what they think was most useful, and if they had wanted to do something else in playschool.

Keywords: playschool, children's views

How children use their experience from playschool in the primary school

SIGRÍÐUR STURLUDÓTTIR *(University of Iceland)*

The purpose of this study is to find out how and if children use the experience, knowledge, and skills which they have achieved in playschool during their first year of primary school. The study seeks to draw attention to children's opinions and listen to what they have to say about the school activities and the transition to primary school. In addition to postmodern views on children and early childhood education, Dewey's ideas on experience and education are the theoretical bases that guide the study. The study will focus on four children during their last year in playschool and first year of primary school. The children will be interviewed and observed extensively.

Keywords: transition, primary school

Participation of the youngest playschool children

HRÖNN PÁLMADÓTTIR *(University of Iceland)*

The aim of this research project is to study participation and interaction of one- and two-year-old playschool children, how the children indicate their wishes and opinions, and how adults understand and respond to the children's expression and support their participation. The study will be conducted with two groups of children in two different playschools. The research methods will be observations and video-taping. The data will be analyzed with the aim of finding indications of how the children express their will to participate in their daily life within the playschool. The study will furthermore focus on the adult's responses and how the children can influence their actual situation in the playschool.

Keywords: one- and two-year-old playschool children, participation

Children's views on gender

THÓRDÍS THÓRÐARDÓTTIR *(University of Iceland)*

The aim of this study is to gain knowledge of children's ideas of gender that could serve as a guide for gender equality in playschool curriculum. The researcher will spend a considerable amount of time in two playschools observing. The children will also be interviewed after watching two Disney film including stereotyped female and male characters. The children will be asked about the protagonists (and other characters) appearance, dispositions, communication and situations in the films. They will also be asked how they liked the characters, and if they know some real people similar to them or who act like them. They will be asked if they would like one of the characters to come and visit them and what role they could possible play in a daily life situations. The teachers will also be interviewed in focus groups.

Keywords: gender,stereotypes,movies

Assessing social and emotional development (learning stories)

KRISTÍN KARLSDÓTTIR and BRYNDÍS GARÐARSDÓTTIR
(University of Iceland)

The research aims to explore children's social and emotional learning processes, and how children's activities and competencies reflect well being and learning dispositions. A special focus will be on children's participation in documenting, reflecting and assessing their activities. Also the influence on playschool teachers' views and practices when they document and reflect on children's learning stories will be explored. Data will be generated by interviews, observation, and documentation. In accordance with Margaret Carr's (2001) learning stories method, the children's learning stories will be documented by the researchers in cooperation with the playschool teachers and a group of children. The learning stories will be analyzed using Carr's five domains of learning dispositions referring to children: taking an interest, being involved, persisting with difficulties, communicating with others, and taking responsibility (Carr, 2001).

Keywords: learning processes, documentation, learning stories method

SYMPOSIUM I/17
JARDINS D'ENFANTS EN ALLEMAGNE
Self organised Symposium

CHAIR: ANEMONE GEIGER-JAILLET
(Université de Strasbourg école Intégrée IUFM)

Fréquenter un jardin d'enfant entre 3 et 6 ans en Allemagne. Quelles implications ?

ANEMONE GEIGER-JAILLET *(Université de Strasbourg école Intégrée IUFM)*

Socioculturellement, l'Allemagne affecte à la famille la responsabilité de socialiser le jeune enfant. C'est seulement en extension à la famille que des modes d'accueil se sont développés: structures municipales confessionnelles ou d'autres formes. Il y a un consensus largement partagé sur le fait que l'éducation préscolaire y est non scolarisante, à dominante ludique, afin de construire l'autonomie de l'enfant, mais en même temps les résultats des enquêtes PISA - en-dessous des espérances - ont secoué l'Allemagne.

L'un des facteurs problématiques a été identifié comme étant celui de la trop grande liberté sous prétexte que les enfants déterminent eux-mêmes à quoi ils ont envie de jouer. Dans la structure, certains enfants échappaient à un minimum d'activités communes

encadrées. En l'espace de cinq ans, tous les 16 Länder allemands ont élaboré leurs programmes pour les Kindergärten: avec des compétences explicites à atteindre tous font appel à la notion centrale de Bildung, au sens de développement de soi.

Y aurait-il un autre lien causal cette fois-ci entre trop de jeu libre et non-apprentissage de l'allemand entre 3 et 5 ans, justement parce que les enfants peuvent choisir de jouer entre eux à la place d'une activité encadrée par un adulte ? Nous présenterons quelques réponses de l'Allemagne face au problème de la maîtrise insuffisante de la langue scolaire à la veille de la scolarisation obligatoire.

Keywords: socialisation, jeu libre, réussite scolaire

Différents modèles de bilinguisme précoce

PATRICIA NAUWERCK
*(Pädagogische Hochschule Ludwigsburg, Ecole Supérieure,
université de Pédagogie)*

En 1999 l'école supérieure de pédagogie de Fribourg a mis en place le projet bilinguale bildung französisch im Kindergarten — formation bilingue en français en coopération avec 39 jardins d'enfants concernant environ 1000 enfants. L'objectif était d'évaluer différents modèles de bilinguisme précoce:
a le modèle immersif franco-allemand
b un programme introduisant le français comme langue étrangère alors que le premier visait un bilinguisme équilibré des enfants et se basait sur un input linguistique important.

Le second avait comme objectif une sensibilisation à la langue française par différentes activités (jeux, comptines, chansons, imagiers…) et la langue française n'était utilisée que pendant un temps limité d'environ 20 minutes par jour. Dans cette communication, nous présenterons les résultats d'une thèse publiée en 2005 en lien avec le projet cité ci-dessus. Quatre modèles de bilinguisme institutionnel ont été comparés quant à leur efficacité. Tous concernaient le jardin d'enfants en Allemagne avec comme langue cible le français langue étrangère. Tous les modèles montrent une efficacité inattendue concernant les compétences de langue: même stratégies de compréhension, intonation, prononciation, lexique, morphosyntaxe, compétence de communication, conscience linguistique. Même s'il semble favoriser un bilinguisme plutôt réceptif que productif, c'est le modèle sur base d'une immersion linguistique forte qui est le plus probant.

La conférence présente quelques exemples de compétences acquises en langue française par les enfants. La discussion portera également sur les conditions les plus favorables d'installer un bilinguisme précoce en milieu institutionnel.

Keywords: bilinguisme précose, comparaison de méthodes

A propos des compétences langagières
au jardin d'enfants en Allemagne allemand français langue étrangère

JUTTA WÖRLE *(Pädagogische Hochschule Karlsruhe)*

L'objectif principal de notre recherche est de rendre compte des compétences linguistiques d'enfants quand ceux-ci sont en contact avec le français comme langue étrangère (FLE) dans leur jardin d'enfants. En Allemagne, l'intérêt se concentre sur les compétences langagières réceptives et productives en français langue 2 et le développement linguistique en allemand langue1 pour se prononcer sur des compétences langagières.

Il faut les placer dans un contexte théorique d'acquisition du langage sur la base des théories les plus importantes. La communication discutera et déterminera les différentes méthodes employées pour évaluer les compétences langagières. On tiendra compte du

modèle d'acquisition non-linéaire de la langue, tout en respectant les critères de qualité, au vu de leur utilisation pour de jeunes enfants en situation de l1 et de l2.

Différents types d'évaluation, comme les techniques d'approximation, les observations, les analyses de profil et les tests, seront brièvement présentés et discutés. Les deux outils méthodologiques retenus pour la thèse en cours seront au centre de la communication
- le test standardisé cito-sprachtest 2007 déjà validé à grande échelle pour l'analyse du développement des compétences linguistiques en langue allemande
- la méthode d'évaluation basée sur l'exécution d'une tâche un instrument développé dans le contexte franco-allemand. Celui-ci permet d'évaluer les compétences langagières productives de l'enfant en langue française. Quelques résultats de l'analyse en cours 2008-2009 seront présentés.

Keywords: compétences linguistiques,bilinguisme

SYMPOSIUM I/18
PLAY I
Individual papers
CHAIR: JANE BONE
Monash University

Junk models: heterotopia and lines of flight

CHRISTINA MACRAE *(Manchester Metropolitan University)*

This paper explores the potential of heterotopia as a way to prompt us to think differently about children's art-making. Foucault uses the term to describe a space of difference (1988). As something that is not easily located within a system of representation, a heterotopia is not amenable to interpretation. It is this resistance to interpretation that can "force us to confront the limits of our understanding" (ibid, p.88).

Linking Foucault's idea of the heterogeneous with Deleuze and Guttari's concept of "smooth space" (2002), allows me to think differently about representational intent. As a teacher of young children, I have valued and encouraged play 'with a purpose'. However, there is a tension in the constructionist trope of 'purposeful play' that needs attention. By setting 'purpose' alongside 'play', early years discourse re-conceptualises the child (disempowered by a modernist developmental approach) as an active, intentional meaning-maker. However the danger of over-stating intention, purpose and meaning, is to fall back on an essentialist construction of knowledge.

The assumption of an overriding (usually mimetic) 'purpose' leads to the teacher's imposition of a coherent and unifying thread that gives the work meaning. However, in many of the junk models produced by children during my fieldwork, I glimpsed a quality of the smooth space evoked by Deleuze and Guttari's patchwork quilt where, although "they may display equivalents to themes [and] symmetries…there is no centre; its basic motif ('block') is composed of the single element; the recurrence of this element frees uniquely the rhythmic values" (2002, p.476).

Keywords: heterotopia, lines-of-flight, representation, play, documentation

Shaping and sharing digital stories

ELIN ERIKSEN OEDEGAARD and IDA M KNUDSEN *(Bergen University College)*

The paper will present a preliminary analysis of how teachers and digital tools regulate children's participation, and how new meanings are produced in the processes of shaping and sharing digital stories. With reference to the UN -Conventions of the rights of the child, preschools (barnehager) in Norway are presented in the new national curriculum texts (Kunnskapsdepartementet 2006) as an arena for children to act and participate in shaping everyday curricula.

For that reason we ask: What are the conditions for children's participation in teacher structured activities in preschool? How do digital tools regulate children's participation, and what new meanings are produced in the processes of shaping and sharing digital stories? More specifically we explore how digital storytelling programs and ICT offer tools that are taken beyond self-expression and what kind of objects and artifacts are presented in stories children compose and share? of interest for the analysis is also children's texts and visual images in digital stories; what objects are framed?

Democratic education is in this project seen as a type of education where action is possible, not only by opportunities for narrative self-expression, but also by placing the individual child's beginnings and narratives into a complex social fabric; …about the subjection of one's beginnings to the beginnings of others who are not like us (Biesta 2006:139). Individual children as well as groups of children are positioned by researchers and teachers as participants in multimodal narrative meaning-making processes and furthermore in processes of sharing digital stories with members of a)their learning community in the local classroom, b) their parents, c)classroommates in other countries (China).

Keywords: child participation, culture, narrative meaningmaking, parents, ICT

Time to Play: exploring intercultural approaches to creative play with muslim families

ALISON STREET, SUSAN YOUNG and NUZHAT ABBAS
(Peers Early Education Partnership PEEP)

In many urban environments across Europe cultural, religious and linguistic diversity in communities present both opportunities and challenges for services that support families whose remit is to engage with those at most risk of isolation. Time to Play is an action research project over 12 months that aims to provide relevant activities for creative play with families who are predominantly Muslim. It seeks to explore, understand and develop a set of intercultural competences with them through consultation, practical weekly sessions and practitioner reflections and review.

Four creative play practitioners are working in four urban settings in the midlands, south and southwest of England. This paper will report on the development of practical approaches explored in creative activities with mothers and their young pre-school children, including the songs, music and stories emerging through a range of languages and women's experiences. Practitioners' skills, activities and approaches are honed through a continuous cycle of practical intervention, questioning, documentation, review and reflection through regular meetings and sharing understandings.

The findings have implications for policy and practice. These include viewing the process of acculturation for families as both challenges, and opportunities to question existing dominant educational discourses on multi-culturalism. They challenge practice to view differences as asset rather than deficit and to work in partnership with parents towards understandings of intercultural competence. The nature of this work is challenging; it causes insecurities for practitioners facing a diversity of attitudes to forms of creativity and play. These lead them in turn to question their own histories and identities.»

Keywords: intercultural approaches, creativity, play, identities

SYMPOSIUM SET I

ETHICS
Individual papers
CHAIR: RENATA MILJEVIC-RIDICKI
Faculty of Teacher Education Zagreb University

Diversity - Enrichement in children´s dealing with ethical issues
INGRID LINDAHL (*University of Kristianstad)*

The aim of this study is to describe and interpret what takes place in dialogues among children and between children and educators in dealing with ethical issues. The study takes place in a primary school, but involves mainly preschool children between the ages of six and seven years old. What is fairness? Should you always tell the truth? What rights do children have? These questions are the object of children´s philosophical exploration in this study. A postmodern perspective forms the basis of this study. It connects to what Rinaldi (2006) calls The pedagogy of listening and welcoming"developed by Reggio Emilia. It is a Way of thought that relates to the philosophies of Levinas and Derrida. The former stresses ethics as respect for the difference of the Other.

A central question is: what occurs in the dialogue between children and between children and the educators while they are philosophizing about these ethical issues. The children work with different problems in smaller groups of five to seven participants. Six hours digitally recorded dialogues are analysed against the backdrop of the theoretical framework. The study indicates the importance of the ethical question to matter to the children, that children listens to each other´s ideas and are prepared to change their own points of view after considering different solutions to the problems. Diversity in thoughts and ideas becomes an enrichment in children`s dealing with ethical issues. The acts of the educator characterizes of a sensitive ear, tolerance and a critical mind, which I name as "situational sensibility.

Keywords: diversity, ethics, dialogues

Can a childcare social enterprises help reduce poverty?
JUNE OSULLIVAN *(Westminster Childrens Society)*

Children from poor and disadvantaged backgrounds do better from good quality childcare than any other group (Sinclair) but in spite of this Ofsted has found childcare settings in poorer neighbourhoods still remain of poor quality. We have begun to explore whether a social enterprise model would work better in poorer areas and have begun a small study to examine this as a possibility combining business with the concept of fair play and the concept of social capital (Putman).

The intention is to get agreement as to what a childcare social enterprise needs to look like and whether it could be suitable for social franchising. The methodology is underpinned by the following three principles: practitioner-led, peer support and practical learning.

The process for doing this involves setting up a network of existing childcare social enterprises and exploring the concept with the managers of these settings.

At a national level, there are no prominent networks for social enterprises involved in education. In addition we are conducting a literature review of existing materials, and exploration of the key concepts of social franchising including - Access to intellectual property – Training - A brand - Sales leads and support - A contractual responsibility on both parties Findings from this research will inform future decisions regarding the commissioning of childcare services in areas of poverty, while furthering the social mission when working with children in areas of social disadvantage.

Keywords: social enterprise, fair play, social franchise

Cultivating children's ethical thinking

Luigina Mortari and Valentina Mazzoni *(University of Verona)*

Currently, educational practices are focused on the concept of efficiency, which is considered as a major objective. Therefore, children are required to acquire a wide range of (competences) know-how. However, from our point of view, it's necessary to start educating children, as soon as possible, in order to enable them to develop an ethical disposition to take care of the world around them: their own life, the life of others and the life of nature.

The paper presents a small-scale exploratory study, which aims at considering the ethical reasoning of children displayed in some thinking activities. We used several research tools (Barker & Weller, 2003; Davis, 2007), such as drawing, writing and co-construction of tales, in order to gather data about pupils' view on ethics, focusing especially on their thoughts about virtue.

The hearth of the project concerns the Aristotele's idea of Ethics (Aristotele, 2003), which indicates that children express their ethical disposition through their "way-of-being" in the practical sensible world around them, rather than through the fidelity with which they follow certain carefully established rules.

In order to reach the disposition of children to Ethic, we reasoned with them on virtue and analyzed their thinking qualitatively.

The feature of this educational research (Pring, 2001) on Ethics is that the techniques we created to work with children allowed us to gather data and develop children thinking. Furthermore, at the same time, it represents a research process, an ethical practice and an educational activity.

Keywords: ethics, character education, children-thinking, phenomenological research, educational research tools.

SYMPOSIUM I/20
ÉGALITÉ ET DIVERSITÉ
Individual papers
CHAIR: PERRINE HUMBLET
Université Libre de Bruxelles

Le développement peut-il se faire dans l'exclusion et les inégalités de genre ?

Cheikh Diaw *(ONG Enfance et Paix)*

L'institutionnalisation de l'approche genre n'est pas un objectif en lui-même mais un moyen qui fait partie d'un projet sociétal plus large d'évolution et de progrès. Elle présente des effets structurants, impulse et accélère le changement de la modernisation de la gestion publique pour aboutir à des services publics qui répondent aux besoins différenciés des hommes et des femmes afin de parvenir à un développement durable. Bien qu'elles aient un rôle clair dans l'économie, leur contribution à la production en général est en grande partie masquée dans les statistiques nationales, si bien qu'elle est ignorée tant dans l'analyse économique qu'au moment de la formulation des politiques. Une telle situation représente un obstacle majeur à l'évolution d'un développement durable équilibré en terme d'égalité Hommes et femmes.

Le contexte politique et économique actuel tout en préconisant la participation des femmes, n'encourage pas nécessairement une analyse des questions relatives à l'égalité genre lors de la planification et de la mise en œuvre des politiques, des programmes et projets.

Keywords: inégalité, développement, participation, planification, responsabilité

"Je suis un petit petit oiseau", expérience de la vie enfantine en geôle (au sud de Taiwan)

HUEI-HWA HUNG *(Shu-Te University Kaohsiung Taiwan)*

Quelque soit l'origine culturelle des enfants, ils adorent écouter des contes de fée ou écouter des comptines. Même si nous ne comprenions pas toute la signification de cette chanson, nous étions heureux et vifs. Pourtant lorsque nous ferons parler nos petit(e)s enfants de 0 à 3 ans dont ses mamans sont en prison, nous nous rendrons compte que ils n'ont pas la même chance et leur situation est toute différente. Comment ces enfants se cultivent (ils forgent leur expérience, enrichissent leurs connaissances et éprouvent leurs espérances et leurs désirs) ?

Keywords: la vie enfantine, la geôle, les relations parentales

L'impact des sub-cultures et des pratiques religieuses sur la diversité des éducations des jeunes enfants

SABAH AYACHI *(Département de sociologie, Université d'Alger, Algérie)*

L'éducation et la continuité de l'action éducative au sein de la famille au vu des changements subis par les sociétés dont la société algérienne suscite de nombreuses problématiques sociologiques. Ma communication vise à identifier les principaux mécanismes qui influencent la stabilité psychologique et sociale et qui reflètent les méthodes éducatives en vigueur qui sont régis par des facteurs liées à la sub-culture à laquelle appartient chaque époux, à la nature des critères de l'homogamie et la complémentarité et enfin à la nature des pratiques religieuses dans les familles.

Nous avons procédé à l'analyse statistique (technique du K2) d'un échantillon varié représentatif de la population algérienne composé de 826 couples soit 413 familles représentant les différentes régions de l'Algérie. Nous avons adopté trois Théories:
1. l'homogamie de Alain Girard
2. La complémentarité de Winch
3. classification des pratiques religieuses de Gabriel Le Bras.

Nous avons appliqué la méthode quantitative et la méthode compréhensive de Max weber. Parmi les principaux résultats: -   les sub-cultures jouent un rôle dans la socialisation des enfants, elles comprennent différentes valeurs et langues qui représentent la spécifité de chaque sub-culture dans l'acte d'éducation et qui participent à l'élaboration des caractéristiques généraux de l'enfant comme produit culturel de la société globale.
-   l'arrière-plan culturel des conjoints influence négativement ou positivement sur les méthodes éducatives des enfants.
-   l'homogamie et la complémentarité entre les conjoints dans les caractéristi-ques (niveau scolaire, buts communs, vision de la vie, profession, …) ont une relation avec le renouvellement des méthodes éducatives en fonction des changements sociaux.
-   L'influence des pratiques religieuses sur l'action éducative des familles nous a permis de dégager quatre types de familles.Ceci entraîna des différences de comportement chez les jeunes enfants et des ambivalences dans les valeurs culturelles.

Keywords: sub-cultures - homogamie - complémentarité - l'arrière-plan culturel

56

SYMPOSIUM I/21
IN PURSUIT OF THE CHILD'S VOICE
Self-organized Symposium

CHAIR : BERT VAN OERS
Free University Amsterdam

DISCUSSANT: J. POWELL
Manchester Metropolitan University

Recent developments in both education and civil society, tend to give increasing attention and value to the voices of individuals in the processes of participation, collaboration and discourse. This results in a great diversity of voices. Young children too have different ways to create a personal voice in the narratives they construct. In general this may lead to questions like:

- Which means do children employ for the construction of their voices?
- Do we really hear the child's personal voice with all of its affective, social and cognitive dimensions?

This symposium explores different problems related to the nature of children's voices, and presents different ways in which we could address the problem of the young child's voice. Questions like the following can be addressed (among others):

- How can we document and analyse children's voices?
- What can we hear in the child's voice?
- What are the narratives children tell to express their voice?
- How do children use narratives to document their past, present and future lives?
- How do different voices interact? What can be identified as the personal contribution of the individual child to the production of the utterances in a conversation?

These outcomes may have important educational and sociological implications. The relevance of exploring these questions can be seen in a better understanding of children's authenticity and their ways of creating narratives. Furthermore, it may produce a better insight in the ways narratives and voices interact and contribute to cultural reproduction in families and schools.

In search of the voice of the young child. A study of the cohesion between the perspectives of young students and the perspectives of their teachers and parents/caregivers.

ANJA TERTOOLEN *(Instrumentum, Utrecht)*

- What are the opinions of young students about the education they receive daily?
- What do they think about the activities they do regularly?
- How do they view their own teacher?

Making sense of the educational setting and the ways to question this, is often ascribed to students, but teachers and parents/caregivers also make sense of educational contents and structures and give their opinion about it.

In this exploratory study we investigate the possibility to communicate with 5 year old children about their education and to hear their personal voices. The importance children give to the communication depends on the authority they attribute to the speaker. A second major aspect of (spoken) communication is the aspect of dialogue, in which the voice of the one person speaks through the voice of another (Bakhtin, Wertsch). At first, communication takes place mainly in the family circle. Through communication families tend to maintain and reproduce themselves, just like all institutions (Bourdieu). On the basis of this theoretical framework, we presume that reproduction is founded on psychological mechanisms for the reproduction of social values and ideas. Given this

theoretical framework, we wonder whose voice we hear, when the child is speaking. Is it the authentic voice of the child, or do we hear the teachers' and parents'/caregivers' voices as well? This research comprises literature study, an empirical survey and a multi-case study with the aid of a grounded theory approach. In this paper we report on the most promising findings of the first case study.

Children's voices in every day concerts – Experiences from German early childhood settings

HARTMUT KUPFER *(Lebenswelt, Gmbh, Germany)*

Everyday life in German early childhood settings usually is not silent. Comparing it with school life, one would notice (besides other differences) that most of the time people are talking simultaneously, and that children's (and teachers') utterances are not as standardized as in schools. In German early childhood centres the typical teacher – pupil communication format of "instructive dialogues" is not generally priviledged (WERTSCH). There are a lot of different "formats" or speech genres that frame the co-occurrence of children's (and adults') utterances, and up to now there has not been much success in systematizing them. Nevertheless from a socio-cultural point of view these communication (and interaction) formats are relevant if we ask whether children are heard, whether their voices matter and "who is doing the talking" (WERTSCH) in child – child and adult-child interaction. Looking at individual development as transformation of participation, as ROGOFF put it, we must acknowledge that finding one's voice means also experiencing that one's voice is listened to, that one's utterances make a difference. Whether and how children's voices are noticed in the community of the early childhood setting depends on the community's cultural practices which can be analyzed with the learning story framework (CARR) of noticing, recognizing, responding, documenting and revisiting children's (and adults') learning. Documenting children's voices means here establishing specific ways of connecting children's and teachers' voices. My presentation will discuss examples from portfolio work with children and teachers in Berlin, Germany.

Looking forward, looking back: using the Mosaic approach to document children's voices over time

ALISON CLARK *(Institute of Education, Roehampton University, UK)*

This paper examines the role of visual narratives constructed by young children to document their present, past and future lives. It takes a broad understanding of the term 'voice' to include the diverse physical, visual and verbal ways which young children choose to communicate their views and experiences. This exploration of temporal and spatial narratives is based on material from three research studies carried out using the Mosaic approach with young children in the UK over the past ten years (for example Clark and Moss, 2001; Clark, 2005; Clark, 2008).

Children from a range of cultural backgrounds have indicated traces of past events and future hopes within the narratives they construct of their immediate early childhood environments. These narratives contain fragments of visual and verbal material which include children's photographs, drawings, maps and conversations with a researcher and with peers. This documentation can produce a bridge to aid communication between children and a range of adults they may encounter within their setting. The research tools and the documentation produced can be viewed as artefacts in an activity system (for example Wenger, 1998). This may have the potential to redistribute power within the research relationship and within the learning environment.
Several challenges emerge for researchers and practitioners in working with visual narratives gathered over time. One issue concerns the need to remain alert to individual stories and personal markers whilst highlighting the common themes which emerge.
A second issue relates to the ethical considerations of ownership and access to these narratives as children progress through school.

SYMPOSIUM II/1
CARE OR EDUCATION
Individual papers
CHAIR: JOCE NUTTALL AND STIG BROSTRÖM
Monash University, School of Education University of Aarhus

Educare- pedagogical tact twelve years after pre-schoolteacher education
INGER HENSVOLD *(Department of Didactic Science* and *Early Childhood Education)*

Educare - pedagogical tact twelwe years after pre-schoolteacher exam. The activities in Swedish pre-schools are often characterised by the conception Educare. This conception was stipulated in the (first) Curriculum for the Pre-school, Lpfö 98, and it means that education and care should be equally focused on in the educational work with children 1 - 5 years of age. Previous guidelines focused on the personal development of children and consequently the curriculum prescribed an adjusted focus regarding educational work in pre-schools.

How are these two assignments, education and care, carried out in the daily work at the pre-schools? What do the pre-school teachers actually do and how do they experience their work? These very broad questions have been the starting point of my study of three pre-schoolteachers daily activities in three different preschools, 12 years after their teacher exams. I have observed and documented the teachers` acting and talking towards the children and the documentation have been reflected on by the teachers. We have then discussed the documentation together and the discussions/interviews have been taped and transcribed.

The analysis will focus on the teachers educational work with children in terms of their pedagogical tact - in accordance with socio-cultural theory, where the Educare-model is one part. In accordance with the theory the pedagogical tact is situated in social practices and cannot only be regarded as an individual phenomenon. The pedagogical tact is also an expression of how social practices are experienced and evaluated.

Keywords: educare, pedagogical tact, preschool teacher, social practicies

Looking through the children`s eyes.
A day in an early education and care setting on two sides of the Globe: Estonia and New Zealand
CYNTHIA PRINCE and EVELIN TAMM *(Eastern Institute of Technology)*

What is a child's everyday experience of attending a fulltime childcare centre? This comparative case study focuses upon two children:- one child within a childcare centre in Estonia and one in New Zealand. The methods used to gather data were videotaping (from the child's perspective) and observation of each child over the duration of one day in their respective early childhood education settings. Similar aged children and early childhood settings were selected in each country. An analysis of each child's experience within an all day early childhood education setting examined the aspects of process, play, program, environment and interactions. The rights of the child were considered paramount in the analysis and relevant articles of the rights of the child were examined. A socio -cultural approach provided the theoretical underpinning of the overall analysis.

The study offered the opportunity to compare and contrast a child's experience of early childhood care and education within an all day childcare centre in their respective countries. The research highlights the theme of the conference Diversities in Early Childhood Education with particular reference to the diversity of educational practices in different hemispheres of the world

Keywords: child's voice, childcare experiences, rights of the child

Diversity in critical preschool education

STIG BROSTRÖM *(School of Education University of Aarhus)*

SYMPOSIUM
SET II

In early childhood education and care there is an effort for shaping a unity of care and education (Broström, 2006) and a movement towards the educare concept is visible (Caldwell, 1989; Abbot & Rodger, 1994; Haddad, 2002; Pugh, 1992; Pramling Samuelsson & Johansson, 2001). However at the same time the actual influence of traditional curricula thinking and influence from school, can lead to implementation of effective subject learning using methods based on evidence ("what works"). There is a tendency to narrow down early childhood education only to be an introductory course for school with a strong emphasis on literacy and math, and thus a lack of diversity.

The learning interest in early years is expressed in the Lisboa-strategy from 2001 about reorganization and standardization of education, the two Starting Strong reports (OECD, 2001, 2006), a numbers of EU documents, and many national documents, which are parts of a modern neo-liberal ideology and tools for supporting the globalizing of the capitalist production. Based on a capitalism critique (Hart & Negri, 2006, 2000) and a societal analysis I will reconsider basics concept of ECEC and inspired of the idea of direct democracy, old and new critical théories (Freire, 1971, 1974, 1996); Giroux, 1997), the German concept 'Bildung' and reflection on a possible critical content like epoch typical problems (Klafki, 1998), I will reconstruct an outline of a critical-constructive ECEC.

The research is a literature study but the points will be illustrated with examples based on observations, which intimate an educational practice.

Keywords: educational standardization; capitalism critique; educare; critical early childhood education and care

SYMPOSIUM II/2
YOUNG CHILDREN CONTRIBUTIONS AND EXPRESSIONS
Individual papers
CHAIR: MIKKO OJALA
University of Helsinki, Finland

Materiality at work: opening up to childrens intra-active contributions

NINNI SANDVIK *(Stfold University CollegeNorwegian Center for Childhood Studies)*

This presentation relates to my PhD-project which is part of a larger project focusing the youngest children´s right to participation in their everyday lives in Norwegian barnehager (pre-schools).

I focus on children´s contributions in pedagogical processes and thereby challenge reductionist discourses in the field of Early Childhood Education, where universal standards conforms pedagogical practices in ways that transform diversities and differences into fixed and striated highways of normalization. Ignorance of the complexities in pedagogical processes is embedded in such transformations, seducing us to rely on linear logics and easy solutions. I suggest we follow another path: to welcome complexities and juxtapositions and to make use of them by opening up to children´s contributions.

My theoretical interest is to connect Barad´s onto-epistemology and material-discoursive intra-activity and the Deleuzian concepts becomings and lines of flight. Matter works agentic in intra-actions with the children, producing thoughts, feelings and actions and needs to be rethought as activity or becomings rather than as passive substance. When intra-acting with matter children transform both themselves and the material in shifting and always new becomings. My project explores the agentic forces and effects of materiality when it comes to facilitate and empower child initiated becomings and lines of flight. I ask if the youngest children inscribe themselves/are being inscribed in material-discourses differently from adults, and if so: what productive forces these diversities in positionings may offer when it comes to welcoming, working with and intra- acting in co-operative experimentations and transformations in everyday activities and learning processes.

Keywords: matter, becomings, children´s contributions, experimentation

Young childrens expressions and adults understandings

NINA JOHANNESEN *(University of Stavanger)*

This paper focuses on questions and challenges related to listening to children aged 1-3 in Norwegian preeschools. My phd project focuses on children's right to participate and forwards many questions and challenges when trying to listen to or co-construct meaning with children who first and foremost expresses themselves bodily.

Children are often said to be too young (Cannella and Viruru, 2004). All of this influences both our thinking and our language. It makes children invisible for us because the focus is on what they do not do. I argue that we must open our eyes to other areas of communication, learning and playing. This challenges issues of power, voice and representation in research (Christensen, 2004). As researchers in Norway have shown, children do communicate in ways that are often overlooked by adults (Løkken, 2005 Johannesen, 2002, 2005, Sandvik, 2000, Greve, 2005, Eriksen Oedegaard, 2006). I argue that by not seeing children aged under 3 as too or as very different, we see can more sides of the lives and ways of being of young children, but this requires a deep listening (Johannesen and Sandvik, 2008).

Leaning on concepts from Levinas' théories I am trying to understand and discuss the complexity and ambiguity of values, demands and understandings preschool teachers are embedded in while working with children aged 1-3 in preschools. By showing examples from my own research I will discuss how to explore the possibilities and challenges that are embedded in their thinking and the deep listening.

Keywords: bodily expressions, listening, values, Levians

In the children's voice. One-year-olds tell about their preschool

INGRID ENGDAHL *(Child* and *Youth Studies Stockholm University)*

The overall aim of this study is to advance the child's perspective. This is done by a study of one-year-olds in a toddler unit in a Swedish municipal preschool, located in a multicultural suburb in the city of Stockholm. A full day preschool programme is common for more than 40 percent of the one-year-olds and more than 80 percent of the two-year-olds. The National Curriculum for the Preschool describes the preschool children (aged 1-6 years) as active participants, and gives them the equal rights to come up with ideas and to influence the activities and the environment.

The study is theoretically placed within phenomenology. Phenomenology is well aligned with the child's perspective. Six one-year-olds, three girls and three boys, within a toddler group of fourteen one- to three-year-olds were followed during nine months, from April to December, 2006. Participatory observations with field notes and video re-cordings were used in the data collection. The teachers' interaction with the children was not studied.

The result is presented as "stories" told by the children, stories which of course are the researcher's descriptions, based on the emerging phenomena. The "stories" tell about friendship among the children, shown when they give attention to each other and when they actively choose their playmates. The children play together most of the time and the play consists of continuous and repeated play sessions with regular interruptions, during which the children wander around the premises. Longer uninterrupted periods where the children kept focus on the same activity were also frequent.

Keywords: one-year-olds, preschool, child's perspective, play, identity formation

SYMPOSIUM II/3
L'ACCOMPAGNEMENT DES ENFANTS EN DIFFICULTÉ : UNE APPROCHE COMPARÉE EN BOSNIE-HERZÉGOVINE, FRANCE, GRÈCE, SUÈDE
Self-organized Symposium

CHAIR: VÉRONIQUE FRANCIS
Université Paris Ouest-Nanterre, département de Sciences de l'éducation
Session overview

Ce symposium s'attachera à présenter pour quatre pays (Bosnie-Herzégovine, France, Grèce, Suède) les systèmes et politiques de l'accueil et de l'éducation de la petite enfance en direction des enfants en difficulté et de leur famille. de nombreuses études montrent l'importance des efforts à développer par les structures d'accueil et d'éducation afin d'atteindre l'ensemble des enfants, et tout particulièrement ceux dont le développement pourrait être compromis pour des raisons de santé, de pauvreté, d'isolement culturel ou social (UNICEF 2008). Pour chaque pays, l'approche, dans leur diversité, des pratiques pédagogiques, des références théoriques et des méthodes mises en oeuvre dans les différents contextes, s'accompagnera d'un questionnement sur les définitions de la difficulté et de la situation de risque dune part sur les modes d'accompagnement et de soutien d'autre part.

Keywords: politiques d'accueil et d'éducation, enfants en difficulté

Le soutien aux enfants porteurs de traumatismes dans les structures de la petite enfance en Bosnie-Herzégovine
JOVANKA BEVANDA *(Université Jean Monet Saint-Etienne)*

En Bosnie-Herzégovine, les divisions les tensions et les conflits d'intérêts ne se sont pas éteints avec la signature de l'accord de paix. Ce peuple s'interroge toujours sur son identité, sur sa culture et sur son avenir. Les institutions ont subi des mutations importantes et les services publics sont insuffisants et peu organisés, ajoutant à l'insécurité et à l'anxiété de la population. Les structures de la petite enfance sont en train de renaître, mais 10% seulement des enfants y sont accueillis. Pourtant, les jeunes enfants sont eux aussi porteurs de traumatismes que leurs parents leur ont transmis et, face à ces enfants, face à la considérable mutation de la structure familiale, les éducateurs tâtonnent sur les moyens d'aider ces enfants.

Certains auteurs insistent sur l'importance du soutien apporté par des enseignants aux enfants dans ce contexte où le nombre des professionnels de la santé mentale est insuffisant. D'autres auteurs soulignent aussi que ce travail ne pourra se faire que dans une relation personnalisée et sécurisante pour ces enfants traumatisés.

Nos données, constituées d'observations et d'entretiens, recueillies dans les jardins d'enfants en Bosnie, montrent que les éducateurs tentent de tenir compte des difficultés: peur isolement, mutisme, difficulté à faire partie du groupe, agitation, manque de concentration des enfants qu'ils accueillent… et s'efforcent d'adapter les activités à l'état psychologique constaté. Les choix de stratégies appropriées aux besoins spécifiques de ces enfants et d'activités artistiques ont pour but de les aider à exprimer leur vécu traumatique et leurs émotions.

Nous montrerons comment l'accent est mis sur la prise en compte des besoins fondamentaux dont on connaît l'importance depuis le regain d'intérêt pour les travaux de Bowlby sur la théorie de l'attachement et pour leur développement expérimental. Notre recherche a eu pour ambition d'aider les professionnels dans leur réflexion et dans leur pratique quotidienne avec les enfants porteurs de traumatismes. Nous pensons aussi que cette lecture pourrait très utile pour ceux qui, à un plus haut niveau, ont mission de faciliter et d'encourager le travail des éducateurs dans un contexte où les enfants ont hérité des traumatismes de leurs parents. Il n'est peut-être pas inutile de revenir simplement aux besoins fondamentaux que, chacun à sa manière,les enfants expriment quotidiennement.

Keywords: théorie de l'attachement, besoins fondamentaux, relation personnalisée, jardins d'enfants.

Les systèmes d'accueil de la petite enfance en Grèce

Irini Roufidou
(Département de l'éducation préscolaire université Paris-8 Equipe LES)

La question des enfants en difficultés est toujours présente dans les réflexions concernant les services d'accueil ou d'éducation. Accueillir est une ouverture à l'humanisation et au respect de l'autre, quelles que soient les structures et les équipes. Notre étude s'appuie sur l'étude des politiques de l'accueil et de l'éducation de la petite enfance et sur l'analyse des projets pédagogiques des structures. La qualité des modes d'accueil, quels qu'en soient les formes et les modèles, comme le soutient S. Giampino, comporte à long terme un enjeu de prévention psychologique et sociale.

Dans l'objectif d'une approche comparée dans les différents pays, nous étudierons quelles sont les formes de soutien aux enfants dans les différentes structures de la petite enfance en Grèce. En Grèce il existe deux structures différentes pour la petite enfance: les crèches qui accueillent les jeunes enfants jusqu'à l'âge de 5 ans et les écoles maternelles pour les enfants de 4 a 6 ans. Le type de structure définit la forme de soutien: pour les crèches, les formes de soutien sont organisées par la mairie et pour les écoles maternelles par le ministère de l'éducation.

Dans une première lecture, nous remarquons que les écoles maternelles répondent surtout aux difficultés des enfants. Par contre dans le cas des crèches, le soutien est dirigé vers les enfants et leurs familles en raison d'une diversité des formes de soutien. D'une mairie à l'autre, nous présenterons le modèle de la commune d'Athènes au-delà de la diversité des réponses. Nous ferons apparaître les différents modèles éducatifs concernant le soutien apporté aux enfants en difficultés ou aux enfants à risque.

Keywords: petite enfance, accueil, forme de soutien, Grèce

Les jardins d'enfants suédois.
Quel accueil pour les enfants qui ont besoin d'un soutien spécifique

Anne-Marie Doucet-Dahlgren *(Université Paris Ouest-Nanterre, Département de sciences de l'éducation)*

Nous proposons de présenter quelques-uns des résultats d'une recherche en cours soutenue par l'INED en vue de comparaisons entre la France et l'Union européenne mettant en tension le développement des modes d'accueil de la petite enfance et leurs incidences sur l'accompagnement a la parentalité en Suède. Depuis plusieurs décennies l'état suédois s'efforce d'étendre et de diversifier les services et modes d'accueil de la petite enfance ainsi que les instances accompagnant les familles en difficulté.

Aussi ce système de prise en charge présente-t-il des spécificités éducatives et pédagogiques que nous examinerons en premier lieu l'accueil a temps partiel ou complet dans un jardin d'enfants 18 mois-6ans est considéré comme un droit et relevant de la responsabilité de l'état.

Dès lors trois objectifs sont mis en priorité: les droits de l'enfant, le libre choix des parents à travailler et la réduction des inégalités sociales. Ainsi la majorité des enfants qui ont besoin d'un soutien spécifique se voient attribuer automatiquement une place dans une structure. Ils sont atteints de handicap, de troubles de comportement, se trouvent en difficulté psychologique, sociale, et/ou en situation interculturelle précaire.

L'enquête par observations participantes et entretiens semi-directifs menée a Stockholm et dans sa région permettra de rendre compte en second lieu des modalités particulières mises en place. Enfin c'est la question de la qualité de l'accueil et de l'accompagnement des familles qui sera soulevée.

Keywords: accueil, jardin d'enfants, soutien spécifique, famille

La prévention des exclusions en direction des jeunes enfants

Véronique Francis *(Université Paris Ouest-Nanterre, Département de Sciences de L'éducation)*

L'importance des populations les plus fragiles a été soulignée dans de nombreux travaux et des politiques sociales et éducatives de prévention ont été développées (CRI, 2006). Ainsi, dès 1998, la loi d'orientation contre les exclusions a permis une meilleure accessibilité des enfants vivant en contexte difficile aux structures d'accueil et aux activités éducatives, sportives et culturelles. Les rapports de l'Observatoire National des Zones Urbaines Sensibles (2005, 2008) montrent pourtant que les difficultés des jeunes enfants, qui se concentrent dans les domaines de la santé et de la scolarité, peuvent constituer par la suite de véritables obstacles à leur développement.

L'objectif de cette communication est de présenter dans une première partie les caractéristiques du contexte français et, plus particulièrement, les Projets de Réussite Educative (PRE). Depuis 2005, le Plan de cohésion sociale prévoit que les enfants vivant dans un environnement social et familial difficile peuvent bénéficier d'un CRI.

Keywords : Prévention des exclusions sociales, politiques de réussite éducative, France

SYMPOSIUM II/4
POLICIES AND PRACTICES OF DIVERSITY
Individual papers

CHAIR: JEF J VAN KUYK
Cito Netherlands

Exploring ECEC policy in Ireland:
critical discourse analysis as a methodological tool
RACHEL KIERSEY *(Centre for Social Educational Research DIT Ireland)*

The Irish government have invested considerably in the broad early childhood education and care (ECEC) sector over the last decade. However, a distinction persists within Irish policy between childcare and early education, both structurally and conceptually. Early education frequently refers to intervention based pre-school services; conversely childcare frequently refers to the broad spectrum of care services for 0-12 year olds, from family based child care through to centre-based provision (Hayes & Bradley, 2006; NESF, 2005; OECD, 2004). As a result of this, 'early childhood services in Ireland are fractured across the welfare (childcare) and educational (early education) domains and … targeted in nature'(Hayes, 2008, p. 33).

The National Children's Strategy marked 'the beginning of a shift towards using rights-based language in policy development… by strongly reflecting the UNCRC' (Hayes, 2002, p. 49). The ambitious language of Irish ECEC policy documents is not always realised in policy implementation, which leads to a tendency toward rhetoric. Using a children's rights lens this paper reports on the preliminary findings of a research study which has sampled these policy documents to analyse the extent to which they consider children and are rights-based from a linguistic perspective. A critical discourse analysis (CDA), which involves thorough analysis of the linguistic structure of documents alongside wider consideration of the socio-political culture in which they were created, allows us to find 'ways into texts' (Pennycook, 2008). Consequently, this paper aims to use CDA to locate Irish ECEC policy, particularly it's approach to children's 'rights', in terms of language and ideology.

Keywords: critical discourse analysis, ECEC, policy, UNCRC

Poststructural tools for exploring innovative early childhood practice
CASSANDRA KOTSANAS *(University of Melbourne)*

This presentation draws on a small-scale research project with early childhood educators working in long day care settings within a local government in Australia to explore how educators have implemented children's participatory rights in practice. The main focus of the presentation will be on how poststructural theory provided opportunities to explore what drives and sustains the practices of educators implementing new approaches to early childhood. Poststructural discourse analysis revealed that educators were circulating within multiple discourses to understand children and inform practices. Despite this multiplicity, it was evident that educators' were drawing upon modernist understandings of children and early childhood.

Participation practices within these modern discourses were therefore constructed as singular, linear and attainable through a set of skills. Such an understanding enabled a consensus to be established among educators across the three settings about the limited possibilities for children's participation, thereby assimilating participation into existing practices. Additionally, there was evidence of children's participation practices being used to regulate and govern both children and educators.

Using the Foucauldian concept of regimes of truth and Jennifer Gore's (1998) eight micropractices of power it was possible to illuminate how power was being exercised upon children, families and educators under the guise of increased participation. The implications of this research highlight the need for diverse theoretical perspectives, particularly postmodern théories, to be promoted in early childhood institutions as a means of acknowledging multiplicity and power relations to ensure that new practices do not reinforce existing injustice and inequity.

Keywords: poststructuralism, practice, children's participation rights

Rhizomatic co-ordinates of early childhood observation

KYLIE SMITH (*University of Melbourne Centre for Equity Innovation In Early Childhood*)

SYMPOSIUM SET II

This paper draws on Gilles Deleuze and Felix Guattari's (1987) idea of rhizomatic structures as a tool to analyse data from an Australian research project to create new 'co-ordinates' of observation in early childhood classrooms. Postmodern théories recognise the child as complex, multiple, shifting, contradictory and contingent (Weedon, 1987).

Postmodern theorists argue that an individual's gender, class, sexuality, 'race' and culture are multiple and constructed with in a political, historical and social context. Specifically, rhizoanalysis provided tools to illuminate the layers, twists, turns and interwoven complexity of the child to highlight the complexity, multiplicity, contradictory, contingent and shifting way that children learn, develop, relearn and change how they understand themselves, the world and others.

Observation and assessment with rhizomatic structures was used not to observe and assessment diversity in development and learning but to explore the politics of diversity. This created the possibilities for practices of justices in observation as multiple discourses and epistemologies were recognised as valid and important.

Keywords: rhyzoanalysis, poststructuralism, diversity, equity, early childhood

SYMPOSIUM II/5
WORKING ON METHODOLOGY
Individual papers
CHAIR: CHRIS PASCAL
Ville de Genève

Children should be involved in research design: even in early years?

LORNA SAVAGE and MURIEL LOGAN *(Stirling Institute of Education)*

Sparked by new national and international legislation which aims to give children voice in society, the increasing influence of 'the new social studies of childhood' and socio-cultural théories of agency, children are increasingly viewed as active agents in a social world (James, Jenks and Prout 1998). Consequently, there is an increased awareness of their ability to be research participants. The resulting shift produces a growing diversity amongst contemporary early childhood methodologies, such as ethnographic methods (Corsaro & Molinaro 2008) and studies 'with', rather than 'on', children, which involve children in all aspects of research design. Little discussion is evident, however, about whether such a participant centred approach may limit the scope of the study so that researchers merely become data analysts conducting a study of the participant's choice.
This paper will discuss the questions:
1. from whose perspective should the research be conducted - researcher or competent child

2. what is the role of research expertise in project design, particularly when the participants involved in the research design are between 3 to 5 years old? By reviewing 'competent child' literature we explore whether genuine agency is available to early years children in research. We will assess whether the pressure to understand the child's perspective through child-centred methodologies limits the study and/or marginalises the researcher's own agenda and we will critique whether early years children have adequate skills and research training to be included in the design process.

Keywords: child-centred methodologies, agency, researcher role, early years, research training

Cultural barriers and challenges in comparative research - The case of learning of early childhood students in higher education

Annelli Niikko, Theodora Papatheodorou, Ludo Heylen, Jale Balaban-Sali and Paulette Luff *(University of Joensuu)*

The research question addressed in this paper is: how do we develop a questionnaire for cross-cultural comparative research?

The researchers' previous work, which was conducted independently in their own context and country, showed that they had common theoretical approaches towards students' learning, despite the contextual and cultural differences. The question raised was whether the students had similar expectations and experiences. This led to a pilot study conducted to investigate students' views of their learning in early childhood programmes in Belgium, Bulgaria, England and Finland, by using a questionnaire.

The questionnaire for this research was formulated on the basis of the underlying principles of social constructivism and socio-cultural théories. The questionnaire included three parts, each of which asked for student background information, their expectations and experiences about their learning and assessment. The reliability of the questionnaire was statistically calculated using the SPSS. All the ethical protocols were observed to maintain student anonymity, confidentiality and to avoid coercion.

The findings showed that the reliability of the whole questionnaire differed between the four countries and for each sub-scale within each country. The differed reliability of each sub-scale raised questions about students' understanding of the items/statements included in the questionnaire. This led the researchers to re-visit each statement of the questionnaire and interrogate their clarity as well as potential misunderstanding of their meaning from students' perspective.

The implications of these findings will be examined in relation to research methodologies and methods of collecting data for quantitative cross-cultural comparative research and making sense of student learning in higher education.

Keywords: comparative, quantitative research, constructivism, early childhood study, learning

Qualitative research - revolutions of continuing tensions?

Gunvor Lokken *(Vestfold University College)*

In this paper, by theoretical analysis, I inquire into two different ways of conceptualizing the field of qualitative research after 2000. While Denzin og Lincoln (2000, 2005) highlight paradigmatic revolutions and triple representation crises, Atkinson, Coffey and Delamont (2003) speak in terms of continuing tensions, where recent innovations do not have to be seen as wholesale rejections of prior positions. With reference to the proliferation of postmodernism and its (general) emphasis on change and novelty, Atkinson et al. found the time due in 2003 for reiterating basic continuities in qualitative research by exploring

its the key themes. What key themes did they find? Is the claim of novelty and change within qualitative research antithetical to the identification of its roots and continuities?

The theoretical discussion of possible answers to these questions is based on the literature referred above, as well as on the journals of Qualitative Inquiry (since 1995) and Qualitative Research (since 2001); the former edited by Denzin and Lincoln and the latter by Atkinson and Delamont, who in the very first number (april 2001) initiated 'a debate about our canon', encouraging a critical engagement with the orthodox and the heterodox, the familiar and the innovative, the modern and the postmodern, the experimental and the traditional. My claim is that one way of doing inquiry in the name of manifold in early childhood settings, is viewing such polarities side by side as aspects of the same matter.

Keywords: qualitative research, key themes, novelty

SYMPOSIUM II/6
CROSS CULTURAL EXCHANGES
Individual papers
CHAIR: GILLES BROUGERES
Hedmark Univercity College

A comparative study of learning relationships in the early years foundation stage in Qatar and England

LYN TRODD *(University of Hertfordshire)*, TAMADER AL THANI, MARIAM AL-BUFLASA, HUDA BASHEER *(University of Qatar)*, SALLY GRAHAM *(University of Hertfordshire)*

The contemporary Early Years arena is characterized by interest in policy and practice from other nations. Some 'policy borrowing' attempts, such as the Reggio Emilia philosophy which has been subject to intense interest in the UK, have not translated seamlessly from one cultural context to another. The Ministry for Education in Qatar has adopted the Early Years Foundation Stage (EYFS) for its national schools for very young children. Educationalists in Qatar have noted areas of dissonance between the EYFS and practice in Qatar.

This research identifies discontinuities arising between cultural expectations of behaviour necessary to enable positive learning relationships in Early Years settings in Qatar and those that are implicit in the EYFS and derived from English culture. To date a number of consultant advisors have been engaged by Qatar to smooth the way forward.

This study represents a change of approach as educationalists and practitioners from Qatar are the researchers and thus have become their own consultant advisors on this issue. In a spirit of collaborative enquiry and in line with a cultural-constructivist and cultural-ecological research approach, academics and practitioners from the Universities of Hertfordshire, UK and Qatar have created video records of learning activities and relationships filmed in Early Years settings in their respective countries.

Each team has developed an agreed narrative about the videos describing what in their view is happening. Then the videos and both of the narratives have been shared by each team in order to support a comparative dialogue with some thought-provoking outcomes.

Keywords: cultural comparison, narrative, positive relationships

To what extent has transformative learning and identity transformation been sustained by living and learning in another country?

Carolyn Helena *(University of East London)*

This study attempted to explore the extent to which transformative learning and identity transformation continued to be experienced by a small sample of graduates, from diverse cultural and socioeconomic backgrounds, who had participated in an international student exchange programs three years earlier. Findings from previous international studies have suggested that, although there have been high levels of student satisfaction, the impact of student exchanges may be negligible.

However, this may be because student exchange programs have tended to focus more on the development of certain intellectual and attitudinal effects within individuals, such the enhancement of knowledge and the broadening the individual's horizon, with regard to intercultural understanding, communication skills and preparation for employment; rather than the impact of these exchanges on the students' deeper and broader understanding of themselves as individuals. In-depth telephone interviews were carried out with six participants, on two occasions, between December 2008 and January 2009. Preliminary data analysis has highlighted some interesting findings. of note was the students' reflexivity on their cultural and socioeconomic backgrounds and how these may have influenced and impacted on their experiences.

An interesting finding was the commonality of what influenced the students to undertake the exchange program despite their diversity of their backgrounds, and yet this diversity was reflected in the different ways in which the participants mediated the importance of any transformation they perceived to have experienced. Another interesting finding was their perception of how the experiences they underwent were influential in their approach to early childhood practice and their career choices.

Keywords: transformative learning, identity transformation, study abroad, phenomenology, early childhood practice

Intercultural perspectives in Early childhood Care and Education : similar issues and different approaches in European countries

Kainourgiou Helen and Laloumi-Vidali Eva *(Alexandreio Institut Technologique de Thessalonique section de L'éducation et du soin âge préscolaire)*

Multiculturalism in all levels of education is a reality and intercultural education in Europe has been recognized as a means for teachers to tackle diversity based on ethnicity and cultural differences within schools. Although approaches to intercultural education in preschool settings originate in common guidelines and aims, do all professionals develop similar models of services? Research has identified how teachers' personal values, knowledge and cultural understanding influence their practice.

The present study focuses on issues of intercultural education within early childhood education settings with a diverse children population in two European countries: Greece and Germany. The aim of the research was to explore early childhood professionals' opinion in both countries and to identify similarities and differences within their context. The experiences of 52 early childhood professionals of both countries were selected through a questionnaire in order to identify important issues which underpin their teaching approaches towards young children with different cultural characteristics. Our findings offer insights into early childhood professionals' work experiences, lessons about the way they face policy-practice issues and highlight their dilemmas and challenges within existing policy.

Keywords: intercultural care and education, early childhood experience

SYMPOSIUM SET II

SYMPOSIUM II/7
CHILDREN TALKING AND DEMOCRACY
Individual papers
CHAIR: ANITA BERGE
University of Stavanger

Collaboration on explanations between teachers and children in everyday conversations in Kindergarten

LIV GJEMS *(Vestfold University College)*

The purpose of this study is to discuss the great importance of everyday conversation as pedagogical contexts. The research question in this presentation is: how can teachers scaffold children's explanations in everyday conversations in kindergarten? The theoretical perspectives are based on the sociocultural tradition and the view that children's learning is inseparable to experiences shared with others (Nassaji & Wells, 2000; Wells, 1999; Wells & Araus, 2006). The study focus on how early childhood teachers can collaborate with children to develop explanations on topics they are engaged in, and based on théories and research about explanations in early childhood education elaborated by Beals (1993; 2006) and Peterson and French (2008). Through questioning and exploring what children may have in mind, teachers help them to express their thoughts and construct meaning through language. The study is carried out by video-observations of everyday conversations. The conversations are transcribed and analysed to map out what kind of questions and support the teachers give children in their endeavour to explain and make meaning. Findings show that different kinds of explanations take place in some of the conversations. The teachers did sometimes guide a child to take part in explaining phenomena. However in most of the interactions the teachers did not invite the children to cooperate in explanations. In some occasions, even when children asked for it, they did not use the opportunity to collaborate on explanations. We need more knowledge of explanations in early childhood, and how to built explanations with children.

Keywords: everyday conversations, explanations, knowledge construction, collaborative learning, language mediated learning

Children Talk - an important tool for cognitive development

CAROLE GOEPPNER, MARC WANTZ and DÉLIA DIESCHBURG
(Université du Luxembourg)

Verbal communications are specific to mankind. They are very powerful, because they allow us to spread our thoughts, feelings or ideas. Interactions with others allow children to construct their reality, to confront their beliefs with other realities, they help them shape their thinking and represent an important tool for learning.

In many schools a child's voice is not considered at its just value. Teacher talk represents 90% of interactions in the classrooms. The teachers detain the active part in the classroom and the children are receptive instead of being active in constructing knowledge. A way to help children in being more responsible for their own learning is to give them more opportunities to express themselves orally.

In this paper we want to present how a computer-based tool (Ti-Parlo) gives the children the opportunity to show and to reflect their competences in spoken language and to document their cognitive development.

Ti-Parlo is a voice-recording program (comparable to a text program for written words), which enables children to record their talk to a computer via a microphone. Children can decide what they want to register but they also have the possibility to delete sequences if they want to. Everybody with access to the files can listen to the products and give

comments in a formative and collaborative approach. So the tool is designed to allow communications between the author(s) and their listeners through a lot of communicating modes.

We want to present how useful and important children talk (mediated through an ICT tool) is for the children's cognitive development. Our paper illustrates how groups of three children invented stories and recorded them with Ti-Parlo, also showing that the way of negotiating is more important than the final product.

Keywords: ICT, children talk, communication, verbal language

Different constructions of children as participants in meals - influenced by different philosophical theories about democracy?

BERIT GRINDLAND *(University of Stavanger)*

The curriculum plan of the Norwegian Kindergarten promotes the value of the staff's way of meeting, understanding and fostering children to active participation in a democratic society. This paper is a contribution to the accumulation of knowledge about adult's constructions of children as participants in everyday life in daycare-centers. The specific purpose is to gain knowledge about the kind of constructions of children as participants that developed in pedagogical leaders' conversations about the meal.

A total of seven conversations between teachers in four different groups have been transcribed into texts and analysed. The conversations concerned the meal as a social and cultural situation and focused different questions such as: How does the meal start? Why does the meal start this way? What could have been different if the adult had not participated in the meal? What could have been different if only adults had been participating? How does the room-context influence the children's meal? What cultural table- manners are important in the day-care centre, and why are these important for children to learn?

Two main discourses have been developed in the analysis. One main discourse is about teachers' construction of children as individuals and the other concerns children as members in the society. Though it can seems as if the discourses have clear boundaries, there are more discourses inside each of them expressing a lot of tension. The paper discusses if this diversity of discourses of children as participants are influenced by different philosophical ideologies about democracy.

Keywords: constructions of children, meal, democracy

SYMPOSIUM II/8
LE TRAVAIL AVEC DES FAMILLES D'ORIGINES DIVERSES
Self-organized Symposium

CHAIR: MICHEL VANDENBROECK
Ghent University

Session overview

Dans ce symposium du réseau européen DECET nous proposons d'explorer plusieurs perspectives du travail avec des familles d'origines diverses. Il s'agit de perspectives des professionnel(le)s, des politiques ainsi que les perspectives des parents eux-mêmes.

Keywords: l'accompagnement des parents, la diversité parents-chercheurs

Universités populaires de parents.
Co-construire un savoir entre parents, universitaires et politiques
Emmanuelle Murcier and Michelle Clausier *(ACEPP France)*

Les universités populaires peuvent être considérées comme une forme de recherche d'action avec une longue histoire, inspirée tant par Paolo Freire qu'Alain Touraine qui a impliqué des cols bleus dans la recherche. Elles relèvent également du travail de Goffmann sur les représentations. Récemment cette démarche a inspiré l'ACEPP, qui a initié des projets locaux dans lesquels les parents agissent en tant que chercheurs soutenus par les universités. Ainsi, ils essaient de se positionner comme alternative au monopole du discours scientifique et politique sur la paternité et donner la parole à ceux qui n'ont pas de place dans le débat pendant les trois ans derniers.

Cinq groupes parentaux ont mené des recherches sur trois thèmes qu'ils ont choisis: l'échec scolaire, la transmission de valeurs dans les contextes de diversité culturelle et la cohérence éducative entre les domaines publics et privés. Leurs recherches ont été débattues avec les décideurs locaux et nationaux. À partir de ces exemples de nouveaux groupes ont été créés en France aussi bien qu'en Allemagne et en Belgique

Supporting parents: different professional perspectives
on supporting diverse groups of parents
Peter Lee and Jacque Fee
(Centre de recherche et développement Enfance et Familles de Strathclyde)

Cette partie du symposium présentera un projet de recherche mené auprès de professionnels, très expérimentés ou débutants, de directeurs et d'usagers de services du domaine social de la santé et de l'éducation. Les données ont été recueillies autant par des interviews des enquêtes et des focus groupes que dans la littérature locale et nationale existante.

La recherche rend compte du point de vue des professionnels accompagnant des parents en plus ou moins grande difficulté et considérés comme vulnérables la recherche étudie la posture adoptée par les professionnels mettant en œuvre la politique de soutien parental les stratégies et pratiques proposées pour accompagner des parents de différents milieux mots clefs insertion accompagnement des parents professionnels.

De l'expérimentation au politique. L'inclusion sociale dans les modes
d'accueil de jeunes enfants à Bruxelles
Veerle Vervaet *(VBJK Centre des ressources et de recherches sur la petite enfance et l'éducation)*

Le centre de formation et de ressources pour la petite enfance VBJK en Flandres membre du réseau DECET a mené une recherche-action à Bruxelles, sous l'autorité de la commission de la communauté flamande pour accroître l'accessibilité des lieux d'accueil petite enfance aux parents de jeunes enfants en situation de vulnérabilité. En raison d'une persistante pénurie de places subventionnées dans les lieux d'accueil, ces familles ont peu accès à des services d'accueil de qualité. de ce fait, ces mères sont pénalisées pour entreprendre des formations (cours de langues et rechercher un emploi).

La première phase du projet a consisté à expérimenter par un projet pilote plusieurs actions:
- première action 6 centres d'accueil se sont donné comme objectif de faciliter l'accès aux enfants de familles nouvellement migrantes
- deuxième action le personnel de ces crèches a reçu une formation interne intensive sur le thème du respect de la diversité
- troisième action des personnes issues des minorités ethniques ont été recrutées et ont reçu une formation qualifiante.

Les nouvelles équipes ainsi formées sont ainsi le reflet de la diversité de la population de Bruxelles. Cette phase pilote menée avec 6 centres petite enfance s'est disséminée ensuite auprès de 62 autres centres de Bruxelles. Cette recherche-action montre qu'il est possible, à partir de projets pilotes et dans certaines conditions, de diffuser l'expérimentation, et que celle-ci soit inscrite dans les politiques petite enfance. Cependant beaucoup de questions restent sans réponse: les atouts et limites pour réaliser ce passage de l'expérimental au structurel pourront alors être discutés

Keywords: lieux d'accueil petite enfance, inclusion sociale, accessibilité, diversité politique

SYMPOSIUM II/9
OUTDOOR PLAY AND LEARNING: PEDAGOGY AND PRACTICE (SIG SYMPOSIUM 3)
Self-organized Symposium
CHAIR: TIM WALLER
School of Education, University of Wolverhampton, UK

Session overview

This symposium focuses on constructions of pedagogy and practice in outdoor environments with young children. Whilst in some countries, especially in Scandinavia, outdoor environments have long been established as crucial sites for learning, in others such as within the UK, the need to provide children with regular outdoor experience has only recently been given more emphasis in policy and practice. A clear pedagogy for the use of the outdoors as a site for learning, however, has not been articulated. This symposium will consider how outdoor environments may afford and frame particular approaches to pedagogy and also provide opportunities for creativity and for child initiated interaction and design. The first paper reports on a research project in Wales that seeks to consider the nature of child-initiated interaction with the teacher within the outdoor environment. A second paper is drawn from research in England which will anlayse the key characteristics of outdoor spaces indicated to have significance for young children. The paper will develop a conceptual framework that sees the environment that children 'inhabit' as a critical experiential and pedagogical element. The final paper investigates the creative and aesthetic possibilities for music, drama and art in the outdoors based on experiences collected from a series of teaching projects, designed as storytelling in the outdoors, in Norway and Southern Africa. This session is related to the Conference theme of diversity of languages, cultures, religions and beliefs and a number of Conference strands, including diversity in educational contexts and educational practices.

'Will you look after my rock baby?' When outside, what do 4-7 year old children initiate interaction with their teachers about, and what is the contribution of the environment to such initiations?

JANE WATERS *(Centre for Child Research, Swansea University, Wales)*

This paper reports on one part of an ongoing doctoral research project that adopts a socio-cultural frame and seeks to consider the nature of child-initiated interaction with the teacher within the outdoor environment. The research questions addressed are: How do children initiate interaction with their teacher outside of the classroom? What is the nature of such initiations? What is the contribution of the immediate environment to such initiations?

The research was undertaken in a large inner city primary school in South Wales with three classes of children (aged 4-7). Each class visited a local country park for an afternoon once a month throughout the school year. Visual and audio data were collected to record all the interaction that the teacher had with children for the duration of each trip. The data were analysed using a grounded theory approach (Glaser and Strauss 1967) involving coding of episodes of interaction and the interactive moves within each episode. Reported here are the findings of the initial data analysis. These indicate that the outdoor environment offered children a wide variety of opportunities for initiating interaction.

The analysis identified 25 categories of content-type about which children initiated. Initiations that led to the interaction episodes that have been identified as having particular significance for children's learning (eg. sustained, shared thinking (Siraj-Blatchford and Sylva 2004); open / spacious communication (Payler 2007, Bae 2001) are discussed and the contribution of the environment considered.

Keywords: child initiated interaction, outdoor spaces, sociocultural, sustained shared thinking

Places for children: investigating the characteristics of good outdoor environments for young children in early childhood programs

Jan White *(Department of Landscape, University of Sheffield, England)*

This presentation reports further study to combine and apply research contributions in the fields of Early Childhood and Landscape Architecture/Design. The literature has been reviewed to develop new understandings about the characteristics of good outdoor environments for young children in early childhood programmes. Research in Playwork, Body and Movement Studies and Environmental Psychology has also yielded insights to this application. The paper addresses conference themes of diversity in institutions and educational practices. An urgent need exists in the UK for the application of research findings in order to create effective pedagogical outdoor spaces and places to meet programme aspirations, especially in the light of current Government initiatives. Whilst useful research information exists, very little has been captured and drawn together so that it is available to those developing this crucial aspect of effective experience for the youngest children.

The presentation describes further analysis of some key characteristics of outdoor spaces indicated to have significance for young children, such as refuge, pathways and boundaries, and will map landscape theory to some of the major schematic interests of young children, within a conceptual framework that sees the environment that children 'inhabit' as a critical experiential and pedagogical element. We will bring out the importance of these characteristics for the design or development of early years spaces, leading to the notion of children's 'gardens' rather than outdoor playspaces, and suggesting a move away from the 'playground' paradigm towards meeting psychological and bodily needs to create developmentally appropriate places for well-being, play and development.

Keywords: outdoor play, children's environments, child development, pedagogical design

Music, drama and art in the outdoors - Creative teaching methods in early childhood education (ECE) in Norway and Southern Africa

Morten Saether *(Dept. of Music* and *Drama, Queen Maud University College, Norway)* and Trond Loege Hagen *(Dept. of Physical Education, Queen Maud University College, Norway)*

This presentation is based on experiences collected from a series of teaching projects, designed as storytelling in the outdoors, in Norway and Southern Africa. The aim of the presentation is to comparatively explore diversities and similarities of one teaching method

tried out in different cultures. One week seminars were held in Norway, Tanzania and Zambia. In each of the settings, most of the teaching took place outdoors. The essence of the student tasks was to form and present dramatic plays based on traditional stories, creating stage sets, costumes and music instruments with the use of waste- and nature materials.

An important outcome goal of the project was to show the significance of students' self-experiences through aesthetical expressions. A further aim was also to focus on children's play as a means of goal directed work to attain relevant learning outcomes. Through aesthetical activities children express themselves musically, socially, emotionally, physically and cognitively, and by that they develop important skills (such as motor- and social skills). The experiences from this project show that a natural environment is a suitable arena for children to develop several skills through storytelling with music, drama and art.

The presentation will discuss how this methodology goes beyond traditional thinking of the outdoors as a pedagogical arena. Challenges due to differences between local cultures and traditional teaching systems, and how these were met throughout the project, will also be demonstrated and discussed.

Keywords: outdoor pedagogy, drama, music and art

SYMPOSIUM II/10
SOCIAL AND EMOTIONAL DEVELOPMENT I
Individual papers
CHAIR: FERRE LAEVERS
Research Centre for Experiential Education - Leuven University

The effects of emotional learning on taiwanese kindergartner's emotional understanding
MIN JU TSAI and HSIEH FEI HAN *(Tzu Chi University)*

The purpose of this study was to investigate the impact of children's picture books and activities on the emotional understanding of 5- and 6-year-old Taiwanese students. A quasi-experimental design was employed to examine the effectiveness of different treatments on children's emotional understanding between treatment groups. The treatment groups were composed of three kindergarten classrooms in one school situated in the south of Kaohsiung City, Taiwan. Instruction assessments used in this study included the Emotion Recognition Questionnaire (ERQ) and the Head Start Competence Scale-Parents Version (HSCS-P). These assessments were distributed before treatments began and again after two weeks of treatment. The research assistant and parents were in charge of measuring children's emotional understanding…

Analyzing data via One-Way ANOVA, the results of the ERQ as evaluated by the research assistant showed that there are differences between treatment groups. The mean difference (posttest minus pretest) for Experimental Group Two was significantly higher than that for the control group. The results of the HSCS-P, which were evaluated by parents, showed that there are no significant differences in children's emotional understanding among the three treatment groups.

From the ERQ as evaluated by the research assistant, children's emotional understanding was also improved by books and extra activities related to emotion. The study results could provide researchers, counselors, and early childhood practitioners with guidelines and resources for future emotional learning possibilities using children's picture books and related activities.

Keywords: young children, emotional understanding, emotional learning

Snowflakes in a Snowstorm:
young children's social and emotional development
in their first year at nursery school

Christina Abu-Helil, Elizabeth Aderounmu, Julie Stanford, Lynsey Underwood and Paulette Luff *(Anglia Ruskin University)*

In this paper we report an exploration of the diverse ways in which young children's social and emotional development was promoted, encouraged and supported during their first terms in an English local authority nursery school. The small scale study was informed by socio-cultural theory, notably, the significance of the availability of appropriate tools in the children's environment and the children's active participation in social situations, through which their sense of self evolves.

Understandings of the experiences of eight children were gained from non-participant, narrative observations conducted by undergraduate students during visits to the nursery school. Through these observations, plus teacher assessments, and discussions with nursery staff and the children's parents, individual pictures of each child were built up. Six categories were derived from constant comparative analysis of the data through which a model of the child within the nursery environment began to emerge. This was viewed as a dynamic structure, bounded by the environment in which the strands of the child's social and emotional development were contained.

The child's sense of self was central and all of the components would pass, engage and reverberate through the child to the outer boundary. We propose that this model could be applied in various early years settings to encourage practitioners to think about the social and emotional support they provide for children.

We argue that an environment which gives children time, space and resources to develop will foster motivation and an interest in learning which, in turn, supports their holistic growth.

Keywords: social development, emotional development, sense of self, nursery school, environment

Study on fantasy passage in children's fantasy

Sun-Hee Park *(Korea National Open University)*

The aim of this study was to explore and examine the nature and significance of the fantasy passage that children experienced in reading fantasy. The kind of fantasy that children experienced in such stories should naturally lead children into the world of fantasy from reality and be equipped with the grammar of fantasy in order to keep children engaged to the stories. The fantasy passage played important roles in this regard. Focusing on the interactions between the written phrases and the illustrations as well as the structures, characteristics, perspectives, and time-space continuums represented in forty-five picture books of fantasy, this study conducted a qualitative analysis of how the fantasy passage was constructed in those books.

The meaning of fantasy passage in children's fantasy showed as follows: the emergence of the fantasy passage as a manifestation of children's desire to see a different, second world; the relativity as bridges between reality and fantasy; the fantastical tool of changes in time-space continuums on the fantasy passage; the maintenance of the quality of fantasy equipped with the grammar and logic of fantasy; the symbolic nature of the fantasy that receives and introduces magic worlds; and the exit of fantasy passage as affirmations of human existence through consolation and recovery. The findings of this study will help teachers, children, and authors of children's stories to understand the fantasy passage children experience in fantasy and provide insights for them to apply to education and writing.

Keywords: fantasy, passage of fantasy, children's literature, picture book, reader-response theory

SYMPOSIUM II/11
THE EARLY CHILDHOOD CURRICULUM GUIDELINE IN TAIWAN
Self- Organized Symposium

CHAIR: MAR-LING SHING
Department of Early Childhood Education, Taipei University of Education, Taiwan

The most important policy announced in Taiwan recently is the integration of kindergarten and day nursery schools. Our group was appointed by the Ministry of Education to revise the curriculum guideline for 2-6 year olds. The purposes of the research were to establish the scope and sequence of the curriculum for 2 -year-old through 6-year-old children of Taiwan. We organized 6 domains for the curriculum.(physical movement, cognitive, language, social, emotional, aesthetic domain)

The characteristics of the curriculum are as follows:
1. Use the processing skills as the integration of the six domains, which are cognitive, literacy, physical movement, emotional, social & aesthetical.
2. The main objectives reflect the cultural beliefs of Taiwanese.
3. We focus on the cultural practices as the major activity of the curriculum.
4 All the process skills are from the empirical research data.
5. We emphasized the dynamic curriculum and dynamic learning environment for children.

The Early Childhood Curriculum Guideline in Taiwan Cognitive domain

Hwa-wei Ko *(Graduate Institute of Learning and Instruction National Central University, Taiwan)*

The purposes of the research were to establish the scope and sequence of cognitive process curriculum for preschoolers of 2.5-year-old through 6-year-old children of Taiwan. According to the proposal of cognitive process orientation toward curriculum set by Eisner and Vallance (1974), the cognitive process curriculum in this research emphasized to develop a repertoire of the thinking skills that were applicable to a wide range of thinking problems from environment.

The aims of cognitive curriculum are to enhance children to:
1. have new perspectives of environmental information based on old experience,
2 master cognitive process skills, including gathering relevant information, organizing information gathered, solving the problems by the outcomes of organized information, and transferring the problem-solving ability to new context,
3 develop high level cognitive skills,
4 have negotiable attitude toward solving problems, and
5 be willing to cooperate with peers when solving problems.

To establish the scope and sequence, sequential comparison method and children's cognitive tasks were used to investigate the cognitive process skill performances of 650 2.5 to 6-year-old children in Taiwan. Overall, children do not master gathering information until 3 years old. Children do not master organizing information until 5 years old. Only 6-year-old children master solving problems with two dimensions. All 6-year-old and below that children do not transfer to solve new problems with two dimensions.

However, the results revealed that there was a domain-specific effect on children's performance. Based on the results of survey, the researchers have constructed the scope and sequence and practical instructional guidelines. They will be discussed in details in conference.

The Early Childhood Curriculum Guideline in Taiwan Language domain

Min-Ling Tsai *(Department of Early Childhood and family Education, National Taipei University of Education, Taiwan)*

This paper presents the process and result of a two-year study on language curriculum development, which is a part of a research team in charge of constructing a new early childhood curriculum (for children 2 to 6) prepared for the infusion of kindergarten and day cares scheduled on 2010.

In order to develop a language curriculum which tunes in to Taiwanese children's development and Taiwanese culture, the major work of the first year was to devise a tool to understand and assess young children's language development. In this regard, three tests were designed and conducted on 623 children to understand young children's story-telling competence, emergent literacy and narrative skills. In the first and third tests, the quantity and quality of morphemes, as well as the quantity and quality of utterances were compared to make sure the validity of both tests. The test results were then transformed into learning indices for children age 3, 4, 5 and 6 respectively. While doing so, a series of intensive discussion on how culturally appropriate and responsive these.

The Early Childhood Curriculum Guideline in Taiwan Emotion domain

Shu-Chen Chien and Li Tsung Wen Kuo *(Department of early childhood education, National Taitung University, Taiwan)*

The purpose of this research was to build the learning indicators of emotional field of 2 to 6 years old. The results of empirical study were conducted by mass data from survey of emotional ability and the data from fields. The preliminary learning indicators were built to age group for understanding the emotional developing of young children in Taiwan. The emotional indicators were revised through the numerous experts consulted meeting, collecting more information of the indicators understanding and using by teacher of young children, and the information from literature review.

There were four factors in the emotional competence: emotional awareness, emotional understanding, emotional expression, and emotional regulation. The final reports included "Curriculum Guidance: Emotional Field" and "Implemental Instruction: Emotional Field".

SYMPOSIUM II/12
PROFESSIONAL IDENTITIES
Individual paper
Chair: Anna Cox
University of Northampton

Images of teachers

Sue Grieshaber *(Queensland University of Technology)*

This project investigated the images that 200 Taiwanese teachers and pre-service teachers held of teachers by analysing drawings of teachers completed as part of professional development sessions. The drawings were collected and analysed from a gender perspective, showing highly stereotypical representations.

Analysing images assists students to identify stereotypes associated with teaching young children. Showing how teacher identities can shift to include multiple ways of being a teacher is important because programs of teacher preparation tend to present teacher identity as singular in nature, often by endorsing a particular approach to being an early childhood educator.

Images of teachers can help make sense of the values and beliefs that shape understandings of teaching young children. It is important to provide pre-service teachers with access to images of early childhood teachers that are often excluded from programs of teacher preparation.

Keywords: teacher education, teacher images, teacher stereotypes, teacher identity

Professional diversity in children's centres

WENDY MESSENGER *(University of Worcester)*

Professional diversity has a strong presence in Children's Centres in the UK today (McKinnes 2007). Children's Centres provide an accessible place for children and families to access the support they need from a variety of services including child and family health services, family support, early years education and childcare, outreach services and support for training and employment. This requires professionals from a diversity of backgrounds and heritages to work together towards meeting common goals. It would appear this may have an impact on their professional identity and perhaps the notion of professional 'hybridisation' (Black 2008) may be developing. For some this appears to be a welcome development whilst for others it may be considered a regrettable loss.

This paper will explore this notion within the context of a questionnaire that was sent regionally to all staff in children's centres eliciting their views on their professional identity and 'belonging'. A strong theme that emerges from the analysis from the quantitative and qualitative data suggests that professional identity at the present time in children's centres is closely linked to job role, although it would seem amongst others, it is also influenced by training, knowledge and experience. There were more respondents who considered themselves most closely aligned to that of a professional from education, closely followed by community. Fewer considered they most closely belonged to social care, whilst even fewer to health. These findings raise questions of how these views impact on practice and service provision in Children's Centres

Keywords: professional, identity, children's centres, collaborative working, reflexivity

Early childhood practitioners´ construction of their professional identity

MAELIS KARLSSON LOHMANDER *(Goteborg University Department of Education)*

This paper will present preliminary findings from a study on early childhood practitioners in Sweden and the way they construct their professional identity in a pre-school with emerging dilemmas.

A major shift took place in 1996 when the supervision for early childhood education was transferred from the Ministry of Social Health and Welfare to the Ministry of Education, Culture and Science. Individual pre-schools and practitioners were challenged to find a balance between autonomy and state control and regulation.

Subsequently in 1998 the first national curriculum was issued. The emphasis shifted from the socio emotional development to learning which was yet another challenge for the practitioners. Currently they face a curriculum revision that is intended to 'improve pedagogy' and to focus on literacy, maths and science. Further changes are reflected in new théories of learning and increased number of children in group care. Practitioners are being forced to cope with a series of changes that impact their daily lives with children in the pre-school.

This study examines how practitioners handle these emerging dilemmas and how they construct their professional identity in a changing context. Taking the socio cultural perspective (Säljö, 2000) as the point of departure, qualitative interviews in combination

with video observations were conducted in two pre-schools in Sweden with teams of practitioners, seven practitioners altogether. Preliminary analyses indicate that practitioners develop different coping strategies but supporting the wellbeing of the child seems to be one prime component in the construction of their identity and the dominating professional discourse.

Keywords: professionalism, early childhood practitioner, dilemmas, autonomy, regulation

SYMPOSIUM II/13
TRANSITION TO SCHOOL
Individual paper
CHAIR: VIBEKE GLASER
Queen Maud University College

The developing children in aboriginal area in Taiwan
MARN-LING SHING *(Taipei Municipal University of Education)*

What do those children need in aboriginal area when they learn slowly in school comparing to those children in Taipei areas? Teachers always think children who learn slowly in school must be short of practice in kindergartens or preschools. However, although readiness is a major issue in western culture, it is still a cultural belief in eastern societies.

Teachers and parents in aboriginal areas in Taiwan keep make children to study more in order for them to keep up with the school. However, children are holistic. They have different needs. Children develop while they interact with their context.

From Vygotsky's point of view, the cultural context is important. Children from the aboriginal areas in Taiwan are not short of experiences, but they have experiences different from urban areas. Teachers ignore what children have and make them learn in another way, no wonder children are motivated less while they go to school.

Through three years longitudinal observations, children in aboriginal area were observed since they were 3-year-old. Three areas of development were: language development, development of self concept and development of emotion. That is, children may not need the school readiness, but they feel weak and short of safeness which are needed before they go to school. Children from aboriginal areas in Taiwan who did not do well at school need teachers to pay much attention to know what they really need. Using the folk pedagogy to face children may have them getting worse.

Keywords: folk pedagogy, Vygotsky, school readiness, developing child

The buddies project: building transition relationships
CAROL HARTLEY, PAT ROGERS, JEMMA SMITH, MARGARET CARR and SALLY PETERS *(Mangere Bridge Kindergarten)*

In 2006, Mangere Bridge Kindergarten was chosen as a Centre of Innovation for the Ministry of Education, New Zealand Centre of Innovation project 2006- 2008 (Ministry of Education, 2002). Mangere Bridge's innovation "Crossing Borders" revolves around exploring and enhancing children's transition experiences and developing relationships with two local schools.

Our research focuses on research exploring common issues in transition to school for children and families, and developing strategies to strengthen relationships between early childhood and school settings by collaborative interactions to develop a community

of practice (Wenger, 1998). Dockett and Perry (2005) identify that children who have a friend when they start school or who soon after starting school build a relationship with a new friend, have much better initial adjustment to the school setting and move forward with positive attitudes to school and learning. This theoretical viewpoint was the starting position for our research project that aimed to facilitate a mentor / buddy program and to systematically investigate how this program could support a smooth transition process for each child and their "belonging" in the new environment leading to benefits for childrens' learning. The mentoring initiative established a peer support system for each child transitioning to one school in our area.

This presentation reports on one aspect of this action research study, developed from the original Centre of Innovation research project.

Keywords: relationships, continuity, connectedness, mentor, joint projects

Towards inclusive transition to school: an alternate conceptualisation

Anne Petriwskyj, Karen Thorpe and Collette Tayler
(Queensland University of Technology)

Policies of educational inclusion that encompass the diversity of children's abilities and cultural backgrounds challenge the construct of school readiness. These policies have necessitated a refocusing on transition to school and the preparedness of schools for diversity. However, there is limited empirical evidence of early elementary responses that optimise transition for all children.

We present two studies conducted in Australia that investigate inclusive practices in transition from kindergarten to second grade. The first study examines 39 schools while the second focuses on pedagogy in three of these sites.

Results indicate that school responses were reactive rather than systematic and proactive, that saliency of need directed response and that improved professional knowledge and support for school staff impacted on pedagogic provision. A model of inclusive transition is proposed.

Keywords: diverse ability, cultural diversity, inclusion, pedagogy, transition

SYMPOSIUM II/14
CONTINUING PROFESSIONAL DEVELOPMENT II
Individual paper
Chair: Tony Bertram
Centre for Research in Early Childhood, Birmingham (United Kingdom).

Education of respect diversity at preschool period

Sevcan Yagan and Asli Yildirim *(Anadolu University)*

From one year old, children started to realize the differences, compare and classify the characteristics of people around them. Turkey,according to its huge geographical conditions, is a country where a lot of different cultures lives together. To be respectfull and tolerate the different cultures can only be provided by education. In order to be tolerable to different groups and individuals, the child has to have some abilities. These abilities can only be maintained by obtaining them at early childhood. These abilities which are obtained at early childhood, will make children respectfull to differences, democratic, tolerable and emancipationist individuals at older ages. To reach this goal, it is expected from preschool teachers to teach education of respect diversity methodically. Renewed at 2006 in Turkey,

education of respect diversity was referred and some aims and results were determined in preschool education curriculum. The main aim of these studies is to determine if preschool trainee teachers use these aims and results and if they use it which activities and how they use it. According to this aim, the sample of this research is composed by 18 student which are 4 year student in Anatolian University. Survey method is used in this research primarily, an observation form which was designed by researchers according to space literature scanning was prepared. Preschool trainee teachers was observed by defined observation while in class. At the same time, daily plan of preschool trainee teachers was examined by using document analize form improved by researchers. The datas obtained by observation and document analyzing will be interpreted by using describing analization technique. Results and suggestions will be negotiated at congress.

Keywords: preschool education, preschool trainee teachers, education of respect diversity

Student perceptions of diversities in educational practices

Aasta Birkeland *(Bergen University College)*

Comparative and international education has traditionally been comparing educational systems in order to loan, to increase the understanding of how educational systems are culturally and socially embedded or to increase the efficiency of educational systems. Key questions within comparative education are therefore what are the criteria and from which perspectives do we compare? These questions are relevant to how we can prevent colonialisation and ethnocentrism within comparative education.

This project focuses on Norwegian preschool teacher students' reflections about diversity in educational practice in the Norwegian and Chinese kindergartens. The students have attended a student program Cultural understanding and Comparative Education studying Chinese culture, society and education. A four week stay in China is included in the programme. The project is part of a larger research project The kindergarten as an arena of cultivation.

I am analysing 10 texts written by students comparing the Norwegian and Chinese kindergarten. Important research questions are: How are the discourses about otherness and diversity? How is the identity as a teacher revealed through discourse? My study is within a social constructivist paradigm, critical theory and postcolonialism. I use elements from Foucault, Fairclough and MacNaughton in the critical discourse analysis. In this paper I will present some of the findings from analysing the Norwegian preschool teacher students' reflections.

The intention of the study is to reveal the criteria and perspectives of comparisons in student texts. The study will hopefully contribute to reveal the preschool teacher students' assumptions about educational diversities in educational practises in kindergartens and thereby prevent colonialisation in comparative and international education programs.

Keywords: diversity, otherness, comparative, preschool teacher education, critical discourse analysis

Learning and knowledge development in preschool teacher training and practicum

Anette Sandberg *(Malardalen University, School of Education, Culture* and *Communication)* and Inge Johansson *(Stocholm University)*

This paper discusses different ways that preschool teachers from Sweden interpret the concept of learning and knowledge development. And also what does preschool teacher students learn in the teacher training from a supervisor perspective. How describe supervisors' knowledge development in practicum? This aim of this study is to examine

what learning and knowledge development imply for supervisors. The points of departure are the theoretical references partly from the theoretical base of théories of interaction and intersubjectivity (e.g. Säljö, 2000; Marton & Booth, 2000).

In the Swedish teacher training all students must include a school-based part, meaning to attend and take part in a local educational practice, in school or another form of educational setting, such as preschool, after school recreation centre etc. During these periods each student has a supervisor. This supervisor is an experienced teacher working in the preschool. She is a part of the daily educational practice and shall use this knowledge to guide the student to a more active reflection and understanding of the basically professional work as a preschool teacher.

Data for this paper are drawn from a study conducted in four different urban areas of Sweden. A sample of 100 preschool teachers was asked by a critical-incident questionnaire about how they perceive what is going on in the learning situation in practicum. The results consist of a mix of qualitative and quantitative data and will be discussed during the presentation.

Keywords: learning, knowledge development, preschool teacher, teacher training, practicum

SYMPOSIUM II/15
OPENING WINDOWS INTO PRAXIOLOGICAL RESEARCH
Self-organized Symposium

CHAIR: JÚLIA OLIVEIRA-FORMOSINHO
Institute of Childhood Studies of the University of Minho - Braga, Portugal

Session overview

This self organized symposium - Opening Windows into Praxiological Research - aims at contributing to deepen the understanding of an holistic perspective that integrates training, intervention and research in order to transform educational practice (Freire, 1972). Change and innovation through action-research involve complex processes known to be very effective in transforming reality (Reason e Bradbury, 2001). There is a recognized need for quality empirical studies that evidence knowledge development within these integrative processes of transformation. This symposium presents three different pieces of praxiological research:

1. transforming a noisy environment in order to raise children involvement (Tizuko Kishimoto)
2. the other… (Monica Pinazza)
3. empirical research on children's views about families through a child friendly method that is congruent with the used ongoing pedagogical approach (Julia Oliveira-Formosinho & João Formosinho). All together these papers illuminate this dialogical movement of doing and thinking educational practice. This process generates both better services for children and families and knowledge about transformative processes thus contributing to the development of professional practical knowledge.

The quality of a childhood centre: a collaborative study

TIZUKO MORCHIDA KISHIMOTO
(School of Education at the University of São Paulo, Brazil)

This piece of action research was conducted "with" the professional and not "about" the professionals. The research team involves professionals from Education, Architecture, Medicine as well the professionals of an early childhood centre of São Paulo city municipality.

The purpose of this study is to investigate the levels of noise, lighting and temperature in a building that may affect children involvement in the activities as well as adults engagement.

Children and adult wellbeing has been researched as key factors in quality development (Laevers, 1994; Pascal e Bertram, 1996). The quality of the daily life in a classroom environment depends also on physical characteristics of the environment - furniture's, spaces, temperature, lighting, acoustics, ventilation and others - that can enrich or not the context and influence children's relationships. $The group of children of the researched classroom is composed by 24 children from one to three years old. It was used instruments to measure the physical qualities of the environment; children level's of involvement was measured with Laevers involvement scale.

The research was carried out between 2004 and 2008. The results of measurement indicate the permanence of high levels of noise and inadequate quality of lighting and temperature exceeding the regulated limits.

Low levels of children involvement can be attributed to this lack of environment comfort. Further research on pedagogical practices is needed to understand deeper all the factors that are responsible for the low involvement scores.

Keywords: childhood education, action-research, educational environment, involvement of the child

Promoting a pedagogy for diversity

Mônica Appezzato Pinazza *(School of Education at the University of São Paulo, Brazil)*

This action-research project is the result of collaboration between the University of São Paulo and an early childhood education centre of São Paulo city municipality. This collaboration started in 2005 with two objectives: to contribute to the early childhood teachers' development and to investigate educational practices. The aim is to encourage innovation of practices that contribute to a better service according to what Paschal & Bertram (1999), Dahlberg, Moss & Pence (2003) and Bondioli (2004) suggested.

This commitment based on 'reflexive thinking', in Deweyan terms, is threefold: training, research and innovation. The Project recognised teachers as researchers as well as co-responsible for the development in institutional practices (Hargreaves, 1998; Fullan & Hargreaves, 2001). The project addresses a context based training process on the praxiology of pedagogic knowledge and the defence of pedagogic participation (Oliveira-Formosinho, 2007).

Documenting has been one of the key tasks of the group since it is considered as an important source for research (Gandini and Edwards, 2002; Parente,2004; Azevedo and Oliveira-Formosinho,2008). Documentation done by seven teachers between 2004 and 2008 was examined in order to evidence the impact of context based training upon the practices of the professionals involved. The study is based on teacher's diaries (Diários de Bordo) as well as reports on children' production organized in individual and collective portfolios.

This documentation renders explicit both the purpose of teachers' actions and the (individual and collective) processes of the children. Furthermore, this documentation indicate the plurality of practices and the differences between the experiences and learning journeys of adults and children.

Keywords: early childhood education, teacher's development, educational practices, education for diversity

Children's perceptions about families: a study

Júlia Oliveira-Formosinho and João Formosinho
(Institute of Childhood Studies of the University of Minho - Braga, Portugal)

Research on children's perspectives about educational and social issues has been growing throughout last two decades. However there is very little research on children's views about families (Rigg e Pryor, 2007). The purpose of the research study presented in this paper is to look at ways that a specific group of children think about their families and to develop contextualized methods for listening to children's perspectives about their families.

The paper starts with a brief presentation of the theoretical and pedagogical context where the study has been developed (Formosinho e Oliveira-Formosinho, 2008). It follows a review of relevant research on children's perceptions about families. The presentation of the empirical study encompasses the methodology, data analysis and data interpretation.

The study is located within the participatory paradigm (Boyden e Ennew, 1997). Final comments highlight some shared saliences in the thinking of these children about family concepts and emphasise children's expectations and pleasure on parent-child play situations.

Keywords: early childhood education, teacher's development, educational practices, children' perception on families

SYMPOSIUM II/16
TEACHER'S EDUCATION
Individual paper

Chair: Ludo Heylen
Centre for Experiential Education

Taking a closer look at the elements of experiential education in Flanders: evidence from the longitudinal SiBO study

De Bilde Jerssa, Pieter Verachtert, Bieke de Fraine and Jan Van Damme *(KU Leuven)*

In this paper we will take a closer look at the elements of Experiential Education (EXE; Laevers & Heylen, 2003) in Flanders. Since its onset the EXE theory has systematically grown, and the practice received increasing attention in Flemish kindergartens. In this paper we will examine six central element of EXE.

The study is based on data from the SiBO project. Observations took place in 139 kindergartens, observers measured six aspects of EXE: three aspects of teaching style (autonomy-support, stimulation and sensitivity), and three educational aspects: the offer of free initiative, a rich classroom environment and activities that promote social-emotional functioning. Pupils cognitive functioning (e.g. reading, mathematics), and non-cognitive functioning (e.g. involvement, well-being, work attitude) were assessed using tests, observations and teacher questionnaires in kindergarten and first grade.

Two questions will be discussed. First, do the elements of EXE in kindergarten predict cognitive and non-cognitive functioning of children in kindergarten and first grade? Second, do these elements have the same outcome pattern for all children? We will look for interactions of EXE-elements with pupil characteristics, including SES, ethnicity and prior achievement. In other words, we look for aptitude-treatment-interactions (ATI).

Keywords: experiential education, educational practices, teaching style, kindergarten, educational effectiveness research

Pre-school teachers and students' readiness for discipline-based integration

Liisa Suomela and Jari-Matti Vuorio
(University of Helsinki)

A pre-school teacher balances between the many roles of educator and teacher. How deeply can they understand the different subjects after completing their teacher's degree? Very few of us can be experts in every field, but pre-school teachers should have an understanding of the subjects they teach and the disciplines behind them in order to succeed in their endeavour. At the same time, they should remember that the world of a child is formed not of various disciplines, but of phenomena, which can be examined from the points of view offered by several different fields. The teaching given in Finnish pre-schools is partially discipline-based, and partially integrative. The Finnish core curriculum for pre-school education emphasizes integrative ways of teaching:" the integrated themes and the learning process shall be more important than individual contents".

In this research we try to find out what kind of opinions do the pre-school teachers and students have concerning the integration of environmental studies and mathematics. We sent a questionnaire to 57 students and 56 in-service pre-school teachers. The answers are analyzed by statistical methods. The preliminary findings indicate that there are three kinds of thinking about integration. In the first category teachers and students that integration promotes children's learning skills, motivates children and helps them to concentrate to their work.

Second group of teachers and students have opinions contrary to those above-mentioned. This group share an attitude that integrating is a task that demands lot of work, planning and time. The third group thinks that integrating math and environmental studies is waste of time, integrative actions increase noise and disturbance and shortens the time the teacher has for teaching the subjects separately.

Keywords: pre-school, pre-school teacher,integration, mathematics, environmental studies

Student teachers learning and developing mathematical activities for the early years: the use of guided reflection on videotaped activities as part of a teacher training course

Chrystalla Papademetri-Kachrimani and Marianna Efstathiadou
(European University Cyprus)

In this paper we present the characteristics of a teacher training course model concerning mathematical literacy in the early years. The aim of the model is to train student teachers to deal with their practice as teacher-researchers and reflective practicioners and draws from literature supporting participatory action research as a methodology which brings together educational research and practice in constructive ways. It builds on the conviction that teacher learning requires collecting and analysing data from ones practice and designing, implementing and reflecting on applications, and is based on the reflective study of videotaped incidences of educational activities designed and implemented by student teachers themselves in real classroom environments.

The use of guided reflection on videotaped activities aims to develop the instructional skills of the student teachers in order to promote mathematical literacy in the early years and at the same time supports the development of scientifically justified educational activities. In the paper we present the results from the implementation of the model as part of a teacher training course involving 5 student teachers in their final year of studies.

The mathematical activities designed and implemented by the student teachers were videotaped and then analysed in discussion groups facilitated by the course instructors.

In the paper we present the differences of the activities the students designed and implemented before and after the reflective study of videotaped incidences in an effort to identify evidences of improvement in their ability to design mathematical activities and their instructional skills during the implementation of activities

Keywords: in-service training, participatory action research, mathematical literacy, reflective practitioners, teacher-researchers

SYMPOSIUM II/17
ARTS AND CREATIVITY
Individual papers
CHAIR: CHRISTINA MACRAE
Manchester Metropolitan University

Young children's conceptions of art: a comparative study of Hong Kong and Brisbane
FELICITY MCARDLE and KIT MEI WONG *(Queensland University of Technology)*

The growing number of voices (artists, artist-teachers and teacher-artists, arts educators and generalist educators) adds to the conversation around arts education, examining issues around quality, effectiveness of approaches and strategies, benefits of arts education and outcomes of quality arts education and arts rich programs. To date, however, there are only a small number of studies which have actually included the voices of the children in this conversation. This study adds children's voices to the conversations.

This study was an inquiry into how young children learn about art, and examined their accounts of their arts learning. The cross-cultural element to the study adds another dimension. Young children in Hong Kong and children in Brisbane, Australia, (aged 4-5 years) were asked about their experiences in arts education. The findings of this study prompt a re-thinking of approaches to arts education, informed by some new insights into quality and effectiveness, from the children's perspectives.

Keywords: arts, pedagogy, children's voices, cross-cultural

Upbringing patterns in European families; diversities and similarities
GÖRAN LASSBO and ILSE HAKVOORT *(Dept of Education)*

The study examines and compares the forms, contents and possible outcomes of family upbringing of young children in contemporary European societies. Two data collections, based on questionnaires and interviews in 12 European countries, have been combined. The results indicate structural differences between compared samples on various systems' levels, e.g. historical development, formal and informal family support systems, and distribution of childcare and household related responsibilities. Clusters of countries have been compared and important differences affecting children's experiences during their young childhood are presented and discussed

Keywords: family, comparative studies, human ecology, gender, family patterns

The factors impact on taiwanese parents' selection of after-school art programs for their children
CHING-YUAN HSIAO *(National University of Tainan Taiwan)*

After-school programs are very popular for kindergartener in Taiwan. Almost all parents send their children to after-school programs, and they do so for many reasons. Most important, attendance of these programs ensures that their children will enjoy better

academic achievement. Another key reason is to improve children's competence in the visual arts. What are the reasons for the significant increase in after-school art programs in Taiwan?

A review of the literature and interviews with parents were conducted to identify several possible factors that would impact on parents' selection of after-school art programs for their children. In the main study, the researcher distributed a survey to parents to gain information on the factors that affect parents' choice of after-school art programs.

The findings were as follows: highest degree earned by parents, mother's age and occupation, and child's attendance of public or private kindergarten had significant effects on decision making regarding the selection of after-school art programs for children. Moreover, parents believe that these programs have provided effective learning environments, and thus that their children have achieved the purpose of attending after-school art programs. Hence, children engage in art activities at home more frequently. Children share what they have learned in after-school art programs with their parents. Through engaging in such programs, children's artistic development has been promoted.

To create better art learning environments, the researcher recommends that the government provide more art workshops for parents and instructions that parents may follow at home when engaging in family art activities: after all, the home is a fundamental location of all educational activities

Keywords: after-school art programs, factors, parents' choice, kindergarten children, art specialists

SYMPOSIUM II/18
QUALITY AND DIVERSITY, LOOKING TO THE CHILDREN
Individual papers
CHAIR: EVA LLOYD
University of East London

Little Spaces: the learner and the child, the educator and the practitioner
ANDREW SANDERS *(University of Derby)*

This presentation develops a previous paper from last years Stavanger conference. It seeks to outline progress aiming to promote the values of relational pedagogy towards addressing 'difference' in early years graduate studies in one UK context. It would not be unfair to depict the UK arena as one which is characterised by performance, accountability, inspection and measurement; a 'managerial' approach to quality. Here, this is contrasted with some principles of 'democratic experimentalism' (Moss 2007). Broadly, in agreement with the latter, we would promote the importance of the 'little space' (in-between practitioner and child, shaping the relationship, partnership and learning framework [relational pedagogy]). This is proposed to be a key (alternative) driver towards the promotion of self-confidence, equitable opportunities to achieve and dispositions to learn for/with all children.

In order to develop this core approach towards diversity, being with young children is increasingly felt to be more than an academic pursuit, crucially one including "subtle, often intuitive qualities" (House 2009:13). Softer skills are required.

This paper explains some initiatives. There is, however, a particular challenge for us. How do we, as university early years tutors, encourage and provide an approach and environment which allows and promotes space to develop these core skills? In this

respect some particular areas suggested for consideration are the 'naming' (Arnold 2008) of students and liaison between early childhood 'participants' and students from related people disciplines (medical, social/community work). These people focussing together on relating with patients, service users and young children from diverse communities.

Further, there is an addressing of serious reflective practice as a real vehicle towards 'thinking delivery'. Here, special attention is given to constructive relativism and time (Brownlee and Berthelsen 2006, Favre 2008).

Keywords: little spaces, reflective practice, teacher education, inter-professional education, addressing difference

Look at me! Does the adult see the child in a finnish day-care centre?
Marjatta Kalliala *(University of Helsinki)*

The aim of the Kanga-Roo experimental intervention study was to enhance the well-being of children under three years of age in Finnish day-care centres. The intervention included training on play, its develpment and the adutl role in ECE as well as feed-back discussions based on observations using LIS-YC (The Leuven Involvement Scale for Young Children), AES (Adult Engagement Scale) and ITERS (Infant Toddler Enviornment Rating Scale). The Kanga-Roo research groups then made plans on what they wanted to change in their practice over a cycle of one year. In the control groups the observations were made using the same instruments as in the research groups.

The results indicate that
a. a relatively light intrvention can increase the sensitivity and enhance the actiation skills of staff if only the starting level of competence and motivation is high enough,
b. differences in quality in Finnish toddlers' groups are remarkably high
c. the quality is unstable and may vary greatly even when the staff remains the same
d. the educational level of staff is in connection with the quality experienced by the child i.e. kindergarten teachers are doing remarkably better than other staff with different kinds of training.

Keywords: toddlers, adult role, quality experienced by children

Inclusion and diversity in a net of regulations in norwegian contemporary day care centres
Bente Ulla and Ann Sofi Larsen
(Stfold University Collage Faculty of Education)

This presentation seeks to problematize discursive processes which influence the knowledge constructions of preschool teacher's working with the youngest children (0-3 years) in the Norwegian 'barnehage' (preschool/day care centre). By identifying contemporary changes in their positions, participation and responsibility, we seek to relate this to issues of inclusion and diversity, considering age as a main critical issue. Preschool teachers in contemporary Norway are experiencing an escalating amount of detailed regulations of practice Processes of power and knowledge intertwine in a complex discursive net, which grips into the profession of the preschool teachers. Regulations are put in action through a net of programs, projects and documents initiated by local municipality and state government. Drawing on ideas that discourses melts into each other (Foucault 1999, 2002), and that theory and practice do not appear as separated aspects (de los Reyes and Mulinari 2007, Lenz-Taguchi 2007), we consider the contemporary discursive changes as crucial for everyday life of the youngest children. Clark, Kjørholt and Moss (2005) points to the risks of over-simplifying perspectives of children, life and listening. This is important to shed light on because it makes an impact in the pedagogical presence (Arnesen 2007). These constructions of knowledge are entangled into children's everyday lives and into

the complexities of age, gender, ethnicities, functionality, languages, sexuality and social class etc. (Rhedding-Jones 2002, 2005). Complex lives of the youngest children are being reduced when rich elements of diversity are being brought into a simple pedagogical recipe.

Keywords: age 0-3, policy, diversity, power, professionalism

SYMPOSIUM II/19
EDUCATIONAL CONTEXTS
Individual papers
CHAIR : MARITTA HÄNNIKÄINEN
University of Jyväskylä

Relationships between parents and professionals in parent's support
SABINE VAN HOUTE *(Department of Social Welfare Studies University Gent)*

This paper presents the subject of a PhD study on parent support. The increasing interest of governments and the existence of a wide range of services asks for a closer look at the construction of services and for research about whether parents experience these interventions as support. The thesis is that combined dominant constructions of 'the normal family', 'good parenting', being an 'expert' and the particular justification of the intervention influence the construction of these services.

The focus of this study is a genealogical analysis of the relationship between parents and professionals. In the emerging field of parent support services, critical questions are raised on the position and the value of professional expertise. Parents seem to ask for equal relationships and initiatives are mushrooming where they can meet peers or volunteers rather than professionals.

This raises the question about what relationships (if any) are constructed in these practices, such as meeting places for parents and toddlers. To conduct this study, we analyse what constitutes the relationship between parents and professionals and how these relations are formed by historical, social and political constructions.

The study will draw attention to the development of power relations, mechanisms of control and effects of exclusion. The methodological approach is therefore conceptualised in the postmodern paradigm. Historic research will analyse discourses and the way in which they are build, with a focus on both continuity and change. This genealogical approach will be combined with case studies in Flanders, showing how actual relationships are shaped

Keywords: parent support, social work, professionalism, powerrelations, discoursanalysis

Organized community activities for 5-8 years old children:
a review of the research literature
KRISTI LEKIES *(The Ohio State University)*

Many organized community activities exist for 5-8 year-old children outside of school or formal after-school programs. These include one-time or ongoing programs, music and other lessons, summer day camps, competitive and non-competitive sports, clubs, and special events. Their purposes typically include education, skill development, recreation, socialization, and religious experiences.

Although considerable attention has been given to structured activities for older children and adolescents in the research literature, much less is known about these kinds of activities for younger school-aged children.

Can the lessons learned from youth organizations and youth activities be applied to younger children? What areas have been addressed in the research? What has not been addressed? What are the implications for practice with children? This study presents the findings from a review of key journals, books, and organizational reports from the past fifteen years concerning children's involvement in a wide range of organized out-of school activities.

Examined were the topics covered in these studies such as types of activities and the impacts of participation, as well as the methodologies used. Findings indicate very limited research in this area. A strong need exists to address children's roles in planning these activities, the benefits of participation, children's satisfaction, decisions to participate, the adult leaders who work with the children, and incorporating children's voice into research and evaluation studies. Recommendations for future research and practice will be discussed

Keywords: school-age children, organized activities, out-of-school programs, children's perspectives

SYMPOSIUM II/20
PERSPECTIVES D'ENCADREMENT
Individual papers
CHAIR : SYLVIE RAYNA
INRP-University Paris 13, France

L'observation comme moyen de compréhension de l'acte éducatif dans le cadre de la formation initiale des futurs enseignants de la maternelle.

VASSILIS TSAFOS, ALEXANDRA ANDROUSOU and HARA DAFERMOU *(Université d'Athènes)*

Nous présenterons une recherche en cours, sur la formation initiale des étudiants - futurs enseignants, qui se déroule à l'Université d'Athènes. Dans un premier temps, nous présenterons les étapes et le contenu de la formation initiale des étudiants/es et l'organisation de leur formation pratique dans les classes des écoles maternelles. Notre approche s'inscrit dans une discussion actuelle aux sciences de l'éducation qui considère la pratique comme outil de formation d'identité professionnelle. Ensuite, nous présenterons les résultats d'une étude concernant la première phase de la formation pratique.

Cette étude a été réalisée à l'aide de a. deux questionnaires d'enquête et b. entretiens avec deux groupes. Les données recueillies par les questionnaires nous ont permis de relever les difficultés de l'utilisation de la méthodologie de l'observation pour la formation initiale. Le croisement de données recueillies nous ont fourni des éléments de compréhension sur l'écart vécu par les étudiantes entre la théorie et la pratique, les résistances exprimées par rapport à l'utilité de la théorie pédagogique pour comprendre l'acte éducatif et par la suite enseigner.

Les entretiens de groupe nous ont permis d'affiner nos résultats et de pouvoir avancer des hypothèses sur leurs difficultés de concevoir la formation universitaire comme capable de leur fournir tous les outils nécessaires pour réussir. Nous allons aussi soulever des questions concernant les difficultés de lier la théorie pédagogique à l'acte éducatif dans le cadre universitaire et sur ce que peut être le contenu d'une formation initiale qui vise à des enseignants-chercheurs professionnels et réflexifs.

Keywords: enseignants - chercheurs, formation initial, theorie et pratique

Bénévolat et soutien aux familles

MARIE-PIERRE MACKIEWICZ *(IUFM Nord Pas de Calais ONED)*

La recherche a porté sur l'intervention, rare en France, de bénévoles auprès de familles désignées négligentes ou maltraitantes. Deux chercheuses ont travaillé sur l'éthique du service (Fernanda Bittencourt, anthropologue) et sur le point de vue des familles et des enfants (Annick-Camille Dumaret, psychologue). Un volet sociologique, ici présenté, s'est centré sur le témoignage des bénévoles. 30 bénévoles et les 6 psychologues du service concerné ont été interviewées.

En complément, les dossiers archivés des familles et enfants ont été étudiés. Sur le plan théorique, le bénévolat est analysé comme une composante dans la modélisation de la relation co-éducative (Mackiewicz, 2005), ici dans le champ du travail social. La communication se centrera sur l'intervention bénévole auprès de jeunes enfants, dont la "diversité" des situations socio-familiales se rapporte néanmoins aux deux grands cas de figures identifiés par R. Castel (1995): assistées ou désaffiliées. Ensuite, l'intervention bénévole s'inscrit dans une 'diversité' de prises en charge socio-éducatives, qu'elle complète ou suppléée. À quelles conditions peut se construire une place légitime pour des bénévoles, dans un ensemble d'interventions professionnelles ? Enfin, ce bénévolat présente lui-même diverses figures, qui explique diverses attentes et modalités d'interventions, tant de la part des professionnels que des bénévoles, voire des familles.

Plusieurs cas seront détaillés pour illustrer la construction d'une coopération plus ou moins négociée tant avec le service qu'avec les familles. Ils seront analysés au regard de la modélisation. La discussion confrontera les apports et les limites ou risques, d'un travail bénévole pour un service et pour des familles vulnérables et leurs enfants.

Keywords: bénévolat, protection de l'enfance, co-éducation, coopération, légitimité

Quand la diversité menace la qualité.
Les politiques de la petite enfance en Pologne

MONIKA WATOR *(Université Versailles Saint Quentin)*

Les changements systémiques survenus en Pologne depuis 1989 impliquèrent une nouvelle approche des politiques sociales. Les crèches, le seul mode de garde pour les enfants de moins de trois ans subventionné par l'Etat, connurent des fermetures massives sans que cela ne suscite de débat public. Ce n'est qu'en 2004 que les pouvoirs publics, en raison d'une brutale augmentation des demandes d'accueil collectif, furent forcés de réagir. Cependant, après une première phase de réhabilitation des crèches (longtemps dénigrées), les solutions étatiques se dirigèrent davantage vers la promotion de la garde individuelle par une employée à domicile.

Or, si cette politique qui se prévaut de la lutte contre le chômage crée en effet des emplois (généralement féminins), elle a pour effet pervers de reconstituer des formes de domesticité qui mettent en cause la spécificité éducative de l'accueil collectif. C'est ce deuxième aspect qui concentrera mon attention. En effet, la reconnaissance du statut de nourrice sans exigence de diplôme confirme l'idée reçue qu'il n'est pas nécessaire de posséder des qualifications pour s'occuper d'enfants en bas âge.

De facto, cette politique occulte le fait qu'un accueil professionnalisé a un impact indéniable sur l'éveil intellectuel et affectif de l'enfant. La conception de l'accueil collectif par les professionnelles renvoie non seulement à une prise en charge complémentaire de celle fournie par la mère, mais aussi permet à l'enfant de se socialiser dans une communauté plus large que le cercle familial.

Keywords: petite enfance, politique publique, crèche, garde collective, genre, Pologne

SYMPOSIUM II/21
Self-organized Symposium
CHILDREN'S PERSPECTIVES IN RESEARCH: ETHICS, METHODOLOGIES AND THEORETICAL FRAMEWORKS
CHAIR : BOB PERRY
Charles Sturt University, Australia

At the 2008 EECERA conference, the Children's Perspectives in Research SIG decided that it would produce an edited book tentatively titled Young children's perspectives: Ethics, theory and research. The SIG felt that it was timely to pause and take stock of current research challenges being faced by researchers, particularly around ethics (e.g., informed assent/consent processes, cultural and ability sensitivities), methodologies (e.g., mosaic approach and beyond) and the theoretical frameworks that are being used as the basis for researching with young children, particularly the new sociology of childhood, children's rights, and images of children.

Part of the development of the book was that selected authors would present in SIG-sponsored symposia at the 2009 EECERA conference. This is the first of these symposia and deals with theoretical, methodological and ethical issues around young children's perspectives in research. There will be four presenters and a discussant – Tim Waller, University of Wolverhampton - who is also one of the book editors. After a brief introduction by the discussant, each presentation will be allowed 15 minutes. The discussant will have 10 minutes to comment on the main implications of the papers and the session will conclude with 15-20 minutes of questions and comments from the floor.

The four papers to be presented are:

1. Respecting children's rights and agency;
2. Informed assent: Processes and procedures seeking research partnerships with young children;
3. Real and perceived ethical barriers to participatory research and children with special needs; and
4. Balancing methodologies and methods in researching with young children.

Keywords: Research, Children's Perspectives, Ethics, Methodologies, Theoretical Frameworks

Respecting children's rights and agency

ANNE B SMITH *(Department of Educational Studies and Professional Practice, University of Otago College of Education)*

Childhood and children's needs are socially constructed – they are what we think they are. One of the problems with conducting ethical research is that children are often not viewed as capable, competent, responsible people who are able to contribute ideas and knowledge to researchers (and to science). This is a particular problem when working with younger children. Such beliefs about the child's competence constrain both ethical procedures and research methodology. This paper argues that both ethics and methodology should be re-thought in keeping with the UN Convention on the Rights of the Child and Childhood Studies theory, both of which portray children as knowers and social actors with participation rights. The paper shows how research topic, recruitment, and ethical procedures have in the past been influenced by an outdated view of children as passive recipients of the research process. It argues that young children act more responsibly and competently when they are viewed as responsible and competent, and when adult guidance and support is sensitively attuned to children's understanding, and that such an approach is likely to elicit high quality research data.

Informed assent: Processes and procedures seeking research partnerships with young children

DEBORAH HARCOURT *(Bond University, Australia)*

HEATHER CONROY *(EtonHouse International Preschools, Singapore)*

There are many challenges when engaging in the process of seeking children's informed assent. It would appear that this is often a hurried process with little emphasis placed on ascertaining whether children are being empowered to make an informed decision to participate, or not to participate, in the research process.

If researchers want to work with children rather than on children, consideration must be given to establishing a shared meaning about the purpose of the research to be undertaken. This must include discussions about the roles and responsibilities of those participating in the research project, how data will be gathered and analysed, and with whom it will be shared.

If children understand that they are being invited to be partners in the research project, there is a window of opportunity for the adult to provide a research space for children to share deep thinking rather than superficial responses.

If opportunities are provided for responsibility and initiative through a shared power base, there is the potential for developing active democratic citizenship.

This paper will explore, using examples from Australia and Singapore, the process of assent. Consideration will be given to how young children's competence as research participants is viewed, the intention of the research enterprise and how this impacts on the way a researcher responds to the assent process. The processes of assent will be contextualised within the boarder context of consent. Finally, the paper will explore the research relationship as it relates to assent.

Real and perceived ethical barriers to participatory research and children with special needs

COLETTE GRAY *(Stranmillis University College: A College of the Queen's University of Belfast)* and EILEEN WINTER *(Institute of Child Education and Psychology Europe, Ireland)*

Recent years have witnessed a significant increase in the number of scholarly papers reporting evidence from studies that actively involve the child. Based on constructivist notions that, even young children can construct their own knowledge and understanding of the world, these studies seek to empower children. In focusing on able bodied children, research largely excludes the voice of the young child with a disability. Frequently the ethical implications of conducting research involving children and vulnerable groups is cited as a legitimate reason for failing to listen and give voice to the child with a disability.

To inform the debate, this paper takes as its focus the practical application of these ethical practices to one aspect of a large-scale evaluation of the mobility, independence and life skills training available to children with a visual impairment in Northern Ireland. The impact of ethical considerations on the design and progress of a research project that crosses disciplinary boundaries, and involves children and vulnerable groups, is discussed. The findings suggest that, despite paying lip service to the notion of the 'voice of the child', many adults have considerable concerns about the active involvement of children with a VI in research. Relevance of the objectives of research presented.

Consistent with the papers presented in this symposium, this paper is premised on the ethical issues involved in giving voice to the child. Developing this theme further the paper aims to explore ethical barriers to the inclusion of children with a disability in research

Balancing methodologies and methods in researching with young children

Sue Dockett *(Charles Sturt University, Australia)*
Johanna Einarsdottir *(University of Iceland)*
Bob Perry *(Charles Sturt University, Australia)*

Often used in ways that confuse their meanings, the terms methodology and method are critical in any discussion of researching with children. This presentation explores the distinctions that need to be made between these two concepts and the impact of these distinctions on ethical researching with children. Using a wide range of examples of researching with children in Australia and Iceland, we problematise discussion of the two concepts and examine the impact of decisions about methodologies on methods used with children. In our research, we draw on a theoretical base influenced by commitments to:

· strengths-based perspectives of children where children are regarded as competent social actors who are experts on their own lives;
· recognition of children as active citizens with participation rights; and
· principles of ethical symmetry which positions all research, including that involving children, as a process of ethical practice that necessarily involves obligations and responsibilities on the part of researchers.

The assumptions that follow from these commitments provide a basis for decision making both about the nature of the research in which children participate and the outcomes of that research. The presentation explores these theoretical principles and describes how they combine to form methodologies that support the use of innovative methods in research. It draws on research in both Iceland and Australia with younger and older children that seeks to engage a diverse range of children across different contexts and experiences, including the transition to school, children's perceptions of school, involvement with museums and interpretations of child-friendly spaces.

SYMPOSIUM III/1
HEALTH APROACH
Individual papers
CHAIR: PÄIVI PIHLAJA
University of Turku

Developing a participatory multidisciplinary team approach to enhance the quality of school start

SYNNVE IVERSEN, BJORN ELLERTSEN, SVEIN ROAR JACOBSEN, MLFRID RHEIM and ANN-MARI KNIVSBERG *(University of Stavanger)*

Background: Starting school is considered a key life transition for the children and families involved. Vulnerable children need extra care during this period. In Norway each municipality provides a supportive consultative system, which consists of health professionals and the special education/psychology services. This study explored how these professionals may assist teachers at school start.

Aim: The primary aim was to develop a participatory multidisciplinary on-site team approach to improve the quality of school start for all children. A secondary aim was to provide early identification and help to vulnerable children, and to improve local competence.

Method: A participatory action research approach was applied at 27 schools over a 3-year-period. Evaluative and reflecting techniques from the Participatory Learning and Action framework were used at all project levels. Local multidisciplinary teams were created at each school, carrying out annual participatory weeks, consisting of multidisciplinary fieldwork. The approach also consisted of seminars and lectures focusing on health and developmental issues, and annual dialogue conferences.

Results: The project was reported to strongly improve multidisciplinary teamwork and relationships, and to develop professional knowledge and practical skills. The issues of physical activity, diet and emotional health were extensively focused, with positive changes reported in school structures and teacher competence. For individual children the approach was evaluated as providing improved learning opportunities for children with developmental difficulties. The building of learning partnerships based on face-to-face interaction in local environments appeared to be a particular strength of the approach, while available time and professional resources were main constraints.

Keyword: transition, school-start, participatory multidisciplinary approach

Do you know your boat? An assessment to analyze diversity and to enhance processes of organisational development to a healthy, resource-oriented day-care centre

VERENA POPP, INES EISENBARTH, SONJA QUANTE, INA THIEME, SUSANNE WOLF and ULRIKE UNGERER-ROHRICH
(Department of Sport Science, University of Bayreuth)

Day-care centres are more and more requested to implement quality management and organisational development. For lasting development two critical factors for success can be ascertained: the consideration of the individual stage of change of the staff and of the

contextual situation of the day-care centre. Prochaska, Prochaska & Levesque (2001) believe that processes of organisational change fail because of members which are not ready for change. Depending on which stage of change they are, different measures have to be taken.

For pointing out the diversity of day-care centres, the metaphor of boats is useful: there are houseboats, steamboats, big cargo ships, rowboats, expedition boats and so on. They are different concerning height, equipment, condition, and also the crew is diversifying: the members have different skills and originalities. And they are away on different waters: Some boats prefer to stay in harbour, others are always off to new shores and don't avoid rough sea.

Our Assessment ought to help day-care centres to figure out how the composition of their boat is. It is to identify actual strengths as well as developable fields. At the same time the framework has to be considered. A good drawn image helps to define aims and to support change. The assessment is focusing on aspects of health, movement and resource-orientation.

The subject matter of my lecture is the presentation of the assessment and first results. The analysis should give findings about development potential, irrelevant quality criteria, disagreement in the team and how the centres present themselves from an external perspective.

Keyword: change/processes of organisational development of day-cars-centres, assessment, healthy, movement- and resource-oriented day-car centres

Early childhood teachers´ perceptions of health education practices

Glicéria Gil and José Alves Diniz
(Faculty of Human Kinetics Technical University of Lisbon Portugal)

In this paper, our purpose is to reflect on early childhood teachers´ HE practices. This work is part of research, conducted under an ongoing PhD at the Technical University of Lisbon. Although several studies have confirmed the importance of Health Education (HE) for a child's healthy lifestyle (Syson-Nibbs, 2005), research on the factors that enhance early childhood (EC) teachers´ perceptions of their HE practices is scarce. The present research adds to the knowledge on this subject by investigating it from a specific angle, which delineates the teachers´ perceptions of their HE and training, children health needs, HE planning and comfort level teaching HE. Results of a pilot study (see Gil & Diniz, 2007, 2008) - based on exploratory and descriptive analysis - indicated a tendency for teachers to feel more confident and competent teaching physical health issues (except diseases prevention) rather than emotional and social health topics. Our literature review failed to locate an appropriate instrument to analyse EC teachers´ perceptions about HE and related factors that may contribute to good practices in this field. Thus, we developed an instrument to analyse teacher's thoughts and perceptions regarding HE, and the pilot study done concluded that the questionnaire measured responses of EC teachers with an acceptable level of reliability and validity.

So, in this paper we will present the data that we are collecting by now, through the questionnaire, which is delivered in an on-line format to Portuguese public EC teachers universe. We expect to receive the answers of a sample that can be representative. We estimate the needed sample using a 3 confidence level and a sample size calculator (http://www.surveysystem.com/sscalc.htm). From May 2009, the researchers will, hopefully, engage analysing some preliminary results that will be presented.

Keywords: early childhood teacher, health education, teacher perceptions, practices, education and training

PARTICIPATION, CHILDREN'S VOICES
Individual papers
CHAIR: MARJATTA KALLIALA
University of Helsinki

Letting every child create a diversity of relations with nature: an opportunity in early childhood education
SUSANNE KLAAR *(Skövde University College Sweden)*

The purpose of this paper is to show how my ongoing study will contribute to the field of early childhood education by focusing on the importance of a diversity of experiences when children encounter and create relations to phenomena of nature. My research questions concerns what it means to experience nature in ways that contribute to a development of a diversity of relations to the nature.

The concept of experience, referring to John Dewey, is central in my research where e.g. active experience, principle of continuity, and growth are useful. Previous research has mostly been focusing on cognitive or scientific knowledge about concepts or phenomena of nature. John Dewey criticizes the relativistic way of approaching the world as either rationally scientific or irrationally non-scientific, and I follow Dewey intention, which means that I look for a diversity of aspects when children encounter the physical world.

The study is conducted at a preschool in Sweden. The participants are about 30 children, 1-3 years old, and 11 preschool teachers. The observations are made by video recording the children's outdoor play. The preschool teachers and the children's parents, were informed in writing, about the study and about the ethical principles. They received a fill-in-form where they agreed to participate in the research project or not. The data collection and analysis will proceed during spring 2009, and the intention is to show some result during the presentation at the conference in August.

Keywords: preschool, children, experience, nature, relations

"I like to build things but not here… the tools are plastic and not real! " The rights of children under three years old to participate in the planning of activities in early years education and care (a comparative study)
ANGELIKI BITOU *(University of Wolverhampton School of Education)*

This paper poses a number of questions about pedagogy with young children under three, with a particular focus on the opportunities for children's 'voices' to be heard and to participate in the planning of the curriculum in early years settings. The persistent division between education and care has for a long time been an issue in many European countries (OECD, 2006).

The paper reports on the findings of a comparative research project in England and Greece. The research aims were to consider how the meaning of children's participation is defined in the settings in the two countries; whether children use the resources provided according to adult expectation and initial planning and how practitioners react to children's choices by supporting, ignoring or disapproving them. The theoretical underpinning for the paper is drawn from the work of Rogoff, Corsaro and Rinaldi.

Research focused on 6 children in both England and Greece who were observed during their involvement in both adult directed and child initiated activities in the settings. A range of 'participatory' methods were used including data gathered through video recordings made by both children and adults.

The paper claims that no matter the differences and similarities in early years education and care between the two countries, there is an urgent need to promote the children's participatory rights, as adult's authority and power is generally taken for granted. The paper argues for a balanced pedagogy where both adults and children's voices influence the curriculum.

Keywords: participation, children's voices, curriculum, pedagogy, adult's power

Participation, learning and documentation

KIRSTEN-ELISABETH JANSEN *(Unversity of Agder Norway)*

This presentation will draw on resource material from a research project on the children's participation in learning activities. The research design and methodology develop through what Kelly (2003) calls an emerging research design. The project evolve through the collaborative processes called practice-based research, a partner-ship between researchers and practitioners (Tiller 2006, Programme for Practice-based R&D 2007). Resource material of this research project is mainly established on video observations and analysis combined with text and photo documentation. This is an interpretative study in the hermeneutic scientific tradition (Ricoeur 1981, Alrø, H. & Dirckinck-Holmfeld, L. 1997). Sociocultural perspectives on learning, relational theories on development and social interaction constitute the framework for the research work (Lave & Wenger 1991, Säljö 2001, Wertsch 1985, Stern 2003, Schibbye 2003, Merleau-Ponty 1964, Løkken & Bengtsson 2004).

This project is part of an ongoing Norwegian network project on children's participation in a relational perspective – focusing on the youngest children in kindergarten. Children's right to participate has been included in the Norwegian Kindergarten Act (3). The Framework Plan for the Content and Tasks of Kindergartens (2006) emphasizes this right and also the task of developing basic knowledge of central and topical fields.

Several researchers and teachers have discussed various perspectives and dilemmas regarding the concepts of participation, learning and documentation in kindergartens (Kjørholt 2008, Bae 2008, Dahlberg, G., Moss, P. & Pence, A. 1999, Sheridan, S. & Pramling Samuelsson 2001). Participation is not yet an established or precise scientific or academic concept and is interpreted in various ways leading to different results. The concept of learning is an academic concept, but different theoretical perspectives "prescribe" different content, various spaces for participation and different practices. Finally, the Norwegian framework plan points out that documentation can be a mean of finding out about different perceptions, and of encouraging a critical and reflective practice. This means documentation as a basis for reflection and learning in developing the quality of kindergarten (Lenz Taguchi 2000, Dahlberg, Moss and Pence 1999).

The presentation will show and discuss some photos as documentation made by a practitioner in the research project on participation and learning amongst the youngest children in kindergarten. Questions that will be discussed are: How might participation and learning be understood in this documentation? How can this documentation contribute to a critical and more conscious view on the relevant conceptions?

Keywords: learning, participation, documentation, children under three

DIFFERENT WAYS OF CONSIDERING THE CHILDREN
Individual papers

CHAIR: MARIT ALVESTAD
University of Stavanger

Speech genres for disciplining young children in Japanese nursery schools

HIROAKI ISHIGURO *(Department of Education College of Arts Rikkyo University)*

This study focuses on how a nursery teacher through discursive negotiation influences the eating habits of young children in Japanese nursery schools. The children are required to heed their teachers' advice on the eating manners and on finishing their meals within the school lunchtime. In this regard, teachers are required to be firm toward the children because of their responsibility toward the children's nourishment.

Disciplining is carried out by employing a special kind of speech where short and strict commands are given, similar to that used in the army. However, when talking to children, a soft and leisurely tone, similar to that used in baby talk, is most frequently employed. An instruction, when delivered in this tone, does not function as a command. Moreover, since eating is essentially a premeditated act, even a teacher cannot compel a child, who has closed his or her mouth on purpose, to eat. The persuasive discourse, as a particular speech genre, is orchestrated at this time. Speech genres are "relatively stable types of utterances," which organize the thematic content, style, and compositional structure of utterances (Bakhtin, 1986). The use of speech genres such as the persuasive discourse enables adults to socialize with children as members of the same local community.

In the process of persuasive interaction, a child rarely obeys his or her teacher's advice in a straightforward manner and instead, shrewdly aims to negotiate with the teacher. This demonstrates the essential contradictions that are inherent in the discursive activities that aim to overturn the intentional acts of children and the consequences of discursive activities on the development of the children subjected to them.

Keywords: speech genres, disciplining, yound children, nursery school, lunchtime discourse

Mediating young children's thinking about natural phenomena through conversations and drawing: Research from a cultural-historical perspective

JILL ROBBINS *(Monash University)*

Vygotsky's sociocultural/cultural historical theory highlights the concept of semiotic mediation - or how thinking is transformed through signs (such as language) and cultural tools (such as drawings) from an inter-psychological to an intra-psychological level. While the ideas of Vygotsky have become well-accepted within research in early childhood education in Australia, they are somewhat slower to be adopted within science education research. Nonetheless they offer the potential for gaining new understandings of how young children's thinking about the world develops.

This paper will demonstrate one way in which aspects of Vygotsky's (1987 - 1999) work, particularly his ideas about semiotic mediation, can inform analysis of children's thinking about the world. Focusing on conversations with children about the sun at night and how rain happens, and drawings they completed during those conversations, the analysis identifies a number of significant issues that are not normally revealed through the dominant forms of analysis which draw on constructivist perspectives. The findings,

which reveal complex and dynamic aspects of children's thinking, have implications for both teachers and researchers working with young children - especially within science education and science education research.

Keywords: cultural-historical, young children, thinking, science education, research methods

The A-B-C-Book as children`s first learning book in primary class
MARJA NURMILAAKSO *(University of Helsinki)*

This study examines seven A-B-C-books, one for each decade from 1935 to 2008. The research questions are:
1. what kinds of environment are described in the A-B-C-books?
2. what kinds of people are described in the A-B-C-books?
3. what kinds of strategies are used to learn to read in A-B-C-books?
4. are the A-B-C-books child- or adult -centred?

The data included 699 answers and were analysed with content analysis. The results show that the environment has changed significantly. The first books are from a largely agricultural society and emphasise the meaning of the home, religion and home country. The people in the first A-B-C-books include the mother,father and siblings. In the 1980 book Teddy's Adventure, however, the meanings of the home, religion, home country and family are lost. The reading strategies are usually inductive. Indeed, by the year 2000 one can find some features of an analytical method, such as the whole word method or at least mixed methods.

The A-B-C-books of past decades are very adult-centred and educational, whereas the most recent books are more child-centred. My analysis suggest that world of A-B-C-books has changed tremendously over the past 80 years, from a largely agricultural society to a multimedia community in which mobile phones and email are ubiquitous.

Keywords: A-B-C-book, environment, child-centred, inductive stategies, reading

SYMPOSIUM III/4
OUTDOOR PLAY AND LEARNING:
RISK- AND HEALTH PERSPECTIVES, SIG SYMPOSIUM
Self-organized Symposium
CHAIR: ELLEN-BEATE HANSEN SANDSETER
Queen Maud University College

'It tickles in my tummy' - Why children engage in risky play
ELLEN-BEATE HANSEN SANDSETER *(Queen Maud University College)*

'It tickles in my tummy' is one of the most frequent answers when children are asked to describe what they experience when engaging in risky play. Why do children take risks in spite of the fact that this can be a harmful and even fatal activity? In this presentation this question will be explored. The study presented is a data collection of semi-structured interviews of 23 pre-school children aged 4 and 5 years in two Norwegian preschools. The study is phenomenological in terms of exploring the children's own conscious experience of their motivation and emotions regarding the issue of risky play.

The data were analyzed on the basis of the concepts of paratelic and telic states in Reversal Theory, the paratelic state being an excitement-seeking mode, and the telic state being an anxiety-avoiding mode (Apter, 1989, 2001, 2007a, 2007b). The phenomenological

SYMPOSIUM
SET III

structure of children's risky play was found to be characterized by children expressing the ambiguous nature of quick reversals between the paratelic and telic states, producing both pleasant and unpleasant emotions. This 'walk on the dangerous edge' seemed to be one of the primary goals of engaging in risky play. As long as the paratelic state dominated the situation, children embraced the potential fear by arousal-increasing strategies and maintained play. If the telic state dominated the situation, children described arousal-avoidance strategies and ultimately withdrew from play.

Keywords: early childhood, outdoors, freedom, safety, time and space, power

Affordances in outdoor environments and children's physical active play in preschool

RUNE STORLI *(Queen Maud University College)*
and TROND LOEGE HAGEN *(Queen Maud University College)*

Outdoor playgrounds are designed to enhance children's physical, social, emotional and cognitive development (Hart, 1993). According to Miller (Poest et al. 1990), training of basic motor skills has been neglected in early childhood, and traditional playgrounds may not be challenging enough to promote physical activity play and motor development in young children. Fjørtoft (2000) has explored the relationship of environmental affordances on children's play and development, and maintains that environmental complexity and diversity in nature are highly associated with increased play opportunities and activities.

According to Kyttä (2004), affordances exist on the ecological level regardless of whether the individual perceives them or not, but for an individual to finally actualize them one would have to perceive and utilize the affordances. Constraints in the physical-, the individual- and the sosiocultural environment determine which and when the perceived affordances are utilized. While the outdoor environment in preschools appear to be important influences on the physical activity play, little is known about weather different environment components leads to different levels in physical active play in children.

The aim of the present study was to understand how features of the play environment effects three to five year old children's level of physical activity play. Two play environments were investigated: the traditional playground environment and natural environment. Accelerometers were used to measure physical active play, and features of the play environments were evaluated qualitatively by observations. In this presentation the results from the present study will be discussed with the perspective of how interventions of altering children's play environment can increase physical active play, and how it might serve as a strategy to prevent social health problems such as inactivity and obesity (Gebel et al., 2007).

Keywords: risky play, risk-taking, reversal theory, early childhood, preschool, ambiguous emotions

'Being confined within?'…Constructions of a 'good' childhood and outdoor play in early childhood education and care settings in Ireland

MARGARET KERNAN *(Centre for Social* and *Educational Research, Dublin Institute of Technology)*
and DYMPNA DEVINE *(School of Education, University College Dublin)*

This paper is based on a mixed methodological study of the experience of the outdoors in early childhood education and care settings in the Republic of Ireland. At the core of the research was the exploration of the outdoor experiences of eight focal children aged between 1 and 5 years. Fieldwork incorporated prolonged observational fieldnote taking, digital photography, informal interviews with the three, four and five-year-old children and a 'Day in the life Diary' completed by parents.

Semi-structured interviews were conducted with parents and early years practitioners and the four managers/principals of each of the four fieldwork settings in order to identify the discourses about childhood, play and the outdoors they drew upon in framing their own interactions with young children. The paper analyzes the dynamics of power and control between adults and children with particular reference to the regulation of children's time and space outdoors (Devine, 2008; Kampmann, 2004, Kjorholt and Tingstad, 2007; Zeiher et al., 2007). Central to the analysis are the inter-linkages drawn between constructions of a 'good' childhood and children's 'need' for outdoor play and the contradictions which arise around competing discourses of safety and protection versus play and autonomy.

The findings indicate that the outdoors is increasingly marginalised in young children' everyday experiences. Conclusions are drawn with reference to the implications for the development of real and meaningful outdoor play experiences for children in early childhood education and care settings.

SYMPOSIUM III/5
MÉDIA ET LITTÉRATURE JEUNESSE
Individual papers
CHAIR: MARIE-PAULE THOLLON-BEHAR
École de puériculture Rockefeller, Université Lyon 2

Répertoire du féminin et du masculin dans la presse pour les plus jeunes
SYLVIE CROMER (*Université Lille 2),* CAROLE BRUGEILLES and ISABELLE CROMER *(Lille - Eliges)*

Dans la presse, vecteur de socialisation, négligé par les recherches en dépit des enjeux et malgré sa valorisation comme outil d'éveil, se dessinent des représentations de genre à usage des enfants comme des adultes qui contribuent à une socialisation différentielle entre garçons et filles, source d'inégalités. Le héros, sujet en route vers l'autonomie et la citoyenneté, objet de toutes les attentions, est le plus souvent un garçon, enfant unique ou aîné de sa fratrie. Il a tout loisir et espace de se construire grâce à un réseau de sociabilité diversifié (parents, pairs, adultes). Fortement masculine, la presse est également bien blanche…

Les résultats présentés proviennent d'une étude de 9 collections de revues généralistes éducatives pour les moins de sept ans, éditées entre 2000 et 2004 par Bayard, Milan, Disney, Fleurus. 505 exemplaires sont analysés quantitativement, dans une approche sociologique de genre, pour révéler, à partir du personnage et de ses caractéristiques constituant son sexe social, les représentations de ce qu'est être un homme, une femme, une fille, un garçon. En articulant représentations du féminin et du masculin, est mis au jour le système de genre projeté et légitimé dans le support étudié, qui peut être comparé aux réalités sociales et confronté à l'idéal d'égalité. On se posera alors la question de savoir, comment, dans ce contexte, utiliser les médias, que ce soit la littérature de jeunesse, la presse ou le spectacle jeune public, pour diffuser la valeur « égalité » ?

La littérature de jeunesse migrante, une pédagogie de la diversité

Anne Schneider *(IUFM Strasbourg UDS)* - <u>Cette intervention a été annulée</u>

Il conviendra de décliner un nouveau corpus de littérature de jeunesse migrante qui sera présenté, discuté et analysé. À partir de celui-ci, les concepts de reliance et de résilience seront appliqués afin de montrer que ce corpus permet la suture par la fiction des blessures de l'Histoire. Cette jonction mémorielle doit trouver sa place dans les classes et permettre de mettre en place une didactique de la littérature migrante qui par une leçon de la chose migrante s'avère fructueuse pour relier les individus et leur culture antérieure. Ainsi, un corpus de littérature de jeunesse issu de l'immigration algérienne permet un renouvellement des imaginaires autour de la notion d'exil, de voyage, d'aller et de retour passés sous silence pendant de nombreuses années.

La littérature migrante, qui plus est, écrite à destination des enfants, est une chance pour la diversité à la fois culturelle et pédagogique. Elle ouvre la voie à de nouveaux imaginaires, à des pratiques de classes qui replacent l'enfant dans sa lignée, dans son parcours mémoriel, dans sa culture privée. La littérature de jeunesse migrante est donc à la croisée de la culture scolaire et privée, elle établit des ponts entre les rives de la France et de la Méditerranée.

Keywords: littérature jeunesse migrante, didactique, immigration

Identité et culture
dans les ouvrages de jeunesse consacrés à l'adoption internationale

Benoit Schneider and Virginie Tschemodanov *(Université Nancy 2)*

Les livres de loisirs destinés aux enfants ne sont pas seulement de belles histoires, des contes fantastiques ou des terrains d'aventures imaginaires, ils sont aussi des supports de transmission éducative, même si l'objectif normatif explicitement déclaré s'est estompé. Le souci pédagogique a intégré la dimension imaginaire, artistique ou créatrice du développement de l'enfant et il se positionne sur le terrain de la socialisation et du développement affectif. C'est donc d'abord à travers les représentations des adultes, auteurs et illustrateurs, que l'enfant-lecteur va être invité à prendre connaissance de conceptions et de modalités mises en scène dans des modèles relationnels et familiaux susceptibles d'éclairer ses expériences personnelles. C'est donc aussi en recourant aux ouvrages de jeunesse que les adultes éducateurs, en particulier les parents sont invités à trouver un support à leur démarche éducative à l'occasion d'étapes développementales ou de circonstances de vie spécifiques.

A cet égard l'adoption occupe une place particulière: dans le contexte d'une progression éditoriale remarquable, ce thème spécifique a progressé de façon tout aussi notable que l'intérêt suscité par cette modalité spécifique de filiation et de parentalité. Notre bilan en cours d'actualisation comptabilisait 6 ouvrages publiés entre 1953 et 1985, 25 entre 1986 et 1995 et 123 entre 1996 et 2005 et la progression apparaît constante. Au sein de ce corpus, la prise en compte de l'adoption internationale émerge de façon tout aussi spécifique, reflétant l'évolution de la pratique de l'adoption elle-même.

Nous proposons d'examiner les caractéristiques principales de cette émergence thématique à partir d'une analyse de contenu d'ouvrages de littérature de jeunesse destinés à de jeunes lecteurs (jusqu'à 7 ans) se référant explicitement à l'adoption d'un enfant adopté à l'étranger. Nous examinerons les problématiques psychologiques abordées en nous centrant en particulier sur la question des relations entre identité, culture et question des origines, et sur les modalités de réponses éducatives suggérées par les ouvrages.

Keywords: adoption, adoption internationale, littérature jeunesse, culture

Individual papers
CHAIR: VÉRONIQUE FRANCIS
Université Paris Ouest-Nanterre, département de Sciences de l'éducation

Diversité dans les ateliers parents enfants et drame social de l'éducation

MARIE-CHRISTINE LE FLOCH *(Université de Lille III GRACC CERIES)*

Au-delà d'un air de famille, les cadres de l'expérience enfantine diffèrent considérablement selon la variété des aménagements choisis par les adultes. Des propositions assez contrastées abritent le drame de l'éducation qui se joue entre le désir de protection et la mise à l'épreuve des très jeunes enfants. La disposition des objets, le contenu des séquences, les rituels et les rythmes ne sont pas le fruit du hasard. Ils dépendent par exemple de la priorité accordée à l'élan ou au résultat, à l'action ou à la dimension esthétique. Comment les tout-petits, s'approprient-ils ces cadres matériels, spatiaux et temporels, faits d'objets, de jouets, d'engins et de structures diverses, à leur portée ou non, habités de sons, et porteurs d'ambiances plus ou moins colorées ? Ils s'y confrontent, se les approprient, les détournent ou les ignorent.

Keywords: ateliers parents-enfants, contrastes, ambiances, normativités

Importance du jeu libre dans les interactions entre pairs dans les cours de récréation à l'école maternelle

CORNÉLIE MATTER *(Université de Strasbourg)*

Aujourd'hui, en France, la quasi-totalité des enfants d'une classe d'âge entre trois et six ans fréquente l'école maternelle. L'observation des jeux des enfants en cour de récréation, en dehors des contraintes adultes, laisse apparaître ces jeux comme des activités rituelles initiant les enfants à la société réglée des hommes. Faits de traditions et d'innovations, les jeux font participer l'enfant dès son plus jeune âge à la « dramatisation du monde ». En prenant part au jeu social en acteur, l'enfant devient sujet dans la conquête consciente et volontaire de son autonomie dans les interactions entre pairs, où il se découvre alter ego, et dans sa communauté, où il apparaît comme socius.

Avec l'approche filmique, l'observation des interactions entre les enfants à la sourde aide à décrypter des caractéristiques propres à d'autres modes de communication que le seul verbal. Les schèmes d'action semblent peu sensibles aux variations entre milieux sociaux. Par contre, l'analyse des paroles échangées dévoile des différences liées aux appartenances sociales. Leurs codes linguistiques particulariseraient les premières expériences dans la relation à l'autre.

Une typologie de jeux, en particulier, met en scène symboliquement le don: le rien contre le tout, la reconnaissance de soi. Les pratiques ludiques spécialisées dans la fabrication du « rien » relèveraient d'une culture enfantine qui semble chercher un « passage » pour entrer dans l'espace social avec plus ou moins d'aisance selon les codes utilisés.

Keywords: jeu, enfance, socialisation, don, reconnaissance

Enfant et Noir

ANETE ABRAMOWICZ *(Universidade Federal de Sao Carlos)*

Cet article a analysé les recherches publiées dans des périodiques de l'éducation par rapport à l'enfant noir réalisées pendant les années 2000 à 2007. On a conclu, de façon générale, que tels travaux ont cherché rendre visible la dimension raciale, puisque la

thématique n'était, dans une certaine mesure, « ni cachée, ni visible ». Les recherches réalisées à l'intérieur de la catégorie race ont mis en lumière telle dimension, en montrant que telle catégorie a de la force analytique qui doit nécessairement être contemplée dans les recherches.

On a pu conclure que telles recherches font partie d'une première phase: l'enfance noire, qu'on peut nommer dénonciatrice et indicatrice. Elles indiquent des processus racistes et en le faisant, d'une certaine manière, elles les dénoncent. La plupart des travaux développés dans le domaine de l'éducation des enfants noirs se présentent dans le sens de montrer et en même temps de faire rompre le silence des pratiques scolaires racistes.

On propose un deuxième moment pour les recherches: enfance et noire, en marchant sur les traces de la pensée de Stuart Hall. Ce moment-ci pas seulement centré sur des dénonciations, mais aussi dans les possibilités d'inversion et de production d'autres choses sous la clef du noir, de ce qu'il diffère et fait différer.

Keywords: différences, enfance noire, relations raciales

SYMPOSIUM III/7
WORKING WITH DIVERSE CULTURES
Individual papers
CHAIR: BENTE ULLA
Stfold University Collage Faculty of Education

A story about a non-aboriginal teacher teaching in an aboriginal kindergarten

LEE-FENG HUANG *(Department of Early Childhood Education National Pingtung University of Education)*

Most teachers in Taiwan don't like to teach in the original areas due to the long distance from city and the unfamiliar cultures. Besides, they think to communicate with aboriginal parents is not easy because of the different cultures. Therefore, teachers in aboriginal areas have higher flow property.

The aim of this study tried to find out the answer how could a non- aboriginal kindergarten teacher stay in aboriginal area over 15 years, and why didn't parents send their children to other aboriginal teachers, but to her. How did she build up the relationship with parents of children, and delivered educating skill to parents easily.

The other aim was to offer her experience to other non-aboriginal kindergarten teachers. This study was a qualitative survey. The methods to collect data were interview, observation, and documents analysis.

The main findings are listed below:
1. Give up the superiority of mainstream culture was the first step to establish trust in the parents of children. Trust each other was the reason why the research participant did not change her work place, and parents were willing to choose her as their children's teacher.
2. The research participant did not hold the parent meeting in the Kindergarten, instead, she went directly to the families of the children. She tried to directly deliver parents with skills how they interact with their children.
3. The research participant learned aboriginal culture actively and used local culture as teaching materials to plan curriculums for the children. She invited parents to take part in the cultural activities in the classroom.

4. With her multicultural concepts, she also offered children with mainstream culture. She had her aboriginal children in preparation for living in the mainstream society later.

To conclude, if non-aboriginal teachers can get to know the local culture where they teach, accept the culture difference, and establish a trustful relationship with the parents. Then, teachers in aboriginal areas will not have so high job flow property anymore.

Keywords: aboriginal parents, non-aboriginal teacher, cultural difference, multicultural education

Diversities in early childhood education

JULIE BOARDMAN *(Newman University College United Kingdom)*

This paper is concerned with diversities in early childhood education and aims specifically to address the rights of young refugee and asylum seeking children and their families within the context of primary school. The refugees were from a variety of backgrounds, the majority from Somalia.

The study took place in a large Local Authority in The West Midlands in England between January and June 2008 The aim of the study was to investigate how capacity-support mechanisms and strategies is built and used in the primary schools to identify and meet the needs of young refugee and asylum seeking children. In particular, the role of play, supported by sensitive adults, in meeting some of the needs was considered.

Ainscow et al (2007) highlight that difference in primary school population is constructed rather than simply identified. Diversities in audiences; services and institutions; systems and policies and finally educational practices were examined, contextualised in the work of Arnot and Pinson (2007).

Findings from the study are relevant to practitioners and could help to inform policy and practice.

Keywords: diversity, refugees, play, construct, practice

Redefining quality in diverse settings

REGINA MICHELLE HART *(Border Counties Childcare Network)*

This paper looks at the background of a particular traveller pre-school and its journey form segration to integrated provision. The paper explores the partnership and the interacency collaboration with the Border Counties Childcare Network, The County Childcare Committee and the Health Service Excecutive.

It describes the journey made by the traveller pre-school through the early education advisor. The journey began with the traveller pre-school being colonised by notions of 'Quality' under the Border Counties Childcare Network Quality Development and Accreditation Programme then re-defined as the principal of cultural diversity was embraced more explicitly by the advisor.

Keywords: quality, diversity, relationships, interagency collaboration, capacity building

108

SYMPOSIUM III/8
EARLY CHILDHOOD PROGRAMS

Individual papers

CHAIR: TONJE KOLLE
Oestfold University College

A side by side review and comparison of standards, criteria of The National Association for the Education of Young Children (NAEYC). Accreditation process and the all ireland centre of excellence accreditation program

DEBBIE MULLEN *(The National Childrens Nurseries Association Ireland, The National Association for The Education of Young Children NAEYC America)*

This is a joint submission from
- The National Children's Nurseries Association (NCNA)
- The National Association for the Education of Young Children (NAEYC).

In 1985, NAEYC established a national, voluntary accreditation system to set professional standards for early childhood education programs, and to help families identify high-quality programs throughout America.

The All Ireland Centre of Excellence is a self evaluation program accredited and validated by two organisations NCNA and Early Years The Organisation for Young Children. Both organisations are dedicated to promoting quality standards of provision which support the development of quality in childcare services throughout Ireland.

Both accreditation processes work by a voluntary system by which providers of childcare measure/self evaluate themselves against a set of standards. This paper will look at diversity on an International level, diversity of Childcare Centres and diversity of public policy in America and Ireland. This study will explore the multiple diversities of both programs, taking into account the various approaches in both countries. This International study will research a side by side review and comparison of standards and criteria of both accreditation programmes. The research will address the strand on diversity in services and institutions in two countries, Ireland and America.

This research will show that these accreditation programs have established and set high standards of quality care through a self evaluation process. The findings will help both organisations maintain or improve their accreditation processes.

Keywords: quality, accreditation, teamwork, international research, diversity

An alternative early intervention program: a turkish perspective of mobile crèches

NESRIN ISIKOGLU *(Pamukkale University)*

Living in poverty is recognized as a risk factor for children's learning and development. Several research studies including High Scope, Head Start and EPPE supported that intervention programs in early childhood education can be influential in minimizing the negative impacts of poverty on children. Approximately, 37% of children under the age of 18 are living in poverty in Turkey. The Turkish Ministry of Education (MONE) launched the Mobile Crèche project to support children and families in poverty. The purpose of this study is to describe the mobile crèche program. As a descriptive study, the mobile crèche program will be examined in terms of its purpose, administration, physical environment, and educational program and discussed in terms of its advantages and limitations.

Recently, mobile crèche programs have been established in fourteen cities and served 1353 children aged from 3 to 5 years. Mobile crèches are seen as an alternative to centre-based ECE and have been established via collaboration among MONE, the Turkish municipalities and universities. The most notable characteristic of the mobile crèche is that buses are used as classrooms. The old city busses are furnished to serve as classroom in economically disadvantaged neighborhoods. Typically, mobile crèches provide half-day programs and use the national early childhood curriculum which emphasizes on child-initiated and developmentally appropriate activities. (This descriptive study portrays an alternative early intervention program where centre-based programs are not available or affordable. Recommendations for enriching early intervention services focus on a holistic and culturally sensitive approach for educational program and parent education.

Keywords: mobile crèches, early intervention, early childhood education, turkish early childhood education, children in poverty

Early childhood programs in China and Australia: shared influences and local diversity

BERENICE NYLAND, CHRIS NYLAND and XIAODONG ZENG *(RMIT University)*

Twentieth century diffusion of ideas caused theorists such as Froebel and Dewey to become influential in the early childhood programs embraced in both the developed and developing world. In the twenty-first century globalisation, with its other face of localisation, has become a major way of describing the flow of ideas. To illustrate the worldwide trend of adopting educational ideas in common and then applying them to a particular cultural context we present an example setting from China and Australia respectively. The authors have researched early childhood education in both countries and find enough similarities and differences to support a discussion of prevailing theories and practices. The diverse histories of China and Australia in the inter-war and post war eras saw social and cultural images of young children and the provision of educational programs for the very young take different directions. Now both countries face similar challenges in supplying supports to families and carers in the overarching context created by globalisation and the associated efforts of governments and policy makers to gain a competitive advantage by the development of creative minds. The paper addresses the theme of diversity, especially the theme of diversities in services and institutions (both at home and abroad). This qualitative research has utilised a socio/cultural approach that views participants as members of a culture and protagonists in their own learning. Data has been collected by direct observation and a search of the historical literature and this is discussed within a socio/cultural/historical frame.

Keywords: early childhood, China and Australia, cultural diffusionism, globalisation

SYMPOSIUM III/9
REACHING OUT TO DEPRIVED AND HIDDEN FAMILIES IN AN URBAN COMMUNITY IN THE NORTH OF ENGLAND
Self-organized Symposium

CHAIR: JOHN POWELL
Manchester Metroplitan University

Session overview

The symposium will share the interim findings of an ongoing research project in an inner city area in the UK which is exploring the developing links between Community Outreach Workers and families experiencing multiple deprivation(s).

Keywords: outreach, communities, diversity,deprivation,

Exploring demographics and diversities amongst deprived and hidden families and children in a large North of England city

Pam Tideswell *(Manchester Surestart* and *Childrens Department) -*

This Paper has been cancelled

This paper explores the demographics of a large North of England city and the range of diversity and deprivation experienced by families with young children. The paper discusses how a more refined appreciation of the contexts in which families with young children live began to emerge through the intervention of a range of professional outreach workers making connections in the community with them. The paper will also examine the shifting nature of populations within the city and the difficulties encountered by researchers and outreach workers in maintaining and sustaining contact with them.

Keywords: deprivation, families

Reflecting on the process of 'Reaching Out' to deprived families and children with community outreach workers the story of a beginning researcher

Helen Davenport *(Manchester Metropolitan University)*

This paper explores the developing understanding of research and the research group of a new researcher who is in addition new in post at the University. The paper will reflect a narrative focusing on development through moments of transition which raise questions concerning the understanding of personal identity within professional contexts. This paper will explore the importance of personal reflection when dealing with sensitive areas such as developing contact with families who tend to remain for whatever reason-hidden. The reflections that are shared are taken from an ongoing diary which linked personal shifts in understanding to develop a sense of reflexive awareness. The sense of personal journeying proved an invaluable resource to the team in supporting a focus on the construction of identity within particular contexts such as communities.

Keywords: reflexive awareness, deprived families

Researching the changing face of the children's workforce as a result of including voices of deprived families in reconstructing meanings of community support

Lynne Clarke *(Manchester Metropolitan University)*

This paper explores the developing understanding of research and the research group of a new researcher who is in addition new in post at the University. The paper will reflect a narrative focusing on development through moments of transition which raise questions concerning the understanding of personal identity within professional contexts.

This paper will explore the importance of personal reflection when dealing with sensitive areas such as developing contact with families who tend to remain for whatever reason-hidden. The reflections that are shared are taken from an ongoing diary which linked personal shifts in understanding to develop a sense of reflexive awareness.

The sense of personal journeying proved an invaluable resource to the team in supporting a focus on the construction of identity within particular contexts such as communities.

Keywords: personal and professionnals idendities,

Feminist voices in the masculinised world of prison

KAREN BROWNE *(Manchester Mertopolitan University)*

The paper will critically explore the challenges faced by mothers bringing up babies in a mother and baby unit in a prison. Discussion circulates around the challenges, which emerge during the day to day delivery of services provided by female staff to mothers and babies, within the predominantly masculine world of the prison.

Discussion gives rise to the existence of power relations in terms of positioning of males and females within the prison context, the subsequent tensions that may arise and how these are negotiated.

The notion of masculinities will be explored, not just in terms of groups of people, but in terms of patterns of gendered practice. The dualistic thinking of dichotomous distinctions between one (male) and the (other) female which underemphasises difference is challenged.

Théories which emphasise difference, plurality and diversity are explored in an attempt to reconsider ways of thinking and different ways of doing.

Keywords: gender, staff, power

SYMPOSIUM III/10
POLICY AND PRACTICE/PROFESSIONALISM
Individual papers
CHAIR: ANDERS HOLM
Department of Sociology University of Copenhagen

Meeting Children's Needs: political intentions, professional constraints and client perceptions

GRACE PATON *(University of The West of Scotland)*
Acknowledging The Work of BA Childhood Studies Year3 2008-09

The Scottish Government seeks to meet the needs of children who require additional support by a policy which promotes integration of children's services. This approach to service provision also advocates the empowerment of families and communities. In a climate of fiscal restraint the research explores relationships between parents and guardians of children with diverse needs, who use the early childhood care and education services, and the professionals who deliver the services.

The research is qualitative and uses data from semi-structured interviews with parents and grandparents, drawing on a sample from several Scottish local authorities. Concepts from social capital (Putnam, 2000, Bourdieu,1986)), the power dynamics of working in partnership with parents (MacNaughton, 2003), and Sennett's (2003) writing on respect are used to interrogate the findings. Whilst it is acknowledged that the research cannot be generalised, the variation in experience of the respondents was shown to be considerable.

In the contexts of the Scottish Government's emphasis on outcomes for children and families as a measure of success, the findings raise questions about the ability of the policy to address the needs of all Scotland's children and families.

Keywords: early childhood, integrated services, parents, professionals, Scotland

The impact of policy tool selection on early childhood education and care (ECEC) in Ireland

BERNIE ODONOGHUE HYNES and NOIRIN HAYES

(Dublin Institute of Technology)

This paper will review the cluster of policy tools selected to fund Early Childhood Education and Care in Ireland to reveal a tendency towards choosing indirect tools that rely extensively on private, non-profit and quasi-non-governmental organisations (QUANGOs) to realise the National goals of providing affordable, accessible, quality childcare. The decision to provide cash payments rather than services (Daly and Clavero 2002) has had the effect of obscuring the role of the public sector in addressing the problem of ECEC provision.

An investigation into recent policy tool adjustments in response to the end of EU funding and a shift to National Exchequer funding, sees indirect cash payment tools continue to be selected, ensuring the public sector remain distanced from direct delivery. Simultaneously, the relevant public sector has developed a system to administer the funding that comes with a full range of bureaucratic problems in terms of efficiency, responsiveness and its impact on redistribution normally associated with direct policy tools (Rathgeb Smith and Ingram 2002).

This complex mixed model has had a mixed impact on the childcare trilemma in Ireland. Some parents in disadvantaged areas have gained access to more affordable childcare but negative results include a less diverse range of parents gaining access to affordable services, a missed opportunity to link payments to quality criteria and an overall focus on organisational agendas of the public service rather than a focus on the interest of children and parents.

Keywords: policy tool selection, childcare trilemma, childcare funding, policy adjustments

Children's rights, work force development and diverse professionals: an analysis of the role and impact of the standard for childhood practice in Scotland

JOHN M DAVIS and FRANCES SCOTT *(University of Edinburgh)*

Raises issues about policies on early years work force development in europe, nationally and internationally. Implications for policy and/or practice: This paper will consider issues of children's rights in relation to how the emerging professional group of Childhood Practitioners learn about and are enabled to support them in an early years context in Scotland.

It will examine the role of The Standard for Childhood Practice in setting a benchmark of expectation for professionals in the Children's Services sector. It will articulate how Professional are now encouraged in Scotland to have a children's rights perspective at the centre of their professional practice. It will draw on research from a project funded by Scottish Social Services Council that examined National Occupational Standards and the authors' experience of being part of developing the Benchmark Standard in Childhood Practice. It will discuss a number of case studies of students who have taken the BA Degree in Childhood Practice and give concrete examples of how their practice has changed to take account of rights based principles.

We will conclude that these standards articulate the best principles of children's rights activities, whilst also provided a framework of pedagogy, values and knowledge for professional action.

Keywords: childhood practice, benchmarks, professionals, rights

SYMPOSIUM III/11
INCLUSIVITY
Individual papers
CHAIR: JUDITH LOVERIDGE
Victoria University of Wellington

"What if all the kids are white":
Pedagogical quandries related to the celebration of diversity
in early childhood classrooms
KAREN HAWKINS *(Southern Cross University)*

This paper reports on a participatory action research project that was underpinned by critical theory and a participatory worldview. It examined the specific pedagogical strategy of employing children's literature as a means to teach for social justice regarding issues related to difference, diversity and human dignity in two Australian preschool settings.

The theme of this conference highlights diversity and the many levels of diversity young children meet in early childhood settings. However, what happens when the population of an early childhood setting is completely homogenous? The children involved in this study had strong white middle class identities which emanated from their white middle class communities. Their discourse was quite exclusivist. Their preschool teachers were facing pedagogical quandaries as to if and how they should/could teach to celebrate diversity in their preschool settings. These early childhood educators embraced the research project because they wished to explore strategies that might challenge their preschoolers' taken for granted assumptions regarding ethnicity, colour, gender, ability and sexuality. Hence this paper addresses the conference strand of 'diversities in educational practices'.

The findings of this research indicate that the judicious use of children's literature heightened the preschoolers' awareness and understandings of, and sensitivities to, social justice issues related to difference, diversity and human dignity and transformed their language/discourse regarding these issues from exclusivity to inclusivity. The action research also equipped the early childhood educators with pedagogical strategies to teach for social justice which has implications for policy and practice in early childhood education

Keywords: teaching for social justice

The inclusive Kindergarten in Norway: the voices of the principals
SIDSEL GERMETEN *(Finnmark University College)*

In addition to the majority population, Norwegian society consists of Indigenous Sámi people, national minorities as the Kvaens and minorities with immigrant backgrounds, like the neighbours from Russia. This is the situation in Finnmark, Arctic part of Norway. On account of geographic mobility and increasing internationalisation, Norwegian society is far more diverse than it was in the past. There are now many ways of being Norwegian. This cultural diversity shall be reflected in kindergartens. Social, ethnic, cultural, religious, linguistic and economic differences in the population mean that children come to kindergartens with different experiences. Kindergartens shall support children on the basis of their own cultural and individual circumstances.

My presentation is a part of a bigger research project aiming to map the postmodern life of the multicultural and multilingual children in the barnehager in the Northern part of Norway. The result is based on a questionnaire to all the principals (leaders) in Finnmark Region. This is an ongoing project from 2008-2011, and the first results from the research will be presented on the conference EECERA 2009.

Keywords: inclusion, diversity, culture, multilingual, Arctic children

Multiliteracies

SANDRA HESTERMAN *(Murdoch University)*

Teachers can actively support the child's right to self expression, accommodate individual designs of meaning and promote cultural and linguistic diversity through Pedagogy of Multiliteracies. Such a pedagogy embraces the notion that there are multiple "modes of representation [that communicate meaning] much broader than language alone" (Cope & Kalantzis, 2000, p. 5; Freire 1987; Kress 2003; Gee, 2004) and "values diverse ways of knowing, thinking, doing and being (O'Rourke, 2005, p.10).

Within the ECE classroom this pedagogy necessitates the provision of particular learning conditions. During ethnographic studies conducted in five Western Australian ECE settings, teacher participants identified students' interests as an integral component and rich stimuli that supports Multiliteracies learning and expression. These interests included information and communication technologies and popular culture. This paper examines how teachers' multiple realities, what they believe is ' best' literacy teaching practice for the new millennium, impacts on the learning conditions they provide also their consideration of student interests.

Case study findings present interesting insight to how individual teachers develop a Multiliteracies metalanguage to bridge 'ways of knowing' and the 'making of meaning' as they consider ways to implement the Multiliteracies conceptual framework within their particular sociocultural ECE context. How reality is viewed and knowledge sought underpins critical paradigm differences in how young children are taught and diversity celebrated.

Keywords: multiliteracies, paradigms, pedagogy and definitions

SYMPOSIUM III/12
TRANSITION TO SCHOOL II
Individual papers
CHAIR: KAREN THORPE
Queensland University of Technology

Addressing diversity in transition to primary school

DEIRBHILE NIC CRAITH and ANNE FAY *(National Teachers Organisation*

Children starting school bring with them a diversity of experiences. Classrooms for four to six year olds in Ireland reflect an increasingly diverse society. Linking to the strand on diversities in systems and policies, this presentation will provide a brief overview of the challenges and supports available to Irish primary teachers in addressing diversity in early years classrooms.

The presentation will draw on recent research carried out by the INTO on transitions to the primary school, highlighting how diversity among children impacts on their transition to the primary school. The diversity of contexts within primary schools, such as the number of children in the class, the age and experience of the teacher will be considered in addition to the diversities among pupils such as socio-economic background and pre-school experience. How teachers respond to diversity, and how they address the transition process will be the focus. The INTO sought the views of teachers of 4-5 year-old children in relation to issues emerging in the transition process through issuing a questionnaire to a random selection of schools. Over 200 questionnaires were analysed.

The main findings indicate that teachers experience challenges in relation to linguistic diversity, in particular, and pupils from disadvantaged socio-economic backgrounds

are likely to start school younger. Implications for policy and practice include a need for smaller class sizes for four to six-year old children, additional state investment and involvement in pre-school provision, and professional development for teachers in early years classrooms.

Keywords: transition, disadvantage, primary school, teacher child ratios, policy

The school starters in transition to school: diversity in a parental and a child's perspective

Vibeke Glaser and Marit Semundseth *(Queen Maud University College)*

Children's expectations on the transition from kindergarten to school is determining for children's learning and well-being during school attendance. The way school manages to include and create positive relations between children's and parents' expectations is of great importance to achieve success and interrupt the cycle of failure for many children (Bø & Thorsen, 2004, Christenson & Sheridan, 2001). Both parents and educators provide resources for the children's learning. It's a fact that the parents' influence on children's academic success and social growth is of great importance (Birkemo, 2002). According to the Norwegian Act relating to primary and secondary education (Education Act, 1-2).

The school is obliged to co-operate with parents and make sure that every child has an individual training curriculum (training programme). Research concludes that there is a need to focus more on the children's expectations and the parents' role as co-learners in their children's learning process (Nordahl, 2007; Lillemyr, 1998). Our theoretical approach is mainly based on ecological system theories (Bronfenbrenner & Morris, 1998) and a social cultural perspective on learning (Mediated learning; Vygotsky, 1978; Feuerstein & Klein et al, 1991). We have conducted interviews with both parents and their school starters. Our main questions were:

1. What are the parents' expectations to school? What do parents express about their influence on children's learning?
2. What kind of knowledge and learning do the school starters express in the transition from kindergarten to school?

Keywords: school starters. parents, education, transsistion, expectations

Memories about starting school. What is remembered after decades?

Tuija Turunen *(University of Lapland)*

The aim of the presentation is to explore what kind of memories about starting school are so strong that they remain in a person's mind through decades. The data have been collected from elderly/retired people and teachers in Finland. Participants were recruited through two magazines and they were asked to write a story on their memories about starting school and send some pictures. The stories and pictures in this study are from people who started school between 1937-1957. The data were analyzed by using qualitative content analysis and discourse analysis. The preliminary results show that memories of starting school that remain after decades are influenced by strong emotions. They include memories of leaving home and saying good bye, signs of schoolchild like backpacks and new clothes, feeling uncertain in new situations and identifying the diversity in welfare and social classes. The Second World War also had an impact on the memories about starting school. In the presentation stories, pictures and their analysis will be shared.

The results of the study show that both good and negative memories related to starting school remain after decades. The study will help today's practitioners to offer to children opportunities to gather good memories. These positive memories will help create positive imagines on what kind of place the school is and what kind of school children they are.

Keywords: transition to school, discourse analysis, memories

SYMPOSIUM III/13
PARENTS AND FOSTER CARE
Individual papers
CHAIR: CHRIS PASCAL
Arteveldehogeschool

Capable and competent parents
in a diverse early childhood education community

JEANETTE CLARKIN-PHILLIPS and MARGARET CARR *(University of Waikato Hamilton New Zealand)*

This study investigates the establishment of a Whanau Tangata Centre in a kindergarten in a diverse community in New Zealand through a parent support and development contract from the Ministry of Education in conjunction with the Ministry of Social Development. The Whanau Tangata centre aims to support parents through multi-agency liaison, parent workshops, facilities for infants and toddlers and a drop-in centre. The vision of the teachers and the management of the kindergarten for the Whanau Tangata centre is for parents/whanau in this diverse community o realise their capabilities and competence rather than be burdened with the label of 'vulnerable' by policy makers. By establishing the Whanau Tangata centre it is envisioned that the leadership skills of the parents/whanau will be enhanced and strengthened within the wider community.

This study, based on action- research, was interested in ascertaining how action research might support the leadership of both the teachers and the parents/whanau.

The team (comprising teachers and researchers) addressed the teachers' questions associated with teaching practice and relationships. Such questions as 'how might the Whanau Tangata centre strengthen relationships with the community and provide leadership opportunities for parents/whanau. The findings of this study demonstrate the effectiveness of a 'strengths or 'credit' based approach to diverse communities and the value of providing funding to early childhood centres for parent support as a policy towards social justice.

Keywords: parent support, leadership, children's learning, multi-agency, educational practices

The changing face of the care system in England: a case study

ALLISON TATTON *(Newman University College)*

The study seeks to identify issues within the care system, such as when and whether to attempt to keep dysfunctional families together; if not how best to meets the needs of the young children. Seven children, from one family, in 1960s in England had varied experiences of the care system.

The 1960's and 1970's marked a period of change for children who were looked after by the state in England. The Children Act 1948 saw this come to fruition, to support children who were deprived of a 'normal' home life (Chase, Simon and Jackson 2006). However, there appears to have been limited understanding of the importance of maintaining contact with siblings or biological parents.

The research was mainly qualitative in nature and involved interviews with four of these children, now adults, to ascertain their perceptions of and insights into their early childhood experiences.

Many of the issues faced are still relevant:
- When is it appropriate for the state to remove children from families that may be considered 'dysfunctional'?

117

- Where children are removed from their biological family, how important is it that the children maintain contact with their parents and siblings?
- How does one ensure stability in their relationships?
- How can the low expectations for educational outcomes for children who are looked after be overcome?

Keywords: foster care, looked after children, residential care, attachment, siblings

Diversity of challenge for leaders of children

Michael Gasper *(Starfish Enterprise)*

The Government in the UK has developed an agenda for change in Early Childhood Education and Care which will require increased partnership working between professional, private and voluntary agencies, children, parents, families and local communities. In England these will be based on children's centres and extended schools. This paper seeks to identify key issues which need to be addressed in order for successful, sustainable partnership working to develop, and to reflect on the implications for practice.

The research is qualitative, based on questionnaire responses from the children's centre leaders surveyed. It sets out to use the practical knowledge of children's centre leaders to provide an initial identification to inform leaders and others in the field of the key aspects which have been found to be successful or difficult in practice, with a reflective analysis suggesting implications for the future, which can be further developed or challenged. The reflective analysis takes into account recent publications exploring aspects of partnership working and multi-agency teams, including inter alia: Anning and Ball (2008), Anning et all (2006), Aubrey (2007), Barr et al (2005), Freeth et al (2005), Hargreaves and Fink (2006), and Weinstein et al (2003). Among the emerging themes are: the potential for professional culture clash; the value and importance of individual relationships; contradictions between school agendas and children's centre agendas, particularly when on the same site; the wide range of service partners with whom leaders have to work; the value and importance of parents as equal partners.

Keywords: partnership working, multi-agency teams, children's centres

SYMPOSIUM III/14
FAMILY DIVERSITY AND SUPPORT NEEDS
Individual papers
Chair: Ann Merete Otterstad
Oslo University College - Faculty of Early Childhood Education

A cross cultural exploration of play

Penny Borkett *(Sheffield Hallam University)* - <u>This Paper has been cancelled</u>
This paper discusses a small scale piece of research which aimed at developing the home-visiting service for children with special needs in a multi-agency Children's Centre in an ethnically diverse area of Derby, UK. The study set out to challenge the prevailing views amongst professionals that children of migrant communities should conform to the westernised play patterns of the dominant culture. It also focused on the centrality of the spiritual and cultural beliefs of some families and how this impacts on the child's upbringing. It considered arguments around the need to use educational toys with young children focusing on the emergence of heuristic play and treasure baskets and went on to examine how parents played with their children at home.

The study is characterised as ethnographic research and was carried out through individual interviews with parents. This investigated both their own play patterns and use of toys when young and the impact of this on the parenting of their own children. Translators were used in some of the interviews in order to 'give a voice' to all of the parents consulted. The interviews were, in the main carried out in the respondents' homes as home visiting was central to this study. The respondents talked about their enjoyment of being out of doors when younger whilst growing up in more rural areas. The research suggested that as well as economic reasons for parents choice of toys there were also religious and cultural factors which influenced their choice of play materials.

Keywords: play, cross cultural, diversity, families, toys

Research and relationships: families with complex support needs and the transition to school

Sue Dockett and Bob Perry *(Charles Sturt University)*

Starting school can be a time of great excitement, as well as anxiety for children and families. This can be particularly so when families have complex support needs. This paper reports initial results from a collaborative project involving families, community support agencies and university researchers. The focus has been recognition that most families want their children to have a positive start to school, yet not all families have the resources, support and understandings that can facilitate this.

Underpinning the project is a strengths-based theoretical orientation which recognises that families demonstrate strengths as well as needs, and ecological theory which acknowledges the impact on parenting of the contexts in which families live.

Working in a variety of geographical, social and cultural contexts across NSW, Australia, researchers have engaged in regular, ongoing conversations with families with complex support needs - a definition that varies according to context. From these interactions, we have built a series of in-depth case studies that highlight a range of issues for families as they approach the transition to school. These issues reflect perceptions of readiness, expectations of transition, the educational experiences of parents or other family members, the influence of social networks and the characteristics and experiences of the child starting school.

Drawing on these case studies, this paper describes how these issues impact on both the experiences and expectations of children's transition to school, and how these, in turn, are interpreted by educators. Implications for practice for educators, staff in support services and community organisations, are presented.

Keywords: transition to school, families with complex support needs, collaborative research, sensitive research

Cultural identity and the day-care center – a Norwegian case study

Kirsten Lauritsen *(University College of Nord-TYrøndelag (HiNT), Norway)*

The aim of this project is to produce new knowledge on processes that create identity and belonging for children of different cultural backgrounds in two day-care centres. Questions of belonging are important for children of both minority and majority backgrounds, for relations between children and staff, between children and between staff and parents. How the day-care centres define themselves - as "Norwegian", "multi-cultural" or "international" - is essential for whether or not children with a "non-Norwegian" background are perceived of as "difficult and demanding", or as a self-evident and integral part of the day-care centre.

The focus is on the staff, and on how the day-care centres as organisations construct themselves and their challenges towards a culturally diverse group of children. How does the "cultural view" of the day-care centres interact with the identity constructions of the children? How are identity and belonging negotiated and what space does this give for the children's identity construction, and for an equality-based participation? Which positions are offered and how are these positions negotiated in interplay between gender, cultural diversity and social capital? The project is "in progress", and the focus of the presentation will be on theoretical perspectives, methods and preliminary findings.

Keywords: culture, diversity, preschool teachers, identity

SYMPOSIUM III/15
GENDER AND SEXUALITY
Individual papers
CHAIR: PASCALE GARNIER
IUFM Créteil Paris 12

Heterosexism, homophobia and childhood innocence in early childhood education
ANTHONY SEMANN *(Semann Slattery)*

This paper reports on a research study involving early childhood educators in the state of NSW. Its aim was to identify the factors that contribute to homophobia and heterosexism and how these might be challenged and disrupted in educational contexts in order to counteract the discrimination faced by gays and lesbians in society, and more specifically in early childhood education contexts.

A survey containing a combination of multiple choice and short answer questions was sent to over 1000 New South Wales, Australia, based children's services providers. The researchers identified a range of emerging discourses including the intersection between childhood innocence and pedagogical endeavours and the mobilisation of child centred pedagogy in order to justify heterosexist practices. Additionally this research study identified the impact that qualifications and management structure have on tackling homophobia and heterosexism. This study builds on previous Australian research (Robinson & Jones-Diaz 2005, Robinson, 2002) where the relevance and challenges in including gay and lesbian issues into early childhood practices where identified.

Keywords: homophobia, heterosexism, childhood innocence, sexuality, pedagogy

Children, childhood and the electronic and print media: more moral panics?
SUE GRIESHABER *(School of Early Childhood Queensland University of Technology)*

The influence of the media on children has been debated for at least the last 50 years, beginning with television and film, and moving to other forms of electronic media such as computers and games. With the recent release by the American Psychological Association of the Report of the APA Task Force on the Sexualization of Girls (APA, 2007) and the Australian Senate inquiry into the Sexualisation of Children in the Contemporary Media (Commonwealth of Australia, 2008), debates have shifted ground and moved into territory not previously canvassed, at least at the government level in Australia.

This paper draws on these documents to analyse how terms such as 'premature sexualization' and 'inappropriate sexualization' are defined and the implications of this. It also investigates constructions of children and childhood that are represented (preservation

of the innocence of childhood, the vulnerability of children to exploitation, the sexualisation of children as a moral panic) to ask whether there are any grounds for considering that parental influence and rights are being subsumed or compromised in accordance with the rights of the child, the competent child of the sociology of childhood, the market and consumerism, and technologies of the new age.

Keywords: childhood, moral panics, sexualisation of children in the media, childhood innocence, exploitation of children

An investigation of ways in which parents and teachers normalise boys

Alexandra C Gunn *(University of Canterbury Christchurch New Zealand)*

In a study of heteronormativity in early childhood education, accounts of teachers and parents questioning of boys' diverse gender performances were regularly reported. An analysis of these accounts showed how 'cross-dressing' boys' actions were regularly framed as temporary expressions of cultural diversity and exploratory activity in the context of play. Thus, a normalization of the non-traditional gender performance was achieved. The behaviour, acknowledged as troubling, became re-framed as entirely expected and normal meaning that the possibility of recognizing and preserving the idea and practice of diverse gender performances was lost.

This paper asks: Whose interests do such normalizing practices serve? What possibilities for socially just curriculum might be entertained if gender diversity could be read as just that, gender diversity? And, what contributes to teacher and parent resistances towards children's diverse performances of gender in their early childhood years?

Keywords: gender-diversity, discourses, gender-norms, values, teachers/parents

SYMPOSIUM III/16
MIGRANT CHILDREN
Individual papers
Chair: Christine Stephen
University of Stirling

'Suitcase refugees' and the arts as language and method

Felicity McArdle *(Queensland University of Technology)* and Jennifer Tan

This paper reports on one component of a study conducted into the needs of children who recently arrived in Australia as refugees from Africa, and how schools could best meet their needs for language and literacy acquisition, along with their social capital needs. In a search for alternative research methods that were less word-centric, and less reliant on shared language, we designed an arts component of the study, with two aims: (i) to add to the data generated on the students' needs, particularly in relation to social capital, and (ii) to develop a pedagogical model for engaging the students, taking into account their linguistic needs, alongside considerations around social capital.

The arts-based learning experience involved a visiting artist and two researchers engaging with the students and their teacher over three weeks. The point of the arts project was to have the students produce a form of self portrait, through the construction of digital stories about themselves. This enabled them to tell us more about themselves, both through the art, and a multimodal approach to literacies and learning, including our interactions with them as they made their stories.

Keywords: refugees, social capital, arts, multiliteracies

To be russian parents in kindergarten in northern Norway

Hanne-Kirsten Nilsen *(Finnmark University College)*

My research project is a part of a larger project called: "The Kindergarten - an inclusive community", about cultural and lingual diversity in kindergartens in Finnmark, the northernmost county in Norway. My project is about Russian immigrants in Norwegian kindergarten. The immigrants from the northwest part of Russia soon will be the largest group of immigrants in Finnmark County.

The national Framework Plan for the Content and Tasks of Kindergartens requires that the cultural, linguistic and religious diversity in the society shall be reflected in kindergarten. Children from minority groups must be supported in the development of their double cultural affiliations. The kindergarten shall support and promote their linguistic competence, both in their use of their mother tongue and their Norwegian language skills. The kindergarten Act and The national Framework plan also require that the care, upbringing and learning in kindergarten shall be done in close understanding and collaboration with the children's parents.

In this conference I will present some results from interviews with Russian parents with children in kindergartens in Finnmark. Both the Russian and the Norwegian societies, and the educational and childcare traditions in the two countries, are quite different. I assume these parents experience the kindergartens from a different perspective than the majority.

I what to explore the Russian immigrant parents experience with Norwegian kindergarten, their expectations, opinions and priorities concerning the content and tasks of the kindergarten and about the role of the kindergarten in the development and promotion of double cultural affiliations and bi-linguistic competence of the children.

Keywords: russian immigrant parents, collaboration, educational values, cultural diversity

Involving families and communities in the development of an intercultural early learning program for refugee children: a participatory learning and action (PLA) project

Anna Kirova and Darcey M Dachyshyn *(University of Alberta)*

Using Participatory Action Learning, this project aimed at supporting communities and community organizations, families, educators, policy makers, service providers and administrators in developing, piloting and evaluating an Intercultural Early Learning Program that was: responsive to the early learning needs of refugee children growing up in a particular context; focused on providing cultural and linguistic continuity for these children; supportive of their first language while also facilitating English language learning; attentive to the life circumstances of the families as they affect parenting and early learning; culturally sensitive and inclusive of the families' perspectives; based on the combined expertise and strengths of the public school board, community partners, as well as academic knowledge of early learning, and thus is holistic, strength-based, equity-based, collaborative, inter-relational, and interdependent.

The project confirmed the value of the established partnership among refugee communities and community organizations, NGOs, policy makers, school district administrators, early childhood educators, service providers and researchers to address the specific access barriers encountered by refugee families. Because the pilot program used a grass-roots or generative approach to program development, it provided an example of how community and families' cultural needs as well as their high aspirations for the education of their children in Canada could be addressed in a sensitive and comprehensive manner, and as

a first attempt of this kind the Project has a potential to change policy and practice, and make contributions to research in the area of early childhood curriculum and pedagogy that result in balanced bilingualism for young children.

Keywords: refugee preschool children, home language acquisition, interculturalism, preschool refugee children, home language acquisition, interculturalism

SYMPOSIUM III/17
GENDER AND PROFESSIONALS
Individual paper
CHAIR: SYLVIE RAYNA
INRP-University Paris 13, France

Diversities of theoretical approaches to understand preschool-teacher's translocational positioning(s)
ANN MERETE OTTERSTAD
(Oslo University College - Faculty of Early Childhood Education)

In this presentation I seek to discuss on new aspects of (re)negotiating preschool translocation positioning(s) as a professional. These professional positions are here narrated from translocational positions. Translocation studies explore processes of cultural mixing, and migration as border movements, (be)longing, which cover ethnicities, race, intercultural constructions, cross-cultural studies, post- colonialism, power positions, and hierarchies. How is it possible to avoid presenting a person in a given 'group' or categories of gender, body, ethnicity, skin-color and social class? Can the term intersectionality opens up understanding of how categories are intertwined into cultural and social dynamics? Subjectivity positioning(s) addresses fluid constructions, which are not fixed but located from different epistemological discourses, time and spaces and which therefore involve shifts, ambiguity and contradictions.

Drawing on several crossdisciplinary theoretical approaches I aim for de- stabilizing otherness construction ñ resisting inscribing a preschool teacher as "different" than the mainstream. How can a complexity analysis bring in new understanding of translocational professionalism? Can a diversity of analytical approaches as; indentifying power and hegemony in "muliticultural" discourses (Foucault), (re)negotiating translocational positionality (Anthias), challenging categorizations through an intersectionality analysis (Crenshaw, Collins)? Can Judith Butlerís concept of "doings" offer to speak across borders and boundaries of tradition and hierarchies, in other ways than the inscription; "being" a minority preschool teacher? The methodological decisions follow a de/colonizing approach including the participants in dialogues with me as a researcher. Life story narratives make the foundations of the research data.

Keywords: culture sociology, post structural, feminist studies, (re)negotiation and translocational subjectivities

Professional development- motivators and barriers
PETRA LUCK and SUE ONEILL *(Liverpool Hope University)*

This paper reports on the findings from an ongoing research project into experiences of professional development in the early years workforce. The authors outline a rationale for the research in the context of UK government investment in this gendered workforce.

The qualitative methodology is justified and the research design explained. Findings discussed make the link between a gendered workforce and an 'ethic of care'. Whilst increased confidence and increased capability are cited by respondents as key benefits of professional development, findings indicate that lack of confidence and inflexibility of professional development opportunities are perceived as major barriers.

Keywords: gendered workforce, ethics of care, feminist lens, capability

Exploring the perspectives of teachers on the implementation of playful learning in Scottish primary schools

Kevin Kelman *(University of Glasgow)*

International research demonstrates that many children can experience a culture shock at the transition stage from pre-school to primary school. This can be as a direct result of the change in pedagogy utilised in these different settings. In Scotland, enhancing continuity in practice at this transition for young children is one area that current curriculum reforms are focusing on. Reforms will bring learning for 3-18 year olds together onto one continuum. Recognising that children in Scotland start formal primary education between 4½ and 5 ½ years old, policymakers hope that the revised curriculum will emphasise the importance of opportunities for children to learn through purposeful, well planned play in the early years of primary school, as already happens in pre-school. This session draws from a small scale study in progress on the implementation of more playful learning approaches in the first year of primary school. The main thrust of the developments in the schools involved, has been to adapt the pedagogy implemented, so that it reflects and builds upon the children's previous experiences in pre-school. The study focuses on the perceptions of teachers on the changes in teaching and learning methodology at this transition. The study is also documenting some of the physical changes that have taken place within the children's learning environment.

Keywords: pedagogy, transition, primary school, playful learning, learning environment

SYMPOSIUM III/18
TEACHER'S IDENTITY/PROFESSIONALISM
Individual paper
Chair : Jan Peeters
DECET Network

The development of professional teacher identity in the diverse context of South Africa

Marié Botha *(University of Pretoria, South Africa, Department of Early Childhood Education)*

Since gaining political independence in 1994, South Africa has been undergoing radical social, political, economic and cultural changes. Based on current research on the quality and effectiveness of teaching it is apparent that educational reform and change have profound implications for forming and maintaining professional teacher identities. It is also evident that professional teacher identity formation is a complex learning process. The researcher wanted to understand how student teachers see themselves as teachers and how they adapt when faced with the complex problem of curriculum implementation in the diverse teaching contexts of South African schools.

This paper will attempt to explain what happens to the professional teacher identities of student teachers when they are confronted with the diverse situations in early childhood settings and schools. Professional teacher identity here means the lived experience of teachers, for example, employing a variety of effective practices while acquiring

and deploying knowledge and competence about teaching. The ideas upon which this research is based, originated when the researcher started searching for reasons why student teachers reacted differently when confronted with different social and cultural classroom situations. The purpose of the study was to determine how fourth year student teachers in the Bachelor of Education (BEd) Early Childhood Programme construct and reconstruct their professional teacher identities in the diverse context of South Africa. This paper will describe within a learning identity framework, how these student teachers create their professional teacher identities. The learning identity framework is premised on the assumption that identity and learning are closely linked and that the complex learning process is influenced by both internal and external fac

Keywords: professional teacher identity, early childhood student teachers, diverse early childhood settings and schools

Further exploration of relational pedagogy and professionalism in the early years in Ireland: a longitudinal study phase 2

Florence Dinneen *(Mary Immaculate College - University of Limerick)*

This paper draws on the analysis of the qualitative and quantitative data that resulted from the completion of Phase Two of a longitudinal study that documented the developmental progression and emerging professionalism of third year students while on practical placement in childcare setting during a four-year degree programme in Early Childhood Care and Education Phase One took place in the spring semester of first year (Dinneen, 2008). The promotion of relational pedagogy with babies and toddlers (3 months to 3 years) was the theoretical and conceptual framework for charting the students' developmental progression and emerging professionalism as Educarers in settings that catered for cultural and linguistic diversity across a range of socio-economic situations. Both phases however deal with the quest for clear insights into supportive teaching methodologies for the training of Educarers and in this respect focus on the diversities in systems and policies surrounding childcare personnel and educational practices. An eclectic mix of methodologies was used - The Caregiver Interaction Scale (Arnett 1989): Running Records: Student questionnaires (whole class) with the extension this time of using each student's personal evaluation of the videoed footage. This latter development was devised in an effort to capture the full extent of the students' wider knowledge base and their concept of professionalism in dealing with the many shades of diversity. The preliminary findings for Phase Two indicate clear evidence of emerging professionalism. The advantage to the students of peer-reviewing the video footage is clearly evident, based on student feedback to date. This is seen as a key pedagogical support structure for the entire group and on final analysis of the data should provide clear insights into supportive training methodologies for professional Educarers (findings will be fully analysed by 30th April 2009.

Keywords: emerging professionalism, relational pedagogy, Educarers, cultural and linguistic diversity, supportive teaching methodologies.

SYMPOSIUM III/19
CHILDREN IN EUROPE NETWORK:
DEVELOPING A EUROPEAN APPROACH TO ECEC
Self organized Symposium

Chair : Roger Prott
das Netz publishing house (Berlin, Germany) for Children in Europe network

Session overwiew

Children in Europe is a magazine published simultaneously in 15 languages, by a network of national magazines in 17 countries "for everyone working with and for children from 0-10, and those interested in children's issues". It keeps up-to-date with ECEC policies, research and good practice in 17 European countries.

Recently, the Editorial Board of Children in Europe proposed 10 principles as the basis for a European approach.

Its Policy Paper is intended to stimulate a democratic dialogue about European policy and the need for a European approach to services for young children, and so to support the creation of a European politics of childhood.

The symposium will present the magazine and the policy paper as well as two principles of the Policy paper: access and evaluation.

Children in Europe magazines –
a joint venture to promote ECEC in diversity

ROGER PROTT *(das Netz publishing house (Berlin, Germany) for Children in Europe network)*

Recently grown to a group of 17 participating countries the Children in Europe magazine network serves a widespread readership with information not only in their geographical, cultural and linguistical but also their professional background. Readers are practitioners in all kinds of ECEC settings as well as researchers, people in ECEC Management or politicians on local and European level.

The presentation will on one hand provide information about aims, ambitions and recent initiatives of Children in Europe network and on the other present and discuss as most prominent joint product the Policy Paper "Young Children and their services: developing a European approach" proposes policy makers to consider ten principles as the basis for a European approach to services for young children.

Children in Europe –
Elaborating on principle 1: access as an entitlement for all children

PERRINE HUMBLET *(Université Libre de Bruxelles)*

The Policy Paper Young Children and their services: developing a European approach proposes policy makers to consider ten principles as the basis for a European approach to services for young children.

The first one clarifies access to quality ECEC services as a right of all children: "All children should be entitled to a place in services for young children, irrespective of: any disability or other special needs they may have; where they live; family income or other circumstances, including whether or not their parents are employed.

This entitlement for children is not an alternative to maternity or parental leave, which is already an entitlement for all European parents; both are needed and both are of value to children and parents".

The paper will present the dossier elaborating on principle 1. This principle making accessibility a key-issue of a European approach is advocated by the UN CRC and comment 7 on its application to young children. Its rationale are the educational, social, cultural and economic benefits of children attending high-quality ECEC facilities.

The current situation in the EU will be described to offer an assessment of how far the EU countries are from achieving the principle: how access and entitlement has developed in recent years, how targeted or universal policies are positioned, how social and geographical accessibility as well as affordability are achieved. The data come from an ongoing research financed by the Belgian federal

Children in Europe – elaborating on principle 7 - evaluation: participatory, democratic and transparent

Tullia Musati *(Institute of Cognitive Sciences* and *Technologies, National Research Council)*

The paper will elaborate Principle 7 of the Policy Paper Young Children and their Services: Developing a European Approach, which deals with evaluation of services quality: "Evaluation should be an ongoing, participatory and democratic process. Evaluation should be open to all citizens, children and adults, providing the opportunity for everyone to discuss real, concrete things and to take responsibility for making judgements of value with fellow citizens - rather than hiding behind the assumed scientific objectivity offered by experts and managerial evaluations. This requires methods such as pedagogical documentation that make practice visible, transparent and subject to reflection, dialogue, interpretation and value judgements – and leave space open for finding unexpected outcomes". In 1991, a document by the Childcare Network of European Commission argued that the definition of quality is an ongoing process in which all the stakeholders (children, parents, and professionals) should be involved. In 1996, a new EC document proposed some criteria to design evaluation procedures. The paper will discuss recent examples of quality definition and evaluation in the EU countries and the political and cultural issues related to implementing Principle 7. It will be argued that evaluation of services is a crucial issue both for guaranteeing high quality services to all young children and their families and for further developing a participatory and democratic culture of early childhood education.

SYMPOSIUM III/20
DIVERSITÉ DES INTERVENANTS AUPRÈS DES ENFANTS
Individual paper
Chair : Nicoletta Diasio
Université de Strasbourg

A l'école maternelle : hiérarchie et complémentarité des personnels
Pascale Garnier *(IUFM Créteil Paris 12)*

La diversité des professionnels est une donnée historique de l'école maternelle française : à coté des « maîtresses » ont toujours figuré des « dames de service », aujourd'hui « agents territoriaux des écoles maternelles » (ATSEM). Nous l'avons analysée à travers une série d'entretiens avec l'ensemble des directeurs et ATSEM de trois écoles socialement très contrastées, une série d'observations dans trois classes de petite section, suivies de bilans, une série d'entretiens avec huit parents dans chaque classe. Diversité veut dire ici forte hiérarchie sociale et institutionnelle entre ces personnels. Tout d'abord déclinée selon un partage du travail entre tâches éducatives et pédagogiques et tâches hygiéniques et ménagères, cette hiérarchie a évolué avec les transformations leurs statuts, de l'institution et de son public. Elle est aujourd'hui fondée sur une division entre enseignement, apprentissages scolaires de l'élève et accompagnement de la vie quotidienne des jeunes enfants à l'école. Diversité veut aussi dire passage d'un cloisonnement strict des tâches à de nouvelles formes de collaboration au sein des classes, vis-à-vis des enfants et des parents.

Pour les enfants, elle se traduit par des chevauchements entre des préoccupations différentes, sur le plan des apprentissages comme pour la gestion du groupe classe. Pour les parents, cette complémentarité offre la possibilité d'avoir deux interlocuteurs distincts, en faisant jouer leur diversité socioculturelle. Au total, la concertation entre ces personnels devient une nécessité à mesure que se développe un travail collaboratif mettant à l'épreuve leur forte hiérarchie.

Sur les pas de « l'approche du Reggio Emilia »

THOMAIS KAPOULITSA -TROULOU and EVA VIDALI- LALOUMI *(Alexandreio Institut Technologique de Thessalonique, section de L'éducation et du soin âge préscolaire)*

La qualité de l'enseignement est un facteur primordial et le corps enseignant de l'âge préscolaire doit être en mesure de garantir un enseignement de qualité aux enfants. L'apprentissage des enseignants est étroitement lié à l'apprentissage des enfants. Pour cette raison, les étudiantes de l'Institut technologique de Thessalonique (section de l'éducation et du soin d'âge préscolaire) dans le cadre de l'information des tendances modernes de l'éducation préscolaire, ont étudié un projet et l'ont appliqué en suivant les pas de « l'approche du Reggio Emilia ».

Ce projet vise à rendre l'étudiant apte à comprendre la philosophie éducative, les objectifs et les principes qui sous-tendent le programme éducatif des Centres de la petite enfance. Il vise également à connaître :

a. comment les enseignants peuvent transformer leur curriculum pour se situer davantage dans une approche constructiviste et comment ceci transforme les enfants.
b. la méthodologie du rapprochement d'enseignement d'art visuel à l'âge préscolaire (de 4 et 5 années) pendant l'application des activités aux centres préscolaires de Reggio Emilia.

Keywords: la qualité, l'approche du Reggio Emilia, les cent langages de l'enfant l'approche actionnelle

SYMPOSIUM III/21
REVIEW OF CONTINUING PROFESSIONAL DEVELOPMENT PROVISION FOR EARLY YEARS PRACTITIONERS AND MANAGERS WORKING WITH CHILDREN UNDER 3 YEARS OF AGE IN SCOTLAND

Self-organized Symposium

CHAIR: JACQUÉ FEE
University of Strathclyde, UK

The current political environment in Scotland is conducive to flexible transformational working practices and the new standard in childhood practice gives working with children aged birth to three years equal status with other age groups. It is timely therefore to consider not only how we support our youngest children but also the practitioners who work with them last year learning and teaching.

Scotland commissioned a team of researchers from the university of Strathclyde to review continuing professional development provision for early years practitionersT V and managers who work with children under three years of age. The review was undertaken using documentary analysis followed by two phases of qualitative and quantitative evidence gathering from practitioners their managers and local authority officers.

This session will present some of the key findings of the research in the context of the Scottish pedagogy debate and the governments aspirations outlined in their early years framework and the curriculum for excellence. It will draw on case study material from three local authorities to put forward the perspectives of practitioners and what they consider to be good practice in the delivery of CPD. This symposium offers three papers based on the commissioning and undertaking of the research birth-3 professional development, practitioner, perceptions policy, new technologie.

Converting Research into Practice in Scotland: Educational Research – A Sleeping Giant

JEAN CARWOOD EDWARDS and JANE STIRLING (Learning Teaching Scotland, United Kingdom)

Learning and teaching Scotland, LTS, is the main organisation for the development and support of the Scottish curriculum providing advice support resources and staff development to the education community. It seeks to create a culture of innovation, ambition and excellence throughout Scottish education. This paper is presented in the context of recently LTS commissioned research, that reviewed CPD provision for practitioners working with children under three years of age, and seeks to offer an opportunity to reflect on some possible barriers and consider identified bridges in the research into practice mediation process. Too often dissemination is regarded as the end point of a research project, perhaps conjuring up a picture of the project reaching the top rung of the research ladder rather than the research embedding itself into a 3d frame where it is bursting with possibility and potential for practitioners and policymakers. LTS recognises the critical importance of ensuring dissemination of research that leads to rich engagement or improvement and change. But how do we most effectively examine and execute this responsibility glow is an innovative virtual learning environment that is already breaking geographical and social barriers and facilitating collaborative working. The length and breadth of Scotland as an extension of this research study glow seeks to offer web based tools that can widen access to CPD for practitioners working with children under three years of age. The resource will initially be piloted with one of the case study areas.

The Continuing Professional Development of Scottish Early Years Workers: using evidence to move from policy to practice

RAE CONDIE and LIZ SEAGRAVES (University of Strathclyde, UK)

Until recently in Scotland, there has been little in the way of coherent and consistent policies for the pre-service preparation of early years practitioners nor for their ongoing continuous professional development. The New Standard for Childhood Practice and the Early Years Framework address exactly these issues but new policies in themselves do not improve practice. Turning policy into practice is notoriously difficult as it often requires practitioners to reflect upon and change long-held beliefs and conceptions of their role and the workplace – and uncomfortable and often unwelcome strategy. In Scotland, recent educational initiatives have invested significantly in staff development programmes designed to introduce new ways of working. In this instance, those charged with implementing the new early years policy decided that such a programme would be more effective if based on an understanding of the needs and aspirations of practitioners and managers themselves and an awareness of the provision already made. They therefore commissioned a team of researchers from the University of Strathclyde to investigate the needs of and document the continuing professional development provision available to early years managers and practitioners. Drawing on documentary analysis and two phases of evidence gathering from practitioners, their managers and local authority officers, this paper presents some of the key findings from the review, set within the context of the early years debate and the government's aspirations for the sector.

Doing our best: practitioner perspectives on opportunities for professional development in 3 Scottish Local Authorities

JACQUÉ FEE and JACQUELINE HENRY (University of Strathclyde, UK)

A series of case studies was undertaken in the final phase of the research in order to gain an in-depth understanding of the continuing professional development (CPD) experiences, needs and aspirations of birth to 3 years practitioners and managers. The case study authorities were selected to represent Scotland's geographical variations i.e. two of the

authorities contained both urban and rural provision while the third was a city, with inner-city and urban provision.

In this paper, emerging themes are discussed to illustrate the aims of the wider research project. For example, the case study interviews highlight that while practitioners greatly appreciate a shared philosophy and clear written guidelines they also need practical guidance from an experienced mentor who can demonstrate the link between the underpinning theory and its application. The work of Munton et al (1996) uses an analysis of Kolb's (1984) model of experiential learning to suggest that this is an effective approach to adopt with early years practitioners' CPD.

A developed example of this can also be found in New Zealand where professional development to support the implementation of Te Whāriki has been implemented. (NZ Ministry of Education, 2008).

There are similarities with the Scottish vision in that the Te Whāriki curriculum aspires for children to grow as competent learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging and in the knowledge that they make a valued contribution to society.

Overall, practitioners expressed positive views and felt that they had benefited from their CPD experiences. They had already experienced changes in their day-to-day work and were aware that more change was coming. They were looking for support in meeting the challenges that the new Scottish Standard for Childhood Practice presented.

SYMPOSIUM IV/1
PROFESSIONNALISME DANS UN CONTEXTE DE DIVERSITÉ

Self-organized Symposium

CHAIR: LIANA GHENT
International Step by Step Association

Session overview

Ce symposium est organisé conjointement par un réseau de l'est et de l'ouest de l'Europe sur le thème l'éducation des jeunes enfants. L'association internationale Step by Step et le réseau DECET sont actifs dans 39 pays d'Europe et d'Asie centrale. ISSA et DECET œuvrent ensemble pour une plateforme d'échanges et de renforcement du professionnalisme dans le domaine de l'éducation des jeunes enfants dans leur région. Ces deux réseaux sont engagés à utiliser leur expérience pour leur capacité à développer et à créer particulièrement sur le thème de la diversité dans le but de réaliser un cadre pour la coopération entre les deux réseaux.

Keywords: diversité, besoins spécifiques, minorités ethniques, acteurs de changement, recueil de témoignages, développement professionnel, professionnalisation

Compétences de travail dans un contexte de diversité en ECEC

JAN PEETERS and MYRIAM MONY *(DECET Network)*

Cette présentation est constituée de deux études développées au sein du réseau européen DECET. L'une est une étude longitudinale de 1995 à 2006 à partir de témoignages de professionnels qui furent acteurs de changement dans les institutions d'accueil de la petite enfance en Flandres. Elles ont contribué à développer une diversité de politiques en direction des enfants et des parents. La seconde étude a pour objectif de mettre en évidence les compétences nécessitées en contextes de diversité.

Cette seconde étude, en cours de réalisation, est développée en Écosse en Serbie, en Hollande, en Flandres, en Espagne, en Irlande, en France, au Maroc et au Mexique. La première étude en Flandres est limitée à la diversité ethnique et de genre et repère quatre compétences centrales à partir des témoignages des acteurs de changement analysés dans l'étude transnationale.

Le réseau DECET a réalisé une enquête à partir de multiples situations de diversité: dans le secteur de l'éducation des jeunes enfants, familles monoparentales, familles recomposées, familles d'enfants adoptés, familles homo parentales et divorcées ou vivant dans des contextes socioéconomiques précaires, familles d'origines ethniques différentes, parents refugiés,enfants aux besoins spécifiques…

Autant de situations nécessitant des compétences spécifiques pour travailler avec des équipes mixtes. Le réseau DECET donnera les premiers résultats lors de cette présentation. Quelles sont les compétences transversales pour travailler en contextes de diversité et quelles sont les compétences spécifiques du fait de la multiplicité de contextes.

Keywords:diversités complexes, compétences professionnelles

Improving professional quality through critical learning communities and diversity strategies

Anke Van Keulen and Ana Del Barrio Saiz *(DECET Network)*

This action research-project has being conducted by bureau Mutant in the Netherlands 2007-2008 to improve professional quality through critical reflection at three levels in EC institutions, educators individually and collectively middle management and management at institutional level. The complex reality in which professionals in EC institutions now operate demands an implementation of diversity strategies and a reflective attitude on knowledge and practice. But in order to achieve this, all levels of institutions have to be involved.

The theoretical framework is based on the transformative model critical learning community (Mac Naughton 05, Urban 06) and the core reflection method (Korthage 01). The initial questions of the project were:
- how to support and increase professional qualities in teams'
- how to improve equality strategies on diversity'
- 'how to create spaces of dialogue and a sustainable learning process at three levels in early childhood institutions'.

During 10 months, each child care provider organisation received the following support:
- the teams of educators including their team managers followed a training course
- the team managers and coordinators received coaching while exploring and co-constructing the new learning methods with their teams
- the managers and staff at central level followed several meetings to develop plans for sustainable change in their organisation.

In this part of the symposium, we will report on the main findings during the research and training period. Eight learning instruments were developed and co-constructed,a systematic reflection process was installed, self reflection about own identity and professional role team reflection about the cooperation with colleagues and parents and critical reflection to improve social change within the institution within a short period of time 10 months. These eight instruments contributed to strengthening the critical learning process of professionals as individuals and as a team led to more pleasure and enthusiasm in their work and to increasing commitment in the institution colleagues supported each other asked critical questions and safety was improved within teams. An overview of the developed instruments and related competencies will be showed. The project is currently in the phase of disseminating the results into child care policy in the Netherlands a publication for students and professionals is in process.

Keywords: professional quality, coconstruction, critical refletion

Leçons apprises sur la manière de travailler avec des référentiels pour améliorer la qualité dans les services d'accueil des jeunes enfants

Dawn Tankersley and Aija Tuna *(ISSA)* - <u>This paper is changed into</u>:

Using Pedagogical Standards for Defining and Improving Quality in ECD: The ISSA Experience

Aija Tuna (*ISSA*) and Tatjana Vonta *(Step by Step Developmental Research Center for Educational Initiatives).*

La proposition de cette présentation est de présenter les résultats d'une étude de l'impact que les référentiels ISSA de pédagogie ont eue auprès du réseau ISSA entre les années 2001 et 2008 dans la promotion d'une pédagogie de qualité dans l'accueil des jeunes enfants. Le réseau ISSA est très diversifié dans le mode de développement de ses membres. Dans 29 pays à travers l'Europe, l'Asie centrale et le Caucase, les résultats de cette étude démontrent la diversité de la manière dont le développement professionnel est inscrit dans des contextes nationaux de même que des similitudes issues du travail avec un outil simple permettant de décrire la pédagogie de qualité.

Plus particulièrement cette étude va regarder l'impact des référentiels d'ISSA sur trois niveaux de décrire la profession dans différents pays:

1. concernant la capacité à comprendre l'enseignement et la pratique
2. concernant la création de réseaux qui aident les enseignants à travailler de manière plus effective avec les enfants les familles et les communautés
3. concernant le changement national des politiques d'éducation sur la manière dont les professions sont définies, développées et accompagnées.

L'étude va présenter conjointement une approche qualitative et quantitative sur la manière dont les référentiels sont utilises a la fois comme développement d'outils professionnels formation tutorat et certification et pour des propositions stratégiques influence sur le développement de politiques et l accompagnement de leur mise en œuvre. C'était aussi l'occasion de tirer les enseignements bases sur les enseignements issus de ces huit dernières années concernant les approches les plus efficientes qui créent le plus d'impact sur des innovations pédagogiques dans le contexte national et pour le futur.

Keywords: qualité des services,referentiel ISSA

SYMPOSIUM IV/2
BILINGUAL PRACTITIONERS MEDIATING LANGUAGES LEARNING AND CULTURES
Self-organized Symposium

CHAIR: CARY CABLE
The Open University

Session overview

The papers in this symposium explore the role of bilingual practitioners in mediating communication learning and language development for children and their parents in early years settings in England bilingual practitioners have worked in English settings since the 1960s, but the general view of their role in official policy documents has been as a bilingual resource (DES 1985) to support children's transition to english many settings while welcoming bilingual practitioners have endorsed this attitude to bilingualism and their role as a result settings range in the ways in which they take account of diversities of languages cultures religions and beliefs and the extent to which practitioners are considered part of and can contribute to the community of practice that is the setting (Wenger 1998).

This symposium draws on our long standing interest in field of bilingualism and what learning and teaching means for children who are new to learning English. Our recent work has involved filming and interviewing two bilingual practitioners working in two very different early years settings near London. Both are experienced practitioners who have been working in their schools for over 15 years. One speaks Pahari and Urdu, the other Turkish. We have attempted to capture a day in their life and from a socio-cultural perspective to analyse the findings in terms of the ways in which they mediate communication language and learning for children, their parents and other staff. The first paper will provide the background and context to our study. The following two papers will each explore a different aspect of this mediation.

Keywords: bilingualism, bilingual practitioners, funds of knowledge, communities of practice, mediation

Bilingual practitioners roles in mediating languages learning and cultures

Carrie Cable *(The Open University)*

Bilingual practitioners roles in mediating languages learning and cultures (Carrie Cable, Rose Drury and Leena Robertson). Bilingual communities have long existed in the UK and many young children enter education or care settings speaking the languages of their home and community. Bilingual practitioners provide crucial support for children and parents, in enabling them to access the ways of being and doing- the working and learning practices that form part of the culture of these settings. They draw on and use their language expertise to support childrens learning and language development and act as funds of knowledge (moll et al 1992). For children parents and other staff, they also act as mediators of learning and understanding, facilitating communication and knowledge, exchange making, connections building bridges and relationships. However many have to work within the constraints of a policy and practice discourse, which foregrounds english.

The first part of this paper explores the policy and practice context within which bilingual practitioners work in England. In the second part of the paper we explore the specific roles of two bilingual practitioners working in different settings in England. We draw on data obtained through filming a day in their life, interviews carried out at the time and further comments and reflections. When we viewed extracts with the practitioners at a later date, we provide a snapshot of their working life, their interactions with children, parents and other practitioners and comment on the ways in which they mediate communication language and learning. We also consider the potential of bilingual practitioners to contribute to learning communities which take account of diversities of languages, cultures, religions, and beliefs.

Bilingual practitioners constructing mediation. "In a middle person I am a bridge"

Leena Helavaara Robertson *(Middlesex University)*

Based on socio-cultural theories of learning (moll et al 1992 wenger 1998 gregory et al 2004), this paper draws on a research project 'a day in a life of a bilingual practitioner'. The project took place in England in two different urban early years classrooms and explored the ways in which two bilingual practitioners (pahari/urdu and turkish/kurdish respectively) supported the learning of young 3-4 year old children and their parents and teachers. Some of the children were pahari, urdu, turkish and kurdish speakers, but others spoke a range of other languages at home whilst some were monolingual english speakers.

The focus of this paper is twofold:
- firstly it examines the two bilingual practitioners own constructions of mediation as a central aspect of their work and how they themselves perceive and position themselves as a bridge between young bilingual children, their parents and teachers;
- secondly the analysis shows the ways in which these practitioners engage in mediation and how this bridging takes place during one day. By presenting some interview and video data, the paper reveals that the bilingual practitioners provide some finely-tuned emotional support for children, parents and teachers. Emotional mediation (developing trust between children and their schools and making them feel comfortable and reading teachers minds) is a prominent part of bilingual practitioners mediation following on from molls work (moll et al 1992).

The paper argues that bilingual practitioners have the potential to bridge three diverse funds of knowledge childrens parents and teachers, but at the same time there appears to be a need and indeed a push by some schools to keep these funds separate.

Bilingual practitioners mediating languages

ROSE DRURY *(The Open University)*

The linguistic potential in the UK with over 360 home languages registered in London alone multilingual capital 2000 is significant. However the medium of instruction in most early years settings and schools is English or Welsh in some schools in Wales, and opportunities for children to maintain and develop their knowledge and skills in their home languages rarely exist within mainstream education. During the late twentieth century, the main goal for educators was to view the use of childrens home language as a bridge to English language acquisition and there is still an assumption that English will take over the role of the mother tongue in early years settings?

Drawing on data from 'a day in the life of a bilingual practitioner' project, we examine the ways in which bilingual practitioners use the childrens mother tongue and English and we explore the views of the practitioners in relation to use of different languages to mediate learning. Examples of data from the filmed classroom practice and interviews with the bilingual practitioners provide new insights about early bilingualism in English early years settings and the perceived losses and gains for young bilinguals if bilingual practitioners do not use their mother tongue to support learning are considered. Finally we question the imposition of a monolingual approach, which means that English dominates both within and outside the setting and results in bilingual children losing linguistic resources that could enhance their learning. We draw on research studies which argue for the support and development of childrens home languages (Skutnabb-Kangas 2000 Cummins 2000 and collier 1995).

SYMPOSIUM IV/3

A MAPPING OF SCANDINAVIAN RESEARCH IN EARLY CHILDHOOD INSTITUTIONS IN 2006 AND 2007. MAIN RESULTS AND IMPLICATION

Self-organized Symposium

CHAIR: THOMAS MOSER
Vestfold University College Faculty of Education

Session overview

The aim of the project to be presented is to achieve a review and evaluation of all relevant and suitably qualified research related to the topic early childhood education provisions published in the year 2006 and 2007 in Denmark, Norway and Sweden. The quality of early childhood education institutions named preschool kindergarten and day care in Sweden, Norway and Denmark respectively, has been positively evaluated by international comparisons and assessments due to the fact that almost all children from age 3 to 5 and a significant majority of children from 1 to 3 are enrolled in ECE-institutions. It may be surprising that a systematically research based body of knowledge about early childhood education provisions in Denmark, Norway and Sweden. Still is missing the Danish evaluation. Institute EVA therefore approached the Danish clearinghouse for educational research at the Danish school of education with a request to create a review of existing research into institutions for 0-6 year olds.

Two periodic research reviews research mappings were conducted covering relevant and suitably qualified research within this field in 2006 and 2007. Selected findings and implications of this research review will be presented and discussed in this symposium.

Keywords: research mapping, research appraisal, early childhood education, institutions, scandinavia

Technical and methodological aspects of the review process

Thomas Moser *(Vestfold University College Faculty of Education)*

Literature searches were carried out by the clearinghouse in a wide variety of mainly scandinavian databases. The selected sources include firstly the norwegian and swedish national bibliographies and the danish educational database which ought to cover all publications in book-form within the chosen subject in 2006-2007. Secondly and supplementary searches were made in the national research documentation systems, as well as in the eric csa database (1050 hits). In the databases came to 109 documents, 52 in 2006 and 57 in 2007, that were relevant and satisfactorily qualified.

Data extraction from these documents was carried out following the methodology and systematic of the EPPI reviewer, developed by the eppi-centre at the Institute of education, London university.

A selection of main tendencies in terms of research questions, research design and methodologies will be presented; eg a dominance of ethnographically inspired field studies in which the major part of the mostly qualitative empirical material is produced within one or just a few chosen day-care institutions, a small number of quantitatively designed studies primarily based on the use of questionnaires.

Only a few of the studies have the children as their primary focus, for example by investigating how children experience their everyday life, what is meaningful and significant seen from their perspective. The main research interest is overwhelmingly on the professional staff. Ethnographically inspired studies which are directed towards childrens actions and everyday life seem to be mostly interested in childrens learning and learning processes. Only a few focuses on play without involving an underlying learning perspective and even fewer demonstrate or make explicit an interest in studying the care dimension in the everyday situation.

Keywords: methodology,childrenperspective

Vulnerable children in early childhood education institutions

Bente Jensen *(Danish School of Education)*

Vulnerable children in early childhood education institutions get the main focus. In 16 of the studies reviewed, the identified studies have a different character and three perspectives. Approaching this group of children can be distinguished on bases of the data from the 2006 analysis:
1. socially endangered children are seen as a societal problem
2. socially endangered children are seen in an individualised psychological perspective often in a therapeutic and diagnostic perspective
3. studies directly oriented to the process and mechanisms on in- and exclusion.

The results of these studies, their implication for the special- pedagogical practice in the institutions, as well as challenges concerning professional development will be critically discussed.

This theme vulnerable children or children at risk is actually of broad public, political and administrative interest in the scandinavian countries. Therefore it is surprising that there are relatively few studies that attempt to examine the significance of the overall framework-defining conditions for processes like marginalization in- and exclusion. At the same time almost none of the studies explicitly state that they have attempted to acquire thorough knowledge of the social background of the children and their families, their resources and situation in general.

Keywords: vulnerable children, research, policies

A mapping of scandinavian research in early childhood institutions

Inge Johansson *(Stockholm University)*

19 of the 109 studies included in the mapping addressed parents and their relation to the institution due to their aim and content. These studies can be divided into four groups:

1. special educationspecial pedagogy
2. parents influence in general
3. influence processes in the encounter between parents and school
4. childhood in the borderland between parents and school.

The findings methodology and quality of these studies is discussed and critically reviewed. The results of the studies are compared to main questions for research in the sector and the development of the research in the early childhood sector. The implication of the results and nature of the present studies for research in the early childhood sector are discussed, eg the question has to be raised why it is only such a small number of studies that exhibit a specific interest in parents behaviour, their presence in the institutions and their presence in the children's everyday life.

Keywords: parents, schools, children

SYMPOSIUM IV/4
PARTNERSHIPS WITH PARENTS
Individual papers

Chair: Anneli Niikko
University of Joensuu

Cultural differences of teacher-parent partnerships in four European countries: a qualitative study

Marika Veisson *(Tallinn University),* Silvi Suur *(Estonia),* Eeva Hujala *(Finland),* Johanna Einarsdottir *(Island)* and Maria Filomena Gaspar *(Portugal)*

The main findings of the study were the following. Estonian preschool teachers prefer common activities, family evenings, visiting theatre performances, and excursions as the main partnership method with parents (64%). In Finland (75-100%), Portugal (75%), and Iceland (50%) teachers prefer individual conversations with parents. 50-75% of Portuguese teachers consider meetings with parents important and 25%-75% consider children's parties important. In Estonia teachers find counselling parents to be more important than in Iceland and in Finland.

In all countries 75% of the teachers prefer discussing with parents and colleagues, if something in the functioning of the family makes them concerned.

The main obstacle in the involvement and participation of the parents is lack of the time (75% of Portuguese, 70% of Estonian, 50-75% of Finnish and 60% of Icelandic teachers). Parents lack time mostly because of their professional career, everyday life, hobbies and other activities. of Finnish teachers less than 25% think that parents do not have enough motivation for cooperation and that they are only interested in childcare. of Icelandic teachers 50% found that parents are not interested in cooperation, whereas in case of 7% language and cultural differences were mentioned as a cause. In Estonia 2% of the teachers mentioned language as a problem in communicating with parents from other ethnic groups.

Keywords: teachers, parents, partnership, involvement, cultural differences

The school starters in transition to school. Diversity in a parental and a child's perspective

Marit Semundseth and Vibeke Glaser *(Queen Maud University College)*

Children's expectations on the transition from kindergarten to school is determining for children's learning and well-being during school attendance. The way school manages to include and create positive relations between children's and parents' expectations is of great importance to achieve success and interrupt the cycle of failure for many children (Bø & Thorsen, 2004, Christenson & Sheridan, 2001).

Both parents and educators provide resources for the children's learning. It's a fact that the parents' influence on children's academic success and social growth is of great importance (Birkemo, 2002).

According to the Norwegian Act relating to primary and secondary education (Education Act 1-2), the school is obliged to co-operate with parents and make sure that every child has an individual training curriculum (training programme). Research concludes that there is a need to focus more on the children's expectations and the parents' role as co-learners in their children's learning process (Nordahl, 2007; Lillemyr, 1998).

Our theoretical approach is mainly based on ecological system theories (Bronfenbrenner & Morris, 1998) and a social cultural perspective on learning (Mediated learning; Vygotsky, 1978; Feuerstein & Klein et al, 1991). We have conducted interviews with both parents and their school starters.

Our main questions were:
1. What are the parents' expectations to school? What do parents express about their influence on children's learning?
2. What kind of knowledge and learning do the school starters express in the transition from kindergarten to school?

Keywords: school starters. parents, education, transistion, expectations

Single parent family and kindergarten: a two-way relationship

Trifeni Sidiropoulou, Konstantina Tsaoula and Maria Poumprou *(Department of early childhood education technological educational institution of Athens TEI)*

Previous research findings have shown that family ties are still quite strong in Greece and that both paternal and maternal role is significant to the social and psychological development of children. As a result, single parents may feel insecure in raising their children alone.

This study investigated the relationship between single parent families and kindergartens in Greece.

More specifically, the research aimed at proving whether preschool teachers can accept this kind of families and whether kindergartens can provide the necessary social, psychological and practical support to both single parents and their children.

Questionnaires were used as a research method, consisting of 32 questions. There were both open and closed questions all of them in Greek language.

The number subjects who participated were one hundred (100) single parents that had at least one child at a kindergarten. They were an opportunity sample and their children's age ranged from newborn to six years old.

The research findings showed that single parents demonstrate a lack of confidence on how to raise their children.

Single parents felt that preschool educators accept this new type of family. Findings also revealed that single parents seem to acknowledge the importance of kindergarten in children's social and psychological well-being.

Additionally, single parents seem to value the complementary role of kindergartens. On the other hand, kindergartens proved to be a supportive medium both for single parents and their children.

Keywords: preschool education, single parents, kindergarten, support, children development

SYMPOSIUM IV/5
WORKING FOR INCLUSION
Self-organized Symposium

CHAIR: BRONWEN COHEN
Children in Scotland, Scotland, United Kingdom, EC programme Working for Inclusion

Working for inclusion: (Children in Scotland in association with Children in Europe and Eurochild)

JOHN BENNETT *(EC project, Working for Inclusion)*

This session will discuss research being undertaken for the EC project Working for Inclusion, a cross-European programme exploring the role of the early years workforce in addressing poverty and social inclusion. The research is intended to produce a clear picture of the qualification and skill level in early years services and how these relate to levels of poverty and social inclusion. It builds on previous cross-national reviews of ECEC policies and services and combines quantitative and qualitative material from published and other existing sources checked and supplemented by national experts. Research is taking place simultaneously in Scotland and the UK, Poland, Norway, Italy, Slovenia, France, Denmark, Portugal, Sweden and Hungary and will also offer an overview of developments throughout the EU. The research will be discussed by Dr John Bennett who is leading the research with Professor Peter Moss.

Keywords: workforce, inclusion, cross-national review

The leadership dimension in teacher education and community collaboration in addressing social inclusion

JOAO FORMOSINHO *(University of Minho, Portugal)*

The session will also hear from Professor João Formosinho of the University of Minho in Portugal whose current research examines the leadership and communitarian dimensions in the education of children' professionals in order to address social inclusion in England and Portugal. The issue of integration of services as an instrument to promote social inclusion in deprived areas will be addressed, as well as the training of English leaders for the leadership of Integrated Children Centres.

Keywords: workforce, inclusion, integration of services, leadership training, community collaboration

CHILDREN'S EXPERIENCES

Individual papers

CHAIR: KIRSTEN-ELISABETH JANSEN
Unversity of Agder Norway

The beginning of friendships

ANNE GREVE, ANNETTE KRISTOFFERSEN WINJE, MORTEN SOLHEIM *(Oslo University College Faculty of Education)*

This paper presents an ongoing study, which investigates the beginning of friendships between one-year-old children in a Norwegian Kindergarten. Through video observations the study has found that that there is a diversity in the way children leave traces vis-à-vis their peers. Small children communicate through body language, using all their senses. While in society at large, the spoken language is the most significant way of communicating. In order to become friends, the children must take notice of each other.

Our study suggests that from an adult's point of view, the youngest children leave relatively insignificant traces, the ones that are older leave more significant traces and the oldest leave the strongest impression (Greve & Kristoffersen Winje, 2008). According to Palludan (2005) this is dependent on whether the children master the spoken language or not. But this might be different from a child's perspective.

By using life world phenomenology and post-colonial theory, we are able to disclose and critically discuss what traces that are found among the one year olds. Some children dominate and take a lot of space in the way they install themselves in the room, both bodily and with their voice, others are more modest and some are almost invisible. The traces might not always be favorable in order to establish a friendship relation. Thus it might be interesting to investigate further this diversity in leaving traces among the youngest children in the Kindergarten. In what way are the differences found related to gender, age or personality?

Keywords: participation, small children, observation, traces, friendship

Realities and possibilities: young children as researchers in their own lives

JANE MURRAY *(The University of Northampton UK)*

This small-scale study explores the potential of young natural children's research behaviours to gain warrant to inform matters affecting their lives (UNICEF, 1989). The study is located in:

1. Young children's agency (Hart, 1992; Qvortrup, 1994; Alderson; 1995; 2001; Dahlberg et al., 1999; Rose, 2003; Dahlberg and Moss, 2005; Alderson and Morrow, 2004; Bancroft et al., 2008);
2. Psychological insights into young children's cognition (Piaget, 1936, 1963, 1970; Piaget and Inhelder, 1969; Gopnik et al. 1999; Meltzoff et al., 1999; Blakemore and Frith, 2005; Goswami and Bryant, 2007);
3. Emancipatory research methodologies (Griffiths, 1998; Fielding, 2001; Clark, Moss and McQuail, 2003; Thomson and Gunther, 2006; Brownlie et al., 2006; Christensen and James, 2008).

The project investigates four young English children's constructions of understanding within the cultural contexts they inhabit and ways in which policies and practices may affect their ontological development. Interview conversations, focus group discussions and observations are employed as part of a small-scale, ethnographic case study series located within constructivist grounded theory (Glaser and Strauss, 1967; Charmaz, 2006).

Ethical issues are a prime consideration (Danby and Farrell, 2004; BERA, 2004; Flewitt, 2005; Harcourt and Conroy, 2005).

Findings suggest that young children younger than 8 years seem able to engage in warranted research behaviours and these may have the potential to indicate directions of travel for policy in matters affecting them. However, some children may be so directed in their ECEC settings and homes that they have few opportunities to engage in natural research behaviours.

Positioning young children as researchers may present significant challenges for professional researchers; this would benefit from further exploration. "" "

Keywords: early years, agency, emancipatory research, cultural contexts, constructivism

How dialogue in kindergarten makes a difference

GRIL FIGENSCHOU *(Finnmark University College)*

The aim of this paper is to discuss the Dialogue in Kindergartens from a social- cultural view, by using theories by Mikhail Bakhtin and Lev Vygotskij, connected with experiences from a field work that have been done on this area. This field work is a part of an ongoing PhD - project.

Bakhtin (1984) says that: "The very being of man (both internal and external) is a profound communication. To be means to communicate" (ibid:12). Bakhtin see the whole existence of human as dialogue, we are all a part of the dialogue. If this is so; how do children learn the dialogue of the kindergarten? Are we talking about a Dialogue or several Dialogues, or is it maybe a kindergarten monolog? Is the dialogue in kindergarten very different from the dialogue at home? How do the children develop knowledge about this; and how are their opportunities to be an active part of the dialogue? And finally, how will diversity in kindergarten dialog influence on children's learning and development?

The Convention on the Rights of the Child by UNICEF (1989), claim that all children should have the right to participation and to influence their own lives. This demands a certain view of children, and have an impact on the curricula of both kindergarten and school. Connected to Bakhtins' theory about the Dialogue, these documents are a part of the dialogue in the kindergarten; and will therefore be a part of this discussion. "

Keywords: dialogue, childrens participation, learning, development

SYMPOSIUM IV/7
EARLY CHILDHOOD EDUCATION POLICIES
Individual papers
CHAIR: JOHN M DAVIS
University of Edinburgh

A review of social partnership structure in irish early years care and education services 2000-2006

GERARDINE NEYLON
(Dept Politics and *Public Administration University of Limerick)*

In Ireland the implementation of the Equal Opportunities Childcare Program EPOC for children from birth to pre-school age has been delivered through a social partnership model, which involved stakeholders across a variety of sectors. This paper explores the Value for Money Review of the Equal Opportunities Childcare Programme 2000-06 EOCP written by Fitzpatrick Associates Economic Consultants.

During the life of the programme almost 500M€ was spent in the development of quality childcare places across three measures: capital investment; staffing costs, and quality improvement measures.

The success of the Social Partnership model in developing quality Early Years Care and Education EYCE across the three areas is contested. Capital which built Crèches constituted 52.67% of the money spent. The project oversaw the biggest Crèche construction project in the history of the state (1,612 Grants allocated) The Irish construction industry benefited greatly.

The 'Social Partnership' structure was dominated at a high level by the construction industry and labor market reorganization tasks. While capital development was remarkable strong, participation by education strategists, and early year's experts was weak. The lack of quality improvements can be seen as a missed opportunity as by the end of the programme; no agreed pedagogy of care in Early Years services had been implemented. Those working directly with children are not at graduate level, wages are low, and prospects of progression are poor in the sector.

Keywords: early years, policy, structure, social Partnership, construction

Diversity of contexts, experiences and relationships in infant and toddler care and education in the United States

MARY MCMULLEN and JAMES ELICKER *(Indiana University)*

SYMPOSIUM
SET IV

Presenters discuss the multiple and diverse contexts of professional care and education with infants and toddlers and their families in the United States and the diversity of and nature of the relationships that form within these contexts. Professionals who work in the home, the care and education setting, the community, and the academic or professional development setting are profiled. Additionally, results of a recent phenomenological study will be shared that examined infants' day-to-day, lived experience in full-time child care.

With the results, the presenters elaborate what relationship-based practices were found to "look like" as they related to three distinct but overlapping behaviors important to the formation and maintenance of strong relationships including mindfulness, reflection, and respect.

The authors assert that that infant and toddler professionals are mindful when they are fully present, in the moment with their relationship partners, and when they are responsive communicators, attentive to and aware of the impact of their own and their partners' verbal and non-verbal messages; that they are reflective when they think before, during, and following every action and communication, and are fully aware of how their own background, beliefs, and experiences shape and filter their perceptions of other's behaviors and influence their own responses and behaviors; and that these professionals are respectful when they are both aware of differences and honor and plan for those differences in individual babies, their families, and their cultures in their practices, and when they treat the babies in their care as citizens with full rights.

Keywords: infant/toddler, relationship-based, respect, mindfulness, reflection

Choice of early childhood service: issues of class and equity in the recently implemented voucher scheme in Hong Kong

GAIL YUEN, MICHELLE LAM, MEI LEE NG and I-FANG LEE
(Hong Kong Institute of Education)

The purpose of the presentation is to disseminate part of the results of a pilot investigation conducted in direct response to the latest implementation of a voucher scheme in Hong Kong. While the presentation focuses on the notion of choice only, the pilot study attempted

to explore two central elements of voucher, that is, choice and quality, from parents' perspectives in the field of early childhood education.

Eighty-six Chinese parents were recruited from a range of early childhood settings in four geographical areas, including 36 non-profit-making kindergartens and nurseries that served children in public and private housing estates. Interviews and focus group discussions were conducted for 38 and 47 parents, respectively. Findings revealed serious issues regarding class and equity.

The study points to the potential risks of the new policy to narrow choice and deepen class polarization in the society. Immediate attention is needed to review the current policy to address the great concern about social justice.

Keywords: voucher, early childhood, choice, equity, Hong Kong

SYMPOSIUM IV/8
LANGUAGE LEARNING
Individual papers
CHAIR: FERRE LAEVERS
Research Centre for Experiential Education - Leuven University

Strategies for integrating content and english language learning
LINDA GOOD and EUNJU YUN *(Minnesota State University Mankato)*

This action research study took place in Korea when an American professor participated in a university exchange program in which an early childhood education course was taught in English. A review of the literature offers insights into teaching English as well as content in English to limited English proficient students. Methods for this study included instructor's journaling and reflection, feedback from the Korean department chairperson, a survey of language skills, and a survey of students' perceptions of effective strategies.

A variety of strategies emerged over the course of the semester that resulted in integrated content and language learning. Successful strategies included:
- use of dictionaries and electronic translators by students;
- non-verbal, animated communication on the part of the instructor;
- instructor's conscientious pacing of language and use of wait time;
- instructor's writing unfamiliar terms on the board and defining them;
- instructor's development of PowerPoint presentations in English with images as well as Korean translations which were used in class and provided to students;
- hands-on activities; role plays; playing games for reviewing concepts;
- careful selection of topics for study, framing questions to direct student responses to readings.

As globalization fosters exchanges of professors across national borders, it will be helpful for future exchange professors to learn about teaching strategies that have worked in the past to assure their success in teaching abroad.

Keywords: teaching, strategies, English, Korea, content

Kindergarten teachers' and advisors' views and attitudes towards early foreign language learning

ELENI GRIVA and RENA SIVROPOULOU
(University of Western Macedonia-Greece)

The interest in foreign language teaching to very young children has been increased for the last decade across the European Union. There is a wide consensus about the advantages in teaching modern languages to the pre-school age groups (Reily & Ward, 1997), since infants develop two separate but connected linguistic systems during the first years of life (Genesee et al, 2004). Although in Greek state schools English language instruction starts in the third primary school grade, there is a general positive attitude towards learning English at an early age, in kindergarten (Sivropoulou & Griva, 2008).

In the specific study an attempt was made to record the views, the attitudes and the beliefs of kindergarten teachers and school advisors about early foreign language learning. One hundred (100) kindergarten teachers employed in Greek schools and ten (10) school advisors participated in the study. The study was conducted through two stages: a) in the first stage, the teachers were asked to respond to certain questions about early foreign language learning in a written form (texts); b) in the second stage, semi-structured interviews were conducted with the school advisors to gain insights into certain issues related to the introduction of English as a second language in Greek kindergartens.

Both teachers and advisors highlighted the advantage of an early start in FL learning and the need for children to acquire receptive and productive oral skills in child-appropriate activities performed in a stimulating and supportive environment.

Keywords: learning, foreign language, views, teachers, advisors

Aligning research, theory and practice to enhance literacy and numeracy outcomes for indigenous pre-schoolers in remote communities in the Northern Territory of Australia

JUNE SLEE and ALISON ELLIOTT *(Charles Darwin University)*

Young Indigenous children living in very remote communities in the Northern Territory of Australia have complex and diverse needs resulting from the interface of their language, culture, customary law, societal demands and poverty. It is of great concern that some of Australia's poorest and most disadvantaged children and families live in these remote communities. National assessment results indicate that few Indigenous students achieve early benchmarks in literacy or numeracy, and many leave school illiterate. This has chronic consequences for employment opportunities, overall quality of life and generational expectations.

This paper discusses the findings and their implications from an action research project exploring targeted early literacy and numeracy approaches aimed at providing a strong foundation for Indigenous pre-schoolers' transition to school. University educators, Catholic education administrators and practitioners from remote Indigenous schools collaborated to sustain and maximise early learning by aligning the multiple diversities of Indigenous preschoolers' social and community contexts with culturally appropriate pedagogy.

The major aim of the research was to formalise a paradigm that provided targeted, customised and practical mentoring support with professional learning and resource development in response to current early years' theory, policy and research about literacy and numeracy learning. Vignettes from data illustrate preschoolers' increased fluency and understanding of the language of numeracy and appreciation of the landscape and literacy of folklore told in Arrernte (their language) and English. Success indicators of the research are defined by the number of preschoolers making the transition to school with enhanced numeracy and literacy readiness.

Keywords: multiple diversities, action research, early years, literacy, numeracy

INFORMATION AND COMMUNICATIONS TECHNOLOGY
Individual papers

CHAIR: MARC WANTZ
Université du Luxembourg

One can dream of becoming as strong as Pippi:
Young children's meaning making related to classical children's literature

THORDIS THORDARDOTTIR and GUN GUBJORNSDOTTIR
(University of Iceland)

This study analyzes how young children in two preschools in Reykjavík, Iceland, make meanings through their literacy practises of Pippi longstocking. The purpose is to shed a light on how cultural diversity appears in the children's knowledge of the story and how it affects their meaning making. The focus is, on the one hand on children's interpretation of the story line, and the other hand on gender, ethnicity and mothers' educational background. Sixty eight children 4-5 years of age participated in the study. Data were gained through participants observations, video recording and 17 recorded and transcribed group interviews with the children. In the data analysis, themes, categories and discourses are intertwined to construct a total picture of the children's meaning making.

The findings indicate that these young children's narratives include descriptions of Pippi's appearance, attributions, dispositions, agency, situations and relations. The children's comparison of the story line, with real experience includes the children's images of physical strength where boys identify themselves as strong and capable of coping with difficulties while most of the girls doubt their possibilities to be strong because of their gender. The boys are most interested in Pippi's connections to the pirates but the girls focus mainly on Pippi's relationship and inappropriate behaviour, which the boys don't see as a problem. Children with university and upper secondary educated mothers are more talkative than children with unskilled and immigrant mothers. The children use the text to make meanings about gender roles, appropriate behaviour, national and foreign languages, children's possibilities for independency, pros and cons of living alone and personal diversity.

Keywords: literacy practises, early childhood education, meaning making, gender, ethnicity

Digital object in Norwegian kindergartens

MARGRETHE JERNES *(University College Stord Haugesund),*
MARTA SINNERUD (*University College StordHauges*) and MARIT ALVESTAD *(University of Stavanger)*

In this paper we present a part of a larger project. The study is included in the research project "The place of digital objects in the social and linguistic education of the children in kindergarten" which is financed by the Norwegian research Council and are within the national research program Practice-based R&D. The main purpose in this study is to raise questions about how the typical digital contexts in Norwegians kindergartens appear and how preschool teachers explain their use of ICT. The discussions will be made in the light of steering documents on the area for kindergartens.

The study is anchored in the phenomenological and hermeneutic epistemology and has an ethnographic approach. The methodology is of mixed methods, which means that the empirical data is collected both by quantitative method as survey, and qualitative research methods, such as focus group interviews and field conversations or talks. In addition to point at the extensiveness, the national survey also will tell something about

what kind of digital tools, games and other software existing in kindergartens. The focus group interviews are carried out in three different kindergartens. These findings will be discussed in relation to what the national curriculum for kindergarten says about the area digital tools (ICT).

The theoretical foundation is anchored in a socio cultural perspective and discussed in relation to research from Great Britain and Scandinavia, among others.

One of the questions that will be raised in this presentation is the relationship between intentions and reality when it comes to digital objects in kindergarten.

Keywords: kindergarten, digital objects, professionals and ICT, Curriculum, educational practice

The case for Information and Communications Technology (ICT) in the early childhood education curriculum

JAN PETTERSEN *(Dublin Institute of Technology)*

This paper explores the evidence related to ICT and young children, benefits for children exploring with ICT and the case for ICT in the Early Years Curriculum. The data used in the paper is based on empirical research undertaken by the author as part of an ongoing study leading to the award of PhD and is supported by current international literature on ICT in the relevant context, with a particular focus on international research on this subject area, reflecting the changing landscape of education and the emergence of technology as a new literacy and highlights the different types of interactions in which children and adults engage with ICT.

The paper points out the kind of opportunities that the participating children had for using and interacting with ICT. It gives accounts of how the children are introduced children to ICT, level of support and level of staff motivation. It reveals and discusses the context of the range of activities, the range of interactions and the quality of interactions as well as adult views of young children interacting with ICT based on the two surveys of parents and practitioners.

The research project as described in the paper reflects the experiences that preschool children have with ICT and portrays young children as astute and critical users of ICT who continuously evaluate their own performances during the process of involvement with technology.

Keywords: technology, literacy, digital, culture, computer

SYMPOSIUM IV/10
CREATIVE APPROACHES
Individual papers
CHAIR: THEODORA PAPATHEODOROU
Anglia Ruskin University

The final aria - building communities with music and drama

DONALD K MCKAY, MARIETTE SLUYTER and EVAN TSITSIAS
(School of Early Childhood Education - Ryerson University - Toronto)

The Stories, Unsung project used music and drama to support isolated families and to foster community development in diverse communities. The project is grounded in concepts of social isolation of families. It responds to Eitzen's (2004) conceptualization of "the atrophy of social life". Isolation (atrophy) can be caused by the mobility of families, the

isolating impacts of technology, overly busy schedules, and housing which discourages neighborliness. In response Eitzen encourages, participation in public activities through which others share common interests.

Stories, Unsung arose from questions about what would encourage isolated families to participate in public activities. As traditional interventions had limited success, new approaches were necessary. Both field experience and a large body of research indicate that music and drama impact language, cognitive and social development.

This project explored the question of how music and drama impact social isolation and empower families. It brings together families with theatrical directors and composers in weekly workshops. Techniques (adapted from Boal's Forum Theatre) are used to help families tell their stories and identify the pleasures and tribulations of their lives. This facilitates exchanges of ideas and problem solving, breaking down barriers and encouraging mutual understanding. The project took place in three different Canadian communities, which shared similar challenges of poverty, immigration, unemployment and physical isolation. The workshop process and the impact on all participants will be discussed.

A final dialogue will allow for consideration of issues of families living in isolation and the use of the arts as a way to recognize diversity.

Keywords: families, arts, isolation, heritage, diversity

Into the ring

Knut Kvaran and Mirjam Dahl Bergsland *(Queen Maud University College Early Childhood Education Department of Music)*

"Into the Ring" has been a development and research project carried through in the Ringen kindergarden in Norway. This kindergarden has a high percentage of children with minority cultural background. The main aim for this project has been to develop a pedagogic model for how to use stories and music to make an inclusive community in kindergardens with many nationalities. Recognition, identity, social affiliation, esteem and parental cooperation are central concepts and themes.

The research method consisted of weekly meeting the children in a group session, where they were presented with music, dance and tales from the different cultures represented amongst the children. The interviews with the parents, the kids and the pre-school teachers together with video observations and narratives have made a ground for analysis in the project.

The kindergarden is supposed to be a learning organisation so that it can take on new demands and challenges (MinIstry of Education and Research 2006). The content and the working methods in the kindergarden are mostly based on the Norwegian traditions, where the teaching staff becomes the provider of premise - often without being aware of that. Therefore it is important to make room for impulses from both the local, regional, national and the global world. Many different kids with a multicultural background, perspective and experience meet in the kindergarden. By giving value to the minority children's own cultural background they can develop confidence so that they freely will seek other cultures.

Keywords: kindergarden, multicultural, minority, stories, music

Documenting and reflecting: an early childhood story. Children's popular culture within an emergent curriculum

Vivien Harris and SAndy Houen *(Australian Early Years Consultancy & School of Early Childhood, Brisbane, Australia)*

In response to the challenges presented by the influence of popular culture in early childhood, teachers at an early childhood centre in Brisbane gathered together stories of how popular culture-inspired play was supported and extended into meaningful, multi-modal ways of thinking and communicating - artistic, spatial, dramatic, bodily-kinesthetic and linguistic modes of representation. Documenting through detailed recording of lengthy conversations of children; using digital photography and video-filming, and transcribing children's stories as they played, and in subsequent reflection with children provided a year-long story of how children followed and developed their interests in popular culture.

The themes - all generated by children - included film and television plots and characters (such as superheros, block-buster movies and cartoons); commercial toys and artifacts; advertisements and catalogues that invariably arrive into families' homes; and live events and performances which children hear about or attend.

Given that children are exposed to and surrounded by these forms of popular culture, teachers at this centre decided to encourage children to share their understandings and ideas rather than discourage them. Through multi-modal forms of communication, children engaged in a myriad of ways of telling their stories. The documentation over a year enabled children, parents and teachers in the early childhood community to appreciate and gain a deeper understanding of the ways in which popular culture impacts of children's feelings and thoughts, and how these can be given a voice in a co-constructed, emergent curriculum.

Keywords: teachers as researchers, popular culture, multi-literacies

SYMPOSIUM SET IV

SYMPOSIUM IV/11
RECONCILING DIVERSE AGENDAS IN EARLY CHILDHOOD POLICY SYSTEMS AND PRACTICE IN THE UK. AN EARLY CHILDHOOD STUDIES DEGREES NETWORK SYMPOSIUM
Self-organized Symposium

CHAIR: Carolyn-Helena Silberfeld
University of East London

Session overview

The early childhood agenda has sought to reconcile the issues of poverty the long-term consequences of early brain development the contribution and role of families and communities and differing ideas regarding optimal care and education for young children. However early childhood policy has not always reflected readily the challenge of integrating different qualifications that have very different philosophical discipline and policy roots and traditions. The policy agenda for the past decade has been concerned with how best to improve opportunities for children which has led to policy rhetoric about integrating childrens services.

There is a debate to be had about how this integration comes about. Is it through collaboration with different professionals and practitioners understanding each others roles or is it through the development of a new early childhood professional who can fully embrace the diverse knowledge and understandings of early childhood.

This symposium seeks to explore these diverse issues in early childhood as they are played out in the different countries within the UK all presenters in the symposium are members of the early childhood studies degrees network - a UK professional organisation

Keywords: policy, qualifications, professionalism, pedagogy, early childhood

Reconciling diverse agendas in early childhood policy systems and practice in the UK England

CAROLYN SILBERFELD *(University of East London)*, PAMELA CALDER *(London South Bank University)*, ANGELA NURSE *(Canterbury Christ Church University Retired)*, IAN BARRON *(Manchester Metropolitan University)*, MARY WILD *(Oxford Brooks University)* and BRUCE MAJORIBANKS *(University of Sunderland)*

Attempts have been made to begin to develop a new early childhood professional through the creation of honours degrees in early childhood studies and more lately the government initiated foundation degrees in early years and the eyps. Although it is very positive that the status of early years practitioners has been elevated by these developments there are continuing anomalies and despite government sector control over aspects of the curriculum these have not fulfilled.

The original intention of creating senior practitioners government policies effectively appear to marginalise early childhood studies degrees programmes, which do not come directly under their auspices. Integration of early childhood qualifications has been hampered by the differential position of qts and eyps within the system whereby qts is associated with the maintained sector and eyps is associated with the voluntary and private sectors and, where there is also confusion between statuses and qualifications, this lack of integration is further compounded by the confused requirements for eyps across the sectors with qts remaining the required status qualification despite the lack of knowledge understanding and experience of children from birth to three years within the initial teacher training standards although situated within higher education teacher training quality measures are matched against the achievement of competence-based practice outcomes rather than graduate standards as reflected for example in the early childhood studies qaa benchmarks despite research findings highlighting the significance that graduates make to the quality of provision for young children.

This raises questions about how we can reconcile this diversity whilst seeking to develop progressive and reflective professionals and practitioners,when they are constrained by instrumentalist and functionalist systems and policies

Reconciling diverse agendas in early childhood policy systems and practice in the UK Scotland

ANNE HUGHES *(University of Strathclyde)*

Services and professions working together to provide children with the best possible start in life is key to economic and social policy. In scotland this emphasises the importance of providing children and young people with appropriate proportionate and timely support which almost always means early support. In Scotland debate centred on who should have lead professional roles in providing early support, it became increasingly apparent that the early years and childcare workforce had a key role. This workforce was not an established profession, but was contributing significantly to the services provided for children. This led to a specifically Scottish approach the development of childhood practice as an emergent profession. This included an integrated qualifications and professional development framework and the new standard for childhood practice. Work-based learning and partnership are central features of the standard and characterise the design of the new degree level qualifications for leaders that began to recruit in 2008. However the wider

149

policy direction in Scotland the early years framework 2008 re-emphasises integrated services and professional working together. It categorises all professional roles that have functions related to the well-being of children as the children's sector workforce. Significant questions about which professions are included, how they should be trained and how they should work together, have been raised. Possibilities of new generic roles are also being debated. This provides challenges to the professional identities and organisational structures of the established professions of teaching social work and health and to the emergent childhood practice profession.

Reconciling diverse agendas in early childhood policy systems and practice in the UK Northern Ireland

Dorothy McMillan *(Stranmillis University College)*

Early years policy in northern Ireland - including the northern Ireland childcare strategy, dhss deni and tea 1999), the children and young people funding package (de 2006) and the ten year strategy for children and young people in northern Ireland office of the first minister and deputy first minister 2006 - reflects the English strategy. Every child matters (dfes 2003) in its stated aim to achieve an integrated service for young children and families. However the delivery of such a service through a split system which continues to differentiate in provision between the traditional childcare and education sectors is problematic. During the 1990s, Stranmillis university college (a college of queens university belfast developed one of the first ba hons in early childhood studies ECS degree programmes in the UK, in recognition that early years services had outgrown the field of nursery education. This coincided with the launch of the northern ireland pre-school education expansion programme deni and dhss 1998 and was consistent with the labour governments policy decision that early years services would move away from a promise of universal nursery education (dhss and deni 1994;9) to one of pre-school education (dhss deni and tea 1999;14) however within a continuing policy vacuum there is still no clear career pathway for ECS graduates. Ten years have elapsed since the last northern Ireland childcare strategy (dhss deni and tea 1999) and this paper adds to the voices of statutory and voluntary sector stakeholders within the early years sector, calling for answers to many outstanding questions regarding early years professionalism sectoral inequality and future provision.

SYMPOSIUM IV/12
FAMILIES AND DAYCARE CENTER
Individual papers
Chair: Ludo Heylen
Center for Experiential Education Catholic University Leuven

Early childhood education and care partnership between child, parent and early education staff in Tampere municipal daycare

Riitta Hannelius and Pia Kola-Torvinen *(City of Tampere Finland Welfare Services Childrens Day Care)*

In Finland legislation on child daycare entitles each child to municipal daycare after the maternity leave period. Legislation states that the responsibility for a child's care and upbringing is with the family and the municipal services support this fundamental partnership of children and parents.

The National Curriculum guidelines on Early Childhood Education and Care (ECEC) in Finland are a core plan for early education practices. It highlights the importance of various interactive relationships - partnerships. The main partnership emphasized is the

partnership between the child's family and the professional staff in the daycare facility. This relationship is an essential part of the child's well-being and goes further then mere co-operation. The main way to build partnership is structured discussion between staff and parents about the child's development and need for support.

Digital portfolio - a portfolio of growth and learning - is a tool for developing daily interaction and co-operation between parents and children. The function of the digital portfolio is to provide real time information to the parents about the daily events in the daycare centre, the child's development and growth and the interests and activities of the child. For the child it is a means to strengthen his/her self-confidence, as he/she is able to showcase the activities and experiences of the day. For the personnel it is a means to improve daily contact with the family and have a joint forum to document and follow the development of the child.

Keywords: early education and care, partnership, portfolio, electronic media

Diversity of contexts: how young children cope with the challenges during the transition from home to kindergarten in Hong Kong?

MICHELLE MEI SEUNG LAM *(Hong Kong Institute of Education)*

Transition from home to kindergarten is the first and major ecological transition in children's educational lives in Hong Kong. Most young children enter kindergarten at the age of three and their life experiences extend from home to kindergarten. This presentation will disseminate part of the findings of a more extensive case study research to explore the strategic actions of young children from low-income and working-class families during the transition from home to kindergarten in Hong Kong.

The study was took place in two kindergartens located in low-income and working-class neighbourhood. In each kindergarten, one K1 classroom was selected. 10 children were participated in this study. All the focal children entered directly from home in the same intake. The study was spanned 12 months from from July to June. Data were gathered mainly from participant observations in most classroom situations, semi-structured interviews with class teacher, parents and their children, and documentary review.

Findings revealed that the characteristics of the routines at homes and classrooms are lack of continuity and articulation. It seemed that the home conditions were not very favourable for these children when starting kindergarten. The challenges facing these children when attempting to adapt to the expectations of "kindergartener" will be addressed. The strategic actions of these children in coping with the classroom routines and rules will be presented and discussed.

Keywords: transition from home to kindergarten, strategic actions, routines, Hong Kong

Pedagogical tasks of childcare according to parents of young children

GREET DE BRAUWERE and AGNES BILTRIS *(University College Ghent)*

Looking at the history of the flemish childcare, you can see a constant emphasis on the economic function of childcare. From a recent point of view on quality improvement in the Flemish childcare, more and more there is also attention for the pedagogic function of childcare. In our research we focus on this pedagogic function.

Our basic assumption is the shared responsibility on educating of parents and professionals in childcare. We regard parents and professionals in childcare as partners in the meaning-giving on pedagogic tasks of childcare. We take the recognized preschool childcare (3m.-2,5y.) as case in our research.

The aims of our research are:

1. to report the ideas of involved persons in childcare on the pedagogic tasks of childcare
2. to develop possibilities for this persons to communicate about the pedagogic and other tasks of childcare.

At this point of our research we interviewed more than 100 parents of young children (3m.-2,5y.) about their ideas on the tasks of childcare.

Keywords: flemish childcare, tasks of childcare, parents, young children, professionals in childcare

SYMPOSIUM IV/13
INVESTIGATING QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE (PART ONE): POLITICS AND POLICY
Self-organized Symposium

CHAIR: JENNIFER SUMSION
Charles Sturt University

Session overview

Policy is a key driver of the quality of early childhood education and care. It legitimises particular kinds of approaches to the provision of quality, and through its silences, marginalises others. Because policy sets parameters around what is considered possible, it demands critical mapping and analysis. Policy mapping and analysis can be likened to bricolage, or the piecing together of the "kaleidoscope of shapes and colors into a coherent story" (Atkinson 2002 as cited in Fontana & Frey, 2005, p.718). In this symposium, we piece together three fragments that we believe are influential in shaping quality in early childhood education and care: politicians' decision-making, curriculum, and systems of accreditation and quality assessment. To illustrate we draw on data from Australian studies currently in progress.

Influences on politicians' decision making for early childhood education and care policy in Australia

KATHRYN BOWN *(Charles Sturt University)*

Politicians can play a key role in framing, determining and/or diversifying policy content and outcomes for early childhood education and care (ECEC) policy. Yet very little is known about how and why politicians make the decisions that they do. In this paper, I explore how politicians are influenced in Australian ECEC policy at a State level (New South Wales) and the Federal level by reporting on the first phase of a doctoral study which involved the analysis of policy texts and semi-structured interviews with seven politicians.

This paper builds on an earlier paper (Bown, Sumsion & Press, 2008), which reviewed the literature and sketched out a conceptual framework for theorising the notion of influence in policy processes. In this paper, have drawn on poststructural discourse analysis (Threadgold, 2000) to analyse the data, which unearthed some critical questions regarding the efficiency, fairness and accountability of policy processes in the current Australian political system and specifically in ECEC policy development.

Framed by Foucault's (1994) theorisations of discourse and power, I argue that fundamental problems with the political system and the policy process, combined with specific issues in policy development in the ECEC portfolio, significantly hinder the conceptualisation of

effective ECEC policy in the Australian political system. The paper concludes by discussing the implications these findings have for ECEC policy and practice.

The australian early years learning framework: a case study of complexity in early childhood curriculum development

JENNIFER SUMSION *(Charles Sturt University)*

The last 15 years or so has seen the development of "a rash" of new national and state curriculum and pedagogical frameworks for early childhood education and care (OECD, 2006, p. 134). The OECD contends that such frameworks are most effective when underpinned by a vision for early childhood education and care, when "their values base commands widespread consent" (pp. 134-135), and when their key goals are defined with a broad range of stakeholders. Yet, as reconceptualist curriculum theorists argue, visions and goals are inevitably contested.

Curriculum development, therefore, requires complex forms of conversations and collaborations (Pinar et al, 1995). This paper explores some of these complexities in relation to the development of Australia's first national early childhood curriculum framework, Belonging, Being and Becoming: An Early Years Learning Framework for Australia (the EYLF). The EYLF was launched in July 2009 as a central plank in a suite of Australian Government reforms aimed at enhancing the quality of early childhood education and care provision.

Is child care policy backed up by research? and if not, why not?

LINDA HARRISON *(Charles Sturt University)*

Australian child care services operate under a national accreditation system that is tied to government subsidies towards the cost of child care. The policy agenda behind this quality improvement and accreditation system (QIAS) aims to ensure that families have equitable access to good quality care; however, to date, there has been no systematic examination of the QIAS in relation to the achievement of this goal. In this paper, the QIAS assessments of quality are contrasted with a standardised assessment system, the Harms and Clifford Infant-Toddler and Early Childhood Environment Ratings Scales (ITERS, ECERS).

Data will be presented for 75 child care centres that participated in a longitudinal study of children attending regulated care settings. QIAS records for these centres were made available through the cooperation of the National Childcare Accreditation Council. The QIAS process involves staff, through self-study, parents, management, an external validator, and an expert panel in generating composite ratings for 10 Quality Areas: relationships and respect for children, partnerships with families, staff interactions, planning and evaluation, learning and development, protective care, health, safety, and managing to support quality. ITERS and ECERS ratings were collected annually by trained research assistants over a four year period, for five broad areas: space and furnishing, language-reasoning, learning activities, interaction, and program structure.

The final data set, which comprises multiple data collection points for QIAS as well as ITERS/ECERS, will be used to examine patterns of quality over time and consistencies (or inconsistencies) between the two methods of quality assessment.

SYMPOSIUM IV/14
OUTDOOR PLAY AND LEARNING: GENDER AND OUTDOOR PLAY (SIG SYMPOSIUM 2)

Self-organized Symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR
Department of education, University of Gothenburg, Sweden

Session overview

In the discussion of young children's rights gender equity is an important aspect, particularly in early childhood education. Knowledge about the outdoor environment as pedagogical content and practice from a gender perspective has not been discussed and problematized to any significant extent in scientific research.

As the outdoor environment is considered a vital feature of the educational program in Scandinavia and now also in the UK and other European countries it is becoming urgently necessary to scrutinize constructions of gender in children's everyday life in outdoor contexts.

A UK study contributes with new knowledge about constructions of shared narratives around outdoor spaces and children's interactions with the natural surroundings. In a study from Norway the general lack of male preschool staff and outdoor preschools as an exiting new arena for them as professional caretakers of young children is discussed. Nature as an arena for children's gendered reproduction and recontextualisation of social identity is considered from a broader social space perspective in a Norwegian study. Preschool practitioner's perspectives of the curriculum and the work to counteract traditional gender patterns and gender roles nized in the forms of activities, structure and the rhetoric about outdoor play and learning in a paper from a Swedish context.

This session is related to the conference theme of diversity linked with gender and a number of conference strands including: diversity in educational contexts and diversity in educational practices and systems and policies of care and education in early childhood.

'Let's throw that big stick in the river': an exploration of gender in the construction of shared narratives around outdoor spaces

TIM WALLER *(School of Education, University of Wolverhampton, UK)*

This paper will explore the role of gender in the construction of shared narratives around outdoor spaces. The paper draws on findings from a long-term project investigating young children's learning and the outdoor curriculum. The project is ongoing and involves children aged 3 to 4 years in a nursery school in England. The children are given regular access to extensive wild outdoor environments and are afforded the opportunity to explore and play in the environment with minimal adult direction and intervention. The focus of the enquiry is to investigate how the children interact with the natural surroundings, the effect of these experiences on their levels of well-being and the evolving outdoor pedagogy. The study is designed around a multi-method framework adapted from the well-known 'Mosaic Approach'. A range of methods is therefore used, including observations, video film and photographs taken by the children.

The paper will analyse the research findings from a socio-cultural perspective focusing on transformations of participation and understanding arising from outdoor experiences. The paper will also draw on gender theory and relate to the development of communities of practice. In particular, the paper will consider how the shared narratives and the image based data relating to the narratives (recorded by children and adults) both reflect and

support the construction of gender. This paper is related to the conference theme of diversity linked with gender and a number of conference strands including: diversity in educational contexts and diversity in educational practices.

Keywords: outdoor play, gender, narratives, co-construction

Differences in motivation between men and women in Norwegian outdoor preschools

KARI EMILSEN *(Centre for Research, Further Education* and *Information (FEI), Queen Maud´s College, Norway)* and OLAV BJARNE LYSKLETT *(Centre for Research, Further Education* and *Information (FEI), Queen Maud´s College, Norway)*

Norway has an "Action plan for equality in Norwegian basic school and preschools 2008-2010". One of the goals in this plan is 20% men in preschools. In spite of this plan, the percentage of men in Norwegian preschools has not increased much the last few years (7,9 % in 2003 to 9,2% in 2008). On the other hand the number of men in outdoor preschools is surprisingly 19%. Currently there are more than 300 outdoor preschools in Norway. We have studied outdoor preschools and found that male workers report outdoor preschools as an exiting new arena for them as professional caretakers for young children. In this work we investigate what motivates men and woman in outdoor preschools, and our data consist of answers from questionnaires sent to 79 men and 48 women.

Our findings show that it seems as female workers are more motivated and comfortable with working in outdoor preschools than men. Male workers are strongly motivated by being outdoors per see. The women are also motivated by working with children and they evaluate the benefits for the children staying outdoors, as a stronger factor of motivation, than the men.

Keywords: men in childcare, outdoor preschools, nature, gendered practice

Nature - an arena for reproduction of gender

ELSA CATHRINE MELHUUS *(Faculty of humanities* and *education, University of Agder, Norway)*

Natural environments can be thought of as places free of defined structures that dictates how the place is used. But as soon as a place is populated certain structures will be established. My study of an outdoor kindergarten shows that children structured the place and the items so that they became part of the children's understanding of the social life they were a part of, and thus began reproducing social identities that circulate through broader social space. Through play children make connections between the forest space and 'the modern world', building bridges between different contexts, or one could say recontextualize the given space.

At the same time as children were seen to cross boarders, they also seemed to hold on to other social contexts, gender being one of them. So nature can constrain given notions instead of freeing them, maybe because nature as such has a conservative influence, by not having any structures that provoke common thinking? At the same time research shows that the dominating gender discourses that children are acquainted with, are the references children use when making new 'narratives' This is a dilemma educationists should deal with, when using nature as a place for education and culturalization.

Keywords: context, discourse, gender, outdoor kindergarten

Gender choreography and micro structures - gender roles and gender patterns in preschool outdoor play and learning

Eva Ärlemalm-Hagsér *(Department of education, University of Gothenburg, Sweden)*

The first National Curriculum for the preschool in Sweden states that all preschool activity should be carried out in accordance with the fundamental values on which Swedish society is based. Two of these values are equality between the genders and the equal value of all people. Girls and boys should have the same opportunities to develop and explore their abilities and interests without limitations imposed by stereotyped gender roles and gender patterns. Preschools should work to counteract traditional gender patterns and gender roles. How is this task perceived and handled in the everyday practice in preschools; in the learning objects, activities, structure and in the rhetoric? What "traditional gender roles and gender patterns" are expressed in children's play and learning from the practitioner's perspective and how do the teachers work to counteract these traditions?

The study investigates the educational practices and how and about what the teachers talk in relation to gender equality, gender roles and patterns. of the four participating preschools in the study, one is a "regular" Swedish preschool and three of them focus especially on gender education. In particular, the study concentrates on outdoor play and learning in the preschool playground. Video recording and focus dialogues with the teachers based on stimulated recall are used as research methods. The study draws on socio-cultural and gender theories. The purpose of this paper is to illustrate the concept of gender equality in the pedagogical praxis from the practitioner's perspective.

Keywords: gender, preschool curriculum, outdoor play, early childhood education

SYMPOSIUM IV/15
DIVERSITY OF PROFESSIONALISATION STRATEGIES FOR EARLY CHILDHOOD WORKERS ISSUES IN EUROPE AND THE USA
Self-organized Symposium

Chair: Pamela Oberhuemer
State Institute of Early Childhood Research Munich Germany

Session overview

This set of papers looks both at and beyond the diversity of professionalisation systems across europe. Who is working on an everyday basis with young children in early childhood settings, how similar or how varied are the professional profiles, what are the understandings of professionalism that underpin the divergent qualification strategies funded by the german ministry for family affairs senior citizens women and youth.

The SEEPRO project based at the state institute of early childhood research in Munich has been asking these questions and developing a conceptual framework for comparative analysis. The first two papers focus on selected findings related to: 1 initial education/training requirements and qualification profiles and 2 continuing professional development opportunities. The final paper sets findings from the SEEPRO project in a wider context and explores issues of convergence and divergence in the US context of early childhood provision and professionalisation practices.

Keywords: initial professional, education training, continuing professional development, cross-national analysis Europe USA

On the road to Bologna diversity of pathways for early childhood professionals

PAMELA OBERHUEMER *(State Institute of Early Childhood Research Munich Germany)*

While it is widely acknowledged that the staffing of early education and care provision is a key to quality services (OECD 2006), little cross-national research has focused on the varying professional profiles of early childhood worker. Currently in the midst of the Bologna process and the restructuring of higher education systems, policy makers and national experts are also engaged in re-thinking the initial education. Training routes preparing for professional pedagogy in early childhood settings both at higher education level and below which directions are being taken and why. This paper aims to unravel the diversity of policy approaches towards work in centre-based settings for young children across europe. It draws on findings from a recently completed study in the new EU countries (bulgaria, cyprus, the czech Republic, estonia hungary latvia lithuania malta poland romania slovak republic and slovenia), similarities and differences between qualification profiles in these countries and those in selected countries of the pre-2004 eu15. The focus of previous research will be pinpointed and analysed. The paper will conclude by exploring some of the tensions in the field and raising questions about possible futures of professional preparation for work in early childhood pedagogy.

Diversity in continuing professional development systems: a comparative analysis in EU countries

INGE SCHREYER *(State Institute of Early Childhood Research Munich Germany)*

The initial education/training of staff in early childhood settings is not the only important element to ensure quality in the work with children. Supporting professionals throughout their career is an equally prominent feature in-service education. Training can be regarded as a significant tool for updating and refreshing the professional knowledge of early childhood workers and enabling them to gain new skills and learn about new methods and technologies. Alongside the diversity in professional profiles in early childhood settings continuing professional development opportunities are likewise complex and vary considerably among the european countries.

This paper compares differences and similarities between selected countries that joined the european union before 2004 and after. It illustrates differences in continuing professional development opportunities for staff working with under-threes and those working with 3 to 6 year olds. There will be a closer look at the organisation of these professional development opportunities and their providers, as well as their compulsory or optional character. Furthermore examples will be presented from selected countries of how continuing professional development is linked to career advancement. In conclusion the paper will raise questions as to whether links can be traced between the organisation of and opportunities for professional development specific professional profiles and the overall organisation of the early childhood system.

Comparing trends in the professionalisation of early childhood workers in the European Union and the United States. Divergence or convergence

MICHELLE NEUMAN *(Washington DC USA)*

The united states lags behind most european countries when it comes to publicly-funded early childhood provision, as well as a range of child and family policy issues that are important for supporting childrens well-being. Early childhood policies and services in all countries are linked to their historical political and economic contexts and it is important to acknowledge and respect this diversity. However there are some promising signs of burgeoning political will for early childhood in the US at both the federal and state levels, which may bring greater openness to lesson learning from other countries. Taking advantage of this window of opportunity, this paper explores the implications of the seepro

project for the preparation and support of early childhood professionals in the US. The paper first reviews trends in the organization of early childhood provision and staffing identifying areas of divergence and convergence. Then the paper focuses on two key cross-national issues:

1. supporting childrens transitions from earlychildhood to primary school what is known as the preschool to grade 3 or p-3 movement in the us and
2. recruiting and retaining a diverse and well-qualified workforce of early childhood professionals. As policy learning can occur in both directions across he Atlantic, the conclusion identifies possible lessons for EU countries from the successes and challenges of strategies adopted within the US.

SYMPOSIUM IV/16
EXPLORING THE CONCEPT OF PARTICIPATION AND CHILDREN'S EXPERIENCES
Self-organized Symposium

CHAIR: BERENICE NYLAND
RMIT University

Session overview

This symposium consists of three papers each exploring the theme of participation in the learning process acknowledging. That participation will differ across contexts and for individuals a range of settings situations. The adults role and underlying theories of participation are discussed in each instance. There is an element of change and challenge in the first paper teachers observe childrens experiences as new curriculum and practices are introduced in the second a group of teachers query demands made on children to participate and seek to share this knowledge in a unique way and the third paper confronts some of the issues of participation faced by children and practitioners and attempts to explicate underlying similarities and differences in the literature in philosophical approaches and in childrens own experience.

Keywords: participation, children's learning, curriculum, teachers, role rights

Exploring childrens experiences during a curriculum change
JOSEPHINE NG *(RMIT University)*

Singapore launched the pre-school curriculum framework in 2003. The resultant new curriculum focuses on developing the child holistically on learning through play and experimentation and on interacting with the teacher. The teacher acts as an important intermediary role between the centralized government policy and children. The moe has mandated that all preschool teachers have the accredited teaching diploma by year 2008. Given this transformative shift of practices, knowledge and beliefs in pre-school teachers, there appears a general recognition that teachers professionalism and quality in teaching would be improved. However little attention has been given to Singapores cultural and competitive environment, which leads to teacher trying to make sense in negotiating the challenges and demands from their professionalism.

This study explores the childrens lived experiences as teachers experience change. The research entails in-depth interviews of teachers and classroom observations with photograph narrative anecdotal records, samples of childrens work and childrens comments on their programme. Pedagogical theory and practice of play may be drawn differently from teachers with differing teaching experiences training and life histories. Their sense worth and value will also have an impact too. Teachers knowledge of play is

based on their personal understandings and experiences from which they contextualize to develop activities for childrens learning. This paper discusses the childrens interpretations of curriculum change.

Children and adults experiment with notions of participation

JILL FERRIS *(RMIT University)*

'We expect the children to do that'. This quote was a comment made by a teacher when asked about her role in a staff singing group that had been organised in the early learning centre where she worked. This centre utilises a range of specialists to provide arts programs, focussing on music, literature, movement, dance, drawing, painting and sculpture. Projects are often initiated to provide common themes across the different art activities.

This research was the result of a suggestion that staff could form a singing group and work with the music specialist, to experience for themselves some of the emotions and challenges that children might experience. When expected to join in such everyday activities, this endeavour was seen as the staff engaging as a community and positioning theory was used to examine their motivations and the experience itself. The children were aware of the teachers singing group, a name was frequently discussed but never decided upon and started listening from the hallway and talking about the initiative. The teachers completed the exercise by performing for the children and parents. The childrens reactions to the performance were directly observed and recorded through audio recording, field notes and photographs. Staff were interviewed about their observations and perceptions of the childrens reactions to such a role reversal.

Of rights participation, inclusion and the use of language

BERENICE NYLAND *(RMIT University)*

'When I use a word humpty dumpty said in a rather scornful tone, it means just what I choose it to mean, neither more nor less', lewis carroll, through the looking glass and what alice found there, 1871. in australia there is a phrase weasel words, which is used to denote language used to confuse, obfuscate meaning or language use that is opportunistic. The two words encountered in this research project that could be claimed to have become weasel words are inclusion and rights. Both are concepts vital to the notion of participation.

The data for this paper is drawn from two sources. One was a research study of teacher education experiences, whilst enrolled in a course on inclusive education. Many of these students found that a concept of special education and early intervention was the dominant paradigm in the practice they encountered, in the field and in the literature they reviewed. However the term inclusion was commonly used but a corollary term of rights often present in the inclusion literature was frequently absent.

Data was gathered by direct observation in educational settings tutorial, discussions with students and an examination of the formal assessment work submitted for the course. The second source of data for this paper is a recent policy direction as evidenced by government statements discussion papers and sponsored conferences that show a tendency to circumvent the rights discussion by the disclaimer that rights should be assumed and are therefore not an active ingredient of the inclusive discourse.

This paper discusses the power of language, how it has been used in the inclusive education debate and implications for the quality of inclusion if the idea of rights is not openly explored.

SYMPOSIUM IV/17
MOTIVATIONAL CHALLENGES IN CONTEMPORARY EARLY CHILDHOOD EDUCATION
Self-organized Symposium

CHAIR: OLE FREDRIK LILLEMYR
Queen Maud's University College of Early Childhood Education, Trondheim, Norway

Session overview

Contemporary challenges in early childhood education obviously content a great diversity of issues. It has been argued that the aspect of quality in early childhood education can be ensured by the motivation of teachers and leaders. However their motivation may stem from how the early childhood education provision is organized and from the golden moments in dialogues with children and colleagues. Turning to the focus of the children, the overall aim in contemporary early childhood education has been to obtain equality for all independent of backgrounds and other characteristics. Attending the identity and socio-cultural background means to focus the overall importance of social competence and sense of relatedness in children.

Paper 1 presents results from a Norwegian study comparing reorganized and merged day care centers and day care centers which have not been reorganized and merged, in regard to how educational leaders use their time resource. Results are discussed concerning the effects on the educational leaders' motivation and consequences for the quality of early childhood education provision.

Paper 2 presents results from a study in Norwegian day care centers indicating a close relation between the golden moments in practice and the staff's motivation. In addition, the well-being and health aspects of teachers in early childhood education seems to affect their motivation.

Paper 3 discuss results from a socio-cultural study, major motivational challenges in multicultural early education, concluding sense of self-determination and general self-esteem in play and learning, seems to enhance children's sense of social and cultural relatedness.

How reorganization and institutional merging affects the educational staff's use of time resources: Its consequences for staff motivation and quality for children

PER TORE GRANRUSTEN and KARI HOÅS MOEN *(Queen Maud's University College of Early Childhood Education, Trondheim, Norway)*

The research study's intention was to obtain knowledge about consequences of the reorganization and merging of day care centres, in terms of the educational staff's use of time. The tasks of the educational staff are conceived in three categories: Educational leadership, staff management and executive management.

This paper focuses on educational quality and the educational staffs´ motivation, caused by the staffs´ use of time. The approach both has a perspective of changes and a perspective of comparison. Ten educational leaders working in different early childhood education and care institutions were interviewed in 2007/08, five of which were working in public institutions recently being reorganized and merged, and five working in private not reorganized and merged institutions. One interesting finding was that the size and form of the organization in the merged institutions demands more time for the educational leaders in administration, management, and planning with staff, compared to before the merging.

This change seemed to decrease the amount of time for working with children and management. However, the educational leaders in the smaller, not merged institutions experienced no change in use of the time resource. Some educational leaders in the merged institutions perceived the change resulted in less meaningful work, and a decrease in their motivation. These findings can be interpreted as an indication of reduced quality in the educational provisions. Possible implications for future policy and practice are discussed, to increase the educational leaders' motivation and enhance quality for the children.

Keywords: reorganization, leadership, quality, motivation

Golden moments in learning organizations: a study in norwegian early childhood education and care institutions

MERETE MOE *(Queen Maud's University College of Early Childhood Education, Trondheim, Norway)*

The Norwegian Act relating to worker protection and working environment focuses on the assumption of work being good for health. Research in this field has mainly focused on number of sick-leave absences from work. My project is concerned with why some employees and the staff in some institutions appear to be stable and long-term-healthy. The Swedish organizational physician Johnsson formulated the concept of long-term-healthiness in the early 1990s, defined as employees with fewer than ten days of sick-leave absences during the last two years. Today's organizations have to be learning organizations. Instability among the staff is a challenge for organizational learning.

The main research question of my PhD project is: How do long-term-healthy preschool teachers experience and perceive connections between preschools as learning organizations and wellbeing?

In the autumn of 2007 I surveyed and focus-group-interviewed the staff in five day care centers. I got their reflections on health, humor and joy, beliefs about leadership, time and stress, working environment and their development as professionals. The most important factors for well-being and motivation were: humour and joy, a meaningful job and meeting the children.

The Norwegian Work Research Institute recently conducted a qualitative case study in four preschools as well. They found that relations to colleagues and children seem to be the most important factors for the promotion of health and wellbeing. This indicates that golden moments in dialogue are important for health. The issue of dialogue has to be further discussed in relation to learning organizations.

Keywords: golden moments, dialogue, long-term-healthiness, organizational learning

Motivational challenges in multicultural early education

OLE FREDRIK LILLEMYR *(Queen Maud's University College of Early Childhood Education, Trondheim, Norway)*, KURT MARDER, FRODE SØBSTAD *(University of Western Sydney, Sydney, Australia, Queen Maud's University College of Early Childhood Education, Trondheim, Norway)* and TERRI FLOWERDAY

In all cultures learning is important. However, the most dynamic antecedent for learning is the motivation, in particular intrinsic motivation. However, the concepts of motivation and learning have to be focused in the perspective of the characteristics of culture. Attitudes towards school learning vary a lot between cultures, and within a culture. In a study on socio-cultural perspectives of play and learning, cultural profiles among Indigenous and Western students were examined. It was observed substantial challenges have to be met to obtain equality in education. Furthermore, various cultural groups have different attitudes towards school learning. Interestingly, more clear differences were found between

Indigenous and majority students in a country, than between different Indigenous groups. The factor of play seemed to be of high interest to children.

A major challenge in multi-cultural studies is often getting access to the field. In this study effective door-openers made this easier. Further, it was found that the aspect of teaching language was an important factor to develop cultural identity and a high self-esteem, as a foundation for strong interests in learning.

Another challenge was of course related to communication in regard to translations and interpretations. In terms of interest in learning, it is argued that the potential for free learning, in particular among Indigenous students, is a useful concept of learning which might have to include the aspects of directed learning as well. Based upon our results, we suggest emphasis on specific components to meet challenges and promote sense of relatedness for all students.

Keywords: socio-cultural perspectives, playing, learning

SYMPOSIUM IV/18
SYSTÈMES ET POLITIQUES D'ACCUEIL
Individual papers
CHAIR: NICOLETTA DIASIO
Université de Stasbourg

Intégrer les projets pour accueillir la diversité: la recherche-action « DiversCités », en Région bruxelloise
JOËLLE MOTTINT, ANNE-FRANÇOISE DUSART, PERRINE HUMBLET and ALAIN DUBOIS
(Centre d'Expertise et de Ressources pour l'Enfance)

Bruxelles-Capitale, ville de diversité, est également région des disparités économiques, sociales et démographiques. Le secteur de l'enfance évolue de plus en plus vers une spécialisation des services (orientation des actions vers un public particulier ou développement d'une thématique spécifique). Cela réduit les possibilités d'échanges entre enfants venant de familles différentes, voire mène à des services « ghettos ».

La recherche-action DiversCités est un appui aux politiques communales de l'enfance. L'objectif principal consiste à optimaliser l'accueil des enfants de 0 à 12 ans, dans une optique d'intégration des projets et des politiques locales et d'un élargissement des fonctions des services. D'autres objectifs tels la réduction des disparités et discontinuités entre les milieux d'accueil, la valorisation des appartenances multiples des enfants, le renforcement du lien social dans les quartiers, sont également visés. Elle se déroule à Anderlecht et Jette, deux communes de la Région bruxelloise.

La recherche-action utilise plusieurs cadres théoriques, ce qui multiplie les angles d'interprétations des données. Les cadres théoriques les plus fréquemment utilisés sont sociologique (entre autres la sociologie de l'expérience sociale de François Dubet), systémique, psychologique (notamment la psychologie des représentations) et pédagogique (approche holistique du développement de l'enfant, approche EAJE).

La phase exploratoire a permis d'identifier les difficultés locales et justifie quatre expériences pilotes qui visent à:
- diversifier l'offre d'accueil en répondant à plus de types de besoins différents, en adaptant les services existant aux réalités émergentes,
- améliorer les relations entre les services et les familles en respectant mieux la diversité de celles-ci.

Keywords: politique locale, diversité, multiculturalité, inclusion, recherche-action

Les systèmes d'Éducation et d'Accueil du Jeune Enfant (EAJE) en Europe: analyse comparative de 18 pays

GAËLLE AMERIJCKX and PERRINE HUMBLET *(Université Libre de Bruxelles)*

La politique EAJE est diversifiée à l'échelle européenne. Elle résulte au sein de chaque pays d'un montage entre les représentations sociales (enfance, famille, éducation, genre, etc.) et les grandes orientations politiques (place et rôles conférés aux pouvoirs publics), et la marge de manœuvre politique.

Notre objectif est de décrire les caractéristiques communes et divergentes de cette politique entre pays européens (UE-15, République tchèque, Hongrie, Pologne). Pour ce faire, l'analyse comparative se fonde sur une approche systémique de l'EAJE; système composé de quatre dimensions interconnectées: structure politique et légale, organisation, qualité et performances.

Ces dimensions sont décrites à l'aide d'une série d'indicateurs, identifiés dans la littérature et pour certains construits pour cette recherche. " L'étude des systèmes EAJE s'est faite séparément pour les politiques visant les enfants de moins de 3 ans et celles pour ceux de plus de 3 ans. Des analyses factorielles ont permis de sélectionner ceux qui contrastent le mieux nos 18 pays. Les 4 dimensions du système sont maintenues pour les deux groupes d'âge, mais avec des indicateurs distincts.

Sur cette base, des typologies de pays ont été élaborées: on obtient 4 types au sein de chaque groupe. Ce travail souligne les grandes convergences et discordances traversant aujourd'hui le champ des politiques EAJE européennes. La situation globalement défavorable des enfants de moins de trois ans devrait pouvoir être abordée au niveau européen.

Keywords: Education et Accueil du Jeune Enfant (EAJE), politique publique, système, typologie, indicateur

Le jeune enfant dans le monde des compétences: quelle place pour les différences ?

MARINOVA KRASIMIRA *(Université du Québec en Abitibi - Témiscamingue)*

Notre communication présente le modèle de l'éducation préscolaire au Québec. Conçu dans l'esprit constructiviste, ce modèle préconise l'approche par compétence. L'enfant fréquentant une classe préscolaire doit acquérir des compétences transversales et développementales et y atteindre un niveau précis. Puisque chaque enfant doit répondre aux mêmes attentes, il est possible de voir ici un risque d'uniformisation et de sur-standardisation de l'éducation. Cependant, plusieurs modalités conceptuelles et pratiques sont mises en place, afin d'assurer une place digne pour les différences individuelles et culturelles ainsi que leur cohabitation harmonieuse.

Nous allons en analyser les plus importantes:
1. Dans la perspective constructiviste, la compétence est comprise globalement en référence avec la situation, ce qui explique le fait qu'un grand éventail d'expressions d'une même compétence est observé dans les classes préscolaires.
2. Les apprentissages et la vie quotidienne s'organisent autour des repères culturels qui reflètent la pluralité de la société québécoise.
3. Le jeu, reconnu dans le modèle québécois comme principe éducatif de base, permet à l'enfant d'exprimer ses propres différences et d'accepter les différences des autres.

En conclusion, nous soulignons les dimensions humanistes d'un modèle éducatif pragmatique, dans lequel les compétences et différences s'enrichissent mutuellement.

Keywords: enfants, préscolaire, compétences, différences, constructivisme

SYMPOSIUM IV/19

CHILDREN CROSSING BORDERS: CURRICULUM AND PEDAGOGY
Self-organized Symposium

CHAIR: TONY BERTRAM
Centre for Research in Early Childhood, Birmingham, England
Session overview

The Children Crossing Borders research (http://www.childrencrossingborders. org/index.html), is a major international research project which is now nearing completion. It aimed to examine the practices, values and expectations of preschool practitioners, and the aspirations, expectations and views of parents from 'immigrant' communities, in multicultural cities in five countries (France, Germany, Italy, UK & USA). The focus is on the children of those families whose presence in the host country is new, whose status is vulnerable, and who face the difficulties of overcoming cultural, linguistic, and sometimes racial and religious differences, between their home and host culture. It is these immigrants who are the subject of intense political and social debate in the UK and other EU countries, and in the US, and whose voices are most rarely heard.

The Project aimed to give voice to those who are usually silent and sought to generate evidence which would encourage open interaction and dialogue between and about children, parents and practitioners in our richly diverse communities. The research built on Tobin's seminal work described in 'Preschool in Three Cultures, Japan, China, and the United States' (Tobin et al., 1989). Using the innovative, anthropological, methodologies of Tobin's original study, the core data collection method in the CCB Project was the use of video cue to encourage reflection and discussion amongst parents and practitioners in facilitated focus groups. These dialogues form the major part of the project data. This self organized symposium focuses on the data generated by the project on themes relating to curriculum and pedagogy in four of the participating countries: England, France, Germany and Italy.

Listening to, and interpreting, parent and practitioner narratives on curriculum and pedagogic practice in English nursery settings

CHRISTINE PASCAL *(Centre for Research in Early Childhood, Birmingham, England)*

This presentation will draw on the data generated by 15 focus groups of parents and practitioners undertaken in a range of early years settings across England from 2007-8. These data were generated as part of the Children Crossing Borders Project (Tobin et al, 2007, http://www.childrencrossingborders.org/index.html). Other studies have pointed to the need for better communication between practitioners and parents who do not share a common cultural background or language (for example, Hayden, de Goia, and Hadley, 2003; Moll et.al, 2001; Gonzalez et. al. 2005).

Much of this work by the English research team has been inspired by Freire's dialogic and reflexive action in his seminal work 'Pedagogy of the Oppressed' (1978) The English focus group dialogues were stimulated by the viewing of video films of preschools in a selection of the five project countries. Following the viewing participants were invited to comment on what they had seen, what surprised them and what they enjoyed or disliked about what they saw in each film. These open-ended prompts led to a rich and wide ranging discussion of many issues which were generated by the participants themselves.

The focus group discussions were transcribed, translated where required, and then coded according to an internationally agreed coding framework. These coded data were

then interrogated by theme and actor. The English coded data relating to curriculum and pedagogy have been investigated, analysed and interpreted for this presentation. The English analysis revealed that the dialogue generated in the focus groups about the curriculum and pedagogy seen in each country film was relatively small, with the groups often choosing to talk about other issues.

This lack of dialogue or relative 'silence' about curriculum and pedagogic issues was surprising given the focus of the films and we will reflect on what this absence of voice on these issues says. In this presentation we shall also explore what the dialogues of parents and practitioners did reveal about their hopes, aspirations, preferences and ideas about the curriculum and pedagogic practices for young children. The implications for creating more inclusive and equitable curriculum and pedagogic practice and policy in England will be identified.

Keywords: parents, practitioners, dialogue, nursery

French and German teachers speaking about the pedagogy of the other country

Gilles Brougère *(Université Paris-Nord, Paris, France)*
and Christa Preissing *(FU Berlin)*

This presentation uses the data generated in France and in Germany by the teacher focus groups after watching respectively the german and the french video films of a day in a preschool class (école maternelle and Kindergarten) with 4 years old children. As the other presentations of this symposium, the data were generated as part of the Children Crossing Borders Project. There are important differences between the French and the German preschool systems. The first one is a national one, part of the School national system. The teachers have the same status, the same training as the elementary school teacher and can teach as well in "maternelle" and in elementary level. Children's play has no room in the French preschool except for 2 and 3 year old children, and the activities are mainly teacher centred.

On the other hand, the german kindergarten, linked with the Frobelian tradition, gives a big space to play. The children also have a large degree of autonomy to organise their activities. The film show these differences and other ones, like going to play in a public park after walking in Berlin, different ways to organise physical activities, the presence of foreign languages and cultures. In connexion with the aim of the Children Crossing Borders Project, this presentation will use the reactions to the other film to understand the specificity of each system of values, the way to defend them and the relationships between pedagogy and national political values. We interpret the differences between the two countries through the teachers' discourses on the other preschool.

Keywords:école maternelle, kindergarten, comparison

Exploring the new italian preschool curriculum and parents ideas about it

Susanna Mantovani *(Università di Milano-Bicocca, Italy)*

As a background to the discussion of emerging data on parent's perspectives about curriculum, the concepts and main goals spelled out in the new Italian Guidelines for the preschool curriculum (2007) will be spelled out and the current pedagogical debate about curriculum in Italy will be briefly outlined (Borghi 2007, Mantovani 2007, Mantovani 2008). Italian data from the CCB project will then be presented and, in particular, emerging parents ideas on curriculum.

Data confirm at first sight results of previous research: both italian and immigrant parents seem mainly concerned with social learning and their children's learning of the rules and ways of community life. They seem to be fully satisfied with a constructive curriculum

165

based on play. Autonomy is often addressed but the great part of the remarks about children's activities are rather connected with the teachers' style Sand expressed in terms of "warmth" or "distance". Comments about group size, spaces, material and outdoor activities, again connected with the autonomy issues, are often mentioned. Even immigrant parents seem satisfied or, at least, do not comment critically or propose alternatives, on curricular themes: issues such as respect, different religious beliefs and social relations are far more discussed than traditional curricular issues.

Two themes seem, however to provoke different thoughts. Firstly, the question by the researchers if there is anything that worries them about their children's future school life, and, secondly, the vision of bilingual education in the films from other countries. These stimuli lead parents and, in particular, immigrant parents, to express worries and wishes about a more academic curriculum, especially in the linguistic area. Examples of focus groups excerpts will be presented and discussed and interpretive hypotheses will be presented.

Keywords:immigrant parents, preschool curriculum

SYMPOSIUM IV/20
FAMILLES DIVERSES
Individual papers
Chair: Marie-paule Thollon-Béhar
Ecole de puériculture Rockefeller, Université Lyon 2

Les enjeux des lieux d'accueil Enfants-Parents
Nicole Gaget *(Ville de Vaulx en Velin)*

En France, les lieux d'accueil enfants parents sont animés par des professionnels détachés de leurs institutions, des vacataires ou des bénévoles. Ces personnes accueillent un parent, un adulte venant avec un enfant de moins de 4 ans, sans inscription préalable. L'objectif de ces lieux d'accueil est de proposer un espace de parole et de rencontre afin de rompre l'isolement qui peut exister sur les quartiers. Dans une période où les structures d'accueil du jeune enfant sont de moins en moins accessibles aux familles les plus fragilisées et en grande précarité, ce sont aussi les seuls lieux où l'enfant peut se socialiser, rencontrer d'autres adultes et enfants, découvrir de nouvelles activités de jeux. Sur le plan théorique, cette recherche s'appuie sur les travaux de G.Neyrand, B.This, B.Eme, L.Dupraz. Des liens sont envisagés avec d'autres recherches similaires en France et dans d'autres pays.

La méthode de recherche engage une évaluation participative partagée entre plusieurs LAEP de fonctionnement différents. Une formation commune a permis d'élaborer ensemble notre forme d'évaluation qui comporte:
- un questionnaire pour les accueillants
- des entretiens semi directifs en petits groupes pour les accueillis.

Les acteurs de la recherche sont des professionnels de terrain, le pilotage étant assuré par un chercheur. Face aux menaces qui pèsent sur ces lieux: baisse des moyens financiers et humains pour les faire fonctionner, l'étude que nous menons vise à évaluer l'efficacité de ces services au regard des objectifs visés.

Keywords: enfants/parents, ethique, Institutions, partenariat, socialisation

Les équipes éducatives et la diversité sociale et culturelle des familles : une enquête de terrain

Gil Meyer and Annelyse Spack *(Ecole d'études Sociales et Pédagogiques)*

Ouverte à tous les enfants, la crèche-garderie, forme désormais un microcosme qui reflète les modes de vie des familles dans leurs singularités, leurs contrastes, leurs revendications aussi. Cette communication est issue d'une recherche menée auprès d'institutions d'une ville de Susse romande. Nous sommes partis du principe que par leurs contacts quotidiens, même fugaces, avec les parents, les éducatrices disposent d'un savoir conséquent sur les réalités familiales. Ce savoir demeure souvent implicite, solitaire, voire tu, car ne ressortissant pas de leur cahier des charges coutumier.

Pour appréhender la diversité des familles, il nous paraît important de mobiliser ces connaissances, en valorisant la position des éducatrices comme témoins attentifs et perspicaces. Deux méthodes d'enquête ont été adoptées. D'une part plusieurs séries d'entretiens collectifs ont été menés avec des éducatrices travaillant auprès de différents groupes d'âge. Les participantes devaient évoquer des situations particulières qu'elles ont rencontrées concernant les parents, et signaler d'éventuelles évolutions au fil des ans. Ces entretiens relevaient moins d'un tour de table que de l'intention de faire émerger collectivement des appréciations subjectives, chacun étant amené soit à enrichir soit à contredire les propos de ses voisins. D'autre part, nous avons prié les équipes de procéder à un relevé quotidien et systématique des demandes, explicites ou devinées, que leur adressait un échantillon de parents. Relevé à consigner sur une fiche ad hoc, ce sur deux périodes de trois semaines, pour deux groupes d'enfants.

Grâce à ces deux modes d'approche, sans doute coûteux en énergie dans la pratique éducative quotidienne, il apparaît que les professionnelles objectivent et socialisent la grande diversité des demandes que les familles, en confiance, leur expriment.

Keywords: crèche-garderie, familles, éducatrices, éducation, politique sociale

A la rencontre de l'autre

Patricia Tintori *(Mairie de Nice)*

Comment répondre à ce que les textes de loi nous demandent ? C'est-à-dire veiller au bien-être de l'enfant, aider les parents afin qu'ils puissent concilier leur vie professionnelle et familiale et les intégrer au fonctionnement de l'établissement (cf. décret d'aout 2000). Comment dans un quartier dit "sensible", pouvons-nous accueillir la diversité tant au niveau des enfants, qu'au niveau des familles en proposant des actions qui visent à l'épanouissement des enfants et en collaborant avec leurs familles, quelque soit le type de familles accueillies.

Lors du travail autour de la mise en place d'un cadre curriculaire en région PACA, j'avais abordé le thème de l'accueil de la diversité au quotidien au sein du multi-accueil, des pistes avaient été dégagées. Avec le recul d'un an et demi et pour répondre à ces objectifs, nous avons pu agir sur plusieurs niveaux: Au niveau de l'équipe, nous avons orienté le thème de la journée pédagogique sur la perception que chacune peut avoir de la diversité. Au niveau des enfants et de leurs familles, nous avons mis en place plusieurs projets répondant aux objectifs cités ci-dessus, tel que l'intégration des parents dans la vie de l'établissement et au niveau du partenariat et du quartier, nous menons une réflexion autour de la mise en place d'un projet dans le cadre du plan "Espoir-Banlieues" qui facilite l'accès des multi-accueils aux familles en difficulté...

Keywords: connaissance, reconnaissance, diversité, respect, richesse

SYMPOSIUM IV/21
USING THE PERSONA DOLL APPROACH TO COMBAT DISCRIMINATION AND CELEBRATE DIFFERENCE
Self-organized Symposium

CHAIR: VICKY HUTCHIN
National Strategies, England

Session overview

Early childhood settings that promote anti-discriminatory education offer high quality care and education. They aim to develop an understanding and acceptance of difference and to provide improved outcomes for all children. In the process they hope to close the achievement gap between those who are disadvantaged and others. Implementing anti-discriminatory practice is a professional requirement which includes identifying and breaking down barriers to participation, belonging and achievement. Equality and inclusion are key concepts threaded through the Early Years Foundation Stage Guidance. Persona dolls provide practitioners with a really practical, effective way to build children's self esteem, develop respect and empathy for others while celebrating diversity. The Persona Doll approach was introduced into the UK through the European project: Persona Dolls: Children without Prejudice (1999). It is based on research by, for example, Aboud and Doyle (1996) that show that children pick up prejudiced attitudes and discriminatory behaviour towards people who are different from them. Papers in the symposium will address research and outcomes that reflect different aspects of the project and involves practitioners and early childhood settings around the country.

Keywords: anti-discrimination, prejudice, difference, self-esteem, empathy

Equality in practice
BABETTE BROWN *(Persona Doll Training)*

Educators work with persona dolls at circle time to promote Personal, Social and Emotional Development. Those who also use them to raise anti-discriminatory issues say that without the dolls they could not have the regular discussions they have with children around fairness and unfairness, similarities and differences. The research project, Equality in Practice, was designed to give local authorities, early years settings, schools, universities and colleges the opportunity to judge if persona doll training and the use of the dolls have enabled them to meet statutory and non-statutory equality requirements.

Questionnaires were sent and interviews conducted with local authority teams and with staff in educational establishments who had attended persona doll training courses, organised or facilitated the training and/or bought the dolls.The persona doll approach draws on the work of David Milner (1983), Louise Derman-Sparks (1989), Iram Si raj-Blatchford (1994 & 2000), Professor MacNaughton (1999 & 2000). On questionnaires and at interviews persona doll training was considered an effective way to promote anti-discriminatory practice but ongoing follow-up support to boost confidence clearly needs to be provided. Setting-based training instead of bringing practitioners together in unfamiliar central venues seems a viable alternative. There was general agreement that the dolls enable practitioners to provide enjoyable learning experiences that build on children's sense of identity, self-esteem and confidence while encouraging them to respond to others with empathy, respect and sensitivity.

Persona dolls in practice

RUTH MORON *(Persona Doll Training)*

Misconceptions causing discomfort, fear and rejection of difference can develop into real prejudice. Research suggests that adults ignoring or nor talking to children about differences and equality issues may fuel the development of bias and stereotypes. Persona dolls as an early intervention strategy have a part to play in helping children unlearn stereotypical pre-prejudice they may have already developed.

The aim is to develop children's ability to empathise with the dolls, to care about them and to recognise the ways in which they are similar to and different from them. They offer a powerful, enjoyable, and non-threatening way to combat discrimination and empower children to stand up for themselves and others. Children are encouraged to ask questions and talk openly about differences; they begin to respect and empathise with the dolls and each other.

This paper reports on a case study of an English Inner City Nursery School/Children's Centre using persona dolls in conjunction with the S.E.A.L materials, (Social and Emotional Aspects of Learning, DCSF/National Strategies, 2008)) with children aged 2 to 4 years. Virtually all children in the school are from minority ethnic families, the largest group being from Pakistan, and nine out of ten speak English as an additional language. The study demonstrates how this provided children with the emotional language they need to express and discuss their feelings and those of others.

Words can break my heart

MERYL SHEPHERD *(Persona Doll Training)*

Early Years practitioners do not always understand the importance of using appropriate terminology. Those that do, encourage children to think about how they describe themselves and their peers to avoid offending and hurting them. In the process they are given opportunities to comment on their similarities and differences. Practitioners may steer clear of discussions around terminology because they are afraid of being accused of being racist or sexist. Using dolls to spark discussion around commonly used terms that may not previously have been considered contentious can be a non-threatening and enjoyable way to encourage reflection on their impact.

For example, asking questions like: how should we describe this doll's a) hair colour, skin colour, size, and shape? b) ethnicity and religion? Many practitioners use terms that show children and their families that they are valued and respected but those that consciously or unconsciously use terms that reinforce stereotypes and belittle individuals and groups could affect adult's and children's perceptions of themselves and their relationships with others.

Practitioners who convince children that, 'sticks and stones may break my bones but words may break my heart' help them appreciate that verbal abuse can be as painful as physical abuse and that the differences between them and their peers are positive and not a reason to tease or bully each other. By drawing attention to the terms we use to describe people, practitioners also encourage children to respect their differences and similarities.

SYMPOSIUM IV/22
DIVERSE SETTINGS, PRACTICES AND SOLUTIONS: CHILDREN'S PERSPECTIVES FROM THREE AUSTRALIAN RESEARCH STUDIES
Self-organized Symposium

CHAIR: COLIN MACDOUGALL
Flinders University

Session overview

The session uses research methods informed by the new sociology of childhood, developmental psychology, play theory and architectural documents to explore accounts of children in diverse geographical locations in Australia. It shows how social settings in metropolitan and very remote areas, and the features of physical and natural environments, affect children's behaviour. The session shows how children's accounts of living in the aftermath of job loss can inform broad political debates about the global financial crisis. It also explores how document analysis of the history of play, architecture and playgrounds can inform planning of playgrounds. Because children and their settings are diverse, the session explores how research methods need to be responsive in order to produce credible findings.

Keywords: qualitative, sociology of childhood, psychology, environment, methodology

Why Sam needs a cricketing dog and other stories: child and family perspectives on play, place and space in metropolitan and remote Australia
WENDY SCHILLER *(University of South Australia)*
and COLIN MACDOUGALL *(Flinders University)*

While it is agreed that children's activity levels are a potential problem, policy attempts to tackle the problem show little understanding of children as active social agents and often leap into superficially attractive solutions. The sociology of childhood emphasises that children are active social agents who shape the structures and processes around them, and that children's social relationships and cultures are worthy of study in their own right.

This qualitative longitudinal study, in remote and metropolitan South Australia, nested in a larger cross sectional study of 586 children involving children aged 3-14. We chose a longitudinal design in order to engage in a more fine-grained analysis of the relationship between children as they develop and interact in different environments and sub-cultures. The design enabled us to explore children's accounts in more depth by using photovoice.

The results of the remote area study show diverse ways in which children and their families engage with their communities. In particular, transport and access became important factors for children in a remote town, or on farms far away from the town. Children, families and schools generally engaged strongly with the photovoice method. In the metropolitan area there was high staff and student turnover in the school so it was more difficult to achieve sustained engagements with the original sample. Engagement with photovoice was strengthened when combined with a bus tour planned and directed by the children. The results highlight the importance of very local spaces and facilities and the growing importance of physical safety as children got older.

Diversity in children's public spaces: are playgrounds dead?

WENDY SCHILLER, CHRISTINE GARNAUT, ANNE GLOVER *(University of South Australia)*

Our approach to research draws on the intersection of developmental psychology and the theory of play to focus on the design of civic places and spaces for children. A university/industry collaborative study by a multidisciplinary research team of architecture and early childhood staff and industry personnel has conducted an analysis of architectural, educational documents and maps and the history of playgrounds.

The aim has been to trace child development principles, practices and architectural trends in 20 century South Australian playgrounds and civic spaces. The document analysis showed that both civic spaces and playgrounds were suffering from neglect and lack of funds. A dramatic contrast between private and public playground development, for example in childcare/kindergarten settings, has also been found.

The paper reports ways in which the research team is working with architects to translate evaluative research and design principles into reality. This serves to close the gap between researchers and practitioners and to put these ideas and principles to work at selected playground sites in South Australia.

The global financial crisis and the closure of car factories: what can we learn from Australian children's accounts?

COLIN MACDOUGALL, FRAN BAUM and LAREEN NEWMAN *(Flinders University)*

The research is informed by the new sociology of childhood and the political economy of the global financial crisis of 2008-9 which has caused downturns in demand for motor vehicles and massive job losses and plant closures. However there is little political and media attention to the effect of the crisis on children, or information about restructuring and job loss from a child's perspective.

The study was part of a longitudinal mixed-method study of 372 car industry workers who lost their jobs as part of global restructuring. The qualitative study used a children's focus group to derive questions for semi structured interviews in Adelaide, South Australia, about their experience of parental job losses from the closure of a car plant. We used these questions to interview 35 boys and girls aged 4 to 19 from 16 families. Many children did not see the job loss as a major problem. Some felt they now had a better life and many valued not moving for new work. While some reported social health and financial impacts, others were shielded by parents. All valued staying in their area, benefiting from existing networks, schools and facilities.

The accounts of children contribute to our knowledge of what are usually adult domains: such as family functioning, government policy, the impact of work hours conditions on individual and family health, the value of family-friendly work patterns and of gaining children's perspectives. As the new global financial crisis unfolds, it will be helpful to include the perspectives of children in government policy responses. Research such as this can not only make some recommendations to governments, but can also advocate for the importance of the new sociology of childhood by demonstrating that children's accounts can contribute to significant global debates usually seen as the province of adults.

SYMPOSIUM
SET IV

SYMPOSIUM IV/23
UNDOING DIVERSITY
Self-organized Symposium

CHAIR: JEANETTE RHEDDING-JONES
Oslo University College, Faculty of Early Childhood Education, Norway

Session overview

The symposium presents three different ways of undoing diversity. Each of the three presenters (Jeanette Rhedding-Jones, Camilla Andersen and Ann Merete Otterstad) deal with the concept of diversity and with some of the problems associated with its normative use. What is dangerous is that the concept of diversity gets watered down so that any multiplicites and differences are said to be acceptable, though not debated or critically appraised in terms of their effects on practices and on people. Here the rhetoric of respect and tolerance is seen to be insufficient.

From the practices of preschooling in Norway and the related higher educations for that (Førskolelærerutdanning) we present three papers dealing with re-theorized diversity/race/difference and translocational positionings. Jeanette Rhedding-Jones presents some of her research on thinking difference in working with Muslims. Here the Muslims are children, parents and practitioners in Oslo Norway. Camilla Andersen's research question for this conference is: Does race matter in early childhood education? She undoes diversity by developing methodologies of bricolage in combination with ethics as discussed by indigenous scholars and in critical research. Ann Merete Otterstad undoes diversities of theoretical approaches to point to preschool teachers' translocational positioning(s). This paper takes us through conceptual frameworks from feminist and poststructural studies and culture sociology. Kylie Smith, from Melbourne University's Centre for Equity and Innovation in Early Childhood, discusses the contents of the papers at the conclusion of the symposium.

Keywords: race, religion, translocations, decolonising, difference

Thinking difference in working with muslims: undoing diversity

JEANETTE RHEDDING-JONES *(Oslo University College, Faculty of Early Childhood Education, Norway)*

The project aims to investigate other ways of thinking and doing practice; and to reconceptualise diversity as living with difference. As its theoretical and conceptual framework the paper draws on French theories from Irigaray, Deleuze, Derrida and Foucault. It does so to deconstruct what currently happens in Islamic settings in "western" preschools with children aged 0-6. Here the philosophical concepts regard femininity, lines of flight, difference and governmentality.

The main findings from the project informing this paper include information about doing difference in preschools of cultural and linguistic diversity. In Muslim settings that bypass Christian guidelines for nationally funded preschools, but that still conform to national frameworks regarding curriculum, the discourses are complex. The project finds these to be challenging for the professionals in the field but not so challenging for the children, who assume such diversities/differences to be "normal". The implications here, for policy and practice, are not only for contemporary Europe.

The paper points to possibilities for practitioners and policy-makers. For theorists the paper points to what might happen when the concept of diversity itself is deconstructed so that race, religion and cultural history matter. Currently the term 'diversity' can be used to gloss over what needs to be debated, re-thought and more sharply focused. The paper is an effect of a four year project to work and write with and about Muslims transnationally.

Does race matter in early childhood education? Undoing diversity

Camilla-Eline Andersen *(Oslo University College, Stockholm University, Arizona State University)*

Diversity is a concept extensively used within 'multicultural' early childhood education when it comes to issues of languages, race, ethnicities, religions, identities. Texts produced from Norway concerning multicultural diversity in early childhood education (ECE) rarely speak of race as included within this diversity, or theorize how race matters within the theoretical frameworks or practices laid out. Relatedly there seems to be a non-awareness of race in Norwegian early childhood education practices.

Race is a powerful concept that is not fixed, but is constantly under transformation. It constantly changes across time and space (Hames-García, 2008). As suggested by several scholars, race matters (Bordo, 2008; Hames-García, 2008) when addressing contemporary and historical racisms. My research suggests that the concept of race is highly problematic in ECE: and in a Norwegian context often taboo. Similarly positioned is the neutralization and silencing of racializing discourses and practices.

Thus this paper seeks to untangle if and how race matters within Norwegian ECE. How is racialization produced and materialized in ECE practices in Norway in multiple and shifting ways? How is it produced by different actors in the field and in relation to and materialized as specific ECE practices in time and space using specific materials? Methodologically this research draws on diverse data: official texts and policies concerning ECE, inter-views with parents, autobiographical notes, ethnographic notes in preschools, pictures and published novels. Theoretically it makes use of postcolonial critique, feminist poststructural theories, theories of Black feminist scholars and material feminism(s).

Diversities of theoretical approaches and translocational positioning(s)

Ann-Merete Otterstad *(Oslo University College, Faculty of Early Childhood Education, Norway)*

The paper presents new aspects of (re)negotiating preschool translocation positioning(s) for early childhood professionals. These professional positions are here narrated from translocational positions. Translocation studies explore processes of cultural mixing, migrations as border movements, and (be)longings which cover ethnicities, race, intercultural constructions, cross-cultural studies, post- colonialism, power positions, and hierarchies. Research questions include: How is it possible to avoid presenting a person as in a given 'group' or as in categories of gender, body, ethnicity, skin-colour and social class? Can the term 'intersectionality' open up understanding of how categories are intertwined into cultural and social dynamics? Subjectivity positioning(s) here address fluid constructions, which are not fixed but located from different epistemological discourses, time and spaces. They therefore involve shifts, ambiguity and contradictions.

Drawing on several cross-disciplinary theoretical approaches the research aims to de-stabilize otherness construction. It does so by resisting inscribing a preschool teacher as 'different' from the mainstream. Questions here include: How can a complexity analysis bring in new understanding of translocational professionalism? Can a diversity of analytical approaches, such as indentifying power and hegemony in 'muliticultural' discourses (Foucault) and (re)negotiating translocational positionality (Anthias), challenge categorizations through an intersectionality analysis (Crenshaw, Collins)? Can a concept of 'doings' (Butler) speak across borders and boundaries of traditions and hierarchies? Are there alternatives to the inscription of 'being' a minority preschool teacher? Methodological decisions follow a de/colonizing approach of including the research project participants in dialogues with me as a researcher. Life story narratives form a basis of the research data.

Discussing the content of the three presentations above

KYLIE SMITH *(Melbourne University, Centre for Equity* and *Innovation in Early Childhood, Australia)*

Kylie Smith will discuss the three papers above in relation her selections from the following EECERA criteria for research: relationship(s) to previous work; theoretical and conceptual framework(s); methdodology and ethics; main findings or discussion points; implications for policy and/or practice; relevance of the objectives of research presented.

SYMPOSIUM IV/24
THEORIES AND METHODOLOGIES ABOUT ECE
Individual papers
CHAIR: SYLVIE RAYNA
INRP-University Paris 13, France

Using cultural-historical methodology to understand historical childhood development: theorizing practices in a past-present dialectic

AVIS RIDGWAY *(Monash University Melbourne Victoria Australia)*

How can we better understand childhood learning in its historical development? How do institutions (including family) influence and shape what is possible in early childhood? As part of a wider study in an Australian community pre-school, this paper focuses on how cultural-historical methodology can be used to understand institutional influences over time.

Returning to an original workplace pre-school site as field researcher for an Australian Research Council (ARC) project (Fleer and Gunstone, 2005/202) challenged thinking about apparently invisible influences of historical development. Framing this study are Hedegaard's (2005) learning and development through participation in institutional practices model, and cultural-historical theory (Vygotsky 1978, 1987,1997). This presentation uses case study data from one family to build into a methodological dialectic to theorize practices and thereby illustrate the concept of historical child development

Keywords: cultural-historical methodology, past-present dialectic

Embracing diversity: a new set of indicators

JACQUELINE HAYDEN *(Children* and *Families Research Centre, Macquarie University, Australia)*

The paper will provide examples of questions/tools that can be used to assess the potential of EC programs to deal with diversity, change and uncertainty.

Implications for policy and/or practice : This paper is developed on the notion that diversity is not only increasingly prevalent in (all aspects of) early childhood education, it is the very quintessence of the field.

The fact that the early childhood field incorporates diversities in audiences, contexts, modes of delivery, policies, goals and philosophies of early childhood education is a necessary and important strength. But diversities within the sector simultaneously present a huge challenge for the creation of global early childhood fellowship and linkages. And the diversities within the sector tend to cause confusion for those outside of the field, especially policy makers, donors and others whose support relies heavily on clear indicators of quality and effectiveness.

SYMPOSIUM
SET IV

Could there be processes for embracing the positive aspects of diversity which transcend contexts and endemic change, which satisfy the need for measurable outcomes, and which provide accountability despite huge variations in service delivery goals and outputs?

The author draws on some recent analyses (based on change theory and complexity studies) to identify categories for social service delivery systems according to simple, complicated, and/or complex interactional attributes. The categorization is based on factors related to the amount of uncertainty within environments, and the capacity for dealing with unknowns. When early childhood education and care programs are situated within this typography, a new set of indicators for assessing the potential for responsive service delivery can be explored. Examples are given.

Keywords: theoretical analyses, diversity and change theory, complexity systems analyses, early childhood care and education, indicators for responsive delivery

Diversity in early childhood education theories

ULLA HÄRKÖNEN *(University of Joensuu Savonlinna Department of Teacher Education)*

Abstract Different views and conceptions on educational theories are seen as acceptable and useful in the European context. It is asked here which kind of theories we really have and which kind of theories we still could have and how we can create a theory more exact and fruitful.

The research material is gathered from the general literature used in early childhood education during the past thirty years' period in Finland. The texts of the theories are analyzed using the content analysis method. Many of the theories are developmental, some are didactical, some are psychological and very few are societal. There are also famous pedagogical theories in use. In this article the point is to cast light on the pedagogical theories and give the reasons for that.

It is also shown what kind of pedagogical systems theory the author has created and constructed in her construction process of the new early childhood education theory.

The analysis of early childhood education theories takes place in the context of European democratic societies

Keywords: diversity in early childhood education, preschool, theories in early childhood education, pedagogical systems theory, content analysis.

SYMPOSIUM IV/25
LEARNING EXPERIENCES
Individual papers

CHAIR : JOHN M DAVIS
Queensland University of Technology

Co-construction and scaffolding interactions in different early years settings

JANE PAYLER and JAN GEORGESON *(University of Winchester UK)*

This paper links findings from two research projects in a range of early years settings in England to investigate the development of ways in which children and staff build up meanings together. Both studies were designed from a sociocultural theoretical perspective (Vygotsky, 1986, 1994; Rogoff, 2003; Anning, Cullen and Fleer, 2004) and drew on aspects of Bernstein s theory of pedagogic discourse, (Bernstein, 1990, 1996, 2000), as tools for analysing organisational culture.

The paper explores factors leading to styles of guidance identified as co-construction and scaffolding (Jordan, 2004) and the extent to which early years experience provides semiotic preparation for later schooling (Painter, 1999).

The paper concludes by suggesting an extension to Jordan's analysis of two models of guidance and by identifying factors which appear to be pertinent in influencing the interactional microclimates of early years settings. Questions are raised about whether emphasising educational outcome necessarily gives rise to better educational experiences for children in early years settings, with attendant implications for training of staff and practice.

Keywords: meaning-making, organisational style, multimodal analysis, guidance strategies

Vygotskian developmental curriculum for early years

GALINA DOLYA and NIKOLAI VERAKSA *(Key To Learning, UK)*

This unique educational programme is based on the work of Leonid Venger and his team of prominent Russian psychologists and educationalists. The approach is a socio-cultural one in which the role of the adult is crucial.

The curriculum has been developed so that children work in their Zone of Proximal development and thus inclusivity has been a significant outcome observed by the teachers using this approach. It also has materials for parents to support their child's education. Recognising that all responsible adults have a role to play is important, as this diverse experience has a great impact on the child's learning. This presentation will also demonstrate the differences and similarities between Montessori, Piaget and Vygotsky. Crucially the approach is significantly different from the current skills based curricula and focuses on the child's potential, rather past learning experiences.

It offers specially designed optimal learning experiences that amplify development but does not accelerate it. In the process it develops symbolic literacy and introduces different psychological tools. Many of these activities have multiple solutions and children become adapt at recognising diversity in a wide range of disciplines. Rote learning is not part of this process. In this session I will briefly describe the theory behind the Vygotskian approach and talk about its successful application in Early Years settings for children with all levels of ability from children with severe special educational needs to those who are gifted and talented.

Keywords: socio-cultural, inclusivity, learning, diverse, process

Play and communication in children's pre-school education

RIITTA KORHONEN *(Department of Teacher Education in Rauma, University of Turku)*

The aim of this article is clarify children's learning and communication through and in playing. The research was made in six years olds children's pre school group during one academic year. The intervention was planned dramatic play according a fairytale which was known by children. There were different episodes, where pre-school teachers were with children in the beginning of play. This research is a qualitative case study which has features from action research; the researcher was with the staff planning activities for children. Methods were videotaping and observing during children's play and communicating with the others. Children's playing was analyzed afterwards. The results show that play, learning communication are going on at the same time and children's social abilities developed during these plays.

Vygotsky (1933) described role play as the leading activity in pre-school children. It was repeatedly shown play leads to development and helps the child to learn new skills fro examples different levels of communication.

In the transition from the motivation to play to the conscious motivation to learn a crucial issue lies the growing awareness of the six year old child of his own role within his peer group. In these relations the child is no longer able to hide behind the role and play the «as if» game as he used to do in his relationships with adults. The child has to compare his abilities and their results directly. The forms of play also change. The earlier direct performing of the role changes to an acting of the role via features, small figures etc. This mediation greatly extends the world of play. It is easy for the child to act in several roles simultaneously as well as to choose a role which would be difficult to act out in real life. The style of communication is changing according to roles.

With pre-school children the most important form of art in play may be drama because it provides an opportunity for the teacher to plan activities using narrative stories and to take account of the life experiences and arousing motivations of the members of her group. Through narrative forms the teacher can address precisely those themes of importance to children which relate to their personal development and communication.

Keywords: play, learning, pre-school education, communication

SYMPOSIUM IV/26
CRITICAL AWARENESS
Individual papers
CHAIR : VÉRONIQUE FRANCIS
Université Paris Ouest-Nanterre, Département de Sciences de L'éducation

Two teaching practices in different multicultural perspectives
FEI-HAN HSIEH and MIN-JU TSAI *(National Kaohsiung Normal University)*

The new immigrant families have increased with the surge of cross-cultural marriages between Taiwanese and Southeast Asian spouses, most of whose children study in kindergartens and lower grades of elementary school in a current. Different from previous researches about children's capabilities, the study focuses on preschool teachers' multicultural perspectives. From literature review, there are assimilation and acculturation perspectives. The assimilation contributes the reason of lower learning achievements to lower social and economic positions and inferior culture of minority students. It argues cultural equality and the policy of assimilation. However, the acculturation emphasizes the conflict between cultures, and asserts cultural inequality and the policy of acculturation. The perspectives affect teaching practices are cultural deprivation and cultural incompatibilities; cultural relevant teaching and assimilation teaching; sociological-pathological perspectives and egalitarian model of culture.

On the other hand, teachers who have different multicultural perspectives have different teaching practices. Hue with official language prospective in assimilation education is devoted to correcting assent and pronunciation of new immigrant's children while Feng always consults parents after school for what she gets lost about children's expression. Hue contributes inferior learning capability to disadvantaged culture background and education ability of new immigrant parents while Feng solicits helps of new immigrant mothers on teaching. Hue does not recognize heritage of inferior Southeast Asian culture and leaves absence of Southeast Asian culture in her curriculum while Feng accepts education capability of new immigrants and ensures advantages of dual cultures.

Keywords: multicultural education, education for new immigrants' children, multicultural teaching perspectives, teaching difficulties and resolution strategies

The non-articulated assumptions of whiteness: deconstructing early childhood educational representations

Marcela M F Bustos and Sissel Lilletvedt *(Oslo University College* and *University of OsloLaksevag Kindergarten Bergen Norway)*

The paper aims to critically scrutinize how whiteness affects early childhood education, how it constitutes regulating educational practices in conjunction with other social categories, such as gender and class. It is argued that whiteness, by virtue of being a non-articulated normative assumption, is rendered universal and natural. As such, it forms the basis for conceptualizations of equality, autonomy, freedom and consent in early childhood education as well as institutional practices.

Empirically, the paper takes as its point of departure 1) ethnographic studies of educational practices and discursive representations in different kindergartens in the city of Bergen, Norway, and 2) critical text analysis of curriculum documents and children's literature. By doing deconstructions the paper points to how non-articulated assumptions of whiteness are highly relevant for scholars, practitioners and policy makers related to diversities in everyday practices in kindergartens

Keywords: poststructural perspectives, whiteness, diversities, early childhood representations, deconstruction.

Practical knowledge in preschool teachers' narratives:an analysis of teachers' narratives about the video "Clean-up Time"

Fumiko Sunagami, Fuminori Nakatsubo, Kiyomi Akita, Tokie Masuda, Junko Minowa and Katsuo Yasumi *(Chiba University)* - <u>This paper has been cancelled</u>

In recent years, the role of professionalism in early childhood education has taken on greater significance as a field of study (e.g., OECD 2006). Teachers' initiative is reflected in how they apply their knowledge, in the form of practical knowledge (Sternberg 1985). The purpose of this study was to investigate how preschool teachers use their practical knowledge to do their practice and watch the video about other teacher's practice at the clean-up time.

Clean-up time is regarded as an important activity in Japanese preschools, because one goal of early childhood education in Japan is to establish habits for everyday living (Holloway 2000). Young children commonly view it as unpleasant task. Therefore, clean-up time provides teachers with an opportunity to use the practical application of their knowledge. This study analyzed the narratives of 14 teachers in 3 preschools as the teachers discussed the video "Clean-up Time" by M-GTA (Kinoshita 2003). The video was provided by the Ministry of Education of Japan.

The results suggested that all the preschool teachers studied had a common purpose that the children would participate voluntarily in clean-up time. However, the teachers brought a wide diversity of practical knowledge to bear in conveying this message. The main strategies they used in discussing clean-up time included sympathizing with the children, providing direct instruction about clean-up time, and others.

Keywords: practical knowledge, clean-up time, Ministry of Education video, preschool teachers, teachers' narratives

SOCIO-ECONOMIC AND CULTURAL DIVERSITY
Individual papers

CHAIR : LYN TRODD
University of Hertfordshire

Research in the education of 3-6 year old migrant children

JEF J VAN KUYK *(Cito Netherlands)*

Migration in European countries is a educational problem. Children with other languages than the national language enter play groups (3 year olds) and schools (4-6 year olds)with language and cultural problems. The national government subsidized two programs to investigate the quality and the effectivity of programs. In a national quasi experiment and a local quasi experiment over a period of 3 years, with experimental and control children (3-6 year olds), the effectivity of the programs was investigated. The effectivity of one of the programs is reported. The program was effective. In Cohen terms, the effectivity was strong for language and moderate to strong for mathematics. In another study the curriculum proved to be a 'best practice' curriculum. 5 of 6 Effective schools proved to use the curriculum and were qualified as 'best practice' play groups and -schools.

Keywords: migration, language, curriculum, young children, research

The socioemotional well being of children in day-care centers as evaluated by their parents and caregivers

BARBARA ONGARI and FRANCESCA TOMASI *(University of Trento)*

The socio-emotional well being of 286 children, aged between 22 and 38 months, attending day-care centers within their group of peers was analyzed by their caregivers. With the help of a standardized questionnaire (Profil Socio-Affectif, Dumas, LaFrenière, Capuano e Durning, 1997) children's high level of general adjustment to the day-care context and social competence was found. The role of age, gender and time of attendance appeared to be crucial on the quality of interactions with peers and adults. For the half of the sample other observational tools has been applied, to control the external validity of the PSA.

A direct observation through videotaped sessions of 6 different daily situations within the day-care, coded using the ISN (Ongari, Tomasi, Zoccatelli, 2004),scheme based on the Play Observation Scale (Rubin, Maioni, Hornung, 1976), permitted to focus on the specific nature of their play and of their social interactions with caregivers. Measures of temperament derived from the Italian validated instrument (QUIT, Axia, 2002), respectively fulfilled by mothers and caregivers, assessed the behaviors and the emotional tone of observed children as characterized with a normal profile.

The level of socio-communicative competence was analyzed with the help of the responses to the QCSP questionnaire (Molina, Bulgarelli, Marsan, Spinelli e Miceli, 2002) of mothers and caregivers, evaluating different social skills as joint attention, social interaction and behavior regulation. Finally the cross of the maternal and caregivers representations of children, derived from the QZ questionnaire (Zaouche-Gaudron, Ricaud-Droisy, e Beaumatin, 2002) permitted to better understand the role of the specific educational practices and of their images of their caring role on the quality of children's daily life in the day-care contexts

Keywords: day-care center, daily interactions adult/children, caregivers/parents representations, social competence, observational instruments

Socio-economic diversity and mathematical competences

OLIVER THIEL *(Humboldt-Universitet Zu Berlin)*

The Programme for International Student Assessment (PISA) has proved that in Germany the impact made by socio-economic background on 15-year-old pupil's achievement is stronger than in other countries. The Progress in International Reading Literacy Study (PIRLS) showed that the correlation is less with 10-year-old children, but it is already present. Subsequently a demand was made to improve the early and individual education of all children in nursery schools. Curricula for young children were published, including mathematics as a domain of learning skills. Mathematics is a domain which is less strongly influenced by cultural differences than, for example, language.

The study reported here investigated the mathematical competences of 250 nursery school children from Berlin (Germany) in their last year before their enrolment in elementary school. Moreover, the parents were questioned to determine the social-economic background of the children. The connection between children's achievements and external conditions is described by a framework model which I adapted from PIRLS. Mathematical competences are described by a developmental psychological model by Ricken and Fritz (2007).

Does socio-economic diversity have an impact on mathematical competences already in early childhood? To answer this question, t-test, variance analysis (ANOVA) and correlations were calculated. The most important results of the investigation are that already in the nursery school children from working-class families and children whose parents were not born in Germany have significantly lower competences in mathematics. Moreover, a correlation with the birth order could be proved. In the presentation the consequences for early childhood education are discussed.

Keywords: early childhood education, mathematics learning, preschool, socio-economic conditions, migration

SYMPOSIUM IV/28
THINKING THE ARTS DIFFERENTLY
Self-organized Symposium
CHAIR: FELICITY MCARDLE
Queensland University Of Technology, Brisbane, Australia

The 2008 Special Edition Of Contemporary Issues In Early Childhood was a Special Issue that brought The Arts to the table and the articles featured are full of rich and challenging ideas offered in the spirit of prompting other ways of seeing children, their art, and our approaches to arts education in particular and pedagogies more broadly. This Symposium has been developed by three of the authors featured in the Edition. To further the conversation we began and to generate more thinking and dialogue around The Arts and beyond to consider the possibilities provided through the Arts to address issues of Diversity And Difference.

Keywords: Arts Critical Reflection Pedagogies Cultures

Childrens Improvised Vocalisations Learning Communication And Technology Of The Self

JAN SVERRE KNUDSEN *(Hgskolen I Oslo)*

This paper explores challenges and expands our understandings of children's improvised vocalisations, a fundamentally human form of expression. Based on selected examples from observation and recording in non-institutional settings, the paper outlines how this phenomenon can be understood as learning and as communication. This is supplemented

by suggesting a third possible approach which places these vocal forms within the frame of understanding implied by Foucault's term Technology Of The Self (Foucault, 1986, 1988). This theoretical perspective entails recognising improvised vocalisations as tools used to act upon the Self in order to attain or reinforce a certain mental state or mood (Happiness, Satisfaction, Anger, or longing).

In short, understanding this action as a way in which children learn to know the Self as a self in line with a Foucauldian perspective, is also a focus on the negotiation of Power and how music serves as an empowering agent in children's everyday social interaction. Finally informed by Vygotsky's approach to understanding the relationship between language and mental development, I discuss the gradual disappearance of improvised vocalisations.

Representing Space: Katie's horse and the recalcitrant object
Christina MacRae *(Manchester Metropolitan University)*

This paper is a practitioner's attempt to resist habitual ways of interpreting and responding to young children's drawings. Early art education as a discipline is shot through with complexities, including wider shifting social discourses.

This paper specifically explores the continuing and powerful effect that Piaget's developmental approach has had on ways that teachers expect children to represent the world. The critique of Piaget examines how his stages of cognitive development intersect with an account of perspective that naturalises the claims it makes to represent the world. Critical analysis of responses to a child drawing draws attention to the ways that this normative and perspectival approach frames readings of the drawing. In order to create new ways of thinking about the drawing, the paper offers a material critique of the logic of representation. In this alternative account the object that has been drawn stubbornly refuses to stand in for the real. Difference rather than resemblance is introduced into the reading of children's drawings.

The Arts And Staying Cool
Felicity McArdle *(Queensland University Of Technology, Australia)*

Art can be messy. Teaching art can be messy. Teaching can be a messy process. The art of making a space for the playfulness and messiness of teaching requires courage and letting go.

This paper develops the verandah metaphor for re-thinking the place of the arts in education. In order to make space for some of the institutionalised ambivalence in arts education four sites of practice are examined where contingencies come into play and where current practices act to both enable and constrain our ways of working with young children. The paper concludes with some new messy possibilities for seeing and thinking about arts education.

SYMPOSIUM
SET IV

FRIDAY, 28th AUGUST
SYMPOSIUM SET V
15:15 - 17:00

SYMPOSIUM V/1
CHILDREN CROSSING BORDERS:
'CONSTRUCTION OF THE IMMIGRANT CHILD'
Self-organized Symposium

CHAIR: DALVIR GILL
Newman University College, UK

Session overview

In order for early childhood education and care programs to promote diversity and social inclusion, they need greater understanding of the cultural backgrounds and social worlds of the families of the children they serve and greater communication between practitioners and parents. Many attempts have been made in many countries to plan better services for serving children of immigrants, but the voices of immigrant parents have rarely been included in this planning (and this is even more true for the voices of immigrant children). The Children Crossing Borders Project (www.childrencrossingborders.org coordinated by Joseph Tobin investigated the views of newly arrived immigrant families in five countries (Italy, Germany, France, US and England).

The main goal of this study was to highlight and cross the voices of immigrant and non-immigrant parents and preschool teachers (then children, as an extension of the project) as participants of focus groups, using the innovative method of video-cued and multivocal ethnography (Tobin, Wu & Davison,1989). Each country team edited a 20 min video to capture a typical day in a ECEC service and conducted focus groups with teachers, parents (and children) using the videos as a stimulus to talk about preschool,education, immigration, multiculturalism, integration,etc.

This self organized symposium focuses on the data generated by the project on the discourses of the 'construction of the immigrant child' in the five. The three presentations will highlight how children of immigrant parents are caught up in the middle between the cultures of home and the preschool. The three presentations will include, within one or two national contexts, different voices, but each one will however focus more on the parents' one, or more on the teachers' one or more on the children's. Crossing their conclusions will open a better understanding on commonalties and differences in the construction of the immigrant child within and between different contexts, as well as perspectives for action. - Tobin, J., Wu, D. & Davidson, D. (1989) Preschool in Three Cultures: Japan, China and the United States, New Haven, Yale University Press.

Keywords: immigration, diversity, cultural identity, immigrant child, multiculturalism

What about the migrant children? Parents' views in the french and german context

Sylvie Rayna *(INRP-University Paris 13, France)*
and Annika Sulzer *(Free University of Berlin)*

A recent Unesco's note (2008) stressed the historic extent of migrations and their impact on early childhood education, legitimating thus more understanding of how to welcome the youngest in preschools of our 'minority world'. The aim of this paper is to explore the construction of the immigrant child throughout parents' voices of preschool children in France and Germany.

We will present here a first content analysis of excerpts of focus groups concerning this issue within the CCB project, presented by J. Tobin (2006) during a previous Eecera Conference as well by the different participants of this international project, on different other issues. These parental voices were collected in different sites, in poor as well as in rich cities, in urban as well in non urban contexts. The focus groups of parents included immigrant parents only, or mixed groups of immigrant and non-immigrant parents.

A multi-referential theoretical framework is used to inform our analyses, from Bakhtin to Derrida, that we have used in our previous analyses (Brougère, Guénif-Souilamas & Rayna, 2008 a,b). What parents are saying about the migrant children? How do they speak about them? What do these voices mean towards the larger discourses within the French and the German contexts? These are the main questions that we will try to answer, following A. Sulzer's first exploration (2007). Some confrontations with a first overview of the preschool teachers' voices collected within the project, on this issue, as well as of a first investigation of some children perspectives will be presented.

Children 'in between'. Discourses and representations of ECEC teachers on immigrant children's cultural identity in Italy and US

Giulia Pastori *(Università Milano Bicocca, Research Assistant)*
and Tamara Fuster *(Arizona State University)*

Immigrant children can be exposed to a specific identity vulnerability, concerning their double or multiple cultural belonging. They are at a crossroad between two cultural worlds (messages-values-traditions of the family and messages-values-traditions of their peers, educators and social context). The 'transculturation process' (Moro, 1994) due to migration can be a richness and a creative process, but at the same time a risky condition to not feel to belong to anything (nor here or there), to feel split, blocked inside in an impossible decision to be just one side, to self-camouflage, to feel refused both by host and home cultural group. This condition can interfere with the process of construction and development of the personal and cultural identity, making it more difficult, subject to unbalance and lack of integration.

What ECEC Italian and American teachers think about immigrant children's identity? What do they see or don't see? How far do they are influenced by personal experiences or by the social context in 'constructing' their images of immigrant children? This presentation explores representations and images of ECEC Italian teachers, involved in the CCB research project, on the notion of cultural and national identity (dynamic vs static/ essentialist), on immigrant children's cultural identity, and on discrimination during early childhood. We'll propose some reflections on teachers training, focussed on regaining a deep understanding of the important role played by ECEC services in the process of construction of identity, personal and cultural, and on acquiring more awareness on the specific condition of immigrant children.

Who do you think you are? Exploring identity of the 'immigrant child through multivocal representations of ECEC teachers, parents and children

DALVIR GILL *(Newman University College, UK)*

Immigration is not a new phenomenon in Britain, but in recent years, there has been huge interest in migrant integration and social cohesion both in social and education policy. With over two thousand years of history of immigration, Britain of today can be described as a multi-ethnic, multi-faith, multi-lingual and multi-cultural society. Under the leadership of Professor Joseph Tobin the 'Children Crossing Borders' (2004-2008) study investigated how early childhood education and care systems in five countries (England, France, Germany, USA and Italy) are serving the children of immigrant families. The question of 'cultural identity' lies at the heart of this and many other cultural studies which will be a main focus for this presentation.

This paper offers some observations from the multivocal discussions with parents, teachers and young children on how the identity of the immigrant child is socially constructed. One of the aims of the Bernard van Leer Foundation's programme 'Social inclusion and respect for diversity' is to ensure that young children are exposed to and develop positive attitudes to diverse social identities. The symposium will explore the rights of immigrant children's growing identity, their sense of who they are, where they belong, and how they feel valued and respected. Highlighting parental expectations after migration, socialization at home, relations at school, and processes of acculturation and identity formation and how it impacts on children's education.

Theories and concepts of 'hybridity' will be explored, most recently associated with Homi Bhabba (Bhabha 1994; Bhabha 1996). Bhabba argues that all cultural systems and statements are constructed in what he calls the 'Third Space of Enunciation' It is hoped that it is in this space that we will find those words with which parents, teachers and children can speak of themselves and others and enter into a process of cultural negotiation. Examining how pedagogical processes can consider the transition from the home culture to the school culture.

SYMPOSIUM V/2
COMMUNITIES OF PRACTICE AND COLLABORATIVE LEARNING
Individual papers

CHAIR: MAELIS KARLSSON LOHMANDER
University og Gothenburg, Department of Education

Diversity of strategies in promoting children's participation in preschool and primary school learning sessions

MARITTA HÄNNIKÄINEN and HELENA RASKU-PUTTONEN
(University of Jyväsklä)

The aim of this study is to provide insights into the social construction of participation in socially situated interactions in Finnish preschool and primary school classrooms. The national core curricula for preschool education and basic education in Finland emphasize, among other things, inclusive (participatory) education and a logical continuity from preschool education to basic education.

The presentation deals with two issues, which depict the main research questions of the study: How do teachers promote participation in the two classroom contexts? What kind of similarities and differences are found in patterns of social interaction and participation in both contexts? We also touch, so far hypothetically only, the question of how the similarities contribute to the continuity from preschool education to basic education in terms of the social construction of participation.

Our study is explorative by nature. We draw on observation data and illuminate interaction between teachers and children by using extracts from authentic teacher-led learning sessions. The data were analyzed qualitatively considering especially the principles and characteristics of the community of learners.

The teachers used a diversity of strategies to promote participation in both contexts. However, in the preschool the focus was in participation, interaction and social relations as such, whereas in the school, also during the first school year, the emphasis was more clearly on the aims of academic learning and the contents of interaction. The differences in strategies seem to depend, for instance, on the age of the children, differences in the curricula and learning plans, and the actual (territorial and material) possibilities for different joint activities among children.

Keywords: participation, interaction, role of teachers, preschool, primary school

What are friends for?…
Understanding young children's social lives in context,
views from around the globe

Margaret Kernan and Elly Singer, Rita Swinnen *(Dublin)*

In October 2008, a group of 12 researchers from Africa, Asia, Europe, North, South and Meso America came together in Monsaraz, Portugal to share their expertise on the topic of the social lives of young children. This was an initiative of the Bernard van Leer Foundation.

The overall aim was to reflect on current knowledge, and innovative ways of working in relation to young children's social relationships in early childhood education and care (ECEC) settings and by doing so, strengthen the link between theory and practice. The approach taken was envisioned as a 'Community of Reflection and Practice'. The underlying premise of the Community was that the experience of positive social relations and the development of positive identities are core dimensions of children's well-being and sense of belonging (Brooker and Woodhead, 2008; Dunn, 2004; Singer and de Haan, 2007).

Another important premise was that there are different 'ways of knowing' and that the complexity of the social lives of young children would be best captured by incorporating diverse methods, paradigms and ways of viewing from different cultural contexts. Evidence presented by each of the participants at the three-day meeting was rigorous, authentic and empirically based and gave voice to many perspectives. In this paper, commonalities and differences across cultural communities about what is important in socialisation practices will be presented.

Illustrative examples will be drawn from rural and urban Cameroon; disadvantaged ECEC settings in Brazil; immigrant communities from Mexico in Los Angeles and ECEC settings in the Netherlands.

Keywords: social relationships, peers, ECEC group settings, cultural communities, multi-disciplinarity.

A postmodernist perspective on the methodology of early childhood research

James Ma *(Canterbury Christ Church University UK)*

The rise of postmodernism in the late 1970s instigated a plurality of perspectives on human ways of understanding the nature of ever-changing social, historical, economic and political conditions and circumstances. Early Childhood Studies as an emerging discipline is increasingly confronted with methodological challenges in terms of how

186

childhood diversity and complexity can be best investigated. Both academic research and professional training programmes are emphasised a contributing to a fuller understanding of, and benefit to, children in the 21st century. Whilst it is perceived as controversial, postmodernist worldview has arguably at the very least provided early childhood research with a more stimulating and inclusive philosophical and methodological paradigm that deserves meticulous exploration rather than simple dismissal.

This presentation offers an epistemological account of early childhood research in terms of the diversity in theoretical references and methodologies. It is embedded within a postmodernist frame of reference that signifies part-whole relationship, relativism, eclecticism and indeterminacy. An example drawn from case study research into children learning in collaboration with adults and peers will be used to demonstrate how postmodernist thought is applied to explicating the robustness and dynamics of shared meaning-making activity. Three themes will be illustrated:
1. cognitive expansion assisted through collaborative learning and intervention,
2. moment-to-moment identity construction and meaning negotiation, and
3. undercurrents and subtle conceptions exhibited in the building of 'intersubjectivity-and-beyond'.

Keywords: Postmodernism, diversity, methodology, childhood research

SYMPOSIUM V/3
TEACHER'S PERSPECTIVE ON LEARNING
Individual papers
CHAIR: MATHIAS URBAN
University of East London

We are often in charge of the learning process, but we do not call it teaching
ANITA BERGE (University of Stavanger)

In this paper presentation I'll focus on how teachers in kindergarten and primary school construct the concept of learning, how do they describe their professional practice and their understandings of the children's learning processes in kindergarten and school.

The presentation is based on the research project: Learning in kindergarten and learning in school - does it make any difference? The main aim in this project is to interpret and understand how teachers conceive the concept of learning and how learning takes place in kindergarten and school. The research questions are; how do teachers in kindergartens and primary schools understand the concept of learning? How do teachers in kindergartens and primary schools understand their roles in these learning processes? In what ways do teachers in kindergartens and schools differ, and where do they match in their understandings of learning and the teacher roles in the learning processes?

The study is based on a socio- cultural understanding theoretical perspectives. How the teachers conceive the concept of learning and their own role can be seen as a function of the culture and aims in schools and kindergartens. Further more the cognitive theory of metaphors claims that metaphors are structuring thinking and also may create realities for us. In the light of cognitive theory the teachers' use of metaphors, when they explain the concepts of teaching and learning, my help us to interpret their understandings about these concepts.

Keywords: teacher in school, teacher in kindergarten, narratives, metaphores of learning and teaching

Understanding quality and success in early years settings: practitioners perspectives

Michelle Cottle *(Roehampton University)*

Since 1997, the UK government has considered early years policy a key driver in achieving wider socio-political goals. This has resulted in an unprecedented investment in children's services with quality as a central theme. But it cannot be assumed that the diverse group of stakeholders involved understand quality in the same way, not least because the integration of services has led to professional teams of practitioners from a range of backgrounds and disciplines working together in increasingly complex settings.

This paper presents some of the main findings from an ESRC-funded research project (RES-061-23-0012) entitled Understanding Quality and Success In Early Years Settings: Practitioners' Perspectives which aims to provide insights into the ways that early years practitioners understand and make sense of their work. Data were collected from practitioners in eighteen early years' settings across two London boroughs and in two shire counties; these included nursery schools and classes, reception classes, private day nurseries and Children's Centres.

The findings suggest that that despite broad areas of agreement on what constitutes quality and success, particularly with regard to the importance of positive relationships, practitioners' perspectives are shaped by the contexts in which they work, together with their individual professional and personal identities. The children's welfare was paramount in all settings but there was evidence that practitioners working in children's centres and nurseries, separate from schools, had different understandings of the purpose of their work which inevitably impacted upon the children's experiences, specifically their play experiences.

Keywords: quality, success, practitioners' perspectives, children's experiences, relationships

The preschool teachers' conceptions of their pedagogical work

Anneli Niikko *(University of Joensuu Department of Teacher Education at Savonlinna)*

Keywords: educational philosophy and sociology, preschool, presschool teacher, pedagogy, phenomenography

SYMPOSIUM V/4
RETHINKING PLAY AND PEDAGOGY IN PERSPECTIVES
Self-organized Symposium

Chair: Sue Rogers
Institute of Education, London

Session overview

Children's play has for a long time been an interesting arena to examine for research and practice. Characteristically, play is relevant to all areas of learning and development. During the last decades and despite ongoing debates, it has become more accepted that teachers should become involved in children's play both in preschools and schools.

In some countries, there has been much discussion about the extent of teachers' involvement and roles in play. For example, there is much debate about whether it is really possible to be not at all involved in children's play. Responding to such concerns has prompted a focus on developing different views of play and

pedagogy, with varying suggestions for teaching. More recently, there are moves to rethink play and pedagogy and to take into account multiple perspectives on how educators should relate to play in their teaching.

The aim of this symposium is to examine some of the perspectives of play and pedagogy. The first paper will explore perceptions of play reported by early childhood teachers and the implications of these on the play opportunities provided within both prior-to-school and the early years of school in one Australian state. The second paper will examine play and pedagogy from the perspective of children, presenting empirical examples to show how children resist dominant pedagogical processes in their play. The third paper presents a global, motivational perspective as a foundation for considering the phenomenological aspects of experience as a bridge between play and learning, in a play pedagogy.

Keywords: play, multiple perspectives, children

Challenges of play for early childhood educators

SUE DOCKETT *(Charles Sturt University)*

In many areas of Australia, adults working in early childhood settings and the early years of school report a range of challenges in adopting and implementing play-based pedagogies. This presentation explores perceptions of play reported by early childhood teachers and the implications of these on the play opportunities provided within both prior-to-school and the early years of school in one Australian state.

Challenges to traditional views of play and learning, play in the context of pressure for identifiable learning outcomes, adult roles within play, and explorations of new pedagogies of play from the perspective of the classroom context are noted by educators. In particular, many early childhood educators report tension between expectations that they will provide a play-based curriculum for children, particularly in the prior-to-school years, and the expectations of many school systems and parents, that children will demonstrate a range of academic skills that serve to prepare them for school.

Further, internal tensions are reported by educators as they reflect on their own practice, noting that their roles in play tend to be those of observer and facilitator, rather than active participant. Implications of these tensions are explored within the presentation.

Towards a critical pedagogy of play: researching children's perspectives

SUE ROGERS *(Institute of Education, London)*

Definitions of pedagogy tend to be defined from the adults' perspective with little reference to how children respond to and make sense of pedagogical practices in early childhood settings. At the same time, research indicates that there is a high degree of consensus among early childhood teachers in their portrayals of play, and in their beliefs about its value in young children's early learning.

The paper will build on earlier work stemming from empirical research on the intersection of children's role play with teachers' pedagogical practice. This research showed that the intervention of certain pedagogical practices may prevent children from realising the potential of play in early learning and that even where classrooms are 'play-based', they are structured and regulated by dominant 'academic' pedagogical practices.

The paper will suggest that a more critical understanding of the pedagogy of play, one that 'illuminates the relationship among knowledge, authority and power [and] draws attention to questions concerning who has control over the conditions for the production of knowledge (Giroux. 1994, p. 30) might enable us to examine more fully the forms of resistance that children use to make sense of play in early schooling.

189

**Play – experience – learning,
a socio-cultural perspective on play and pedagogy**

OLE FREDRIK LILLEMYR *(Queen Maud's University College of Early Childhood Education, Trondheim, Norway)*

In a global perspective play, learning and motivation can be considered interconnected in a complex way. This is important in educational settings, although it is often being neglected. It is argued a rethink of play and pedagogy should build on a combination of educational traditions. Play because of its motivational characteristic, will have a potential to promote learning in early childhood education, including the early years of primary school. This is realized in some countries, however, not so much in others. In this concern intrinsic motivation is of course the most interesting kind of motivation.

When we include the basic elements of self-concept, we must be aware of their function as a main source of intrinsic motivation, and accordingly their ability to promote personally involved learning. In this paper it will be argued a socio-cultural perspective on play and learning is necessary in a modern version of play pedagogy. Basic concepts have to be clarified in contemporary early childhood education, to pursue equity and equality and to achieve self-determination and respect of identity and cultural origin for all children.

In this perspective it seems meaningless to see play as instrumental or voluntary in relation to learning and socialization. Through play and experiential learning children learn who they are, and what kind of person they want to become, to develop interests and learning desires. A multicultural perspective on play and learning seems necessary to obtain a modern version of play pedagogy.

SYMPOSIUM V/5
LANGAGE ET MULTI-LINGUISME
Individual papers

CHAIR: EMMANUELLE CANUT
ATILF - Nancy Université Association de Formation Et de Recherche Sur Le Langage AsFoReL

Les enfants migrants bilingues

FRANCESCA LINDA ZANINELLI *(Université de Milano Bicocca)*

Quelles idées et théories ont les éducateurs sur le bilinguisme des enfants? de quelle façon leurs idées sur ce phénomène linguistique influence-t-il l'expérience des langues qu'ont les enfants parlant une autre première langue, enfants de migrants en Italie, dans les institutions éducatives?

Nous avons cherché à répondre à ces questions avec une recherche conduite avec la participation des éducateurs d'une crèche et d'une école maternelle de la Ville de Parma. Il s'agit d'une extension et d'un approfondissement thématique des résultats du project international "Children Crossing Borders" présenté par J. Tobin au Congrés de l'EECERA de 2006. Notre travail s'inspire du modèle de la recherche - formation (Mantovani, 1998,; Caronia, 1997; Mortari, 2007), et s'inscrit dans le champ des études sur les idées des adults (Moscovici, 1989; Jodelet, 1989; VonCranach, Doise, Mugny, 1992; Emiliani, Molinari, 1995, 2002), avec pour objectif de mettre en évidence les liens entre la dimension pratique de l'éducation et celle des modèles éducatifs.

Grâce à une proposition de contexte de dialogue (entretiens collectifs) et l'emploi d'une vidéo thématique sur la langue, que nous avons extraites des vidéos originales des cinq pays concernés par la recherche Children Crossing Borders, la recherche que nous présentons explore cette thématique à travers les voix des éducateurs. Par l'analyse

du discours des éducateurs, nous voulons aborder un ensemble des questions sur le bilinguisme dans le contexte monolingue des services éducatifs, qui sont très importantes pour la réflexion pédagogique dans la perspective de la formation des éducateurs et de la transformation des contextes éducatifs.

Keywords: bilinguisme, enfant migrant, ideés et théories, éducateurs, recherche et formation

Action « Coup de pouce LANGAGE »

EMMANUELLE CANUT and ANTOINE BOSSEAU *(ATILF - Nancy Université Association de Formation Et de Recherche Sur Le Langage AsFoReL)*

Notre communication présentera les résultats, sur une période de deux ans, d'une action « Coup de pouce LANGAGE » mise en place dans une dizaine de ville en France et destinée aux enfants de 2 à 5 ans. Cette action vise trois objectifs: donner l'occasion à des enfants qui ne bénéficient pas chez eux d'une stimulation langagière suffisante de dialoguer « efficacement » avec un adulte; se familiariser avec l'écrit au travers du livre illustré, support des échanges; accompagner les parents pour une prise de conscience de l'importance de temps d'échanges quotidiens avec leur enfant et de la fréquentation de livres avant l'apprentissage systématique de l'écrit.

Les « facilitateurs de langage » qui animent ces séances d' « entraînement au langage » (soit des professionnels de l'enfance, généralement des enseignants, soit des bénévoles), endossent un rôle proche de celui de parents ou de grands-parents qui cherchent à ce que leur (petit) enfant raconte le plus explicitement possible ce qu'il voit, ce qu'il a vécu, ce qu'il pense.

L'objectif est d'aider l'enfant à s'exprimer dans un langage de plus en plus structuré grâce aux apports langagiers ajustés que l'adulte fournit à l'enfant.

Des évaluations précises réalisées sur les sites entre 2007 et 2009 montrent des progrès importants dans la prise de parole, la construction du langage oral et le rapport des enfants vis-à-vis des livres, la plus grande difficulté restant les relations à établir avec les parents et leur implication dans l'action.

Keywords: développement cognitif et langagier, action Coup de pouce LANGAGE, dialogue adulte-enfant, interaction adaptée, partenariat avec les familles

Le développement de la cognition numérique dans un contexte scolaire multilingue

CAROLINE HORNUNG and ROMAIN MARTIN *(Université du Luxembourg)*

Le développement de la cognition mathématique chez l'enfant est influencé par divers facteurs dont le sens du nombre, la mémoire de travail, la maîtrise du comptage numérique et l'enseignement des mathématiques. La présente recherche vise à mettre en lien certains de ces mécanismes dans un contexte scolaire multilingue. Cent soixante cinq enfants de langues maternelles différentes scolarisés à l'école maternelle à Luxembourg ont participé à l'étude.

L'impact d'un contexte plurilingue sur les apprentissages numériques est mesuré en proposant des tâches cognitives variées. L'évaluation porte sur la mémoire à court terme, la mémoire de travail verbale et visuo-spatiale, le comptage, le sens du nombre, la compréhension de la langue d'enseignement (le luxembourgeois) ainsi que le raisonnement logique non verbal.

Les premiers résultats montrent qu'une catégorie d'enfants se différencie significativement des autres enfants sur certaines mesures verbales et sur l'identification des nombres.

Cette catégorie comprend des enfants qui sont moins performants dans les tâches de comptage, de rappel de chiffres dans l'ordre direct et de lecture des nombres. Cet ensemble n'est constitué que d'enfants dont la langue maternelle n'est pas la langue utilisée dans les activités mathématiques à l'école.

Amener tous les enfants à une bonne maîtrise du comptage verbal dans la langue enseignée est un défi à lancer à l'éducation préscolaire luxembourgeoise afin d'améliorer l'égalité des chances de développement de la cognition numérique pour tous les enfants scolarisés.

Keywords: éducation préscolaire, apprentissages numériques, chaîne numérique verbale, mémoire de travail, contexte scolaire multilingue

SYMPOSIUM V/6
PRATIQUES PÉDAGOGIQUES II

Individual papers

Chair: Myriam Mony
ESSSE

**Diversité des familles, des situations de vie et des besoins d'accueil:
à la recherche des conditions optimales d'accueil,
vers une politique d'égalité d'accès pour tous**

Anne-Françoise Dusart, Dubois, Gillet, Humblet, Mottint and Wislet *(Centre D'Expertise et de Ressources Pour L'Enfance)*

Les milieux d'accueil de la petite enfance sont aujourd'hui confrontés à une diversité de besoins d'accueil, reflétant la diversité des familles et des situations de vie. Outre les besoins d'accueil liés à l'emploi des parents, d'autres demandes, explicites ou non, concernent le bien-être de l'enfant et sa socialisation, le besoin des parents de souffler, de rompre leur isolement en s'insérant dans un tissu social, de retrouver des repères éducatifs, d'être épaulés lors de moments difficiles, ou encore de s'investir dans un projet participatif. Ces besoins sont notamment le fait de familles fragilisées, temporairement ou non.

En Communauté française de Belgique, la pénurie de places d'accueil, la priorité aux enfants dont les parents travaillent et la réglementation des milieux d'accueil subventionnés ne permettent pas de rencontrer de manière satisfaisante ces besoins. Ceci en freine l'accès pour les familles fragilisées et entrave le développement d'une politique publique visant qualité et égalité d'accès. D'autres milieux d'accueil issus d'un «troisième secteur » se démarquant à la fois du secteur public et du secteur privé marchand, mettent en œuvre d'autres pratiques d'accueil et proposent des solutions en phase avec la diversité des besoins. Ils développent une nouvelle façon d'accueillir, partant de la situation particulière de chaque enfant et de chaque famille pour définir les conditions optimales d'accueil pour ceux-ci. Ce faisant, ils soutiennent une politique de l'accueil fondée sur les droits visant qualité et égalité d'accès. Mais comment contrer l'actuelle ghettoïsation des milieux d'accueil liée à la segmentation du secteur en sous-secteurs dédiés à des publics spécifiques?

Keywords: diversité, égalité, accessibilité, pratiques, politique publique

Stratégies défensives des professionnel(le)s: écart entre prescriptions (projets pédagogiques) et pratiques réelles

MARIANNE ZOGMAL and GUY JOBERT *(EVE Tournesol)*

L'intervention a été annulée et remplacée par

«Le travail en petits groupes à l'école maternelle. Une recherche entre trois pays européens: la France, la Grèce et le Portugal»

MARIA MOUMOULIDOU, MARIA JOO CARDONA *(Université Démocrite de Thrace, Grèce)* et CHRISTINE BRISSET *(IIUFM de l'académie d'Amiens, Université Picardie Jules Verne)*

Comment utiliser la musique pour améliorer les relations entre enfants, parents et enseignants au sein de l'école

CHANTAL GROSLÉZIAT *(Directrice de L'association Musique en Herbe)*

De la voix chantée à la voix parlée, des comptines et berceuses à la mémoire des gestes, des mots et des histoires, la musique permet le partage des valeurs qui fondent l'humanité et l'échange entre les cultures. À l'école, la diversité des cultures familiales, représente une formidable opportunité, tant pour les enfants que pour les enseignants. La découverte des chansons enfantines (sonorités variées), leur reprise éventuelle (Jeux vocaux, de souffle, de hauteurs, de prononciation…), l'ouverture à l'histoire des peuples, la connaissance et le respect de l'autre, le rapprochement avec les familles par la valorisation de leur savoir faire, la meilleure intégration de l'enfant dans le groupe, l'enrichissement pédagogique de l'enseignement, sont autant de raisons de développer ces démarches d'ouverture et d'invention avec les familles.

Chantal Grosléziat, directrice de l'association Musique en Herbe, témoigne d'une expérience originale menée depuis 2000 dans plusieurs écoles primaires du département de Seine St Denis, impliquant les parents à travers un collectage des chansons de leur enfance, dans toutes les langues, transmises et partagées par les enfants. Ce témoignage sera accompagné d'extraits sonores et vidéo afin d'en saisir la valeur artistique, éducative, culturelle et sociale.

Keywords: chant, transmission, parents, école, langues

Le travail en petits groupes à l'école maternelle. Une recherche entre trois pays européens: la France, la Grèce et le Portugal

MARIA MOUMOULIDOU, CHRISTINE BRISSET and MARIA JOO CARDONA *(Université Démocrite de Thrace, Grèce)*

Cette recherche s'intéresse aux pratiques pédagogiques mises en œuvre dans la plupart des écoles maternelles de trois pays européens, pratiques visant à promouvoir un apprentissage coopératif dès la petite enfance. Le travail en petits groupes peut faciliter le développement des capacités sociales et intellectuelles des enfants, car ils apprennent à être confrontés à une réalité les préparant à l'insertion à des groupes plus larges et pluriels, dans lesquels ils doivent coexister avec d'autres, partager et produire des connaissances.

L'objectif premier de la recherche est de présenter la manière dont des enseignants gèrent le travail en petits groupes, afin de construire des situations d'apprentissage bénéfiques pour tous, indépendamment de la diversité des enfants. Secondement, elle cherche à mettre en lumière les possibles difficultés que les enseignants rencontrent dans la planification et la réalisation du travail en petits groupes.

Le cadre théorique est le socio-constructivisme en psychologie (Vygotsky, Bruner) et la psychologie sociale de la transmission de connaissance (Perret Clermont, Doise et Mugny). Méthodologiquement, le questionnaire est l'outil de recherche utilisé pour le recueil des données. Cela nous a permis d'interroger 250 enseignants sur leurs pratiques.

La recherche étant en cours, nous pourrions supposer que la dimension politique de la question est essentielle: les autorités éducatives locales ont une part importante de responsabilité dans la facilitation de la mise en œuvre des pratiques innovantes, comme celle du travail en groupes.

Keywords: travail en petits groupes, écoles maternelles européennes, apprentissage, rôle de l'enseignant

SYMPOSIUM V/7
PROFESSIONAL DEVELOPMENT WHILE DEVELOPING A NEW PROFESSION: PERSPECTIVES ON EARLY YEARS' PROFESSIONAL STATUS IN ENGLAND
Self-organized Symposium

CHAIR: DENISE HEVEY
University of Northampton

Session overview

Since 1997 the UK government has made an unprecedented investment in Early Childhood Education and Care whilst maintaining its commitment to a diversity of provision within a 'mixed economy' of care. The Children's Workforce Strategy 2020 (DCSF, 2008) confirms a target of graduate leadership of all early years' settings by 2015 to be achieved in the private, voluntary and independent (PVI) sector through a new multi-disciplinary profession of Early Years Professional (EYP).

Paper one is based on ongoing doctoral research into the creation of professional identity for this new group and the boundaries with pre-existing professions. It reports findings based on preliminary analysis of questionnaire and interview data from a wide range of stakeholders. Paper two addresses the issue of role differentiation and questions the extent to which it is possible to identify a distinct core role for an EYP in the highly diverse PVI sector with settings ranging from individual home-based care to multi-agency Children's Centres. The expectation of those responsible for workforce strategy, practising EYPs and EYP trainees are compared. Recognising the speed at which Early Years Professional Status is being implemented and the brevity of some of the qualifying routes, paper three explores the function of Continuing Professional Development in consolidating professional identity through evaluation of pilot use of a Negotiated Learning Contract with a group of newly qualified EYPs sharing a common inspirational learning opportunity.

Keywords: early years professional status, stakeholders, early childhood education and care, professional identity

Early years professional status: stakeholder perspectives

EUNICE LUMSDEN *(University of Northampton, UK)*

In England the development of the new Early Years Professional Status exemplifies the diverse ways in which the provision of early childhood education and care is visualised both in Europe and internationally. A graduate led profession is now enshrined in legislation (Department for Education and Skills, 2006) and the Early Years Professional is beginning to lead early years practitioners and develop early years provision in England.

This is the first time a professional has been introduced at graduate level and the development has produced considerable debate in the early years community and beyond about their role, salary levels and positioning with other professionals in early years especially the early years teacher. There is also consideration about how far the Early Years Professional should mirror the European Social Pedagogue.

This paper reports on the ongoing doctorial studies into the development of this new professional and how their professional identity is evolving. One strand of the research has focused on the views of stakeholders. A mixed methods methodology is being used to explore their views about the introduction and development of the Early Years Professional, how it should evolve and the positioning of this professional within the wider early years workforce.

Initial findings indicates diverse responses, with some stakeholders welcoming the development and others evidencing greater caution about whether it will improve provision in the early years or cause division in the workforce.

Leader, researcher or technician: perspectives on the role of the early years professional

Denise Hevey *(University of Northampton, UK)*

The University of Northampton works with Local Authorities across the East Midlands region of England to deliver training and assessment for Early Years Professional Status (EYPS). A preliminary evaluation of the pilot (Hevey et al., 2007) identified unresolved issues around role, recognition, pay and conditions and sustainability. Two years on, more than 200 candidates have been awarded EYPS by the University (2,500 nationally) but these issues remain largely unresolved and confusion exists over the core role of EYP given the diversity of settings in which they work.

This paper considers the expectations of the EYP role from three different perspectives: firstly the Local Authority officers charged with implementing national workforce strategy; secondly newly qualified EYPs charged with implementing the statutory Early Years Foundation Stage in their own setting; thirdly, graduate trainees experiencing placements in diverse settings as part of their preparation for achieving EYPS. Focus groups are undertaken with each constituent group in spring 2009 and their perceptions compared.

The analysis considers the extent to which a clear view of the core role is emerging and whether perceptions reflect either:
1. a managerial-technical model (Moss, 2008) through which workers are expected to be high grade technicians implementing central directives under a 'disempowering regulatory gaze' (Osgood, 2006); or
2. a democratic professionalism model (Oberhaumer, 2008) through which the worker is empowered, and empowers others, to explore and challenge practice in innovatory ways.

Comparisons are drawn with other EU countries and implications for the development of this new profession identified.

The role of Continuing Professional Developement in consolidating the professional identity of early years' professionals; evidence from a pilot study

Anna Cox *(University of Northampton, UK)*

This paper explores the function of Continuing Professional Development (CPD) in consolidating emergent professional identity within a new profession. A pilot project is reported in which newly qualified Early Years' Professionals are offered an inspirational learning opportunity as a group. Views on professional identity and participation in a

community of practice are surveyed before and after the shared learning opportunity. The achievements of group members are reinforced through academic accreditation by the University of Northampton using a flexible Negotiated Learning Contract (NLC).

Participants are supported to construct individual NLCs at the beginning of the process and to produce reflective, academically referenced, accounts of their learning and of the impact on practice.

Using NLCs focused within a community of practice challenges the common assumption that continuing to learn necessitates upward academic progression; rather it favours effective application and extension of the breadth and depth of individual knowledge and skills while encouraging consolidation of professional identity, mutual support and group cohesion.

The generic NLC provides a framework through which practitioners can incorporate wide-ranging learning opportunities and, by supported evaluation and reflection, demonstrate meta-awareness of the process of learning and its impact on practice. Anning and Edwards (2006) suggest the role of the EYP is a 'way of being, seeing and responding'.

This paper proposes that sharing learning experiences within the framework of the NLC helps develop common ways of interpreting and responding to issues amongst practitioners from diverse backgrounds and contributes to the emergent sense of being Early Years Professionals.

SYMPOSIUM V/8
HANDICAP ET DIVERSITÉ II
Individual papers
CHAIR: MARIE-NICOLE RUBIO
Le Furet

Des stagiaires aux prises avec la pédagogie inclusive préscolaire
BRITT-MARIE MARTINI-WILLEMIN and GISELA CHATELANAT
(SSED, Université de Genève, Suisse)

L'inclusion des jeunes enfants en situations de handicap dans lieux de garde ordinaires a un impact positif, voire déterminant sur leur développement. Ceci a largement été démontré dans la littérature scientifique (Dionne & Rousseau, 2006, Odom, 2004). Les lieux d'accueil de la petite enfance qui adoptent une pédagogie inclusive permettent aux enfants en situations de handicap de bénéficier des interactions avec leurs pairs sans déficience. Ainsi, ces lieux leur offrent des occasions multiples et diversifiées de développer des compétences sociales et cognitives (Chatelanat, Martini-Willemin & Beckman, 2006). Si l'intégration de jeunes enfants dans des lieux de garde ordinaires est reconnue comme faisant partie du droit à l'égalité et à la protection contre la discrimination, la concrétisation de projets d'intégration pose souvent des difficultés aux équipes éducatives, tel que cela a été identifié dans une étude en cours sur le terrain genevois (Chatelanat & Grivel, en prép). Cette communication a pour objectif de présenter une pratique qui a cours dans le cadre de la formation universitaire en éducation spéciale. Une collaboration entre les lieux de garde de la petite enfance du canton de Genève et la section des Sciences de l'éducation de l'Université de Genève permet à des enfants en situations de handicap de fréquenter des crèches ou des jardins d'enfants grâce au renfort de stagiaires dans les équipes éducatives. Sera également présentée une étude qui tente d'identifier le rôle des stagiaires ainsi que les facteurs facilitateurs et les obstacles qui restent à surmonter afin que l'éducation inclusive devienne une pratique courante.

Keywords: éducation de la petite enfance, Handicap, Intervention précoce spécialisée, Contextes et pratiques éducatives

Enfants en situation de handicap

PASCALE CAMUS *(ONE Communauté Française de Belgique)*

Différentes recherches menées tant en Belgique qu'au niveau international soulignent à la fois les richesses de l'accueil d'enfants en situation de handicap et ses difficultés. Le plus souvent, cet accueil s'avère bénéfique non seulement pour les enfants en situation de handicap mais également pour les services d'accueil et pour tous les enfants. Toutefois, pour qu'il soit vécu de manière constructive par chacun, il ne suffit pas de l'inscrire dans l'arsenal légal comme c'est le cas en Communauté française. Des conditions pour permettre aux équipes de prendre en charge cet accueil doivent être remplies S'appuyant sur les travaux socio-constructivistes, un groupe de professionnels petite enfance tente de déterminer quelles seraient les conditions pour accueillir, dans un milieu ordinaire, un enfant en situation de handicap tout en améliorant le cadre de l'accueil au bénéfice de tous.

Keywords: inclusion, ouverture à l'autre, enfant en situation de handicap, analyse des pratiques, mise en réseau

La diversité culturelle et le handicap aux portes de l'école

MYRIAM GREMION *(Université de Genève)*

Le passage du giron familial à l'institution scolaire est un moment charnière pour l'ensemble des enfants et des familles qui induit de multiples changements et ajustements (Bridges, 2006; Perrenoud, 1994; Ramey & Ramey, 1994). Dans le cadre de ma recherche de thèse, je m'intéresse à ce moment de transition particulier dans le cas de familles nouvellement établies en Suisse (Perregaux & al., 2006; Vatz-Laaroussi, 2001) dont l'enfant présente des difficultés de développement (Mahé, 2005; Panchaud Mingrone & Lauper, 2001; Piérart, 2008; Sturny-Bossart & Besse Caiazza, 1998). Des familles soumises donc à une triple transition : entre un monde familial et un monde scolaire; entre un monde dit de là-bas et un monde dit d'ici et entre un monde dit ordinaire et un monde dit spécialisé.

L'objectif de la recherche en cours est d'analyser les trajectoires familiales lors de ces transitions afin de comprendre/étudier/expliquer:

1. l'impact de la visibilité du handicap induite par la scolarisation (Gardou, 1996; Kabani Ben Ammar, 2005),
2. l'impact de la confrontation des ethnothéories éducatives (Bril & al., 1999; Dasen & Perregaux, 2000)
3. l'impact réciproque des processus d'intégration/exclusion de l'enfant et de la famille (Berry & Kim, 1988; Bourhis & al., 1997; Bérubé, 2004; Dasen, 2001).

Lors de cette communication, je propose de discuter, sur la base d'appuis théoriques et des premiers entretiens réalisés avec des familles concernées, cette pluralité de transitions en coprésence.

Keywords: transition scolaire, migration, handicap, petite enfance, intégration scolaire et sociale

SYMPOSIUM V/9
RECONCEPTUALIZING PROFESSIONNALIZATION
Individual papers

PAMELA OBERHUEMER
State Institute of Early Childhood Research Munich Germany

Early years professionals in a mixed childcare economy: a professional contradiction?

ELAINE HALLET and GUY ROBERTS-HOLMES *(The Institute of Education University of London)*

The Children's Workforce Strategy (DfES, 2005) establishes a graduate workforce through the professional award, the Early Years Professional Status (EYPS) to raise the quality of provision within children's centres and private daycare. Practitioners undertaking the EYPS are representative of the predominatly female workforce (Kay, 2005). However, the EYPS rests within a mixed economy of childcare; training is not accessible to those in the maintained sector therefore, inequality of employment opportunities emerge.

Through case studies of maintained and private under-five provision, the research explores the views of head teachers, children's centre managers, daycare managers, owners and staff. Unstructured interviews ensure their views about access to training and employment opportunities for practioners were voiced. The data was analyised using an interpretative approach in order to understand the respondents meanings (Denzin and Lincoln, 2003; Plummer, 2001) within a theoretical framework of social justice and a gender paradigm.

Findings suggest that the EYPS may have inadvertently further contributed to the continuing division between the maintained sector nursery schools and privatised daycare within the mixed economy of childcare (Penn, 2007). Inequality of funding for training, establishes barriers to equality of employment opportunity and inconsistency in professionalising the workforce, particularly for women. EYPS provides a career structure, and a professional status for the workforce; providing career progression for women and attracting under represented men to progress within the workforce. Additionally, the research attempts to understand the various ways in which the professionalisation agenda has failed to challenge the continuing gender segregation of the early years workforce.

Keywords: Early Years Professional, professionalisation, inequality, barriers, division

From caring to career? The benefits to mature women of entering childcare work

HAZEL WRIGHT *(Anglia Ruskin University)*

This paper argues for continuing diversity in the training of childcare workers. It demonstrates what might be lost if we focus too narrowly on professional standards when establishing and funding vocational training. It is not arguing against improving standards, quite the reverse, but seeking to reveal some of the hidden benefits arising when women are allowed a less direct route into the profession, one that integrates their personal and family needs, and allows them simultaneously to be part-time mothers, students and workers.

As part of a doctoral study, the presenter, a childcare tutor, collected background information by questionnaire from 150 former students who trained over a ten-year period and invited a sample of 33 to explore with her what adult education meant to them. The approach was informal, using conversational style interviews to help students to consider the impact of education over their life-course in addition to reflecting specifically on the expectations, experiences and consequences of enrolment on a Diploma in childcare.

Given the vocational nature of the course, it was anticipated that the interviews would be career-oriented. However, in practice they demonstrated a focus on present lives that suggests that adult education, in this case, childcare training, does far more than develop subject-specific skills. This paper briefly outlines the diverse range of consequences arising from learning to work with children concluding that these are important to the students themselves, their families, the local community and the wider society but that ultimately they benefit the children attending day-care.

Keywords: professionalism, training, benefits, expectations, consequences

Reconceptualising the early years profession in England

EVA LLOYD and ELAINE HALLET *(University of East London)*

In restructuring the early years profession as part of the Children's Workforce Strategy, England failed to follow the example of other OECD member states by making teachers the lead professionals in early childhood provision. England's liberal welfare regime has thus resisted the opportunity to 'take a pedagogical turn' (Moss, 2007: 169).

Keywords: early years workforce, Early Years Professional Status, graduate leadership, professionalisation, status differentials

SYMPOSIUM V/10
PARENTS
Individual papers
CHAIR: JOHANNA EINARSDOTTIR
University of Iceland

Responding to diversity: statements and practices in two early childhood education contexts

JUDITH LOVERIDGE, SONJA ROSENWARNE, MARY JANE SHUKKER, ALISON BARKER and JONINE NAGER *(Victoria Univeristy of Wellington)*

Diversity amongst children and families participating in early childhood education in Aotearoa New Zealand has increased dramatically in recent years. A nationwide survey was conducted to investigate how services and teachers are responding to this diversity. On the basis of responses to the survey eight early childhood centres or services were selected for in-depth investigation as case studies.

This paper reports on the survey and case study data relating to two of the cases studies: a parent-led centre and a teacher-led centre.

The analysis is based on data generated from observations, interviews with parents and teachers, analysis of policy, inventories of resources, documentation concerning assessment for learning, and philosophy statements. The analysis from each case study produced clear and coherent statements about the way diversity was responded in each context. In the parent led centre an emphasis was placed on the knowledge and values that parents bring to the centre and a strong philosophy of meeting the needs of individuals ensuring that the individual needs of children were met. In the teacher led centre an emphasis was placed on building trust with parents and engaging in deep conversations with children and families about their culture, so as to respond appropriately to and allow an appropriate inclusion of knoweldge and experiences of children and their families. Contextual factors influencing these statements are examined. The implications for policy and practice are discussed.

Keywords: diversity, teacher, parents, case study

Transition to day-care and childs´orientation to a new world

Päivi Pihlaja and Jarmo Kinos *(University of Turku)*

An entry to day-care from home environment is a big change in a child's world. New people, a lot of children, new physical environment and new routines can be both interesting and a little bit scary for a child. In this research we are studying how this transition and orientation to a new environment is establishing in Finnish day-care. What kind of practices do day-care professionals introduce to parents and what kinds of expectations do parents have for this period? We are interested in children's reactions during this period?

Some earlier theoretical works and studies have shown that the orientation phase should take enough time so that a child can become familiar to a new environment, its people and routines, before parents leave him or her "alone" to day-are. The time to get to know the new environment takes some weeks, from 2 to 3 weeks, depending mostly on a child. In this research we interviewed 14 parents about this period. The interview was open and had only a few themes. Most of the parents did know that they had a possibility to familiarize with day-care. Most of the children had only 1 to 3 days´ period to get to know this culture before parents left them in day-care alone for the whole day. Parents were satisfied with this system. But how did children react to this kind of transition and orientation?

The research methodology is qualitative and uses the grounded theory when analyzing this material. The study data is in the NVivo program and the analyzing process is going on at the moment. What is the day-care professionals' role in opening the meaning of this period from a child's point of view to parents? What kind of guidelines have professionals given to parents? We want to present these findings at the conference

Keywords: transition practices, orientation phase, day-care, home

Preschool quality: opinions of parents from different socio-cultural status

Asli Yildirim and Elif Kalkan *(Anadolu University, Turkey)* and Berrin Akman *(Hacettepe University, Turkey)*

Quality is known to be affected by many factors. Hence, the level of quality at preschools may be negative or positive depending on various aspects, one of which is the socio-cultural status of the parents. This study aims at determining whether there is a relationship between the preschool quality and parents' expectations as well as examining whether parents' attitudes on preschool quality are influenced by their socio-cultural status.

The sample of the study consists of six preschools and five parents randomly selected from each school (Total sample of the study is thirty parents). The data gathering instrument is ECERS-R, which is a widely used observational assessment tool to determine the quality at preschools. Besides ECERS-R, a 7-item interview form developed by the researchers is used in order to find out the attitudes of parents toward preschool quality. This form includes questions based on 7 subscales in ECERS-R.

Descriptive analysis is made in order to examine the interview form while statistical analysis via SPSS is used to analyze the results obtained from ECERS-R. The results of the study and the conclusion will be discussed at the conference since the analysis is still ongoing.

Keywords: preschool, quality, parents, social situation

SYMPOSIUM V/11
POLICY AND PRACTICE/PROFESSIONALISM II
Individual papers

Chair: John M Davis
Centre for Social Educational Research Dublin Institute of Technology

Mapping the policy process: ECEC policy, layers and actors

Siobhan Bradley *(Centre for Social Educational Research Dublin Institute of Technology)*

As processes such as globalisation, public/private partnerships and 'active citizenship' grow in salience, the policy making process has become increasingly complex becoming multi-sited, multi-layered and multi-actored all at the one time (Deacon 2007). This shift from government to 'multi-level governance' (Bache 2004) and with it, the associated shift to negotiated governance and policy bargaining means narratives of inclusion and exclusion are evermore integral to the study of policy making. Analysis of policy making structures is particularly pertinent in the area of ECEC policy, given the myriad stakeholders and the area's importance across multiple policy domains, including economic, employment, education, family and child policy.

This paper interrogates and maps Ireland's ECEC policy making structures identifying key actors involved across the policy layers. Given that most policy decisions are incremental, building upon already established policy paradigms (Lindlbom, 1959; Rigby, 2007), this paper firstly considers key ideologies which have influenced ECEC policy design. It then presents a hierarchical model of 'insiders' and 'outsiders' in ECEC policy making using criteria identified via two prominent policy modelling techniques.

Using Lindblom's (1959) definition of proximate policy makers, the model identifies core policy actors at the centremost layer of ECEC policy design. It then identifies actors across three further concentric policy layers; 'core insiders', 'specialist insiders' and 'peripheral insiders' using the 'Aberdeen Model' (Mc Kinney 2007) developed by Maloney, Jordan and McLaughlin (1994) and concludes by identifying certain actors excluded or 'outside' the policy making process. The paper closes by considering the key effects such policy making structures have on policy objectives, decisions and outcomes in ECEC in Ireland.

Keywords: Policy making processes, policy models, insiders; outsiders; ECEC policy

Celebrating diversity and inclusion in Reykjavík's preschools

Frida B Jonsdottir *(Department of Preschool Education Reykjavik Iceland)*

During the past few years Icelandic society has changed drastically from being more and less homogenic into being a country with significant cultural and racial diversity. The same holds true for the preschools in the country's capital Reykjavík, where 15% of the children have diverse backgrounds, speaking 55 different languages. According to Icelandic law and national curriculum, the preschools are for all children between the age 1 to 6, regardless of physical or mental ability, culture or religion. The preschools are inclusive and education and care is based on equality. Hence, they are very diverse and significant effort has been put into educating and advising teachers so that they can meet that challenge positively and become more competent in working with diversity in a humanistic and anti-discriminatory way.

My presentation deals with the multicultural policy of Reykjavík's preschools. Special focus will be placed on how projects based on that policy have been developed and brought into practice. As a project manager and consultant at the Department of Preschool Education in Reykjavík, I have been working closely with the teachers, developing ways to make every

child and parent welcome into the preschool's society by valuing different language- and cultural background and teaching icelandic as an additional language. The presentation concludes with a discussion of the material, theoretical and practical, that the Department of Preschool Education has published and made available for teachers and parents to work with multicultural issues in preschool.

Keywords: diversity, equality, humanity, inclusion, respect

The effect of a ECE-intervention program in day-care centres on the Strengths and Difficulties Questionnaire (SDQ)

ANDERS HOLM and BENTE JENSEN *(Department of Sociology University of Copenhagen)*

In this paper we demonstrate that a danish early child education (ECE) intervention program has a statistical significant effect on child behavioural as measured by the Strengths and Difficulties Questionnaire (SDQ) which measures child symptoms and positive attributes. Allocation into the intervention program is administered as a randomized control trail and we therefore expect the observed effect of the intervention on SDQ scores to be causal. Because there are many exclusion mechanisms operating in the day-to-day pedagogy in day-care institutions, the ECE system fails to provide equal social and intellectual opportunities to all. It has been shown that these exclusion mechanisms often have a social gradient and that they in part found the social stratification mechanisms in the ECE's.

The interventions program we are evaluating is the so-called "Action Competencies in social pedagogical work with socially endangered children" (ASP). The program is a focused intervention of learning and inclusion in day-care centers. We do know, from some early intervention studies like the Perry pre-school study in the 1960's, that early life social interventions can have a substantial effect on subsequent outcomes, like high school graduation and we therefore believe that the intervention, if proven effective could form the basis of increased social opportunities for social endangered children. The data for our analysis consist of 60 centers (30 intervention and 30 control) and 2.700 pre-school children is implemented

Keywords: Early child education, intervention, SDQ, randomized control trial

Celebrating diversity and inclusion in Reykjavík's preschools

FRIDA B JONSDOTTIR

During the past few years Icelandic society has changed drastically from being more and less homogenic into being a country with significant cultural and racial diversity. The same holds true for the preschools in the country's capital Reykjavík, where 15% of the children have diverse backgrounds, speaking 55 different languages.

According to Icelandic law and national curriculum, the preschools are for all children between the age 1 to 6, regardless of physical or mental ability, culture or religion. The preschools are inclusive and education and care is based on equality. Hence, they are very diverse and significant effort has been put into educating and advising teachers so that they can meet that challenge positively and become more competent in working with diversity in a humanistic and anti-discriminatory way. My presentation deals with the multicultural policy of Reykjavík's preschools.

Special focus will be placed on how projects based on that policy have been developed and brought into practice. As a project manager and consultant at the Department of Preschool Education in Reykjavík, I have been working closely with the teachers, developing ways to make every child and parent welcome into the preschool's society by valuing different language- and cultural background and teaching icelandic as an additional language. The

presentation concludes with a discussion of the material, theoretical and practical, that the Departement of Preschool Education has published and made available for teachers and parents to work with multicultural issues in preschool.

SYMPOSIUM V/12
TAKING ANOTHER LOOK: FUTURE DIRECTIONS FOR EARLY CHILDHOOD EDUCATION RESEARCH
Self-organized Symposium

CHAIR: CHRISTINE STEPHEN
University of Stirling

Session overview

This symposium sets out to stimulate debate about the future direction of research about early years education and services. Early years provision is now a taken for granted part of children's educational experiences in many parts of Europe and elsewhere. But we want to take another look at what we already know and what we still need to research if we are to ensure that early years provision makes a positive difference to the lives of young children.

These symposium papers follow from a series of seminars (funded by the UK funding council for economic and social research, ESRC). We brought together researchers, university educators, practitioners, policymakers and providers from the public, private and voluntary sectors across the UK. An important feature of the series was the sharing of research evidence and methods from education, sociology and psychology.

In this symposium we present three papers which address key themes in the debate: the ways in which diverse constructions of childhood and children shape thinking about the kind of provision made for young children, the opportunities they have to participate and the implications for tailoring provision to meet individual needs; cultural diversity and identity formation and achieving the policy goals of inclusive provision; developing pedagogy from diverse empirical and theoretical perspectives.

The papers in this symposium will pay attention to three questions that we returned to often during the seminars - the purposes of early years education, the impact of current practices and the value of alternative research paradigms.

In this symposium we present three papers which address key themes in the debate:
- the ways in which diverse constructions of childhood and children shape thinking about the kind of provision made for young children, the opportunities they have to participate and the implications for tailoring provision to meet individual needs
- cultural diversity and identity formation and achieving the policy goals of inclusive provision
- developing pedagogy from diverse empirical and theoretical perspectives.

The papers in this symposium will pay attention to three questions that we returned to often during the seminars – the purposes of early years education, the impact of current practices and the value of alternative research paradigms.

SYMPOSIUM SET V

Diverse theories and paradigms: challenges to pedagogy and practice

Christine Stephen *(Stirling Institute of Education, University of Stirling, Scotland)*

This paper looks at pedagogy practices in early years provision, the research questions which are prompted when we examine current practice and theory and the challenges to these practices which arise when evidence from alternative paradigms and theories are considered. I begin by examining what pedagogy can mean in early years education and the relationship between 'outsider' expectations and the 'insider', implicit perspectives of staff that influence their pedagogical actions in the playroom (Stephen & Brown, 2004).

The paper moves on to look at the research questions and the implications for pedagogy and the established features of early years practice that arise from diverse theoretical perspectives on learning. I consider the Piagetian legacy and the pedagogical implications of Yelland et al's (2008) call for attention to the 'new learning' needed in the 21st century. However, the focus will be on socio-cultural theorising and the kind of pedagogical interactions that are privileged by the diverse socio-cultural theories of learning e.g. conceptualising learning as intent participation or adult-mediation through scaffolding (Vygotsky, 1978; Wood, Bruner and Ross, 1976; Rogoff, 2003).

Our thinking about guided interaction as the necessary support for learning will be illustrated using findings from our study of young children's encounters with information and communication technologies in preschool (Stephen and Plowman, 2008). In the final section of the paper I look at some challenges to 'taken for granted' features of early years pedagogy which arise from psychological research which adopts alternative paradigms e.g. Doherty-Sneddon and Phelps, 2007; Kutnick et al, 2007.

Critical perspectives on cultural diversity in early childhood: Building an inclusive curriculum and provision

Lyn Ang *(University of East London)*

This paper begins with a critical reflection on how and to what extent cultural diversity is engaged with in the Early Years curriculum and provision in England. Early Years professionals share a common aspiration of providing an inclusive provision. However, attempts at inclusion inevitably raise pedagogical challenges and tensions.

The discussion is concerned that perceptions of cultural diversity are often conceptualised within fixed categories of ethnicity. With reference to current inclusive policy in the UK and curricular documents in England such as the Early Years Foundation Stage (2008), this paper argues that the language of the Early Years curriculum for instance, is ambiguous and open to interpretation, with limitations in challenging social and cultural differences. Notions of culture, race and other formative categories are complicated in wider issues of equality and inequality. Differences in children's socio-economic background, parental expectations, and home environment all challenge the assumptions of normality and universality which are typical of policy rhetoric and practice guidelines for group provision.

Yet, while education in a neoliberal society is committed to the moral ideal of valuing diversity, one of the most conspicuous feature within the Early Years is its manifest inequalities. It is important that these issues are discussed to explore the impact that they have on meeting the expectations of children from diverse cultural communities and families.

Taking children seriously: reflections on research and practice

Liz Brooker *(Institute of Education)*

'Listening to children' is now a standard component of early childhood research and practice. This paper tries to extend the notion of 'listening' to the broader one of 'taking

children seriously' in early years provision, asking how such a notion might shape the services offered to children and the cultural identity children acquire as a result. It argues that early childhood ideologies may disadvantage children by constructing them too exclusively as individuals whose proper role is to play, whose proper environment is a playroom, and whose proper disposition is to be playful. Such constructions enable us not only to ignore children's own perspectives, but also to view them always as recipients, or beneficiaries, of services rather than as contributors to their everyday environments.

The paper draws on studies of Bangladeshi families living in the UK (Brooker 2002), and of very young children in group care (Brooker 2008) as well as on ideas drawn from cross-cultural studies, to consider the ways that cultural identities are constructed by children in different home environments, and transformed by their early experience of group settings. Starting from the definitions (Rogoff, 2003) of children's learning as a transformation of participation in cultural activity, it explores the way that the opportunities for participation which are offered to children are shaped and constrained by adults' constructions of children's collective identity as 'young children'. It attempts, very tentatively, to answer the question of whether these ideas can meaningfully inform pre-school practice in ways which might support children's diverse needs.

SYMPOSIUM V/13
THE PARENT, THE CHILD OR BOTH?: THE ROLE OF PARENT/ CHILD GROUPS
Self-organized Symposium

CHAIR: MICHEL VANDENBROECK
University of Ghent

Session overview

The central question addressed by the three papers in this symposium considers how the framing of parent and toddler groups, in relation to meeting the needs of both children and parents, may impact upon those participating in them. Governmental interest, and funding, for early interventions that offer support for parents continues to grow around the world. Underlying governmental aims often focus upon the anticipated impact of programmes for children with regard to increased educational attainment and reductions in social disaffection (Needham 2007). Vandenbroeck (2008, 2007) has pointed out that developing early interventions with parents serves political purposes by emphasising the responsibility of parents, while downplaying social inequalities in social and educational provision. In reflecting on approaches to the delivery of programmes in Australia, England, Italy and Northern Ireland the symposium will consider how local and national attitudes are interconnected and how they may mediate the experience of such activities for both parents and children.

Keywords: parenting, social inclusion, socialization, transferability, social support

'Stay and play' or 'play and chat': Comparing attitudes and purposes in small scale studies of English and Australian supported playgroups
DIANNE JACKSON and MARTIN NEEDHAM *(Connect Child* and *Family Services Inc)*

This paper compares findings from two research studies. The first investigated case study Supported playgroups in Australia. The second explored case study Parent and Toddler groups in England. The authors report the findings of qualitative interviews with parents and facilitators attending the groups studied, analysing how the attitudes to the purposes of the groups, their roles and the perceived outcomes for their children compare across the sample of settings.

The paper explores the extent to which the groups frame parents' roles and the implications of this for take-up of services, the relationships between parents and the professionals coordinating the groups. It is argued that groups engender a group model in relation good parenting that may affirm, inspire or create barriers to participation and that any change in relation to the habitus of parent and child in dependent on their willingness to engage with the model offered.

Parents' perception of their toddler's needs for socialization

Tullia Musatti *(Cognitive Sciences and Technologies, National Research Council, Italy)*

Parents of toddlers often express the need for providing their child with social contact with peers as well as for support in parenting. These needs cut across the boundaries among social classes and cultures and are not alternative to more material needs, such as poverty and social marginalisation, which still characterise the condition of many children also in Europe.

Centres for Children and Parents have been created in many Italian cities in order to give answer to the parents and toddlers' need for socialization. They require the presence of parents with their children, in order to share play time and socialise with other children and parents outside the home.

In the years 2005-2008 we have monitored the functioning of 10 Centres for Children and Parents in several areas of Rome. At the end of each educational year a self-administered questionnaire was presented to parents in each Centre about their expectances and evaluations of the experience made in the Centre by their child and by themselves.

The analysis of these questionnaires considered the variability of parents' answers according to child and family characteristics and their daily life conditions. The results provide evidence for parents' constant wish for their child's social contacts with peers and for their own participation to a social setting outside the home with other parents.

Implementing a parenting programme in a new societal context

Helena Mitchell and Mary Wild *(Oxford Brookes University)*

The parenting intervention programme has been established regionally for more than 13 years, developing a national profile over the past five years, and more recently an international one. Working alongside families and children from birth onwards, the programme acknowledges the context and cultural milieu for its work, and sees its principal role as one of support and guidance to parents.

The establishment of the intervention in a new geographical and societal context offered the opportunity to examine the challenges and issues inherent in transferring a successful programme from the perspective of those children and families who formed the new audience for the programme.

The data provides rich and multifaceted perceptions of the ways in which the programme attempts to engage with young children and their parents. The analysis further invokes the nested nature of children and parents within a specific cultural milieu, and the ways in which this interacts with the intervention.

SYMPOSIUM V/14
DIFFERENT VOICES THE ATTENTION
TO THE POINT OF VIEW IN EDUCATIONAL SITUATIONS
Self-organized Symposium

CHAIR: ANNA BONDIOLI
University of Pavia

Session overview

Educational situations are characterized by the participation of several partners: parents, teachers, pedagogical coordinators, pupils children etc. Each of them plays a different role, is endowed with a different baggage of knowledge. Professional-not-professional participates in different cultural environments has different aspirations they often share pedagogical ideas goals and strategies but they more often have different conceptions objectives and perceptions of themselves and the others partners non only also categories of partners (ie families teachers of different grades of school) are not always homogeneous within them.

All the above-mentioned differences may be seen both as resources and as obstacles to the teaching-learning and the socialization process. In every case it is important that they are explored and recognized giving voice to the multiple points of view of the people involved. It is important to reflect on them also in order to support people to negotiate their roles and their tasks democratically and to join their forces to help children grow.

The three presentations address the issue putting in evidence particular problematics how to recognize and meet the needs of different kind of families, how to verify and build the pedagogical identity of an educational service by the reflection on the practice of teachers and parents, how to reflect on the idea of good teacher comparing the views of nursery and elementary school teachers.

Keywords: families, teachers, formative evaluation, educational experiences, negotiation processes.

L'attention à la diversité de typologies familiales dans un programme d'appui à la parentalité

MARIA FERRER ROBOT and MARIA A RIERA JAUME *(Departamento Pedagogia Aplicada y Psicologa de la Educacion, Universidad Islas Baleares)*

La communication est le fruit d'une recherche dans laquelle on montre la pluralité de familles qui a assiste a un programme de qualification parentale pour familles avec des fils entre 0 et 3 années effectue en Majorque Espagne depuis l'année 2002 à l'année 2006.

Ce programme est mené à bien avec des familles dérivées des services sociaux et de l'institution chargée de la protection de mineurs. Bien que pendant la première année, les caractéristiques générales des familles soient plus ou moins semblables, année après année, elles se sont étendues. Des mères adolescentes s'incorporaient ainsi familles de diverse origine géographique avec des structures familiales différentes monoparentales reconstituées avec problématiques diverses même avec des mesures de protection diverse.

La diversité des typologies familiales a obligé les professionnels à remettre en question son rôle et à se spécialiser chaque fois plus dans l'attention et dans les interventions.

To reinforce the pedagogical identity of an educational service for children from three to five by giving voice to parents and teachers
An evaluation experience in the city of Modena

ANNA BONDIOLI *(University of Pavia Italy)*

The paper will present an experience of evaluation lasted ten years which involved parents and teachers of all the nursery schools of Modena community, Comune di Modena, in different phases. The main goal of the project was to encourage a joint discussion between parents and teachers on educational beliefs and practices in order to reinforce the pedagogical identity of the local educational services and to help educators and families to reflect on their peculiar roles in childrens growth.

The project moved from some basic assumptions. The first is that families and teachers have different but on the same level roles in fostering childrens growth. The second that the best education for children derives from the sharing between parents and teachers of common purposes and from proposing a synergy of actions between home and school.

Moving from these assumptions all the parents and teachers of the nursery schools of Modena community Comune di Modena were invited over the years to answer to specular questionnaires which asked both parents and teachers to pronounce on the same questions but from the specific perspective of the respondent.

The return of the collected data in different forms meetings between parents and teachers of each nursery school, and larger seminarial meetings, has given the opportunity to reflect on the role played by families and school in sharing childrens education, to improve communication and, over all, to give a better sense of awareness and responsibility to each participant in the process.

Teachers of different school levels ask themselves about their professional abilities

ARMIDA SABBATINI and DONATELLA SAVIO *(University of Pavia Italy)*

Who is the good teacher? Which are the competences that characterize him? Which kind of knowledge and experience must he have? Which kind of initial and in-service training does he need? Such questions were proposed to teachers of different school levels: nursery, primary and secondary schools, in order to explore the conceptions that teachers have of themselves as professionists which have to take care of and to teach to children at different developmental phases.

The instrument used for the investigation was a multiple answer questionnaire elaborated ad hoc, in order to investigate the opinions and the attitudes of a representative sample of teachers of different school levels, toward the specificity of their professionalism. Comparing the different and the shared points of view of the teachers involved in the study, it is possibile to show how the self-image of teachers as professionists depends not only on the recognition of childrens needs at different ages, but also on institutional constraints (i e ministerial programs, curricula etc.)

The results solicit a reflection on the articulation of school curriculum and the coherence of its different segments, as well as on the images that teachers have of themselves and their work.

CONTINUING PROFESSIONAL DEVELOPMENT III
Individual papers

CHAIR: METTE TOLLEFSRUD
Oslo College University

Effects of positive thinking and happiness program on the future teachers'positive attitude and their emotion

HSUEH-SHAN CHANG and YI-TING CHEN *(Feng Chia University)*

The purpose of this research is to develop an effective "positive thinking and happiness program" for the on-teach-training students, the future teachers in kindergarten. The program is also going to be practiced. The recorded data will be evaluated. The objectives of this research are:

1. Through paper research and opinions from related professors' discussion, a positive thinking and happiness program will be planed and developed.
2. By practicing the above program on the future teacher, an evaluation will be conducted and recorded to see how effective it will be.
3. According to the results from the practice and evaluation, the positive thinking and happiness program will be re-evaluated and integrated. From this study, teaching organization and the teaching participants are expected to get some benefit.

To accomplish the above objectives, first, it is going to collect and study the related papers and to categorize them to have a basis to develop the positive thinking and happiness program. Second, the Delphi method is used to get help from related professors and their discussion. Third, a sixteen-week training of positive thinking and happiness program will be conducted as the experimental program. Finally, an evaluation will be conducted by using both of qualitative and quantitative methods.

The participant is 80 on-teach-training students for the kindergarten teacher. 40 of them are assigned as experiment group who will take this training program. Another 40 will be control group who will not take any of this program during this research. After that, they will take the training.

The data analysis will use both of qualitative and quantitative method. Before and after the training program, the participants will take the "Satisfaction With Life Scale" (SWLS; Diener, Emmnos, Larsen, & Griffin, 1985) to assess the effect. The MANOVA is used to analyze the quantitative data and study the difference of the scales. For the qualitative method, the feedback of the course and the small project of happiness from each participant will be collected, open coded and categorized. It is used to understand how those participants be effected from the training program. Both results will also conduct triangular calibration.

After the data analysis, the research results will present to related professors. Through their discussion and suggestion, a better and proper positive thinking and happiness program will be generated. Further more, this study is expected to provide useful information for the educator and the related researchers.

Keywords: positive psychology, positive thinking, happiness

From a fröbelian tradition during intelligence testing to methods of observation of children - continuity and change in a local pre-school education in Sweden

BRITT TELLGREN *(Department of Education)*

The aim in my thesis From mother of Mother of Society to a teacher for younger children prepared for new research (2008) was to throw light upon the basic values and representations of knowledge within a local female teacher education tradition in Sweden

and identify what kind of expectations are held of a pre-school teacher over time. The main question concerns central values and notions in a local pre-school teacher education regarding what is expected of a recognised pre-school teacher between the beginning of the 20th century and the first decade of the 21st century.

A specific topic in the pre-school teacher education was "child observation". The topic changed over the years and my interpretation is that the topic developed and functioned primarily as a measuring tool in order to legitimate the topic of child psychology. The consequences were that children were seen as individual objects worthy of scrutiny. Psychological knowledge appeared at the local arena in terms of pedagogical skills and the topic "child observation" can be seen as a mediating tool that legitimises theories of psychology in the practical arena.

From this view a new question for this conference is raised: How can we understand documentation and observation of children in light of history, tradition and from what James Wertsch (2002) called voices of collective remembering? How can we understand different kinds of children's diversity in this light?

Keywords: Pre-school teacher education, female teacher education tradition, collective memory, changes in pre-school teacher education, child observation.

Analysis of early childhood mentor-student teacher relationships: conceptualizations of the essential constituents

Eleni Loizou *(University of Cyprus)*

This study aimed in investigating the relationship of student teachers and their mentors during their Early Childhood School Experience Practicum course. Literature on mentoring and student teachers' experiences includes a variety of descriptions, stories, stages of development, prescriptions, each focusing on specific elements of the experience and relationship of both partners simultaneously or individually.

The goal of this paper is to trace the developing relationship of 20 student-teacher and mentor dyads over the period of one semester. The research questions posed were:

a. How does the relationship of student-teachers and their mentors evolve over a period of one semester?

b. What are the feelings and thoughts of both partners over this period?

Data collection included a reflection journal with guiding questions on the development of their relationship and experience, which both partners were again expected to reflect on four times during the semester. Questions incorporated in this journal referred to their feelings when first met, how the relationship evolved, anecdotal reporting of communicative events among the two, comments on the support and feedback provided etc.

The data was analyzed using patterns of common reference of specific relationship issues. This study identified specific types of relationships (Constructive, Unconstructive, Alternative, Un-developed) as expressed by the student teachers who were more reflective than their mentors in assessing their relationship. The mentors without following a specific mentoring program seem to provide the basics. A more structured mentoring program needs to be developed in order to allow for a critically sophisticated experience for both partners.

Keywords: teacher education, mentors, student teachers, school experience, journal writing

SYMPOSIUM V/16
PROFESSIONNALISATION DES EDUCATEURS DE JEUNES
ENFANTS ET RESPECT POUR LA DIVERSITÉ : DIVERSITÉ DES
PRATIQUES DE FORMATION, PRATIQUES DE LA DIVERSITÉ
Self-organized Symposium
CHAIR: MYRIAM MONY
ESSSE Ecole Santé Social Sud -Est

Session overview

Un parcours d'élaboration collective d' un manuel de formation par des centre de formation EJE AFORTS en France et d'éducateurs au MAROC. Projet coordonné par ESSSE, Membre du Réseau DECET (Projet soutenu par la fondation Bernard van Leer).

Comment le respect pour la diversité vient-il ré-interroger l'accueil et l'accompagnement éducatif au sein des EAJE et donc la formation des éducateurs ?

Trois axes :
1 la démarche de travail du groupe,
2 la présentation du manuel de formation en cours de formalisation
3 une activité de formation des CFEJE (les stages à l'étranger et l'apport pour une formation au Respect pour la diversité)

Keywords: professionnalisation des éducateurs, diversité, pratiques de formation

Le processus de travail du groupe

BRIGITTE EL ANDALOUSSI *(Rabat)*, CHANTAL BORDE *(CFEJE AFORTS)*, MYRIAM MONY *(ESSSE)*

Un groupe de réflexion de 15 personnes environ s'est réuni à un rythme de deux rencontres annelles d'une journée depuis 2007 pour élaborer des repères de formation des EJE au respect pour la diversité .
- Huit centres de formation EJE membres de l AFORTS (Association des centres de formation et de recherche en travail social)
- Un partenaire marocain ATFALE (Alliance de travail dans la formation et l'action pour l'enfance ,centre de formation initiale et continue dans le préscolaire), partenaire associé de DECET
- Un expert associé à la réflexion, Michel Vandenbroeck Université de Gand, Belgique

Comment ce thème interroge les fondements théoriques en sciences sociales de la formation, les pratiques et le positionnement professionnels, le travail d'équipe et les outils pédagogiques auprès des enfants et des parents en institution et dans un environnement. Nous présenterons la démarche du groupe au croisement d'éclairages différents en France, et au Maroc, enrichis par l'approche experte de M Vandenbroeck. Nous avons coconstruit des problématiques communes et repères communs pour la formation tout en laissant émerger les points de tensions et de débat .

La présentation d'un manuel de formation (en cours de formalisation)

MARIE-LAURE BONNABESSE, DOMINIQUE MALLEVAL *(IFTS Echirolles et ESSSE)*

Une réforme des formations professionnelles construites à partir d'un référentiel de compétences .une équivalence de la formation des EJE avec les autres formations sociales de niveau 3(bachelor) présentation globale de la réforme du diplôme d'EJE dans le contexte de l accueil des jeunes enfants en France .Place de la question dans

211

la formation ; quelle position pour le formateur . Quelle conception de la formation en alternance. A partir d'une approche thématique la méthodologie de travail est identique ;une problématique sur le thème ; des réflexions théoriques, des pratiques de formation et des points de débats .Quelques thèmes :laïcité/ diversité,exclusion sociale,prévention, socialisation, travail avec les familles, multilinguisme, prise en compte du genre et du handicap …

Keywords: diversités, position de formateur, formation en alternance théorie pratique, pratiques de formation

Une activité de formation des CFEJE ; les stages à l'étranger et l'apport pour une formation au respect pour la diversité

Chantal Borde, Clarisse Mortelecque, Marie-Christine Grenier (*IFRASS-Toulouse, ITSRA-Clermont-Ferrand, CFEJE de Nantes*)

Les stages à l'étranger, un mode pertinent de formation à la diversité pour les étudiants : des pratiques de formation différentes, deux modèles :
- Un partenariat entre un CFEJE en France et le Maroc pour des stages encadrés dans le cadre d'une convention interinstitutionnelle.
- Accompagnement individualisé de projets d'étudiants pour des stages en Europe, en Afrique, en Amérique Latine et au Canada ; lien avec les terrains, place de ces projets dans la formation globale ; retransmission auprès de tous les étudiants ; évaluation de l'impact sur la formation au respect pour la diversité.

keywords: stages à l'étranger ; formation d'éducateurs ; diversité expérience de formation significative

SYMPOSIUM V/17
Self-organized Symposium
ME, YOU AND US: THREE WAYS TO UNITE THE CLASSROOM
Chair : Dorian de Haan
Holland University

Session owerview

The building blocks for children's identity are laid in early childhood. Young children's self esteem is usually high. However, social information may increasingly get a strong hold on children's self-image. Around age 6 to 7, children engage in social comparison and their self-esteem may decline. Experiences with diversity in children's life may be enriching but may also harm their feelings of self-confidence and connectedness. It is a major task of educational institutions to help children develop a strong sense of self, respect for others and responsibility for the group.

In this symposium we introduce the project Our Classroom, My World, a methodology to foster social inclusion and respect for diversity in early childhood education. The methodology focuses on self-confidence - the 'me', on relatedness - the 'you' and on responsibility - the 'us'.

The themes are derived from a review of literature on social competence and are further developed for educational practice in cooperation with teachers of four schools.

The focus is on bringing the social dimension into regular language teaching practices with a strong effort to incorporate the use of ICT in a meaningful way. The research is threefold: one substudy is action research meant to monitor and contribute to the developmental process, a second part focuses on the evaluation

of the methodology and in the third study we attempt to find out what children's attitudes and reflections are about the 'me', 'you' and 'us'.

In this symposium we present the results of the development of the methodology and children's attitudes and reflections.

Me, you and we & ICT

ELS SCHELLEKENS *(Bureau ELS)*

The aim of the project Our Classroom, My World is to find out and to describe what works in the classroom in the field of social competence, where possible with the use of ICT. Together with the teachers we analyze the needs of the group and how computers and / or digital camera's can contribute in a meaningful way. We focus on three themes: Identity, Social relations and the Group (as an aspect of Citizenship) for each of which we develop successful practices on the level of attitude, knowledge and skills. All activities involve communication (oral, reading, writing, drama) about items that are important for the individual child and the group, e.g.: publishing a self-portrait on the internet, cooperate with partners of different backgrounds and participate in classroom consultations. ICT brings opportunities to communicate with the outer-world and proves to be a highly motivating factor for most children. In a natural way they experiment with the internet, its pitfalls (e.g.: disclosing personal information too thoughtlessly, cyber-bullying) and its strengths (communicate with others all over the world; building a personal file; a classrooms weblog as a shared forum in which children publish reports, illustrated with their own pictures).

These early experiences and deliberations will help children to become prudent ICT-users. The teachers state that the methodology provides them with tools for implementing activities to promote social inclusion, respect for diversity and group responsibility in a personal and coherent way, integrated in the daily classroom practice.

The development of the social self

DORIAN DE HAAN *(Holland University)*

The self consists of multiple components. Social identity theory accounts for the role of social group membership in the development of individual self-concept and social identity. Children become aware of gender between their 2nd and 3rd year. The development of basic concepts of ethnicity emerges later, depending of contexts of daily experiences. Gender stereotypes may predominate in kindergarten, but information concerning ethnicity is less salient, so the proportion of children who show ethnic stereotypes is small. At the age of 5 to 8, at the start of elementary school, changes occur in knowledge about role behavior and traits of social groups.

This paper focuses on the awareness and evaluation of 6- to 8-years old school children of their membership of different social groups. In particular we present the results of our study of attitudes and reflections regarding gender and ethnicity. In addition to children's views of themselves and others regarding these categories, we have attempted to gain more insight in children's feelings of responsibility when tensions are at stake related to these social categorizations.

Following research of extended identity we considered whether children's awareness of their social identities also includes accountability for actions of other group members. What are the social emotions they experience when misbehavior against their group or from their group against others are at stake? Do they take action? Finally, the same questions are posed concerning misbehavior of other members of their classroom in a hypothetic situation.

213

Me, you and us: are they interrelated?

Marije de Hoogd *(Holland University)*

Previous studies usually focused on one aspect of social categories; gender ór awareness of ethnicity, irrespective of other developments.

The first focus of this paper is on the question whether these developments in children's thinking are interrelated, are related to age and whether they are related to teachers judgments about children's social-emotional en cognitive competencies and achievements in school.

The second focus we will discuss is whether the context of the school makes a difference. We would like to know whether children's awareness, attitudes and feelings of responsibility depend on or are influenced by multi-ethnic and social economic diversity in the classroom?

SYMPOSIUM V/18
MAKING CHILDRENS LEARNING VISIBLE
Self-organized Symposium

CHAIR: Margy Whalley
PenGreen Research Base

Session overview

This symposium focuses on work done at the pen green centre for children and their families and in seven other nursery schools in Northamptonshire England. Influenced by the work of Joseph Tobin and his colleagues, practitioners and researchers employed a polyvocal approach to observing and critiquing their own pedagogy and practice along with that of their colleagues.

The three papers presented include a reflection on a cross-cultural polyvocal study carried out in England and the republic of Ireland in 2008. A study involving practitioner teams in eight nursery schools who employed the polyvocal approach and shared their developing thinking about pedagogy and practice with pre-school children within their own teams and also across all eight teams a study at the pen green centre in which practitioners parents and researchers utilised the polyvocal approach to examine the effectiveness of their differentiated pedagogy with children aged 0-3 especially in relation to childrens transitions from one area of the provision to another.

Keywords: polyvocal, ethnography, pedagogy, practice, provision

Using polyvocal methods to stimulate dialogue and improve practice

Cath Arnold and Carmel Brennan *(Pen Green Research Development Training Base* and *Leadership Centre)*

This paper is a reflection on a cross cultural study carried out in 2008, involving a setting in Dublin and a setting in England. The authors worked as practitioner researchers and drew on Tobins method of using video as a tool to stimulate multi-vocal dialogue. About practice in early years settings in two different countries and contexts, the authors draw out implications for practice and conclude that there is a great deal of scope for using the polyvocal technique to articulate and improve practice across settings in the same country town and even organisation.

An innovation in 2009 was for each group of early years staff to begin the process by discussing and articulating the image of the child they were trying to promote in their

setting, by considering the shared values of the staff group and parents. Following on from this discussion, staff identified the pedagogical approach that supported their image of the child. This data provided some starting points for discussion when viewing video from their own and a partners setting.

Title will be given during the session

MARGY WHALLEY *(Pen Green Research Development Training Base* and *Leadership Centre)*

This paper focuses on a study carried out in Northamptonshire, England, involving workers children and families from eight nursery schools, six of which are also childrens centres. Tobins technique of using video as a tool to stimulate multi-vocal dialogue (Tobin et al 1989) was employed to encourage collaborative reflection and action across all eight schools.

One innovation was that each setting considered the shared values of the practitioners and parent, articulated the image of the child they were trying to promote, and identified the pedagogical approach that supported their image of the child working with parents. Two children from their most vulnerable and disadvantaged families were identified in each setting, and video of these children was viewed by practitioners to critique their own pedagogical practice. Their discussions were recorded settings then viewed and critiqued. Similar video material from a partner setting and this discussion was also recorded. These discussions were facilitated by a researcher on the basis of their discussions. Practitioners formulated and carried out action plans to improve practice for the video-focus children and their families. Practitioners from all eight settings met regularly, to share their learning, reflect on changes made and to critique the approach from their perspectives.

These discussions were also recorded and combined with the recorded critiques of practice provided both practitioners and researchers with key multi-vocal data about the process of improving practice with regard to individual children and families in nursery school settings. This paper articulates this process using case study material.

Using polyvocal methods to stimulate dialogue and improve practice with children aged 0-3.

FELICITY NORTON *(Pen Green Research Development Training Base* and *Leadership Centre)*

Practitioners parents and researchers at the pen green centre for children and families in Corby, Northamptonshire, England, engaged in a study employing Tobins multi-vocal dialogue approach (Tobin et al 1989). Video material was used to generate discussion and critique about practice in the centres. Baby and toddler nest a provision for children aged between 12 months and three years and the snug one area of the pen green centres nursery provision for children aged two to four years. Practitioners, parents and researchers were interested in using the video-based polyvocal approach to examine and articulate the image of the child. They wanted to support in the setting and how effective their pedagogy was. In achieving this practitioners and researchers paid particular attention to how the pedagogy facilitated children in leading their own learning, how this influenced and was influenced by their learning at home, in what ways the pedagogy was differentiated between the baby and toddler nest and the snug and also between individual practitioners, how the pedagogy supported children and families to make successful transitions between the nest and the snug.

In the paper practitioners and researchers present the experiences of the children and their families along with those of the practitioners in relation to the effects and outcomes of the differentiated pedagogy on children aged 0-3 at pen green.

215

SYSTÈMES ET POLITIQUES D'ACCUEIL II
Individual papers

CHAIR: MARIE-PAULE THOLLON-BEHAR
École de puériculture Rockefeller, Université Lyon 2

Conception du jeune enfant en France et en Pologne

PAWLOWSKA ALEKSANDRA *(Cerlis Paris-Descartes)*

Les tensions sont très présentes lorsqu'on s'apprête à élaborer une politique d'accueil efficace de la petite enfance à l'échelle nationale, et encore plus à l'échelle européenne; politique qui avant tout doit tenir compte des droits et des besoins des enfants et de leurs parents. L'expérience en matière de la prise en charge de la petite enfance dans les deux pays en question montrent qu'elles ne peuvent nullement être transposables d'un espace national à l'autre en raison d'un ancrage historique et culturel spécifique qui différencie des approches éducatives envers le jeune enfant. Ces expériences peuvent en revanche, être source d'une réflexion approfondie, tout en tenant compte des particularités nationales, et des droits des enfants et de leurs familles.

Keywords: socialisation primaire et secondaire, bien-être de l'enfant, cohésion familiale

Vivre deux langues et deux cultures, éducation bilingue précoce

SIMONE WAHL *(Klindertreff Lyon)*

Les enfants d'aujourd'hui, les citoyens de demain, connaissent une mobilité géographique très importante. Vivre dans un autre pays sera une normalité pour eux. Comment les préparer à vivre dans des pays différents, avec des langues, des cultures et des appartenances nouvelles? Les équipement petite enfance bilingue vivent au quotidien cette rencontre entre au moins deux langues et deux cultures. Quels défis pour les professionnels? Comment l'accueil de la diversité est vécu dans ses structures? Pour les enfants, les parents, les professionnels?

Keywords: diversité, bilingue, franco-allemand, rencontre, enfant

Qualité de l'accueil en France et au Québec, perspectives croisées

MURIELLE DANIC *(Université Lumière Lyon 2 Université de Lyon Groupe de Recherche Sur LInadaptation Psychosociale GRIP Montréal QC Et Laboratoire Santé Individu Et Société SIS- EA 4129)*

Devant l'augmentation croissante de la demande d'accueil de la petite enfance, la France comme le Québec se trouvent confrontés à la nécessité de diversifier leurs structures et leurs politiques publiques. Si les volontés politiques sont de permettre un accès universel à ces services, via des politiques sociales facilitantes (tarifications avantageuses, conditions d'accessibilité aménagées, crèches d'entreprise, etc.), dans leur mise en place même elles conduisent à une diversification qualitative des lieux d'accueil pouvant au contraire, à long terme, creuser les inégalités sociales au sein de nos populations. Les effets « pervers » des approches populationnelles sur les inégalités sociales sont d'ores et déjà amplement documentés par la littérature scientifique en Santé Publique. Ils trouvent aussi à s'exprimer dans le champ de l'éducation préscolaire.

Ainsi, au Québec, où les réseaux de Centres pour la Petite Enfance appliquent un programme éducatif adapté du curriculum High/Scope, destiné aux enfants de milieux défavorisés et visant à améliorer la qualité des lieux d'accueil. Or, malgré cette volonté publique, les moins défavorisés sont accueillis dans des structures de moins bonne qualité.

Grâce à sa scolarisation dès trois ans (voir deux), la France se croit à l'abri de telles problématiques. Pourtant, les données probantes de la recherche sur le développement de l'enfant témoignent de l'importance des toutes premières années dans le développement social, cognitif, psychologique et affectif des enfants. La qualité de l'accueil des moins de trois ans devrait donc être l'objet d'une attention toute particulière de nos politiques, et non se résumer à une seule bataille quantitative.

Keywords: qualité et philosophie de l'accueil, politique publique, universalité

SYMPOSIUM V/20
TEACHER TRAINING AND LEADERSHIP
Individual papers
CHAIR: PAUL WATLING
Centre for Research in Early Childhood, Birmingham (United Kingdom).

Educational practices stimulating scientific and technological literacy in diverse groups of pre-schoolers

HILDE VAN HOUTE, VEERLE MARTENS, TOM OLLIEUZ, KIRSTEN DEVLIEGER and ELKE DENYS (*Arteveldehogeschool*)

In this paper we present a design research project to stimulate the scientific and technological literacy in children.

The aim of this educational design research is to design and evaluate educational practices, teaching and learning materials and trainings for pre-school teachers in order
- to introduce science and technology in early school years as ongoing, meaningful parts of the curriculum
- to stimulate scientific and technical literacy of all pre-schoolers
- to engage children in the process of inquiry and design
- to respond to children's individual strenghts and needs concerning science and technology
- to avoid early gender differences in children's competence beliefs about science and technology learning
- to support preschool teachers, predominantly females with no scientific or technological background.

In a follow-up research project an effectstudy will be conducted to investigate the impact of the materials and trainings on the scientific and technological literacy of the children.

The design of the educational practices, the materials and the trainings is based on the Flemisch standards for technical literacy (TOS21 standaarden, 2008), a constructivistic approach to early childhood (Vygotsky, 1974), science start (Conezio & French, 2002), multiple intelligences (Gardner, 2008).

This design research is based on the principles as described by Van den Akker (2006); this research is interventionist, iterative, process-oriented, utility-oriented and theory-oriented. In this research special attention is paid to the involvement of teachers. To do

217

so, different qualitative methods are used and evaluated e.g. group sessions such as brainstorm sessions, observations, interviews.

The research is still in progress but early findings eluminate that supervised group sessions with teachers from different schools are interesting settings to train teachers and exchange good-practices. Preschool teachers need didactic manuals with tailor made background information and educational practices as well as intensive trainings and support.

Keywords: science, technology, educational design research, literacy

Leadership in early childhood in Iceland and Australia: diversities in culture yet similarities in challenges

LOUISE HARD *(Charles Sturt University)* and ARNA JONSDOTTIR *(University of Iceland)*

Internationally research projects have explored leadership understanding and enactment to increase the body of knowledge related to effective leadership. Leadership in the field of early childhood education and care (ECEC) is considered significant to quality service provision (Waniganake and Ebbeck, 2004; Rodd, 2006; Siraj-Blatchford and Manni, 2007) community advocacy and curriculum and policy development (Woodrow & Busch, 2007).

This presentation draws on two qualitative early childhood leadership studies from culturally and linguistically diverse countries, Iceland and Australia. It explores the findings made by both studies and suggests that there are elements of the ECEC workplace culture that militate against leadership aspirations and indicate a lack of diversity in professionals regarding gender.

In the case of Jónsdóttir (2007) certain micro political forces were identified as factors contributing to leadership behaviour, causing silencing of debates and critical reflections. In Australia, the impact of horizontal violence or Duke's (1994) notion of "crab bucket mentality" may be dissuading forces to leadership aspirations (Hard, 2006).

This cross cultural presentation questions what elements of the Icelandic and Australian ECEC workplaces contribute to the similarity of these findings. Is there a lack of diversity amongst professionals that demands compliance and constrains debate? How do ECEC personnel interpret their ability to lead and what do they see as inhibitors to this activity and why? Does the feminised nature of the field in both countries impact leadership?

The findings may inform policy and practice through increased international understandings of workplace culture and the need for leadership education.

Keywords: leadership, gender, diversity, work culture

Effects of a Danish ECE-interventionprogram in day-care centres on socially endangered childrens

BENTE JENSEN *(University of AaarhusSchool of Education)*

It is an important goal for the Danish government to ensure equal opportunities for all by starting with early intervention in the daycare system. From 2004 the legislation of Early Childhood Education (ECE), revised (2007), The ECE system is seen as a key policy instrument for fighting social inequality. This is particularly relevant in Denmark, where >95% of all children attend in day-care. International research shows that early interventions can make a positive difference, and as shown in American Randomised Controlled Trial (RCT) studies, the effects are lasting.

On the other hand, international research does not address the two different main approaches to the ECE systems, the Nordic model and the Anglo-saxon model nor to the

questions of how pedagogic initiatives and framework conditions work as prerequisites for success (best practice).

An analysis of research into the situation in the Nordic countries shows growing awareness of how to identify target groups for ECE-intervention as well as an increased focus on pre-school school teachers' education and the need for assessment and evaluation methods for determining best practice. Since it would appear that the ECE system fails to provide equal social and intellectual opportunities to all children, further development in this area is required.

Based on this background a recent Danish intervention involving 60 centres (30 intervention,30 control) and 2.700 pre-school children is implemented (the ASP-project). This paper describes the Asp - intervention and its effect on 3-6t yrs-old socially endangered children's social competencies and learning. Selected results are discussed.

Keywords: intervention, effect, learning, inequality, ECE-system

SYMPOSIUM V/21
PROFESSIONAL PREPARATION FOR DIVERSITY STRATEGIES AND DIALOGUE
Self-organized Symposium

CHAIR: DIANE HORM
University of Oklahoma-Tulsa

overview session

Between 2000 and 2050, the USA will become increasingly diverse (Center for public education, 2007). Specifically: the hispanic population will double from 126 to 244, the black population will grow from 127 to 146, the asian population will increase from 38 to 8, the non-hispanic white population will decrease from 694 to 50. This increasing diversity has many implications for early childhood educators and the people who prepare them. Currently there are several challenges. The vast majority of preschool teachers are white (78) and speak only english, 80 of the college and university faculty teaching early childhood education are non-hispanic white. Thus many young children are enrolled in programs that do not reflect their culture or language. Additionally the lack of diversity in the institutions of higher education leads one to question if pre-service teacher candidates are acquiring the knowledge-base necessary to be effective with diverse families and children. Young children's development is supported when there is cultural and linguistic continuity between their experiences at home and the early care and education setting. This continuity can be cultivated by early childhood educators who understand and respect familie's diverse cultural practices and who have the skills to build upon them, even if they do not themselves share the families cultural or linguistic background.

This symposium will highlight approaches. US colleges and universities are implementing to support the development of culturally competent early childhood educators. The symposium will begin with a discussion of the changing demographics of the USA. Three papers will be delivered highlighting various approaches to increasing the cultural competence of pre-service candidates, specifically internationalization as an approach to enhance appreciation of diversity, teaching strategies to effectively work with diverse families, what does diversity mean for infants and toddlers. The session will end with conferees being encouraged to share their successful approaches.

Keywords: professional development, teaching strategies, curriculum policy, families

Preparing early childhood teachers to work in global society

NANCY BARBOUR *(Kent State University)*

The goal of early childhood educators world-wide is to nurture children to become knowledgeable competent and excited learners who live in a global world. It is our challenge then as faculty to prepare early childhood professionals who will be these nurturers within a global society. This paper describes the journey of our early childhood faculty as they explored how best to internationalize their professional preparation program in order to meet his challenge. The impetus for this journey comes from several places. First the university has a strong commitment to engage faculty and programs in international activity. Second our early childhood faculty have long been involved in and committed to international work. Third our college is home to a prime resource the center for international and inter-cultural education which promotes international project. Grants and hosts international scholars realizing global education is an imperative.

It is our intent to systematically examine what we teach how we teach it and what the outcomes are for our students do we provide theoretical philosophical and practical experiences that would be considered internationalized curriculum. In order to answer this question we are engaged in self-study of faculty goals curriculum field experiences and student outcomes. We also want to know whether our current students perceive themselves as global educators our goal is to build and embed a global perspective through internationalizing professional education across our program. As an anchor for this work we will consider the international baccalaureate curriculum as a vehicle for internationalizing the curriculum.

Asking and listening toward a more thorough model of inquiry and action while working with families and communities

JANICE KROEGER *(Kent State University)*

This paper provides a rationale and description of critical constructivist projects to support pre-service teachers in developing relationships with parents and communities. Dominant standards articulated by the national association of educating young children demand that new educators become proficient at understanding responding to and engaging diverse parents and communities in the educational lives of young children. Prescriptive models for achieving this aim are common, yet meta skills like learning about or capitalizing upon what parents do for children outside of school time or evaluating teachers claims about families are still largely unexamined by teachers. In addition, prescriptive approaches mirror existing power structures within societies.

Paradoxically because families themselves defy standardization working effectively with many families requires a tremendous range of knowledge. Conceptual values about family diversity and procedural skill with each family or community that is encountered using a critical theoretical framing.

The authors ask readers to move away from traditional sociological models in which communication from school to home is more one-way to a partnering lens which allows teachers to view their rapport and community understanding building stages of relationship development as a crucial teacher-learning endeavor it is only through inquiry and entering the socio-ecological system of the child and family that teachers can come to understand their own agency in systems of care and education.

We describe and detail the parent child teacher study and community social action projects used in our teacher education program these constructivist projects along with their longstanding results for children parents and settings are given.

The place of diversities with infants and toddlers examining practice standards from the United States

Nancy File *(University of Wisconsin-Milwaukee)*

In the United States, the latest education reform movements have focused on standards as the linchpin of a system that will better serve all children and reduce the current gaps in achievement. Early childhood is not immune from this movement with in fact emphasis placed upon the notion that standards for early learning should be aligned with the standards that drive teaching and learning in the public school system (Peterson Jones McGinley 2008).

These notions push at issues regarding power control and intent. One particular concern is whether early learning standards are comprehensive in nature or narrowly focused on those areas of learning, most prominent including literacy and mathematics (Copple Bredekamp 2009). Furthermore, even with a more comprehensive characterization, we are not guaranteed that early learning standards will be developed with attention to the range of diversities found in programs (Peterson Jones McGinley 2008).

In this paper, I will describe the results of a content analysis of state-level early learning standards developed for infants and toddlers the questions to be addressed include:
- what diversities are explicitly acknowledged in the standards
- how are diversities assumed to be important to infants toddlers and their families
- what foci are included for indicators and examples for professional guidelines for practice.

By examining and describing a body of diverse early learning standards, I will offer a portrayal of how diversities are assumed to impact group programming for infants toddlers and their families critically examining the meaning of these assumptions.

SYMPOSIUM V/22 - This symposium has been cancelled
OUTDOOR/PHYSICAL ACTIVITIES
Individual papers

CHAIR: ALISON MURPHY
Swansea University

The room outdoors

Maire Corbett *(National Childrens Nurseries' Association)*

Outdoor play is sometimes viewed as an activity that can only occur when the weather is pleasant or dry. This paper examines how practitioners view the potential offered to children's learning by use of the outdoor area, how nursery management view it and how parents view it: in terms of it's importance or otherwise, what perceived barriers there are to using outdoor areas more and what kind of play happens outside.

The paper will compare the role of outdoor play in other countries, e.g. the Scandinavian countries and the use of the outdoor play in the Reggio Emilia Infant and Toddler Centres and Preschools, with the situation in the Republic of Ireland and will suggest practical strategies to encourage staff management to use outdoor areas more by reference to nurseries that are exploiting outdoor play to it's fullest.

Keywords: outdoor play, supporting learning, exploration

"Strong and ready for school by physical activity" - Successful transition practice from kindergarten to primary-school

INA THIEME *(Department of Sport Science University Bayreuth Germany)*

The aim of the transition-program "strong and ready for school by physical activity" is to enable preschool-children discovering their strengths and skills on their way from kindergarten to school. The program is focusing on aspects of physical activity and self-concept.

Children who trust in their strength and in their own skills, actively approach others and feel challenged by changes the transition process implicates. A positive self-concept is an internal resource and protective factor for coping transition.

Physical activity plays an important part in early development and learning processes. In the early childhood preschool children describe themselves predominantly by physical abilities, properties and first of all physical activities. Thus by successful experiences in physical activities it should be possible to enhance children's self-concept. To strengthen preschool-children in this way, educational practice should be focused on resource-oriented and strength-based experiences in physical activities at school. To help new entrant children to cope with personal, social and structural diversities of kindergarten and school, those activities at school should be carried out together with first-graders arranged in close collaboration between preschool and school teachers.

The subject matter of my lecture is how far this transition-program can help to facilitate children's transition to school in the German educational system. I want to deliver an insight into the pedagogical practices of preschool and school teachers in "Strong and ready for school by physical activity" as well as present significant results of the qualitative and quantitative evaluation concerning the self-concept of preschool-children.

Keywords: self-concept, physical activity, collaboration, diversities as challenge

Climbing as a fundamental experience - supporting education and overcoming diversities

SONJA QUANTE, MIRELLE HERPEL, ELKE MEIXNER, VERENA POPP, INA THIEME and ULRIKE UNGERER-RÖHRICH *(University Bayreuth Germany Department of Sports)*

Climbing has several positive effects on the development of young children. It is a very complex activity and therefore stimulates many different parts of the human body. It improves for example muscle strength, static and dynamic balance, endurance, coordinative skills, mobility, skilfulness and perception. Climbing can cause a feeling of adventure, which animates children to overcome and shift their own limits, which improves their self-concept and self-confidence. Climbing with partners improves communicational and interactional skills. It also teaches the children to trust each other and to take over responsibility. Characteristics like determination, will, courage, patience, endurance, concentration, are needed to become a good climber and in return also are improved by climbing.

What do children learn by climbing? And how can climbing effectively be combined with educational subjects such as science, mathematics, language, social learning or health?

A research project started 2008 in Munich and Bayreuth should endeavour to show the effects of bouldering walls and other climbing facilities in preschool. Therefore 20 kindergartens and pre schools are provided with two different types of climbing facilities. Teachers are trained by an e-learning course to combine climbing with educational subjects.

By qualitative and quantitative research methods developed and adapted to early childhood needs we want to find out how climbing will effect motor abilities, motivation to

learn, willingness for exertion, self-efficacy, aspects of self-concept and body image as well as social tasks.

In the paper, creative ideas for combining climbing with educational matters, suitable research methods and first findings will be presented depicted by video and photos.

Keywords: climbing, movement, education, kindergarten, e-learning

SYMPOSIUM V/23
IDENTITY, CONFLICT AND RESOLUTION
Individual papers
CHAIR : NICOLETTA DIASIO
Université de Strasbourg

The issue of national identity and its construction and importance in the world of the young child in Wales
ALISON MURPHY *(Swansea University)*

The project forms part of an ongoing doctoral research study, which focuses on children's perceptions of their national identity, the construction of this identity and its importance in the world of the young child in Wales. This paper seeks to explore the idea of how children perceive their nationality and how these perceptions manifest themselves in their day-to-day life. The research compared and contrasted the responses of pupils from two primary school classes in the South Wales valleys. Pupils were introduced to the topic via an informal play activity and asked to undertake a drawing exercise. Children were interviewed with their artwork providing the basis for the discussion.

The initial findings revealed that the children have a complex and well-developed view of their own national identity. As the children progressed through the primary school these perceptions became more pronounced and they were able to consider in some depth the components of their national identity. They were able to categorise themselves using a range of parameters such as place of birth, parental nationality and current and previous residences. Children's perceptions of how other nations see them also provided some interesting insights into their cultural perspectives. Staff perceptions of children's national identity appeared to be much more simplistic and in some cases misinformed. This has clear implications for policy and practice within the setting.

Keywords: National identity, language, culture, nationality

Maui tikitiki a Taranga - Back to the Future: implications for curriculum development and assessment in early childhood
LESLEY RAMEKA *(University of Waikato)*

Maui tikitiki a Taranga, an ancestor hero, known throughout Polynesia was arguably the most important culture hero in Maori mythology. He was a romantic figure, a mischief-maker, the archetype super hero who overcame disadvantage to achieve fame and power. He therefore served as an important model for his human descendents, the Maori people (Walker 1996). Fundamental to Maori understandings of the world is the requirement to look to the past, to our ancestors to guide and forge our future. He was quick, intelligent, bold, resourceful, cunning and fearless, epitomising the basic personality structures idealised by Maori society. (Walker 1990 p15)

This paper will explore how traditional Maori/Polynesian mythology, traditional Maori worldviews and concepts of valued characteristics and behaviours can guide current

assessment processes, supporting the articulation of important learnings for Maori children, and enhancing teaching and learning opportunities in early childhood services in Aotearoa, New Zealand.

This paper reports on findings from two pieces of work (Ministry of Education funded research project and my doctorate research) aimed at articulating, reifying and validating Maori values, understandings and epistemologies within early childhood education contexts.

Keywords: Indigenous education, assessment, curriculum, pedagogy

The complexities of teaching historical conflictual narratives in integrated palestinian-jewish schools in Israel

ZVI BEKERMAN *(School of Education, Hebrew University of Jerusalem)*

The paper points at the urgent need to gain a better understanding of how ways of representing the past are organized and how they interplay in dialogue. These understandings are critical in order to help clarify our thoughts regarding potential pedagogical tools and their ability to serve peace educational and reconciliation efforts. Implications for policy and/or practice: This paper addresses the complexities encountered by teachers and students when dealing with conflictual historical narratives in the context of integrated bilingual, Palestinian-Jewish, schools in Israel. The narratives presented are based on rich ethnographic data gathered from a long standing research effort in the schools. They offer insights into how those involved in the educational initiative draw selectively from formal and informal sources in order to support their identification and sense of belonging within their particular political, national and religious communities. I focus on daily classroom practices and events (in 2nd and 3rd grades) and show how unexpectedly classroom topics are invaded by the wider socio-cultural-political-context.

The declared interest of the schools in confronting and discussing historical narratives, the continuous political confrontation among the parties and the regular outbursts of hostility that accompany the lives of all Israeli citizens make «talk» weaving present and past accounts a regular guest in the classrooms. This regularity is accentuated during school sessions officially demarcated to deal with commemorative national events or when outside events are so powerful that they need to be officially acknowledged in the schools (Rabin's assassination, Arafat's death or a suicide bombing). The vignettes rendered present a complex picture that is not necessarily encouraging in terms of the potential of education to help overcome situations of intractable conflict.

Keywords: historical narratives, peace education, integrated education, Palestinians & Jews, Multicultural education

SYMPOSIUM V/24
SUPPORT NEEDS
Individual papers
CHAIR : SUE GRIESHABER
School of Early Childhood, Queensland University of Technology

How toddlers with special needs adjust to the daycare setting

EIRA SUHONEN *(University of Helsinki)*

The aims of this study is to find out how the children with the special educational needs adjust to the day care. The emotional well-being and involvement in daycare activities of toddler are especially exposed in this study. The daycare is examined through the socio-

cultural theory as a pedagogical institution. where the child adapts by participating in social and cultural activities with the others. By the attachment theory the inner self-regulation, that allows the child safely adapt to new situations, develops most in the relationship between the child under 3years of age and the attending adult.

This is a multiple case study about 5 toddlers started on day care in august 2004. When applying to daycare they were under three years old and they got the specialist statement for their special needs, and the reference for daycare. The childrens' age various from 23 month to 38 month. The children were observed by recording their attending in the daycare once in the 3-4 months from the first day in daycare. There were approximately 15 hours of video material that is analyzed with the Transana-program. The qualitative material is analyzed by first collecting a descriptive model that explain and theorize the phenomenon. By the summary of the narrative it is placed a hypothesis that is tested by quantitative methods using correlations and variance analyses and general linear modeling.

The toddlers in the study were all dependent in the support given by the adults in all the situations in the daycare. They couldn't associate with the other children without the support from adults and their involvement in activities was low. The engagement of adult in interaction explained most of the children's involvement in activities, and the function of children's co-operation. The engagement of teachers was statistically significantly higher than the engagement of other professions.

Keywords: engagement, involvement, interaction, toddler, daycare

Including Rian
Bᴿᴏɴᴡʏɴ Gʟᴀss *(Botany Downs Kindergarten)*

Inclusion is not easy, but then neither is teaching. When including children on the autistic spectrum we were to discover that inclusion was not easy and we were challenged to ask ourselves if we had a bottom line for inclusion. In sharing Rian's story we examine the pre-inclusion, transition and monitoring stages (Lyons & Kelly, 2008) followed in this action research project. We follow Rian's story from his enrolment into kindergarten to his rejection at school. Alongside Rian's story we explore the varied reactions of children and their families,and learing that takes place as a result of his inclusion at kindergarten.

Rian's mother and the kindergarten shared a similar vision for Rian... to build relationships and build his strengths. Landy, (2002) captures that vision, Social competence in children is reflected in their successful social functioning with peers and adults... these goals include being liked and accepted, having friends, engaging in rewarding and reciprocal interactions with others.

Rian's story is amusing, challenging, engaging and unique. This three year action research project was undertaken as part of the Centres of Innovation program funded by the Ministry of Education in New Zealand.

Keywords: inclusion, possibility thinking, visual communication tools

Children with special needs from diverse family backgrounds
Eʀɪᴋᴀ Sᴘɪᴛᴇʀɪ (Convent of The Sacred Heart School Foundation, Malta)

Some children with special needs have the added disadvantage of belonging to difficult home and soical. Others are more 'fortunate' since they come from supporting families and social circumstances. Interprofessional networking, led by the school could greatly help in narrowing the gap between these two diverse realities, thereby ensuring more equity and effectiveness in the care and education of such children.

This case study, carried out in a school in Malta. examines how the key person in charge of two girls and their families, from widely diverse social and family backgrounds, and who both display social and emotional behavioural difficulties, has worked in collaboration with the family, the school and outside professionals as a team. The 2 teams were led and co-ordinated in such a way as to maximise the servies available, and so as to ensure common pracitces and standards across the board, for the two girls that they serve.

Keywords: disability, special needs, interprofessional care, divers home/social backgrounds, networking

SYMPOSIUM V/25
CROSS CULTURAL CONTEXTS
Individual papers
Chair : Marit Alvestad
Stavanger University

Risks and young children
Fengling Tang *(Roehampton University UK)*

Risk is a double estimate of probability, conveying both positive and negative consequences (Gladwin and Collins, 2008). Risk is socially constructed and generated in postmodern society (Beck, 1992). Children nowadays are not only influenced by various risky factors but threatened by the performance of risky behaviours. The adult anxiety about the impact of risky society on children's lives prevails in contemporary society (Scott, Harden, Jackson and Backett-Milburn, 2000).

Taken from a PhD research (Tang, 2008), this paper aims to explore adult perceptions of the relationship between risks and young children's learning in Chinese and English contexts. The study reveals both similarities and differences between the two contexts. A paradox exists between adults' awareness of the positive consequences of taking risks on children's learning and their over-protectiveness towards their own children's behaviour. Adult anxiety about the negative impacts of risky environments and society on children's development and learning is derived from the tension between a reminiscent notion of their own happy childhood memories and the notion of a contested childhood in contemporary society.

The differences between the Chinese and English settings indicate the degrees and contents of adults', especially parents' anxieties about the impact of perceived risks and hidden risks on children's lives. The comparison highlights the issues of risk for children both as a global trend and as a social construct in which cultural traditions, expectations and values play a crucial part.

Keywords: risk, practitioner, Chinese/English context, perceived/hidden risk, contested childhood

White Other : the case study of an invisible migrant child
Catherine Meehan *(Canterbury Christ Church University)*

This case study seeks to understand the cultural adaptations and challenges faced by Sophie (7 years) when she and her family moved from Australia to the UK. Issues related to her loss of social contacts and material possessions; transitions from an old life to new life; 'invisibility' of her migration experience in terms of culture and language; development of identity during times of change are highlighted in the paper.

Collection and analysis of data employed a mosaic approach. The researcher and child worked collaboratively. The paper contributes to our understanding of one child's experience in migration and issues related to the impact on her identity. Namely, the barriers faced based by a 'white other' child migrating to a similar culture and the resilience she has demonstrated when faced with challenges.

Keywords: child, mosaic appropach, migration, isolation, rituals

Multiple child care arrangements and young children's behavioral outcomes

TARYN MORRISSEY

In the United States, about 15 percent of children under five experience more than one child care arrangement during a typical day or week. Previous research has identified a positive association between number of child care arrangements and child behavior problems, but arrangement multiplicity at one point in time is often confounded with arrangement stability over time, and the statistical methods used may be susceptible to omitted variable bias.

This study used within-child fixed effects models to examine associations between changes in number of concurrent, nonparental child care arrangements and changes in mother- and caregiver-reported behavioral outcomes among preschool children in the NICHD Study of Early Child Care and Youth Development (N = 850). Between 7 and 13 percent of children were in two or more concurrent child care arrangements at 2 and 3 years of age. Increases in the number of arrangements were related to increases children's concurrent behavior problems and decreases in prosocial behaviors. Girls and younger children appeared particularly susceptible to increases in the number of concurrent arrangements. Implications for U.S. policy and future research are discussed.

Keywords: child care, stability, United States, behavior, fixed effects,

SYMPOSIUM V/26
PRATIQUES PÉDAGOGIQUES
Individual papers
CHAIR : VÉRONIQUE FRANCIS
Université Paris Ouest-Nanterre, Département de Sciences de L'éducation

Le climat scolaire comme indicateur du bien-être: analyse de la transition de l'école de l'enfance à l'école primaire.

MARA MANETTI , NADIA RANIA, LAURA FRATTINI (*Département de Sciences Anthropologiques, Section de psychologie, Université de Gênes, Italie*)

La notion de climat implique l'ensemble de l'environnement, de l'organisation et des compétences sociales qui peuvent être détectées et évaluées. En littérature, ce concept a été analysé pour mettre en évidence les effets de l'ajustement à la transition scolaire d'un niveau à l'autre de l'école (Esposito, 1999).

L'objectif de cette recherche est d'étudier le climat scolaire dans les écoles primaires et à analyser la façon dont la cohérence ou la diversité de l'évaluation, par les parents et les enseignants, ont des répercussions sur l'état de bien-être des enfants, pendant la transition d'un niveau de l'école à l'autre (Ladd, 1996). L'échantillon se compose de 80 enseignants de l'école maternelle et 70 de l'école primaire. Le nombre de parents: 163 mères et 170 pères. Les enfants sont 277.

Outils :
- The parenting locus of control scale Campis L.K ,Lyman R.D. Prentice- Dunn S. (1986) modifié;
· Classroom environment scale Moos e Tricket (2002);
· Loneliness and social dissatisfaction Ascher S.R. & Wheeler V.A. (1985).

Hypothèses de travail:
1. Le locus of control des enseignants sur le contexte scolaire, interfère dans la perception et la construction du climat.
2. La perception du climat de parents interagit sur le bien-être des enfants.
3. Lorsqu'il existe une cohérence des évaluations entre parents-enseignants, le bien-être des enfants est plus élevé pour tous les différents ordres de l'école.
4. Lorsque les écoles ont activé un processus de transition de l'école maternelle à l'école primaire, les résultats, en termes de qualité de vie des enfants, sont plus élevés.

Les enjeux relatifs à la professionnalisation des EJE

Pascal Politanski *(Université de Strasbourg)*

Comment encourager la coopération entre les parents et les professionnels des services d'accueil pour les jeunes enfants ? Dans quels termes participer à la réflexion pour la qualité de l'accueil du jeune enfant ? Dans quel sens faut-il favoriser le respect de la diversité sociale et culturelle dans les lieux d'accueil ? Comment promouvoir la place des parents et soutenir les dynamiques collectives dans la vie locale (quartiers, villages, cités…) ? Dans quelles perspectives sensibiliser les partenaires sociaux pour la prise en compte du jeune enfant dans la cité ?

L'internet apparaît comme une technique médiatique offrant une multiplicité de possibilités de dire le travail, d'exprimer des enjeux de pratiques professionnelles personnelles et/ou collectives: Autour de ces questions - et des enjeux qu'elles recouvrent - les EJE confrontent leurs différents points de vue dans des forums de discussion. Leurs discours essaient à leur manière de mettre à jour tant l'importance de la production de nouveaux savoirs professionnels que l'accroissement des exigences institutionnelles ; ils tentent de comprendre les mutations à l'œuvre dans l'organisation du travail pour l'accueil de la petite enfance.

Notre recherche vise à montrer qu'avec l'émergence de l'internet, les échanges constitutifs de l'identité professionnelle se tiennent de manière croissante à l'extérieur des institutions qui ne semblent plus guère en mesure de (sup)porter la dimension économique, politique ou symbolique relatives aux demandes professionnelles des EJE. Les médiations professionnelles réalisées par et sur l'internet permettent d'assurer la restauration - voire la refondation - de l'activité de travail avec, en face, ou à côté, de l'institution.

Keywords: Educateurs de Jeunes Enfants, Identité professionnelle, Internet, Institution, Organisation du Travail

Le travail des professionnelles des crèches: un travail invisible

Ghyslaine Marchand Montanaro

Si la demande de modes de garde apparaît de plus en plus comme une exigence légitime, le travail qui se fait dans les crèches au plus près de l'enfant et du groupe d'enfants est frappé d'une invisibilité sociale qui aboutit à masquer la nécessaire professionnalisation de cette activité. Ce travail est aussi invisible pour les professionnelles qui ne peuvent mettre en mots la partie la plus spécifique de leur activité renvoyant une partie de leurs compétences ou de leur façon de faire à des qualités féminines naturelles ou à des pratiques instinctives et spontanées.

Cette double invisibilité aboutit à une défaillance du métier, entendu comme ce qui permet de savoir ce qu'on a à faire et comment le faire, dans toutes ses dimensions: impersonnelle, transpersonnelle, interpersonnelle et personnelle. Des savoirs peu spécifiques, des normes problématiques, des prescriptions floues ne permettent pas de construire un cadre de référence explicitant ce qui est attendu des professionnelles.

Le déficit d'activité dialogique, la faiblesse des collectifs de travail, le refus de la controverse professionnelle, l'absence de sentiment d'appartenance à une communauté professionnelle signent l'impossibilité à construire une mémoire vivante et toujours renouvelée de l'activité. Dans ce cadre-là, les relations entre pairs ne sont pas centrées sur l'entretien du métier mais essentiellement sur le désir de préserver une bonne entente dans l'équipe. Les professionnelles se trouvent alors en situation d'auto-référencement, guidées par des valeurs individuelles et des positions défensives pour affronter la complexité et l'imprévisibilité du réel.

Keywords: invisibilité, professionnalisation, métier, genre professionnel, défences

SYMPOSIUM V/27
SOCIAL/EMOTIONAL II
Individual papers
CHAIR : CHRISTINA ABU-HELIL
Anglia Ruskin University

Dissemination and co-construction of educational materials
ANASTASIA HOUNDOUMADI *(Centre for Artistic* and *Pedagogical Training Schedia)*

This paper will present the methodology employed to disseminate the pedagogical wisdom accumulated from working with a diverse population of children, parents and educators in the multicultural industrial city of Elefssina, Greece Project findings had revealed that artistic activities carried out in the context of out of school activities are an effective tool in promoting understanding and acceptance of the "other" and can increase the collaboration between culturally and religiously diverse groups.

The presentation focuses on the description of the construction and dissemination of educational materials that promote respect for diversity and social inclusion through artistic activities. That was implemented through a process of co-construction consisting of an ongoing cycle of sharing, reflecting, and reacting to the materials as they were formed and revised from the input provided in the context of a collaborative community of practitioners and service users. Inspiration was drawn, among others, from Paulo Freire's Participatory Action Research and Heron and Reason's Cooperative Inquiry providing the foundation for the assumption that the construction of knowledge is social and all agents who are involved have particular skills and experiences that are important to share and critically reflect upon so that the knowledge process is made explicit and values are examined.

Findings have provided many useful insights into how the dissemination process works, demonstrated the feasibility of merging dissemination activism and action research, illustrated the benefits of involving future users of educational materials in the process of development and helped raise awareness about and interest in the connection between dissemination processes and changes in practice that can result in meaningful social change.

Keywords: dissemination, respect for diversity, artistic activities

Promoting social competence in under 3

Ferre Laevers, Inge Lambrechts and Willemien Waumans *(Research Centre for Experiential Education - Leuven University)*

The research is based on a conceptual framework in which the role taking capacity is regarded as the core of social competence. Being able to empathize is the basis to understand behavior, to predict and anticipate and to respond in effective ways when dealing with other people.

The aim of the research is to develop a better understanding of how well young children can grasp the emotions in themselves and in others and (2) how this capacity can be promoted. The research design is built around an educational tool, the 'Hopla-kit'. This kit has been used in 4 groups. Six sessions have taken place in each group and have been recorded on video.

The analysis has been guided by a tool called 'PaLe' [Process Oriented Analysis of Learning Environments]. At the centre of it stands a continuous assessment of the level of involvement and a 'reconstruction' of the experience of the child. In this the identification of the cognitive loading is the main focus. A pre- and posttest took place with a selection of plates from the Box full of feelings. We can conclude that children felt attracted by the material and activities. Some adaptation have been made in the presentations to make the content more accessible.

A further analysis of the pre- and posttest will learn us how far toddlers can go when it comes to recognizing emotions. The findings show how much potential there is in addressing the area of social competence at an early age.

Keywords: under 3's, social competence, qualitative methodology, powerful learning environments, curriculum

SYMPOSIUM
SET V

SYMPOSIUM V/28
Self-organized Symposium
CHILDREN'S PERSPECTIVES IN RESEARCH: CASE STUDIES IN PRACTICE

Chair : Bob Perry
Charles Sturt University, Australia

At the 2008 EECERA conference, The Children's Perspectives in Research SIG decided that it would produce an edited book tentatively titled Young children's perspectives: Ethics, theory and research. The SIG felt that it was timely to pause and take stock of current research challenges being faced by researchers, particularly around ethics, methodologies and the theoretical frameworks that are being used as the basis for researching with young children, particularly the new sociology of childhood, children's rights, and images of children.

Part of the development of the book was that selected authors would present in SIG-sponsored symposia at the 2009 EECERA conference. This is the second of these symposia and deals with case studies exploring young children's perspectives in research. There will be five presenters and a discussant – Deborah Harcourt, Bond University - who is also one of the book editors. After a brief introduction by the discussant, each presentation will be allowed 12 minutes.

There will be 10 minutes for the discussant and 15-20 minutes for questions and comments from the floor.

The five papers to be presented are:
1. Young children's perspectives of their rights in a New Zealand kindergarten;
2. Understanding the lived experience of infants in early childhood education settings;
3. Producing and using video data with young children: A case study of ethical questions and practical consequences;
4. Eliciting young children's perspectives on indoor play provision in their classroom: Listening, hearing and acting on what they say;
5. Listening to voices, seeing spaces: Hearing school beginners.

Keywords: Children's Perspectives in Research, Ethics, Methodologies, Theoretical Frameworks, Case Studies

Young children's perspectives of their rights in a New Zealand Kindergarten

SARAH TE ONE *(Faculty Of Education, Victoria University Of Wellington)*

In compliance with the United Nations Convention on the Rights of the Child (the Convention), many New Zealand early childhood policy initiatives recognise young children's rights to early childhood education. Research in three New Zealand early childhood centres:
· A parent/whanau-led playcentre;
· A sessional state kindergarten; and
· A full day early education service (the Crèche for under-two-year olds)

focussed on children's rights in early education. Qualitative data generation methods included focus groups, individual interviews with adults, conversational interviews with children, and observational field notes and photographs. A researcher-journal documented insights and reflective comments which augmented the analysis phase of the project. The kindergarten teachers' perceptions of children's rights acknowledged children's opinions. The kindergarten teachers emphasised participation as socially responsible or in the teachers' and children's words "you have to be a good friend". This research demonstrated that very young children contribute sensible, sound advice when given the opportunity to participate but it was not clear that this was understood by the children as a child's right.

Understanding the lived experience of infants in early childhood education settings

JENNIFER SUMSION, LINDA HARRISON, FRANCES PRESS, SHARYNNE MCLEOD, BEN BRADLEY AND JOY GOODFELLOW *(Charles Sturt University, Australia)*

This paper reports on aspects of the early stages of an Australian Research Council funded study that has set out to investigate and illuminate infants' lived experience of early childhood settings, as far as possible from the perspective of the infants themselves. Children's rights to express their views on matters that concern them are central to the United Nations Convention on the Rights of the Child. Our hope is that this study will identify a way of moving beyond the rhetoric that has characterised Australia's responses to the Convention to date by developing methodologies that foreground infants' experiences and perspectives so that they can subsequently inform policy and practice in the provision of early childhood education for infants. In this paper, we outline the research design of the study; highlight the diversity of theoretical lenses we are using; identify some of the conceptual, methodological and ethical challenges associated with undertaking research 'with' rather than 'on' infants; and explain how we are endeavouring to address these challenges.

Producing and using video data with young children a case study of ethical questions and practical consequences

Sue Robson *(Roehampton University, Early Childhood Research Centre, School Of Education, England)*

This paper draws on data from the Froebel Research Fellowship Project, 'The Voice of the Child: Ownership and Autonomy in Early Learning', in considering ethical questions and practical challenges arising from the production and use of video data with young children. Participants were 12 children (mean age 4 years 3 months); 6 practitioners, and 40 parents/carers, from three settings in London.

Children were videoed by a researcher during episodes of self-initiated free play in each setting. Excepts of video data were then used as starting points for discussion, or 'Reflective Dialogues', between child and practitioner about what they were doing and thinking. The use of video data is suggested as a rich and valuable means of eliciting children's perspectives, different in scope to other methods. At the same time, it raises particular questions about children's informed consent and active participation, anonymity and confidentiality. There are also challenges around how young children can positively 'opt in' to research rather than effectively only being able to 'opt out' after gatekeepers such as practitioners and parents have given their consent.

Video material, like other research data, is never neutral, and is influenced by the actions and biases of the researcher and the researched. As consumers of television, young children are sophisticated interpreters of its semiotics, which will influence their reading of, and responses to, video data. An advantage of video data is that it can provide participants with feedback about their participation. A challenge remains with regard to its ownership.

Eliciting young children's perspectives on indoor play provision in their classroom: Listening, hearing and acting on what they say

Liz Dunphy and Therese Farrell *(St Patricks College, Dublin, Dublin City University, Ireland)*

This paper draws on the work of a number of researchers in the area of researching young children's perspectives in order to report on the issues and challenges that arose for a teacher-researcher carried out such work. Transformational and interpretivist theories of childhood are used to frame the paper. The study described here, and supervised by the presenter of the paper, uses a child-interview methodology wherein video footage of children's play was used to enable children to critically engage with the teacher-researcher in revealing/relating their perspectives on play in their classroom.

Discussion points include the following: promoting reflexivity in 'children's perspectives' research; the learning that resulted from the research; the dilemmas and challenges, ethical and otherwise, that arose during the course of the research. However, it also argues that such research cannot be considered complete unless it reports not just on what children convey to the researcher in the course of the research, but also on issues related to implementing the findings of the result. Reports of such research should include the action plan in relation to how the research will inform practice in the specific context within which the research took place.

This paper is particularly relevant to teacher-researchers who are interested in ensuring the participation of young children in issues that affect their lives in schools, and to supervisors of such research.

Listening to voices, seeing spaces: Hearing school beginners

ALMA FLEET and CLARE BRITT (*Institute Of Early Childhood, Macquarie University, Australia)*

Within the field of education, and within educational research, there is generally a focus on the space of schools – the architecture and physical organisation of buildings, layout of classrooms, availability of ovals and playgrounds. It is important, however, to remember the interrelatedness and interdependence of space and place, and that while "place as a site in space can be charted in a mathematical sense, […] it is the human relationship with, and within a place that makes it stand apart" (Miles, 2008, p. 4).

Therefore, in this presentation, we address the importance of acknowledging the interconnectedness between space and place (as embodied, lived, shared and remembered) for children in the early years of primary school – the "cognitive and embodied intersubjective experience" (McKenzie, 2008, p. 2) of learning in place, and place in learning. We ask here, then: what are the special, significant and important places within schools from the perspectives of children in the early years of school? What can we learn from listening to the voices of children who are beginning primary school as they illuminate these places? Approaches to, and methods of, data collection in both case studies have informed by the Mosaic Approach and Arts-Informed Research. Overlapping themes from these case studies suggest that by listening to the voices of children regarding the special, significant and important places within the school, potentialities may be offered in ways of imagining and enacting the space and place of primary school differently.

SYMPOSIUM VI/1
ACCUEILLIR LA DIVERSITÉ:
DOCUMENTER, ANALYSER, ÉVALUER, INNOVER
Self-organized Symposium
CHAIR: MICHEL VANDENBROECK
(Ghent University)

Session overview

Considérer la diversité comme une dimension essentielle de la qualité d'accueil conduit à repenser l'évaluation en terme de démarches contextualisées. Grâce au soutien de la fondation Van Leer, cinq équipes (EADAP, Athènes ; IEDPE, Paris ; Université de Splitz, Croatie ; ONE, Belgique ; CNR, Rome) ont mis au point des démarches issues de la recherche-action à l'intention des professionnelles de l'enfance: accueillant-e-s, encadrant-e-s, formateurs, coordinateurs, etc. L'équipe de l'EADAP étudie les possibles transformations dans le travail avec les familles dans des établissements où la diversité culturelle est importante. Les équipes de l'IEDPE et de l'université de Splitz montrent comment des professionnel-le-s peuvent transformer les conditions éducatives et développer ainsi les compétences des enfants en s'engageant dans des projets d'action et en pratiquant une évaluation régulatrice de leurs pratiques avec un support vidéo.

Les équipes de l'ONE et de l'IEDPE donnent des éclairages méthodologiques complémentaires. L'équipe du CNR de Rome montre comment des professionnel-le-s peuvent documenter par écrit analyser et évaluer l'expérience quotidienne des enfants dans une perspective d'innovation. Le symposium est l'occasion de présenter les fondements partagés par les équipes partenaires en termes d'options de démarches et de conditions à mettre en œuvre ainsi que différentes manières de les concrétiser. Ce travail fera l'objet d'une publication traduite en cinq langues qui sera diffusée en 2010.

Keywords: évaluation, qualité, diversité, analyse des pratiques, réflexivité

Evaluer la qualité effective d'accueil dans le respect de la diversité: options démarches et conditions à mettre en oeuvre
FLORENCE PIRARD *(One, Belgique)*

Les démarches et les outils élaborés dans le cadre du projet européen Erato soulèvent différentes questions de recherche: comment des outils et des démarches élaborés dans le cadre de recherches-action peuvent-ils être partagés et développés dans d'autres contextes professionnels (formation, action, accompagnement) ? Comment soutenir et développer des compétences de réflexivité indispensables au développement professionnel à partir de l'évaluation des pratiques quotidiennes mises en oeuvre dans les établissements ? Quelles formes d'évaluation peuvent contribuer en même temps à la régulation des pratiques éducatives et à la co-construction de savoirs stratégiques ? Quelle place accorder aux différents acteurs de l'accueil (non seulement les professionnel-le-s mais aussi les enfants, les familles) dans un processus évolutif et contextuel ? Comment les pratiques d'écriture carnet de bord et de vidéoscopie ancrées dans les

pratiques éducatives quotidiennes peuvent-elles aider des professionnel-le-s à non seulement prendre du recul par rapport aux faits et événements quotidiens mais surtout à les analyser, à les évaluer en tenant compte du point de vue de l'ensemble des acteurs et à co-construire des critères davantage partagés ? L'évaluation apparaît dès lors comme un processus de référentialisation où se joue la confrontation des différentes subjectivités à partir de paramètres redéfinis dans l'interaction des uns avec les autres.

EADAP. Outils et démarches visant à établir un partenariat durable entre personnel éducatif, familles et enfants

Lena Anagnostopoulos *(EADAP, Athènes, Grèce)*

Les recherches-action de l'EADAP (Grèce, http: //www.eadap.gr./en/index.php) reposent sur le postulat que le respect de la diversité et de l'inclusion sociale constituent des points essentiels pour un accueil de qualité de tous les enfants et de leurs familles dans les établissements préscolaires. L'attention est plus particulièrement portée à la relation étroite qui peut être établie entre l'implication des parents et la qualité d'accueil des jeunes enfants 0-6.

La démarche présentée s'appuie sur la recherche-action-formation Essopos menée par l'EADAP durant plusieurs années dans des contextes multiculturels ayant comme buts de créer un espace qui respecte la diversité des acteurs (enfants familles professionnel-le-s), favoriser les rapports de partenariat entre eux et leur donner la possibilité de construire ensemble leur milieu de vie. Les démarches et les outils proposés peuvent être transférables dans d'autres contextes éducatifs et soutenir les équipes et encadrant-e-s qui projettent d'impliquer les familles dans leurs établissements. Ils incitent en outre les professionnel-le-s à analyser et évaluer le travail avec les familles en fonction de différents axes: l'accueil quotidien, la communication, l'implication, la collaboration (surtout dans sa dimension collective).

Pour chaque axe, les équipes éducatives sont invitées à réfléchir à partir de situations fréquemment rencontrées et de témoignages qui font échos à leur propre questionnement: pourquoi, objectifs en fonction de quoi, critères, comment, démarches, et attitudes professionnelles, organisation à privilégier. La projection de photos et extraits vidéo illustreront des points clés de la démarche.

Analyser et évaluer la qualité de l'expérience quotidienne des enfants dans les milieux d'accueil

Isabella di Giandomenico *(Institut de Sciences et Technologies Cognitives Conseil National de Recherches, Rome, Italie)*

La présentation porte sur une démarche d'analyse et d'évaluation de la qualité de l'expérience quotidienne des enfants (0-3 ans) dans les milieux d'accueil par les professionnel-le-s de la petite enfance. Cette démarche, qui a été mise au point dans le cadre de plusieurs projets d'évaluation de milieux d'accueil de la petite enfance en Italie, vise à activer chez les professionnel-le-s un processus de réflexion à plusieurs sur la qualité de l'expérience des enfants en milieux d'accueil, en la considérant dans sa globalité et sa complexité. Elle incite les professionnel-le-s à porter attention à la continuité et aux changements dans le temps de cette expérience et à envisager des pratiques innovantes pour améliorer sa qualité. Pour ce faire les professionnel-le-s produisent et analysent une documentation écrite grâce à la rédaction de trois documents distincts et complémentaires.

Ces documents se basent sur l'observation de différentes unités temporelles de la vie quotidienne des enfants dans le milieu d'accueil. Il est demandé de rédiger par écrit une narration de ces observations selon un plan prédéfini en l'organisant autour de six thèmes qui concernent tous une dimension de la vie quotidienne des enfants. Sur la base de cette narration, il est proposé de réaliser une évaluation de l'expérience vécue par les enfants. Cette évaluation se fait en fonction des objectifs éducatifs poursuivis et dans le cadre d'une confrontation entre plusieurs acteurs, chacun argumentant son jugement.

Individual papers
CHAIR: TONJE KOLLE
Oestfold University College

How far do the courts protect the interestse of disabled minors in relation to the Human rights Act 1988?

ROSEMARY FUREY *(Sheffield Hallam University)*

This paper sets out to examine how far children with disabilities may rely on the courts to protect their Human rights. Consideration is given to the influence of ethical theories in resolving conflicting principles, and the extent to which an eclectic approach is preferred to absolutism. The significance of the concept fo sanctity of life is considered in relation to the ascendancy of quality of life as a determinative factor in access to treatment. It is argued that the dominance of quality of life as determinative of best interests has prevented a holistic view of the disabled child's welfare from prevailing. Instead, medical best interest is preferred as quality of life can then be measured in terms of successful outcomes. For disabled children, this paper argues that this is inherently discriminatory. Status given to disability, and the context of inadequate resources results in decisions where the child's interests, non-medicaly defined, are not paramount. Although the courts have begun to relax deference to medical opinion there is reluctance to pursue this to the point of accepting even a limited right to treatment even where such treatment is readily available.

Furthermore, the jurisprudence of the European court of Human Rights has not significantly ameliorated this position. Only by fully adopting principles of proportionality and best interest defined holistically will disabled children have their rights upheld by the courts

Keywords: human rights, quality of life, best Interests, law, ethics

Diversity in provision for children with disabilities in India

CHANDRIKA DEVARAKONDA *(University of Chester)*

There have been a lot of debates around the world on the appropriate and effective provision for children with disabilities. In the Indian context, it has been realised that the formal schools established by the government has not managed to meet the needs of several disabled children. Government of India (MHRD) (2003) World vision (2007).

This research aims to explore the differences in the philosophy underpinning the provision for children with disabilities. A government of India program, Sarva Shiksha Abhiyan proclaimed its intention of adopting 'zero rejection' policy and to provide education for every child irrespective of the kind, category and degree of disability in an appropriate environment. (MHRD, 2008). NGOs played a significant role in shaping inclusive education agenda by developing and providing a variety of provision to suit and meet the needs of children with disabilities. This research study will focus on three different organizations based in South India - with different philosophies providing for children with disabilities in India. The philosophy supporting provision included parents as first educators, co-therapists and therapy of love.

These settings will be explored and analysed by comparing and contrasting their philosophies and services provided. The methods would include examining the policies of local and national policies on inclusive education and interview of staff and parents as well as others involved in the settings to explore their philosophy influencing the provision. The findings would facilitate to draw on conclusions and will raise awareness towards the diversity of effective provision for children with disabilities.

Keywords: children with diabilities, philosopy, provision, policy, NGO

Knowledge and misconceptions about ADHD an DCD of greek kindergarten teatchers

Anastasia Alevriadou, Semoglou Klio, Tsakiridou Helen and Griva Eleni
(University of Westen Macedonia)

According to the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (1994), Developmental Coordination Disorder (DCD) encompasses a diverse spectrum of difficulties that affect a child's ability to learn and carry out coordinated motor skills which cannot be attributed to a mental retardation or general medical condition. Nevertheless, attention deficit hyperactivity disorder (ADHD) is one of the most frequently diagnosed developmental disorders (Barkle, 2006).

A number of studies (Roussos et al, 1999; Sciutto, 2000; Snider et al, 2003) assessed teachers' knowledge and their awareness about ADHD, which was rather poor and confused. The present study was designed a) to assess Greek kindergarten teachers' knowledge and awareness about ADHD and DCD and b) to investigate their in-service training needs on special education matters. A questionnaire, including close and open ended questions, was designed and used as the basic instrument for collecting research data. The sample consisted of 168 Greek kindergarten teachers who participated in the research voluntarily.

The analysis of the research data revealed that the majority of the participants lack background knowledge about ADHD and DCD and they have great misconceptions about DCD. Professional experience and informal education seemed to be the most significant factors. Kindergarten teachers were unaware about DCD symptoms and effects and acknowledged that they were conscious of the need for acquiring specific knowledge and attending training seminars related to special educational issues. Finally, the discussion indicates the need for a training policy to be established, commencing with some recommended ways of assessing teachers' INSET needs.

Keywords: developmental coordination disorder, attention deficit hyperactivity disorder, kindergarten teachers, knowledge, training needs

SYMPOSIUM VI/3
POLICY AND PRACTICE/PROFESSIONALISM III
Individual papers

Chair: Anders Holm
Department of Sociology University of Copenhagen

What has enabled and hindered progress in Early Childhood Education and Care (ECEC) provision in the island of Ireland?

Irene Gunning and Denise McCormilla *(IPPA)*

The Irish Childcare Policy Network (ICPN) is undertaking a substantial research project exploring early education across the island of Ireland. The research will establish where Ireland is currently located in relation to children's care and education and identify the underpinning policy, legislation, funding and practice. It will feed into ICPN's strategic plans to inform and influence policy makers concerning the present state of 'early education' in Ireland, identify the current supports available and suggest the policy developments required for the future provision of a 'rights-based', effective Early Childhood Education and Care (ECEC) service for all children.

A framework of 'indicators' has been designed to give a base line assessment of the progress made in relation to developing this service. The indicators, designed by Bennett, Pascal and Bertram, reflect those factors shown by international evidence to be critical to

the development of an ECEC system fit for 21st century demands and which best reflect Irish priorities. They will aid cross county benchmarking.

This paper shares the indicators and the data emerging from a trial of the indicators in two counties, one in each of the jurisdictions, Northern Ireland and the Republic.

Keywords: policy, rights-based services, framework of indicators, baseline data

Exploring the change processes in a Singapore Kindergarten during a period of curriculum reform

JOSEPHINE NG *(RMIT University Australia)*

In 2003, the Ministry of Education (MOE) in Singapore launched the Pre-school Curriculum Framework based on a two-year pilot research study. The resultant new curriculum focuses on developing the child holistically, on learning through play and experimentation, and on interacting with the teacher. Since 2003, an island wide educational reform in Singapore was introduced to raise the professional standard of pre-school teachers and principals. By 2006, it was mandated that all preschool teachers and principals must have the pre-school teaching diploma and leadership diploma respectively.

There is a significant body of research regarding play and its many benefits. However, the transition to include a play curriculum will not be unproblematic in a multiracial and cultural diversified country like Singapore. For years, in a Meritocratic education system like Singapore, all things being equal, academic achievements are indicators of child's competence. This anxiety for the child to perform academically has been passed on to the parents. Change will not be comfortable as teachers and principals are torn between their beliefs and practices due to parents' expectations.

A qualitative research methodology is used which entails an in-depth study of one centre. It explores the challenges, problems or emerging transition issues faced by the stakeholders. Data collection methods will consist of interviews, observation and document analysis. Findings will provide new insights into understanding of how change is viewed, experienced and handled by all those involved in the early childhood sector during a curriculum reform.

Keywords: Singapore, play, policy change, teachers' perspectives, change issues.

Transdisciplinary practice: the path to renewable energy in early childhood education and care in Australia

KYM MACFARLANE, ANDREA NOLAN and JENNIFER CARTMEL *(School of Human Services* and *Social Work Griffith University)*

Current practice in early childhood education and care (ECEC) in Australia exists across the health, education and community services sectors. Within these sectors silos of practice exist that tend to break down opportunities for knowledge exchange and also often maximise duplication of services and costs. Moreover, lack of knowledge exchange means that new ideas and approaches in particular sectors are often not understood in others, thereby increasing protectiveness of individual knowledge bases and fostering suspicion that decisions about particular practice approaches are not evidence based.

Such factors undermine, rather than enhance possibilities for knowledge sharing and exchange, break down possibilities for successful integration of services and also result in less inclusive practices in work with young children and their families.

Furthermore, these factors can be demoralising for ECEC professionals who may be unable to encourage inclusion of contemporary ECEC knowledge and practices, particularly in settings where more dominate knowledge bases, such as those underpinned by medical models, are situated.

239

This paper seeks to address such tensions, arguing that new understandings are necessary in order for ECEC professionals to successfully advocate for their knowledge base in Australia. The authors of this paper use a bricolage of theory and literature to argue that transdisciplinarity presents a possible enabling framework in these instances

Keywords: transdisciplinarity, Foucault, early childhood, bricolage, integration

SYMPOSIUM VI/4
PLAY II
Individual papers
CHAIR: SUE DOCKETT
Charles Sturt University

Gutter to garden: educational discourse and interventions in working class children's play

JANE READ *(Roehampton University)*

This paper explores attempts to re-locate and re-fashion the play of British working class street children at the beginning of the 20th century. Social commentators wrote graphically of the filth and dangers of the street, both for the present and future lives of children (Archer, 1870; Froebel, 1875; Ward, 1894) but failed to consider whether gutter play provided any benefits to counter-balance the risks. The paper develops themes touched on by Brehony (2003) but focuses on action to address the play of children up to the age of six through the provision of alternative play locations in crèches and Free Kindergartens.

Conference themes addressed are: discourses of diversity in the provision of education and care services; the question of children's rights, notably to occupancy of public space but also to a class identity distinct from that of the hegemonic middle class.

The research methodology utilises documentary analysis of contemporary discourse to interrogate elements of gutter play and, through a critical reading of written and visual archive material from Free Kindergartens, to link them to features of play in these kindergartens which were presented as a superior alternative.

The findings suggest that elements of gutter play were replicated in the free kindergartens but imbued with new meaning and respectability. Through this process 'dirty' play became 'clean', signifying both the assumed moral superiority of the kindergarten and the intentions for the children. The research seeks to make connections between historical constructions of risk and the separation of child/adult spheres which resulted and current measures to control children's street play.

Keywords: Gutter play, working class childhood, class politics, Free kindergartens, children's spaces, middle class hegemony

Play in three-generational families:
a tapestry of childreńs cultural development

HILARY MONK *(Monash University)*

Just as a tapestry embodies the weaving of diverse strands of color to form a holistic picture, the young child's cultural development and growth involves diverse and dialectically complex interlaced lived experience. The research presented in this paper explored the relations and transitions of values and beliefs within and between generations in three case study families living in Australia.

Drawing on a cultural-historical theoretical framework (Vygotsky, 1978, 1997) the study investigated factors that mediate and/or motivate family funds of intergenerational cultural understanding. Data for the study was generated through a multi-phased iterative process consisting of family dialogues (6 hours per family), photographs (60 - 80 per family) and video footage (up to 1 hour per family).

This paper presents initial findings regarding the role of play as a mediator of cultural understanding and development in families. It appears that as the young children (3 - 5 years) in this study interacted in play situations with their parents and grandparents their diverse experiences of life such as going to the hairdresser and attempting to understand the complexities of pregnancy and birth were dialectically interrelated and mediated through intergenerational play.

The cultural development of these children couldn't be equated with organic maturation or reduced to mechanical assimilation of cultural habits (Vygotsky, 1997) rather it appears that the weaving of the relations and transitions of their personal lived experience within and outside their families is mediated through their intergenerational play experiences. This raises questions regarding the nature and value of play in family contexts - an area that appears to be under theorized

Keywords: play; family, Vygotsky, cultural-historical, cultural development

Metamorphosis, play and spirituality

Jane Bone *(Monash University)*

This research reconceptualises spirituality as an inclusive yet shifting concept. The play of young children (2 – 7yrs) reflects this understanding. The spiritual dimension is included in the early childhood curriculum in Aoteaora New Zealand, Te Wh riki, and the question of how spirituality might be supported in different early childhood educational contexts was explored using qualitative case study methodology. This research methodology was supported by taking a poststructural perspective. Children, parents and teachers in a Montessori casa, a private preschool and a Rudolf Steiner kindergarten, participated in this research. In each place the practices and activities of everyday life were analysed and explored, supported by cultural theories of everyday life (de Certeau, 1988) and sociohistorical theory (Vygotsky, 1978).

Spiritual experience can be understood as a series of relational spaces and the main themes to emerge from the research were of spiritual 'withness' (Bone, 2008), the spiritual in-between, and the spiritual elsewhere. The play of young children in the spiritual elsewhere revealed a world of intuition, empathy, dreams, creativity and imagination. This is encapsulated in the term 'metamorphosis'. Metamorphosis emphasizes the shape shifting that takes place in play. In this paper, play is proposed to be a means of challenging divisions between self and other, between concrete and abstract, between human beings and other species, between children and animals. It is a challenge to Cartesian understandings of the world as separation of mind, body and spirit. The spiritual perspective taken, proposes that play often challenges exclusionary categorisations. The episodes presented will show young children exploring otherness as part of their engagement in a fluid and metamorphic spiritual space.

Keywords: spirituality, early childhood, play, sociocultural, curriculum

SYMPOSIUM VI/5
PARENTINGS AND DIVERSITY
Individual papers
CHAIR: MARIT SEMUNDSETH
Queen Maud's University and College

**Cultural variation and influences in fathering across the globe -
a review of the international literature**
RITA CHAWLA-DUGGAN (University of Bath)

Whilst there exists a wealth of literature on the value that mothers play in their children's child rearing, we know comparatively little of the corresponding value given to fathers. This review of the international literature on notions of fathering will extend our understanding of the concept.

One of the impacts of globalisation is a global trend towards cultural diversity in many countries; in addition to the fact that changes in the labour force in industrialised countries have had effects on the family in terms of the roles, responsibilities and relationships parents have with children in terms of who does what and how.

Given this context it becomes increasingly important to explore the cultural construction of fatherhood, because an understanding of the cultural variation in fatherhood is key to its conceptualisation and definition of who is a good father and what fathering means for children and families in various settings. Whilst the changing work and changing family relationships reflect a shift from "industrial" to "knowledge" societies generally, one that is fuelled by the wider context of globalisation, differences in how family structures change are also related to culture (Carnoy, 2006). This involves considering a subjective dimension of globalisation (Lauder et al, 2006) where, being aware of a changing world, may or may not actually change the way people think about themselves and their roles, because there are cultural values and philosophies that continue to exert a strong influence on how they see their roles (Shwalb et al, 2004).

This paper therefore reviews a sample of existing literature in order to identify some of the key issues across the globe that concern fathering. It asks:
1. How are fathers valued in different cultural contexts?
2. How do men across different cultures function in families?
3. What are the factors that influence the role of fathers in families?
4. How is good fathering portrayed in different cultural contexts ?

Keywords: fathering, social constructionist, discourse, cultures, families

«Who are you?»: same-gender parented families' navigation of tensions around family diversity in early education settings
ALEXANDRA GUNN, JANETTE KELLY, NICOLA SURTEES and LISA TERRENI *(University of Canterbury)*

Children and their families engage with various educational systems and structures in which prevalent norms and values can differ to their own. This paper highlights the experiences of same-gender attracted parents and their children as they encounter and are challenged by heteronormativity in early childhood education settings.

Drawing on interview data from a small scale qualitative study that explored successes and challenges met by lesbian and gay headed families in New Zealand, we highlight experiences of anticipated and actual homophobia as well as heteronormative and exclusionary practices that foreground tensions between such practices and inclusive

legislation, policies and curriculum. We also attend to practices that affirmed these families' diversity and protected their rights to full inclusion.

The paper concludes by showing how diversity in educational contexts can enrich and strengthen relationships between children, parents and educators in mutual and beneficial ways.

Keywords: family diversity

The assessment of similarities and differences of 6 year old children's perceptions of family relations from different family structures
Öz Simin and Ari Meziyet (Hacettepe University)

With the influence of economic, historical and social changes on family structure, it has become harder to talk about a single family type in family theory. Today it is better to talk about family types like; nuclear families, step families, single headed families etc. instead of one single type of 'family'. Even if the nuclear family image of two biological married parents and their children is still valid, families have started to face incredible changes in their structures by the cultural, economic and social forces in the last century.

The main purpose of this study is the assessment of the influence of the changing family structure and family relations on the children living in these different structures. Bene-Anthony Family Relations Test is used in this study and the pre-adaptation of the test for Turkish children has been conducted. The study contains 200 children of 6 year olds.

According to the results of the study the children whose parents are married and apart, children with and without siblings and children with parents who are low-educated and high-educated show differences in their perception of family relations. The importance of the perception of family relations from the side of the children and the assessment material intended for children are emphasized.

The studies on family-child relations and improvements in this area are also summarised. It is thought that Bene-Anthony Family Relations Test should be taken as a foundation for the assessment material intended to be developed for children.

Keywords: Bene-Anthony Family Relations Test, married families,

SYMPOSIUM VI/6
LANGUAGE, STORY AND IDENTITY
Individual papers
Chair: Anemone Geiger-Jaillet
Université de Strasbourg, IUFM

TEO - a resilient tool for sustaining dialogue and language development
Gérard Gretsch *(Université du Luxembourg)*

I want to explore and describe the use of the TEO (Text Editor Oral) software in the language production process of a group of three children (two girls and one boy) in the context of a second grade Luxembourgish classroom involving pupils with an age of 8 years. With TEO these children are used to producing stories in the French target language while relying on the Luxembourgish language for discussing and negotiating the contents of the story as well as the language forms needed at a particular moment of the plot.

I will study the TEO tool as an integral and inseparable component of human functioning in the learning of a second or foreign language.

I will show that the practice with TEO outgrows the 'simple' tool metaphor so often referred to when it comes to describe the implementation and the role of technological devices in the learning and educational processes. The opportunities of language production and of sustained language learning in the distributed network and association of human and non-human actors involving a tool called TEO will be outlined. In my presentation I will concentrate on the TEO tool as a resilient tool for sustaining dialogue, learning and development.

Keywords: TCI, TEO tool, second language learning, inclusion, actor-network-theory

Media Play: space for cameras and computers an early childhood setting

Shaleen Prowse *(Queensland University of Technology)*

Research by Marsh (2006) examines digital animation produced by children aged three and four in a nursery setting and the media skills and understandings the children bought to the production process from experiences with digital technology at home.

This paper shares the media created by a group of young children who were given permission to play with digital cameras on a walk in a beach side park. The children were keen to view the images they had captured and with little instruction or adult intervention the children downloaded the images into iphoto. The children then wanted to begin to edit the images and share their media text via a web based platform such as 'facebook', as they had seen their parents do.

This experience reinforces Zevenbergen & Logan (2008) beliefs that the ways in which young children engage with digital media in the home impacts on the need for pedagogical change in early childhood. The children worked on the documentation of their beach walk over several days, without wanting or accepting adult intervention. The children were not coaxed to complete the task and they alternated roles between expert and learner. The children were having fun; they were playful and enjoyed controlling their own investigation.

According to Katz and Chard (1994), it is important for young children to be "engaging in ways that deepen their understanding of their own experiences and environment" (p.4). If the children had an idea or a concept they wanted to develop and did not know how to manipulate the software program to achieve the wanted effect, they would ask for specific assistance and then return to the editing independently. The children were interacting with digital tools readily available in their environment in a playful and investigative manner, they were using the tools to build a visual representation of their experiences.

Keywords: media, play, pedagogy, technology, production

Narratives and identity.
A study from the multicultural kindergartens in northern part of Norway

Beathe Stveit *(Finnmark University College)*

My research project is a part of a larger project called: "The Kindergarten - an inclusive community", about kindergartens in the multicultural and multilingual Finnmark, the northernmost county in Norway.

People have told stories to each other through the history. It is a good way to get acquainted with traditions, with other people, different cultures etc., and narratives are very useful in communication with children. According to Ricoeur we also construct our lives through narratives.

Narrative is the primary form by which human experience is made meaningful. Aristotle was the first, as far as we known, who proclaimed that narrative is mimetic of human action.

This is later followed up with Paul Ricoeur's theories. In his Time and Narrative (vol. I-III 1984-1988) Ricoeur explains how literature has a fundamental quality of instructing us in how life is lived by humans. Examples of narrative include personal and social histories, myths, fairy tales, novels, and the everyday stories we use to explain our own and others actions.

In spring term 2009 I will do my fieldwork in kindergartens in the multicultural Finnmark. I am looking for which kind of stories the employee in the kindergartens tell the children and which stories the children are occupied with. What types of stories are told in the kindergartens? Are for example the multicultural perspective presences in the stories? Is the stories dominated by Norwegian fairytales or are there special stories from the region? And which impact could the stories have on the children's self-construction and identity?

Keywords: Narratives, multicultural, kindergartens, impact, identity

SYMPOSIUM VI/7
REGULATION
Individual papers
CHAIR: ANN MERETE OTTERSTAD
Oslo University College - Faculty of Early Childhood Education

Supporting linguistic and cultural diversity:
gaelic medium early years provision reveiwed
CHRISTINE STEPHEN, J MCPAKE, W MCLEOD, I POLLOCK and T CARROLL *(University of Stirling)*

Gaelic medium preschool education and childcare provision is expected to make a crucial contribution to a sustainable future for the Gaelic language in Scotland and to the positive benefits that linguistic diversity offers society. But the variety of social and cultural reasons for choosing Gaelic medium provision and the challenges encountered in providing services in areas with scattered populations or urban settings where English is dominant necessitate policy interventions to support linguistic diversity. This paper reports the findings of a research project funded by the Scottish Government and Bòrd na Gàidhlig to review Gaelic medium preschool education for children aged 3-5 years old and childcare provision for children from birth to 12 years.

Our study:
- mapped current Gaelic medium provision for early years education and childcare
- established the changes or developments needed to ensure a sufficient supply of educational or childcare provision to meet demand
- explored the perceived challenges to minority language provision in relation to staffing, financial resources, language needs, quality of provision and management support
- made recommendations about the changes or developments needed to ensure that provision contributes to the targets of the National Plan for Gaelic.

This paper describes the findings of our survey of provision, interviews with key informants and case studies of provision in particular locations. Our findings are related to empirical and theoretical work on sustaining linguistic diversity, socio-cultural influences on language learning and use by adults and children and cultural identity and fluidity (McPake et al, 2007; McLeod, 2006).

Keywords: language diversity, early education and childcare. Gaelic-medium provision, sustainability

Advocacy for the quality of childhood: what it is? why it is important, and how to do it?

MICHIEL MATTHES *(Alliance for Childhood European Network Group)*

In this workshop I will explain that the time is now ripe to work as citizens, together with other stakeholders, to improve the quality of childhood, which includes a.o. respect for diversity. Often we think that we are powerless as citizens. But this is not the case. We are capable of changing things in our societies. The ingredients of a change process inspired by grassroots groups are:

- Form a grassroots group and start to dialogue with each other. The basis of the dialogue is respect for each other.
- Clarify how you look at various topics, for instance respect for diversity or the quality of childhood, or the quality of relationships, and most important of all how does the group look at human beings in general and children in particular.
- List together a number of activities that can be undertaken and start to do that.
- Start to dialogue with governmental and other organisations on the basis of the views developed by the group.

The next step is to identify key stakeholders in the landscape with whom cooperation could be very fruitful and start to dialogue with them also and, if possible, form an alliance with them.

In this way sooner or later the new viewpoints of the grassroots group will be adopted by others and a gradual innovation process will take place.

Keywords: managing, change, processes, grassroots, dialogue

Inclusion and diversity in a net of eegulations in norwegian contemporary day care centres: regulations intersecting the everyday lives of the youngest children

ANN SOFI LARSEN and BENTE ULLA *(Stfold University College, Faculty of Education, Norway)*

This presentation seeks to problematize discursive processes which influence the knowledge constructions of preschool teacher's working with the youngest children (0-3 years) in the Norwegian 'barnehage' (preschool/day care centre).

By identifying contemporary changes in their positions, participation and responsibility, we seek to relate this to issues of inclusion and diversity, considering age as a main critical issue. Preschool teachers in contemporary Norway are experiencing an escalating amount of detailed regulations of practice Processes of power and knowledge intertwine in a complex discursive net, which grips into the profession of the preschool teachers. Regulations are put in action through a net of programs, projects and documents initiated by local municipality and state government. Drawing on ideas that discourses melts into each other (Foucault 1999, 2002), and that theory and practice do not appear as separated aspects (de los Reyes and Mulinari 2007, Lenz-Taguchi 2007), we consider the contemporary discursive changes as crucial for everyday life of the youngest children. Clark, Kjørholt and Moss (2005) points to the risks of over-simplifying perspectives of children, life and listening. This is important to shed light on because it makes an impact in the pedagogical presence (Arnesen 2007).

These constructions of knowledge are entangled into children's everyday lives and into the complexities of age, gender, ethnicities, functionality, languages, sexuality and social class etc. (Rhedding-Jones 2002, 2005). Complex lives of the youngest children are being reduced when rich elements of diversity are being brought into a simple pedagogical recipe.

Keywords: Age 0-3, policy, diversity, power, professionalism

How does the diversity of current practitioners qualification and experience impact on the early year's provision?

ANA SEVILLA, GWEN FITZPATRICK and LIZ ENTWISTLE (London Borough of Islington)

In recent years there has been a dramatic shift within the Early Years Education and Care (ECEC) workforce to improve the quality in early childhood education and care settings, through raising qualifications. Since The Ten Year Strategy for childcare was introduced in 2004, the government clearly set out plans drawing on the Effective Provision of Pre-School Education (EPPE) Sylva K et al (2004) Project which links quality of provision and improved outcomes for children to a graduate led workforce.

As a result of this research the British Government has introduced a new professional graduate qualification, Early Years Professional status (EYP). The specific aim is to have one in every full daycare setting by 2015, and in every children's centre by 2010. Their role is to be a model to other practitioners; by leading on reflective practice, inclusion and developing partnerships with parents, to have a developing understanding of the Early Years Foundation Stage (EYFS) (The UK curriculum guidance for all children birth to five) and inspire others.

The EYP status is a level 6 qualification; this is an equivalent level to Qualified Teacher Status (QTS) however the structure of monitoring, curriculum delivery, parity of pay and terms and conditions within the role of QTS are explicit.

This is completely different for the EYP, in terms of pathways, pay and conditions and job description, the role of the EYP can be extremely diverse and not as clearly defined, as this will depend on the type of setting and diversity of staff structure and qualifications.

This paper will explore the impact of the EYP on practice in the nursery and examine the diversity of the qualification

Keywords: Early Years Professional Status, Diversity of route to status, Quality, leadership and managment

Embracing diversity - the workforce challenge in Ireland

MARESA DUIGNAN *(Department of Education* and *Science)*

Ireland has experienced unprecedented population growth and diversity over the past two decades. This presents particular challenges for workers in the Early Childhood Care and Education (ECCE) sector. This paper documents the rationale, processes and outcomes of a national policy committment to develop and implement a national training strategy for the ECCE workforce.

It shares the outcomes of background research and consultation processes and highlights specific challenges related to population diversity.

It concludes with some of the key strategies, developed though consensus building with all stakeholders in ECCE in Ireland, that have been designed to develop the professional capacity of the ECCE workforce to meet these challenges into the future.

Keywords: Diversity, workforce development, professionalism

Building a diverse early childhood professional workforce: disadvantaged non completing undergraduate students report on barriers to university study

Victoria Whitington, *University of South Australia*

The recent Bradley Review of Higher Education highlighted the need for a higher number of university graduates from disadvantaged groups, including rural and regional and low SES, if a better educated and globally competitive Australian workforce is to be created. The participation and completion rates of these groups are currently either static or falling. The report recommended that by 2020 40% of 25-34 year olds hold a bachelors degree, up from the current 29%. Established in the 1980s, the Bachelor of Early Childhood Education at the University of South Australia specifically offered a pathway for these groups to become professional educators. The program has contributed to the creation of a more diverse workforce however the attrition rate since 2001 is 10% higher than for other students in the program. Understanding of the barriers to successful completion was needed.

The aim of this study was to investigate why those who left the program had done so. Using structured telephone interviews, 30 former non-completing early childhood students identified the factors relevant to their own withdrawal from study. Data analysis found that students leave most frequently in their first year due to either university-related reasons, (difficulty with academic work, lack of academic support, work-professional experience conflict); or personal factors (managing work - family and study, change in life/career goals). Most expressed a desire to return to their studies in the future.

Using a sociocultural framework, this presentation will provide insights into the barriers they experienced and present recommendations for improving retention.

Keywords: Early childhood educator preparation; access and equity; workforce; disadvantage

Multicultural Education of Preschool Teachers in Singapore

Karuppiah Nirmala, *National Institute of Education, Singapore*

For multicultural education to be effective, it must be taught in the early years and reinforced in the later stages of education. As a consequence, teachers of young children have to be equipped with the essential knowledge, skills, attitudes and experience in multicultural education during their teacher education courses.

In this study, a sample of sixty preschool teachers were asked to complete a questionnaire to ascertain their level of understanding of and experience in multicultural education, and its importance in early childhood, as well as to solicit their views on what they thought were the training needs in multicultural education for preschool teachers. The results were then used to design a framework for a multicultural education component in preschool teacher education courses.

Keywords: multicultural education, teacher education, preschool teachers

Individual papers

CHAIR: IRIS DUHN
University of Auckland, New Zealand

Growing leaders to cultivate curriculum

CARMEL BRENNAN and MARION BRENNAN (IPPA)

IPPA (Irish Preschool Play Association) is a national voluntary organisation working to support its members to deliver high quality, sustainable early childhood care and education (ECCE) services. The organisation is interested in developing training programs on leadership in ECCE services to meet the emerging interest in the sector.

A review of the literature (Rodd, 1998; Muijs, Aubrey, Harris and Briggs, 2004; Dunlop, 2008) indicates that this interest in leadership is an international phenomenon responding to a new understanding of the cultural, dynamic and evolving nature of ECCE provision. In Ireland, it is further motivated by the challenges experienced in translating 'evidence-based' models of good practice from other countries and contexts into local contexts that are very different in terms of culture, capacity and resources. The latter challenge is of particular interest in this research. This is a small scale qualitative research study. It brings together data from (i) current national research on childcare policy which can provide some baseline data (ii) focussed group interviews with participants on IPPA leadership programs (iii) individual interviews with managers from a range of ECCE services and (iv) observations in a range of ECCE services.

The findings serve to identify the possibilities and challenges for the role of leaders. The objective is to invite sharing and collaboration with other program providers internationally.

Keywords: leadership, best practice, context, collaboration

Critical reflection with the staff: challenges in leadership

MARIT BOE and ÅSE JØRGENSEN (Telemark University College)

Leadership is an increasingly prioritized topic in the early childhood field in Norway today. Different discourses about leadership affect leadership styles in kindergarten, and neo liberal tendencies encourages pre-school teachers to implement the "right" values and an ethical practice that works. This is however in contrast to the intentions in the Norwegian national curriculum who offers critical reflection as a way to creating ethical cultures where diversity and difference are valued. The data that informs this paper has emerged from an education program in leadership in kindergarten, were pre-school leaders in an action research context challenge their own leadership creating ethical practices.

Using 'pedagogical documentation' as a tool the pre-school leaders have, together with their staff, reflected critically on their current practice related to diversity and difference and the purpose of this paper is to explore what happened when the leaders tried to lead reflection meetings with a focus on an "ethic of resistance" (Lenz Taguchi, 2004).

With a deconstructive/poststructuralist approach the aim was to engage in what Brown and Jones (2001) call as 'theoretical space', a space were the participants challenge their interpretations, offering oppositional practices and raising new questions. What strategies do the pre-school teachers use to deal with critical reflection? The paper questions collective emancipation and ask what happens if diversity and difference is valued in the reflection process with the staff (as well as with the children), and how it affect the politics of practice.

Keywords: leadership, leadership styles, critical reflection, pedagogical documentation

249

Leading and managing in diversity - <u>This paper has been canceled</u>

Lʏɴɴ Aɴɢ *(University of East London)*

Leadership in Early Childhood is a major issue of debate in England. Current government policies have led to the emergence of Children's Centres, which are led and managed by Early Years professionals responsible for delivering an integrated provision in diverse, multi-disciplinary settings across education, health and social services. This paper presents the preliminary findings of a study on Children's Centre Leaders' perceptions of the impact of the National Professional Qualification in Integrated Centre Leadership (NPQICL) on their professional practice.

The NPQICL is the first national leadership programme in England aimed at training and supporting Early Years Leaders, particularly those working in Children's Centres. The programme was introduced in 2005, with the first cohort of students graduating in 2006. Funded by the National College of School Leadership, a UK government organisation, the study aims to explore participants' perceptions of:
1. how the NPQICL has changed their leadership and practice
2. the ways in which these changes have made a difference to their work with the children and families.

The study draws on a questionnaire survey sample of 359 participants, and a geographical sample of 8 participants for follow-up telephone interviews. The paper explores the issues raised by participants in their responses to the questionnaire and interviews. It discusses the importance of maintaining a quality Early Years service provision that is managed by effective Leaders and Managers, and the influence that Early Years Leaders can have on the overall care and education needs of young children and their families.

Keywords: diversity, childrens' centre, leadership, early years professionals

SYMPOSIUM VI/10
ASSESSMENT PRACTICE
Individual papers

Cʜᴀɪʀ: Mɪᴄʜᴀᴇʟ Gᴀsᴘᴇʀ
Starfish Enterprise

Diversity in children's in stress reactivity in varying day care settings

Nɪɴᴀ Sᴀᴊᴀɴɪᴇᴍɪ and Eɪʀᴀ Sᴜʜᴏɴᴇɴ *(University of Helsinki)*

The aim of this research was to identify the child, teacher and learning environment characteristics that are associated with diurnal cortisol patterns and with elevations in cortisol levels after challenging tasks. Individual differences in cortisol secretion reflect children's ability to regulate hypothalamic-pituitary-adrenal (HPA) activity, contextual demands and the quality of care. Quality care and education is known to buffer children's HPA-reactivity to challenges thus promoting resilience and optimal development. On the contrary, inadequate protection may affect children's physiological functioning by increasing environmental stress and by causing over-excitement for the child.

The study sample consisted of 92 preschool-aged children in five day-care centres. Cortisol changes were measured in two settings: (a) diurnal cortisol pattern was measured

during one day across different time points both at home and in day-care. The purpose of this protocol was to reveal the individual basic levels of HPA-activity. (b) The changes in cortisol levels were measured across challenging tasks in different day-care settings. The purpose of this protocol was to evaluate the physiological stress response to emotionally and cognitively loading tasks.

Children's cortisol levels were easily and non-invasively assessed in saliva. The sampling procedure was simple and easy for most of the children. The quality of learning environment was evaluated; focus on indicators of psychological, physiological and social safety. The children were confronted with preschool tasks aimed to assess attentive, executive and problem-solving abilities (NEPSY II) after watching an exciting animation movie. The movie was a known children's fairy tale "The Moomies and visitors from space". Cortisol was measured before the movie and after the cognitive tasks. At the end of the procedure, children were exposed to three kind of relaxing episodes: singing, music listening, free playing. After the relaxing episodes, the level of cortisol was measured for finding out the individual differences in calming-down responses.

The firs results of this on-going study are analysed in April. They will be presented in EECERA conference in Strasbourg.

Assessment in early childhood education and diversities in curriculum development

GABRIELA PORTUGAL, PAULA SANTOS, AIDA FIGUEIREDO, NATLIA ABRANTES, OFÉLIA LIBRIO, CARLOS FERNANDES DA SILVA and SNIA GIS (Universidade de Aveiro)

To work in a qualitatively superior way in early childhood education presupposes that the early childhood teacher is able to respond to the diversity of childhood experiences, which is patent in the different educational contexts. It also presupposes that the early childhood teacher uses documentation and assessment strategies that can fundament the curriculum development and the teaching-learning processes, focussed on the entire group and on each child. How do early childhood teachers use to deal with these presuppositions?

In Portugal, we assist to the persistence of an educational culture where it seems inexistent an understanding of the other-child - curriculum development conceived independently of children's needs and interests (task-concerns perspective). In our presentation we want to present some results of a project focused on the development of an instrument to aid the pedagogical practice, facilitating the relation between the practices of observation, assessment and curricular edification (the CFI - children follow-up instrument). The construction of this instrument is structured around the principle that assessment should be processed based and should make possible the development of practices that are oriented not only by the future benefits and effects (competences development), but also by the current quality of life of all children, having as inspiration the work of Laevers et al. (1997).

The use of CFI helps to understand the early childhood practices in kindergartens located at the centre of the country and to collect data that allow the identification of common problems and hindrances to improvement and innovation in preschool. That identification can act as orientation for the training of early childhood teachers taking into consideration the description of possibilities to deal with the identified problems and challenges posed by an inclusive approach.

Assessing toddler's language competence: the compliance of mother's and preschool teacher's assessments

Ljubica Marjanovic Umek, Urska Fekonja Peklaj and Simona Kranjc (University of Ljubljana Faculty of Arts Department of Psychology)

The findings of several studies suggest that parents are relatively valid and reliable estimators of infant's/toddler's language. Considering, that mothers and preschool teachers can assess toddlers' language in specific social contexts; we wanted to establish the compliance of the assessments of toddlers' language competence, given by their mothers and preschool teachers.

The sample included approximately 60 toddlers, aged from 16 to 30 months, who were included into the preschool. Toddlers' language competence was assessed by their mothers and preschool teachers, using the Inventory of Communicative Competence for Children Aged 16 to 30 Months: Words and Sentences (Marjanovic; Umek, Kranjc, Fekonja & Bajc, 2007). Both, mothers and preschool teachers assessed the language of toddlers, whose mothers had a high level of education, with higher assessments, than the language of toddlers, whose mothers had a low level of education. They also assessed girls as more competent than boys. The correlations between the assessments, given by mothers and preschool teachers, about various areas of toddlers' language (e.g. vocabulary, MLU, sentence complexity) were moderate to high. Further we analyzed possible factors, which may have influenced the assessments given by mothers and preschool teachers.

The assessments, given by the preschool teachers were mainly effected by the length of toddler's inclusion into the class, while the mothers' assessments were influenced by their level of education and the toddler's gender. The findings were interpreted in the view of different social contexts of toddler's language development and the implicit theories of mothers and preschool teachers about child's language development.

Keywords: toddler, language assessment, home environment, preschool setting, child's gender

SYMPOSIUM VI/11
ARTS AND CREATIVITY II
Individual papers
Chair: Mathias Blanc,
Le Furet, Université de Strasbourg

Emotions matter -This paper has been canceled

Maire Corbett (National Childrens Nurseries Association)

This paper will describe a research project carried out to support childcare practitioners to a greater understanding of the vital role that emotional development plays in children's healthy development. Colwyn Trevarthen states that "Emotion is the motor of cognition" and yet it is sometimes neglected in the rush to support physical development or cognitive development.

The paper will examine how video can be used to help practitioners examine their practice and enable them to become more reflective in their work in terms of understanding attachment and "containing" children's emotions. The researcher used video in two centres to enable the practitioners to compare their practice with other practitioners in a similar setting and the findings of the research will be presented, along with implications for future practice

Keywords: emotions, well-being, containment, video, reflection

"Go to the theatre"

Anghelescu Carmen, Cornel Todea, Anca Zamfirescu and Carmen Lica *(Center for Education* and *Professional Development"Step by Step")*

In 2007 UE set up a project „Small size – Theater a space for early years" included the actors and theater for children.The aims of project was focused on the children cretivity. In Romania, theater for children, including the theaters with actors and also mupets theaters are focused on children over three years old and never for children under three.

Objective of project: To realize specific performances for infants and toddler.

The project included two performances:
- One was focus on permanent object using the play Peak and Boo the title was „Peak and boo with Ham and Miau"(A dog and a cat) in 2007
- Other one used „the round form" and circle as subject of the play with title „Round" in 2008 through which children learned what are as a circle around them.

Results: the objectives of:
- Small Size project created an other framework of experiences for the small children, different from home,crech or other else
- children attended and involved in the performances and learn
- theater was a friendly and funny place and it become an attractives experience for children and parents
- the children interact with a new world and in the same time make good relationship with the actors play.

A third performance will be projected to the next year whith the more ambitious objective adapted to the babys under two years old.

Keywords: theater,toddler,creativity,performance,education

Children´s artwork: a key to non-verbal communication and understanding

Christine Zeiser *(Louise-Schroeder-College, Wiesbaden, Germany)*

Conducting artwork is a tool of communication and self-expression for young children. As one form of non-verbal communication it enables them to communicate on an emotional and personal basis when a safe and holding environment is provided. Children tell stories through their artwork with their individual non-verbal language. For professional actors in the field of early childhood it is a challenge to explore how children see the world and how they express their observations, their feelings and imaginations. The high potential of creativity which is embodied in children`s artwork is often underestimated and there is not paid enough consideration to it in early childhood education in many European countries.

Diversity of communication is a capacity children are born with and it needs a supportive and understanding surrounding in order to grow and flourish. The art-process can function as a tool to strengthen the child´s emotional and cognitive development and encourages the building up of self-awareness. Therefore, educators need a solid knowledge of the psychology of art-processes to gain a deeper understanding of symbolism and the developmental stages of children`s artistic expression.

The emphasis of this presentation lies on examples of children`s artwork and on explanations of these case-studies in a psychoanalytical context. It investigates the created images and symbols which can serve as keys to unconscious processes and shows an insight of the high potential of children`s non-verbal artistic communication.

Keywords: children´s artwork, non-verbal communication and understanding, expression of emotional development, key to the unconscious

SYMPOSIUM VI/12
YOUNG CHILDREN'S LANGUAGE LEARNING AND LANGUAGE MEDIATED LEARNING

Self-organised Symposium

CHAIR: LIV GJEMS

Vestfold University College

Session overview

In this symposium we will focus on different aspects of language and discourse practises in kindergartens. We will present projects from a study financed by the norwegian resarch council. The title of the project is Young childrens language learning and language mediated learning in kindergarten. The project will be going on until 2010.

The papers in this symposium will present different aspects of the project. The first of the studies explores how teachers can invite children to active participation in conversations and democratic prosesses in educational settings. The second study investigates elaborations of topics in informal conversations between teachers and children. The third study is an interview study of how parents and staff talk about the language capacities of individual children in connection with the formal conversations.

keywords: shared conversation, children's participation, conversation analysis, ca topic progression, parent-teacher cooperation

Title will be given during the session

MARIT SKARB SOLEM *(Vestfold University College)*

As the title shows, this is a study of actual conversation situations. The conversations analysed are collected and transcribed by Liv Gjems in the project Young childrens language learning and language mediated learning in kindergarten. The theoretical and methodological approach in this study is inspired by conversation analysis. The outline of topic and topic organization used in this study is based on svennevig 1997-1999, where some of the concepts of topic from ca is elaborated into a full framework. The aim of this research is to establish knowledge on how children and teachers develop topic in informal conversations. I have studied how and who topics are introduced by and how and who elaborates and hence decides what becomes a topic for conversation.

One could expect that the teacher is the one who introduces and develops topic-talk, but in the conversations studied, the children are active participants in the topic progression. The children use their conversational rights to follow up or disclaim topics introduced by the teachers. Only when the children and teachers together establish a common ground for conversation an introduced topic becomes a topic for conversation. This shows that topics have to be interactionally established - these results have implications on our outlook on conversation in kindergarten as asymmetric. They also have implications on how we view informal conversations in the kindergarten, as it implies that these everyday conversations is important to ensure childrens opportunity to be considered equal partners in communication in the kindergarten.

Title will be given during the session

WILLY AAGRE *(Vestfold University College)*

SYMPOSIUM VI/13

INVESTIGATING QUALITY IN EARLY CHILDHOOD EDUCATION AND CARE (PART TWO): PRACTITIONER PERSPECTIVES AND PROFESSIONALISM

Self-organised Symposium

Chair: Marianne Fenech
Macquarie & Charles Sturt Universities

Session overview

In its Starting Strong 11 Report, the OECD (2006) argued for participatory and democratic approaches to improving the quality of early childhood education and care (ECEC). Understanding what participants in early childhood services mean by quality is integral to such approaches. Yet in the research literature, there is a notable paucity of accounts of early childhood practitioner perspectives on quality and their approaches to improving quality.

This symposium contributes to addressing this gap by bringing together three studies that provide insights into how early childhood practitioners and service providers conceptualise quality, how they set about providing for high quality ECEC, the structural and managerial constraints they experienced in their endeavours to do so, and the strategies they used to address these constraints. Collectively, these studies draw attention to less tangible aspects of quality (Cleveland & Krashinsky, 2005) and hidden dimensions of professional practice (Goodfellow, 2003), including philosophical beliefs, resistance and leadership. These studies also highlight the benefits of bringing diverse theoretical lenses to investigations of quality that hold potential to strengthen participatory and democratic approaches.

Using metaphor to explore early childhood teachers' understandings of, and provision for quality

Helen Logan *(Charles Sturt University)*

It is well established that high quality early childhood education and care enhances children's development and well being has social and economic benefits (Dahlberg, Moss & Pence; Galinsky 2006). Yet quality is a contested term that is understood differently and used in diverse ways for a range of purposes. Different constructions of quality and how it can and should be measured emanate from an eclectic mix of philosophical beliefs. Arriving at a shared understanding and conceptualisation of quality is therefore inherently difficult.

In order to develop deeper understandings of what constitutes quality and how it can be enacted we need to explore understandings of quality from different perspectives. Although early childhood teachers play a central role in the enactment of quality, their perspectives on quality have rarely been sought.

This paper contributes to efforts to address this gap. It reports on an exploratory study that investigated a) how six early childhood teachers working in long day care services in regional Australia understood and made provision for quality, and b) their perspectives on how quality was understood and provided for in their services. Data were collected through in-depth interviews and analysed inductively. Metaphor was used as a conceptual tool to represent the data and illuminate participant understandings. The paper concludes with a discussion of the rich literary and visual potential of metaphor to symbolize the data (Cameron & Low, 1999).

Keywords: early childhood education and care, early childhood teachers, quality, metaphor

Early childhood teachers as professionals: resisting sameness in early childhood education and care

Marianne Fenech, Wendy Shepherd and Jennifer Sumsion *(Macquarie University, Charles Sturt University)*

Recent research in Australia and internationally highlight the power of regulatory frameworks and discourses to diminish diverse professional teacher practices and confine quality to the lowest common denominator. In this paper, we present a case study of professionalism in a reputable high quality long day care centre in Sydney, Australia. Drawing on the work of Foucault we show that integral to the professionalism of teachers in this study is a resistance to 'the same': resistance to simplistic notions of quality promoted by observation ratings scales commonly used in quality research; resistance to widespread notions of 'child care' that demean children and early childhood teachers; and resistance to the constraining and objectifying power of regulatory requirements.

This resistance stems from these teachers' expert knowledge and philosophical beliefs about children and quality early childhood education and care, and from their critical and ethical reflective practices, undertaken within the specific context of their centre. We conclude by proposing that such professional resistance upholds early childhood education and care as a specialist field, that looks different in different contexts, and that necessitates expert professional practice if it is to be of high quality.

Keywords: early childhood education, quality, early childhood teachers, professionalism

Leadership for professional development: how can leadership impact the effectiveness of professional development for early childhood staff?

Carol Burgess and Louise Hard *(Charles Sturt University)*

Leadership is a highly contested and fluid concept with great diversity in understanding and application. Leadership has «...become ubiquitous» and all are encouraged to participate (Sinclair 2007, p. xiii). In the field of early childhood education and care (ECEC) attention has been drawn to limitations around leadership preparation and the effectiveness of its enactment. In this highly feminised field there are issues related to professional identity and interpreted leadership capacity which impact effective leadership (Hard, 2008). In this context what does effective leadership look like and what are its tangible outcomes?

This paper explores current literature around leadership and its relationship to effective outcomes for staff in terms of their professional development. It also draws on a research project which investigated the professional development needs and outcomes of staff in the field of ECEC using a multi-modal approach to data collection including an online survey, focus groups and individual interviews.

This presentation suggests a link between effective leadership enactment and the professional development of ECEC personnel. This is made evident by the story of one participant who enacts leadership to achieve staff, service and community outcomes. The leader's strategic identification of appropriate professional development activities for staff is important and the knowledge gained through such «PD» is applied more effectively as a result of particular leadership activity. Conclusions indicate the need to make more explicit the impact and outcomes of various leadership enactments to ensure they produce quality outcomes for children, staff and families in ECEC.

Keywords: early childhood education, leadership, professional development, quality

Individual papers
CHAIR: MICHELLE COTTLE
Roehampton University

Teacher as mediator. The mediational nature of teaching in finnish preschool setting and the development of cognitive functions of the preschoolers

KAARINA WINTER *(University of Helsinki)*

The main goal of this study is to find out the mediational nature of teaching in the Finnish preschool setting. Preschool education referes to education given a year before the beginning of compulsory school education. The role of teacher-student interaction in the development of cognitive functions and thinking skills of the preschoolers is in the main interest. The secondary goal of the research is to study how videotaping and reflection of teaching suits for teachers' in-service training to develop personal teaching practices. The theoretical frame is based on the theories of Lev Vygotsky's zone of proximal development, Reuven Feuerstein's mediation and mediated learning experience, as well as, the concept of cognitive functions by Carl Haywood.

The data was collected by videotaping three half an hour small-group teaching sessions by five preschool teachers in the capital area of Finland. In addition to videotaping teachers were interviewed. Theme interview was used to find out the teachers' viewpoints and impressions on the role of preschool education and development of children's thinking and learning skills. At the end of the data collecting period stimulated recalling was used to reflect on teaching in the first and second videotaped sessions. Currently the data is being analyzed.

Keywords: mediation, mediated learning experience, preschool, interaction, cognitive functions

Supporting play in irish primary schools

JACQUELINE FALLON *(Church of Ireland College of Education)*

One of the fundamental Principles which have been articulated to underpin ECE practice in Ireland states that "Play is central to the well-being, development and learning of the young child." (CECDE, 2006: 9) Article 31 of the United Nations Convention on the Rights of the Child (UN, 1989) specifies the child's right to play, and, in terms of effective practice with young children, play has been identified as a crucial pathway to learning within a range of educational activities (Siraj-Blatchford et al, 2004). Evidence indicates that, in Ireland, educational practices with 4 to 6 year old children in schools are often limited to didactic methodologies (OECD, 2004).

This paper will report on a collaborative project to support teachers towards the implementation of a greater diversity in educational methodologies, specifically in offering children play opportunities within an instructive play environment (Siraj-Blatchford et al, 2004).

This paper will present:
- A brief outline of the current policy context relating to ECE in primary schools in Ireland and evidence of current practices
- A short description of the diversity of current provision for four to six year old children in schools in Ireland, illustrated by the schools participating in the project

- An overview of the project with details of the model of play provision devised and its development over the school year, teacher responses to implementation, adaptation of the classroom environment, CPD provision (including an online component) and the challenges and issues encountered over the course of the project.

Keywords: play, teachers, dvd, classrooms, Ireland

SYMPOSIUM VI/15
MULTI-CULTURE IN PRESCHOOLS
Individual papers
CHAIR: TULLIA MUSATTI
ISTC-CNR, Rome

Parent-teacher meeting in a multicultural kindergarten in Norway
SIGRUN SAND (Hedmark Univercity College)

In this paper I want to present some findings from a research project concerning cooperation between kindergarten teachers and minority language parents. The project is part of the project "The multicultural kindergarten in rural areas in Norway" funded by The Research Council of Norway. A hypothesis is that in rural districts with few minorities, the assimilation pressure upon the children is harder and a compensatory way of thinking would easily influence the educational pratice in kindergarten.

Theories about socialization and identity show the importance of mutual respect between home and kindergarten. The aim of the project is to create an inclusive cooperation in kindergarten with all groups of parents. Research methods are observations, interviews/ group interviews, parenthal ethnotheories, logbooks and survey. "The framework plan for the content and tasks in kindergartens" underlines the importance of collaboration with the homes of the children. However, research show that teachers and groups of minority language parents do not share the same conceptions and ideas about a good childhood and children´s learning and development.

The paper presents a description of a conversation between a preschool teacher and a minority language father on his first meeting in kindergarten. The situation is analyzed and discussed from different theoretical perspectives to find out to what extent the conference supported and strengthened the father in his parental role and empowered him to participate and influence on equal terms in the kindergarten.

Keywords: multicultural kindergarten, refugee parents, cooperation

Early diversity education: lessons for educational intervention
JULIA FORMOSINHO and SARA ARAJO *(University of Minho, Portugal)*

Democracy is at the core of the beliefs, values and principles of pedagogy-in-participation, the pedagogical perspective of Childhood Association. Thus, early childhood education centres should be organized for democracy to constitute, simultaneously, an end and a mean, i.e., to be present, either at the level of central educational aims and in the realm of daily life of all actors.

The learning axes of pedagogy-in-participation intentionally consider learning, from birth, of differences and similitude. This perspective is sensitive to evidences from research that show that children, from a very early age, are competent in the recognition of differences (ethnical, social, cultural) and, simultaneously, integrate messages on the way adults respond to those differences. In fact, results from research also stress that preconceptions and bias are established as soon as age three, which highlights the importance of intervening earlier than three. Thus, this paper analysis the topic of early

diversity education, considering intervention and research that is developed by Childhood Association concerning education and care for children from 0 to 3 years old. More specifically, the authors analyse important forms of concretizing early diversity education, namely the central role of family, nature and culture as mediators in the emergence of sensitivity and respect for all forms of difference. The paper concludes with the presentation of some lessons to be learned that can support educational intervention.

Keywords: diversity, early intervention (0-3), pedagogy-in-participation, democracy, culture

SYMPOSIUM VI/16
ACTION RESEARCH LEARNING GROUPS AND SYSTEMS LEADERSHIP AS EMANCIPATORY PRAXIS

Self-organized Symposium

CHAIR: EDDIE MCKINNON
Pen Green Research, Development and Training Base and Leadership Centre

This symposium examines the effectiveness of two approaches in developing the leadership and 'leaderfulness' of practitioners involved in providing services to children and families. In the first approach leaders of multidisciplinary teams and their colleagues working in children's Centres in Northamptonshire, England formed Action Research Learning Groups. These Groups engaged in active critique of their own practice with their most vulnerable children and families and also that of their counterparts in other settings. The Action Research Learning Groups are examined in terms of how well they fulfil Boog's view that they are forms of 'emancipatory research' (Boog, B., 2003) which deepen practitioners' understanding of their practice and allow them to work more effectively with the most complex families in their communities. In the second approach leaders, parent representatives and governors of Children's Centres in Northamptonshire, England engaged in a programme to develop their Systems Leadership capability. The Systems Leadership approach is looked at in terms of how effectively it supported those involved to see the leadership of their Children's Centre within the context of other related social systems including families, their community, children's services and early years provision within the context of local and national education policy. Attention is paid, in particular, to how effective participants felt Systems Leadership had been in developing their capacities as leaderful change agents with deeper understandings of the socio-political context in which they work.

Action Research Learning Groups as Emancipatory Praxis

Eddie McKinnon (Pen Green Research, Development and Training Base and Leadership Centre Using Action Research Learning Groups to Develop Systems Leadership)

This paper examines the effectiveness of a multi-layered Action Research Learning Group as a form of 'emancipatory research' (Boog, B. 2003). Teams of early years practitioners in eight Nursery Schools in Northamptonshire, England participated and engaged in a research project intended to promote their reflections on, and the effectiveness of their own and each other's pedagogical approaches. Key aspects of this work for the teams of practitioners involved;

- regular collection of data on the progress of their children in terms of the Development Matters aspects of the Early Years Foundation Stage Profile

- meeting to discuss and critique videoed examples of their own in-team practice and also that of a partner team in another setting
- peer-to-peer observations followed by discussion of the observed practice in their own settings
- regular meetings of head teachers and other practitioners, within and across the setting teams, to deconstruct their experiences of, and feelings about, their work within the project and discussion of the implications for practice with children and families generally but especially with regard to the most vulnerable children and families in their own settings

The paper focuses on the teams' experiences of the Action Research Learning Group approach and their views on how it has contributed to developing and sustaining more effective practice with, in particular, their most vulnerable children and families. The paper also examines how this approach has promoted practitioners' professional and personal development in relation to their own leadership and 'leaderfulness' in their teams.

Using Action Research Learning Groups to Develop Systems Leadership

MARGY WHALLEY *(Pen Green Research, Development and Training Base and Leadership Centre)*

This paper focuses on the work of leaders of multidisciplinary teams, members of Parent Advisory Groups and governors from 16 Children's Centres who were involved in a programme to build leadership capability across the Children's Centres in Northamptonshire, England. The two key objectives of the programme were: (a) to sustain and support Children's Centre leaders in their role at the heart of the government's educational and social policy and (b) to help in the development of sustainable Children's Centres that really make a difference to the lives of the children and families they serve. To maximise their effectiveness Children's Centre leaders and their teams were encouraged to adopt a systemic leadership approach to their work and see themselves as part of a community system linked to individual family systems, working within a children's services system which itself is part of a wider and complex social and educational system.

The leaders, parents and governors involved in the programme formed an Action Research Learning Group and the paper examines their experiences in relation to how effective their participation was in supporting them to deepen their understanding of systems leadership and put it into effect in their settings. Particular attention is paid to how effective systems leadership has been in increasing teams' awareness of their own strengths and the contributions they can make by developing their capacities as leaderful change agents with deeper understandings of the socio-political context in which they work.

Using Combined Forms of Data to Deepen Dialogue, Support Pedagogical Reflection and Develop Differentiated Pedagogy

KATE HAYWARD *(Pen Green Research, Development and Training Base and Leadership Centre)*, ROB HARDCASTLE and SARAH DEMPSTER *(Woodnewton: A Learning Community)*

Leaders and practitioners involved in the Action Research Learning Groups and Systems Leadership programme discussed in the previous two papers will present their own experiences of their engagement in this work and the outcomes for themselves, their practice and the children and families whom they work with.

SYMPOSIUM VI/17
AESTHETICS AND DECONSTRUCTION

Individual papers

CHAIR: THEODORA PAPATHEODOROU
Anglia Ruskin University

Rewriting fairy tales in role play. A site of postmodern pedagogy of play aesthetics

HAE-RYUNG YEU *(Yeungnam University)*

It is attempted in this paper to understand what children experience in playing the roles in fairy tales and what kinds of pedagogical implications would be explored with the nature of such experience. Observations of the sessions of role play by four-year olds in a daycare classroom were made for one-month period, which included two different segments of reading fairy tales. Drawing on postmodern aesthetics freed from instrumental value of play for learning, I interpret children's play enactment in terms of how they mediate plots and characters of tales under given circumstantial conditions and how they transform themselves. Findings show that the readings of fairy tales provided children with specific contexts and identities with which they can actively develop their own narratives.

This is the process of interpreting the tales as a 'writerly text' rather than passively adopting it as a 'readerly text' in Roland Barthes' term. Producing many altered versions of simulacra of play reality with no definite origins, children extended the plots of tales into a wide range and made a variety of character-modifications. Through the revolving yet evolving repetitions of same scripts with ever-renewing difference at every trial, they became sensitive to flexible openings for change within the texts and became better attuned toward peers' feelings and atmosphere of surroundings. Making the appropriations of the tales, peers, and surroundings altogether, they were in the meaningful process of self-transformation, 'becoming', into more relational and responsible beings.

Keywords: play aesthetics, Postmodern pedagogy, role play

I'm the greatest Star wars specialist:
superheroes serve to increase boys popularity in preschools

THORDARDOTTIR THORDIS and GUN GUBJˆRNSDTTIR
(University of Iceland)

This study aims at understanding how young children's experience of literacy practises appears in play in two preschools in Reykjavík, Iceland. The purpose is to understand what kind of literature knowledge serve to actuate social relationship in the preschools peer groups. The study is a qualitative case study with 14 children 4-5 years of age with diverse background. The children's play were observed and video recorded. Their teachers were interviewed and asked about the children's literacy practises and social status in the class. The parents answered a questionnaire of the home literacy practises. In the analysis of the video recording the focus was put on peers confirmations, brush off and rejections to a child's attempts to use literacy experience in a play.

The finding indicates that the boys get most conformations for their knowledge of Star wars and superheroes. The girls get fewer conformations than the boys, but most when they refer to Narnia, and contemporary Icelandic children's literature. The boys get conformations both from boys and girls but the girls only from other girls. The children from other ethnic groups than Icelandic get fewer conformations, more brush offs and rejections than the Icelandic one. The analysis of the videos was in congruency with the teachers evaluations and the parents answers of home literacy.

Keywords: literacies practises, play, early childhood education, peer group

Children's Books and Storytelling Create a scaffold to Understanding Diversity

Patricia H Kostell *(Educational Consultant Southeastern United States)*

This paper will share excerpts from children's books and brief pieces of storytelling to exhibit the aid that books and storytelling can be in creating an environment for accepting diverse languages, cultures, religions and beliefs (conference theme). The variety of methods of sharing these books and and stories relates to the conference strands, diversity in methodologies and diversity in audiences. The variation of telling, retelling, play acting and activities that follow cultivate the construction of knowledge for the child. Jerome Bruner writes about 'self-making narratives'. Margaret Carr states that in this theory, Bruner sinsists that we create and re-create selfhood and that self is a product of our telling and re-telling.

This paper then, supports the postion that if we are able to create a sense of self by telling and retelling; as we acquire a sense of the world, it is throgut hearing, seeing, and imagery from the books and storytelling that children move to telling and retelling and begin to understand others' beliefs, customs and feelings. Vivian Paley's interest in the child's well being and sense of belonging along with the telling of stories and playacting, adds a reflective component that helps us in assessing the child's learning. A bibliography of children's books will be shared with participants relating to specific languages, cultures, religions and beliefs.

Keywords: books, storytelling, diversity, cultures, beliefs

SYMPOSIUM VI/18
JEU ET PÉDAGOGIE

Individual papers
Chair: Nicoletta Diasio
Swansea University

Aménager d'avantage de temps et de l'espace pour le jeu libre en structures d'accueil petite enfance

Philipp Reubke and Geseke Lundgren *(Jardin d'enfants R Steiner en région de Colmar IASWECE)*

Chaque enfant est individuel et unique: il se distingue non seulement par rapport à sa langue maternelle, ses références culturelles, ses dons et handicaps particuliers mais aussi par rapport à ses choix et désirs. Aujourd'hui, cette diversité se manifeste très souvent dans un seul et même groupe en structure d'accueil petite enfance. Objectif de ma recherche: Démontrer la valeur éducative du jeu libre dans un groupe d'age mixte au Jardin d'enfants. Méthode: observation libres et photos. Références théoriques: Rudolf Steiner, Donald W. Winnicott, Gilles Brougères, Christian Rittelmeyer.

Le jeu libre, en particulier le jeu de construction modifiant l'aménagement de l'espace, donne des renseignements précieux sur la situation psychologique de chaque enfant, fortifie la confiance en soi, crée des liens au delà de la diversité et contribue fortement à préparer les apprentissages scolaires. La valeur éducative du jeu libre se manifeste cependant à la condition que parents et éducateurs aient su créer un cadre approprié. J'ai trouvé quatre paramètres qui me paraissent essentiels pour cette «domestication du jeu» (Gilles Brougère): Le bien être corporel, l'alternance et la répétition des types d'activités, l'attention et le lien de l'adulte avec l'enfant, le type de jouets et de l'aménagement de l'espace.

Donner suffisamment de temps et un espace approprié pour le jeu libre pour les enfants de trois à six ans respecte la diversité du public accueilli et renforce la confiance en soi de chacun.

Keywords: pédagogie Steiner/Waldorf, jardin d'enfants, jeu libre, Winnicott, lien social

La collation de 10 heures à l'école: lorsque les cultures enfantines défient l'éducation au bien manger

LOUIS MATHIOT
(Laboratoire Cultures et Sociétés en Europe, CNRS, Université de Strasbourg)

De l'école maternelle à l'école élémentaire, la collation de 10 heures est au centre de préoccupations éducatives. Ce repas, pris par les enfants, soulève des questions de santé publique comme en témoigne la Loi du 09/08/04 (no 2004-806) interdisant les distributeurs automatiques de sodas et de confiseries dans les établissements scolaires. L'enjeu, pour les professionnels de l'éducation, est la régulation de ces espaces de consommation qui échappent à leur contrôle social. A partir d'une enquête de terrain menée dans des écoles en Alsace, nous remarquerons quelles sont les stratégies éducatives visant à réguler cette collation ? Quelles sont leurs limites ? Comment les cultures enfantines déjouent-elles le contrôle de ce repas ?

Si de nombreuses règles encadrent les prises de nourriture à l'école maternelle, la question devient plus problématique lors de l'entrée à l'école primaire. La cour de récréation, qui se transforme en un espace de liberté élargi, redistribue les règles établies dans les classes précédentes. Les tentatives de contrôle adulte se heurtent bien souvent à la ré-appropriation de ce territoire par les enfants. Le « goûter » de 10 heures devient l'objet d'affirmation de cultures enfantines. Marqueur de genre et de différence d'âge, les enfants n'hésitent pas à mettre en place des tactiques pour défier toute entreprise adulte qui établit de nouvelles règles de consommation sur ce repas.

La résistance de l'enfance au sein de ces espaces récréatifs face au pouvoir éducatif, nous invite à questionner son modèle qui peine sans doute à se diversifier.

Keywords: ethnographie, alimentation, enfance, éducation, conflit

SYMPOSIUM VI/19
PRATIQUES PÉDAGOGIQUES III

Individual papers

CHAIR: ANNE-FRANÇOISE DUSART
Centre d'Expertise et de Ressources pour l'Enfance

Situations éducatives et développement psychologique: le cas d'un centre de vie enfantine vaudois

SOPHIE TAPPAREL and CHRISTIANE MORO *(Université de Lausanne)*

Notre recherche se situe au carrefour de l'approche socio-historique et sémiotique selon Vygotski et de la didactique. L'approche vygotskienne revalorise considérablement le rôle joué par l'éducation dans le développement psychologique. Et la didactique donne les outils conceptuels nécessaires pour appréhender les situations éducatives semi-formelles: le concept de transposition didactique et la notion de forme préscolaire.

Notre design de recherche implique trois temps: sélection du centre de vie enfantine retenu pour l'étude, repérage des situations éducatives prototypiques qui s'y donnent, sélection de deux situations et suivi longitudinal au sein de deux groupes d'enfants (18-24 mois à 30-36 mois et 30-36 mois à 4 ans). Notre communication portera sur le deuxième temps.

Les observations recueillies en milieu ordinaire (de manière ethnographique) sont réduites aux fins d'en extraire les situations éducatives les plus typiques. Nos analyses préliminaires mettent au jour une diversité de situations au sens de l'intention éducative qui les caractérise et apportent une nouvelle compréhension des pratiques éducatives, contribuant de fait à une meilleure reconnaissance des professions de la petite enfance.

Keywords: pratiques éducatives, paradigme vygotskien, didactique, méthode ethnographique, développement psychologique.

L'école de Bonneuil: apprentissages variés et appropriés

LAURE RAZON *(Université de Strasbourg)*

L'éducation située du côté de l'inventivité, liée à la singularité de l'enfant, et non pas comme manière d'ingurgiter ou non du savoir comme de réfuter le non-sens de la compétition offre aux enfants étiquetés comme fous ou débiles, la possibilité d'avoir leurs mots à dire sur ce qu'ils sont en réalité. En leur restituant une parole et les moyens d'accéder à un savoir, le leur en premier lieu, certains de ces enfants deviendront comme le disait Dolto 'des génies à leur manière'. L'école de Bonneuil fondée en 1969 par Maud Mannoni se singularise (sur le versant éducatif) par des apprentissages variés et appropriés: aller travailler chez l'artisan quelque soit l'âge de l'enfant, s'éveiller à la créativité, plus encore à la vie, par le biais d'ateliers théâtre, peinture, contes..., ou encore partir à l'étranger pour se vivre autrement dans une autre langue. Sur la base de témoignages de parents et d'anciens stagiaires que j'ai interviewée et d'exemples donnés par Mannoni, je compte souligner en quoi et comment l'école peut être différente, pour ceux qui se présente dans une différence et dans une exclusion sociale ; en quoi le professionnel de l'éducation peut au delà du savoir transmettre la possibilité à un enfant d'advenir comme sujet, humain, inscrit dans un groupe social d'appartenance.

Keywords: enfance, folie, école, créativité, psychanalyse

Le psychologue
au sein d'un Réseau d'Aides aux enfants en Difficultés(RASED) rural

ISABELLE VAULOT *(Education Nationale et en Libéral)*

En milieu rural, le Réseau d'aides aux enfants en difficultés peut être une des rares structures pouvant accompagner et soutenir enfants, parents et enseignants. Les besoins et les représentations autour du jeune enfant ont-ils évolué ? Quels changements sont repérés ? Quels axes se dessinent face aux demandes d'aides ? Que peut-on dire des représentations autour de l'enfant, du psychologue ?

Au carrefour de la clinique, de l'éducatif, du psychologique et du pédagogique quels éléments de réponse peuvent apporter les membres du RASED et le psychologue en particulier ? Avec le souci de créer du lien, dans un travail de mise en sens au quotidien et dans le respect des places de chacun, le psychologue du RASED rural est-il toujours en mesure d'accomplir les missions qui lui sont référées ?

Keywords: enfant, psychologue, parents, école, relation d'aide

Individual papers

CHAIR: HANNE KIRSTEN NILSEN
Finnmark University Collage

Childrens' fashion and the concept of childhood

ANNA KRAJEWSKA *(Institute of Applied Social Sciences University of Warsaw)*

Fashion is one of the ways of expressing oneself: it reflects one's social status, lifestyle, personality, one's concept of self. The clothing is meant to provide partners of the interaction with basic information about each other and allow them to respond accordingly. In case of the childrenswear, the information embraced in the clothes reflects the adults' concept of the child. Untill XVIIth century, childrens' clothing was virtually the same as the adults' clothes. In the XVIIth century, the clothes worn by children began to differ from the ones of the adults; the change was a symptom of the revolution in the concept of childhood.

What does the contemporary childrens' fashion tell us about the existent concept of a child? What elements of the child's social status are manifested in the clothing? What features of a child are emphasized by fashion? In the paper, I attempt to sketch the contemporary idea of the childhood as it is reflected in the childrenswear design.

The article is based upon the analysis of childrens' clothes (and accessories) available in shops and presented in most popular Polish magazines for parents and for women.

Keywords: fashion, childrenswear, clothes, childhood, consumer

Development of social identity in children

LOUISE QUINN *(Stranmillis University College)*

Social Identity Theory (Tajfel, 1982) is a dynamic theory in which relationships between diverse groups are seen as fluid, and is a useful starting point to try and explain what has happened in Northern Ireland since 1969 in terms of inter-group, rather than interpersonal, processes (Cairns, 1982: Gallagher 1989). This paper investigates at what age children's social identity, linked to the two main communities in Northern Ireland, becomes salient. 201 children from diverse educational backgrounds participated; 99 were from Controlled Schools (primarily Protestant children), and 102 were from Maintained schools (primarily Catholic children). There were 102 from Year Four (aged seven to eight years) and 99 from Year Seven (aged ten to eleven years).

A series of eight booklets, each containing ten drawings, counterbalanced for order and artist, was produced. Information was provided about the two child artists who, the participants were informed, had drawn all the pictures. The artists were described in terms of culturally specific clues related to each of the two main religious communities in Northern Ireland. The children then rated each drawing on a five point scale where 1=very bad and 5=very good.

Findings indicate significant main effects for age; younger children were more likely to rate the drawings more highly than older children. In comparison to Catholic children, Protestant children rated, more highly, the pictures they perceived to be drawn by a child from a similar community. Implications for practice centre on the age children should be introduced to a range of diverse topics.

Keywords: Social Identity,Salience, Northern Ireland Context, Diverse Education Culturally specific

Does the adult truly see the child in a Finnish day-care centre?
Marjatta Kalliala (University of Helsinki)

The aim of the Kanga-Roo experimental intervention study was to enhance the well-being of children under three years of age in Finnish day-care centres. The intervention included training in play and how play develops, the adult role in early childhood education as well as discussions based on observations using LIS-YC (The Leuven Involvement Scale for Young Children), AES (Adult Engagement Scale) and ITERS (Infant Toddler Environment Rating Scale). The Kanga-Roo groups then made plans for what they wanted to change in their practice over a period of one year. Both the control groups and research groups were observed similarly.

The results indicate that
1. relatively light intervention can increase the sensitivity and enhance the activation skills of staff if the starting level of competence and motivation is high enough,
2. the quality in Finnish toddlers' groups varies greatly,
3. there may be marked variation in quality even with the same staff,
4. the educational level of the staff correlates with the quality experienced by the child.

Keywords: adult role, toddlers, experimental intervention study, play, quality

SYMPOSIUM VI/21

Self-organized Symposium

L'ENSEIGNEMENT ET L'APPRENTISSAGE DES VALEURS ET DES ATTITUDES EGALITAIRES. DES HOMMES EDUCATEURS DANS LES ECOLES D'EDUCATION INFANTILE. (0-6 ANS)

Chair: Roser Vendrell Mañós
Universitat Ramon LLull, Barcelona, Spain

Les derniers changements sociaux aussi bien dans le domaine professionnel qu'économique favorisent, même si très lentement, l'implication de l'homme à l'attention des enfants. Ce modèle social, commence aussi à s'implanter dans l'éducation infantile.

Nous présentons une recherche vaste. Son objectif est connaître l'incidence du genre de l'éducateur (homme) à la croissance intégrale des enfants. Notre hypothèse est la suivante: si les enfants se développent, dès la première enfance, dans des entourages éducatifs où il y a des professionnels de l'éducation, hommes et femmes, ce fait contribuera à l'éducation de valeurs et d'attitudes égalitaires des enfants et de leurs familles.

Nous avons diverses questions:
- Pourquoi y a t-il un nombre aussi restreint d'éducateurs dans les écoles d'éducation infantile?
- Quelles sont les opinions, les expériences, et les contributions des éducateurs à l'éducation infantile ?

En Catalogne il y a encore l'idée que l'éducation infantile c'est une profession féminine. Cette croyance est responsable de la construction des contextes éducatifs limités, où la majorité des professionnels sont des femmes. Cette réalité n'offre pas la possibilité d'expériences plurielles où se développer dès la première enfance, dans des entourages équitatifs.

Nous connaissons quelques études de la communauté Européenne. Ces travaux expliquent les bénéfices obtenus par la présence des hommes éducateurs, non seulement pour les enfants, mais aussi pour toute la communauté éducative.

Dans notre recherche il y a différents niveaux: le premier s'adresse aux étudiants hommes des études de Magisteri Educació Infantil en Catalogne et aux tuteurs des étudiants de baccalauréat. Les niveaux suivants font référence aux éducateurs, professeurs des écoles, les familles des enfants et les collègues de l'école.

« Des étudiants hommes des études de Magisteri Educació Infantil en Catalogne»

Marian Baqués Trenchs and Roser Vendrell Mañós *(Universitat Ramon LLull, Barcelona, Spain)*

Dans cette première communication nous présentons les résultats obtenus des étudiants hommes des études de magisterio educació infantil des universités catalanes. L'information recueillie nous a offert le pourcentage d'hommes étudiants de cette spécialité, leurs motivations et leurs expectatives professionnelles, et leurs difficultés et satisfactions pendant la période de formation à l'université.

Keywords: Stéréotypes du genre, professionnels de l'éducation infantile, éducations en valeurs, attitudes égalitaires

« Programme d'action de Tutorat pour augmenter la présence des éducateurs au sein de l'éducation infantile »

Sofia Gallego Matas and Roser Vendrell Mañós *(Universitat Ramon LLull, Barcelona, Spain)*

Pour compenser le bas pourcentage d'étudiants hommes, notre groupe de recherche et innovation a élaboré une proposition d'intervention éducative. Un «Plan d'Action de Tutorat « à appliquer pendant la dernière année du Bac ou d'autres formations antérieures à l'université.

Avec l'implantation, la mise en place de ce programme nous poursuivons deux objectifs: en premier lieu faciliter des activités d'auto connaissance pour l'étudiant, chercher ses aptitudes, sa personnalité, son intérêt professionnel, ses objectifs personnels ; et en deuxième lieu connaître des informations sur les travaux d'éducateur infantile.

Avec l'aide tutorielle l'étudiant peut analyser les résultats de son exploration et ses débouchés professionnels.

La croyance qui sous-tend ce programme est qu'un grand nombre de garçons, jeunes hommes, font leur choix professionnel en accord avec les stéréotypes sociaux, ou par ignorance des caractéristiques et des fonctions des éducateurs, professeurs de L'éducation infantile. Ce fait est dû à l'absence de modèles masculins dans le domaine et auxquels les étudiants pourraient s'identifier.

Keywords: Débouché professionnel, Action de tutorat, Professions stéréotypées

« Des éducateurs de Crèches (0-3ans) municipales à Barcelone, et des professeurs des écoles d'Education Infantile (3-6ans) en Catalogne. Une étude descriptive et qualitative »

Mariona Dalmau Montalà, Àngels Geis Balaguer, Paula Frappicini Ferreira and Roser Vendrell Mañós *(Universitat Ramon LLull, Barcelona, Spain)*

Nous sommes intéressés à connaître l'expérience des centres d'éducation infantile dans lesquels travaillent des éducateurs. Bien qu'ils soient encore très peu nombreux. Pour cette raison nous avons recueilli l'opinion des éducateurs / professeurs, leurs motivations, les satisfactions et les difficultés pendant leur formation et dans leur expérience professionnelle. Nous nous intéressons aussi à l'opinion des familles des enfants et aux points de vue des

éducatrices, collègues, du même centre éducatif. Cette information est recueillie avec des questionnaires élaborés spécialement pour chaque groupe participant.

En particulier le travail que nous présentons décrit l'étude réalisée dans les écoles municipales d'éducation infantile du Conseil municipal de Barcelone (des 0 à 3 ans), et dans les écoles d'éducation primaire en Catalogne.

Les résultats se présentent moyennant une analyse quantitative réalisée uniquement à partir des résultats obtenus avec le questionnaire une analyse qualitative, réalisée à partir de l'observation directe et l'entretien. Aussi bien l'une que l'autre sont descriptives. Les résultats se rapportent à l'inter culturalité, la prévention de la maltraitance infantile et l'autonomie de l'enfant.

Keywords: Croissance intégrale, Éducation infantile, Stéréotypes de genre, Education en valeurs, Attitudes égalitaires

SYMPOSIUM VI/22
TEACHER AND CULTURE
Self-organized Symposium

CHAIR: EUNJU YUN
Keimyung University

Session overview

This symposium aims to address a better way of training early childhood teachers in diverse cultural contexts with a focus on the celebration of teachers own cultures and values in educational practice. While there is significant research on culturally appropriate practice for the education of young children, very little joins studies on how a preschool teachers culture does influence on childrens learning when she or he teaches the students of diverse cultures.

The symposium will offer teachers experiences of combining their cultures with educational endeavors, particularly with the topics of assessment emotional socialization and play. The audience will have an opportunity to obtain practical understandings rather than superficial arguments about early childhood teacher education.

Keywords: teacher, education, culture assessment, emotional socialization, play

A Kindergarten teacher's making sense of child assessment

JIN-HEE LEE *(Keimyung University)*

This study listens to a teacher's voice as she tries to understand good ways to assess young children in her kindergarten classroom within the korean context, where early childhood assessment begins to draw attention from both parents and policymakers. It follows the frameworks of interpretive methodologies (Denzin 1989 Erickson 1986 Graue Walsh 1998).

An experienced teacher with a high interest in improving her assessment practices currently working in a public kindergarten, who also taught in private kindergartens, was purposefully chosen as the study participant semi-structured interviews with the teacher and her students participatory observations of classroom assessment process and assessment-related documents were analyzed in order to learn how she makes sens of and tries to improve her practices of child assessment.

The study suggests that teachers' meaning making (Dahlberg Moss Pence 1999, Moss 2005) of quality early childhood education play a critical role in any endeavors of making better educational practices particularly child assessment practice, gradually but meaningfully.

Becoming reflective teachers embodying their own cultural beliefs and theories

Sung So-Young *(Keimyung University)*

Spindler,1974, mentioned that 'teachers are products of their culture and live within the framework of values and symbols that are a part of that culture', p152. Within a culture, a teacher's experiences, knowledge and personality contribute to her own beliefs (Connelly Clandinin 1990). Recently the great significance of the development of young children's social/emotional competence has been acknowledged. However there is a lack of appropriate support in teacher education programs for understanding and supporting children's emotional development and for understanding the significance of emotional development of young children.

In addition the contemporary teacher education programs, especially in the field of children's social/emotional education, seem to lose own unique cultural values and beliefs as emphasizing universal developmental theories and educational norms and practices that are mostly originated in western values and theories.

The purpose of the study is to explore how pre-service teachers internalized and practiced theories beliefs values and attitudes about social/emotional development in a course of 'children's social/emotional education' through a weekly field work discussion and reflections pre-service teachers expose to culturally different values for supporting children's social/emotional competence and need to reconsider their own values attitudes beliefs and knowledge I conducted an action research as interviewing pre-service teachers collecting their reflections and observing classroom discussions.

This study will assist early childhood professionals in rethinking the cultural values and constraints in children\s emotional socialization and establishing their own practices for supporting young children's social/emotional competence. This study shows how pre-service teachers combine and embody their own cultural beliefs and theoretical knowledge. This research takes a critical view of teacher educational programs and most importantly explores alternative ways for pre-service teachers to become more reflective teachers on children\s social/emotional development within korean cultural context.

Teachers' transformation of belief in children's unstructured free play

Jiryung Ahn *(Yeungnam University)*

Free play is the one of the most significant activities in the early childhood classroom, under the influence of cognitive psychology and constructivism. Free play in early childhood education has become more structured, so we regard play as 'for something', in fact we do need to see play itself for this purpose.

I would like to explore how teacher consider the unstructured play for children. Our experiences are constituted with meaning schemes and meaning perspectives (Mezirow 1991), so this study attempts a phenomenological hermeneutics exploration on the teacher's transformation of belief in children's unstructured free play. Unstructured free play in this study is defined as play time which allows open-ended play time and materials. The date for this study include formal interviews with teachers. Collected data will analyze in a qualitative way.

SYMPOSIUM VI/23

Self-organized Symposium

YOUNG CHILDRENS' TOGETHERNESS PROCESSES OF INCLUSION AND EXCLUSION

CHAIR: ELLY SINGER,
University Utrecht, Department Of Developmental Psychology

In this symposium three papers are presented that focus on empirical studies of processes of inclusion and exclusion in day care centres for young children and consequences of these processes for the pedagogical practices of teachers and policy on diversity at the institutional level based on observational studies and action research. Differences in behaviour and mutual attraction are related to gender, age, ethnicity and familiarity preferences for specific playmates and types of play and the development of friendship. Relations are analysed as well as refusal of specific children as playmate and teasing among children. Pedagogical practices and policy to counteract unhealthy forms of exclusion and to foster togetherness are discussed. Attention is paid both to the level of the relationships in the group between children and teachers and to diversity among teachers and among parents. Action research shows how diversities can be bridged by using specific methods to support the communication between teachers and parents with different social backgrounds.

Same birds flock together

ELLY SINGER *(University Utrecht, Department Of Developmental Psychology)*

This presentation is based on a observation study of 8 groups of 2- and 3-year olds in dutch day care centres. Systematic observation methods and field notes were used. Quantitative and qualitative data analyses were combined. Main findings are :

1 Young children develop friendship relations co-variation between joint play prosocial behaviour mutual imitation and initiatives can be explained by the factor friendship
2 Friendship score of dyads two children relates to characteristics of the quality of play of dyads and can be predicted by gender age familiarity
3 Friendship scores were not related to the degree of involvement of the teachers with the children during free play
4 The continuity peer relationships is low in dutch centres probably because of the educational policy of the day care centres and the parents
5 Group structures can be found in groups of young children with processes of inclusion and exclusion and positive elaborated play and negative effects teasing

In general, dutch teachers are more focussed on individual children and management of the whole group then on fostering peer relationships and friendship in children.

Constructivist approaches of gender variation in children's discourse

DORIAN DE HAAN *(University Utrecht, Department Of Developmental Psychology)*

Constructivist approaches of gender variation in children's discourse emphasize that differences depend more of context and situation than of girls' and boys' communicative conventions and skills. The hypothesis of preferences for cooperative behaviour of girls and competitive behavior of boys would neglect the broad repertoires of both sexes which enable girls to be assertive and boys to be adaptive. The question is however whether these approaches do not throw away the baby with the bath water.

In this paper I will present the results of a study of 1144 conflicts of 96 two- and three-year old children from different ethnic backgrounds during free play in 23 child care centres in the Netherlands. Conflict behavior is related to the type of play of the children like constructivists predict but the type of play goes along sex- specific lines. In addition the role of togetherness in play exercises a major role in conflict management.

The results of the study offer a number of clues for pedagogical policy relating to gender.

How professionals foster togetherness in children and parents in contexts of diversity

Anke Van Keulen *(Bureau MUTANT, The Netherlands)*

Bureau MUTANT's action research with ECEC professionals is based on intercultural communication theories focussing on the co-construction of meaning.

Main issues:
- how professionals foster togetherness and respect for diversity in the childrens group dealing with exclusion and conflicts
- how professionals foster partnership and belonging with respect for diversity among parents

Training programmes and practical methods for ECEC professionals have been developed based on research of the university of Utrecht. One of the researches shows (De Graaff, 2007) that partnerships between parents and professionals for improved child care do not come about automatically.

New approaches and methods provide concrete form to such partnerships in day-to-day contacts and respect the diversity among parents to such an extent that all types of parents know they are welcome and have a voice. This presentation will show some examples of approaches and methods interventions promoting togetherness and inclusion with children artistic work promoting equal.

SYMPOSIUM VI/24
Self-organized Symposium
CROSS NATIONAL PERSPECTIVES ON PROFESSIONALISM: TOWARDS A CRITICAL ECOLOGY OF THE PROFESSION
CHAIR : LINDA MILLER

The Open University, England

This self-organised symposium will present findings and emerging themes from the final phase of a collaborative research project involving participants from six countries: Australia, England, Finland, Germany, Sweden and New Zealand. Entitled A day in the life of an early years practitioner, the project uses case study approaches to investigate how early childhood practitioners 'act as a professional» in their specific local contexts'.

This symposia will bring together key themes and findings from the project and suggest the need to move discussions of professionalism beyond views of 'what is' to considerations of 'what may be'. It will argue for the use of the term a 'critical ecology' of the profession to highlight the need for an open approach to conceptualising professionalism; an approach in which the term professionalism remains open to responsive growth in each local context.

This symposium will offer a forum for dissemination and discussion of the key themes and findings. Members of the research group will facilitate discussion of key questions such as:

- What does being a 'professional' in early childhood mean?
- Are there common features of professional habitus across different socio-cultural contexts?
- What does it mean to 'act professionally' in a particular context?

Keywords: professionalism, early childhood practitioners, early childhood policy, habitus

Authors:

LINDA MILLER, GILL GOODLIFF, CARRIE CABLE *(The Open University, England)*

CHRISTINE WOODROW *(University of Western Sydney),*

KIRSTI KARILA *(University of Tampere, Finland)*

JARMO KINOS *(University of Turku, Finland)*

MATHIAS URBAN *(University of East London, England)*

ANETTE SANDBERG *(Malardalen University, Sweden)*

MARJA KUISMA *(Uppsala University, Sweden)*

CARMEN DALLI *(Institute for Early Childhood Studies, Victoria University of Wellington, Wellington, New Zealand)*

POSTER PRESENTATIONS

FRIDAY, 28th AUGUST
17:00

Exploring the factors of receiving an oral reading award -from an instructor's viewpoint

YI - CHUN CHEN *(Providence University Taiwan)*

Oral reading is an important part of the language teaching. We can realize the importance of oral reading from competitions which are held by Ministry of Education every year. The purpose of this study aims to explore the process of instructing an oral reading contest and the factors of receiving awards by interviewing with five instructors who are also elementary school teachers. The main findings include :

1. Teachers usually arrange the students who have better performance on their academic subjects to enter a competition, thus they could receive awards. Therefore, the academic achievement is directly proportional to the reading ability.
2. There are three important factors to get a better performance in competitions: (1) Long and intensive training time. (2) Some characteristics of the students: lively, active and getting great academic achievement. (3) Good relationship among parents, teachers and students.
3. We found the abilities of literacy expression, recognition of pronunciation and forms for words and speaking skills could grow up rapidly after oral reading training.
4. Teachers will spend a lot of time training students in order to get a better performance, but the students often sacrifice their attendance of curriculums for practicing during the non-subject curriculums. However, the school administration offers more administrative supports to these teachers, like reducing their classes.

At last, the researcher provide some suggestions to popularize oral reading to all students, teachers can take notice of the following points:

1. Modeling reading
2. Using reading materials well, and let students exercise at any time during curriculums
3. Continuous exercise after school
4. Supports and popularization of the school administration.

Keywords: oral reading,language, interview

Sustainable development of social skills of language immersion participants at the initial stage of their education

AIRI KUKK and LEIDA TALTS *(Tallinn University)*

The present study focuses on the achievement of the educational objectives of the group of children at school entry, who are participating in the language immersion program. The analysis of their achievements is based on the assessments made by the kindergarten and class teachers. The data of the research was collected in the form of assessments about n=70 children in 2007-2008. The study proceeds from the child-centred concept of learning, which best facilitates the developmental needs of a child at school entry, viewing the child as an individual, yet as a member of a group. Since the children in the language immersion group come from families that speak a language other than Estonian (mainly Russian) at home, the teacher's role in providing positive learning experiences through emotionally enriching mutual relationship is particularly important.

The emphasis of the methodology of language immersion is on:
1. allowing children to develop in keeping with their learning style and pace;
2. creating an environment in the classroom, which encourages pupils to widely exchange their thoughts;
3. supporting pupils' individual learning motivation.

The analysis of the social skills of the children relies on the taxonomy of positive behaviour by Caldarella and Merelli (1997). The questionnaire of the study consists of a list of statements deriving from the national curricula. Teachers assess children's development on a 5-point scale (1=poor, 3= average, 5=excellent).

The results of the study show that the educational objectives of the children participating in the language immersion programme are notably well achieved in the area of social skills, which in comparison with mainstream schools have been better acquired. The teachers applying the method of language immersion value children's drive towards becoming independent as well as their positive experiences and attitudes in the acquisition of learning skills and in communication.

Keywords: language immersion, social skills, child development, cultural diversity

Different beliefs create different school cultures

Mare Tuisk *(Tallinn University)*

Not all the teachers in the once again independent Estonia have been able to go along with the changes in the educational life. They acknowledge the basic concept of constructivism - activity and independent thinking - but in reality a learner often bears the role of a passive object of teaching. Due to impossible expectations and demands, also teachers often feel driven into a corner - thus as the objects of manipulation.

The research questions are:
- Which beliefs guide teachers in identifying their own role as well as that of the pupils?
- What does it mean in respect to real school life?

Methodology proceeds from the social constructivist paradigm and from the phenomenological-hermeneutic approach. The in-depth interviews conducted with 15 primary school teachers and 8 teachers of teacher training education were analysed by the grounded theory methodology.

The outcomes are interpreted according to Vygotsky's, Frankl's, Peavy's, and Fullan's views. The results reflect the contradiction between the mission of teachers, the feelings of responsibility and the shrinking opportunities to fulfil them. The most disturbing factors include rushing, which does not render it possible to consider the specialities arising from children's age and individuality, and the fact that the opinion on teachers' work is mostly based on the results of state examinations, while educating is left in the background. Many teachers try to execute at the maximum also the most unrealistic demands and expectations, being unable to distinguish between responsibility and the sense of duty. Their beliefs about a good teacher need to be questioned. More knowledgeable teachers dare to take responsibility and carry through their own meaningful opinions and beliefs. They make necessary choices, preventing themselves and their pupils from burning out. Teachers wish to be respected trough being recognised as capable, decisive, and responsible subjects, as well as for shared responsibilities between participants of upbringing process.

Keywords: subject, object, beliefs, school culture, responsibility,

The development of child-care provider evaluation kit and its application to a day-care center in Taiwan

WAN-CHI LIN and CHANG TSUEY-ER *(Department of Early Children Care and Education Cheng Shiu University Taiwan)*

The Developmental Teacher Evaluation Kit (DeTEK) Handbook was developed by Ben M. Harris (1986). DeTEK is successful in the teaching contexts of elementary, junior and senior high schools. However, when put to use on day-care centers the DeTEK system proves unsuitable for the assessments of child-care providers. Therefore, this article attempts to establish an improved evaluation system for child-care providers. First, we revised DeTEKs according to the teaching contexts of day-care centers and developed a new eight-step evaluation called "Child-Care Provider Evaluation Kit" (CCPEK). Then we examined the CCPEK by inviting teacher Ping from A day-care center in Kaohsiung, Taiwan to participate in the experimental examination. Results showed that the process of CCPEK was too complicated. Some evaluative criteria, such as performance standards, objectives and indicators, were difficult to understand without evaluator explanations. Three primary issues were identified. First, each five-minute recording on the General Teaching Behavior Observation Form hindered observation work and limited evaluation time. Second, duplicity of evaluation forms was redundant. Third, the immediate on-site evaluation work strains the evaluator's observation skills.

The following recommendations could serve as a basis for researchers who would like to experiment with child-care provider evaluation systems:
1. The evaluation process of CCPEK should be simplified from 8 to 5 steps.
2. Regarding the evaluation form, the self-evaluation section should be simplified and the classroom observation section should be clarified.
3. The CCPEK evaluator needs proper observation training in order to prevent the 'Hallo Effect', which would otherwise influence the results of assessments.

Keywords: teacher evaluation, performance appraisal, Child-care Provider Assessment, experimental examination, DeTEK

Interaction of babies in day care centers

MIWAKO HOSHI-WATANABE and NOBUKO OHTAKE
(Jumonji University Japan)

Interaction among children of baby section is not a main themes of practitioners' practices in day care centers, because the relationship between adult and children is highly valued. Nevertherless, one of the specificities of day care is that children grow up not only with adults but with peers. An observational study was conducted to know the variety of interaction in 4 day care centers in Japan, added by a questionnare study for 300 practitioners. The results showed the richess of interaction and also the gap between these facts and beliefs of practitioners shown in a questionnaire.

Keywords: infants, interaction, practitioners

Contributions des outils digitaux à l'école maternelle

DILA FARIA AND ALTINA RAMOS *(Universidade Do Minho - Braga)*

L'évolution rapide des TICE et l'augmentation considérable de son utilisation dans tous les contextes de la vie, sont en train de transformer le monde et la manière comme on conçoit l'éducation (Lou, Abrami & d'Apollonia, 2001). L'école maternelle est venue à comprendre, graduellement, que l'intégration et l'appropriation des technologies digitales, de la part des enfants, c'est un chemin sans retour et, dans la perspective de Amante, doivent être comprises « comme un instrument culturel au service d'expériences d'apprentissage scolairement importantes. » (2007, p. 57).

POSTER
PRESENTATIONS

À l'école maternelle de Rio Côvo, Santa Eulália, les enfants, vrais indigènes digitaux (Prensky, 2001) coexistent d'une forme parfaitement naturelle avec les dispositifs technologiques pour communiquer, chercher, partager, créer, socialiser et, bien sûr, apprendre. Dans ce contexte, depuis 2006, je travaille, comme enseignante et, en même temps, comme investigatrice, avec un éventail très varié d'outils digitaux de forme intégrée dans les différents domaines de contenu.

En 2006/07 j'ai créé et j'ai dynamisé un blog, disponible sur http: //dajaneladomeujardim. blog.com. Depuis octobre 2007, j'utilise la plate-forme Ning (http: //janelajardim.ning.com) comme moyen de communication, divulgation et de partage en ligne et aussi comme outil de construction collective de connaissance, soit de la part des enfants, soit d'enseignants et d'investigateurs qui constituent déjà cette petite communauté en ligne.

Dans cette affiche, et à partir des résultats obtenus, je présente les raisons qui justifient l'intégration des TICE à l'école maternelle, en faisant ressortir leur contributions:
1. au niveau du langage, de la connaissance du monde et de la formation personnelle et sociale;
2. au niveau de l'interaction avec la communauté éducative;
3. au niveau du développement professionnel des éducateurs, enseignants et investigateurs engagés.

Keywords: École Maternelle, TICE, apprentissage formelle et informelle

Maternal sensitivity, child attachment security, attachment representations and social competence during the preschool years

GARENE KALOUSTIAN *(Lebanese American University LAU)*

The purpose of the study is to examine the association between maternal sensitivity and preschooler's secure base organization (as assessed with scores derived from Q-sort descriptions of the child's interactions with the mother and the scores derived from the Q-sort descriptions of the mother's behaviours), attachment representations with secure base organization (as derived from children's verbal narratives) and social competence (as reported by mother, teacher and friend). Participants will be a normative Lebanese sample of 50 mother-child dyads, with children participating when they are 3 years of age. The following hypotheses will be explored.
1. Maternal sensitivity is significantly and positively related to preschooler's secure base organization
2a. Attachment representations are significantly and positively associated with preschooler's secure base organization
2b. Attachment representations are significantly and positively associated with preschooler's social competence
3. Secure base organization is significantly and positively related to preschool children's social competence
4. Attachment representations mediate the association between attachment security and social competence.

Keywords: attachment, secure base behaviours, attachment representations, preschooler and social competence, attachment and culture

Variability in language development of bilingual children

FREDERIQUE ARRECKX, CAROLINE FLOCCIA, ALLEGRA CATTANI and KIRSTEN ABBOT-SMITH (*University of Plymouth UK)*

In the UK there is an increasing number of children who have English as an additional language. When these children go to nursery and school later, there are some uncertainties about how to evaluate their level of language. The literature shows that children from

multilingual backgrounds tend not to be referred to speech and language services as frequently as children from a monolingual background (Winter 1999, 2000) suggesting that multilingual children with a language disorder or delay do not always access the support their need. When multilingual children are referred to speech and language services, therapists are then faced with a lack of specific assessment tools as there is no established norm for typical language develop for bilingual children.

The aim of this research project is to look at the variability in English development for children from a bilingual environment who live in England, to start to describe typical bilingual development and to identify early markers of language delays or disorders. The children involved in the study were between the age of 1 to 3 years. Their language development was assessed using a range of tools standardised for monolingual children: the PreSchool Language Scale (language and communication abilities), the British Picture Vocabulary Scale (receptive vocabulary) and the Oxford Communicative Development Inventory (vocabulary). The variability in the rate of language development will be discussed in relation to the amount of exposure to English, the time lived in the country and the home language.

Keywords: bilingualism, language development, lexical development, language delays, language disorders

Kindergarten children's perspectives on health

GLICÉRIA GIL *(Faculdade de Motricidade Humana Universidade Técnica de Lisboa, Portugal)*

Motivate children´s knowledge about Health Education area and a better early childhood teacher intervention. Implications for policy and/or practice : Nowadays, the approach of Health Education (HE) is vital in the promotion of a healthy society. In Early Childhood (EC), teachers value strategies that promote children´ health and well-being with an informal approach that encourages the development of the children's potential. However, as it is fundamental to know teachers´ perceptions about children health needs, it is also important to know children's knowledge about health. Although this is not our primary study object, we tried to gather the opinions of a small group of children (n=19), between 4 and 6 years old, who attended 3 Portuguese kindergarten classes in 2008. Our aim is to describe what those children thought about health issues.

The data was collected by the early childhood teachers, during interviews with children in their classes. The children were asked about:
1. What is health?
2. How do children get healthy?

Through a content analysis on the children's answers, we identified several categories (n=11) which characterize the health concept. Those categories can be distributed in 3 dimensions:
1. physical health
2. social health and
3. emotional health.

The results indicate that most children stress the physical aspects of health, such as healthy diet, physical activity, sleep and hygiene. Nevertheless, some children showed a wider knowledge of health, regarding important aspects of life, such as well-being and cooperation with others. It is important to highlight that the results displayed in this poster are part of an exploratory research. This case-study was considered a preparing moment in order to, later, complement our primary study.

Keywords: children's perspectives, health, complementary study, early childhood, kindergarten

Attachment: maternal sensitivity, preschooler

GARENE KALOUSTIAN *(Lebanese American University LAU)*

The purpose of the study is to examine the association between maternal sensitivity and preschooler\'s secure base organization (as assessed with scores derived from Q-sort descriptions of the child's interactions with the mother and the scores derived from the Q-sort descriptions of the mother\'s behaviours), attachment representations with secure base organization (as derived from children's verbal narratives) and social competence (as reported by mother, teacher and friend). Participants will be a normative Lebanese sample of 50 mother-child dyads, with children participating when they are 3 years of age. The following hypotheses will be explored.

1. Maternal sensitivity is significantly and positively related to preschooler's secure base organization
2a. Attachment representations are significantly and positively associated with preschooler's secure base organization
2b. Attachment representations are significantly and positively associated with preschooler's social competence
3. Secure base organization is significantly and positively related to preschool children's social competence
4. Attachment representations mediate the association between attachment security and social competence.

Keywords: attachment, secure base behaviours, attachment representations, preschooler social competence, attachment and culture

Reading beliefs and their changes of kindergarten teachers

PEI-TSEN HUANG *(National PingTung University of Education)*

The purpose of this study was to investigate a kindergarten teacher's reading beliefs and to explore the relevant factors which influence the teacher's reading beliefs. Qualitative approach was adopted for data collection and analysis. Informants included six teachers who worked for kindergarten or nursery. Data collection included in-depth interviews and documents.

Several factors which influenced reading beliefs were as follows:
a. Personal factors: personal interests, personal characteristics, family environment, and significant others.
b. Teacher training: practicum experiences, career environment, curriculum model and teaching partners.

Keywords: kindergarten teacher; reading beliefs, belief change

A new destination of early childhood teacher education

EUNJU YUN *(Catholic University of Daegu)*

Current top issues in teacher education such as professionalism, the extension of practicum and placement, and connection between theory and practice are not new to educators. A long history was pointed out by Katz(2008) as having been critically discussed in 1950s and 1960s. Over the years we have faced the same matters and solutions but practice hasn't improved yet. Why does our teacher education system always seem to be on the wrong track? Why have we struggled with the same matters for years?

This paper aims to argue that teacher education needs to go to a new destination, away from superficial scrutiny that prodded practice to death. The research method employed

in this study is a historical analysis of early childhood teacher education writings in major early childhood academic journals. From the review, I will identify the neglected areas of teacher education and recommend diverse tracks for the improved quality of teacher education

Keywords: early childhood teacher education, historical analysis, teaching as life

The cross-cultural comparison of the national curricula and the preschool teachers' conceptions

Aino Ugaste *(Tallinn University)*
and Anneli Niikko

Nowadays, increasing numbers of preschool children spend the great part of their day in the day care centres or preschools. This means that the preschool teachers have to be able to answer to the children's many kinds of needs, to create a favourable environment for the children to grow and learn. Also they have to be able to co-operate with different parents and act in multiprofessional contexts. OECD report (2006) focuses on new thinking in the field of early childhood education taking into account the preschool teachers, too.

In order to solve the growing challenges in day care centres or preschools and to develop pedagogical quality it is important to consider both the core values of the curriculum and the values of the preschool teachers, at the same time. Also it is interesting to compare these issues between the different countries. In this paper we concentrate on the following questions:

1. What are the core values of the written national curricula in Finland and in Estonia?
2. What are the preschool teachers' conceptions of their core values in their pedagogical action, in these two countries?
3. What kind of similarities and differences can be found in the core values of the national curricula and the values of the preschool teachers in their pedagogical action, between in these two countries?

Curriculum documents from both countries were collected and the preschool teachers were interviewed with open ended questions. The analysis of data has been done using the systematic content analysis (Tesch 1990) and Wilson's (1989) ideas of the types of content analysis. The results will be presented in EECERA -conference.

Keywords: teachers, curricula, comparative study, conception

Diversity in educational practises in the family: an empirical study to transition into school

Monika Sujbert *(Pädagogische Hochschule Ludwigsburg)*

The article titled „Diversity in educational practises in the family: an empirical study to transition into school" focuses on the diversity in educational contexts in the family. Currently, from macro-level viewpoint, there is a high heterogeneity in regard to the education practises within families. School-aged children get different experiences from their families and institutions just before their first important transition into school.

This article shows the first results of a qualitative research about the transition topic in Germany, in which parents were interviewed before and after the school-enrolment of their six-years old firstborn child. The importance of this project is further supported by the current PISA and IGLU studies results, whose current conclusions show that the social background and the closeness with high-literated parents are decisive for a successful school career. However, there are hardly empirical researches which describe this trend. For this reason, this research focuses specifically on highly-educated social groups.

POSTER
PRESENTATIONS

The research question is how the transition from kindergarten into school is perceived and experienced by parents; how are chances and risks dealt. How is this transition arranged and how does it evolve along the time? This project is conceived as a panel study. Since this topic has been hardly researched, there are no related studies to it.

Keywords: family, transition into school, school-aged children, high-literated parents, qualitative research

Reflections on the philosophy and development of early childhood education through "Fusion of Horizons" by Taiwanese parents, Taiwanese parents who reside in Vienna, and early childhood professionals Object

CHANG TSUEY ER

(Shu-Te University Department of Early Children Care and Education)

and CHENG MEI-CHEN MEI

(Ho University Department of Early Children Care and Education, Taïwan)

The study object is to examine the similarities and differences in regard to the language and race of parents and children in learning, and in the growth of different views of cultural values and different educational environments: Vienna and Taiwan. Our aim was to understand the learning process and impact and in different educational and cultural environments through in-depth interviews. In the interview process, everyone transformed the concept of "fusion of horizons" to construct a picture of early childhood philosophy and development in two places: Taiwan and Vienna. The major theoretical concepts of the study are early childhood education philosophy, folk pedagogy and narrative theory.

This study sums up the following major points:
1. Exploration of the similarities and differences of early childhood education environments in Taiwan and Vienna
2. The reflections on the philosophical views in educating children in two different areas according to parents' views in choosing kindergartens.
3. Structure of the process of development of early childhood education in Vienna and Taiwan.
4. Comparison of the conceptualization and practices in the transition from kindergarten to elementary school in Vienna and Taiwan
5. Educational expectations of children through comparisons and reflections. Finally, reflection was used to consider the most favorable elements and conditions for the enhancement of children's learning.

Keywords: comparative education, multicultural education, parent education, fusion of horizons

An implementation study on a teacher development evaluation system in an early intervention center

CHANG TSUEY ER, LIN WAN-CHI and CHENG SHIU *(University Taiwan)*

This study is intended to develop a suitable teaching evaluation system for the teachers of an early intervention center. Objectives:
1. To develop an assessment system for an Early Intervention Teacher Evaluation Kit (referred to as DeiTEK), based on DeTEK (The Development Teacher Evaluation Kit) architecture, in cooperative development with the teachers of an early intervention center;
2. Through the practice process, to amend and improve the development of DeiTEK assessment tools, including: the performance of self-teaching checklist (A, B), the Teaching Behavior Integrated Observation Scale (A-E), and the data analysis table;

3. To explore the effectiveness of the assessment tools of DeiTEK to implement the system. Methodology: We adopt action research to complete this research which is mainly based on the discussions in meeting reports, the interview reports and the observation records on the teaching situations.

The researchers and 4 teachers at an early intervention center. Main findings: First, the researchers designed the self-checklist of teaching performance (part A 20 items, part B 30 items). Second, we communicated and discussed with early intervention teachers to amend the inappropriate items.

Then, based on the adjusted content, we developed the project as "Developmental Early Intervention Teacher Evaluation, or DeiTEK". DeiTEK included: self-analysis profile investigation, early intervention teachers integrated observation scale (A-E), and a data analysis table. The fields include five areas:

the concept and implementation of teaching;
- individualized teaching;
- attitude and communication interaction;
- the teaching resources;
- and communication between parents and teachers.

Keywords: professional development of teachers, teaching evaluation, pre-school special education, early intervention

Les systèmes éducatifs et la politique de la petite enfance en Corée du Sud

Lee Hwado *(Catholique Universite de Daegu, Coree du Sud)*

Cette recherche a l'objectif de présenter les systèmes de l'éducation préscolaire coréenne. En Corée, la problématique de l'éducation préscolaire porte sur la question de fréquentation régulière de l'établissement scolaire, soit public soit privé, par des enfants âgés de 3 a 5 ans. Donc ce sera utile et intéressant de comparer les systèmes éducatifs de la petite enfance entre pays, du point de vue éducative, économique, politique et culturelle.

En Corée, les systèmes éducatifs de l'éducation préscolaire ne sont pas soumis a l'obligation scolaire. La plupart des petits enfants sont scolarisés dans des établissements privés, surtout pour des enfant âgés de 4 et 3 ans. En effet, les enfants qui fréquentent l'établissement publics sont de 70.4% pour les enfants âgés de 5 ans, 22.7% pour les enfants âgés de 4 ans, et 6.7% pour les enfants de 3 ans (Statistique nationale pour 'éducation, 2005). Traditionnellement les coréens préfèrent que l'enfant doit être élevé par sa mère.

Pourtant, des récentes recherches montrent l'importance capitale de l'éducation de la petite enfance, ce qui nous conduit à une valorisation de la petite enfance formant la base de l'éducation.

Keywords: éducation préscolaire, system éducatif, réorganisation du système éducative, postmodern orientation, la petite enfance

A propos du droit des enfants de jouer : un modèle d'utilisation du jeu à des fins educatives

Ivanova Galena *(Université de Plovdiv Bulgarie)*

Le modèle élaboré est opérationnel et technologique ce qui permet son implantation dans les pratiques éducatives Implications aux niveaux politiques et pratiques : les enfants actualisent leurs droits avant tout dans le jeu. Cependant l'organisation de vie des enfants aujourd'hui limite leur droit de jouer et en conséquent ils jouent de moins en moins. Poursuivant des apprentissages précoces les adultes ne se soucient pas de créer des

conditions propices au jeu. En résultat on peut constater chez les enfants du monde moderne une pauvreté de la culture ludique et piètre compétence ludique. Pour remédier à cette situation nous avons élaboré un modèle éducatif ludique basé sur de différents jeux et approuvé dans les écoles maternelles en Bulgarie.

Notre modèle comporte des systèmes de jeu x s'inscrivant dans les interactions pédagogiques et contribuant à l'organisation du processus éducatif et à l'enrichissement du jeu comme activité dominante pendant l'âge préscolaire mais surtout à la reconnaissance du droit de l'enfant de jouer. Notre préoccupation principale était de créer un modèle d'utilisation de jeu à des fins pédagogique sans pour autant de priver les enfants d'initiative, de liberté d'expression ludique et de plaisir de jouer.

Keywords: enfants, préscolaire, jeu, droits, éducation

The difference between male delinquents and nondelinquents in social cognition

Khadijeh Abolmaali *(Azad University, Iran)*

The purpose of this research was to study the difference between male delinquents and nondelinquents in social cognition. The statistical population was:
1. Delinquents that were living in Correctional Center in Tehran that committed aggressive crimes, and
2. Nondelinquents who were pupils in high schools that had same social situation.

The Sample consisted of 48 male delinquents and 48 male nondelinquents that randomly were selected. For data collection subjects completed social problem solving inventory revised (SPSI-R) of D'Zurrila, Nezu, and Maydeu- Olivares, and two other questionnaires, including anger- control and communication skills, which were designed by the researcher. It was also used a semi-structural interview with each subject about one\'s possible selves in order to obtain some further data.

The results showed that: there were differences between male delinquents and nondelinquents in anger-control, communication, dysfunctional dimension of social problem solving skills and the levels of possible selves and its balance.

Keywords: social cognition, male delinquents and nondelinquents, Correctional Center in Tehran

Supporting children´s language development -Evaluation of a training modul for pre-school teachers on language, languageacquisition, language disorder and multilingualism

Dörte Utecht, Tobias Ruberg and Monika Rothweiler
(University of Hamburg Research Center 538 Multilingualism)

To cope with the task of supporting children´slanguage development it is necessary to implement linguistic topicssystematically in the education of early childhood professionals. Implications for policy and/or practice : In our project in Hamburg we havedesigned, implemented and evaluated a training module that qualifies preschoolteachers on a linguistic basis in the domains of language assessment andadvancement of language proficiency.

The basic hypothesis of our study is thatprofessional training of children in the domain of language skills needs to besubstantiated by linguistic knowledge to be effective.However, preschool teachers are not well grounded in linguistics and linguisticknowledge about language and language acquisition nor are they trained in thosetopics. Before, during and after putting the module into practice we collected dataabout teacher´s self-perception, linguistic knowledge, skills in assessing andsupporting language proficiency by using

questionnaires, tests, seminar diariesand video observations. Pre-school teachers who did not attend the trainingserved as a control group.

First findings from our pre-test show that all professionals in our trainingmodule have considerable practical experiences in assessing and supportingchildren´s language proficiency and that they attended several vocationaltrainings in this area. Nevertheless their judgement on children´s languageproficiency was mainly guided by general knowledge about children´s cognitiveand social development rather than being driven by knowledge and application of (psycho-)linguistic criteria.

In this poster, we present preliminary findings from the pre- andpostevaluation, showing that (psycho-)linguistic knowledge and skills inassessing and supporting language proficiency can be promoted in early childhoodprofessionals and how this works. We discuss problems we encountered inimplementing linguistic knowledge and theory into pratice and how thesechallenges can be met methodologically.

Keywords: early childhood professionals, Qualification and Training, linguistic knowledge, supporting language development, assessing children's language proficiency

Small children`s voices

Nina Winger, Brit Johanne Eide, Karin Hognestad and Bente Svenning *(Oslo University College, Norway)*

Present discourses within early childhood education and research underlines children`s rights to participate and contribute in everyday life. New ways of relating to children questions the asymmetrical relationships between adults and children, disturbs power positions and calls for democratic processes and reciprocity. A strengthened attention towards children's positions and subjectivities urges us to examine our former perspectives on children and childhood, and to some extend redefine established theories, practices and research methodologies. In our research group at Oslo University College we have for a long time been focusing on "the participating child" and its position within pedagogical institutions and research.

Through different methodological approaches, we have searched for children`s perspectives in different ways. By reinvestigating ethnographic methods, observations and child-interviews we have aimed to involve children in our research projects within in day care centers and kindergartens. Children's perspectives are multiple, complex and diverse. All children, at any age, have a right to be heard and respected. Giving children voice, listening to them and being genuinely interested in their stories and experiences, raises many crucial questions.

Any approach that aim to make space for children's voices, demands high ethical standards and communications skills from the researcher. A main question is how children`s voices can be heard, documented and presented in a respectful, qualified and committed way. This calls for sensitivity, competence and awareness towards children`s many languages and ways of expression. In our poster we will give attention to some central questions related to research involving small children`s voices and perspectives.

Our presentation will be illuminated with examples from ongoing research projects in our research group.

Keywords: Small children`s voices, democracy, documentation, research ethics

Promoting inclusive learning through blockplay

Tim Vaughan, Annabel Hollis, Dan Spry and Pauline Latchford *(Cheshire West and Chester Council, UK)*

The first phase of the Cheshire Blockplay Research Project took place in Cheshire, UK between May 2008 -January 2009. This was as a result of new central government funding to support nurseries to improve their toys and resources. The local authority decided to provide resources as part of an action research project. A range of 48 nursery settings and 48 childminders with 2-4 year old children participated and each were given a substantial quantity of quality wooden blocks for indoor and outdoor use. They were also given a camera and digital photo frame to document the project. The project focused upon improving play and learning for all children and particularly boys. A strong element of the project included practitioner exchange to enhance reflective practice.

Keywords: blockplay, boys, frobel, quality, action-research

Chinese language acquisition amongst preschool-aged children of immigrant families in Australia: parental involvement and extracurricular education

Liang Li, Marilyn Fleer and Susan Edwards *(Education Faculty, Monash University, Australia)*

The importance of educational achievement for children within minority groups children and young children from immigrant families has received attention as of late, as the population of Australia becomes more linguistically and culturally diverse. Additionally, interest in second language acquisition of young children within minority communities has also increased amongst researchers and practitioners (Debey & Bombard, 2007; Kemppainen, et al., 2008). In Australia, many Chinese-Australian families send their preschool-aged children to learn Mandarin in weekend Chinese schools. They expect their children to be able to use Mandarin as another tool to communicate with other Chinese people such as their relatives and friends. Thus, family involvement in young children's Mandarin acquisition is an important issue.

This paper reports on a proposed qualitative research study aimed at investigating how two families help their children acquire Mandarin as a second language. The study intends to use Vygotsky's cultural historical theory with a focus on the inner-relationship between language development and thought, to examine this process. Grounded in ideas from Vygotsky and El'konin, researching young children's development is based on the dialectical-interactive framework as the research approach to examine how children contribute to the interactions with adults and other siblings within the family context (Hedegaard, 2008). The researcher is interested in the everyday experiences of children as a way of determining the activities parents engage in when interacting with their children using Mandarin. Adopting dialectical approach, three methods of data collection are proposed. Active participant observation will be collected on verbal interactions videotaped by the researcher and parents at home and teachers at school, in order to get a good understanding of children's typical activities and partners in a Mandarin-speaking environment. Indirect data of interactions will be represented through photos and written report by parents. Semi-structured interviews with parents will be used to identify family's values and beliefs about their young children's second language learning and child-rearing practices.

Comment les outils numériques peuvent-ils aider le processus éducatif à l'école maternelle?

Ádila Faria and Altina Ramos (Universidade do Minho - Braga)

L'évolution rapide des TICE et l'augmentation considérable de son utilisation dans tous les contextes de la vie, sont en train de transformer le monde et la manière comme on conçoit l'éducation (Lou, Abrami & d'Apollonia, 2001). L'école maternelle est venue à comprendre, graduellement, que l'intégration et l'appropriation des technologies digitales, de la part des enfants, c'est un chemin sans retour et, dans la perspective de Amante, doivent être comprises « comme un instrument culturel au service d'expériences d'apprentissage scolairement importantes. » (2007, p. 57).

À l'école maternelle de Rio Côvo, Santa Eulália, les enfants, vrais indigènes digitaux (Prensky, 2001) coexistent d'une forme parfaitement naturelle avec les dispositifs technologiques pour communiquer, chercher, partager, créer, socialiser et, bien sûr, apprendre. Dans ce contexte, depuis 2006, je travaille, comme enseignante et, en même temps, comme investigatrice, avec un éventail très varié d'outils digitaux de forme intégrée dans les différents domaines de contenu. En 2006/07 j'ai créé et j'ai dynamisé un blog, disponible sur http: //dajaneladomeujardim.blog.com.

Depuis octobre 2007, j'utilise la plate-forme Ning (http: //janelajardim.ning.com) comme moyen de communication, divulgation et de partage en ligne et aussi comme outil de construction collective de connaissance, soit de la part des enfants, soit d'enseignants et d'investigateurs qui constituent déjà cette petite communauté en ligne.

Dans cette affiche, et à partir des résultats obtenus, je présente les raisons qui justifient l'intégration des TICE à l'école maternelle, en faisant ressortir leur contributions:
1. au niveau du langage, de la connaissance du monde et de la formation personnelle et sociale;
2. au niveau de l'interaction avec la communauté éducative;
3. au niveau du développement professionnel des éducateurs, enseignants et investigateurs engagés.

Keywords: École maternelle, TICE, apprentissage formelle et informelle

The development of child-care provider evaluation kit and its application to a day-care center in Taiwan

Lin Wan-Chi *(Department of early children care and education, Cheng Shiu University, Taiwan)*
and Chang Tsuey Er *(Shu-Te University, Taiwan)*

The Developmental Teacher Evaluation Kit (DeTEK) Handbook was developed by Ben M. Harris (1986). DeTEK is successful in the teaching contexts of elementary, junior and senior high schools. However, when put to use on day-care centers the DeTEK system proves unsuitable for the assessments of child-care providers. Therefore, this article attempts to establish an improved evaluation system for child-care providers. First, we revised DeTEKs according to the teaching contexts of day-care centers and developed a new eight-step evaluation called "Child-Care Provider Evaluation Kit" (CCPEK).

Then we examined the CCPEK by inviting teacher Ping from A day-care center in Kaohsiung, Taiwan to participate in the experimental examination. Results showed that the process of CCPEK was too complicated. Some evaluative criteria, such as performance standards, objectives and indicators, were difficult to understand without evaluator explanations.

Three primary issues were identified. First, each five-minute recording on the General Teaching Behavior Observation Form hindered observation work and limited evaluation time. Second, duplicity of evaluation forms was redundant. Third, the immediate on-site evaluation work strains the evaluator's observation skills. The following recommendations could serve as a basis for researchers who would like to experiment with child-care provider evaluation systems:

1. The evaluation process of CCPEK should be simplified from 8 to 5 steps.
2. Regarding the evaluation form, the self-evaluation section should be simplified and the classroom observation section should be clarified.
3. The CCPEK evaluator needs proper observation training in order to prevent the 'Hallo Effect', which would otherwise influence the results of assessments.

Keywords: Teacher Evaluation, Performance Appraisal, Child-care Provider Assessment, Experimental Examination, DeTEK

Preliminary study of exploring the mathematical ability of indigenous young children

Li Tsung Wen Kuo, (*Department of Early Childhood Education, National Taitung University, Taiwan*)

The purpose of the study was to exploring the mathematical ability of indigenous young children by the Test of Early Mathematics Ability—Second Edition. The data was part of a three-year project and the total participates were 58 Paiwan children. The result showed the mathematical ability quotient of indigenous children was a little bit lower than the reference norm from the USA data. However, the other three related studies showed the mathematical ability quotient of Taiwanese children was higher than the reference norm from the USA data.

The domains of higher error rate were arithmetic, number-comparison facility, calculation skills, numeral literacy. Mother's work had significant correlation with the mathematical quotient of indigenous children. The results discussed with several related studies in Taiwan.

Pratique expérientielle d'une EJE

Rosa Molinero and Véronique Fanfant *(Association Les Diablotins)*

Dans un groupe, l'étrangeté de la nouveauté nous rend rarement à l'aise. L'observation nous amène parfois à nous rapprocher d'une personne au sein du groupe pour nous intégrer à ce groupe, La démarche pédagogique du multiaccueil « les diablotins » a pris naissance sur cette hypothèse. La méthodologie du rapprochement d'une personne pour intégrer un groupe se décline de manière singulière pour l'enfant dans un groupe (en lien avec son âge, par étape) la famille dans la crèche, le professionnel dans l'équipe, la crèche dans les partenaires institutionnels et financiers ; le tout dans la sphère politique.

La pédagogie est le fil conducteur qui aboutit à une adaptation des pratiques pour un objectif commun. Des outils méthodologiques ont été créés afin de conscientiser les effets attendus et d'évaluer la démarche entreprise. L'objectif est de rendre compte de la démarche aux familles afin d'éviter l'écueil de la toute puissance professionnelle et pour réajuster la démarche à leurs attentes.

Cette expérience a pu être outillée au plan conceptuel par une réflexion pédagogique sur la base de recherches élaborées par un dispositif d'ingénierie de formation. Rosa Molinéro EJE réalise le montage de 2 structures petites enfance associatives dont elle prend successivement la direction. Véronique Fanfant EJE, responsable de formation EJE en Institut de recherche en travail social, conceptualise la formation des EJE qui travaillent aujourd'hui dans le multi accueil « les diablotins ».l'objet de la communication

est celle d'une rencontre entre une pédagogie empirique et une valorisation de cette pédagogie par la recherche. Penser l'évaluation en amont de l'action éducative suppose une volonté d'aide aux enfants et aux familles à une communication au plus près de leurs intentions et une capacité à se questionner en pensant aux intentions de l'autre sans se perdre.

Keywords: individualité, compétences, diversité relationnelle, organisationnelle, outils

Teachers' ideas on implementation of early childhood education curriculum in different times

MAIRE TUUL and AINO UGASTE (Tallinn University)

Profound changes have taken place in the development of early childhood education in Estonia and the kindergarten staff should react flexibly to the altered needs of children, their parents and society. The aim of the current study was to explore the teachers' views on Estonian curriculum of early childhood education during the last 30 years. The data were gathered using a semi-structured interview and 31 experienced Estonian kindergarten teachers participated in the study.

All interviewees identified that the biggest change was the transfer from the teacher-centred approach to child-centred approach. Earlier, the teachers in their work proceeded from a unitary early childhood system, curriculum and educational materials. Today, a teacher has transformed from the mediator of knowledge to children's partner and facilitator of development and learning. The teachers have possibilities to co-create a caring, stimulating and inclusive learning environment with students encouraging children to act and experiment. The teachers emphasised on the fact that they had improved a lot as professionals, learnt a lot about themselves and teaching-studying in a totally different way, and they are still learning a lot now and they are ready to face new challenges ahead.

The findings of the study indicated that teachers' reflection on their experiences and practices might result in increased awareness of their professional development.

Keywords: teacher, ideas, early childhood education, curriculum, professional development

Sharing time as a site to construct and negotiate social worlds in three kindergarten classrooms in Taiwan

MIN-LING TSAI *(National Taipei University of Education)*

This paper is drawn from a two-year study which examined the contents, styles and themes of kindergarten children's personal narrative collected at sharing time. In the process of data analysis, it is found that while narrating daily family lives, these children were also sharing their constructions of self, social relationships and social roles. Sharing time served as a site where young children negotiated their response to cultural norms individually and collectively.

These three kindergarten classrooms were located in three areas, including Taipei city, an Atayal (one aboriginal tribe in Taiwan) community in the mountain area and Kingman county, which is a small island situated in Taiwan Strait (between China and Taiwan). The researcher and her assistant did classroom observations in these three kindergarten classrooms to collect children's personal narrative and to explore the participation structure (including turn allocation, rules, patterns of the participants' questioning and response) at sharing time. Interview with the young children, their parents and the teachers were also conducted to understand how good narrative was defined and if (and how) such definition changed over time. More then three hundred children's personal narrative were recorded

by digital recording bar. Stanza analysis as developed by Gee (2000) was applied to discern the narrative structures. Moreover, the transcribed narrative texts were treated as literary texts and analyzed again to find out how character portrait, plot organization and themes in these texts were related to these young children's diverse cultural response to their social worlds.

Getting it right - an overaching model of education and care in the early years

JENNIFER EVANS *(The Infants Home Child Family Services, Australia)*

The diversity of system and polices of education and care provide a rich repository from which we can all draw on. These diverse systems are testament to each countries history and their 'image of the child'. They are also enmeshed in political and economic environments.

A particular focus is an examination of the consequences of the imposition of conceptual models in the early years based on adult values and paradigms. The common driving factors that generate this diversity around the world are explored.

A perspective that acknowledges the uniqueness of the early years period and the multiple interconnectedness of variables in determining the well being of children is necessary for the development of a congruent system of care and education across multiple interfaces in the early years experiences.

Professional Pedagogical Leadership

LASSE BJERG JØRGENSEN, MIKAEL WENNERBERG JOHANSEN and DANIELA CECCHIN
(BUPL, Trade union for pedagogues in Denmark)

This poster presents a new theoretical and methodological approach to leadership in early childhood, developed by the Danish National Federation of Early Childhood Teachers and Youth Educators, BUPL. The new approach, called Professional Pedagogical Leadership, is characterized by connecting pedagogical developmental theory and leadership experience with classic leadership theory in one model.

Professional Pedagogical Leadership takes into consideration that pedagogical institutions are complex social developmental institutions with the socio-political objective to take care of children's socialization and education. At the same time pedagogical institutions constitute working places for pedagogues cooperating in a professional pedagogical environment. These other aspects describe the complexity characterizing pedagogical institutions. How must approaches to leadership of pedagogical institutions account of this substantial pedagogical core?

The contemporary political philosophy on how to lead and manage modern public institutions rests on the assumption, that leadership is a profession in itself that can be performed adequately regarding the professional context. From empirical studies BUPL knows, that pedagogical educated leaders combine their pedagogical knowledge with their managing competences when performing leadership. Thereby the four classic aspects of management (economy and administration, strategy, profession and personnel) are transformed into a pertinent approach incorporating pedagogical elements suitable for pedagogical institutions.

Professional pedagogical leadership seriously challenges the fact that any leader with unquestionable managerial skills and abilities are able to lead a pedagogical institution.