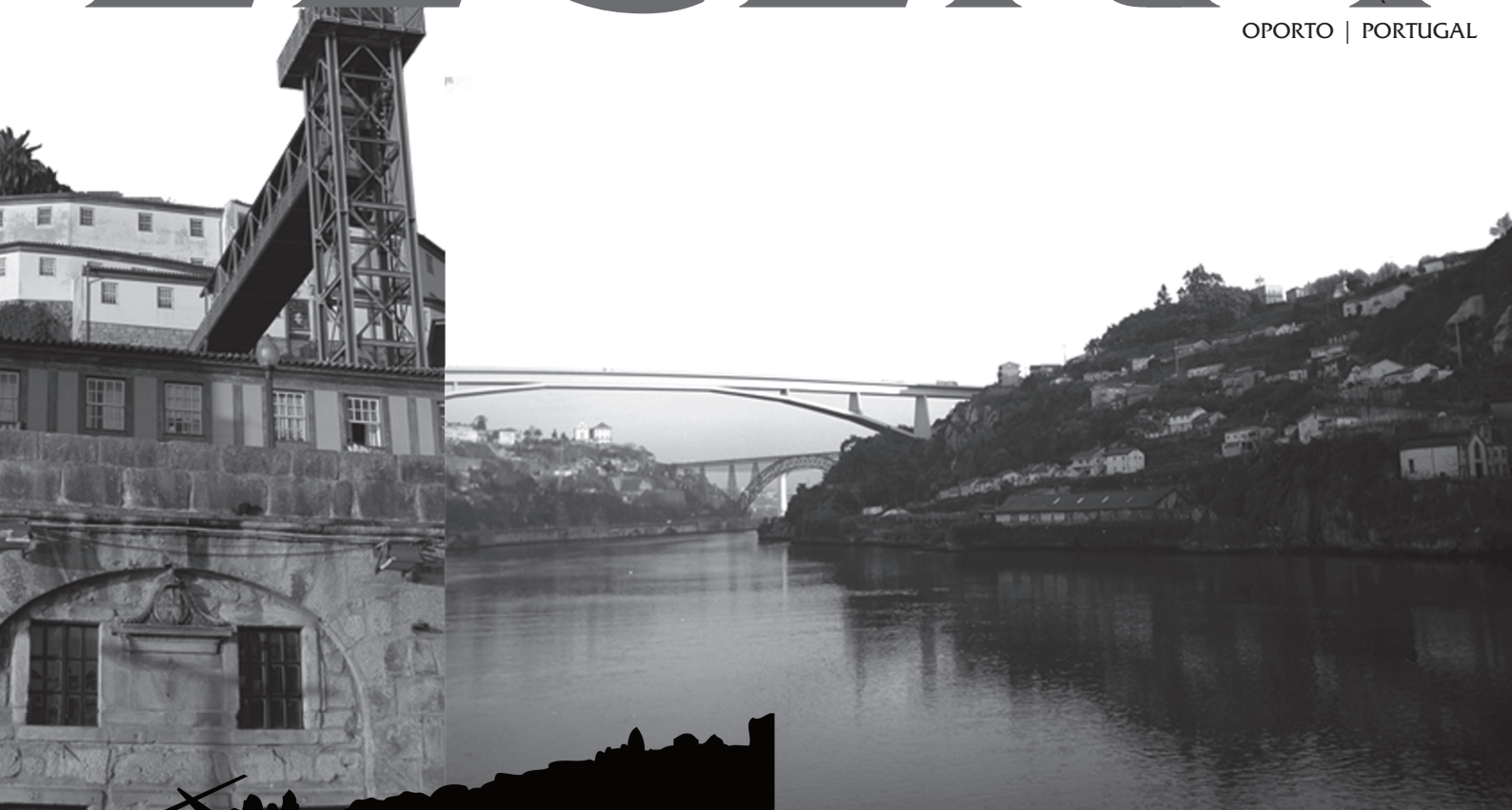


European Early Childhood Education Research Association

EECERA

29th aug > 1st sep 2012

Oporto | Portugal



22ND

EECERA CONFERENCE

PRE-BIRTH TO THREE: identities, learning, diversities

Conference Programme

Wednesday 29th August, 2012

| | |
|---------------|---|
| 09.00 – 16.00 | Exhibitor setup |
| 09.30 – 12.30 | Meeting of the EECERA Board of Trustees |
| 12.30 – 16.30 | Registration |
| 12.00 – 16.00 | SIG Meetings |
| 13.30 – 15.30 | Editorial Board |
| 16.00 – 17.15 | Electoral College |
| 19.00 – 20.30 | Opening Reception |

Thursday 30th August, 2012

| | |
|---------------|---|
| 08.00 – 08.45 | Registration |
| 08.45 – 09.30 | Opening Session |
| 09.30 – 10.30 | Keynote I |
| 10.30 – 11.00 | Coffee Break |
| 11.00 – 12.30 | Symposium Set I |
| 12.30 – 13.15 | Poster Presentation |
| 13.15 – 14.30 | Lunch |
| 14.30 – 15.30 | Keynote II |
| 15.30 – 16.00 | Coffee Break |
| 16.00 – 17.30 | Symposium Set II |
| 17.30 – 18.45 | EECERA Market Place & AGM Members Meeting |
| 19.00 – 23.30 | Conference Dinner |

Friday 31st August, 2012

| | |
|---------------|------------------------------|
| 08.00 – 08.30 | SIG Convenors Meeting |
| 08.30 – 09.00 | Country Coordinators Meeting |
| 09.00 – 10.30 | Symposium Set III |
| 10.30 – 11.00 | Coffee Break |
| 11.00 – 12.00 | Keynote III |
| 12.00 – 13.00 | Meeting ??? |
| 13.00 – 14.00 | Lunch |
| 14.00 – 15.30 | Symposium Set IV |
| 15.30 – 16.00 | Coffee Break |
| 16.00 – 17.30 | Symposium Set V |
| 17.30 – 18.30 | Keynote IV |
| 18.30 – 22.00 | Optional Evening Programmes |

Saturday 1st September, 2012

| | |
|---------------|------------------|
| 08.30 – 10.00 | Symposium Set VI |
| 10.00 – 10.30 | Coffee Break |
| 10.30 – 11.30 | Keynote V |
| 11.45 – 13.00 | Closing Down |
| 13.00 – 14.00 | Lunch |
| 14.00 – 16.00 | SIGs Meeting |

PROGRAMME OVERVIEW
 THURSDAY 30th AUGUST, 2012
 SYMPOSIUM SET I: 11:00 – 12:30

| Symposia SET | Title | Room |
|--------------|---|-------|
| I/1 | Children's perspectives on quality in child Care | H 207 |
| I/2 | Children's participation in the peer-community | J 209 |
| I/3 | Children' perspectives 1 - children' perspectives about life | I 301 |
| I/4 | Policy and pedagogy in immersion preschools in minority languages | H 309 |
| I/5 | Reframing early childhood leadership and pedagogical methods | J 210 |
| I/6 | Movement experiences and the development of basic competences in early childhood | H 308 |
| I/7 | Strengthening the community of learners using action research as the key pathway to pedagogical change | H 312 |
| I/8 | Care, Curriculum and Professional Culture | I 205 |
| I/9 | Early childhood pedagogy 1 | I 204 |
| I/10 | Engaging families in children's learning and development | J 205 |
| I/11 | Families involvement – teachers & parents partnership 1 | H 420 |
| I/12 | Early Childhood Leadership – Cross-cultural learnings from leadership research | H 211 |
| I/13 | Kindergarten as an arena for cultural formation-methodological issues | H 424 |
| I/14 | Aspects of children's everyday forest experiences at a children's centre and nursery school | H 307 |
| I/15 | Outdoor play and education - Practices and diversities | H 306 |
| I/16 | Participatory pedagogies 1 | J 208 |
| I/17 | Pedagogy in the first years- The need for an infant and toddler specialisation in teacher education programmes | I 401 |
| I/18 | Working on quality through well-being and involvement. The Impact of the experiential education tools SICS and POMS (Leuven Scales) | H 202 |
| I/19 | Play in early childhood 1 | I 201 |
| I/20 | Continuidades na Educação de Infância | H 209 |
| I/21 | Teacher's professionalism - teachers' constructions about teaching | I 306 |
| I/22 | Methodologies of transition research 1 | H 304 |
| I/23 | Transitions in early childhood 1 | I 301 |
| I/24 | Practitioner learning for effective practice in the development of provision for 2 year olds in the UK | H 422 |
| I/25 | Workforce development 1 | I 203 |

PROGRAMME OVERVIEW
THURSDAY 30th AUGUST, 2012
SYMPOSIUM SET II: 16:00 – 17:30

| Symposia SET | Title | Room |
|--------------|--|-------|
| II/1 | Children's perspectives I | I 201 |
| II/2 | Children's Participation 1 | H 304 |
| II/3 | Early years curriculum | H 307 |
| II/4 | Early education in Arts 1 | H 211 |
| II/5 | Early education in Mathematics and Science 1 | H 424 |
| II/6 | Linguistic diversity SIG | H 422 |
| II/7 | Pedagogical sensitivity, stress regulation and learning | H 309 |
| II/8 | History and traditions as content in early childhood education and care (ECEC) | H 420 |
| II/9 | Pen Green Tracer Study | J 209 |
| II/10 | Families involvement 1 | H 422 |
| II/11 | Exploring early childhood leadership in practice within diverse contexts | H 208 |
| II/12 | Praxeological research: Differences, similarities and approaches from three different projects | H 306 |
| II/13 | Characteristics of outdoor environments - movement and physically active play | I 301 |
| II/14 | Perspectives on education for under threes in England | I 401 |
| II/15 | Promoting toddlers' wellbeing and parental involvement within Europe. Experiences from the European Comenius Project | H 308 |
| II/16 | Early childhood pedagogy - children's well-being 1 | J 206 |
| II/17 | Play in early childhood 2 | H 305 |
| II/18 | Policies for early childhood education 1 | H 209 |
| II/19 | Formação de professores para educação infantil: Proposições e dilemas enfrentados no Brasil | H 310 |
| II/20 | Pedagogias da Infância e Formação de Professores | H 312 |
| II/21 | Building a research culture of teachers working with infants and toddlers in early childhood settings in NZ | J 205 |
| II/22 | Preschool teachers view on children's learning | H 302 |
| II/23 | Teacher Education - pre-service training issues | J 208 |
| II/24 | Transitions from preschool to school – Learning journeys | J 210 |
| II/25 | Rights and risks in continuing professional development systems: European diversity and the early years workforce | I 306 |
| II/26 | Workforce development 2 | I 204 |
| II/27 | Workforce development - professional identities | I 205 |

PROGRAMME OVERVIEW

FRIDAY 31ST AUGUST, 2012

SYMPOSIUM SET III: 09:00 – 10:30

| Symposia SET | Title | Room |
|--------------|--|-------|
| III/1 | Toddlers everyday life in Scandinavian preschools – Care, play and development | H 308 |
| III/2 | Children’s narratives | H 307 |
| III/3 | Children perspectives about school 1 | H 422 |
| III/4 | Children perspectives on play 1 | I 203 |
| III/5 | Early education in Arts 2 | H 211 |
| III/6 | Early education for diversity 1 | J 208 |
| III/7 | ‘Early Change’: A cross-national project of early childhood education qualit | H 423 |
| III/8 | Lived spaces for infants and toddlers in early childhood settings. Space for emotion: The lived space of intimate relationships in infant-toddler care and education | H 312 |
| III/9 | Contribution of project work to Pedagogy-in-Pedagogy | J 210 |
| III/10 | Categorizations in Pedagogical Practice | H 424 |
| III/11 | Early childhood pedagogy - pedagogical documentation | H 305 |
| III/12 | Families involvement 2 | H 420 |
| III/13 | Families involvement - evaluation of programmes | H 208 |
| III/14 | Growing early childhood leaders – Recent developments from 4 countries | H 306 |
| III/15 | Research in early childhood pedagogy 1 | H 310 |
| III/16 | Learning from nature and environment awareness | H 207 |
| III/17 | Research, practice and narratives on outdoor pedagogy | H 202 |
| III/18 | Early childhood pedagogy 2 | I 306 |
| III/19 | Early intervention | I 204 |
| III/20 | Quality evaluation in early childhood 1 | J 205 |
| III/21 | Early childhood pedagogy - children' s well-being 2 | J 206 |
| III/22 | Play in early childhood 3 | J 209 |
| III/23 | Policies for early childhood education 2 | H 209 |
| III/24 | Três olhares sobre documentação pedagógica | I 305 |
| III/25 | The cultural transfer of the role of the pedagogue: A consideration of participation, emotion and understanding in relation to children under three, parents and professionals | I 401 |
| III/26 | Teacher Education - training issues | I 308 |
| III/27 | Methodologies of transition research 2 | H 309 |
| III/28 | Parents in transition to school | I 301 |
| III/29 | Transitions in early childhood 2 | I 205 |
| III/30 | Andragogy, praxeology and practice: Roles and relationships in adult | I 201 |

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| | learning and the outcomes for practice | |
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PROGRAMME OVERVIEW

FRIDAY 31ST AUGUST, 2012

SYMPOSIUM SET IV: 14:00 – 15:30

| Symposia SET | Title | Room |
|--------------|--|-------|
| IV/1 | Children perspectives on play 2 | I 301 |
| IV/2 | Early Years curriculum 2 | I 203 |
| IV/3 | Early education in Mathematics and Science 2 | H 211 |
| IV/4 | Early education for diversity - interculturalism and multilingualism 1 | H 304 |
| IV/5 | Lived Spaces for Infants and Toddlers in Early Childhood Settings. Social spaces: The lived space of infants and toddlers social networks | I 401 |
| IV/6 | Early childhood pedagogy 3 | H 208 |
| IV/7 | Early childhood pedagogical approaches | H 202 |
| IV/8 | Families involvement 3 | H 209 |
| IV/9 | Families involvement 4 | J 205 |
| IV/10 | Does gender of ECE workers make a difference? | I 204 |
| IV/11 | Improving leadership and practice through graduate leadership and early year's professional status in England: Developing notions of quality in the early years. | H 207 |
| IV/12 | Research in early childhood pedagogy 2 | H 305 |
| IV/13 | Risk perceptions and meaning making in outdoor play | J 209 |
| IV/14 | Children and practitioners' use of outdoor spaces | J 210 |
| IV/15 | Early childhood pedagogy - learning with nature | I 201 |
| IV/16 | Early childhood pedagogy 4 | I 306 |
| IV/17 | Early childhood pedagogy - adults' role | H 312 |
| IV/18 | Early childhood pedagogy - children' s well-being 3 | H 424 |
| IV/19 | Play in early childhood 4 | H 306 |
| IV/20 | Policies for early childhood education - neoliberal policies | H 308 |
| IV/21 | Pedagogias da Educação de Infância 1 | H 423 |
| IV/22 | Reflection and the co-construction of new pedagogical knowledge in the training program of the new early childhood professional in Flanders | H 307 |
| IV/23 | Early Years teachers conceptions | H 309 |
| IV/24 | Transitions in early childhood 3 | H 422 |
| IV/25 | Workforce development 3 | H 420 |

PROGRAMME OVERVIEW
FRIDAY 31ST AUGUST, 2012
SYMPOSIUM SET V: 16:00 – 17:30

| Symposia SET | Title | Room |
|--------------|---|-------|
| V/1 | Children's participation 2 | H 304 |
| V/2 | Children' voices - children's expressions | H 306 |
| V/3 | Children perspectives about school 2 | H 309 |
| V/4 | Early education in Mathematics and Science 3 | I 306 |
| V/5 | Early education for diversity - interculturalism and multilingualism 2 | H 209 |
| V/6 | Development of children's self-regulation and initiatives in adult – Child interaction | J 210 |
| V/7 | Studying and researching early childhood from a European perspective: The European Masters of Early Childhood Education and Care (EMEC), a study programme delivered by six european universities | J 208 |
| V/8 | Early childhood pedagogy - developing social competences | H 422 |
| V/9 | Quality evaluation in early childhood 2 | H 308 |
| V/10 | Participatory pedagogies 2 | H 208 |
| V/11 | Families involvement and community participation | H 305 |
| V/12 | Families involvement - language and literacy | H 420 |
| V/13 | Gender equity and male workers in ECEC institutions | J 209 |
| V/14 | Systemic approaches to leardership | I 401 |
| V/15 | Research in early childhood pedagogy 3 - Research with young children | H 312 |
| V/16 | Children's well-being, involvement and participation in outdoor spaces | I 203 |
| V/17 | Opportunities and affordances in outdoor play and learning | H 207 |
| V/18 | Participatory pedagogies 3 | I 204 |
| V/19 | Early childhood pedagogy 5 | H 211 |
| V/20 | Early childhood pedagogy - competence of the child | J 205 |
| V/21 | Early childhood pedagogy - children' s well-being 4 | H 424 |
| V/22 | Play in early childhood 5 | H 307 |
| V/23 | Policies for early childhood education - under threes | H 312 |
| V/24 | Pedagogias da Infância 2 - pedagogias participativas | H 310 |
| V/25 | The role of Early Years professionals | I 201 |
| V/26 | Children's perspectives of the transition to school | H 202 |

PROGRAMME OVERVIEW

FRIDAY 1ST SEPTEMBER, 2012

SYMPOSIUM SET VI: 08:30 – 10:00

| Symposia SET | Title | Room |
|--------------|--|-------|
| VI/1 | Early education for diversity 6 | H 307 |
| VI/2 | Lived spaces for infants and toddlers in early childhood settings: Space for belonging | H 401 |
| VI/3 | Evaluating work with children, parents and pedagogues | I 301 |
| VI/4 | Early childhood pedagogy 6 | H 309 |
| VI/5 | Participatory pedagogies 4 | H 202 |
| VI/6 | Early childhood pedagogy 7 | H 306 |
| VI/7 | Families involvement - teachers & parents partnership 2 | H 422 |
| VI/8 | Workforce development - men in early childhood | J 210 |
| VI/9 | Leadership in Early Years | J 209 |
| VI/10 | Pedagogias da Infância 3 | H 304 |
| VI/11 | Teacher Education - pre-service training issues 3 | H 308 |
| VI/12 | Workforce development 6 | H 208 |

PROGRAMME OVERVIEW
THURSDAY 30th AUGUST, 2012
SYMPOSIUM SET I: 11:00 – 12:30

SYMPOSIUM SET I/1

CHILDREN'S PERSPECTIVES ON QUALITY IN CHILD CARE

Self-organised symposium

Room H 207

CHAIR: CHARLOTTE RINGSMOSE

University of Aarhus, DENMARK

Interplaying development

Charlotte Ringsmose, *University of Aarhus, DENMARK*

Children's drawing activities and narratives from their everyday lives

Anne Maj Nielsen, *University of Aarhus, DENMARK*

Researching children's everyday lives and quality in childcare

Charlotte Ringsmose and Grethe Kragh-Müller, *University of Aarhus, DENMARK*

SYMPOSIUM SET I/2

CHILDREN'S PARTICIPATION IN THE PEER-COMMUNITY

Individual Paper

Room J 209

CHAIR: AILIE CLEGHORN

Concordia University, CANADA

Translation, adaptation and content validation to the Portuguese population of the assessment of peer relations

Elsa Soares (1) and Ana Serrano (2), (1) *Fundação para a Ciência e a Tecnologia, Centro de Investigação em Educação, Instituto de Educação, Universidade do Minho, PORTUGAL*, (2) *Instituto de Educação, Universidade do Minho, PORTUGAL*

Children's participation in the peer-community – Continuity and alteration in the children's communication

Lars Yngve Rosell, *University of Stavanger, NORWAY*

Shaping the education and care experience of vulnerable scottish toddlers

Grace Paton, *University of the West of Scotland, SCOTLAND*

SYMPOSIUM SET I/3

CHILDREN'S PERSPECTIVES 1 – CHILDREN'S PERSPECTIVES ABOUT LIFE

Individual Paper

Room I 301

CHAIR: ANDREW LOCKETT

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The relationship between young children's understanding of the concept of death and their scientific knowledge

Ghada Zamka, *University of Hull, ENGLAND*

Evolution of children's beliefs about pregnancy and intrauterine development and associated factors

Filomena Velho and Rosa Branca Tracana, *Research Unit for Inland Development, Guarda Polytechnic Institute, PORTUGAL*

Perspectives on relationships by young children with difficulties in self-regulation

Marja-Leena Laakso, Leena Turja and Piia Manninen, *University of Jyväskylä, FINLAND*

SYMPOSIUM SET I/4

POLICY AND PEDAGOGY IN IMMERSION PRESCHOOLS IN MINORITY LANGUAGES

Self-organised symposium

Room H 309

CHAIR: MAIRE MHIC MHATHUNA

Dublin Institute of Technology, Ireland

Creativity, child initiative and language acquisition in a language planning project

Maire Mhic Mhathuna, *Dublin Institute of Technology, IRELAND*

Two languages for all children: Promoting early childhood bilingualism through public policy in Wales post devolution

Sian Wyn Siencyn, *University of Wales, Trinity Saint David, WALES*

'Say it in Gaelic': Developing pedagogic practices for early years language immersion learning

Christine Stephen (1) and Joanna McPake (2), *(1) University of Stirling, SCOTLAND, (2) University of Strathclyde, SCOTLAND*

SYMPOSIUM SET I/5

REFRAMING EARLY CHILDHOOD LEADERSHIP AND PEDAGOGICAL METHODS

Self-organised symposium

Room J 210

CHAIR: SUE BAYLIS

University of Worcester, ENGLAND

Re-framing early years leadership as a participatory pedagogy

Janet Murray, *University of Worcester, ENGLAND*

Using creative pedagogies to support communication for non verbal children

Sue Baylis, *University of Worcester, ENGLAND*

Participatory leadership: What difference does gender make?

Rory McDowall Clark, *University of Worcester, ENGLAND*

SYMPOSIUM SET I/6

MOVEMENT EXPERIENCES AND THE DEVELOPMENT OF BASIC COMPETENCES IN EARLY CHILDHOOD

Self-organised symposium

Room H 308

CHAIR: RENATE ZIMMER

University of Osnabrueck, GERMANY

Self-efficacy experiences in a child-parent-playgroup – The importance of corporal and sensual experiences for children’s development and learning processes

Carmen Huser, Elke Haberer, Nadine Madeira Firmino and Renate Zimmer, *University of Osnabrueck, GERMANY*

Promoting language in early childhood through the medium of movement

Nadine Madeira Firmino, Carmen Huser, Elke Haberer and Renate Zimmer, *University of Osnabrueck, GERMANY*

Promoting social-emotional competences (SEC) through the medium of movement

Elke Haberer, Nadine Madeira Firmino, Carmen Huser and Renate Zimmer, *University of Osnabrueck, GERMANY*

SYMPOSIUM SET I/7

STRENGTHENING THE COMMUNITY OF LEARNERS USING ACTION RESEARCH AS THE KEY PATHWAY TO PEDAGOGICAL CHANGE

Self organised symposium

Room H 312

CHAIR: WENDY LEE

Educational Leadership Project (Ltd), NEW ZEALAND

Awi mai awhi atu. Helping me, helping you. Fostering social competence in a mixed-age early childhood centre

Alison Brierley, *Educational Leadership Project, NEW ZEALAND*

Mātauranga: Building knowledge, wisdom and understanding in a leaderful community

Jo Colbert, *Educational Leadership Project (Ltd), NEW ZEALAND*

He iwi whānui o ngā kaiako ākonga: A community of teacher learners; aspects of effective professional development

Kathryn Delany, *Educational Leadership Project, NEW ZEALAND*

SYMPOSIUM SET I/8

CARE, CURRICULUM AND PROFESSIONAL CULTURE

Self-organised symposium

Room I 205

CHAIR: INGRID ENGDAHL

Stockholm University, SWEDEN

«Accompaniment» - A professional care?

Florence Pirard, *Unité Education Petite Enfance et Formation des Professionnels (EPEF), BELGIUM*

Recent trends concerning the holistic concept of EDUCARE in Sweden today

Ingrid Engdahl, *Stockholm University, SWEDEN*

Each child should be recognized as having the right to participate in everything that concerns him ... Rhetoric or reality?

Camus Pascale, *University of Liège, BELGIUM*

SYMPOSIUM SET I/09

EARLY CHILDHOOD PEDAGOGY 1

Individual Paper

Room I 204

CHAIR: CATH ARNOLD

Pen Green Research, Development and Training Base and Leadership Centre, ENGLAND

Preschool programs for particularly vulnerable (“at risk”) children and their families in Slovenia

Jerneja Jager, *Educational Research Institute, SLOVENIA*

Insights on project work with toddlers: Learning math and science

Cristina Parente (1), Dalila Lino (2) and Fátima Vieira (1), (1) *Institute of Education - University of Minho, PORTUGAL*, (2) *Teacher Education College Fafe, PORTUGAL*

Development of a language and communication screening test and identification of protective and risk factors associated with communication and language disorders

Vânia Peixoto (1), Paula Martins and Inês Sousa (2), (1) *Universidade Fernando Pessoa, PORTUGAL*, (2) *Universidade do Minho, PORTUGAL*

SYMPOSIUM SET I/10

ENGAGING FAMILIES IN CHILDREN'S LEARNING AND DEVELOPMENT

Self organised symposium

Room J 205

CHAIR: KATHY SYLVA

University of Oxford, ENGLAND

The incredible years teacher training in Portugal: How does it work in the promotion of the collaboration between preschool teachers and parents?

Maria Gaspar (1) and Vera Vale (2), (1) *Faculty of Psychology and Educational Sciences, University of Coimbra, PORTUGAL*, (2) *Superior School of Education, Polytechnic Institute of Coimbra, PORTUGAL*

Evaluation of the effectiveness of the implementation of the A PAR Programme in Portugal. Child development and parenting support

Maria Nabuco (1), Maria Stella Aguiar (2), Cláudia Costa (3) and Diogo Morais (4), (1) *Centro Interdisciplinar de Estudos Educacionais, Escola Superior de Educação de Lisboa, PORTUGAL*, (2) *Centro de Psicologia Clínica e Experimental: Desenvolvimento, Cognição e Personalidade, Faculdade de Psicologia, PORTUGAL*, (3) *Escola Superior de Educadores de Infância Maria Ulrich, Lisboa, PORTUGAL*, (4) *Faculdade de Psicologia, Lisboa, PORTUGAL*

Exploring barriers and opportunities for parental engagement in childcare

Kathy Sylva (1), Claire Schofield (2), Jenny Good (1) and Arjette Karemaker (1), (1) *University of Oxford, ENGLAND*, (2) *National Day Nurseries Association, ENGLAND*

SYMPOSIUM SET I/11

FAMILIES INVOLVEMENT – TEACHERS & PARENTS PARTNERSHIP 1

Individual Paper

Room H 320

CHAIR: KAYE COLMER

Macquarie University, AUSTRALIA

Comparative study on parent-teacher partnership in the USA, Russia and Finland

Janniina Elo and Eeva Hujala, *University of Tampere, FINLAND*

“Challengingly behaving child” in daycare: Parents' narratives of educational partnership

Erja Rautamies, *University of Jyväskylä, FINLAND*

Working in partnership with families to bring about positive change

Maria V. Doria, *National Centre For VIG, CZECH REPUBLIC*

SYMPOSIUM SET I/12

EARLY CHILDHOOD LEADERSHIP - CROSS-CULTURAL LEARNINGS FROM LEADERSHIP RESEARCH

Self-organised symposium

Room H 211

CHAIR: EEVA HUJALA

University of Tampere, FINLAND

Pedagogical leadership

Elina Fonsén, *University of Tampere, FINLAND*

Analysis of a Leadership Phenomenon in Azerbaijani Early Childhood Education

Ulviyya Mikayilova and Yulia Karimova, *Center for Innovations in Education, AZERBAIJAN*

Dialogue between research and practice in ECE leadership

Eeva Hujala, *University of Tampere, FINLAND*

SYMPOSIUM SET I/13

KINDERGARTEN AS AN ARENA FOR CULTURAL FORMATION-METHODOLOGICAL ISSUES

Self-organised symposium

Room H 424

CHAIR: ELIN ERIKSEN ØDEGAARD

Bergen University College, NORWAY

A questionable question of consent: Reflections on consent forms and child informants-Examples from Chinese kindergartens

Ida Marie Lyså, *Bergen University College, NORWAY*

Photo elicitation as a methodological approach in cross-cultural studies

Åsta Birkeland, *Bergen University College, NORWAY*

Researching the youngest children as meaning-makers - How can a co-narrative approach give data?

Elin Eriksen Ødegaard, *Bergen University College, NORWAY*

SYMPOSIUM SET I/14

ASPECTS OF CHILDREN'S EVERYDAY FOREST EXPERIENCES AT A CHILDREN'S CENTRE AND NURSERY SCHOOL

Self-organised symposium

Room H 307

CHAIR: ELIZABETH CARRUTHERS

Redcliffe Children's Centre and Nursery School Bristol, ENGLAND

How do catch a sunbeam in your hand? The challenges of assessing children's outdoor experiences

Elizabeth Carruthers, *Redcliffe Children's Centre and Nursery School Bristol, ENGLAND*

Who is the child in the Woods? Interrupting the normative definitions of early childhood education in a structure free environment

Emma Higgins, *Redcliffe Children's Centre and Maintained Nursery School, ENGLAND*

How does a wild out door environment physically challenge and encourage risk taking in children under two?

Jeanette Hill and Lisa Allen, *Redcliffe Children's Centre and Maintained Nursery School, ENGLAND*

An early start in the wood. More than just a dawn awakening?

Hugo Turvey, *Redcliffe Children's Centre, UNITED KINGDOM*

SYMPOSIUM SET I/15

OUTDOOR PLAY AND EDUCATION – PRACTICES AND DIVERSITIES

Self-organised symposium

Room H 306

CHAIR: TROND LOGE HAGEN

University of Innsbruck, AUSTRIA

Children's relations to outdoor places through the lenses of digital cameras

Eva Änggård, *Department of Child and Youth Studies, Stockholm University, SWEDEN*

Learning inside and outside: An exchange of early years international practitioners' views

Sarah MacQuarrie, *Centre for Rural Childhood, Perth College, University of the Highlands and Islands and Mindstretchers LTD, UNITED KINGDOM*

Outdoor play in Austrian preschools – A pilot study

Trond Loge Hagen and Bernhard Koch, *University of Innsbruck, AUSTRIA*

SYMPOSIUM SET I/16

PARTICIPATORY PEDAGOGIES 1

Individual Paper

Room J 208

CHAIR: MARIA ASSUNÇÃO FOLQUE

Universidade de Évora, PORTUGAL

Pedagogy and participation of three year olds in mixed-age classrooms

Maria Assunção Folque, *Universidade de Évora, PORTUGAL*

Actions, words and interpretations: Conceptualising the nature of agency support during educator-infant play

Sheila Degotardi, *Macquarie University, AUSTRALIA*

When the wolf is about to come: the symbolic and material culture in children's lives and the planning of activities in the Greek setting. 'I walk in the forest when the wolf is not here!! Wolf!!! Wolf!!! Are you here?'(Greek popular traditional game)

Angeliki Bitou, *BNS of OEE, Scholar of IKY, GREECE*

SYMPOSIUM SET I/17

PEDAGOGY IN THE FIRST YEARS – THE NEED FOR AN INFANT AND TODDLER SPECIALISATION IN TEACHER EDUCATION PROGRAMMES

Self-organised symposium

Room I 401

CHAIR: CARMEN DALLI

Institute for Early Childhood Studies, Victoria University of Wellington, NEW ZEALAND

What should quality for under-two year olds early childhood settings look like? Results from a literature review

Carmen Dalli, *Institute for Early Childhood Studies, Victoria University of Wellington, NEW ZEALAND*

Competing discourses in infant teachers' talk about pedagogy: Negotiating power relations

Belinda Davis, *Macquarie University, AUSTRALIA*

An infant-toddler specialisation for teacher-education qualifications

Jean Rockel, *University of Auckland, NEW ZEALAND*

SYMPOSIUM SET I/18

WORKING ON QUALITY THROUGH WELL-BEING AND INVOLVEMENT. THE IMPACT OF THE EXPERIENTIAL EDUCATION TOOLS SICS AND POMS (LEUVEN SCALES)

Self-organised symposium

Room H 202

CHAIR: BART DECLERCQ

Centre for Experiential Education [C-ExE], Leuven University, BELGIUM

Developing and adapting POMS to the portuguese context of evaluation in early childhood education

Gabriela Portugal, *Departamento de Educação, Universidade de Aveiro, PORTUGAL*

How do Japanese preschool teachers use the SICS in a japanese context?

Kiyomi Akita and Takako Noguchi, *The University of Tokyo, Jumonji Univesity, JAPAN*

The impact of an experiential approach on the levels of well-being and involvement. An intervention study in Milton Keynes early years settings

Bart Declercq (1), Fiona Thomas (2) and Ferre Laevers (1), *(1) Centre for Experiential Education [C-ExE], Leuven University, BELGIUM, (2) Milton Keynes Early Years Consultancy Team, ENGLAND*

SYMPOSIUM SET I/19

PLAY IN EARLY CHILDHOOD 1

Individual Paper

Room I 201

CHAIR: COLETTE GRAY

Stranmillis University College, The Queen's University of Belfast, NORTHERN IRELAND

The vase between the faces: Learning to share attention in early dyadic play

Rod Parker-Rees, *Plymouth University, ENGLAND*

Enrichment of the social structure of participation in play activity

Eva M. Romera, Rosario Ortega (1) and Clarie P. Monks (2), *(1) University of Cordoba, SPAIN, (2) University of Greenwich, UK*

Interactive styles, infants and toddlers initiative and development: which relationships?

Dalila Lino, Clara Costa e Estrela Paulo, *Teacher Education College Fafe, PORTUGAL*

SYMPOSIUM SET I/20

CONTINUIDADES NA EDUCAÇÃO DE INFÂNCIA

Individual Paper

Room H 209

CHAIR: MARIA GRACIETE MONGE

Fundação Aga Khan/Associação Criança, PORTUGAL

Transições educativas: A exigência de continuidade

Maria Graciete Monge, *Fundação Aga Khan/Associação Criança, PORTUGAL*

O percurso de três crianças no seu continuum de aprendizagens: Um estudo de caso

Patrícia Guimarães, *Centro Infantil Olivais Sul, PORTUGAL*

Continuidade e interatividade da aprendizagem experiencial dos bebés na Pedagogia-em-Participação

Andreia Lima, *Fundação Aga Khan and Associação Criança, PORTUGAL*

SYMPOSIUM SET I/21

TEACHER'S PROFESSIONALISM – TEACHERS' CONSTRUCTIONS ABOUT TEACHING

Individual Paper

Room I 306

CHAIR: TIINA PETERSON

Estonian Ministry of Education and Research, ESTONIA

How to bridge the gap between kindergarten education and elementary school education in Japan

Midori Kanazawa and Tosiaki Mori, *Hiroshima University, JAPAN*

Teachers' reasoning about lived morality

Airi Bigsten, *University of Gothenburg, SWEDEN*

Teachers' and principals' opinions about teachers' professionalism: a cross-cultural study

Tiina Peterson (1), Marika Veisson (2), Eeva Hujala (3), Ulla Härkönen (4), Anette Sandberg (5) and Inge Johansson (6), (1) *Estonian Ministry of Education and Research, ESTONIA*, (2) *Tallinn University, ESTONIA*, (3) *University of Tampere, FINLAND*, (4) *University of East-Finland, FINLAND*, (5) *University of Mälardalen, SWEDEN*, (6) *University of Stockholm, SWEDEN*

SYMPOSIUM SET I/22

METHODOLOGIES OF TRANSITION RESEARCH 1

Self-organised symposium

Room H 304

CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, SCOTLAND

What are the implications of current transitions research methodologies and frameworks for babyroom practices?

Aline-Wendy Dunlop, *University of Strathclyde, SCOTLAND*

'Ko te Tangata - For the People': Blending Western and Māori understandings as a tool for considering transition research methodologies

Vanessa Paki and Sally Peters, *University of Waikato, NEW ZEALAND*

Using the pictorial measure of school stress and wellbeing to elicit children's perspectives on the demands of the first year of school

Linda Harrison and Libbey Murray, *Charles Sturt University, AUSTRALIA*

SYMPOSIUM SET I/23

TRANSITIONS IN EARLY CHILDHOOD 1

Individual Paper

Room I 301

CHAIR: EDDIE MCKINNON

Pen Green Research Development and Training Base, ENGLAND

The evolving issues of transition to preschool for children living in the Brussels region

Gaëlle Amerijckx and Perrine Humblet, *CRISS - Centre de Recherche Interdisciplinaire*

Approches Sociales de la Santé, Ecole de Santé Publique, Université Libre de Bruxelles, BELGIUM

Bridging the gap: Early years workforce perspectives of the use of new technologies in early years settings to support children's learning

Ioanna Palaiologou, *The University of Hull, ENGLAND*

The transition of "autumn pupils" from group 2 to group 3 in primary education in the Netherlands

José Smeets, *Hogeschool iPabo, THE NETHERLANDS*

SYMPOSIUM SET I/24

PRACTITIONER LEARNING FOR EFFECTIVE PRACTICE IN THE DEVELOPMENT OF PROVISION FOR 2 YEAR OLDS IN THE UK

Self-organised symposium

Room H 422

CHAIR: JULIA MANNING- MORTON

London Metropolitan University, ENGLAND

Personal and emotional transactions in professional development: How can changes to practice with infants, toddlers and 2 year olds be sustained?

Julia Manning- Morton, *London Metropolitan University, ENGLAND*

An investigation into the impact of a 'University certificate in working with children from birth to three' on practitioners' practice and sense of themselves as professionals and students

Maggie Thorp, *London Metropolitan University, ENGLAND*

A partnership approach to developing the quality and sustainability of provision for two year olds in an inner city local authority

Gwen Fitzpatrick, Liz Noble, Lydia Hutchings, Maria Tallon, Tracy Smith and Ana Sevilla, *London Borough of Islington, ENGLAND*

SYMPOSIUM SET I/25

WORKFORCE DEVELOPMENT 1

Individual Paper

Room I 203

CHAIR: JOHN BENNETT

Early Years Consultant, FRANCE

Early years practitioners' constructions of children's 'wellbeing' in South Wales, UK: Who, what, where

Jane Waters (1), Trisha Maynard (2) and Jennie Clement (2), (1) *Swansea Metropolitan University, UK*, (2) *Canterbury Christ Church University, UK*

Early childhood professionals' perceptions of their competency and professional development needs

Mehmet Buldu (1) and Metehan Buldu (2), (1) *TED University, TURKEY*, (2) *Middle East Technical University, TURKEY*

How the community of practice supports professional development of early childhood educators in dealing with emotionally laden topics

David Brody, *Efrata College of Education, ISRAEL*

PROGRAMME OVERVIEW
THURSDAY 30th AUGUST, 2012
SYMPOSIUM SET II: 16:00 – 17:30

SYMPOSIUM SET II/1

CHILDREN'S PERSPECTIVES I

Self-organised symposium

Room I 201

CHAIR: JOHANNA EINARSDOTTIR

University of Iceland, ICELAND

Toddler in preschool: Social interactions and relations in play

Hrönn Pálmadóttir, *University of Iceland, ICELAND*

Children's perspectives on the role of preschool teachers

Johanna Einarsdottir, *University of Iceland, ICELAND*

Development of an emergent curriculum and an inclusive pedagogy in a strictly traditional setting-a case study

Clodie Tal, *Levinsky College of Teachers' Education, ISRAEL*

SYMPOSIUM SET II/2

CHILDREN'S PARTICIPATION 1

Individual Paper

Room H 304

CHAIR: BART DECLERCQ

Centre for Experiential Education [C-ExE], Leuven University, BELGIUM

The ethics of children's participation in early childhood research

Deborah Harcourt (1) and Luigina Mortari (2), (1) *Australian Catholic University, AUSTRALIA*, (2) *University of Verona, ITALY*

Communication with parents about life in preschool: Children's perspectives on what should be the focus

Yael Dayan, *Hebrew University of Jerusalem, ISRAEL*

Reconstructing child's image: A pathway to intercultural pedagogy

João Formosinho (1) (2) and Irene Figueiredo (2) (3), (1) *University of Minho, PORTUGAL* (2) *Childhood Association, PORTUGAL*, (3) *Polytechnic Institute of Oporto - School of Education, PORTUGAL*

SYMPOSIUM SET II/3

EARLY YEARS CURRICULUM

Individual Paper

Room H 307

CHAIR: DALILA LINO

Teacher Education College Fafe, PORTUGAL

Literacy in early education

Maria Ephigênia Andrade Cáceres Nogueira, *CIEI-USP, BRAZIL*

Promoting language-rich conversations with young children: A proposal for generalizing the principles of shared interactive reading to multiple contexts

Deanne Crone, *University of Oregon, USA*

Literacy connections

Christine Woodrow, Leonie Arthur (1) and Linda Newman (2), (1) *Centre for Education Research, University of Western Sydney, AUSTRALIA*, (2) *University of Newcastle, ENGLAND*

SYMPOSIUM SET II/4

EARLY EDUCATION IN ARTS 1

Individual Paper

Room H 211

CHAIR: ELIZABETH CARRUTHERS

Redcliffe Children's Centre and Nursery School Bristol, ENGLAND

Ethical and improvisational implications of playing in a performative community with toddlers: The teachers' role

Anne Lise Nordbø, *Vestfold University College, NORWAY*

Musicking with one-year-old children

Tiri Schei, *Bergen University College, NORWAY*

Perspectives of arts and play in early childhood

Andri Savva and Nopi Telemachou, *University of Cyprus, CYPRUS*

SYMPOSIUM SET II/5

EARLY EDUCATION IN MATHEMATICS AND SCIENCE 1

Individual Paper

Room H 424

CHAIR: FELICITY NORTON

Pen Green Research Development and Training Base, ENGLAND

Emergent learning in physics: Children's play and teacher's framing

Jonna Larsson, *University of Gothenburg/IPKL, SWEDEN*

A portrait of science teaching and learning in Turkish k-3rd grade programs

Nihal Buldu (1), Mehmet Buldu (2) and Metehan Buldu (3), (1) *Bilkent University, TURKEY*, (2) *TED University, TURKEY*, (3) *Middle East Technical University, TURKEY*

Children's computer-based learning experiences: Practitioners' perspectives

Fengling Tang, *University of Roehampton, ENGLAND*

SYMPOSIUM SET II/6

LINGUISTIC DIVERSITY SIG

Self-organised symposium

Room H 422

CHAIR: ROSE DRURY

The Open University, ENGLAND

The role of language in young children's cooperation during play interactions

Dorian de Haan (1) (2) and Anne-Greth van Hoogdalem (2), (1) *Utrecht University*, (2) *Inholland University, THE NETHERLANDS*

Role-play in two languages

Carola Kleemann, *Høgskolen I Finnmark, NORWAY*

Perspectives on the 'silent period' for emergent bilinguals in England

Caroline Bligh (1) and Rose Drury (2), (1) *Leeds Metropolitan University, ENGLAND*, (2) *The Open University, ENGLAND*

SYMPOSIUM SET II/7

PEDAGOGICAL SENSITIVITY, STRESS REGULATION AND LEARNING

Self-organised symposium

Room H 309

CHAIR: NINA SAJANIEMI

University of Helsinki, FINLAND

Day caregivers' work-related wellbeing, stress and quality of learning environment in center-based childcare

Mari Nislin and Nina Sajaniemi, *University of Helsinki, FINLAND*

What kind of ECEC can we guarantee to toddlers in Finnish day-care centres?

Marjatta Kalliala, *University of Helsinki, FINLAND*

Toddlers in daycare: Stress regulation and developmental outcomes in relation to pedagogical sensitivity

Nina Sajaniemi, Eira Suhonen and Alisa Alijoki, *University of Helsinki, FINLAND*

SYMPOSIUM SET II/8

HISTORY AND TRADITIONS AS CONTENT IN EARLY CHILDHOOD EDUCATION AND CARE (ECEC)

Self-organised symposium

Room H 420

CHAIR: YNGVE SKJAEVELAND

Queen Maud University College of Early Childhood Education, NORWAY

Early childhood teachers' justifications of history and traditions in early childhood education and care (ECEC)

Kari Hoås Moen, *Queen Maud University College of Early Childhood Education, NORWAY*

Childrens understanding of history

Yngve Skjaeveland, *Queen Maud University College of Early Childhood Education, NORWAY*

Between Norwegian traditions and a multicultural society

Ellen Holst Buaas, *Queen Maud University College of Early Childhood Education, NORWAY*

SYMPOSIUM SET II/9

PEN GREEN TRACER STUDY

Self-organised symposium

Room J 209

CHAIR: MARGARET WHALLEY

Pen Green Research, Development and Training Base and Leadership Centre

How did we make a difference? The Pen Green tracer Study - Cohort 1

Margaret Whalley, Cath Arnold, Sally Peerless and Penny Lawrence, *Pen Green Research, Development and Training Base and Leadership Centre, ENGLAND*

How did we make a difference? The Pen Green tracer study - Cohort 2

Cath Arnold, Margaret Whalley, Penny Lawrence and Sally Peerless, *Pen Green Research, Development and Training Base and Leadership Centre, ENGLAND*

How did we make a difference? The Pen Green tracer study - Methodology

Penny Lawrence, Sally Peerless, Margaret Whalley and Cath Arnold, *Pen Green Research, Development and Training Base and Leadership Centre, ENGLAND*

SYMPOSIUM SET II/10

FAMILIES INVOLVEMENT 1

Individual Paper

Room H 422

CHAIR: MARIA NABUCO

Centro Interdisciplinar de Estudos Educacionais, Escola Superior de Educação de Lisboa, PORTUGAL

Families and professionals' perceptions on early childhood education: Quality through a collaborative work

Mónica Pereira, Nair Rios Azevedo and Ana Teresa Nascimento, *Unidade de Investigação Educação e Desenvolvimento, Faculdade de Ciências e Tecnologia, Universidade Nova de Lisboa, PORTUGAL*

Engaging parents in the Early Childhood Development Story

Gerry Mulhearn and Pam Winter, *Department for Education and Child Development, AUSTRALIA*

The "Parental Voice": How the infant-toddler (0 to 3-years) education system should deal with parents

Ronit Plotnik, *Kibbutzim College of Education, ISRAEL*

SYMPOSIUM SET II/11

EXPLORING EARLY CHILDHOOD LEADERSHIP IN PRACTICE WITHIN DIVERSE CONTEXTS

Self-organised symposium

Room H 208

CHAIR: LEENA HALTTUNEN

University of Jyväskylä, FINLAND

Evaluation of a new Education for Directors of Early childhood centers in Norway

Kari Hoås Moen, *Queen Maud University College of Early Childhood Education, NORWAY*

What defines leadership in a day care setting?

Leena Halttunen, *University of Jyväskylä, FINLAND*

Exploring strategic leadership in Finnish ECE contexts

Marja-Liisa Akselin, *University of Tampere, FINLAND*

SYMPOSIUM SET II/12

PRAXEOLOGICAL RESEARCH: DIFFERENCES, SIMILARITIES AND APPROACHES FROM THREE DIFFERENT PROJECTS

Self-organised symposium

Room H 306

CHAIR: MICHAEL REED

Institute of Education, University of Worcester, ENGLAND

Early childhood practitioners developing a community of practice and research

Rosie Walker, *Institute of Education, University of Worcester, ENGLAND*

The struggle of data analysis for the practitioner researcher

Wendy Messenger, *Institute of Education, University of Worcester, ENGLAND*

Early childhood practitioners developing an academic voice within a community of practice: Making sense of the research process

Michael Reed, *Institute of Education, University of Worcester, ENGLAND*

SYMPOSIUM SET II/13

CHARACTERISTICS OF OUTDOOR ENVIRONMENTS- MOVEMENT AND PHYSICALLY ACTIVE PLAY

Self-organised symposium

Room I 301

CHAIR: SHIRLEY WYVER

Macquarie University, AUSTRALIA

After school hours activities of young Australian school children: Low levels of outdoor play and peer interaction

Shirley Wyver (1), Anita Bundy (2), Lina Engelen (2) and Geraldine Naughton (3), (1) *Macquarie University, AUSTRALIA*, (2) *University of Sydney, AUSTRALIA*, (3) *Australian Catholic University, AUSTRALIA*

Complexity in kindergarten playgrounds and children's physical active play

Trond Løge Hagen and Rune Storli, *Queen Maud University College, NORWAY*

Investigating the characteristics of good outdoor environments for young children in early childhood programmes – Body and movement from birth to three years

Jan White (1) and Helen Woolley (2), (1) *Early Childhood Consultant, ENGLAND*, (2) *University of Sheffield, ENGLAND*

SYMPOSIUM SET II/14

PERSPECTIVES ON EDUCATION FOR UNDER THREES IN ENGLAND

Self-organised symposium

Room I 401

CHAIR: EVA LLOYD

University of East London, ENGLAND

Early education for disadvantaged two year olds, the challenges

Eva Lloyd, *University of East London, ENGLAND*

Assessing the regulatory framework in England: To what extent does it capture quality for under threes

Sandra Mathers (1) and Arjette Karemaker (2), (1) *University of Oxford UK/ A+ Education Ltd, ENGLAND*, (2) *University of Oxford, ENGLAND*

Leading change for children under three

Mark Hadfield, Michael Jopling (1), Tim Waller (2) and Martin Needham (1), (1) *University of Wolverhampton, ENGLAND*, (2) *Anglia Ruskin University, ENGLAND*

SYMPOSIUM SET II/15

PROMOTING TODDLERS` WELLBEING AND PARENTAL INVOLVEMENT WITHIN EUROPE. EXPERIENCES FROM THE EUROPEAN COMENIUS PROJECT TODDLER

Self-organised symposium

Room H 308

CHAIR: ELISABETH IANKE MØRKESETH

University of Stavanger, NORWAY

The TODDLER project, a contribution to improve teacher training for children under 3 in Europe

Elisabeth Ianke Mørkeseth and Monika Röthle, *University of Stavanger, NORWAY*

Working with families of children aged 0-3

Maria João Cardona, Isabel Piscalho, Martha Uva, Helena Luís and Teresa-Cláudia Tavares, *Escola Superior de Educação de Santarém/CIEC-Universidade do Minho, PORTUGAL*

Promoting the wellbeing of toddler`s within Europe

Helen Sutherland and Jan Styman, *Kingston University, London, ENGLAND*

SYMPOSIUM SET II/16

EARLY CHILDHOOD PEDAGOGY – CHILDREN'S WELL-BEING 1

CHAIR: GABRIELA PORTUGAL

Departamento de Educação, Universidade de Aveiro, PORTUGAL

In the teacher's lap – A manifestation of emotional wellbeing of the younger children in day care groups

Maritta Hännikäinen, *University of Jyväskylä, FINLAND*

The beginnings of emotion understanding: Recognition and causality of basic emotions in toddlers

Marta Fernandez, Laura Quintanilla (1) and Marta Gimenez-Dasi (2), (1) *Facultad de Psicología, UNED, SPAIN*, (2) *Universidad de Valencia, SPAIN*

Practical knowledge in educational leadership in kindergarten

Marit Bøe and Karin Hognestad, *Telemark University College, NORWAY*

SYMPOSIUM SET II/17

PLAY IN EARLY CHILDHOOD 2

CHAIR: IRENE GUNNING

Early Childhood Ireland, IRELAND

Children/adult relations in early childhood education: Not a matter of imposing limits but a challenge to develop child's personality

Suely Mello (1) and Maria Farias (2), (1) *UNESP Universidade Estadual Paulista, BRAZIL*, (2) *ONG São Judas Tadeu, BRAZIL*

Temperamental characteristics and school adjustment among pre-school children

Sibel Yoleri (1) and Müzeyyen Sevinç (2), (1) *Hitit University, TURKEY*, (2) *Yeditepe University, TURKEY*

Is every child ready to learn? Neuro motor skills and free play - tools for life

Philipp Reubke, *International Association for Steiner/Waldorf Early Childhood Education, FRANCE*

SYMPOSIUM SET II/18

POLICIES FOR EARLY CHILDHOOD EDUCATION 1

CHAIR: MICHAEL GASPER

Starfish Enterprise, ENGLAND

Early Childhood Education & Care in India: Policy perspectives on effectiveness

Mahima Mitra, *Department of Social Policy and Intervention, University of Oxford, ENGLAND*

Early childhood education pedagogues' knowledge of children's sexuality as conditions of possibilities for realising child protection

Miriam K. Damrow, *Martin-Luther-University Halle-Wittenberg, GERMANY*

Situation of early childcare and education in Lebanon

Garene Kaloustian and Claudine Hodroj, *Lebanese American University, LEBANON*

SYMPOSIUM SET II/19

**FORMAÇÃO DE PROFESSORES PARA EDUCAÇÃO INFANTIL:
PROPOSIÇÕES E DILEMAS ENFRENTADOS NO BRASIL**

Self-organised symposium

Room H 310

CHAIR: MARIA INES GOULART

Universidade Federal de Minas Gerais, BRAZIL

Formação inicial de professores para educação infantil: Conversações com o campo de atuação

Conceição Regina P. de Oliveira, Valdete Côco e Valéria Menassa Zucolotto, *Universidade Federal do Espírito Santo, BRAZIL*

Programa proinfantil: Quem são os professores cursistas?

Maria Ines Goulart, Marília Barcellos Guimarães, Juliana Basílio Medrado and Thays Pierangeli, *Universidade Federal de Minas Gerais, BRAZIL*

SYMPOSIUM SET II/20

PEDAGOGIAS DA INFÂNCIA E FORMAÇÃO DE PROFESSORES

Individual Paper

Room H 312

CHAIR: MARIA MALTA CAMPOS

Carlos Chagas Foundation, São Paulo, BRAZIL

Formação em contexto para um processo de desenvolvimento profissional e de mudança praxiológica

Liliana Marques, *Fundação Aga Khan/Associação Criança, PORTUGAL*

Com a palavra as famílias: Projeto acolher uma ação de grupos reflexivos com pais da educação infantil da escola de educação básica da Universidade Federal de Uberlândia – MG / Brasil

Analucia Vieira e Liliane dos Guimarães Alvim Nunes, *Universidade Federal de Uberlândia, BRAZIL*

SYMPOSIUM SET II/21

BUILDING A RESEARCH CULTURE OF TEACHERS WORKING WITH INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS IN NZ

Self-organised symposium

Room J 205

CHAIR: JO COLBERT

Educational Leadership Project (Ltd), NEW ZEALAND

Growing leaders from infancy

Lorraine Sands, *Educational Leadership Project (Ltd), NEW ZEALAND*

Constructing identities as learners

Wendy Lee, *Educational Leadership Project (Ltd), NEW ZEALAND*

Enhancing and strengthening courage and bravery through the support of a trusted companion in a leaderful community

Robyn Lawrence, *Educational Leadership Project (Ltd), NEW ZEALAND*

SYMPOSIUM SET II/22

PRESCHOOL TEACHERS VIEW ON CHILDREN'S LEARNING

Self-organised symposium

Room H 302

CHAIR: STIG BROSTRÖM

Aarhus University, DENMARK

Preschool teacher's reflection on learning and participation in Denmark and Sweden

Anette Sandberg (1), Inge Johansson (2), Stig Broström (3) and Thorleif Frökjer (4), (1) *Mälardalen University, SWEDEN*, (2) *Stockholm University, SWEDEN*, (3) *Aarhus University, DENMARK*, (4) *UCC, University College Capital, DENMARK*

Preschool teachers' views on learning and participation – Results of group interviews

Angela Roth (1), Christa Kieferle (2) and Anja Seifert (3), (1) *IFP, Munich, GERMANY*, (2) *State Institute of Early Childhood Research (IFP), GERMANY*, (3) *University of Education, Pädagogische Hochschule Ludwigsburg, GERMANY*

Australian preschool teachers' views about learning and participation

Kay Margetts (1), Berenice Nyland (2), (1) *University of Melbourne, AUSTRALIA*, (2) *RMIT University, AUSTRALIA*

The Estonian teachers' reflections on children's learning and participation

Aino Ugaste, *Tallinn University, ESTONIA*

SYMPOSIUM SET II/23

TEACHER EDUCATION – PRE-SERVICE TRAINING ISSUES

Individual Paper

Room J 208

CHAIR: NANCY BARBOUR

Kent State University, USA

Situated professional development - An alternative approach to teacher licensure for preschool teachers

Rena Hallam (1) and Mary Jane Moran (2), (1) *University of Delaware, UNITED STATES*, (2) *University of Tennessee-Knoxville, UNITED STATES*

Changes in undergraduate students orientation toward cultural differences

Elizabeth Sandell (1) and Elizabeth LeBrun (2), (1) *Minnesota State University, USA*, (2) *retired kindergarten teacher*

Processes for supporting professional development through a university-school network partnership

Sofia Avgitidou, *University of Western Macedonia, GREECE*

SYMPOSIUM SET II/24

TRANSITIONS FROM PRESCHOOL TO SCHOOL - LEARNING JOURNEYS

Self-organised symposium

Room J 210

CHAIR: ANDERS GARPELIN

Mälardalen University, SWEDEN

Rurea, taitea, kia toitu, ko taikaka anake – Strip away the bark, expose the heartwood, get to the heart of the matter: Examining pedagogical approaches and children's learning journeys

Sally Peters and Vanessa Paki, *University of Waikato, NEW ZEALAND*

Understanding children's learning journeys from preschool into school, a Swedish context – Design, theory and ethics

Kenneth Ekström (1), Gunilla Sandberg (2) and Anders Garpelin (2), (1) *Umeå University, SWEDEN*, (2) *Mälardalen University, SWEDEN*

**Understanding children's learning journeys from preschool into school, a Swedish context
– Focus on numeracy and participation**

Pernilla Kallberg and Fia Serrander, *Mälardalen University, SWEDEN*

SYMPOSIUM SET II/25

**RIGHTS AND RISKS IN CONTINUING PROFESSIONAL DEVELOPMENT
SYSTEMS: EUROPEAN DIVERSITY AND THE EARLY YEARS WORKFORCE**

Self-organised symposium

Room I 306

CHAIR: PAMELA OBERHUEMER

Independent Early Years Consultant, Munich, GERMANY

**Continuing professional development (CPD) in a context of reform-driven ECEC
strategies: The case of Sweden**

Maelis Karlsson Lohmander, *University of Gothenburg, SWEDEN*

**Sustaining professional development within ECEC institutions in Italy: critical issues in
contemporary times**

Arianna Lazzari, *University of Bologna, ITALY*

**Rights and risks in ECEC continuing professional development systems: cross-national
perspectives**

Pamela Oberhuemer, *Independent Early Years Consultant, Munich, GERMANY*

SYMPOSIUM SET II/26

WORKFORCE DEVELOPMENT 2

Individual Paper

Room I 204

CHAIR: SABINE HEBENSTREIT

Pestalozzi-Fröbel-Haus, GERMANY

**Empowerment and agency: The role of early childhood educators and the implications for
workforce development**

Lynn Ang, *University of East London, ENGLAND*

Day care project: (a) pedagogical work proposal in the higher education system

Sónia Correia, Isabel Dias and Ângela Quaresma, *Instituto Politécnico de Leiria, PORTUGAL*

The long and winding road: Pathways from new curriculum to new practice

Kaye Colmer, *Macquarie University, AUSTRALIA*

SYMPOSIUM SET II/27

WORKFORCE DEVELOPMENT – PROFESSIONAL IDENTITIES

Individual Paper

Room I 205

CHAIR: SO-YOUNG SUNG

Keimyung University, SOUTH KOREA

‘Social Cooperatives are not a business.’ Writing a Pedagogical Manifesto of ECEC social cooperatives through a participatory research approach

Lucia Balduzzi and Arianna Lazzari, *Alma Mater Studiorum Università di Bologna, ITALY*

Profiles of lead early childhood educators: Individual identities and institutional images

Maura O'Connor and Catherine Furlong, *St. Patrick's College, Dublin 9, IRELAND*

Why do Japanese early childhood teachers not intervene for young children even though they have the educational intention? - Theory and practice of Japanese Mimamoru Approach

Fuminori Nakatsubo (1) and Harutomo Ueda (2), *(1) Hiroshima University, JAPAN, (2) Nagoya City University, JAPAN*

PROGRAMME OVERVIEW
FRIDAY 31ST AUGUST, 2012
SYMPOSIUM SET III: 09:00 – 10:30

SYMPOSIUM SET III/1

**TODDLERS EVERYDAY LIFE IN SCANDINAVIAN PRESCHOOLS - CARE,
PLAY AND DEVELOPMENT**

Self-organised symposium *Room H 308*

CHAIR: OLE HENRIK HANSEN

Aarhus University, DENMARK

Small seems to be better

Ole Henril Hansen, *Aarhus University, DENMARK*

**How to ensure trust and thrive for the 0-3 year olds when building big day-care
institutions?**

Ditte Winther-Lindqvist, *Aarhus University, DENMARK*

**Adults' role in self chosen and child-managed play in early childhood education and care -
some dilemmas**

Anne Greve, *Oslo and Akershus University College of Applied Sciences, NORWAY*

SYMPOSIUM SET III/2

CHILDREN'S NARRATIVES

Individual Paper *Room H 307*

CHAIR: SUE ROBSON

University of Roehampton, ENGLAND

Recognizing children's narrative: Between paradigmatic thought and face to face action

Trude Hoel, *University of Stavanger, NORWAY*

**The relationship between responsibility for children's choice of activity and their
perspectives on their thinking and learning**

Sue Robson, *University of Roehampton, ENGLAND*

Learning cultures in kindergarten: Discourses on care and economy

Anita Berge, *University of Stavanger, NORWAY*

SYMPOSIUM SET III/3

CHILDREN'S PERSPECTIVES ABOUT SCHOOL 1

Individual Paper

Room H 422

CHAIR: EUNICE LUMSDEN

University of Northampton, ENGLAND

Participation as empowerment: The child's right to participation in early childhood education

Eleni Loizou, *University of Cyprus, CYPRUS*

Bullying in early educational settings

Laura Kirves and Nina Sajaniemi, *University of Helsinki, FINLAND*

The value of children's Story Magican's Play Time (SMPT) method from parents' perspective

Leena Turja, Marja-Leena Laakso and Piia Manninen, *University of Jyväskylä, FINLAND*

SYMPOSIUM SET III/4

CHILDREN'S PERSPECTIVES ON PLAY 1

Individual Paper

Room I 203

CHAIR: IRENE GUNNING

Early Childhood Ireland, IRELAND

The State of Play in Irish Neighbourhoods - How children are playing in their localities

Irene Gunning and Marlene McCormack, *Early Childhood Ireland, IRELAND*

Children tell about their play

Elina Lehtinen, Department of Education, *University of Jyväskylä, FINLAND*

What makes me happy, and what makes me scared? An analyse of drawings by Norwegian and Palestinian children

Tone Sunde and Eva Maagerø, *Vestfold Universtiy College, NORWAY*

SYMPOSIUM SET III/5

EARLY EDUCATION IN ARTS 2

Individual Paper

Room H 211

CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, SCOTLAND

Using art museums to enrich visual art education for young children

Lisa Terreni, *Victoria University of Wellington, NEW ZEALAND*

What can early childhood pedagogy with very young children learn from the pedagogies of arts related performance experiences?

Aline-Wendy Dunlop, *University of Strathclyde, SCOTLAND*

Early childhood education and care (ECEC) and school of music and performing arts – Competence development through interactions

Morten Saether, *Queen Maud University College of Early Childhood Education, NORWAY*

SYMPOSIUM SET III/6

EARLY EDUCATION FOR DIVERSITY 1

Individual Paper

Room J 208

CHAIR: MARGARET WHALLEY

Pen Green Research, Development and Training Base and Leadership Centre, ENGLAND

Teaching to Early Childhood Education students innovative educational approaches: A case study that promotes Intercultural Education within early years classrooms

Nektaria Palaiologou, Stamatis Gargalianos and Ioanna Palaiologou, School of Education, *University of Western Macedonia, GREECE*

The construction of diversity in philosophy statements of early childhood services in Aotearoa New Zealand

Judith Loveridge, *Victoria University of Wellington, NEW ZEALAND*

Preeschool children, diversity and cultural meetings in Norwegian ECEC

Tora Korsvold, *Queen Maud University College for Early Childhood Education, NORWAY*

SYMPOSIUM SET III/7

‘EARLY CHANGE’: A CROSS-NATIONAL PROJECT OF EARLY CHILDHOOD EDUCATION QUALITY

Self-organised symposium

Room H 423

CHAIR: EVRIDIKI ZACHOPOULOU

Department of Early Childhood Care & Education, Alexander Technological Educational Institute of Thessaloniki, GREECE

'Early Change' Project: Promoting the professional development of early childhood educators

Evridiki Zachopoulou (1), Vasilis Grammatikopoulos (2), Manuela Pessanha (3) and Athanasios Gregoriadis (4), (1) *Alexander Technological Educational Institute of Thessaloniki, GREECE*, (2) *University of Crete, GREECE*, (3) *Polytechnic Institute of Porto, PORTUGAL*, (4) *Aristotle University of Thessaloniki*

Quality assessment of early childhood education: A cross-national approach

Vasilis Grammatikopoulos (1), Athanasios Gregoriadis (2), Teresa Leal (3), Silvia Barros (4) and Evridiki Zachopoulou (5), (1) *University of Crete, GREECE*, (2) *Aristotle University of Athens, GREECE*, (3) *University of Porto, PORTUGAL*, (4) *Polytechnic Institute of Porto, PORTUGAL*, (5) *Alexandrio Technological Educational Institute of Thessaloniki, GREECE*

Comparing early childhood education systems in six european countries

Athanasios Gregoriadis (1), Eleni Loizou (2), Vasilis Grammatikopoulos (3), Ana Gamelas (4) and Evridiki Zachopoulou (5), (1) *Aristotle University of Thessaloniki, GREECE*, (2) *University of Cyprus, CYPRUS*, (3) *University of Crete, GREECE*, (4) *Polytechnic Institute of Porto, PORTUGAL*, (5) *Alexandrio Technological Educational Institute of Thessaloniki, GREECE*

SYMPOSIUM SET III/8

LIVED SPACES FOR INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS. SPACE FOR EMOTION: THE LIVED SPACE OF INTIMATE RELATIONSHIPS IN INFANT-TODDLER CARE AND EDUCATION

Self organised-symposium

Room H 312

CHAIR: FRANCES PRESS

Charles Sturt University, AUSTRALIA

'Permission to love them... but not too much': Developing professional love in early childhood settings

Jools Page, *University of Sheffield, ENGLAND*

Emotion, evidence and uncertainty: Work discussion as a way of thinking critically about relationships in nursery

Peter Elfer, *University of Roehampton, ENGLAND*

SYMPOSIUM SET III/9

CONTRIBUTION OF PROJECT WORK TO PEDAGOGY-IN-PARTICIPATION

Self organised-symposium

Room J 210

CHAIR: ROSÁRIO GAMBÔA

Polytechnic Institute of Porto and Childhood Association, PORTUGAL

Love handkerchiefs

Rosário Gambôa (1) (2) and Filipa Freire de Andrade (2) (3), (1) *Polytechnic Institute of Porto, PORTUGAL* (2) *Childhood Association, PORTUGAL*, (3) *Agrupamento de Escolas de Vila Verde, PORTUGAL*

Little Fishes: a case study on Project work with children under 3's

Hélia Costa (1) (2) and Sara Barros Araújo (2) (3), (1) *Albano Coelho de Lima Kindergarten, PORTUGAL*, (2) *Childhood Association, PORTUGAL*, (3) *Polytechnic Institute of Porto and Childhood Association, PORTUGAL*

The trees from our garden: a praxeological study on Project work with children under 3's

Manuela Freitas (1) (2) and Júlia Formosinho (2) (3), (1) *Albano Coelho de Lima Kindergarten, PORTUGAL*, (2) *Childhood Association, (3) University of Minho*

SYMPOSIUM SET III/10

CATEGORIZATIONS IN PEDAGOGICAL PRACTICE

Self-organised Symposium

Room H 424

CHAIR: MAJA RØN LARSEN

Roskilde University, DENMARK

Diagnosis and pedagogical work - Gaps and relations between individual categorizations and social situations in children's everyday lives.

Maja Røn Larsen, *Roskilde University, DENMARK*

Categorization of time; play, therapy and "dead-time" in early years programmes

Jan Georgeson (1) and Jane Payler (2), (1) *Plymouth University, ENGLAND*, (2) *The University of Winchester, ENGLAND*

Interdisciplinary pedagogical work in inclusive settings

Tine Fisker, *Aarhus University - DPU, DENMARK*

SYMPOSIUM SET III/11

EARLY CHILDHOOD PEDAGOGY- PEDAGOGICAL DOCUMENTATION

Individual Paper

Room H 305

CHAIR: CLODIE TAL

Levinsky College of Teachers' Education, ISRAEL

Learning stories as tools for culturally responsive assessment: Examples from an Intercultural Early Learning Program for Refugee Children

Anna Kirova (1) and Kelly Hennig (2), (1) *University of Alberta, CANADA*, (2) *ABC Head Start, CANADA*

Teachers' views of preschool children in relation to pedagogical documentation

Lise-Lotte Bjervås, *Linnaeus University, SWEDEN*

Play and documentation as joint processes for promoting learning in early childhood

Carmel Brennan, *Early Childhood Ireland, IRELAND*

SYMPOSIUM SET III/12

FAMILIES INVOLVEMENT 2

Individual Paper

Room H 420

CHAIR: CAROLINE SHARP

National Foundation for Educational Research, ENGLAND

Parent views of early childhood provision: Stories from families

Linda Mitchell, *University of Waikato, NEW ZEALAND*

Indicators of Early Childhood Care and Education: An overview

Karla Villaseñor Palma and Xavier Úcar Martínez, *Autonomous University of Barcelona, SPAIN*

Targeting early childhood services on the most needy families

Caroline Sharp, *National Foundation for Educational Research, ENGLAND*

SYMPOSIUM SET III/13

FAMILIES INVOLVEMENT – EVALUATION OF PROGRAMMES

Individual Paper

Room H 208

CHAIR: NANCY BARBOUR

Kent State University, USA

The parent component of an early childhood care and education programme: Child and family outcomes

Siobhan Keegan, Noirin Hayes (1) and Iram Siraj-Blatchford (2), (1) *Centre for Social and Educational Research, Dublin Institute of Technology, IRELAND*, (2) *Institute of Education, University of London, ENGLAND*

Process evaluation of a home instruction program

Daniela Ulber and Dagmar Bergs-Winkels, *University of Applied Sciences Hamburg, GERMANY*

Examining the effectiveness of support programs for Ethiopian Israeli families and children

Nancy Barbour (1) and Rena Shimoni (2), (1) *Kent State University, USA*, (2) *Levinsky College of Education, Tel Aviv University, ISRAEL*

SYMPOSIUM SET III/14

GROWING EARLY CHILDHOOD LEADERS - RECENT DEVELOPMENTS FROM 4 COUNTRIES

Self-organised symposium

Room H 306

CHAIR: MANJULA WANIGANAYAKE

Institute of Early Childhood, Macquarie University, AUSTRALIA

Government interest in leadership growth, perspectives from Australia

Manjula Waniganayake, *Institute of Early Childhood, Macquarie University, AUSTRALIA*

How does early childhood teacher training in Norway meet the challenges for leadership development?

Per Tore Granrusten, *Queen Maud University College of Early Childhood Education, NORWAY*

Distributed and pedagogical leadership in early childhood education

Johanna Heikka, *Macquarie University, AUSTRALIA*

SYMPOSIUM SET III/15

RESEARCH IN EARLY CHILDHOOD PEDAGOGY 1

Individual Paper

Room H 310

CHAIR: MAULFRY WORTHINGTON

Free University, Amsterdam, THE NETHERLANDS

Educative research as resources for practice

Luigina Mortari and Valentina Mazzoni, *University of Verona, ITALY*

Pedagogical magazines - Their influence on development and curricular innovation in ECE

Ana Sofia Lopes, *Universidade do Minho, PORTUGAL*

Development and experiment of child-centered pedagogy in the preschool context

Anneli Niikko, *School of Applied Educational, Science and Teacher Education, The University of Eastern Finland, FINLAND*

SYMPOSIUM SET III/16

SUSTAINABILITY AND ENVIRONMENT AWARENESS

Self-organised symposium

Room H 207

CHAIR: EVA ÄRLEMALM-HAGSÉR

Department of Education, Communication and Learning, University of Gothenburg, SWEDEN

“Respect for Nature” – Considered as a cure for developing environmental awareness in pre-school

Eva Ärlemalm-Hagsér, *Department of Education, Communication and Learning, University of Gothenburg, SWEDEN*

Forest paths to sustainability: Forest school as a way of engaging young children with their environment

Sara Knight, *Department of Education, Anglia Ruskin University, ENGLAND*

Review and analyses of practices of science education in Norwegian kindergartens

Kari Holter and Guri Langholm, *The Norwegian Centre for Science Education and Oslo and Akershus University College of Applied Sciences, NORWAY*

SYMPOSIUM SET III/17

RESEARCH, PRACTICE AND NARRATIVES ON OUTDOOR PEDAGOGY

Self-organised symposium

Room H 202

CHAIR: TIM WALLER

Anglia Ruskin University, ENGLAND

The journey to the ‘Top of the World’: Reflections on outdoor play, pedagogy and children’s spaces

Tim Waller, *Anglia Ruskin University, ENGLAND*

Narratives from nature playgrounds

Kari-Anne Jørgensen, *Vestfold University College/University of Gothenburgh, NORWAY*

Children’s questions during a science activity in preschool

Susanne Thulin, *School of Education and Environment, Kristianstad University, SWEDEN*

SYMPOSIUM SET III/18

EARLY CHILDHOOD PEDAGOGY 2

Individual Paper

Room I 306

CHAIR: JAN A. PETERSEN

Dublin Institute of Technology, IRELAND

Multimodal texts in kindergarten rooms

Eva Maagerø, *Vestfold University College, NORWAY*

The experience of ICT in the Early Years: Congruence between the home and the primary school settings

Jan A. Pettersen, *Dublin Institute of Technology, IRELAND*

The role of the techno-ecological environment on children's social interactions in preschool

Lorna Savage, *University of Strathclyde, SCOTLAND*

SYMPOSIUM SET III/19

EARLY INTERVENTION

Individual Paper

Room I 204

CHAIR: ROD PARKER-REES

Plymouth University, ENGLAND

Early Start - The three year old in the primary school

Deirbhile Nic Craith and Anne Fay, *Irish National Teachers' Organisation, IRELAND*

VIDA YOUNG – an innovative educational program in preschools for the youngest children (0-3) to reduce social disadvantage in society

Bente Jensen, *Aarhus University, DENMARK*

SYMPOSIUM SET III/20

QUALITY EVALUATION IN EARLY CHILDHOOD 1

Individual Paper

Room J 205

CHAIR: MATHIAS URBAN

Cass School of Education and Communities, University of East London, ENGLAND

The role of movement in children's learning and development: Measuring the quality of movement-play in early years settings

Carol Archer (1) and Iram Siraj-Blatchford (2), (1) *Camden Integrated Early Years Service, ENGLAND*, (2) *Institute of Education, University of London, ENGLAND*

Using the Infant/Toddler Environment Rating Scale for examining the quality of care for infants and toddlers in Norwegian day care centers

Anne-Grethe Baustad, *Faculty of Professional Studies, University of Nordland, Bodø, NORWAY*

Out-of-home education and care in Portugal: The quest for quality in classrooms for infants

Sílvia Barros (1) (2) and Carla Peixoto (1) (3), (1) *Escola Superior de Educação do Instituto Politécnico do Porto, PORTUGAL*, (2) *Centro de Psicologia da Universidade do Porto, PORTUGAL*, (3) *Escola Superior de Educação do Instituto Politécnico de Viana do Castelo*

SYMPOSIUM SET III/21

EARLY CHILDHOOD PEDAGOGY – CHILDREN'S WELL-BEING 2

Individual Paper

Room J 206

CHAIR: JÚLIA OLIVEIRA-FORMOSINHO

University of Minho and Childhood Association, PORTUGAL

Quality evaluation in crèche: A well-being case study

Inês Machado and Júlia Oliveira-Formosinho, *University of Minho and Childhood Association, PORTUGAL*

Playful pedagogies in the early years: Sustained shared thinking

Zenna Kingdon, *University College Plymouth, St Mark & St John, ENGLAND*

Group size – Consequences for children's well-being and participation in Norway?

Monica Seland, *Queen Maud University College of Early Childhood Education, NORWAY*

SYMPOSIUM SET III/22

PLAY IN EARLY CHILDHOOD 3

Individual Paper

Room J 209

CHAIR: SUE GASCOYNE

Play to Z, ENGLAND

The significance of explorative play with objects

Sue Gascoyne, *Play to Z, ENGLAND*

An analysis of Elinor Goldschmied's work detailing treasure baskets, heuristic play, islands of intimacy and questioning impact on practice

Lesley Curtis and Andrea Vaughan, *Everton Nursery School and Family Centre, ENGLAND*

Educational situations and psychological development in a childcare centre: Materiality as a resource for construction of individual and collective workplaces

Sophie Tapparel, *University of Lausanne, SWITZERLAND*

SYMPOSIUM SET III/23

POLICIES FOR EARLY CHILDHOOD EDUCATION 2

Individual Paper

Room H 209

CHAIR: JACKIE MUSGRAVE

University of Worcester, ENGLAND

The place of infants in the evolving Australian policy context

Alma Fleet (1) and Lynn Farrell (2), (1) *Macquarie University, AUSTRALIA*, (2) *The Infants Home, AUSTRALIA*

The role of early years professionals in leading communities of quality practice in early years settings

Verity Campbell-Barr and Caroline Leeson, *Plymouth University, ENGLAND*

Education and democracy: An investigation of Early Childhood Education (ECE) in Portugal

Diana Sousa, Institute of Education, *University of London, ENGLAND*

SYMPOSIUM SET III/24

TRÊS OLHARES SOBRE DOCUMENTAÇÃO PEDAGÓGICA

Self-organised symposium

Room I 305

CHAIR: JULIANA GUERREIRO LICHY

Universidade de São Paulo, BRAZIL

A escuta dos que não falam: A documentação pedagógica como prática reflexiva do educador e instrumento de protagonismo infantil – Um olhar de pesquisadora

Juliana Guerreiro Lichy, *Universidade de São Paulo, BRAZIL*

Equilíbrio e corpo: A documentação pedagógica como alicerce na pesquisa de crianças pequenas

Silvia Macul Lopez Certain, *Escola Vera Cruz, BRAZIL*

A documentação pedagógica em diálogo com o projeto educativo e a formação dos professores

Clélia Cortez, *Escola Vera Cruz, BRAZIL*

SYMPOSIUM SET III/25

THE CULTURAL TRANSFER OF THE ROLE OF THE PEDAGOGUE: A CONSIDERATION OF PARTICIPATION, EMOTION AND UNDERSTANDING IN RELATION TO CHILDREN UNDER THREE, PARENTS AND PROFESSIONALS

Self-organised symposium

Room I 401

CHAIR: SUE GREENFIELD

University of Roehampton, ENGLAND

The professional identity, power and control of the Danish pedagogue

Sigrid Brogaard Clausen, *University of Roehampton, ENGLAND*

The role of the pedagogue in helping babies and children under three manage companionship, love and loss in their friendships and group relations

Peter Elfer, *University of Roehampton, ENGLAND*

Empowering parents: the role of the pedagogue in establishing a relationship with parents to promote a shared understanding of babies and children

Sue Greenfield, *University of Roehampton, ENGLAND*

SYMPOSIUM SET III/26

TEACHER EDUCATION – TRAINING ISSUES

Individual Paper

Room I 308

CHAIR: MARLENE DA ROCHA MIGUEIS

University of Aveiro, PORTUGAL

Elements of case conferences that are considered important to the professional development of Japanese preschool teachers: Differences arising from duration of work experience

Kiyomi Akita (1), Fuminori Nakatsubo (2), Tokie Masuda (3), Katsuo Yasumi (4), Fumiko Sunagami (5) and Junko Minowa (6), (1) *University of Tokyo, JAPAN*, (2) *Hiroshima University, JAPAN*, (3) *Sacred Heart Professional Training College, JAPAN*, (4) *Tokyo Seitoku University*, (5) *Chiba University, JAPAN*, (6) *Kawamura Gakuen Woman's University, JAPAN*

The child's voice in praxiological transformation

Cristina Mesquita-Pires, *Politecnico Institut of Bragança - School of Education, PORTUGAL*

Teacher learning activity: Contributions of theory of activity

Marlene da Rocha Migueis, *University of Aveiro, PORTUGAL*

SYMPOSIUM SET III/27

METHODOLOGIES OF TRANSITION RESEARCH 2

Self-organised symposium

Room H 309

CHAIR: LINDA JOAN HARRISON

Charles Sturt University, AUSTRALIA

Researching memories about starting school: Autobiographical narratives

Bob Perry, Tuija Turunen and Sue Dockett, *Charles Sturt University, AUSTRALIA*

Examining student-teacher relationships over the first year of school through an analysis of children's drawings of themselves and their teachers

Linda Joan Harrison and Libbey Murray, *Charles Sturt University, AUSTRALIA*

Factors that influence the transition to school for infants and toddlers

Kay Margetts, *University of Melbourne, AUSTRALIA*

SYMPOSIUM SET III/28

PARENTS IN TRANSITION TO SCHOOL

Self organised symposium

Room I 301

CHAIR: WILFRIED GRIEBEL

State Institute of Early Childhood Education and Research, GERMANY

Family transitions as children start school

Sue Dockett and Bob Perry, *Charles Sturt University, AUSTRALIA*

Parents going to be parents of a school-child

Andreas Wildgruber, Wilfried Griebel, Bernhard Nagel and Renate Niesel, *State Institute of Early Childhood Education and Research, GERMANY*

Parental involvement: Parents and the transition process from pre-school to primary school

Gunther Grasshoff and Heiner Ullrich, *Johannes Gutenberg-University Mainz, Faculty of Educational Sciences, GERMANY*

SYMPOSIUM SET III/29

TRANSITIONS IN EARLY CHILDHOOD 2

CHAIR: JAN WHITE

Early Childhood Consultant, ENGLAND

What happens when preschool and school educators talk to each other during children's transitions to school: Content and outcomes of transition communication

Kathryn Hopps, *Charles Sturt University, AUSTRALIA*

Ready for school: An examination of German early childhood educators' belief systems

Manja Plehn, *Institute for Education in Childhood and Adolescence, University Koblenz-Landau, GERMANY*

School readiness: The voice of the child

Colette Gray, *Stranmillis University College, The Queen's University of Belfast, NORTHERN IRELAND*

SYMPOSIUM SET III/30

ANDRAGOGY, PRAXEOLOGY AND PRACTICE: ROLES AND RELATIONSHIPS IN ADULT LEARNING AND THE OUTCOMES FOR PRACTICE

Self-organised symposium

Room I 201

CHAIR: KATE HAYWARD

Pen Green Research, Development and Training Base, ENGLAND

How does the experience of studying impact on practice in an integrated nursery school and children's centre? Two case studies

Kate Hayward (1) and Annette Cummings (2), (1) *Pen Green Research, Development and Training Base, ENGLAND*, (2) *Pen Green Centre for Children and Families, ENGLAND*

Personal and professional development: What are the motivational factors involved in decisions to undertake higher level study and what inspires some participants to focus on and/or include the personal in their studies?

Cath Arnold, Andrea Layzell (1), Katherine Clarke (2), Jackie Luther (3) and Lindsey Portsmouth (4), (1) *Pen Green Research, Development and Training Base, ENGLAND*, (2) *Pen Green Centre for Children and Families, ENGLAND*, (3) *London Borough of Enfield, ENGLAND*, (4) *SENCO for FIG Play Group*

Professional development, self-image and practice: Does higher level study bring about authentic inner transformation and the development of confidence to challenge and then lead and embed sustained changes in practice?

Eddie McKinnon, Felicity Norton (1), Joanne Benford, Terrie Lambert and Charraine Stapleton (2), (1) *Pen Green Research Development and Training Base, ENGLAND*, (2) *Pen Green Centre for Children and Families, ENGLAND*

PROGRAMME OVERVIEW
FRIDAY 31ST AUGUST, 2012
SYMPOSIUM SET IV: 14:00 – 15:30

SYMPOSIUM SET IV/1

CHILDREN'S PERSPECTIVES ON PLAY 2

Individual Paper

Room I 301

CHAIR: JACKIE MUSGRAVE

University of Worcester, ENGLAND

Images of childhood

Berenice Nyland, *RMIT University, AUSTRALIA*

Don't pick the baby up, she will become spoilt

Jackie Musgrave, *University of Worcester, ENGLAND*

Pre-service teachers' beliefs about early childhood environmental education: A questionnaire development

Zisan Guner, Refika Olgan and Jale Cakiroglu, *Middle East Technical University, TURKEY*

SYMPOSIUM SET IV/2

EARLY YEARS CURRICULUM 2

Individual Paper

Room I 203

CHAIR: MARITTA HÄNNIKÄINEN

University of Jyväskylä, FINLAND

Creativity in the early childhood education. A European perspective and the Portuguese situation

Paulo Varela (1) and Manuel Costa (2), (1) *School of Education, University of Minho, PORTUGAL*, (2) *School of Sciences, University of Minho, PORTUGAL*

An action-research project design for promoting the professional development of kindergarten teacher through dramatic activity

Manuel Neiva, Maria Amélia Lopes and Maria de Fátima Ribeiro Pereira, *Faculty of Psychology and Education Science, University of Porto, PORTUGAL*

Applicability of a Danish Early Literacy Programme based on dialogical reading – A qualitative study

Line Engel Clasen and Kristine Jensen de López, *Institute of Communication & Psychology, Aalborg University, DENMARK*

SYMPOSIUM SET IV/3

EARLY EDUCATION IN MATHEMATICS AND SCIENCE 2

Individual Paper

Room H 211

CHAIR: JOSEPHINE BLEACH

National College of Ireland, IRELAND

National Early Years Access Initiative: Dublin Docklands Numeracy Project

Josephine Bleach, *National College of Ireland, IRELAND*

Pre-school educators and families working together to develop confidence and competence in young children's mathematics

Bob Perry and Sue Dockett, *Charles Sturt University, AUSTRALIA*

Understand mathematical problems in kindergarten

Cláudia Soares and Lina Fonseca, *School of Education of Polytechnic Institute of Viana do Castelo, PORTUGAL*

SYMPOSIUM SET IV/4

EARLY EDUCATION FOR DIVERSITY – INTERCULTURALISM AND MULTILINGUALISM 1

Individual Paper

Room H 304

CHAIR: WILFRIED GRIEBEL

State Institute of Early Childhood Research, GERMANY

Transition and multilingualism – Strategies to meet educational challenges in multilingual societies

Wilfried Griebel, Christa Kieferle (1) and Anja Seifert (2), (1) *State Institute of Early Childhood Research, GERMANY*, (2) *Ludwigsburg University of Education, GERMANY*

The development of interculturalism/multiculturalism in early childhood teacher education in Sweden – A critical discussion

Lena Rubinstein Reich, *Faculty of Learning and Society, Malmö University, SWEDEN*

Cultural awareness as knowledge and/or skill

Birtes Simonsen (1) and Eva Maagerø (2), (1) *University of Agder, NORWAY*, (2) *Vestfold University College, NORWAY*

SYMPOSIUM SET IV/5

LIVED SPACES FOR INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS. SOCIAL SPACES: THE LIVED SPACE OF INFANTS AND TODDLERS SOCIAL NETWORKS

Self-organised symposium

Room H 401

CHAIR: FRANCES PRESS

Charles Sturt University, AUSTRALIA

Lived spaces in a toddler group: An application of Lefebvre's spatial triad

Niina Rutanen, *University of Tampere, FINLAND*

Acting with others in mind: How infants and toddlers express, interpret and exchange of perspectives during social interactions with peers and teachers

Sheila Degotardi, *Macquarie University, AUSTRALIA*

The lived space of infants and toddlers social networks. Spending time with others: Initial findings from the time use diary for infant-toddler childcare

Linda Harrison, *Charles Sturt University, AUSTRALIA*

SYMPOSIUM SET IV/6

EARLY CHILDHOOD PEDAGOGY 3

Individual Paper

Room H 208

CHAIR: JANET MURRAY

University of Worcester, ENGLAND

Leading with reflective integrity

Janet Murray, *University of Worcester, ENGLAND*

Action research on Korean early childhood preservice teachers' perceived causes and strategies to address challenging behaviors

Dae-Hyun Jung and Kay Heo, *Department of Early Childhood Education, CHongshin University, REPUBLIC OF KOREA*

Exploring teacher perspectives of their capacity to teach towards social competences in young children

Lesley Jones, *Australian Catholic University, AUSTRALIA*

SYMPOSIUM SET IV/7

EARLY CHILDHOOD PEDAGOGICAL APPROACHES

Individual Paper

Room H 202

CHAIR: STIG BROSTRÖM

Aarhus University, DENMARK

Typical pedagogical approaches for 6-year-olds math learning

Teija Holst, *University of Turku, FINLAND*

Pedagogical approaches for children's participation

Kristin Karlsdottir, *School of Education, University of Iceland, ICELAND*

Web searching in early childhood: Preschool teachers' perspectives

Sandra Grant, Susan Danby, Karen Thorpe, Julie Hansen, Amanda Spink, Filzah Zahilah Mohamed Zaki (1) and Christina Davidson (2), (1) *Queensland University of Technology, AUSTRALIA*, (2) *Charles Sturt University, AUSTRALIA*

SYMPOSIUM SET IV/8

FAMILIES INVOLVEMENT 3

Individual Paper

Room H 209

CHAIR: JOHN BENNETT

Early Years Consultant, FRANCE

Love hurts: 'expressions of emotion' as a thematic meaning – making lens, to interpret the decision – making process and childcare choices of six mothers when their babies were under twelve months of age

Jools Page, *University of Sheffield, ENGLAND*

Transdisciplinary Play-Based Assessment as a holistic method to assess child development: An analysis of families' satisfaction

Manuela Sanches Ferreira, Miguel Augusto Santos (1), Pedro Lopes-dos-Santos (2), Susana Martins, Sílvia Alves, Mónica Silveira Maia (1) and Toni Linder (3), (1) *Escola Superior de Educação do Politécnico do Porto, PORTUGAL*, (2) *Faculdade de Psicologia e Ciências de Educação da Universidade do Porto, PORTUGAL*, (3) *Morgridge College of Education, University of Denver, USA*

Screening of child development in Portugal using Ages & Stages Questionnaires PT

Patrícia Graça (1) (2), Salette Teixeira (1), Sónia Lopes (1), Ana Maria Serrano (1), (1) *Universidade do Minho, PORTUGAL* (2) *ISAVE - Instituto Superior de Saúde do Alto Ave, PORTUGAL*

SYMPOSIUM SET IV/9

FAMILIES INVOLVEMENT 4

Individual Paper

Room J 205

CHAIR: WENDY LEE

Educational Leadership Project (Ltd), NEW ZEALAND

Not just taking care of children: How early childhood education teachers promoting participation, dialogue and secure peace in their community

CHIH-HSIU OU, *Minghsin University of Science and Technology, TAIWAN*

Sex education in early childhood: A study to investigate parents' and teachers' attitude towards its importance and potential introduction within educational systems in the kingdom of Saudi Arabia

Amal Banunnah, *University of Hull, ENGLAND and Umm Al-Qura University, Kingdom of Saudi Arabia*

Parent Child Home Programme's family involvement, Dublin

Beth Fagan, *National College of Ireland, IRELAND*

SYMPOSIUM SET IV/10

DOES GENDER OF ECE WORKERS MAKE A DIFFERENCE?

Self-organised symposium

Room I 204

CHAIR: TIM ROHRMANN

Catholic High School for Applied Sciences, Berlin, GERMANY

Does gender make a difference? First results of the German tandem-study about pedagogical activity of female and male ECE workers

Holger Brandes, Markus Andrae and Wenke Roeseler, *University of Applied Sciences for Social Work, Education and Care (EHS), GERMANY*

Men in childcare and attachment of 3 year old boys and girls

Marleen van Polanen, Ruben Fukkink and Louis Tavecchio, *University of Amsterdam/Estro, THE NETHERLANDS*

Similarities and differences in interactions of male and female ECE workers with children

Johannes Huber and Bernd Traxl, *University of Innsbruck, AUSTRIA*

SYMPOSIUM SET IV/11

IMPROVING LEADERSHIP AND PRACTICE THROUGH GRADUATE LEADERSHIP AND EARLY YEARS PROFESSIONAL STATUS IN ENGLAND: DEVELOPING NOTIONS OF QUALITY IN THE EARLY YEARS

Self-organised symposium

Room H 207

CHAIR: MARTIN NEEDHAM

University of Wolverhampton, ENGLAND

Early years professionals' perceptions of their roles and impact in improving practice: Outcomes from second national survey of EYPs

Martin Needham, Michael Jopling and Mark Hadfield, *University of Wolverhampton, ENGLAND*

Raising quality through graduate leadership: Impact, levers and barriers

Sandra Mathers, Arjette Karemaker (1), Helen Ranns and Jenny Graham (2), (1) *University of Oxford, ENGLAND*, (2) *National Centre for Social Research, ENGLAND*

Early years professionals leading quality: Case studies of practice

Tim Waller (1), Mark Hadfield, Michael Jopling, Martin Needham, Liz Coleyshaw and Mahmoud Emira (2), (1) *Anglia Ruskin University, ENGLAND*, (2) *University of Wolverhampton, ENGLAND*

SYMPOSIUM SET IV/12

RESEARCH IN EARLY CHILDHOOD PEDAGOGY 2

Individual Paper

Room H 305

CHAIR: WENDY MESSENGER

Institute of Education, University of Worcester, ENGLAND

The emergent curriculum encountered by teachers' reflective thinking

Shunah Chung (1) and Heeyeon Kim (2), (1) *Sookmyung Women's University, REPUBLIC OF KOREA*, (2) *Sejong University, REPUBLIC OF KOREA*

Butterflies and borlububos – Hope to work from the perspective of children's literature appreciation of dialectic between identity and otherness

Maria João Coelho, *ISCE Felgueiras, PORTUGAL*

Diverse settings, same aspirations for children and families

Karen Campbell, Gaynor Corrick and Jo Mclellan, *University of Worcester, ENGLAND*

SYMPOSIUM SET IV/13

RISK PERCEPTIONS AND MEANING MAKING IN OUTDOOR PLAY

CHAIR: ELLEN BEATE HANSEN SANDETER

Queen Maud University College of Early Childhood Education, NORWAY

Everyday uncertainties: Risk perceptions and children's outdoor free play

Anita Nelson Niehues, Anita Bundy (1), Alex Broom (2) and Paul Tranter (3), (1) *University of Sydney, AUSTRALIA*, (2) *University of Queensland, AUSTRALIA*, (3) *University of New South Wales, Australian Defence Force Academy, AUSTRALIA*

Risky play: Perceptions of a group of early childhood teachers in Portugal

Maria Gabriela Portugal Bento and Ana Cristina Almeida, *Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra, PORTUGAL*

Children's meaning making of nature in an outdoor-oriented and democratic Swedish preschool practice

Susanne Klaar and Johan Öhman, *University of Skövde / Örebro University, SWEDEN*

SYMPOSIUM SET IV/14

CHILDREN AND PRACTITIONERS' USE OF OUTDOOR SPACES

CHAIR: TIM WALLER

Anglia Ruskin University, ENGLAND

Children's empowerment in play: Factors that contribute to children's empowerment in social group, child initiated play

Natalie Canning, *The Open University, ENGLAND*

Teachers' use of the outdoor environment in teaching about living beings in early childhood education

Kristín Norðdahl, *University of Iceland, ICELAND*

"We play outdoors" – Children's world of outdoor play

Merete Lund Fasting, *Faculty of Health and Sport Sciences, University of Agder, NORWAY*

SYMPOSIUM SET IV/15

EARLY CHILDHOOD PEDAGOGY – LEARNING WITH NATURE

CHAIR: KAY MARGETTS

University of Melbourne, AUSTRALIA

Different ways of handling learning objects in science when pre-school children and their teachers are visiting nature

Laila Gustavsson, *Kristianstad University, SWEDEN*

Out of classrooms and learning from nature

Lee-Feng Huang, *Department of Early Childhood Education/Pingtung University of Education, TAIWAN*

Teachers opinions of the possibilities to use outdoor learning in Valga county (Estonia) preschool childcare institutions

Lehte Tuuling and Tiia Oun, *Rakvere College, Tallinn University, ESTONIA*

SYMPOSIUM SET IV/16

EARLY CHILDHOOD PEDAGOGY 4

Individual Paper

Room I 306

CHAIR: IRENE FIGUEIREDO

Polytechnic Institute of Oporto - School of Education, PORTUGAL and Childhood Association

Prioritizing breadth and depth: Multi-modal provision for literacy in the early years

Kathy Ring, *York St John University, ENGLAND*

The effects of physical activities through Korean traditional children's songs on young children's peer competence and emotional intelligence

Hye Jeong Cho and Nam Im Kim, *Chongshin University, REPUBLIC OF KOREA*

First sensations and sound creations, the development of song and of language

Chantal Grosliéziat, *Association Musique en Herbe, FRANCE*

SYMPOSIUM SET IV/17

EARLY CHILDHOOD PEDAGOGY – ADULTS' ROLE

Individual Paper

Room H 312

CHAIR: LIZ BROOKER

Institute of Education, University of London, ENGLAND

Getting the balance right: The role of the adult in supporting children's early learning

Mary Wild (1) and Maria Evangelou (2), (1) *Oxford Brookes University, ENGLAND*, (2) *University of Oxford, ENGLAND*

Effects of a video-based interactive advice on the communications behaviour of professionals working with under three years old children

Christa Kieferle (1) and Irene Goltsche (2), (1) *State Institute of Early Childhood Research, GERMANY*, (2) *Diakonisches Werk Rosenheim, GERMANY*

Mothers' social networks and their connections to the children's socio-emotional competence

Päivi Pihlaja, Marita Neitola, Anu Warinowski and Teija Holst, *University of Turku, FINLAND*

SYMPOSIUM SET IV/18

EARLY CHILDHOOD PEDAGOGY – CHILDREN'S WELL-BEING 3

Individual Paper

Room H 424

CHAIR: LIZ DUNPHY

St Patrick's College, Dublin City University, IRELAND

Becoming more than one: A relational pedagogy for self and other

Iris Duhn, *Monash University, AUSTRALIA*

Early years pedagogy and education in Saudi Arabia

Lubna Alshamqiti and Ioanna Palaiologou, *The Hull University, ENGLAND*

Effect on early childhood education and care in Ethiopia and Zambia

Anne Trine Kjørholt, *Norwegian Centre for Child Research, Norwegian University of Science and Technology, NORWAY*

SYMPOSIUM SET IV/19

PLAY IN EARLY CHILDHOOD 4

Individual Paper

Room H 306

CHAIR: INGRID PRAMLING SAMUELSSON

Department of Education, Communication and Learning, Gothenburg University, SWEDEN

Children's social interactions and emotions in mixed-age play contexts

So-young Sung, *Keimyung University, SOUTH KOREA*

Exploring modes and themes in the symbolic play of two year olds

Fran Paffard, *University of Cumbria, UK*

Expressions of spirituality by two and three year old children in an English day nursery: Imagining and connecting play as spaces for mediating the spiritual

Gill Goodliff, *The Open University, ENGLAND*

SYMPOSIUM SET IV/20

POLICIES FOR EARLY CHILDHOOD EDUCATION – NEOLIBERAL POLICIES

Individual Paper

Room H 308

CHAIR: MATHIAS URBAN

Cass School of Education and Communities, University of East London, ENGLAND

Corporate minds - internalised compliance? Privatisation of early childhood education and its implications for the profession

Mathias Urban, *Cass School of Education and Communities, University of East London, ENGLAND*

Politics, policies and professionalisation for staff working with children from birth to three in England

Pamela Calder, *London South Bank University, United Kingdom*

The Icelandic preschool system and the influences of neoliberalism

Kristín Dýrfjörð, *University of Akureyri, ICELAND*

SYMPOSIUM SET IV/21

PEDAGOGIAS NA EDUCAÇÃO DE INFÂNCIA 1

Individual Paper

Room H 423

CHAIR: DEOLINDA RIBEIRO

Polytechnic Institute of Oporto - School of Education, PORTUGAL

Requisitos para desenvolvimento de projeto de brinquedos pré-escolares a partir da visão de especialistas

Cindy Renate P. X. Medeiros (1) and Vera Lúcia Duarte do Valle Pereira (2), (1) *UTFPR, BRAZIL*, (2) *UFSC, BRAZIL*

Um olhar para os discursos do cotidiano na educação infantil: Breves considerações

Analucia Vieira, *Escola de Educação Básica da Universidade Federal de Uberlândia/MG, BRAZIL*

Práticas de controle no espaço da creche: O que de fato elas controlam?

Heloisa Josiele Santos Carreiro, *Universidade Federal Fluminense, BRAZIL and Universidade do Porto, PORTUGAL*

SYMPOSIUM SET IV/22

REFLECTION AND THE CO-CONSTRUCTION OF NEW PEDAGOGICAL KNOWLEDGE IN THE TRAINING PROGRAM OF THE NEW EARLY CHILDHOOD PROFESSIONAL IN FLANDERS

Self-organised symposium

Room H 307

CHAIR: GEERT DE RAEDEMAEKER

Erasmushogeschool Brussel, BELGIUM

Portfolio in the bachelor early childhood education: Non-verbal modes of expression as tools for reflection and growth

Geert De Raedemaeker, *Erasmushogeschool Brussel, BELGIUM*

WANDA....Valuing and analyzing practice together

Katleen Govaert and Nele Van Hulle, *Artevelde University College, BELGIUM*

Working with a portfolio in the new bachelor's degree in early childhood education

Liesbeth Janssens, *Karel De Grote Hogeschool, BELGIUM*

SYMPOSIUM SET IV/23

EARLY YEARS TEACHERS CONCEPTIONS

Individual Paper

Room H 309

CHAIR: LUDO HEYLEN

Katholieke Universiteit, Leuven, BELGIUM

Finnish pre-school teachers' conceptions and experiences of the basic issues in their professional work

Anneli Niikko (1) and Riitta Korhonen (2), (1) *School of Applied Educational, Science and Teacher Education, University of Eastern Finland, FINLAND*, (2) *Department of Teacher Education, in Rauma, University of Turku, FINLAND*

Projecto Creche: Spaces and times for transformation with collaboration

Sónia Correia (1) and Marlene Migueis (2), (1) *Escola Superior de Educação e Ciências Sociais de Leiria, PORTUGAL*, (2) *Universidade de Aveiro, PORTUGAL*

Educating for entrepreneurship in preschool

Lina Fonseca, Teresa Gonçalves, Vânia Esteves, Joana Silva, Ana Filipa Cunha, Caty Gaio, Ana Carolina Pereira and Sofia Pereira, *School of Education, Polytechnic Institute of Viana do Castelo, PORTUGAL*

SYMPOSIUM SET IV/24

TRANSITIONS IN EARLY CHILDHOOD 3

Individual Paper

Room H 422

CHAIR: SUE DOCKETT

Charles Sturt University, AUSTRALIA

This is the shift you need to measure' parents' self evaluation on being involved in their children's learning through the Pen Green (PICL) approach

Kate Hayward, *Pen Green Research, Development and Training Base and Leadership Centre, ENGLAND*

When I started school... Recalled traditions of transition

Catherine Kaplun, Sue Dockett, Bob Perry and Tuija Turunen, *Charles Sturt University, AUSTRALIA*

Rituals of educational support by the use of process-oriented methods of documentation in transition

Marc Schulz, Jenny Velten and Peter Cloos (1) and Sören Thoms (2), *(1) Stiftung Universität Hildesheim, GERMANY, (2) Leibniz Universität Hannover, THE NETHERLANDS*

SYMPOSIUM SET IV/25

WORKFORCE DEVELOPMENT 3

Individual Paper

Room H 420

CHAIR: PAMELA CALDER

London South Bank University, United Kingdom

Knowing - how to care for babies and young children

Karen Wickett and Jan Georgeson, *Plymouth University, ENGLAND*

Mentoring: A mutual process

Michael Gasper, *Starfish Enterprise, ENGLAND*

Bridging diverse competencies – A leadership perspective

Elin Oedegaard, *Telemark University College, NORWAY*

PROGRAMME OVERVIEW
FRIDAY 31ST AUGUST, 2012
SYMPOSIUM SET V: 16:00 – 17:30

SYMPOSIUM SET V/1

CHILDREN'S PARTICIPATION 2

Individual Paper

Room H 304

CHAIR: LIZ DUNPHY

St Patrick's College, Dublin City University, IRELAND

Pedagogical action space of ECE: How to get children's perspectives?

Raija Raittila, *University of Jyväskylä, FINLAND*

Children's participation rights in early childhood education and care: The case of early literacy

Liz Dunphy, *St Patrick's College, Dublin City University, IRELAND*

Voices from children engaging in risky play

Kwi-Ok Nah (1) and Jung-In Kwak (2), *(1) Soonchunhyang University, REPUBLIC OF KOREA, (2) Soong Eui Women's College, REPUBLIC OF KOREA*

SYMPOSIUM SET V/2

CHILDREN'S VOICES – CHILDREN'S EXPRESSIONS

Individual Paper

Room H 306

CHAIR: MAELIS KARLSSON LOHMANDER

University of Gothenburg, SWEDEN

Sparkling moments in day care: well being from children's perspective

Lasse Lipponen, Kristiina Kumpulainen, Jaakko Hilppö and Jonna Jaatinen, *University of Helsinki, FINLAND*

Children talk about digital technology in some Norwegian kindergartens

Margrethe Jernes, *University of Stavanger, NORWAY*

Girls' and boys' attachment quality to caregivers in kindergarten and their cooperation in a learning task

Michael Glüer, *Universität Bielefeld, GERMANY*

SYMPOSIUM SET V/3

CHILDREN'S PERSPECTIVES ABOUT SCHOOL 2

Individual Paper

Room H 309

CHAIR: AGNETA JONSSON

School of Education and Environment, SWEDEN

Communication with 1-3 year old children in preschool: The complex matter of dealing with child perspectives and curriculum

Agneta Jonsson, School of Education and Environment, SWEDEN

England's Early Years Foundation stage: Adequacy, issues and recommendations

Coral Campbell, Deakin University, AUSTRALIA

Quality in practice: Stories from the implementation of Síolta, the National Quality Assurance Programme for Early Childhood Education in Ireland

Maresa Duignan, Early Education Policy Unit, IRELAND

SYMPOSIUM SET V/4

EARLY EDUCATION IN MATHEMATICS AND SCIENCE 3

Individual Paper

Room I 306

CHAIR: GABRIELA PORTUGAL

Departamento de Educação, Universidade de Aveiro, PORTUGAL

Under three's mathematical learning

Karin Franzén, Faculty of Arts and Education, Karlstad University, SWEDEN

Play and the cultural foundations of mathematics

Maulfry Worthington and Bert van Oers, Free University, Amsterdam, THE NETHERLANDS

SYMPOSIUM SET V/5

EARLY EDUCATION FOR DIVERSITY – INTERCULTURALISM AND MULTILINGUALISM 2

Individual Paper

Room H 209

CHAIR: GERRY MULHEARN

Department for Education and Child Development, AUSTRALIA

Australian children living in disadvantage: Experiences of the transition to school

Catherine Kaplun, *Charles Sturt University & Chetre, AUSTRALIA*

Searching for multicultural practices in kindergartens in rural areas of Norway

Sigrun Sand, *Hedmark University College, NORWAY*

The accessibility of sociodramatic play for culturally and linguistically diverse preschoolers

Victoria Whittington and Eleanor Scrafton, *University of South Australia, AUSTRALIA*

SYMPOSIUM SET V/6

DEVELOPMENT OF CHILDREN'S SELF-REGULATION AND INITIATIVES IN ADULT-CHILD INTERACTION

Self-organised symposium

Room J 210

CHAIR: PENTTI HAKKARAINEN

Lithuanian University of Educational Sciences, LITHUANIA

Cultural-historical approach to the development of self-regulation

Pentti Hakkarainen, *Lithuanian University of Educational Sciences, LITHUANIA*

Developing child's self-regulation by expanding object play structure

Milda Bredikyte, *Lithuanian University of Educational Sciences, LITHUANIA*

Parents' emotional state and sense of coherence during infant's first year

Izabele Grausliene, *Lithuanian University of Educational Sciences, LITHUANIA*

SYMPOSIUM SET V/7

STUDYING AND RESEARCHING EARLY CHILDHOOD FROM A EUROPEAN PERSPECTIVE: THE EUROPEAN MASTERS OF EARLY CHILDHOOD EDUCATION AND CARE (EMEC), A STUDY PROGRAMME DELIVERED BY SIX EUROPEAN UNIVERSITIES

Self-organised symposium

Room J 208

CHAIR: GESINE NEBE

University of Halle-Wittenberg, GERMANY

Children's voices on play in a mosaic approach study. A thesis from a European Master Program (EMEC) using participatory research methods

Carmen Huser, *University of Osnabrueck, GERMANY*

Using the infant/toddler environment rating scale for examining the quality of care for infants and toddlers in Norwegian day care centers

Anne-Grethe Baustad, *Faculty of Professional Studies, University of Nordland, Bodø, NORWAY*

Masters Thesis presenting findings from ‘Does it do what it says on the box?’ An exploration into adult’s and children’s perception of educational games

Sandra Tucker, *Highland & Moray Accredited Training Services, SCOTLAND*

SYMPOSIUM SET V/7

EARLY CHILDHOOD PEDAGOGY – DEVELOPING SOCIAL COMPETENCES

Individual Paper

Room H 422

CHAIR: KAYE COLMER

Macquarie University, AUSTRALIA

The role of the preschool practitioner in the development of children’s social competencies

Jennifer Colwell, *University of Brighton, ENGLAND*

The cultural-historical psychology and early childhood education in Brazil: The role-play

Janaina Cassiano Silva and Alessandra Arce Hai, *Universidade Federal de São Carlos, PPGE/UFSCar, BRAZIL*

“Children’s Council”: A civic laboratory to promote decisional processes on educational issues in pre-school

Camilla Monaco, *Provincial Federation of Pre-schools of Trento, ITALY*

SYMPOSIUM SET V/9

QUALITY EVALUATION IN EARLY CHILDHOOD 2

Individual Paper

Room H 308

CHAIR: MARGARET KERNAN

International Child Development Initiatives, NETHERLANDS

The ECD-QUAT: A community approach to quality assessment

Rona Jualla van Oudenhoven, Nico van Oudenhoven and Margaret Kernan, *International Child Development Initiatives, THE NETHERLANDS*

Does leadership make a difference to the quality of early childhood care and education?

Louise Hard and Frances Press, *Charles Sturt University, AUSTRALIA*

The physical environment of early childhood institutions – A review of literature (1990-2010)

Thomas Moser and Heidi Kristin Olsen, *Vestfold University College, NORWAY*

SYMPOSIUM SET V/10

PARTICIPATORY PEDAGOGIES 2

Individual Paper

Room H 208

CHAIR: ANITA BERGE

University of Stavanger, NORWAY

Revealing children's meaning making: an under three's case study

Joana Sousa, *Aga Khan Foundation, Childhood Association, PORTUGAL*

Group size in preschool and children's affordances

Pia Williams, Sonja Sheridan and Ingrid Pramling Samuelsson, *Department of Education, Communication and Learning, Gothenburg University, SWEDEN*

The use of pedagogic documentation as a form of teacher inquiry in an early childhood teacher preparation programme in the UK

Suzanne Flannery Quinn and Lucy Parker, *University of Roehampton, ENGLAND*

SYMPOSIUM SET V/11

FAMILIES INVOLVEMENT AND COMMUNITY PARTICIPATION

Individual Paper

Room H 305

CHAIR: CHRISTINE WOODROW

Centre for Education Research, University of Western Sydney, AUSTRALIA

Family involvement in municipality education plans in early childhood special education

Sanna Uotinen and Anja Rantala, *Open University of Jyväskylä, FINLAND*

Parent and toddler groups – An innovative approach

Marion Brennan and Elaine Hynes, *Early Childhood Ireland, IRELAND*

Citizen centred: Rhetoric, policy and practice

Christine Woodrow and Dianne Jackson, *University of Western Sydney, AUSTRALIA*

SYMPOSIUM SET V/12

FAMILIES INVOLVEMENT - LANGUAGE AND LITERACY

Individual Paper

Room H 420

CHAIR: ANDREW HANCOCK

University of Edinburgh, SCOTLAND

Families involvement in literacy: An evaluation of an early years writer in residence project in an urban area of socio-economic disadvantage in Scotland

Andrew Hancock and Moira Leslie, *University of Edinburgh, SCOTLAND*

A socio-cultural perspective on child's early language: A family study

Ljubica Marjanovič-Umek, Urška Fekonja-Peklaj, Gregor Sočan, Simona Kranjc (1) and Veronika Tašner (2), *(1) Faculty of Arts, University of Ljubljana, SLOVENIA, (2) Faculty of Education, University of Ljubljana, SLOVENIA*

It all starts in the family! Working with families to support early language development of young English language learner: Findings from the implementation of a culturally appropriate literacy-based family engagement project

Wilma Robles Melendez, *Nova Southeastern University, USA*

SYMPOSIUM SET V/13

GENDER EQUITY AND MALE WORKERS IN ECEC INSTITUTIONS

Self-organised symposium

Room J 209

CHAIR: TIM ROHRMANN

Catholic High School for Applied Sciences, Berlin, GERMANY

Male caretakers working with children under three –research results and open questions

Tim Rohrmann, *Catholic High School for Applied Sciences, Berlin, GERMANY*

Gender equality in Norwegian ECECs

Kari Emilsen, *Queen Maud University College of Early Childhood Education, NORWAY*

Personal and societal factors in men's choosing and remaining in an early childhood career: An international perspective

David Brody, *Efrata College of Education, Jerusalem, ISRAEL*

SYMPOSIUM SET V/14

SYSTEMIC APPROACHES TO LEADERSHIP

Self Organised Symposium

Room I 401

CHAIR: CAROLINE SHARP

National Foundation for Educational Research, ENGLAND

Highly effective leadership of integrated children's centres

Caroline Sharp, *National Foundation for Educational Research, ENGLAND*

Developing a systemic approach to leadership through “Early Years Teaching Centres”

Margy Whalley, *Pen Green Research, ENGLAND*

Leadership dialogues across a decade: Pen Green organisational study

João Formosinho (1) and Margy Whalley (2), (1) *University of Minho and Childhood Association*, (2) *Pen Green Research, ENGLAND*

SYMPOSIUM SET V/15

RESEARCH IN EARLY CHILDHOOD PEDAGOGY 3 – RESEARCH WITH YOUNG CHILDREN

Individual Paper

Room H 312

CHAIR: CRISTINA PARENTE

Institute of Education - University of Minho, PORTUGAL

Early intervention: Case study using the Video Home Training/Video Interaction Method

Fátima Feliciano, Paula Santos Carlos Silva and Sandra Agra, *University of Aveiro, PORTUGAL*

Research project “Promoting Relational Competences in Early Intervention through VHT/VIG Method”: Who are the children involved?

Sandra Agra, Fátima Feliciano, Paula Santos, Carlos Silva, Gabriela Portugal, Leonor Carvalho, Rosa Tavares, Adelaide Bicho, Orlanda Simões and Cláudia Rodrigues, *University of Aveiro, PORTUGAL*

A contextual approach to assess learning dispositions through learning stories: First notes on a research project

Elena Luciano and Massimo Marcuccio, *Università degli Studi di Parma - Dipartimento di Scienze della Formazione e del Territorio, ITALIA*

SYMPOSIUM SET V/16

CHILDREN'S WELL-BEING, INVOLVEMENT AND PARTICIPATION IN OUTDOOR SPACES

Self-organised symposium

Room I 203

CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College of Early Childhood Education, NORWAY

Interactions between children and the outdoor spaces in four Portuguese kindergartens during free play

Aida Figueiredo, *Universidade de Aveiro, PORTUGAL*

Children's participation and well-being in outdoor activities in Norwegian Early Childhood Centres

Ellen Beate Hansen Sandseter, *Queen Maud University College of Early Childhood Education, NORWAY*

SYMPOSIUM SET V/17

OPPORTUNITIES AND AFFORDANCES IN OUTDOOR PLAY AND LEARNING

Self-organised symposium

Room H 207

CHAIR: JANE WATERS

Swansea Metropolitan University, WALES

Opportunities and affordances in outdoor play and learning: a cross-cultural perspective

Margaret Kernan, *International Child Development Initiatives, THE NETHERLANDS*

In the forest and up the hill: How reception children use the outdoor spaces and places on offer to them on their school site over a year

Patrica Austin, *Anglia Ruskin University, ENGLAND*

Revealing the interactional features of learning and teaching moments in outdoor activity

Jane Waters (1) and Amanda Bateman (2), *(1) Swansea Metropolitan University, WALES, (2) University of Waikato, NEW ZEALAND*

SYMPOSIUM SET V/18

PARTICIPATORY PEDAGOGIES 3

Individual Paper

Room I 204

CHAIR: SUE GREENFIELD

University of Roehampton, ENGLAND

Practices and reflection about the power in early childhood education: An educational action research

Concepción Sánchez-Blanco, *Faculty of Education Sciences, University of A Coruña, SPAIN*

Solicited and unsolicited participation in English early years settings

Jo Armistead, *Leeds Metropolitan University, ENGLAND*

Is there space for the child in partnership with families?

Rory McDowall Clark, *University of Worcester, ENGLAND*

SYMPOSIUM SET V/19

EARLY CHILDHOOD PEDAGOGY 5

Individual Paper

Room H 211

CHAIR: AMANDA BATEMAN

University of Waikato, NEW ZEALAND

Teachers' reflecting on childrens play and learning

Bryndis Gardarsdottir, *School of Education, University of Iceland, ICELAND*

Investigating Early Childhood Pedagogy in New Zealand

Amanda Bateman, *University of Waikato, NEW ZEALAND*

Two different perspectives of learning for younger children

Britt Tellgren, Marianne Skoog and Reidun Carlsson, *Humus, Örebro University, SWEDEN*

SYMPOSIUM SET V/20

EARLY CHILDHOOD PEDAGOGY – COMPETENCE OF THE CHILD

Individual Paper

Room J 205

CHAIR: BENTE JENSEN

Aarhus University, DENMARK

Competence & context. Constructing the (in)competent child in day-care institutions

Karianne Franck and Randi Dyblie Nilsen, *Norwegian Centre of Child Research, Norwegian University of Science and Technology, NORWAY*

The usefulness of observation of competences in children 3-4 years old, before school entrance

Sylvie Wampfler-Bénayoun, *Filière psychomotricité HES_SO, HETS Genève et Secteur Grottes Petite Enfance Ville de Genève, SWITZERLAND*

Looking for the competent child

Anette Emilson (1) and Ingrid Pramling Samuelsson (2), (1) *Linneaus university, SWEDEN*, (2) *University of Gothenburg, SWEDEN*

SYMPOSIUM SET V/21

EARLY CHILDHOOD PEDAGOGY – CHILDREN’S WELL-BEING 4

Individual Paper

Room H 424

CHAIR: BART DECLERCQ

Centre for Experiential Education [C-ExE], Leuven University, BELGIUM

Emotion coaching: A new approach to support and promote the emotional and behavioural well-being of young children

Janet Rose (1), Louise Gilbert (2) and Hilary Smith (1), (1) *Bath Spa University, ENGLAND*, (2) *Gloucestershire University, ENGLAND*

What measures can be taken to improve the quality of provision for children under the age of three years in an early years setting?

Shirley Allen, *Middlesex University, ENGLAND*

Quality in educational intervention in preschool education: Educational intentionality throughout daily routine

Joana de Freitas Luís (1), Júlia Oliveira-Formosinho (2) and Nilza Costa (1), (1) *University of Aveiro, Department of Education, Research Centre “Didactics and Technology in Education of Trainers”, PORTUGAL*, (2) *University of Minho, Department of Education, PORTUGAL*

SYMPOSIUM SET V/22

PLAY IN EARLY CHILDHOOD 5

Individual Paper

Room H 307

CHAIR: SOLVEIG NORDTØMME

Vestfold University College, NORWAY

“Play or practice?” Developing a playbased intervention approach in a kindergarten-setting to enhance motor performance in children with motor delay

Ase Bardsen, *University of Tromsø, NORWAY*

Place, space and materiality for pedagogy in a kindergarten

Solveig Nordtømme, *Vestfold University College, NORWAY*

Play and children’s participation in ECE: Practitioners’ differentiated practices

Sofia Avgitidou, *University of Western Macedonia, GREECE*

SYMPOSIUM SET V/23

POLICIES FOR EARLY CHILDHOOD EDUCATION – UNDER THREES

CHAIR: BERENICE NYLAND

RMIT University, AUSTRALIA

Constructing the identity of the young child through policy in the United States

Nancy File, *University of Wisconsin-Milwaukee, USA*

Improving quality in early years education and care: A comparison of perspectives and measures

Rosanna Singler (1) and Sandra Mathers (2), (1) *Daycare Trust, ENGLAND*, (2) *University of Oxford, ENGLAND*

Oklahoma's Pilot Early Childhood Program birth through three years: Description, evaluation, and policy implications

Diane Horm and Deborah J. Norris, *Early Childhood Education Institute, University of Oklahoma-Tusla, UNITED STATES*

SYMPOSIUM SET V/24

PEDAGOGIAS DA INFÂNCIA 2 – PEDAGOGIAS PARTICIPATIVAS

CHAIR: MARIA GRACIETE MONGE

Fundação Aga Khan/Associação Criança, PORTUGAL

Trabalho de projeto na Pedagogia-em-Participação: Um estudo de caso

Sónia Lages, *Centro Infantil Olivais Sul, PORTUGAL*

Um projeto...uma transformação na ação - Um estudo no âmbito da investigação praxiológica

Maria Graciete Monge, *Fundação Aga Khan/Associação Criança, PORTUGAL*

A documentação pedagógica: Um instrumento para análise da coerência teórica e prática

Ana Azevedo, *Fundação Aga Khan/Associação Criança, PORTUGAL*

SYMPOSIUM SET V/25

THE ROLE OF EARLY YEARS PROFESSIONALS

CHAIR: MARTIN HULEATT

Community Playthings, Robertsbridge, UNITED KINGDOM

Playful pedagogies for babies - A training package to be delivered by those with early years professional status

Donna Luck, *University of Northampton, ENGLAND*

Developing critical thinking as part of the process of becoming an early years teacher: Tutor and students learning together

Madelaine Lockwood, *York St John University, ENGLAND*

What is the role of the early years professional? Developing case studies of leadership

Margaret Stephenson and Margaret Parsons, *University of Sunderland, ENGLAND*

SYMPOSIUM SET V/26

CHILDREN'S PERSPECTIVES OF THE TRANSITION TO SCHOOL

Self-organised symposium

Room H 202

CHAIR: SUE DOCKETT

Charles Sturt University, AUSTRALIA

Children crossing borders in transition

Helena Ackesjö, *Linnæus University Sweden, SWEDEN*

Perspectives of children and parents on the first day of school

Elke Reichmann, *Protestant University of Applied Sciences Ludwigsburg, GERMANY*

Transition from preschool to primary school through the eyes of children

Jóhanna Einarsdóttir, *University of Iceland, ICELAND*

PROGRAMME OVERVIEW
FRIDAY 1ST SEPTEMBER, 2012
SYMPOSIUM SET VI: 08:30 – 10:00

SYMPOSIUM SET VI/01

EARLY EDUCATION FOR DIVERSITY 6

Individual Paper

Room H 307

CHAIR: ANETTE SANDBERG

University of East-Finland, FINLAND

Being ourselves: Stories of identities and linguistic possibilities of bilingual teachers and children in English-medium early childhood services

Nola Harvey, *University of Auckland, NEW ZEALAND*

Developing curriculum guidelines for early childhood education in São Tomé & Príncipe – The challenges and virtues of a collaborative work

Gabriela Portugal, *Universidade de Aveiro, PORTUGAL*

Kindergarten readiness: A bioecological approach to understanding the resiliency of young children in poverty

Dominic F. Gullo, *Drexel University, UNITED STATES*

SYMPOSIUM SET VI/2

LIVED SPACES FOR INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS: SPACE FOR BELONGING

Self-organised symposium

Room H 401

CHAIR: LINDA HARRISON

Charles Sturt University, AUSTRALIA

Making this my space: Infants' and toddler's use of resources in daycare

Liz Brooker, *Institute of Education, University of London, ENGLAND*

Toddlers' possibilities for learning a new language through participation and communication in preschool activities

Anne Kultti and Ingrid Pramling Samuelsson, *University of Gothenburg, SWEDEN*

The role of policy in creating space for 'serious pedagogy' in infant-toddler programmes

Frances Press, *Charles Sturt University, AUSTRALIA*

SYMPOSIUM SET VI/3

EVALUATING WORK WITH CHILDREN, PARENTS AND PEDAGOGUES

Self Organised Symposium

Room I 301

CHAIR: KATE HAYWARD

Pen Green Research, ENGLAND

Measuring outcomes for children: Parents and workers measuring progress in children's learning (aged 0-5) using the revised EYFS in three settings

Kate Hayward and the Pen Green Nursery Team, *Pen Green Research, ENGLAND*

Measuring outcomes for parents: Parents at Pen Green developing their own engagement tool

Kate Hayward and Annette Cummings, *Pen Green Research, ENGLAND*

Measuring the effectiveness of pedagogic strategies when working with the under threes

Penny Lawrence and The Pen Green Nest Team, *Pen Green Research, ENGLAND*

SYMPOSIUM SET VI/4

EARLY CHILDHOOD PEDAGOGY 6

Individual Paper

Room H 309

CHAIR: BERT VAN OERS

Free University, Amsterdam, THE NETHERLANDS

Crèche teachers' views of national curriculum in Estonia

Evelyn Neudorf, Aino Ugaste, Maire Tuul and Rain Mikser, *Tallinn University, ESTONIA*

The use of ergonomic equipment in Norwegian kindergartens

Anne Berg, *Queen Mauds University, NORWAY*

Visual ethnography highlights the importance of early exposure to environmental print and visual images

Ailie Cleghorn (1) and Larry Prochner (2), (1) *Concordia University, CANADA*, (2) *University of Alberta, CANADA*

SYMPOSIUM SET VI/5

PARTICIPATORY PEDAGOGIES 4

Individual Paper

Room H 202

CHAIR: MÔNICA APPEZZATO PINAZZA

University of São Paulo, BRAZIL

Transformation of education and care contexts for children under 3's: A praxiological research

Sara Barros Araujo (1) and Júlia Oliveira-Formosinho (2), (1) *Institute Polytechnic of Porto and Childhood Association, PORTUGAL*, (2) *University of Minho and Childhood Association, PORTUGAL*

Children and adults rights: The search for balance

Inês Câmara, *Aga Khan Foudation Portugal, PORTUGAL*

Context-based education: A path for educational innovation

Mônica Appezato Pinazza, *University of São Paulo, BRAZIL*

SYMPOSIUM SET VI/6

EARLY CHILDHOOD PEDAGOGY 7

Individual Paper

Room H 306

CHAIR: BOB PERRY

Charles Sturt University, AUSTRALIA

Recycled materials - A gender challenge?

Nina Odegard, *Vestfold University College, NORWAY*

Mealtime as a language learning activity in toddler groups

Anne Kultti, *University of Gothenburg, SWEDEN*

Interpretation and interaction?

Marit Kanstad, *Queen Maud University College, NORWAY*

SYMPOSIUM SET VI/7

FAMILIES INVOLVEMENT – TEACHERS & PARENTS PARTNERSHIP 2

Individual Paper

Room H 422

CHAIR: MICHAEL REED

Institute of Education, University of Worcester, ENGLAND

Teacher-principal-parent partnership supporting children's learning and sustainable development in pre-school child care institutions

Silvi Suur and Marika Veisson, *Tallinn University, ESTONIA*

Encouraging numeracy in community and family contexts

Sandra Almeida, *K' cidade and Aga Khan Foundation, PORTUGAL*

SYMPOSIUM SET VI/8

WORKFORCE DEVELOPMENT – MEN IN EARLY CHILDHOOD

Individual Paper

Room J 210

CHAIR: CARMEN DALLI

Institute for Early Childhood Studies, Victoria University of Wellington, NEW ZEALAND

A call for an alternative research methodology: Researching Samoan men in early childhood education in Aotearoa, New Zealand

Seiuli Luama Sauni, *Faculty of Education, University of Auckland, NEW ZEALAND*

“Light years ahead”: Norway's increasing recruitment of men into early childhood education

Anders Menka-Eide, *University of Oslo, NORWAY*

“Working in a fishbowl” - Surveillance of men in Early Childhood Education

Anders Menka-Eide, *Universitu of Oslo, NORWAY*

SYMPOSIUM SET VI/9

LEADERSHIP IN EARLY YEARS

Individual Paper

Room J 209

CHAIR: MARTIN NEEDHAM

University of Wolverhampton, ENGLAND

Exploring connections between leadership and organisational culture

Jenny Green, *Integricare Children's Centre Homebush, AUSTRALIA*

Exploring teacher leadership in Early Childhood Education in Hong Kong

Dora Ho, *The Hong Kong Institute of Education, HONG KONG*

Professional roles, leadership and identities of Icelandic preschool teachers: Perceptions of stakeholders

Arna H. Jónsdóttir, *Iceland University of Education, ICELAND*

SYMPOSIUM SET VI/10

PEDAGOGIAS DA INFÂNCIA 3

CHAIR: GRAÇA CARDOSO

Centro Social de Azurva, PORTUGAL and Associação Criança, PORTUGAL

Contextos “child-friendly”: O resgate do brincar

Graça Bandola Cardoso, *Centro Social de Azurva, PORTUGAL and Associação Criança, PORTUGAL*

Aprender a aprender sobre peixes

Marta Pereira, *Centro Infantil Olivais Sul, PORTUGAL*

Contos de fada e mediação pedagógica: A construção de repertórios cognitivos para narrativas

Juliane Ferreira and Celia Vectore, *Universidade Federal de Uberlândia, BRAZIL*

SYMPOSIUM SET VI/11

TEACHER EDUCATION – PRE-SERVICE TRAINING ISSUES 3

CHAIR: ANA MARQUES

Departamento de Pedagogia e Educação, Universidade de Évora, PORTUGAL

The influence of rules on students learning

Ana Marques, Departamento de Pedagogia e Educação, *Universidade de Évora, PORTUGAL*

Early childhood student teachers and research – Different perspectives about the purposes and benefits of learning to produce professional knowledge

Maria Figueiredo (1), Gabriela Portugal (2) and Maria do Céu Roldão (3), *(1) School of Education, Polytechnic Institute of Viseu, PORTUGAL, (2) University of Aveiro, PORTUGAL, (3) Catholic University, PORTUGAL*

What influence the attitudes and practice of preschool staff toward rough-and-tumble play?

Rune Storli, *Queen Maud University College, NORWAY*

SYMPOSIUM SET VI/12

WORKFORCE DEVELOPMENT 6

CHAIR: ASSUNÇÃO FOLQUE

Universidade de Évora, PORTUGAL

The early years professional in England: Agents of change for the youngest children

Eunice Lumsden, *University of Northampton, ENGLAND*

Developing quality in family day care

Mónica Brazinha, *Aga Khan Foundation Portugal/Childhood Association, PORTUGAL*

How to make sense of changes in Swedish Child Minder Education 1975 to 2011

Birgitta Plymoth and Eva Reimers, *Department of Social and Welfare Studies, SWEDEN*

POSTER PRESENTATION

THURSDAY 30th AUGUST, 2012

12:30 – 13:15

A study on co-construction of understanding between a teacher and children through explanations in free choice activities in a Korean kindergarten

Kyoung Hee Kim, *Soonchunhyang University, REPUBLIC OF KOREA*

A trace here, another there and the drawing is set up... subjects and contents in pictography of gypsy children

Joseph A. O. Jardim Martins and Catarina Moro, *University Federal of Paraná, BRAZIL*

Aprendizagem experiencial na Pedagogia-em-Participação: continuidade e interatividade

Andreia Lima, *Fundação Aga Khan e Associação Criança, PORTUGAL*

As if it were the moon – Babies and their space in the early childhood education center

Catarina Moro and Mayara C. Semann, *Federal University of Paraná, BRAZIL*

Assessing gender equality in the educational practice in early childhood education

Roser Vendrell, Marian Baqués, Reina Capdevila, Mariona Dalmau, Montserrat Margenat and Laura Ciller, *Ramon Llull University, SPAIN*

Consistent curriculum to facilitate cooperative education of kindergarten and elementary school in Japan: Observational study of a moral education class for 1st graders

Yoshiko Shirakawa (1), Tomonori Nakashima, Yukari Azuma, Ayano Aramatsu, Daisuke Nishijima (2) and Toshiaki Mori (3), (1) *Kyoritsu Women's University, JAPAN*, (2) *Kamakura Women's University, JAPAN*, (3) *Hiroshima University, JAPAN*

Culture-based teaching. An example of using families' funds of knowledge to mediate early years learning

Moises Esteban Guitart, Judith Oller Badenas, Ignasi Vila Mendiburu (1), Laura Quintanilla Cobián (2), (1) *University of Girona, SPAIN*, (2) *Universidad Nacional de Educación a Distancia (UNED), SPAIN*

Democratic potentials and risks when children work and play with digital photos and images in the kindergarten

Ida Margrethe Knudsen and Elin Eriksen Ødegaard, *Bergen University College, NORWAY*

Developing an effective dialogue with parents about their children's learning both at home and in the setting

Lesley Curtis and Andrea Vaughan, *Everton Nursery School and Family Centre, ENGLAND*

Differential susceptibility hypothesis: Children`s temperament moderates the relation between caregiver`s sensitivity and cortisol baseline`s change at child care centre

Elena Lopez de Arana, Alexander Barandiaran Arteaga, Iñaki Larrea Hermida, Alexander Muela Aparicio and Jose Ramon Vitoria Gallastegi, *Mondragon University`s Humanities and Education School, SPAIN*

Diversity education in early childhood settings

Steffen Brockmann, *Evangelische Fachschule für Sozialpädagogik, Protestant College of Social Pedagogy, GERMANY*

There has been a lot of discussion about diversity education in recent years. However, there is ECECs as child protection intervention

Kari Emilsen, *Queen Maud's University College of Early Childhood Education, NORWAY*

Educators' satisfaction with the training in the Incredible Years Program

Vera do Vale (1) and Maria Filomena Gaspar (2), (1) *ESEC-Instituto Politécnico de Coimbra, PORTUGAL*, (2) *FPCE-Universidade de Coimbra, PORTUGAL*

From child rearing support service towards families involvement: The case of Japan

Sachiko Kitano, *Kobe University, JAPAN*

Helping parents to support their children`s transition to school: An evaluation of “ready to go!”

Fiona Roberts, Kathy Sylva and Pam Sammons, *University of Oxford, Department of Education, ENGLAND*

High-quality relationships between babies and their parents: An unavoidable requirement for positive adjustment in socioeducational environments

Montserrat Margenat, Mariona Dalmau, Roser Vendrell (1) and Lidia Ibarz (2), (1) *Ramon Llull University, Barcelona, SPAIN*, (2) *Institut Municipal Educació de Barcelona, SPAIN*

“How do I blur the pencil?” Children's learning about drawing and co-construction of knowledge through mypaint

Maria Figueiredo, Nelson A. F. Goncalves, Helena Lopes and Fátima Barreiros, *School of Education, Polytechnic Institute of Viseu, PORTUGAL*

Kindergarten teachers in german crèches (0-3) – Knowledge, skills and competences

Nadine Berlips and Kerstin Nolte, *Leuphana University of Lüneburg, GERMANY*

Media education in Estonian pre-schools: Teachers' opinions

Deivi Pard and Kristi Vinter, *Tallinn University, ESTONIA*

NB-ECEC: Nordic base on early childhood education and care

Persille Schwartz, *The Danish Evaluation Institute (EVA), DENMARK*

Our classroom, my world. Me, you and we: Digitally yours

Els Schellekens, *Inholland University, NETHERLANDS*

Parents' and children's 'learning by head, hand and heart': A comparative study of mothers' and students' nurturance skills

Chie Ashida, *Hiroshima University, Department of Learning Science, JAPAN*

Playing behavior of autistic children in the inclusive environment

Lee-Feng Huang, *Department of Early Childhood Education, Pingtung University of Education, TAIWAN*

Por uma escola aberta às diferenças: A experiência nos centros de convivência infantil da UNICAMP/SP/BRASIL

Roberta Rocha Borges and Francisca Paula Toledo Monteiro, *Universidade Estadual de Campinas, BRAZIL*

Professionalization of the qualified professionals for crèches (0-3) and their teacher

Kerstin Nolte and Nadine Berlips, *Leuphana Universität Lüneburg, GERMANY*

Science picture books in Japan: How can we use them in kindergarten from children's perspectives

Akane Nakagawa, Sachiko Kitano and Tomoyuki Nogomi, *Kobe University, JAPAN*

Social scaffolding at the crèche

Elisa Guerra and Valentina Mazzoni, *University of Verona, ITALY*

Story magician's play time (SMPT) as a method to study children's narratives on social relationships

Piia Manninen, Marja-Leena Laakso and Leena Turja, *University of Jyväskylä, FINLAND*

The content of young children's voices about their school contexts

Anja Tertoolen, Bert van Oers (1), Jeannette Geldens and Herman Popeijus (2), (1) *VU University of Amsterdam, THE NETHERLANDS*, (2) *Kempel Research Center Helmond, THE NETHERLANDS*

The developmental change of figure drawing in right-handed Japanese 4- and 5-year-olds

Masanori Taguchi, *Dokkyo University, JAPAN*

The effect of a program with multicultural games on the intrinsic motivation of preschool aged children

Olga Kouli (1) and Athanasios Gregoriadis (2), (1) *Department of Physical Education and Sport Science, Democritus University of Thrace, GREECE*, (2) *Department of Early Childhood Education, Aristotle University of Thessaloniki, GREECE*

The effects of structured activities versus self-initiated activities on toddlers' development of initiative and involvement

Carla Araújo and Ana Rita Silva, *Teacher Education College Fafe, PORTUGAL*

The phenomenon of professional burnout among therapists working with disabled children up to 3 years old

Anna Bujnowska, *Maria Curie - Skłodowska University in Lublin, POLAND*

The relationship between college students' implicit theory of teaching and their verbal supports in drawing lesson

Ikuyo Wakayama, *University of Toyama, JAPAN*

To be an educator in a day care setting – Conceptions and educational practices

Ângela Quaresma, Sónia Correia e Isabel Dias, *Instituto Politécnico de Leiria, PORTUGAL*

“What is meaning?” – Discuss the subject and curriculum of in-service training with kindergarten and nursery teachers

Pei-Tsen Huang, *National Central University, TAIWAN*

What is the gap between kindergarten education and elementary school education in Japan?

Toshiaki Mori and Midori Kanazawa, *Hiroshima University, JAPAN*

What is the turning point in a Japanese ECEC teacher's career? A qualitative study of teachers' reflection on their teaching experience

Takako Noguchi, *Jumonji University, JAPAN*

Why is it so necessary for Roma children to be enrolled in preschool programs as early as possible?

Jerneja Jager, *Educational Research Institute, SLOVENIA*

Work values and teacher-efficacy of Japanese junior college students in preschool education course

Naoko Niimi (1), Kenichi Maeda (2) and Rina Emura (3), (1) *Hiroshima Bunkyo Women's University, JAPAN*, (2) *Graduate School of Education, Hiroshima University, JAPAN*, (3) *Miyazaki Gakuen Junior College, JAPAN*