

25th

EECERA ANNUAL CONFERENCE

'INNOVATION, EXPERIMENTATION AND
ADVENTURE IN EARLY CHILDHOOD'

Barcelona, Catalunya, Spain

7th - 10th September 2015

CONFERENCE PROGRAMME





EECERA is an independent, self-governing, international association which promotes and disseminates multi-disciplinary research on early childhood and its applications to policy and practice. It has a substantial and influential worldwide membership. The Association continues in the tradition of European early childhood thought, sustaining the legacy of Pestalozzi, Owen, Froebel, Montessori, Steiner, Vygotsky, Piaget, Malaguzzi and other pioneers, whilst looking forward to encourage the exploration of new methodologies, concepts and applications.

EECERA's Annual Conference is the largest early childhood research conference in Europe, providing an exceptional forum and network for scholars, policy makers, researchers and practitioners. EECERA also encourages and supports cross-national collaborations and themed publications through its Special Interest Groups (SIGs). The Journal of the Association (EECERJ) is the only European early childhood journal cited in the prestigious Social Science Citation Index (SSCI). The SSCI identifies scholarship from across 50 disciplines, including 'education'. Only the world's leading social sciences journals are selected for inclusion in the Index

Through its annual Conference, its Journal and its SIGs, and the many activities of its community of members, EECERA is a leading international contributor to the development of research, policy and practice in the field of early childhood.

The principle aims of EECERA are:

- to provide a relevant and rigorous academic forum in Europe for the promotion, development and dissemination of high quality multidisciplinary research into
- early childhood education;
- to facilitate collaboration and cooperation between European researchers in this field and the wider early childhood community across the world;
- to encourage the clear articulation and communication of the links between research, practice and policy;
- to offer interaction, development, and support to those interested in early childhood education;
- to raise the visibility and status of European research on early childhood education throughout the world.



Universitat Autònoma de Barcelona

Universitat Autònoma de Barcelona: The Faculty of Educational Sciences at UAB was founded in 1992, having been an Early Childhood Education Teacher Training College in Sant Cugat for 20 years previously. There are now around 600 students and 100 professors involved in the early childhood degree, which is a 4 year course focusing on both theoretical and practical disciplines. There is a school on the campus, with children aged 3 to 12 years, which is a highly valued asset to the campus.

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WELCOME FROM THE UAB CONFERENCE ORGANISING COMMITTEE

Dear Friends and Colleagues,

The team at the Universitat Autònoma de Barcelona is honoured to welcome you to EECERA's 2015 Annual Conference, always a key event, but especially so this year as it is also THE 25th ANNIVERSARY.

In the next few days we will all meet regularly with colleagues, get to know new people, make contacts, and share research. We will all benefit from this wonderful, professional opportunity in many ways, including the opportunity to visit schools on the 7th or to watch a film based on the school "El Martinet".

Of course we will also get to enjoy some free time in Barcelona and its surroundings. How do you want to relax? Museums, beaches, restaurants, great walks, architectural delights, and various other facilities abound. In fact, it is our declared intention that this conference becomes an adventure! Not only in stimulating, exciting and thought provoking lectures and the sharing of innovative ideas, but also in the activities and surprises we have in store for you.

But first, we will tell you a little about us. Universitat Autònoma de Barcelona (UAB) is a campus with truly wonderful surroundings, in which it is a privilege to live and learn. Within the campus there are around 43,719 undergraduate and postgraduate students. One of the UAB's greatest assets is its proven commitment to people and to the environment. UAB represents quality in teaching in social sciences and the humanities, in science and technology, and in health sciences. Immersed in the European convergence, UAB has taken on new objectives, including more international academic programmes, better teaching areas, and more student mobility, resulting in a strong boost in the attraction of talent. UAB is a renowned research facility comprised of 57 departments and 217 consolidated research groups.

It's very relevant to UAB and the faculty that our country was one of the first in the world to pass legislation regarding Early Childhood Education. The legislation requires that a certain percentage of professionals working with children aged from 0 to 3 in nurseries, and all teachers at preschool level teaching 3 to 6 year olds, should have qualifications gained at university level.

In 1992, the Faculty of Educational Sciences of the UAB was founded after 20 years of being an Early Childhood Education Teacher Training College in Sant Cugat. There are now around 600 students studying the degree and 100 professors teaching a variety of subjects on the early childhood degree. During a four year period, the students are taught a variety of related subjects focusing on both theoretical and practical disciplines. As important as this is, our faculty strongly believe that students' placements within the nurseries and preschools is where they really develop their teaching skills. We therefore have 4 practicums, one each year. We actively promote different Erasmus mobility and exchange programs for students and teachers in several countries. Within the faculty there are also research groups, some of them focused on Early Childhood, in addition to national and international projects. Our campus also has a school, with children from 3 to 12 years old. The children contributed to making the "25" logo for this special occasion. This setting also facilitates valuable collaboration among university professors contributing greatly to research and innovation.

We are very happy to host this year's conference 'Innovation, Experimentation & Adventure in Early Childhoods'. In participating we are all aware of the huge importance early childhood development (ECD) has to play in creating a fair, socially responsible, economically and educationally successful society that is the basis for personal, regional and, indeed, multinational achievement and fulfilment.

The evidence of poor quality ECD is, sadly, only too obvious and the greatest resource we can share with developing nations, to give them an opportunity for self-sufficiency and to compete on a global basis, is a comprehensive ECD programme. Furthering these ideals through this meeting of minds is the main purpose of this Conference. Coming together to discuss, explore, educate and learn through the medium of excellent keynote lectures, your symposia, paper presentations and spontaneous discussions over the course of the next three days is the aim.

The organising committee invite each and every one of you to actively participate, contributing your ideas, views and concerns to aid in making this, your conference, on its 25th anniversary, an exciting, meaningful and productive adventure.

A huge thank you to our Sponsors and Exhibitors for their support and contributions to this Anniversary Conference. Please take the opportunity to visit their stands. Here you will also find refreshments. Thanks also to the members of the Scientific Committee for the time taken in their careful scrutiny of all papers presented here and over the next three days in this Anniversary Conference. Lastly, thank you to all of the volunteers, students, professors and other personnel from the faculty for their support throughout.

On behalf of the 25th Annual EECERA Scientific and Organising Committees, and on behalf of the Educational Sciences Faculty of the Universitat Autònoma de Barcelona, we hope you enjoy the conference.

Yours sincerely,

Dr. Sílvia Blanch Gelabert
Chair

Dr. Mequè Edo Basté
Co-Chair

Dr. Montserrat Anton Rosera
Organising Committee

25th EECERA Conference – Universitat Autònoma de Barcelona

CONFERENCE CO-CHAIRS

Sílvia Blanch Gelabert, Universitat Autònoma de Barcelona
Mequè Edo I Basté, Universitat Autònoma de Barcelona

LOCAL ORGANISING COMMITTEE

Sílvia Blanch Gelabert
Mequè Edo I Basté
Montserrat Anton Rosera
(Universitat Autònoma de Barcelona)

Conference organisation and support provided by Monica Mackay (Manners) and the Universitat Autònoma de Barcelona, Spain

EECERA SCIENTIFIC COMMITTEE

Sílvia Blanch Gelabert (Universitat Autònoma de Barcelona)
Mequè Edo I Basté (Universitat Autònoma de Barcelona)
Lurdes Martínez Mínguez (Universitat Autònoma de Barcelona)
Maria Neus Real Mercadal (Universitat Autònoma de Barcelona)
Maelis Karlsson Lohmander (University of Gothenburg/ EECERA Vice-President)
Johanna Einarsdottir (University of Iceland/ EECERA Trustee)
Elly Singer (University of Utrecht/ EECERA Trustee)

The 25th EECERA Conference has been organised by the Universitat Autònoma de Barcelona with the support of CREC



CONFERENCE PROGRAMME

Preconference: Monday 7th September 2015

Morning	Schools and Family Programme Visits	Various locations (pre-booking required)
12:00 – 18:00	Welcome and Registration	Hotel UAB (Venue 1)
16:00 – 17:10	Film Screening: Verd Dolç Jazz Tres mirades vers El Martinet / Green Sweet Jazz Three points of view regarding the Martinet (an innovative Catalan School)	Arnau de Vilanova, Hotel UAB (Venue 1)
18:00 – 18:45	Welcome Session	Arnau de Vilanova, Hotel UAB (Venue 1)
18:45 – 20:00	Welcome Reception	Cocktails and Human Towers outside Hotel UAB

Special Interest Groups (SIGs)

9:00 – 16:00	SIG Meetings	Please see SIG meetings timetable on Page 15
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EECERA Meetings

9:00 – 12:15	EECERA Board of Trustees	Bertrand Russell Room, Hotel UAB (Venue 1)
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13:00 – 15:30 EECERA Editorial Board Meeting

Bertrand Russell
Room, Hotel UAB
(Venue 1)

16:00 – 18:00 EECERA Electoral College

Lluís Vives, Hotel
UAB
(Venue 1)

CONFERENCE PROGRAMME

Day 1

Tuesday 8th September

8:00 onwards	Registration Open	Hotel UAB (Venue 1)
9:00 – 9:45	Opening Ceremony	Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)
9:45 – 10:45	Keynote I (Stephen Moss)	Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)
10:45 – 11:15	Coffee Break	Antoni Martí i Franquès, Hotel UAB (Venue 1)
11:15 – 12:15	Keynote II (Teresa Colomer)	Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)
12:15 – 13:45	Lunch	Restaurants near Facultat de Ciències de l'Educació (Venue 2) – see maps

Delegates will walk or take a coach from Hotel UAB (Venue 1) to the Facultat de Ciències de l'Educació (Venue 2) where the restaurants are located

13:45 – 15:15	Symposium Set A	Various – see full programme Facultat de Ciències de l'Educació (Venue 2)
15:15 – 16:00	Coffee Break & Poster Session	Faculty Square (see map)
	SIG Convenors' Meeting	Room A11, Mòdul I (MI)

16:00 – 17:30	Symposium Set B	Various – see full programme Facultat de Ciències de l'Educació (Venue 2)
17:30 – 18:30	EECERA Marketplace with Coffee and Ice creams	Faculty Square (see map)
18:00 – 19:00	EECERA Members' AGM	Room A18, Mòdul I (MI)

CONFERENCE PROGRAMME

Day 2

Wednesday 9th September

8:00 – 9:30	Symposium Set C	Various – see full programme
9:30 – 10:00	Coffee Break	Faculty Square (see map)
10:00 – 11:30	Symposium Set D	Various – see full programme
11:30 – 12:00	Coffee Break	Faculty Square (see map)
12:00 – 13:30	Symposium Set E	Various – see full programme
13:30 – 15:00	Lunch	2 restaurant areas available – see map
14:00 – 14:45	Country Coordinators' Meeting	Room A18, Mòdul I (MI)
15:00 – 16:30	Symposium Set F	Various – see full programme
16:30 – 17:00	Coffee Break	Faculty Square (see map)
17:00 – 18:30	Symposium Set G	Various – see full programme
20:00	Buses to Conference Gala Dinner at Can Cortada (Collection from UAB Campus or Barcelona City)	
20:30 til late	Conference Gala Dinner	Can Cortada (Please note pre-booking is required)

CONFERENCE PROGRAMME

Day 3

Thursday 10th September

9:30 – 10:30	Keynote III (Hilary Bradbury)	Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)
10:30 – 11:00	Coffee Break	Antoni Martí i Franquès, Hotel UAB (Venue 1)
11:00 – 12:00	Keynote IV (Christine Stephen)	Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)
12:00 – 12:30	Closing Ceremony including EECERA 2016 Launch	Arnau Villanova & Lluís Vives, Hotel UAB (Venue 1)
12:30 onwards	SIG Meetings	SIG meetings – please see SIGs timetable on Page 15
	Optional Social Programme	Social Programme – pre-booking required

KEYNOTE ADDRESSES

Day 1: Tuesday 8th September 2015

Arnau de Villanova & Lluís Vives, Hotel UAB (Venue 1)

9:45 – 10:45 **Keynote I**

Managing risk in a fearful world: why children need a sense of adventure

STEPHEN MOSS

Independent Author, TV Presenter and Naturalist, UK

11:15 – 12:15 **Keynote II**

The construction of meaning through endings: Different types of endings in children's stories

TERESA COLOMER

Universitat Autònoma de Barcelona, Catalunya, Spain

Day 3: Thursday 10th September 2015

Arnau de Villanova & Lluís Vives, Hotel UAB (Venue 1)

9:30 – 10:30 **Keynote III**

Reweaving heart and mind in our learning: Learning and researching with, rather than merely about, children

HILARY BRADBURY

Oregon Health Sciences University, USA

11:00 – 12:00 **Keynote IV**

Take another look: the affordances of new technologies for early childhood education

CHRISTINE STEPHEN

University of Stirling, Scotland, UK

SPECIAL INTEREST GROUP (SIG) MEETINGS

Monday 7th September

“Escola de Turisme” is part of the same building as the Hotel UAB (Venue 1).

Room “Marie Curie” is in the Hotel UAB (Venue 1)

Time	SIG	Room
12:00 – 13:00	Equity and Respect for Diversity	Room 332, 3 rd Floor, Escola de Turisme
	Transitions	Marie Curie Hotel UAB
13:00 – 14:00	Rethinking Play	Room 332, 3 rd Floor, Escola de Turisme
	Birth to Three	Marie Curie Hotel UAB
14:00 – 15:00	Leadership and Integration	Room 332, 3 rd Floor, Escola de Turisme
15:00 – 18:00	Digital Childhoods	Room 132 Escola de Turisme
15:30 – 17:00	Outdoor Play and Learning	Room 305 Escola de Turisme
15:00 – 16:00	Working with Families	Room 332, 3 rd Floor, Escola de Turisme
	Holistic Well-being	Marie Curie Hotel UAB

Gender Balance SIG

This SIG will hold their pre-conference meeting on Monday 7th September from 9:00 – 16:00 at the UAB Campus Hotel. Full details can be found on the SIG Pages of the Conference website.

Tuesday 8th September

NO SIG MEETINGS SCHEDULED

Wednesday 9th September

Time	SIG	Room
13:30 – 14:30	Young children’s perspectives	Room A41, Mòdul IV (MIV)
13:30 – 14:30	Multilingual Childhoods	Room A44, Mòdul IV (MIV)
13:30 – 14:30	Professionalism in the Early Years	Room A48, Mòdul IV (MIV)

Thursday 10th September

Time	SIG	Room
13:00 – 14:00	Mathematics	Marie Curie Hotel UAB
14:00 – 15:00	Early Career Researchers	Marie Curie Hotel UAB

GENERAL INFORMATION

HOST

The host of the 25th EECERA Annual Conference is the Universitat Autònoma de Barcelona, with support from Manners and CREC.

LANGUAGE

The official language of the conference is English. The only occasion during the conference when there will be simultaneous translation will be during Teresa Colomer's Keynote presentation.

REGISTRATION DETAILS

The conference fee for participants includes: admission to the conference, documentation, coffee breaks and two lunches (on 8th and 9th September) and the Opening Reception (Monday 7th September).

FILM SCREENING

On Monday 7th September, 4pm – 5.10pm, Universitat Autònoma de Barcelona will be hosting a 70 minute film called "Verd Dolç Jazz Tres mirades vers El Martinet" / "Green Sweet Jazz: Three points of view regarding the Martinet (an innovative Catalan School)". All conference delegates are welcome to attend. The screening is free to attend. The film will be shown in Catalan, with English Subtitles.

Verd Dolç Jazz (Green Sweet Jazz) is a documentary film about the life and revolutionary system of a primary school. The video shows, from three very different points of view (a teacher, a father and a child) what the everyday school experience is like. This documentary shows the experience and growth of El Martinet, an innovative school in Barcelona.

COFFEE BREAKS AND LUNCHESES

On Tuesday morning and Thursday morning, coffee breaks will be in the Hotel UAB (Venue 1) and Tea & coffee will be served in "Antoni Martí i Franquès". Tuesday afternoon's coffee break, and all 3 coffee breaks on Wednesday will be held in the Faculty Square (the square in the middle of the buildings where the majority of symposia take place). See maps at the back of the book for more details.

Lunch on Tuesday and Wednesday will be served in 2 restaurants near to the Faculty. On Tuesday you will need to either walk or take a coach from the Hotel UAB to the faculty after the 2nd Keynote session. Please see maps at the back of this book for the location of the 2 restaurants.

During the breaks please allow time to make your way to the symposium rooms for a prompt start to sessions.

INFORMATION DESK

On Monday 7th September, the morning of Tuesday 8th September, and the morning of Thursday 10th September, the 'Registration Desk' (run by Manners) and the EECERA Help Desk will be located in "Antoni Martí i Franquès" (the same location as the coffee breaks in the UAB Hotel). On the afternoon of Tuesday 8th September, and all day on Wednesday 9th September, the Registration Desk and EECERA Help desk will be located in the Faculty Square.

The Registration Desk will be open:

Monday 12:00 – 18:00
Tuesday from 08:00

To avoid congestion and delays to the Opening Ceremony and the first keynote we would ask you to register, where possible, on the Monday or to arrive in plenty of time on the Tuesday morning.

STAFF ASSISTANCE

The conference team will be happy to provide assistance with practical matters during the conference. The team will be stationed around the campus during the conference and there will always be one member of the team at the EECERA Help Desk. Please note that queries regarding the Social Programme, including the Conference Dinner, and also accommodation bookings, should be directed to Manners staff at the Registration Desk.

CERTIFICATES

If you require a certificate of attendance or presentation for the conference, please visit the EECERA desk and there will be a list where you can record your name, institution and email address. Certificates will be sent via email 1-2 weeks after the conference. Unfortunately we do not have the facilities to provide printed certificates at the conference.

WIFI AND COMPUTER ACCESS

Connecting to WiFi in Hotel UAB (Venue 1):

1. Open the list of available networks on your device and select "Hotel"
2. Open your browser and type in a website e.g. www.uab.cat
3. Click "Accedir com a convidat" (access as a guest) and then click Accept
4. You should now be able to access the internet

Connecting to WiFi in Facultat de Ciències de l'Educació (Venue 2):

1. Open the list of available networks on your device and select "UAB"
2. Open your browser and type in a website e.g. www.uab.cat
3. A welcome screen for the UAB network will appear, which will require you to login
4. Do not type anything into the "Usuari"/ "Contrasenya" boxes.
5. Tick the "Accés convidat/ Guest access" box and click "Login"

Please note that there are some limitations on websites that you are able to access as a guest user. WiFi access may not be available in all areas of the Hotel UAB or the Facultat.

NOTE FOR PRESENTERS

Each symposium room is equipped with a PC and a data projector. We recommend you save your presentations as a Microsoft PowerPoint document, Office 2003 (Compatibility mode) version to avoid any compatibility issues. We also recommend that you locate your symposium room in advance and arrive at your symposium room at least 15 minutes prior to your symposium start time in order to load your presentation and ensure a prompt start. All PCs are fitted with USB drives and you must bring your presentation on a USB memory stick (also known as a 'pen drive', or a 'flash drive'). Please ensure that you have read the relevant "Notes for Presenters" document, sent to you by EECERA when your paper was accepted.

NOTE FOR CHAIRS

Please be present in your symposium room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to listen to a specific talk may do so, and each presenter gets an equal opportunity to present their work. If a presentation is cancelled you may either convene a general discussion or instead call a recess.

SYMPOSIUM ROOMS

Symposiums will take place across a number of buildings. Depending on which building your intended symposium is in, it may take time to walk between conference buildings. We recommend you make your way to the symposium rooms in advance to make sure you get there in good time and that you can find a seat. Maps are provided at the back of this book to help you navigate the University Campus.

POSTERS

The following time has been allocated for poster sessions in the conference programme: **Tuesday 8th September from 15:15 – 16:00**. Posters will also remain on display on Wednesday 9th September. Please set up your poster when you arrive at the Faculty (lunchtime on Tuesday 8th September, after the morning's Keynote presentations), to ensure that it is in place ready for the afternoon coffee break and poster session. It will not be possible for you to set up your poster before this time, so please be prepared that you may need to carry it with you on Tuesday morning. Poster presenters are asked to be at their display during the entire Poster Presentation session (15:15 – 16:00 on Tuesday). After this, we request that posters are left on display until the end of Wednesday 9th September, after which time you should remove it. Please note that the conference host only provides the display space and it is your task to bring and display the title of your poster and any additional information relating to your presentation. Please also bring something to affix your poster with, which will not damage the display surface.

CONFERENCE BADGES

Your personal badge is your entry ticket to all keynotes, symposia, lunch, refreshments and workshops. Please ensure that you visit the registration desk as soon as you arrive, where you will be given your badge. We ask that you wear your badge at all times whilst at the conference.

EXHIBITION

The Exhibitor stands will be located in the Faculty Square (see Map). There will not be any Exhibitor stands in the Hotel UAB (Venue 1), however the EECERA stand and Conference Secretariat will be available in both venues.

LIABILITY INSURANCE

The conference cannot accept any liability for personal injuries or for loss or damage to property belonging to the delegates, either during, or as a result of the meeting. Please check the validity of your own personal insurance before travelling.

THEME

The theme of the 25th EECERA conference Innovation, Experimentation & Adventure in Early Childhood looks to the future and embraces, explored and initiates discourse on childhood in a world which is becoming increasingly standardised, universalised and risk-averse, yet which has increasing opportunities, is technologically competent and where the rights and voice of children are being acknowledged.

In particular, the Keynotes will consider such issues as exploratory drive in children, the impact of 'digital childhoods', children's connection with nature and the natural world using concepts of 'biophilia' and 'affordances' and new, democratic methodologies of 'participatory action research'. These ideas are clearly not a definitive list but illustrative examples of innovation, experimentation and adventure in today's changing childhoods.

The 25th EECERA conference will explore this overarching theme through three perspectives:

1. How can the ECE Community develop more innovative and participatory policy, practice and approaches?
2. Are our children losing contact with the natural world and their instincts for exploratory drive?
3. How should ECE respond to the new technological and digital age?

STRANDS

All submitted papers have located their work in one or more perspective (as above) and in a strand (as below):

VALUES AND VALUE EDUCATION

CULTURE, COMMUNITY AND SOCIETY

ECEC CONTEXTS, TRANSITION & PRACTICES

CHILDREN'S RIGHTS, DEMOCRACY & PARTICIPATION

PLAY & LEARNING

DIVERSITY & INCLUSION

INNOVATIVE/ALTERNATIVE APPROACHES

LEARNING ENVIRONMENT

PROFESSIONALISM & TEACHERS' ROLE

LEADERSHIP & QUALITY

CURRICULUM & ASSESSMENT

PARADIGMS, THEORIES & METHODOLOGIES

NATIONAL & INTERNATIONAL RESEARCH IN
ECEC

PROGRAMME OVERVIEW

TUESDAY 8th SEPTEMBER 2015

SYMPOSIUM SET A: 13:45 – 15:15

		Building	Room	Symposium Title
A	1	Mòdul I (MI)	A11	Play policies and pedagogies
A	2	Mòdul I (MI)	A12	Children, museums and art
A	3	Mòdul I (MI)	A13	Music education and young children
A	4	Mòdul I (MI)	A14	Sense of self and identity for a cohort of Australian Aboriginal children as they transition to school
A	5	Mòdul I (MI)	A15	Children's rights
A	6	Mòdul I (MI)	A16	Innovation in research methods
A	7	Mòdul I (MI)	A18	Transition in play; transitions in learning
A	8	Mòdul II (MII)	A21	Sensing always more than the actual world: provocations and risky adventures in Early Childhood Studies
A	9	Mòdul II (MII)	A22	Gender and gender construction in young children
A	10	Mòdul II (MII)	A24	Perceptions of leadership identities
A	11	Mòdul II (MII)	A25	How can exploration and experiences support children's development and learning?
A	12	Mòdul II (MII)	A26	Physical Education
A	13	Mòdul II (MII)	A27	Teacher role and development
A	14	Mòdul II (MII)	A28	Creating multilingual spaces in early childhood education
A	15	Mòdul III (MIII)	A31	Approaches for language development
A	16	Mòdul III (MIII)	A33	Values education in Nordic preschools Symposia No I : conflicting values
A	17	Mòdul III (MIII)	A35	Working with parents
A	18	Mòdul III (MIII)	A36	A Longitudinal Study of Children Development In Childcare at 4-; 5- and 7-Years-Old
A	19	Mòdul III (MIII)	A37	Bush and forest schools and learning
A	20	Mòdul IV (MIV)	A41	SIG Outdoor Play & Learning: Play; exploration and social interaction in outdoor spaces
A	21	Mòdul IV (MIV)	A43	Parental engagement
A	22	Mòdul IV (MIV)	A44	The practitioners in parental support programmes in early childhood education: a comparative study

A	23	Mòdul IV (MIV)	A45	Approaches to developing scientific knowledge
A	24	Mòdul IV (MIV)	A46	Play: creative, poetic and research orientated
A	25	Mòdul IV (MIV)	A47	Assessment and professional development
A	26	Mòdul IV (MIV)	A48	Professionals' interaction skills
A	27	GL	A71	Professionalisation of early childhood: learning from paths travelled by different countries
A	28	GL	A72	Quality assessment in ECE
A	29	GL	A73	Studies of babies
A	30	GL	A74	Emotional Roots of Learning in Practice at Pen Green
A	31	GS	A81	Reflections on strategies for students to develop critical awareness of their learning and practice

PROGRAMME OVERVIEW

TUESDAY 8th SEPTEMBER 2015

SYMPOSIUM SET B: 16:00 – 17:30

		Building	Room	Symposium Title
B	1	Mòdul I (MI)	A11	Arts Education
B	2	Mòdul I (MI)	A12	Values, participation and democracy in ECE
B	3	Mòdul I (MI)	A13	Videoining as a tool in professional development
B	4	Mòdul I (MI)	A14	Research methods
B	5	Mòdul I (MI)	A15	Assessment And Evaluation For Transformation: A Foundational Pedagogic Creed And Its Uses In Praxis
B	6	Mòdul I (MI)	A16	Working with diversity in ECE
B	7	Mòdul I (MI)	A18	Gender and ECE pedagogy
B	8	Mòdul II (MII)	A21	Management and leadership roles
B	9	Mòdul II (MII)	A22	Teaching maths in ECE
B	10	Mòdul II (MII)	A24	Peer to peer mentoring in professional practice
B	11	Mòdul II (MII)	A25	Bilingualism
B	12	Mòdul II (MII)	A26	Second language and literacy development in minority children: discussing space and interaction.
B	13	Mòdul II (MII)	A27	Pedagogical documentation
B	14	Mòdul II (MII)	A28	Health, well-being and peer relationships in ECE
B	15	Mòdul III (MIII)	A31	Impact of neoliberalism in ECE
B	16	Mòdul III (MIII)	A33	Exploring quality and engagement in ECE settings
B	17	Mòdul III (MIII)	A35	Wellbeing
B	18	Mòdul III (MIII)	A36	Learning, negotiating and co-creating together
B	19	Mòdul III (MIII)	A37	Literacy projects
B	20	Mòdul IV (MIV)	A41	Learning in farms, mud kitchens and landscapes
B	21	Mòdul IV (MIV)	A43	SIG Outdoor Play & Learning: Outdoor play spaces; play; learning and pedagogical implications
B	22	Mòdul IV (MIV)	A44	Objects in transition: - On the symbolic relevance of artefacts in the transition to school

B	23	Mòdul IV (MIV)	A45	Educator and family perspectives on working together; as children start school in Australia
B	24	Mòdul IV (MIV)	A46	Play: adventure, tool kits, concepts and the dynamic system approach
B	25	Mòdul IV (MIV)	A47	Socio-dramatic and fantasy play
B	26	Mòdul IV (MIV)	A48	Evaluation and assesment in professional development
B	27	GL	A71	Professional competences
B	28	GL	A72	Nursery Nurse to Early Years Teacher; developing professionalism; changing practice within the nursery
B	29	GL	A73	Politicizing the concept of quality in ECEC
B	30	GL	A74	Combining research and practice
B	31	GS	A81	Reflective Activism : Theory for Practice

PROGRAMME OVERVIEW

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET C: 8:00 – 9:30

		Building	Room	Symposium Title
C	1	Mòdul I (MI)	A11	Young children, aesthetics and art
C	2	Mòdul I (MI)	A12	Art and aesthetical expressions in Early Childhood Education
C	3	Mòdul I (MI)	A13	Child participation and self determination
C	4	Mòdul I (MI)	A14	Participatory child assessment
C	5	Mòdul I (MI)	A15	Digital technologies and teacher development
C	6	Mòdul I (MI)	A16	Perspectives in transitions
C	7	Mòdul I (MI)	A18	Digital Childhoods: Positioning Technologies in Early Childhood Pedagogy and Playrooms.
C	8	Mòdul II (MII)	A21	Exploring diversity
C	9	Mòdul II (MII)	A22	Attitudes to gender equality
C	10	Mòdul II (MII)	A24	Joint leadership
C	11	Mòdul II (MII)	A25	Perceptions of curriculum, science and maths in ECE
C	12	Mòdul II (MII)	A26	Supporting newly qualified and future professionals
C	13	Mòdul II (MII)	A27	Developing language practices
C	14	Mòdul II (MII)	A28	Pedagogical routines, management practices and intuition
C	15	Mòdul III (MIII)	A31	International perspectives on curriculum
C	16	Mòdul III (MIII)	A33	Sustainability and world development in ECE
C	17	Mòdul III (MIII)	A35	International Contemporary Trends in Infant and Toddler Teacher Education
C	18	Mòdul III (MIII)	A36	Creating the right environment for young children
C	19	Mòdul III (MIII)	A37	Pedagogical documentation
C	20	Mòdul IV (MIV)	A41	Today's pedagogical work with children's language acquisition in Danish kindergartens
C	21	Mòdul IV (MIV)	A43	Communication between peers in ECEC services
C	22	Mòdul IV (MIV)	A44	Outdoor pedagogy
C	23	Mòdul IV (MIV)	A45	SIG Outdoor Play & Learning: Methodological tools for studying children's outdoor play and learning

C	24	Mòdul IV (MIV)	A46	Supporting parent/child relationships
C	25	Mòdul IV (MIV)	A47	Play: power, self identity, risk, well-being and healing
C	26	Mòdul IV (MIV)	A48	The Power of Play
C	27	GL	A71	Reflective practice in professional development
C	28	GL	A72	Development of professional identity
C	29	GL	A73	Integrating early education and care with primary education: The impact on the professionalism of the early childhood workforce
C	30	GL	A74	Quality in day care and kindergarten settings
C	31	GS	A81	Linking theory and practice
C	32	GS	A82	Pedagogical documentation; planning and decision making in ECE settings

PROGRAMME OVERVIEW

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET D: 10:00 – 11:30

		Building	Room	Symposium Title
D	1	Mòdul I (MI)	A11	Collaborative art and installations
D	2	Mòdul I (MI)	A12	Aspects of children's participation in Sweden
D	3	Mòdul I (MI)	A13	Theory and practice of child-initiated pedagogies
D	4	Mòdul I (MI)	A14	ECE professionals and the possibilities of digital technology
D	5	Mòdul I (MI)	A15	Young children's and teachers' perspectives on iPads
D	6	Mòdul I (MI)	A16	Digital childhood and early educational settings
D	7	Mòdul I (MI)	A18	Workplace based professional development
D	8	Mòdul II (MII)	A21	Gender and diversity in ECE
D	9	Mòdul II (MII)	A22	Collaborative leadership
D	10	Mòdul II (MII)	A24	Mathematizing in early childhood
D	11	Mòdul II (MII)	A25	Movement and learning
D	12	Mòdul II (MII)	A26	Young Children's Experience with Multimodal Texts in Different Language Contexts
D	13	Mòdul II (MII)	A27	International and cross-disciplinary exchange
D	14	Mòdul II (MII)	A28	Developing well-being
D	15	Mòdul III (MIII)	A31	Researching children's voices and humour
D	16	Mòdul III (MIII)	A33	Resilience, love, desire and learning
D	17	Mòdul III (MIII)	A35	Literacy and story-telling
D	18	Mòdul III (MIII)	A36	Values, preschool and play
D	19	Mòdul III (MIII)	A37	Starting right - approaches to improving outcomes for children
D	20	Mòdul IV (MIV)	A41	Text in early childhood environments: Images of literacy practice and partnership
D	21	Mòdul IV (MIV)	A43	Evaluation of the early childhood education in Greece: Results from the main study of "Thales Early-Q" project.*
D	22	Mòdul IV (MIV)	A44	Outdoor learning, well-being and happiness
D	23	Mòdul IV (MIV)	A45	SIG Outdoor Play & Learning: Historical; cultural and political perspectives

D	24	Mòdul IV (MIV)	A46	The search for quality: innovative practices, transformational processes, children's rights
D	25	Mòdul IV (MIV)	A47	Play space and structures
D	26	Mòdul IV (MIV)	A48	Symposium title: Sound; Media and Play in Danish ECEC pedagogy
D	27	GL	A71	Professional autonomy and stress
D	28	GL	A72	Transitions - relationships
D	29	GL	A73	Exploring possibilities for mutual learning in a professional setting
D	30	GL	A74	Qualifications and quality in ECE workforce
D	31	GS	A81	What Works for Kids: Australian perspectives on turning research into action
D	32	GS	A82	Observing and documenting in the early years-international dialogue One

PROGRAMME OVERVIEW

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET E: 12:00 – 13:30

		Building	Room	Symposium Title
E	1	Mòdul I (MI)	A11	Playing and learning in early years settings
E	2	Mòdul I (MI)	A12	Children's well being
E	3	Mòdul I (MI)	A13	SIG: Outdoor Play and Learning: Play; learning and development
E	4	Mòdul I (MI)	A14	Teaching literacy and phonics
E	5	Mòdul I (MI)	A15	Intercultural programmes
E	6	Mòdul I (MI)	A16	Transitions - approaches
E	7	Mòdul I (MI)	A18	Arts-based research projects investigating children under the age of three
E	8	Mòdul II (MII)	A21	Citizenship, rights and justice
E	9	Mòdul II (MII)	A22	Children's Voices
E	10	Mòdul II (MII)	A24	Observing and documenting in the early years (symposium Two)
E	11	Mòdul II (MII)	A25	Explorative and experimental practice
E	12	Mòdul II (MII)	A26	ECEC in times of crisis: what role of early childhood education in relation to poverty, and what is the role of privatisation?
E	13	Mòdul II (MII)	A27	Leadership and Learning
E	14	Mòdul II (MII)	A28	How about teaching young children mathematics through challenging problem solving?
E	15	Mòdul III (MIII)	A31	Mentoring in ECE
E	16	Mòdul III (MIII)	A33	Understanding Young Children with Culturally and Linguistically Diverse Backgrounds
E	17	Mòdul III (MIII)	A35	Tools for quality assessment in ECE
E	18	Mòdul III (MIII)	A36	Agency and resilience in ECE
E	19	Mòdul III (MIII)	A37	Innovative research methods
E	20	Mòdul IV (MIV)	A41	Dialogues, discussions and interactions
E	21	Mòdul IV (MIV)	A43	The concept of care in ECE
E	22	Mòdul IV (MIV)	A44	Morality, ethics and spirituality in ECE.
E	23	Mòdul IV (MIV)	A45	Inclusive working
E	24	Mòdul IV (MIV)	A46	Indoor environments: experimentation and relationships
E	25	Mòdul IV (MIV)	A47	Quality environment and outdoor learning

E	26	Mòdul IV (MIV)	A48	SIG Outdoor Play & Learning: Early childhood education for Sustainability
E	27	GL	A71	Parents: work life balance and educator collaboration
E	28	GL	A72	Play and social interactions
E	29	GL	A73	The German-French Kidsbox : A research on the intercultural dimension of preschool pedagogy
E	30	GL	A74	Reflective professional development
E	31	GS	A81	How can Problem Based Learning be used as an approach to facilitating student understanding of integrated working with children and families?.

PROGRAMME OVERVIEW

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET F: 15:00 – 16:30

		Building	Room	Symposium Title
F	1	Mòdul I (MI)	A11	Emergent mathematical thinking in the context of play
F	2	Mòdul I (MI)	A12	Infant-Toddler Care and Education Research into Practice: Reports from the U.S.
F	3	Mòdul I (MI)	A13	ECE Teachers' perspectives on digital technologies
F	4	Mòdul I (MI)	A14	Pre-school to school transitions
F	5	Mòdul I (MI)	A15	Technology and art
F	6	Mòdul I (MI)	A16	Teacher's and preschool teacher's view on children's learning
F	7	Mòdul I (MI)	A18	The Carnival of the Animals: an international study to explore children's interactivity with an app for Ipad
F	8	Mòdul II (MII)	A21	Developing innovative learning environments in the Early Years
F	9	Mòdul II (MII)	A22	Diversity in Early Childhood Science Education - Challenges and Adventures
F	10	Mòdul II (MII)	A24	A better gender balance in ECEC: research and strategies
F	11	Mòdul II (MII)	A25	Drama, theatre and robotics as pedagogical tools
F	12	Mòdul II (MII)	A26	The importance of movement experiences in everyday activities for early developmental processes
F	13	Mòdul II (MII)	A27	The diversity of provision in early foreign / second language learning during pre-primary education
F	14	Mòdul II (MII)	A28	Symbols, illustrations and objects: learning affordances
F	15	Mòdul III (MIII)	A31	Conflict resolution
F	16	Mòdul III (MIII)	A33	Perspectives on children's health and vulnerability
F	17	Mòdul III (MIII)	A35	Pedagogical process, agency and projects
F	18	Mòdul III (MIII)	A36	Special educational needs
F	19	Mòdul III (MIII)	A37	Managing behaviour, anger and self-regulation
F	20	Mòdul IV (MIV)	A41	Equality, quality and the impact of ECE

F	21	Mòdul IV (MIV)	A43	Social interaction and development - birth to 3
F	22	Mòdul IV (MIV)	A44	Development of personality, vocabulary and social competence
F	23	Mòdul IV (MIV)	A45	Including and supporting young children with high ability in ECE
F	24	Mòdul IV (MIV)	A46	Children's Teachers
F	25	Mòdul IV (MIV)	A47	Outdoor affordances, sustainability and practitioner perceptions
F	26	Mòdul IV (MIV)	A48	SIG Outdoor Play & Learning; Outdoor play spaces: curriculum; movement and democracy
F	27	GL	A71	Parents childcare choices
F	28	GL	A72	Transnational explorations of professional identities through the visual
F	29	GL	A73	Official guidelines and in action play practices in different countries
F	30	GL	A74	Exploring professional identity and self efficacy
F	31	GS	A81	Incorporating Elders' outdoor lived experiences and values in Indigenous early childhood education
F	32	GS	A82	Well-being: Identification and pedagogy

PROGRAMME OVERVIEW

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET G: 17:00 – 18:30

		Building	Room	Symposium Title
G	1	Mòdul I (MI)	A11	Digital Childhood - Implications for learning and assessment
G	2	Mòdul I (MI)	A12	Talk of talk. Bringing back the resarch material to the participants.
G	3	Mòdul I (MI)	A13	Music, singing and young children
G	4	Mòdul I (MI)	A14	Children's perspectives
G	5	Mòdul I (MI)	A15	Using tablets with babies, chilren with SEN and for pedagogical documentation
G	6	Mòdul I (MI)	A16	Teaching Digital Competence
G	7	Mòdul I (MI)	A18	Applying Systems Theory to Leadership Professional Development through Teaching Schools and Early Years Teaching Centres
G	8	Mòdul II (MII)	A21	Early Childhood Mathematics
G	9	Mòdul II (MII)	A22	Adquisition and assessment to professionals psychomotor competences in early childhood teacher education
G	10	Mòdul II (MII)	A24	Bilingual and multilingual practices in early childhood education
G	11	Mòdul II (MII)	A25	Early Childhood Influences
G	12	Mòdul II (MII)	A26	Children's learning and social relationships
G	13	Mòdul II (MII)	A27	International models of transition
G	14	Mòdul II (MII)	A28	Policy into practice
G	15	Mòdul III (MIII)	A31	Child sex abuse, family life education and relationship norms in ECE
G	16	Mòdul III (MIII)	A33	Trans-disciplining and co-teaching pedagogies
G	17	Mòdul III (MIII)	A35	Social and emotional competences
G	18	Mòdul III (MIII)	A36	Insights into practitioners' and parents' reflections on language practices through video-cued ethnography
G	19	Mòdul III (MIII)	A37	Values education in Nordic preschools. Symposium no II: Caring values
G	20	Mòdul IV (MIV)	A41	Flourishing in the Early Years: Concepts; Practices and Futures
G	21	Mòdul IV (MIV)	A43	EduSteps

G	22	Mòdul IV (MIV)	A44	Care and communication in diverse Nordic preschools.
G	23	Mòdul IV (MIV)	A45	SIG Outdoor Play & Learning: Transforming preschool teachers' perceptions and practices on outdoor play
G	24	Mòdul IV (MIV)	A46	An examination of reflective practice in Australian early childhood education and care settings
G	25	Mòdul IV (MIV)	A47	Supportive fathers and families
G	26	Mòdul IV (MIV)	A48	Play tools, play blocks and play toys
G	27	GL	A71	Play development and self regulation in preschool age
G	28	GL	A72	Professional identity
G	29	GL	A73	Transnational explorations of practitioner research: Perspectives from the north and south
G	30	GL	A74	Measuring and Monitoring Quality in Early Childhood Care and Education for 0 to 3 years in Flanders (Belgium)
G	31	GS	A81	Science programmes and approaches

CONFERENCE PROGRAMME

TUESDAY 8th SEPTEMBER 2015

SYMPOSIUM SET A: 13:45 – 15:15

A/ 1

PLAY POLICIES AND PEDAGOGIES

Individual Papers

Room A11, Mòdul I (MI)

CHAIR: KIRSTY LILJEGREN

Cornish College, Australia

(RE) thinking play and learning in the great outdoors

KIRSTY LILJEGREN, Cornish College, Australia

Children's right to education and play: policies and practice from a cross-cultural perspective

DALILA LINO (1), F. ESRA MOLU (2) AND M. ELENA GÓMEZ (3), (1) Polytechnic Institute of Lisbon/CIED, Portugal; (2) Marmara University, Turkey; (3) University of Cordoba, Spain

Teachers' beliefs about play in the infant classes of primary schools in the Republic of Ireland

JACQUELINE FALLON (1) AND CARMEL O'SULLIVAN (2), (1) Church of Ireland College of Education, Ireland; (2) Trinity College Dublin, Ireland

A/ 2

CHILDREN, MUSEUMS AND ART

Individual Papers

Room A12, Mòdul I (MI)

CHAIR: JULI-ANNA AERILA

University of Turku, Finland

Getting familiar with home museums - Cultural heritage education in a preschool-group

JULI-ANNA AERILA, MARJA-LEENA RÖNKKÖ AND SATU GRÖNMAN, University of Turku, Finland

Philosophical Aesthetics and Beauty - A Project in a Danish Nursery Inspired by Action Research

HENRIETTE KLITNÆS, VIA University College, Denmark

Learning processes in a 2-6 activity in a natural science museum

MONTSERRAT PEDREIRA (1) AND CONXITA MÁRQUEZ (2), (1) Escola Universitària de Ciències Socials de Manresa/ Universitat de Vic – Universitat Central de Cat, Spain, (2) Universitat Autònoma de Barcelona, Spain

A/ 3

MUSIC EDUCATION AND YOUNG CHILDREN

Individual Papers

Room A13, Mòdul I (MI)

CHAIR: SACHA POWELL

Canterbury Christ Church University, United Kingdom

Collaborative research on Early Music Education: an example of responsive evaluation

ADRIANA TORRES REYES (1) AND M^{re} LUISA REYES (2), (1) Conservatorio Superior Victoria Eugenia de Granada, Spain; (2) Universidad de Granada, Spain

Narrativity in music education

KYLLIKKI RANTALA, University of Tampere, Finland

Interdisciplinary project: "Alfresco Concert" — Primary research in the Pereanton school of Granollers; Catalonia

JOSEP FERRAN (1), LAURA ESPAULELLA (2), ANNA FARRÉS (2), Spain, MAYUIMI MIMURA (1), KATSUNOBU YOSHITOMI (1) MIHO IMOTO (1), SHIN ITO (1), (1) Hiroshima University, Japan; (2) Pereanton school, Spain

A/ 4

SENSE OF SELF AND IDENTITY FOR A COHORT OF AUSTRALIAN ABORIGINAL CHILDREN AS THEY TRANSITION TO SCHOOL

Self-organised Symposium

Room A14, Mòdul I (MI)

CHAIR: REBEKAH GRACE

Macquarie University, Australia

The measurement of self-concept with a cohort of Aboriginal children over the first three years of school

REBEKAH GRACE (1), JENNY KNIGHT (2), CATHY KAPLUN (2), EMMA ELCOMBE (2), ELIZABETH COMINO (2), LYNN KEMP(2), (1) Macquarie University, Australia; (2)University of New South Wales, Australia

“Sometimes I don’t need help”: Aboriginal children’s self-identity in transition to school.

JENNY KNIGHT (1), CATHERINE KAPLUN (1), REBEKAH GRACE (2), SUE DOCKETT (3), BOB PERRY (3), NATASHA WEST (4), CHERYL ANDERSON (4), (1) CHETRE: University of New South Wales, Australia; (2) Macquarie University, Australia; (3) Charles Sturt University, Australia

Sense of self at school transition for an urban Aboriginal child: A case study

LYSA DEALTRY, Charles Sturt University, Australia

A/ 5

CHILDREN'S RIGHTS

Individual Papers

Room A15, Mòdul I (MI)

CHAIR: YASIN ÖZTÜRK

Karadeniz Technical University, Turkey

Children’s rights approach in initial early childhood teacher preparation. Some evidence on the Chilean case

MARCELA PARDO AND DANIELA JADUE, University of Chile, Chile

Revolutionary Walls – A study of the Enactment of democracy in Early Childhood Education

DIANA SOUSA, University of Winchester, United Kingdom

Revision of Turkish Early Childhood Education Curriculum: How Does the New Program Protect Turkish Children’s Right?

YASIN ÖZTÜRK AND MERAL BEŞKEN ERGIŞI, Karadeniz Technical University, Turkey

A/ 6

INNOVATION IN RESEARCH METHODS

Individual Papers

Room A16, Mòdul I (MI)

CHAIR: FIONA MAYNE

The University of Western Australia, Australia

Innovation in informed consent: Using an interactive narrative approach to enhance meaningful research participation

FIONA MAYNE AND CHRISTINE HOWITT, The University of Western Australia, Australia

Preschool Didactics from Within

MONICA NILSSON (1), ROBERT LECUSAY (2), BETH FERHOLT (3) AND KARIN ALNERVIK (1), (1) School of education and communication, Sweden; (2) University of California, San Diego, United States; (3) Brooklyn College, United States

Using video in research encounters with young babies – the ethical and participatory challenges

LIZ ROUSE, CREC and University of Wolverhampton, United Kingdom

A/ 7

TRANSITION IN PLAY; TRANSITIONS IN LEARNING

Self-organised Symposium

Room A18, Mòdul I (MI)

CHAIR: MARILYN FLEER

Monash University, Australia

Transitions from kindergarten to school with focus on how children's play may support this transition

MARIANE HEDEGAARD, Copenhagen University, Denmark

Social inclusion and exclusion of a young child: A cultural historical perspective of an international mid-semester transition

MEGAN ADAMS, Faculty of Education; Monash University, Australia

Pedagogical transitioning in play – teachers moving in and out of children's imaginary play

MARILYN FLEER, Monash University, Australia

A/ 8

SENSING ALWAYS MORE THAN THE ACTUAL WORLD: PROVOCATIONS AND RISKY ADVENTURES IN EARLY CHILDHOOD STUDIES

Self-organised Symposium

Room A21, Mòdul II (MII)

CHAIR: IAN BARRON

Manchester Metropolitan University, United Kingdom

Being and knowing: the importance of risky pedagogies in the HE classroom

KERRY-JANE MOAKES, Manchester Metropolitan University, United Kingdom

(Dis)ability and Be-longing in the UK Early Years Education

JOSIE GABI, Manchester Metropolitan University, United Kingdom

Navigating Shifting Identities in Transition

JOANNE MCNULTY, Manchester Metropolitan University, United Kingdom

A/ 9

GENDER AND GENDER CONSTRUCTION IN YOUNG CHILDREN

Individual Papers

Room A22, Mòdul II (MII)

CHAIR: FENGLING TANG

University of Roehampton, United Kingdom

'Let it go': how young children construct their identities in the Frozen regime

FENGLING TANG, University Of Roehampton, United Kingdom

Doing and Undoing Gender in the nursery: a video analysis of the interactions of early childhood educators with children in free play activities

FRANZISKA VOGT (1) , JULIA C. NENTWICH (2) AND WIEBKE TENNHOF (2), (1) University of Teacher Education St. Gallen, Switzerland; (2) University of St. Gall, Switzerland

Telling Stories: Reflecting on the life histories of female early years teachers

LUCY PARKER, University of Roehampton, United Kingdom

A/ 10

PERCEPTIONS OF LEADERSHIP IDENTITIES

Individual Papers

Room A24, Mòdul II (MII)

CHAIR: JILLIAN RODD

Independent Educational Consultant, United Kingdom

Capturing the experience of leadership in Australian early childhood contexts through narrative inquiry

JILLIAN RODD (1) AND MANJULA WANIGANAYAKE (2), (1) Independent Educational Consultant, United Kingdom; (2) Macquarie University, Australia

Am I a leader or a kindergarten teacher? How leadership of deputy leaders is determined

LEENA HALTTUNEN, University of Jyväskylä, Finland

Leadership and management as current issues in early years settings in Germany - Results from qualitative interview study with headteachers

ITALA BALLASCHK, Freie Universität Berlin, Germany

A/ 11

HOW CAN EXPLORATION AND EXPERIENCES SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING?

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: CAMILLA BJÖRKLUND

University of Gothenburg, Sweden

Powerful frameworks for conceptual understanding in preschool

CAMILLA BJÖRKLUND, University Of Gothenburg, Sweden

Literature review: A balanced approach on children's risk-taking for pedagogues?

MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands

Children exploring light in a Italian ECEC service

SABRINA ROSSI (1), ENRICA GIORDANO (1) FRANCESCA LINDA ZANINELLI, (2) AND ANNA MARIA POLI (3), (1) Physics Department - University Milano Bicocca, Italy, (2) Università degli Studi di Milano Bicocca - Dipartimento di Scienze Umane per la Formazione, Italy, (3) Human Sciences Department - University Milano Bicocca, Italy

A/ 12

PHYSICAL EDUCATION

Individual Papers

Room A26, Mòdul II (MII)

CHAIR: INGUNN FJØRTOFT

Telemark University College, Norway

Different perceptive qualities for the psychomotricity

MAITE MAS PARERA (1), ASUNCIÓN ALBA FRANCO (2), MÒNICA ALMUEDO RIERA (2), ANGELS LLUESMA MECA (2), MERCÈ XANDRI VENTURA (2), (1) Universitat Autònoma De Barcelona, Spain; (2) Escola Bressol Can Serra, Spain

Children in schoolyards: Physical activity in 6-year-olds in different environments

INGUNN FJØRTOFT, BJØRN KRISTOFFERSEN AND JOSTEIN SAGEIE, Telemark University College, Norway

The Challenges of Teaching Physical Education: Early Childhood Educators' Experiences

NIKI TSANGARIDOU, University of Cyprus, Cyprus

A/ 13

TEACHER ROLE AND DEVELOPMENT

Individual Papers

Room A27, Mòdul II (MII)

CHAIR: SHEILA NUTKINS

University of Aberdeen, United Kingdom

Early childhood education and care; differences between government policy and practice in Scotland.

SHEILA NUTKINS AND CATRIONA MCDONALD, University of Aberdeen, United Kingdom

Peer mentoring as a support for leaders in ECE

PÄIVI KUPILA, School of Education, Finland

Kindergarten teacher study presentation by educational institutions in Norway

GEIR AASERUD (1), EINAR SÆBBE (2), (1) Bergen University College, Norway;

(2) University of Stavanger, Norway, SVEIN-OLE SATAØEN ,

A/ 14

CREATING MULTILINGUAL SPACES IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Room A28, Mòdul II (MII)

CHAIR: GUNHILD ALSTAD

Hedmark University College, Norway

Discovering languages and diversity in the early years: The 'awakening to languages' approach in practice

MÓNICA LOURENÇO, ANA ISABEL ANDRADE AND FILOMENA MARTINS, Universidade de Aveiro, Portugal

Legitimizing multilingual situations in everyday activities in a Norwegian kindergarten

ANJA PESCH, UiT The Arctic University of Norway, Norway

Educating early childhood teachers for linguistic diversity. Developing in-service teachers' language teaching practices

GUNHILD ALSTAD AND SOLVEIG FREDRIKSEN AASEN, University College, Norway

A/ 15

APPROACHES FOR LANGUAGE DEVELOPMENT

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: JANNETTE PRINS

Thomas More Hogeschool, Netherlands

Integrating language and content in routines and play: O'CLILS in early childhood education

CARME FLORES AND CRISTINA CORCOLL, Faculty Of Psychology, Education and Sport Sciences Blanquerna (University Ramon Llull), Spain

Embodied experience as a fruitful soil for language growth

JANNETTE PRINS (1), DIEUWKE HOVINGA (2), (1)Thomas More Hogeschool, Netherlands; (2) University of Applied Sciences Leiden, Netherlands

Friendship has a voice: Children's language use with playmates

FRANCES HOYTE, Macquarie University, Australia

A/ 19

BUSH AND FOREST SCHOOLS AND LEARNING

Individual Papers

Room A37, Mòdul III (MIII)

CHAIR: BETTY-MAI SOFA

Ministry of Social Affairs; Community Development and Sports, Seychelles

“There is no such thing as bad weather only the wrong clothing!” – An empirical study on children’s perspectives on forest schools.

BRITTA SCHÄFER, German Youth Institute, Germany

Promoting cultural understanding through Outdoor learning: A case study of the Bush School Project in Western Australia

BETTY-MAI SOFA, Ministry of Social Affairs; Community Development and Sports, Seychelles

An Ethnographic Case Study on educational space in a Korea Forest School

JUNG DAE-HYUN, Chongshin University, Korea (South)

A/ 20

SIG OUTDOOR PLAY & LEARNING: PLAY; EXPLORATION AND SOCIAL INTERACTION IN OUTDOOR SPACES

Self-organised Symposium

Room A41, Mòdul IV (MIV)

CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College of Early Childhood Education, Norway

Come! Look! I found something!

ASBJØRN MAGNAR HOV AND HENRIK ROSTED NEEGAARD, Oslo and Akershus University College of Applied Sciences, Norway

Experienced places- maps as a tool for interpretation of children’s places and social interaction in local landscapes.

KARI-ANNE JØRGENSEN, Buskerud and Vestfold University College, Norway

Play; Playgrounds and Photo Interviews

ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

A/ 21

PARENTAL ENGAGEMENT

Individual Papers

Room A43, Mòdul IV (MIV)

CHAIR: MARINA FUERTES

Escola Superior de Educação de Lisboa, Portugal

Early Childhood Educators’ Voice: The Reasons of the Struggle in Parental Involvement

SEVCAN HAKYEMEZ, PÄIVI PIHLAJA AND HEIKKI SILVENNOINEN, University of Turku, Finland

Parental participation and gratification level with early childhood education in a rural setting in Ecuador

GISSELA SIMBAÑA, JORDI PÀMIES AND MARTA BERTRAN BERTRAN, Universitat Autònoma de Barcelona, Spain

Family Leisure Engagement and Parent-child Interactions in Family Leisure Activities of Young Children

YI-WEN TSAI, National Pingtung University, Taiwan

A/ 22

THE PRACTITIONERS IN PARENTAL SUPPORT PROGRAMMES IN EARLY CHILDHOOD EDUCATION: A COMPARATIVE STUDY

Self-organised Symposium

Room A44, Mòdul IV (MIV)

CHAIR: MARIA ANTONIA RIERA JAUME

University of Balearic Islands, Spain

Demonstration of professional skill development during work with family groups in Italy and Catalunya. A comparative study

SILVIA BLANCH, MONTSERRAT GONZALEZ AND PERE PERIS (2), (1) Universitat Autònoma de Barcelona, Spain; (2) Institut d'Esenyament Secundari Montserrat Roig, Spain

Family support programmes in Italy: the role of professionals in children and family centres in Tuscany

CLARA SILVA, Department Education and Psychology University of Florence, Italy

Professional strategies in support programs to vulnerable families

MARIA ANTONIA RIERA JAUME, MARIA FERRER RIBOT AND JOSEP PÉREZ CASTELLÓ, University of Balearic Islands, Spain

A/ 23

APPROACHES TO DEVELOPING SCIENTIFIC KNOWLEDGE

Individual Papers

Room A45, Mòdul IV (MIV)

CHAIR: CHRISTINE HOWITT

The University of Western Australia, Australia

Scientific Reasoning in Biology - investigating observation competency and opportunities for intervention

JANINA KLEMM, LUCIA KOHLHAUF, BEATE SODIAN AND BIRGIT J. NEUHAUS, LMU Munich, Germany

Children's personal photo books as a mechanism to extend learning in science

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

Sciences exposure; a chance to environmentalize the curriculum from the teaching of natural and social environment subject in the Childhood Education Grade from the Universitat Autònoma de Barcelona

NEUS BANQUÉ MARTÍNEZ AND GENINA CALAFELL SUBIRÀ, Universitat Autònoma de Barcelona, Spain

A/ 24

PLAY: CREATIVE, POETIC AND RESEARCH ORIENTATED

Individual Papers

Room A46, Mòdul IV (MIV)

CHAIR: DAVID BRODY

Efrata College of Education, Israel

Young children's' play is like poetry

JORUNN SELJESETH, The University Of Agder, Norway

Play as complex, creative activity

LIZ CHESWORTH, Leeds Beckett University, United Kingdom

Play is the highest form of research (Einstein)

ANNICK BIESMANS, INGE DE PAEPE AND ROSIERS MARLEEN, Erasmus University College Brussels, Belgium

A/ 25

ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: GWYNETH DAVIES

University of Wales: Trinity St David, United Kingdom

Innovative assessment for employability and professional development

GWYNETH DAVIES, University Of Wales: Trinity St David, United Kingdom, ANN MARIE GEALY, University of Wales: Trinity St David, United Kingdom

Assessment in preservice early childhood teacher education: Analysis of evolutive profiles

SARA BARROS ARAÚJO (1) AND ANA PEREIRA ANTUNES (2),, (1) Instituto Politécnico do Porto, Portugal; (2) University of Madeira, Portugal

Quality in practice: an exercise in control or professional obligation

MARESA DUIGNAN, Department of Education and Skills, Ireland

A/ 26

PROFESSIONALS' INTERACTION SKILLS

Individual Papers

Room A48, Mòdul IV (MIV)

CHAIR: HELEN LYNDON

University of Wolverhampton, United Kingdom

Improving Teachers' Instructional Interactions inside the Classroom

KATHERINE BECKER, PABLO MUÑOZ, FRANCIS DURÁN AND TRINIDAD CASTRO, Fundación Educacional Oportunidad, Chile

Kindergartens leaders' assessments of the staff's relational competence in Norwegian kindergartens

INGRID MIDTEIDE LØKKEN (1) AND MARIANNE TORVE MARTINSEN (2) , (1) University College of Buskerud and Vestfold, Norway; (2) University College of Telemark, Norway

The Caregiver Interaction Profile as basis for competence development (in-service training) in Norwegian ECEC settings

ANNE-GRETHER BAUSTAD, University of Nordland, Norway

A/ 27

PROFESSIONALISATION OF EARLY CHILDHOOD: LEARNING FROM PATHS TRAVELLED BY DIFFERENT COUNTRIES

Self-organised Symposium

Room A71, GL

CHAIR: MARGARET SIMS

University of New England, Australia

Professionalisation in Australia

MARGARET SIMS, University of New England, Australia

Professionalism in the UK: What have we learned and where are we going?

MARGARET SIMS (1) AND ELISE ALEXANDER (2), (1) University of New England, Australia; (2) Oxford Brookes University, United Kingdom

Working with children with special needs in Finnish early childhood centers: professionals and/or specialists?

MARI NISLIN, LAURA REPO AND NINA SAJANIEMI, University of Helsinki, Finland

A/ 28

QUALITY ASSESSMENT IN ECE

Individual Papers

Room A72, GL

CHAIR: ELISABETH BJORNESTAD

Oslo and Akershus University College, Norway

Is validation always valid? Cross cultural complexities of standard-based instruments migrating out of their context. A Study on CLASS Pre-K in Italy (3-6 ECEC services)

VALENTINA PAGANI, SUSANNA MANTOVANI AND GIULIA PASTORI, University Of Milan-Bicocca, Italy

Child care quality in Norwegian ECEC measured with Caregiver Interaction Profile Scales (CIP) and ITERS-R

ELISABETH BJORNESTAD AND ELLEN OS, Oslo and Akershus University College, Norway

ECERS-R and ECERS-E as a tools of assesment in Russian system of early child education: problems and perspectives.

OLGA SHIYAN (1), IGOR SHIIAN (2) AND ELENA VOROBYOVA (2), (1) Russian State University in Humanities, Russia; (2) Moscow City University, Russia

A/ 29

STUDIES OF BABIES

Self-organised Symposium

Room A73, GL

CHAIR: GABRIELA TEBET

University of Campinas, Brazil

Constituing babies

GABRIELA TEBET (1) AND ANETE ABRAMOWICZ (2), (1) University of Campinas, Brazil; (2) UFSCar, Brazil

Tracking babies' connections over the childcare day: Time use in graphs and pictures

LINDA HARRISON, Charles Sturt University, Australia

Geographies of infant feeding and the impact of and on the emerging bodies and subjectivities of infants

LOUISE HOLT, Loughborough University, United Kingdom

A/ 30

EMOTIONAL ROOTS OF LEARNING IN PRACTICE AT PEN GREEN

Self-organised Symposium

Room A74, GL

CHAIR: TRACY GALLAGHER

Pen Green Research, Development and Training Base, United Kingdom

How the 'Tavistock' method of observation has been used to support practitioners understanding of a child's emotional world

TRACY GALLAGHER, Pen Green Research, Development and Training Base, United Kingdom

A case study offering an understanding of the transformative impact the training programme 'Emotional Roots of Learning' has had on pedagogical practice with children aged from naught to three

TRACY GALLAGHER, Pen Green Research, Development and Training Base, United Kingdom

A case study offering an understanding of the transformative impact the training programme 'Emotional Roots of Learning' has had on pedagogical practice with children aged from three to five

SHEENA GRIFFITHS BAKER, Pen Green Research, Development and Training Base, United Kingdom,

CHAIR: DILYS WILSON

Middlesex University, United Kingdom

An evaluation of a professional training programme for graduate Early Years Teacher trainees

DILYS WILSON AND SHARON GOATE, Middlesex University, United Kingdom

Reflection on tutor-student interactions to nurture students' critical thinking skills

VICKY BURGHARDT, Middlesex University, United Kingdom

How a parenting strategy can inform how students can support dis-advantaged families

BETH GALLAGHER, Middlesex University, United Kingdom

TUESDAY 8th SEPTEMBER 2015

SYMPOSIUM SET B: 16:00 – 17:30

B/ 1

ARTS EDUCATION

Individual Papers

Room A11, Mòdul I (MI)

CHAIR: KATALIN KOZAK

Oslo and Akershus University College of Applied Sciences; Faculty of Education and International Stu, Norway

Seeing sounds hearing colours- co-operative project in arts education

INKERI RUOKONEN, University Of Helsinki, Finland

Young children as 'becoming' writers

KATE LUCY SMITH, Canterbury Christ Church University, United Kingdom

The cultural competency and well-balanced development of the children in Arts Educational Development Project "Taikava" in Finland

SINIKKA RUSANEN, University of Helsinki, Finland

B/ 2

VALUES, PARTICIPATION AND DEMOCRACY IN ECE

Individual Papers

Room A12, Mòdul I (MI)

CHAIR: MARTIN NEEDHAM

Manchester Metropolitan University, United Kingdom

Teacher beliefs about child participation in Grade R in South Africa

NASEEMA SHAIK, Cape Peninsula University Of Technology, South Africa

Values and value education through the pedagogical systems theory

ULLA HÄRKÖNEN, University of Eastern Finland - Savonlinna Campus, Finland

Preschool Teachers Work with Democratic Learning Processes by observing Children's interactions in a Swedish preschool

RAUNI KARLSSON, University of Gothenburg - Departement of Education, Communication and Learning, Sweden

B/ 3

VIDEOING AS A TOOL IN PROFESSIONAL DEVELOPMENT

Individual Papers

Room A13, Mòdul I (MI)

CHAIR: FAYE STANLEY

Wolverhampton University, United Kingdom

Imagination

ANN STEVERLYNCK, Arteveldehogeschool, Belgium

Using video as a tool to explore practitioners values

FAYE STANLEY, Wolverhampton University, United Kingdom

Imagination – Representing interaction and discussing interaction with staff members in early childhood education. Development of a process-oriented tool for pedagogical coaches

GISELINDE BRACKE, INE HOSTYN AND ANN STEVERLYNCK, Artevelde University College Ghent, Belgium

B/ 4

RESEARCH METHODS

Individual Papers

Room A14, Mòdul I (MI)

CHAIR: LYNN ANG

Institute Of Education, United Kingdom

Researcher's participation in young children's community in preschool

HRÖNN PALMADOTTIR, University of Iceland, Iceland

Doing Cross-cultural Research Fieldwork in Early Childhood Education & Care: Empirical Experiences from Scotland; Hong Kong; and Mainland China

YUWEI XU, The University of Glasgow, United Kingdom

Using participatory research in early childhood: Methodological Reflections

LYNN ANG, Institute Of Education, United Kingdom

B/ 5

ASSESSMENT AND EVALUATION FOR TRANSFORMATION: A FOUNDATIONAL PEDAGOGIC CREED AND ITS USES IN PRAXIS

Self-organised Symposium

Room A15, Mòdul I (MI)

CHAIR: JULIA FORMOSINHO

Childhood Association (Associação Criança), Portugal

Assessment and evaluation for transformation: a foundational pedagogic creed and its uses in praxis

JULIA FORMOSINHO, Childhood Association (Associação Criança), Portugal

Implementing and evaluating a participatory model of assessment: the Accounting Early for Life Long Learning (AcE) Programme'

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

Why do the Omo River children paint themselves? A case study on pedagogic evaluation

JOÃO FORMOSINHO, Childhood Association (Associação Criança), Portugal

B/ 6

WORKING WITH DIVERSITY IN ECE

Individual Papers

Room A16, Mòdul I (MI)

CHAIR: KARI KROGSTAD

Telemark University College, Norway

Incorporation into the preschool's (cultural) traditions

TÜNDE PUSKÁS, Department of Social and Welfare Studies, Sweden

Islamic and Muslim child nurturing in a Norwegian kindergarten context

KARI KROGSTAD, Telemark University College, Norway

Working from the Heart: American and Israeli Jewish Educators on Inclusion in the Early Years

SHELLEY ALEXANDER (1), CLODIE TAL (2), DAVID BRODY (3), SIGAL ACHITUV (4), MEIR MULLER (5), HAGGITH GOR ZIV (6), CHAYA GORSETMAN (7), ROBERTA GOODMAN (8), JANET HARRIS (9), LYNDALL MILLER (10), DEBORAH SCHEIN (11) AND ILENE VOGELSTEIN (12), (1) Gratz College, United States; (2) Levinsky College, Israel; (3) Efrata College, Israel; (4) Oranim Academic College and Gordon Academic College, Israel; (5) University of South Carolina, Columbia, United States; (6) Seminar HaKibutzim (College of Education Technology and Art), Israel; (7) Stern College for Women of Yeshiva University, United States; (8) Agency for Jewish Learning, Pittsburgh, United States; (9) Early Childhood Education Initiative, United States; (10) Jewish Early Childhood Education Leadership Institute, United States; (11) Champlain College, United States; (12) Beth El Early Childhood Center, Baltimore, United States

B/ 7

GENDER AND ECE PEDAGOGY

Individual Papers

Room A18, Mòdul I (MI)

CHAIR: ALEJANDRA CORTAZAR

Universidad Diego Portales, Chile

Do boys and girls experience similar quality experiences in Chilean Prek programs?

ALEJANDRA CORTAZAR, FRANCISCA ROMO AND VIELMA, Universidad Diego Portales, Chile

Boyhood; war toys and weapon games – a self-evident combination?

MIA HEIKKILÄ, Mälardalen University, Sweden

Children's Perceptions of Play: Developmental Continuity and Sex Differences in middle childhood

TAKAYO SUGIMOTO (1), SHINNOSUKE IKEDA (2), XIAOYUN LU (2), YUTA MIYAMOTO (2), MARIKO MIYATA (2), SAKIKO SAGAWA (2), YUICHIRO TOYAMA (2), MACHIKO TSUJITANI (2) AND KIYOMI AKITA (2), (1) Tokoha University & University of Tokyo, Japan; (2) Univeristy of Tokyo, Japan

B/ 8

MANAGEMENT AND LEADERSHIP ROLES

Individual Papers

Room A21, Mòdul II (MII)

CHAIR: FINN DANIEL RAAEN

Oslo and Akershus University College for Applied Science, Norway

Strategic leadership in ECEC centers in Norway

PER TORE GRANRUSTEN, Queen Maud University College, Norway

Workplace-based kindergartens –a learning arena for teacher education and a spur for own professional development? The possibilities of leadership

FINN DANIEL RAAEN, ANNE FURU AND MARIT GRANHOLT, Oslo and Akershus College of Applied Science, Norway

The Manager in Early Education settings; is the ecec graduate equiped for leadership and management?

JAN PETERSEN (1) AND MARY MOLONEY (2), (1) Dublin Institute of Technology, Ireland; (2) Mary Immaculate College at University of Limerick, Ireland

B/ 9

TEACHING MATHS IN ECE

Individual Papers

Room A22, Mòdul II (MII)

CHAIR: PAMELA MOFFETT

Stranmillis University College, United Kingdom

Developing number language in early childhood

PAMELA MOFFETT, ANN MARIE CASSERLY AND BAIRBRE TIERNAN, Stranmillis University College, United Kingdom; (2) St. Angela's College, Sligo, Ireland

Teaching mathematics in Norwegian kindergarten

PER-EINAR SÆBBE, University of Stavanger, Norway

Mathematical Knowledge for Teaching: a Framework of Professional Development for Preschool Teachers

ISABEL SELLAS (1), MONTSERRAT PRAT (2), LAURA VILA (1) AND VICTOR GRAU (1), (1) Universitat de Vic -Universitat Central de Catalunya, Spain; (2) Universitat Autònoma de Barcelona (UAB), Spain

B/ 10

PEER TO PEER MENTORING IN PROFESSIONAL PRACTICE

Individual Papers

Room A24, Mòdul II (MII)

CHAIR: MICHAEL GASPER

Starfish Enterprise, United Kingdom

Pedagogical leaders' language use while mentoring assistants – a starting point for critical thinking?

JULIE NORDAHL AND ELIN ØDEGÅRD, Høgskolen i Telemark, Norway

Using peer to peer support to help prepare early years students for a successful work based learning experience.

NICOLA STOBBS, University of Worcester, United Kingdom

The Nature of Meaningful Student-mentor -relationships in preschool teacher education

TARJA LIINAMAA, University of Jyväskylä/ Department of Education/Early Childhood Education, Finland

B/ 11

BILINGUALISM

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: SARAH COUSINS

University of Bedfordshire, United Kingdom

Constructions of language immersion in Swedish preschool context

ELLINOR SKAREMYR, Karlstad University, Sweden

English as a Second Language in Early Childhood: a Case Study of a Maltese ECEC Setting

IVANA BANKOVIC, Primary school "Branko Radicevic", Serbia

Bilingualisme in Early Childhood Education

RAMONA BERNARD, University College Oslo/Akershus, Norway

B/ 12

SECOND LANGUAGE AND LITERACY DEVELOPMENT IN MINORITY CHILDREN: DISCUSSING SPACE AND INTERACTION.

Self-organised Symposium

Room A26, Mòdul II (MII)

CHAIR: SANDIE MOURÃO

FCSH, Universidade Nova Lisboa, Portugal

Context: A discussion of space in the understanding of multilingual children's use of recontextualized language in ECEC

MARIT SUNDELIN, UiT the Arctic University of Norway, Norway

Literacy-Related Play Events and Preschool Staff Strategies to Support Swedish Language Development in multilingual and Swedish speaking children

MARTINA NORLING AND ANNE LILLVIST, School of Education, Culture and Communication, Sweden

Ready to read: Discussion around an intervention study involving children learning English as a second language

VICTORIA MURPHY, ARJETTE KAREMAKER, FIONA JELLEY AND KATHY SYLVA, University of Oxford, United Kingdom

B/ 13

PEDAGOGICAL DOCUMENTATION

Individual Papers

Room A27, Mòdul II (MII)

CHAIR: ANNA KILDERRY

Deakin University, Australia

Brave like a spider! Pedagogical documentation as a tool for assessing individual learning processes in pre-primary education

KATI RINTAKORPI, University Of Helsinki, Finland

What do preschool teachers say when they talk about pedagogical documentation?

ELISABETH LINDGREN ENEFLO, Falu kommun, Sweden

Video Based Professional Development to Cultivate Early Childhood Teachers' Practices on Pedagogical Documentation

FIGEN SAHIN (1), ARIF YILMAZ (2), MEHMET BULDU(3), SELDA ARAS (4), METEHAN BULDU (5), ESRA AKGUL (2), (1) Gazi University, Turkey; (2) Hacettepe University, Turkey; (3) UNICEF Turkey, Turkey; (4) TED University, Turkey; (5) Middle East Technical University, Turkey

B/ 14

HEALTH, WELL-BEING AND PEER RELATIONSHIPS IN ECE

Individual Papers

Room A28, Mòdul II (MII)

CHAIR: JACKIE MUSGRAVE

University of Worcester, United Kingdom

Bullying prevention in early childhood education

LAURA REPO AND NINA SAJANIEMI, University of Helsinki, Finland

How do practitioners support children's health and wellbeing in early years settings?

JACKIE MUSGRAVE, University of Worcester, United Kingdom

The Montessori teacher and the 21st century educational challenges

KERSTIN SIGNERT, IPKL, Sweden

B/ 15

IMPACT OF NEOLIBERALISM IN ECE

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: LAURA MÄNTYNEN

Laurea University of Applied Sciences, Finland

Implications of neoliberalism in Early Childhood Education in Finland

LAURA MÄNTYNEN, Laurea University Of Applied Sciences, Finland

Korean ECEC's love for European ECEC in 21st century: why; how; what and by whom?

EUNJU YUN (1) AND HYUJIN AHN (2), (1) Sookmyung Women's University, Korea (South); (2) Incheon National University, Korea (South)

Neoliberalism and teachers unions; the Icelandic story

KRISTÍN DYRFJORD, University of Akureyri, Iceland

B/ 16

EXPLORING QUALITY AND ENGAGEMENT IN ECE SETTINGS

Individual Papers

Room A33, Mòdul III (MIII)

CHAIR: MARJA SYRJÄMÄKI

University of Helsinki, Finland

Making preschool relevant: Meeting the needs of children in difficult contexts: A case study

FAY HADLEY AND JACQUELINE HAYDEN, Macquarie University, Australia

Continuing Engagement in Learning: Tuned into Learning?

JOAN MARTLEW AND JENNY CAREY, University of Strathclyde, United Kingdom

Quality of Learning Environment in Finnish Toddlers' Early Childhood Education Settings

MARJA SYRJÄMÄKI AND EIRA SUHONEN, University of Helsinki, Finland

B/ 17

WELLBEING

Individual Papers

Room A35, Mòdul III (MIII)

CHAIR: MARGARET KERNAN

International Child Development Initiatives, Netherlands

Children's well-being in Norwegian early childhood and care institutions (ECECs): data from the ECEC well-being monitor 2014

ELLEN BEATE HANSEN SANDSETER AND MONICA SELAND, Queen Maud University College of Early Childhood Education, Norway

Putting the spotlight on the psychosocial wellbeing of 5 - 6 year old children in South Africa

MARGARET KERNAN (1) AND FIONI MURRAY (2), (1) International Child Development Initiatives, Netherlands; (2) Khululeka Community Education Development Centre (KCEDC), South Africa

My Self Image and your Interactions; The impact of the early childhood educators' image of the child on children's wellbeing

RITA MELIA, Early Childhood Ireland & National University of Ireland Galway, Ireland

B/ 18

LEARNING, NEGOTIATING AND CO-CREATING TOGETHER

Individual Papers

Room A36, Mòdul III (MIII)

CHAIR: JENNIFER CLEMENT

Canterbury Christ Church University, United Kingdom

The Party Room: Children's design and co-creation of their classroom space

JENNIFER CLEMENT, Canterbury Christ Church University, United Kingdom

Free play: A learning and transformational experience with preschool children, teachers and psychologists

CRISTINA HERNÁNDEZ MÁRQUEZ, ROXANNA DENISE PASTOR FASQUELLE, ROSA MARÍA NASHIKI ANGULO, Universidad Nacional Autónoma de México - Facultad de Psicología, Mexico

Affordances, prerequisites and constraints - about negotiations between children, pedagogues and the physical environment of preschool

SOFIA ERIKSSON BERGSTRÖM, Utbildningsvetenskap, Sweden

B/ 19

LITERACY PROJECTS

Individual Papers

Room A37, Mòdul III (MIII)

CHAIR: GARY BINGHAM

Georgia State University, United States

Read to me I love it! An Innovative Indigenous Family Literacy Project for the Early Years.

LENNIE BARBLETT, Edith Cowan University, Australia

Evaluating a Gift for Family Literacy: Challenges and opportunities

JANE MURRAY AND EUNICE LUMSDEN, University of Northampton, United Kingdom

Making it REAL: Using informational texts in early childhood read alouds

GARY BINGHAM, Georgia State University, United States

B/ 20

LEARNING IN FARMS, MUD KITCHENS AND LANDSCAPES

Individual Papers

Room A41, Mòdul IV (MIV)

CHAIR: ELLY SINGER

University Utrecht, Netherlands

Understandings space and place through environments and landscape ecology

INGUNN FJØRTOFT, Telemark University College, Norway

Agricultural child centers: participative learning and playing on the farm

ELLY SINGER, University Utrecht, Netherlands

What is a 'Mud Kitchen'? - The use of concept analysis as a research method

MENNA GODFREY, CREC & University of Wolverhampton, United Kingdom

B/ 21

SIG OUTDOOR PLAY & LEARNING: OUTDOOR PLAY SPACES; PLAY; LEARNING AND PEDAGOGICAL IMPLICATIONS

Self-organised Symposium

Room A43, Mòdul IV (MIV)

CHAIR: HELEN BILTON

University of Reading, United Kingdom

Educators' reflections on the affordances of Bush School

LIBBY LEE-HAMMOND, Murdoch University, Australia

What is outside? The facilities available in early years outdoor environments and the possible pedagogical implications for these choices. A study conducted in south east England

HELEN BILTON, University of Reading, United Kingdom

Investigating the characteristics of powerful outdoor environments for young children in early childhood programmes – Linking indoors and outdoors through transitional spaces

JAN WHITE, Early Childhood Natural Play, United Kingdom

B/ 22

OBJECTS IN TRANSITION: - ON THE SYMBOLIC RELEVANCE OF ARTEFACTS IN THE TRANSITION TO SCHOOL

Self-organised Symposium

Room A44, Mòdul IV (MIV)

CHAIR: GESINE NEBE

ML University Halle-Wittenber, Germany

What sweet memories of starting school are made of in Germany: The ZUCKERTÜTE in memories of people starting school between 1938 and 1998

GESINE NEBE AND ANNEGRET FRINDTE, Martin-Luther-University Halle-Wittenberg, Germany

When parents start school - objects as a symbolic link/interface between parents and school

GUNTHER GRAßHOFF, Stiftung Universität Hildesheim, Germany

'We always had our shoes shined.' Childhood memories about starting school

TUIJA TURUNEN, Faculty of Education - University of Lapland, Finland

B/ 23

EDUCATOR AND FAMILY PERSPECTIVES ON WORKING TOGETHER; AS CHILDREN START SCHOOL IN AUSTRALIA

Self-organised Symposium

Room A45, Mòdul IV (MIV)

CHAIR: SUSANNE ROGERS

Charles Sturt University, Australia

Multiple perspectives on family-educator partnerships as children start school

SUSANNE ROGERS, Charles Sturt University, Australia

Perspectives on adult relationships and how they support the mathematics learning of children starting school

WENDY GOFF, Monash University, Australia

Teacher Personal Experiences and Perspectives of the Transition to School

SIMONE MACDONALD, Monash University, Australia

B/ 24

PLAY: ADVENTURE, TOOL KITS, CONCEPTS AND THE DYNAMIC SYSTEM APPROACH

Individual Papers

Room A46, Mòdul IV (MIV)

CHAIR: DEIRBHILE NIC CRAITH

Irish National Teachers' Organisation, Ireland

To Play or not to Play: Curriculum for 4 to 6 year olds

DEIRBHILE NIC CRAITH, Irish National Teachers' Organisation, Ireland

'Open all hours': researching access; play and adventure in school grounds

CHANTELLE HAUGHTON (1), JACKY TYRIE (1), SIAN SARWAR (1) AND MARIANNE MANNELLO (2), (1) Cardiff Metropolitan University, United Kingdom; (2) Play Wales, United Kingdom

Dynamic Systems Approach to Play in Early Childhood Education

NADEZDA LEBEDEVA AND IRIS RIDDER, Dalarna University, Sweden

B/ 25

SOCIO-DRAMATIC AND FANTASY PLAY

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: CATHERINE MALFAIT

Odisee, Belgium

Practice-based research on the effects of The Magical Forest and the implementation in teacher education and the work field

CATHERINE MALFAIT, DIRK SMITS AND MARLIES ALGOET, Odisee, Belgium

Expanding Language Use through Drama and Storytelling for Emergent Bilinguals

MYUNG-JIN KIM, The Ohio State University, United States

Teacher's role in children's socio-dramatic and fantasy play: examples from pre-service early years' students and a case study of an in-service early years' teacher

ANTHIA MICHAELIDES, MARIA KYRIAKOU, ELENI LOIZOU AND ANNA GEORGIU, University of Cyprus, Cyprus

B/ 26

EVALUATION AND ASSESMENT IN PROFESSIONAL DEVELOPMENT

Individual Papers

Room A48, Mòdul IV (MIV)

CHAIR: SANDRA MATHERS

Institute of Education; University College London, United Kingdom

Three Core Areas of Learning: Exploring Learning and Professional Development on the Early Years Teacher Status Programme's Graduate Entry Pathway

GEMMA RYDER, University Of East London, United Kingdom

La formación del profesorado para la educación de la primera infancia en Portugal y Brasil: enfoques y contribuciones al análisis de Pedagogía en Brasil

MARINEIDE OLIVEIRA GOMES, Universidade Federal de São Paulo - campus Guarulhos, Brazil

Evaluating an early years professional development programme

SANDRA MATHERS, Institute of Education; University College London, United Kingdom

B/ 27

PROFESSIONAL COMPETENCES

Individual Papers

Room A71, GL

CHAIR: MICHAEL REED

University of Worcester, United Kingdom

Professional skills in Early Childhood Teacher Education. Planning; implementing and evaluating activities in Language; text and mathematics

ÅSE LUND, Buskerud And Vestfold University College, Norway

A provocation; that aspires to reveal the multidimensional qualities of early childhood practitioners

MICHAEL REED, University of Worcester, United Kingdom

Carers or teachers? Professional roles; identity and status: current dilemmas in historical context

JANE READ, University of Roehampton, United Kingdom

B/ 28

NURSERY NURSE TO EARLY YEARS TEACHER; DEVELOPING PROFESSIONALISM; CHANGING PRACTICE WITHIN THE NURSERY

Self-organised Symposium

Room A72, GL

CHAIR: JILL HARRISON

University of Greenwich, United Kingdom

Agents of Change: a study into Early Years Professionals views of professionalism

JILL HARRISON, University of Greenwich, United Kingdom

Bring about change within the nursery

HEATHER MUNN, University of Greenwich, United Kingdom

“Good Talking : Good Listening” Using dialogic pedagogy to develop Early Years Professional Practice of valuing the child’s voice in curriculum planning and raising university academic outcomes

DIANA HARRIS, University of Greenwich, United Kingdom

B/ 29

POLITICIZING THE CONCEPT OF QUALITY IN ECEC

Self-organised Symposium

Room A73, GL

CHAIR: SANDRA CHEESEMAN

Institute of Early Childhood, Australia

Quality curriculum for infants – beyond notions of benevolence

SANDRA CHEESEMAN, Institute of Early Childhood, Australia

The long thread of quality: Tensions in constructions of quality in ECEC policy history

HELEN LOGAN, Charles Sturt Universtiy, Australia

Producing quality in Finnish ECEC - tensions and intersections

MAIJU PAANANEN, University of Helsinki, Finland

B/ 30

COMBINING RESEARCH AND PRACTICE

Individual Papers

Room A74, GL

CHAIR: LISBETH SKRELAND

Agder University, Norway

Form-Azione-Ricerca: designing professional development pathways through participatory research

LUCIA BALDUZZI AND ARIANNA LAZZARI, Education Studies Department, Bologna University, Italy

Research and teaching at the same time

HEID OSNES AND HILDE NANCY SKAUG, Oslo and Akershus University College of Applied Sciences, Norway

Research inspired development of pedagogical practice

PIA VINTHER DYRBY AND LAURA DETLEFSEN, The Danish Evaluation Institute, Denmark

B/ 31

REFLECTIVE ACTIVISM : THEORY FOR PRACTICE

Self-organised Symposium

Room A81, GS

CHAIR: KAREN HANSON

University of Worcester, United Kingdom

Weaving a patchwork of practice: the development of reflective dispositions for Early Childhood students

KAREN HANSON, University of Worcester, United Kingdom

Developing theory for practice: reflective practice as a way of being

KAREN APPLEBY, University of Worcester, United Kingdom

Theory in practice: creating a space for the creation of self-knowledge as developing reflective practitioners through visual representation and narrative

ALISON PROWLE, Centre for Early Childhood, University of Worcester, United Kingdom

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET C: 8:00 – 9:30

C/ 1

YOUNG CHILDREN, AESTHETICS AND ART

Individual Papers

Room A11, Mòdul I (MI)

CHAIR: KA LEE CARRIE HO

Hong Kong Institute of Education, Hong Kong

Toddlers and teachers in aesthetic communication

MONICA NILSSON (1), ROBERT LECUSAY (2), LINA MRAK (1), BETH FERHOLT (3) AND KARIN ALNERVIK(1), (1) School of Education and Communication, Sweden; (2) University of California, San Diego, United States; (3) Brooklyn College, City University of New York, United States

Postmodern paradigm from research aim to trustworthiness: An arts-based study on young children's aesthetic encounters in Hong Kong

KA LEE CARRIE HO, Hong Kong Institute of Education, Hong Kong

Investigating Current Taiwanese Teachers' Attitudes and Beliefs in Visual Art Education in Preschools

CHING-YUAN HSIAO, National University of Tainan, Taiwan

C/ 2

ART AND AESTHETICAL EXPRESSIONS IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Room A12, Mòdul I (MI)

CHAIR: MARI ANN LETNES

Queen Maud University College, Norway

Musician in ECEC context

MORTEN SÆTHER, Queen Maud University College, Norway

Narrative expressions by toddlers - An aesthetic glance at narrative expressions of toddlers in early childhood educational settings

INGVILD OLSEN OLAUSSEN, Queen Maud College - College of Early Childhood Education, Norway

Art-didactic - Creation of meaning when children encountering the art

JØRGEN MOE, Queen Maud University College of Early Childhood Education and Care, Norway

C/ 3

CHILD PARTICIPATION AND SELF DETERMINATION

Individual Papers

Room A13, Mòdul I (MI)

CHAIR: ANGELA SCOLLAN

Middlesex University, United Kingdom

The exploration about the potentials of 4-Year-Olds

YUTA MIYAMOTO, The University Of Tokyo, Japan

Preschool Classroom Activity and the concealment of the nature of being three

MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

The hundred meanings of self-determination: protection from harm or promotion of autonomy? Early Years Practitioner Perspectives

ANGELA SCOLLAN AND FEDERICO FARINI, Middlesex University, United Kingdom

C/ 4

PARTICIPATORY CHILD ASSESSMENT

Individual Papers

Room A14, Mòdul I (MI)

CHAIR: JUDITH LOVERIDGE

Victoria University of Wellington, New Zealand

Teacher and parent perceptions toward assessment of childrens learning and their expectations from each other

FEYZA OZKAN AND ARIF YILMAZ, Hacettepe University, Turkey

Assessing young children's learning and development in an homebased early education programme

JUDITH LOVERIDGE, Victoria University of Wellington, New Zealand

MyProfile: a monitoring tool for 0-5 y that guides practitioners from systematic observation to effective interventions. Insights of the implementation process

INGE LAENEN, Centre for Experiential Education [C-ExE], Leuven University, Belgium

C/ 5

DIGITAL TECHNOLOGIES AND TEACHER DEVELOPMENT

Individual Papers

Room A15, Mòdul I (MI)

CHAIR: DOMINIC GULLO

Drexel University, United States

Pitfalls of Using PowerPoint with Diverse Learners in Early Childhood Teacher Education Programs: An Illustrative Case

ANNA KIROVA (1), CHRISTINE MASSING (1), LARRY PROCHNER (1), AILIE CLEGHORN (2), (1) University of Alberta, Canada; (2) Concordia University, Canada

Digital Literature in Early Childhood: Apps and Literacy Education

NEUS REAL AND CRISTINA CORRERO, Universitat Autònoma de Barcelona, Spain

The Open Lab - experimenting communities in a globalized world

KLAUS THESTRUP, Centre for Teaching Development and Digital Media, Aarhus University, Denmark

C/ 6

PERSPECTIVES IN TRANSITIONS

Individual Papers

Room A16, Mòdul I (MI)

CHAIR: KATEY DE GIOIA

Institute Of Early Childhood; Macquarie University, Australia

Journeys of change: Experiences of transition into prior to school settings for immigrant and refugee families

KATEY DE GIOIA, Institute Of Early Childhood; Macquarie University, Australia

'From a big and competent preschool child to a small school child in need of care". Parent's perspectives on their children's transition to preschool class

HELENA ACKESJÖ, Linnaeus University, Sweden

1. Transition to school from the perspective of the girls' and boys' parents

ANNA KIENIG, University of Bialystok, Poland

C/ 7

DIGITAL CHILDHOODS: POSITIONING TECHNOLOGIES IN EARLY CHILDHOOD PEDAGOGY AND PLAYROOMS.

Self-organised Symposium

Room A18, Mòdul I (MI)

CHAIR: LORNA ARNOTT

University of Strathclyde, United Kingdom

An ecological exploration of technology in early childhood education

LORNA ARNOTT, University of Strathclyde, United Kingdom

The integration of tablet devices into pedagogic planning in early years classrooms

COLETTE GRAY, JILL DUNN, DENISE MITCHELL AND PAMELA MOFFETT, Stranmillis University College: A College of The Queen's University of Belfast, United Kingdom

Ipads for Learning and Engagement

ADERONKE FOLORUNSHO AND IOANNA PALAIOLOGOU, Canterbury Christ Church University, United Kingdom

C/ 8

EXPLORING DIVERSITY

Individual Papers

Room A21, Mòdul II (MII)

CHAIR: ANN FARRELL

Queensland University of Technology, Australia

Researching preservice teachers' intercultural understandings of linguistic and cultural diversity in Australia

ANN FARRELL, Queensland University Of Technology, Australia

Respecting Diversity in Croatian kindergartens

DEJANA BOUILLET, Faculty of Teacher Education; University of Zagreb, Croatia

Identity concepts and early childhood education: An ethnographic study of identity discourses and cultural diversity in a South African primary school

JACLYN MURRAY, University of Winchester, United Kingdom

C/ 9

ATTITUDES TO GENDER EQUALITY

Individual Papers

Room A22, Mòdul II (MII)

CHAIR: TIM ROHRMANN

University of Applied Sciences for Social Work, Education and Nursing, Dresden, Germany

Male Preschool Teachers' Perceptions of Children's Rough-and Tumble Play (R&T) in Indoor and Outdoor Environments

RUNE STORLI, Queen Maud University College of Early Childhood Education, Norway

A Both 'Gendered' and 'Non-gendered' Profession: Teachers' and Children's Perceptions of Gender and Teacher-Child Interactions in Scottish and Chinese Early Childhood Settings

YUWEI XU, The University of Glasgow, United Kingdom

Respectable femininities of aspiring female teachers

THORDIS THORDARDOTTIR, University of Iceland, Iceland,

C/ 10

JOINT LEADERSHIP

Individual Papers

Room A24, Mòdul II (MII)

CHAIR: MARJA-LIISA AKSELIN

City of Hämeenlinna, Finland

Towards Joint Leadership - Developing a new ECE leadership model in Finnish municipality context

MARJA-LIISA AKSELIN, City Of Hämeenlinna, Finland

Dialogic leadership in health building organizations

MERETE MOE, Queen Maud University College, Norway

Preschool head teachers' perceptions on merging of preschools

ARNA H. JONSDOTTIR, University of Iceland - School of Education, Iceland

C/ 11

PERCEPTIONS OF CURRICULUM, SCIENCE AND MATHS IN ECE

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: TUIJA TURUNEN

Faculty of Education; University of Lapland, Finland

Early Mathematical Ability Among Preschool Children in Relation to Age and Maternal Education Level

KEREM AVCI (1) AND EMINE FERDA BEDEL (2), (1) Balikesir University, Turkey ; (2) Canakkale Onsekiz Mart University, Turkey

Curriculum and pedagogical leadership in early childhood education

TUIJA TURUNEN AND OUTI YLITAPIO-MÄNTYLÄ, University of Lapland, Finland

C/ 12

SUPPORTING NEWLY QUALIFIED AND FUTURE PROFESSIONALS

Individual Papers

Room A26, Mòdul II (MII)

CHAIR: GEMMA RYDER

University of East London, United Kingdom

The use of autobiographical narratives in the construction of future teachers identity

MARILISA BIRELLO AND MARIA ROSA GIL JUAN, Universidad Autónoma De Barcelona, Spain

Supervision of newly qualified Preschool Teachers

INGUNN REIGSTAD (1) AND RANDI MOE (2), (1) NLA University College, Norway; (2) HIB, Bergen, Norway

An Investigation into the Needs and Experiences of Beginning Early Childhood Educators in British Columbia: Is Induction Necessary?

LAURA DOAN, Thompson Rivers University, Canada

C/ 13

DEVELOPING LANGUAGE PRACTICES

Individual Papers

Room A27, Mòdul II (MII)

CHAIR: BEVERLEY NIGHTINGALE

University Campus Suffolk, United Kingdom

Inter-subjectivity; forms of vitality and affect - a perspective on multiculturalism and language

YLVA NOVOSEL AND GUNILLA DAHLBERG, Stockholm University, Sweden

Observing language in use in an Infant-Toddler center. An analysis of everyday dialogue in Italian ECEC settings

CHIARA BOVE AND PIERA BRAGA, University of Milan Bicocca, Italy

Norwegian pre-school teachers on Educational Language Practices

JOAKIM EVENSEN HANSEN, University of Stavanger, Norway

C/ 14

PEDAGOGICAL ROUTINES, MANAGEMENT PRACTICES AND INTUITION

Individual Papers

Room A28, Mòdul II (MII)

CHAIR: RAMAZAN SAK

Yüzüncü Yıl University, Turkey

Pedagogical routines as a learning environment in daycare

SOEREN SMIDT, Department Of Research And Development Ucc, Denmark

American and Turkish preschool teachers' classroom management practices

RAMAZAN SAK (1), SHAROLYN POLLARD-DURODOLA (2), IKBAL TUBA ŞAHİN SAK AND (1) Yüzüncü Yıl University, Turkey; (2) University of Denver, United States

Learning beyond cognition

GERBERT SIPMAN, UAS of Arnhem and Nijmegen, Netherlands

C/ 15

INTERNATIONAL PERSPECTIVES ON CURRICULUM

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: JOSEPHINE NG

RMIT University, Australia

Stakeholder's perceptions of internationalisation of early childhood curriculum in a joint partnership between Australia and China universities

JOSEPHINE NG AND BERENICE NYLAND, RMIT University, Australia

Children up to the age three: focus on five national curricula on ECEC

MARITTA HÄNNIKÄINEN, University of Jyväskylä, Finland

Curriculum design and good practices in early childhood education: an international; multicultural and interdisciplinary approach

LUCÍA CASAL DE LA FUENTE AND MIGUEL ÁNGEL ZABALZA BERAZA, University of Santiago de Compostela, Spain

C/ 16

SUSTAINABILITY AND WORLD DEVELOPMENT IN ECE

Individual Papers

Room A33, Mòdul III (MIII)

CHAIR: VALERIE HUGGINS

Plymouth University, United Kingdom

Enhancing Education for Sustainability in Finnish Early Childhood Education

ANNA-RIITTA MÄKITALO, SYLVIA TAST AND ARTO SALONEN, Metropolia University of Applied Sciences, Finland

Promoting Early Childhood Education for Sustainability (ECEfS) in an Early Childhood Teacher Education programme in England

VALERIE HUGGINS, Plymouth University, United Kingdom

How to develop the child's ability to reflect the process of development in the world

IGOR SHIIAN (1) AND OLGA SHIYAN (2), (1) Moscow City Teacher Training University, Russia; (2) Russian State Univeristy in Humanities, Russia

C/ 17

INTERNATIONAL CONTEMPORARY TRENDS IN INFANT AND TODDLER TEACHER EDUCATION

Self-organised Symposium

Room A35, Mòdul III (MIII)

CHAIR: KATHERINE BUSSEY

Australian Catholic University, Australia

Using videos to enhance early childhood teacher education understanding about children aged birth to 3 years

SUSANNE GARVIS, University of Gothenburg, Sweden

University-Based Infant and Toddler Teacher Educators in Australia and New Zealand

KATHERINE BUSSEY, Australian Catholic University, Australia

Infant-Toddler Teachers Participating in an Early Childhood Scholarship Program at the Community College

DEBORAH NORRIS, University of Oklahoma, United States

C/ 18

CREATING THE RIGHT ENVIRONMENT FOR YOUNG CHILDREN

Individual Papers

Room A36, Mòdul III (MIII)

CHAIR: ELSE CATHRINE MELHUUS

University of Agder - Department of Education, Norway

Methodological challenges with research on materiality; when dealing with non-human agency

ELSE CATHRINE MELHUUS, University Of Agder - Deptartment Of Education, Norway

The Effectiveness of the Lions Quest Program: Skills for Growing on School Climate, Students' Behaviors, Perceptions of School, and Conflict Resolution Skills

MINE GOL-GUVEN, Bogazici University, Turkey

How Japanese educators reflect on the environment using photograph?

KIYOMI AKITA, The University of Tokyo, Japan

C/ 19

PEDAGOGICAL DOCUMENTATION

Individual Papers

Room A37, Mòdul III (MIII)

CHAIR: PAULA WILLIS

North Yorkshire County Council, United Kingdom

Developing EYs Provision and Reflective Practice through the 'Learning Story' Approach in a Children's Centre Reach Area (UK)

PAULA WILLIS (1) AND ANDREW LOCKETT (2), (1) North Yorkshire County Council, United Kingdom; (2) Independent Consultant, United Kingdom

Using Documentation as a Teaching Tool in Turkish Early Childhood Programs

ARIF YILMAZ (1), FIGEN SAHIN (2), MEHMET BULDU (3), AYCA ULKER-ERDEM (1), ELIF BULDU (4) AND HAZAL BEGUM UNAL (1), (1) Hacettepe University, Turkey; (2) Gazi University, Turkey; (3) UNICEF Turkey, Turkey; (4) Middle East Technical University, Turkey

Narrative documentation as an experiential learning tool in early childhood education

ELISABETTA BIFFI (1) AND ENZA STRAGAPEDE (2), (1) Department of Human Sciences for Education, University of Milan-Bicocca, Italy; (2) Municipality of Cinisello Balsamo, Italy

C/ 20

TODAY'S PEDAGOGICAL WORK WITH CHILDREN'S LANGUAGE ACQUISITION IN DANISH KINDERGARTENS

Self-organised Symposium

Room A41, Mòdul IV (MIV)

CHAIR: IRENE SALLING KRISTENSEN

VIA University College; Department of Social education, Denmark

Language Acquisition on Formula

ANNIKA WIWE AND IRENE SALLING, VIA University College, Denmark

"Please don't disturb" - Establishing and maintaining attentive dialogue in day-care. A study of interruptions of attentive dialogues between pedagogues and children

MARIE HØJHOLT, VIA University College - Department of Social Education, Denmark

Space for dialogue in Kindergarten

ELISABETH SCHJØDT LAURSEN, VIA University College - Social Education in Horsens, Denmark

C/ 21

COMMUNICATION BETWEEN PEERS IN ECEC SERVICES

Self-organised Symposium

Room A43, Mòdul IV (MIV)

CHAIR: PASCALE CAMUS

Université de Liège, Belgium

What do they mean? Listening to babies communicating in the daily setting in ECEC service

FLORENCE PIRARD, ANNE LEGRAND AND AURORE MICHEL, University of Liège, Belgium

The inclusive nursery: the communication between deaf children and their hearing peers

NÚRIA SILVESTRE, ANAIS RODRIGUEZ AND MARIA JOSE SANCHEZ, Universitat Autònoma de Barcelona, Spain

Therapy of communication and oral language in deaf children

NÚRIA SERRA, LAURA PAZ, MERCÈ BATLLE AND ELISA GARCÍA, CREDAC Pere Barnils Barcelona, Spain

C/ 22

OUTDOOR PEDAGOGY

Individual Papers

Room A44, Mòdul IV (MIV)

CHAIR: MARIAN JOVEN

University of applied sciences Leiden, Netherlands

Teachers and Directors Opinions of the Possibilities to Use Outdoor Learning in Estonian Preschools

LEHTE TUULING, AINO UGASTE AND TIIA ÕUN, Tallinn University, Estonia

“Can I go outside?” The impact of teachers’ beliefs and practices on children’s physically active play experiences in one New Zealand centre

HELEN EMBERSON, University of Otago, New Zealand

How to optimize the use of outdoor play areas as a play and learning space in Dutch day care

MARIAN JOVEN, RIKI VERHOEVEN AND ELISE PETERS, University of Applied Sciences Leiden, Netherlands

C/ 23

SIG OUTDOOR PLAY & LEARNING: METHODOLOGICAL TOOLS FOR STUDYING CHILDREN’S OUTDOOR PLAY AND LEARNING

Self-organised Symposium

Room A45, Mòdul IV (MIV)

CHAIR: SHIRLEY WYVER

Macquarie University, Australia

Play on different playgrounds

ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

Children’s bodily play in kindergarten

MERETE LUND FASTING, University of Agder, Norway

Using GoPro action cameras on preschool children in outdoor research

HENRIK ROSTED NEEGAARD AND ASBJØRN MAGNAR HOV, Oslo and Akershus University College of Applied Science’s, Norway

C/ 24

SUPPORTING PARENT/CHILD RELATIONSHIPS

Individual Papers

Room A46, Mòdul IV (MIV)

CHAIR: CAROL DUFFY

Early Childhood Ireland, Ireland

Intervention methodology in a multifamily group of families with children between 6 and 8 years

ARNAU CARETA PLANS AND XAVIER GIMENO SORIA, ERIFE, Universitat Autònoma de Barcelona, Spain

Parents as designer’s of the children’s social networks

PÄIVI PIHLAJA AND MARITA NEITOLA, University of Turku, Finland

Study about mother-infant versus educator-infant communication and interaction in free play

MARINA FUERTES, ANDREIA FERREIRA, ISABEL FERNANDES, MIGUEL BRANCO, OTILIA SOUSA, CLARISSE NUNES, MARIA JOÃO ALVES, ISABEL BARROSO, FILIPE PINTO AND TIAGO SOUSA, Escola Superior De Educação De Lisboa, Portugal

C/ 25

PLAY: POWER, SELF IDENTITY, RISK, WELL-BEING AND HEALING

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: ZENNA KINGDON

Newman University, United Kingdom

Object Play: Power and Self-Identity; facets of role-play in pack-away settings

ZENNA KINGDON, Newman University, United Kingdom

Do children in the age group one-to-three years engage in risky play? Identifying and characterizing age-related risky play

RASMUS KLEPPE, Kanvas Foundation/Oslo and Akershus University College of Applied Sciences, Norway

C/ 26

THE POWER OF PLAY

Self-organised Symposium

Room A48, Mòdul IV (MIV)

CHAIR: ANNERIEKE BOLAND

University of Applied Sciences iPabo; Academy for teacher education, Netherlands

Girls don't climb trees – parents' perspectives on gender and play

LOUISE BERKHOUT, Hogeschool Leiden, Netherlands

Young children's play and learning viewed through a schematic lens.

JULIE BRIERLEY, University Of Hull, United Kingdom

The relationship between children's motor senses and free play activities in Waldorf kindergartens

KOEN GORT AND AZIZA MAYO, Hogeschool Leiden, Netherlands

C/ 27

REFLECTIVE PRACTICE IN PROFESSIONAL DEVELOPMENT

Individual Papers

Room A71, GL

CHAIR: SOFIA AVGITIDOU

University of Western Macedonia, Greece

Reflection as a tool in supporting ECE teachers in science education

SOFIA AVGITIDOU, PENELOPE PAPADOPOULOU, VASSILIKI ALEXIOU, PETROS KARIOTOGLOU, University of Western Macedonia, Greece, ,

Practitioners perceptions of reflective practice in early years settings.

CELONY DOWNS, University of East London, United Kingdom

C/ 28

DEVELOPMENT OF PROFESSIONAL IDENTITY

Individual Papers

Room A72, GL

CHAIR: GERRY MULHEARN

Charles Sturt University, Australia

The 'glocal' teacher - Suggested change of the model of the teacher for Norwegian National Framework for kindergartens

ELIN ERIKSEN ODEGAARD, Bergen University College, Norway

The examination of Turkish early childhood education teachers' professional identity

ZEYNEP BERNA ERDILLER (1), ÖZCAN DOĞAN (2) AND ERDEM KARABULUT (2), (1) Boğaziçi University, Turkey; (2) Hacettepe University, Turkey

Notions of professionalism: What do New Zealand teachers think now? A ten-year follow-up study

SUE CHERRINGTON AND CARMEN DALLI, Victoria University of Wellington, New Zealand

C/ 29

INTEGRATING EARLY EDUCATION AND CARE WITH PRIMARY EDUCATION: THE IMPACT ON THE PROFESSIONALISM OF THE EARLY CHILDHOOD WORKFORCE

Self-organised Symposium

Room A73, GL

CHAIR: JANE BERTRAND

Ontario Institute for Studies in Education/University of Toronto, Canada

Public policy and its influence on educators in integrated early learning environments

KERRY MCCUAIG AND EMIS AKBARI, Ontario Institute for Studies in Education/University of Toronto, Canada

Schools at the Centre: Implications for educators

ZEENAT JANMOHAMED (1), KERRY MCCUAIG (2), ROMONA GANANATHAN (2), EMIS AKBARI (2), JENNY JENKINS (2), Atkinson Centre, University of Toronto, Canada; (2) Ontario Institute for Studies in Education, Canada

Legal and Policy Workforce Implications for ECEs in Integrated Programs

ROMONA GANANATHAN, University of Toronto, Canada

C/ 30

QUALITY IN DAY CARE AND KINDERGARTEN SETTINGS

Individual Papers

Room A74, GL

CHAIR: JANETTE PELLETIER

University of Toronto, Canada

Full-Day Junior and Senior Kindergarten in Ontario; Canada: Innovative Policy and Practice

JANETTE PELLETIER AND CARL CORTER, University of Toronto, Canada

Quality in Early Childhood Education and Care Environments: A comparison between day care centers and kindergartens in Greece

OLGA KOULI (1), NIKOLAOS TSIGILIS (2) AND MICHAEL GLUEER (3), (1) Democritus University of Thrace, Greece; (2) Aristotle University of Thessaloniki, Greece, (3) University of Bielefeld, Germany

Long Term Effects of Daycare center Attendance on Pragmatic Abilities

ANDRÉANNE GAGNÉ (1), NATHALIE BIGRAS (1), CAROLINE BOUCHARD (2), (1) Université du Québec à Montréal, Canada; (2) Université Laval, Canada

C/ 31

LINKING THEORY AND PRACTICE

Individual Papers

Room A81, GS

CHAIR: IAN BARRON

Manchester Metropolitan University, United Kingdom

University and early childhood setting collaboration in practice and research innovation

IAN BARRON, Manchester Metropolitan University, United Kingdom

Strengthening the theory-practice nexus in EC teacher education programs

WENDY GOFF (1) AND SUSANNE GARVIS (2), (1) Monash University, Australia; (2) University of Gothenberg, Sweden

Developing professional competence in the field of kindergarten teacher education through interaction between educational establishments and kindergartens.

RENATE BANSCHBACH EGGEN AND KRISTIN ØSTREM FLØTTEN, University of Nordland, Norway

C/ 32

PEDAGOGICAL DOCUMENTATION; PLANNING AND DECISION MAKING IN ECE SETTINGS

Self-organised Symposium

Room A82, GS

CHAIR: MAIJU PAANANEN

University of Helsinki, Finland

Making professional decision-making visible through Pedagogical Documentation

ALMA FLEET, Macquarie University, Australia

Documentation as part of the learning process

INGRID PRAMLING SAMUELSSON, ELISABET DOVERBORG AND NIKLAS PRAMLING, Department of Education, Communication and learning, Sweden

Pedagogical documentation as a lens for equality in early childhood education

MAIJU PAANANEN AND LASSE LIPPONEN, University of Helsinki, Finland

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET D: 10:00 – 11:30

D/ 1

COLLABORATIVE ART AND INSTALLATIONS

Individual Papers

Room A11, Mòdul I (MI)

CHAIR: CAROL LOGIE

Family Development Centre; UWI., Trinidad & Tobago

Breathing in, rendering out: unfolding aesthetic frames of identity

LEANNE LAVINA, Macquarie University, Australia

Collaborative creativity to enhance wellbeing in Early Years settings

MONA SAKR AND JACQUELINE HARDING, Middlesex University, United Kingdom

Children; nature and their connections to evolutionary investigations in a Caribbean island: Implications for global collaboration

CAROL LOGIE, Family Development Centre - UWI., Trinidad & Tobago

D/ 2

ASPECTS OF CHILDREN'S PARTICIPATION IN SWEDEN

Individual Papers

Room A12, Mòdul I (MI)

CHAIR: SARA DALGREN

Institution Of Social And Welfare Studies, Sweden

Children's embodied participation in preschool meals

SARA DALGREN, Institution Of Social And Welfare Studies, Sweden

Children's participation and influence in preschool in relation to group size

PIA WILLIAMS, SONJA SHERIDAN AND INGRID PRAMLING SAMUELSSON, Department of Education, Communication and Learning, Gothenburg University, Sweden

Interactions with sign's – different insight into symbolic meaning

MARIA MAGNUSSON, Linneaus University, Sweden

D/ 3

THEORY AND PRACTICE OF CHILD-INITIATED PEDAGOGIES

Self-organised Symposium

Room A13, Mòdul I (MI)

CHAIR: LEENA ROBERTSON

Middlesex University, United Kingdom

The Principles of Child-initiated Pedagogy

NANCY BARBOUR (1), JARMO KINOS (2), LEENA ROBERTSON (3), LEIF ROSQVIST (2), ANGELA SCOLLAN (3), FEDERICO FARINI (3), ANNIKA JURIS (4), MAARIKA PUKK (5), (1) James Madison University, United States; (2) University of Turku, Finland; (3) Middlesex University, United Kingdom; (4) Tallinn Rannaku Kindergarten, Estonia; (5) Tallinn University, Estonia

Communality in child-initiated pedagogies – a collective approach for developing a learning environment

JARMO KINOS (1), LEIF ROSQVIST (1), LEENA ROBERTSON (2), NANCY BARBOUR (3), ANGELA SCOLLAN (2), FEDERICO FARINI (2), ANNIKA JURIS (4) AND MAARIKA PUKK (4), (1) University of Turku, Finland; (2) Middlesex University, United Kingdom; (3) James Madison University, United States; (4) University of Tallin, Estonia

Individual children and their right for self-determination within child-initiated pedagogies

LEENA ROBERTSON (1), ANGELA SCOLLAN (1), FEDERICO FARINI (1), JARMO KINOS (2), NANCY BARBOUR (3), ANNIKA JURIS (4), LEIF ROSQVIST (2), MAARIKA PUKK (5), (1) Middlesex University, United Kingdom; (2) University of Turku, Finland; (3) James Madison University, United States; (4) Tallinna Rannaku Kindergarten, Estonia; (5) Tallinn University, Estonia

D/ 4

ECE PROFESSIONALS AND THE POSSIBILITIES OF DIGITAL TECHNOLOGY

Individual Papers

Room A14, Mòdul I (MI)

CHAIR: SHARRYN CLARKE

Monash University, Australia

Mentoring Early Childhood Graduates through Facebook: A challenge for all of us

SHARRYN CLARKE, Monash University, Australia

Curricula and conventions: Finnish ECE teachers'; nurses' and leaders' views on pedagogic possibilities of information and communication technology in pre-primary education

PEKKA MERTALA, University of Oulu, Finland,

Making it relevant: Practitioner Inquiry as a Professional Learning Model for Technology Integration

KELLY BITTNER, Macquarie University, Australia

D/ 5

YOUNG CHILDREN'S AND TEACHERS' PERSPECTIVES ON IPADS

Individual Papers

Room A15, Mòdul I (MI)

CHAIR: DEBRA HARWOOD

Brock University, Canada

Asking the Experts: Young Children's Views on using iPads in Early Years Classrooms

JILL DUNN, COLETTE GRAY, DENISE MITCHELL AND PAMELA MOFFETT, Stranmillis University College: A College of Queen's University Belfast, United Kingdom

'Here teacher I can show you how the iPad works': Young Children as Competent & Capable Learners

DEBRA HARWOOD AND KATELYN SCOTT, Brock University, Canada

Tablet computers in preschool: possibilities for learning and digital play

MERJA KOIVULA AND MARLEENA MUSTOLA, University of Jyväskylä, Finland

D/ 6

DIGITAL CHILDHOOD AND EARLY EDUCATIONAL SETTINGS

Self-organised Symposium

Room A16, Mòdul I (MI)

CHAIR: MARI ANN LETNES

Queen Maud University College, Norway

From play to media. From media to play. Exploring with 4-5 year olds.

GRETE SKJEGGESTAD MEYER AND INGVARD BRATEN, NLA University College, Norway

Meaning making and digital media as a part of everyday life in Norwegian EECE (age 1-3) Ethnography

TRUDE KYRKJEBØ, NLA University College, Norway

Digital technology in early childhood educational settings - A review of research

MARI ANN LETNES, Queen Maud University College, Norway

D/ 7

WORKPLACE BASED PROFESSIONAL DEVELOPMENT

Individual Papers

Room A18, Mòdul I (MI)

CHAIR: MARGARETH EILIFSEN

Bergen College University, Norway

Research-based teaching – learning experiences in teacher and students community

MARGARETH EILIFSEN, Bergen College University, Norway, HANNE BLAAFALK, Bergen University Collegen, Norway

Contexts for learning in work-based ECEC teacher education

INGER MARIE LINDBOE, KAREN MARIE EID KAARBY AND ANTON HAVNES, Oslo and Akershus University College, Norway

The practicum in preschool teacher education: How to enhance professional development

DALILA LINO (1), CRISTINA PARENTE (2) AND FÁTIMA VIEIRA (3), (1) Polytechnic Institute of Lisbon/CIED, Portugal; (2) University of Minho, Portugal; (3) University of Minho/ CIEC, Portugal

D/ 8

GENDER AND DIVERSITY IN ECE

Individual Papers

Room A21, Mòdul II (MII)

CHAIR: THORDIS THORDARDOTTIR

University of Iceland, Iceland

Gender equality in Norwegian kindergartens: Current status and recent trends

VIBEKE OPHEIM AND ERICA WAAGENE, NIFU, Norway

Equality in Icelandic preschools

THORDIS THORDARDOTTIR, University of Iceland, Iceland

Not That Book: Future Childcare and Education Professionals' Awareness of and Attitudes towards Children's Literature on Social Inclusion

CLARE O'DONOGHUE, Middlesex University, United Kingdom

D/ 9

COLLABORATIVE LEADERSHIP

Individual Papers

Room A22, Mòdul II (MII)

CHAIR: LISE HANNEVIG

Høgskolen i Oslo og Akershus, Norway

When leadership makes a difference - Leaders view on experiences in establishing a collaborative culture and competence development in ECECs and Child Welfare Services

TORILL MOE, Hint, Norway

Pedagogical leaders and co-workers common perception of leadership in ECEC institutions

LISE HANNEVIG AND MAGRITT LUNDESTAD, Oslo and Akershus University College of Applied Sciences, Norway

Cross Institute Collaborative Leadership and how to Ensure Quality

ALEX MELROSE, Manchester Metropolitan University, United Kingdom

D/ 10

MATHEMATIZING IN EARLY CHILDHOOD

Self-organised Symposium

Room A24, Mòdul II (MII)

CHAIR: OLIVER THIEL

Queen Maud University College of Early Childhood Education, Norway

Mathematical Thinking Processes: Supporting Children's Engagement at the Transition to School

LIZ DUNPHY, St Patrick's College of Education, Ireland

Children's and teachers' interaction in mathematical activities in a Swedish preschool

GABRIELLA GEJARD AND KRISTINA WALLDEN HILLSTRÖM, University of Gävle, Sweden

A room for mathematics in early childhood

OLIVER THIEL, Queen Maud University College of Early Childhood Education, Norway

D/ 11

MOVEMENT AND LEARNING

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: ISABEL TALLIR

Artevelde University College, Belgium

Systematization of the psychomotor activity and cognitive development

MAITE MAS PARERA, Universitat Autònoma De Barcelona, Spain

'Moving School': a professional development program for preschool teachers to optimize learning opportunities for; in and through movement

ISABEL TALLIR, BARBARA VANDORPE, KIRSTEN DEVLIEGER AND ILSE GENTIER, Artevelde University College, Belgium

Every child needs a break: The influence of teachers' beliefs about recess

JULIA ATILES (1) AND ABIGAIL JEWKES (2), (1) University of Missouri-Kansas City, United States; (2) St. John's, United States

D/ 12

YOUNG CHILDREN'S EXPERIENCE WITH MULTIMODAL TEXTS IN DIFFERENT LANGUAGE CONTEXTS

Self-organised Symposium

Room A26, Mòdul II (MII)

CHAIR: X. CHRISTINE WANG

State University of New York at Buffalo, United States

Reading through Play: Kindergarteners' Buddy Reading on iPads

X. CHRISTINE WANG (1) AND TANYA CHRIST (2), (1) State University Of New York At Buffalo, United States; (2) Oakland University, United States

Buddies Reading Multimodal iPad App Books

TANYA CHRIST (1) AND X. CHRISTINE WANG(2) , (1) Oakland University, United States; (2) University at Buffalo, United States

Emergent Bilingual Children Reading Turkish and English Digital Storybooks

ERSOY ERDEMIR, Boğaziçi University, Turkey

D/ 13

INTERNATIONAL AND CROSS-DISCIPLINARY EXCHANGE

Individual Papers

Room A27, Mòdul II (MII)

CHAIR: HELEN SUTHERLAND

Kingston University, United Kingdom

How can students develop reflective learning and practice during a short visit to view another country's educational system?

HELEN SUTHERLAND (1) AND KIA KIMHAG (2), (1) Kingston University, United Kingdom; (2) University of Gävle, Sweden

Arts and sciences. A multidisciplinary project in teacher training

CARMINA FOLCH, REINA CAPDEVILA, MONTSERRAT PRAT, NÚRIA BATLLE AND ROSER DOMINGO, FPCEE Blanquerna, Universitat Ramon Llull, Spain

Learning across cultures: insights from international students

MAELIS KARLSSON LOHMANDER AND SUSANNE GARVIS, University of Gothenburg, Sweden

D/ 14

DEVELOPING WELL-BEING

Individual Papers

Room A28, Mòdul II (MII)

CHAIR: VICTORIA WHITINGTON

University of South Australia, Australia

Well-being in the curriculum: is it caught or taught?

ALYSON LEWIS, Cardiff University, United Kingdom

The Impact of Creative Approaches in Primary Schools on Children's Wellbeing

CHARLOTTE PAGE (1), ROS MCLELLAN (2), MAURICE GALTON (2) AND SUSAN STEWARD (2), (1) University of East London, United Kingdom; (2) Cambridge University, United Kingdom

Developing a wellbeing classroom

VICTORIA WHITINGTON, ELSPETH MCINNES AND ALEXANDRA DIAMOND, University of South Australia, Australia

D/ 15

RESEARCHING CHILDREN'S VOICES AND HUMOUR

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: LAURA TALLANT

UEA, United Kingdom

Children and their underworld: reframing young children's humour using a Bakhtinian carnivalesque lens

LAURA TALLANT, UEA, United Kingdom

Children's Voices within Policy; Practice and Research - Participatory Methodology

ALISON MOORE, Worcester University, United Kingdom

Visual Humor: Research and Theory Issues

MARIA KYRIAKOU AND ELENI LOIZOU, University of Cyprus, Cyprus

D/ 16

RESILIENCE, LOVE, DESIRE AND LEARNING

Individual Papers

Room A33, Mòdul III (MIII)

CHAIR: MARIA ASSUNÇÃO FOLQUE

Universidade de Évora, Portugal

Practitioners' constructions of love in the context of Early Childhood Education and Care

SARAH COUSINS, University Of Bedfordshire, United Kingdom

Pathways to resilience in pre-school learning contexts

MARIA ASSUNÇÃO FOLQUE, Universidade de Évora, Portugal

Developing preschool children's desire for learning

OLE LUND, VIA University College, Denmark

D/ 17

LITERACY AND STORY-TELLING

Individual Papers

Room A35, Mòdul III (MIII)

CHAIR: XINXIN WANG

The Hong Kong Institute of Education, Hong Kong

'Story Time' in Chinese Family

XINXIN WANG, The Institute Of Educaton, Hong Kong

'Tell me your story and I'll tell you mine': Curriculum as the co-construction of stories

CARMEL BRENNAN, Early Childhood Ireland, Ireland

'Read Lars again!' Toddlers and literacy practice in kindergarten

ANNA BEATE STORM-LARSEN, Buskerud and Vestfold University Collage, Norway

D/ 18

VALUES, PRESCHOOL AND PLAY

Individual Papers

Room A36, Mòdul III (MIII)

CHAIR: JACQUELINE FALLON

Church of Ireland College of Education, Ireland

Individual and Collective Values in Preschool - a Field of Tension

LISE-LOTTE BJERVÅS, Linneaus University, Sweden

Children's values of Play

MARIKO MIYATA (1), SHINNOSUKE IKEDA (1), SAKIKO SAGAWA (1), TAKAYO SUGIMOTO (2), , YUICHIRO TOYAMA (1), MACHIKO TSUJITANI (1), XIAOYUN LU (1), KIYOMI AKITA (1), (1) Univeristy of Tokyo, Japan; (2) Tokoha University & University of Tokyo, Japan

Values Education in Estonian Preschool Childcare Institutions

PÄRJE ÜLAVERE AND MARIKA VEISSON, Tallinn University, Estonia

D/ 19

STARTING RIGHT - APPROACHES TO IMPROVING OUTCOMES FOR CHILDREN

Individual Papers

Room A37, Mòdul III (MIII)

CHAIR: SUSAN KRIEG

School of Education, Australia

Growing up healthy - an organisational development programme for kindergartens - Results related to nutrition

HOLGER HASSEL AND ANNEKATRIN BÜTTERICH, Coburg University Of Applied Sciences And Arts, Germany

What is the relative impact of time and quality in closing the gap for children experiencing social disadvantage?

SUSAN KRIEG, School of Education, Australia

Enabling Early Years practitioners to engage in integrated policy initiatives; which aim to counteract the impact of disadvantage on children's future outcomes

SHIRLEY ALLEN, Middlesex University, United Kingdom

D/ 20

TEXT IN EARLY CHILDHOOD ENVIRONMENTS: IMAGES OF LITERACY PRACTICE AND PARTNERSHIP

Self-organised Symposium

Room A41, Mòdul IV (MIV)

CHAIR: VALERIE MARGRAIN

Australian Catholic University, Australia

Using Text in Swedish Pre-schools– a Learning Environment

ELISABETH MELLGREN, Department of Educaition, Communication and Learning, Sweden

Using Text in New Zealand Early Years Settings – Environment Reflecting Values and Culture

VALERIE MARGRAIN, Australian Catholic University, Australia

Vietnamese textual and environmental methodologies. A research collaboration

GWEN GILMORE, Victoria University, Melbourne, Australia

D/ 21

EVALUATION OF THE EARLY CHILDHOOD EDUCATION IN GREECE: RESULTS FROM THE MAIN STUDY OF "THALES EARLY-Q" PROJECT.

Self-organised Symposium

Room A43, Mòdul IV (MIV)

CHAIR: EVRIDIKI ZACHOPOULOU

Alexander Technological Educational Institute of Thessaloniki, Greece

Evaluating the Early Childhood Education & Care quality. Initial results of the application of ECERS-R in Greece

VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2) AND ELIANA BHERING (3), (1) University of Crete, Greece; (2) Aristotle University of Thessaloniki, Greece; (3) Fundação Carlos Chagas Institute, Brazil

Examining the association between classroom-level interactions and the quality of teacher-child relationships

ATHANASIOS GREGORIADIS (1), , EVRIDIKI ZACHOPOULOU (2) AND MICHAEL GLUEER (3), (1) Aristotle University of Thessaloniki, Greece; (2) Alexander Technological Educational Institute of Thessaloniki, Greece; (3) University of Bielefeld, Germany

Psychometric properties of the Greek version of ECERS-R using an item response framework

NIKOLAOS TSIGILIS (1), , VASILIS GRAMMATIKOPOULOS (2) AND NIKOS TZAVIDIS (3), (1) Aristotle University of Thessaloniki, Greece; (2) University of Crete, Greece; (3) University of Southampton, United Kingdom

D/ 22

OUTDOOR LEARNING, WELL-BEING AND HAPPINESS

Individual Papers

Room A44, Mòdul IV (MIV)

CHAIR: IRIT WYROBNIK

Hochschule Koblenz / University of Applied Sciences, Germany

Biophilia and the connections young children desire

BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

Naturalizar: Lessons Learnt from a Chilean Outdoor Learning Programme

JOSEFINA PRIETO (1) AND DOYNA ILLMER (2), (1) Fundacion Ilumina, Chile; (2) Pontificia Universidad Catolica de Chile, Chile

The importance of nature for the happiness of children

IRIT WYROBNIK, Hochschule Koblenz / University of Applied Sciences, Germany

D/ 23

SIG OUTDOOR PLAY & LEARNING: HISTORICAL; CULTURAL AND POLITICAL PERSPECTIVES

Self-organised Symposium

Room A45, Mòdul IV (MIV)

CHAIR: AIDA FIGUEIREDO

Aveiro University, Portugal

The role of the outdoor environment in children's learning in educational policy in Iceland

KRISTÍN NORÐDAHL, University of Iceland, Iceland

Outdoor play in preschools in England and South Korea: Learning from polyvocal methods

TIM WALLER (1) AND KWI-OK NAH (2), (1) Anglia Ruskin University, United Kingdom; (2) Soonchunhyang University, Korea (South)

The impact of historical-cultural and social factors in early childhood teachers' internal processes during outdoor practices

AIDA FIGUEIREDO (1), LÚCIA SANTOS (2) AND ANA COELHO (3), (1) Aveiro University, Portugal; (2) Bissaya Barreto Foundation, Portugal; (3) High School Education of Coimbra, Portugal

D/ 24

THE SEARCH FOR QUALITY: INNOVATIVE PRACTICES, TRANSFORMATIONAL PROCESSES, CHILDREN'S RIGHTS

Individual Papers

Room A46, Mòdul IV (MIV)

CHAIR: JOÃO FORMOSINHO

Childhood Association (Associação Criança), Portugal

The nature and function of rights in early childhood education and care (ECEC)

ALINE COLE-ALBÄCK, CREC And University Of Wolverhampton, United Kingdom

Leadership of the Educational Context in Change

MÔNICA APPEZZATO PINAZZA, School of Education at the University of São Paulo, Brazil

Context-based teacher education and professional learning: The perceived relevance of content and processes in the reconstruction of pedagogy

SARA BARROS ARAÚJO (1) AND JÚLIA OLIVEIRA-FORMOSINHO (2), (1) Polytechnic Institute of Porto, Portugal; (2) Childhood Association (Associação Criança), Portugal

D/ 25

PLAY SPACE AND STRUCTURES

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: KATHY RING

York St John University, United Kingdom

Developing a Space for Creativity

KATHY RING, York St John University, United Kingdom

Structural conditions for children's play in the kindergarten

MARIANNE TORVE MARTINSEN, Telemark university College, Norway

Researching Landscapes of Play: Relational Place and Personal Context

MANDY ANDREWS, Plymouth University, United Kingdom

D/ 26

SYMPOSIUM TITLE: SOUND; MEDIA AND PLAY IN DANISH ECEC PEDAGOGY

Self-organised Symposium

Room A48, Mòdul IV (MIV)

CHAIR: HANNE VÆRUM SØRENSEN

Bergen University College, Norway

The Sound of Childhood Education

ANETTE BOYE KOCH, VIA University College, Denmark

From Analog to Digital Medias in Early Childhood Education

ERIKA BRANDT, VIA University College, Denmark

Physical activity play (PAP) on preschool playground from a child perspective

HANNE VÆRUM SØRENSEN, Bergen University College, Norway

D/ 27

PROFESSIONAL AUTONOMY AND STRESS

Individual Papers

Room A71, GL

CHAIR: ANNELI NIIKKO

The University of Eastern Finland, Finland

Career and working conditions of early childhood education teachers in Brazil

BEATRIZ ABUCHAIM (1) AND THIAGO BARTHOLO (2), (1) Fundação Carlos Chagas, Brazil; (2) Universidade Federal do Rio de Janeiro, Brazil

Pedagogical staff and work-related stress in children's centres in Germany

INGE SCHREYER (1) AND MARTIN KRAUSE (2), (1) State Institute of Early Childhood Research, Germany; (2) Germany

Professional Autonomy in Early Childhood Education

ARDA OOSTERHOFF (1), A.E.M.G. (ALEXANDER) MINNAERT (2), C.E. (INEKE) OENEMA-MOSTERT (1), S. M. (SIENEKE) GOORHUIS-BROUWER (1), (1) Stenden University, Netherlands; (2) University of Groningen, Netherlands

D/ 28

TRANSITIONS - RELATIONSHIPS

Individual Papers

Room A72, GL

CHAIR: PERNILLA KALLBERG

School of Education; culture and communication, Sweden

Conditions for social relations in the transition from preschool class to year one

PERNILLA KALLBERG, School Of Education, Culture And Communication, Sweden

Educational change at the borders: Through the lens of situated social learning

ALMA FLEET (1), KATEY DE GIOIA (1), LORRAINE MADDEN (2) AND ANTHONY SEMANN (2), (1) Macquarie University, Australia; (2) Semann & Slattery, Australia

Collaborative relationships (or not) when supporting children during the transition to school

KAREN WICKETT, Plymouth University, United Kingdom

D/ 29

EXPLORING POSSIBILITIES FOR MUTUAL LEARNING IN A PROFESSIONAL SETTING

Self-organised Symposium

Room A73, GL

CHAIR: LIV TORUNN EIK

Vestfold University College, Norway

Professional language – a tool for critical investigation and mutual learning?

LIV TORUNN EIK, Vestfold University College, Norway

Supporting professional learning in kindergarten

GERD SYLVI STEINNES, Volda University College, Norway

How may mentoring be a part of professional leadership?

ELIN ØDEGÅRD, Telemark University College, Norway

D/ 30

QUALIFICATIONS AND QUALITY IN ECE WORKFORCE

Individual Papers

Room A74, GL

CHAIR: PHIL LYNCH

Early Childhood Ireland, Ireland

Is the quality of preschool childcare measured by qualifications and pay improving in Britain?

ANTONIA SIMON, KATIE HOLLINGWORTH AND CHARLIE OWEN, UCL Institute of Education, United Kingdom

Minimally-qualified early childhood educators as change agents in addressing educational disadvantage

JEN JACKSON, Victoria University, Australia

How can we provide a quality training of trainers programme for the early years care and education sector?

PHIL LYNCH, Early Childhood Ireland, Ireland

D/ 31

WHAT WORKS FOR KIDS: AUSTRALIAN PERSPECTIVES ON TURNING RESEARCH INTO ACTION

Self-organised Symposium

Room A81, GS

CHAIR: DIANNE JACKSON

Australian Research Alliance for Children and Youth, Australia

Together We Can Make a Difference

JUNE MCLOUGHLIN, Doveton College, Australia

The Nest : An Australian initiative for the health and wellbeing of children and young people

DIANNE JACKSON, Australian Research Alliance for Children and Youth, Australia

Nest What Works for Kids: Turning evidence into action

DIANNE JACKSON AND STACEY FOX, Australian Research Alliance for Children and Youth (ARACY), Australia

D/ 32

OBSERVING AND DOCUMENTING IN THE EARLY YEARS-INTERNATIONAL DIALOGUE ONE

Self-organised Symposium

Room A82, GS

CHAIR: ALISON CLARK

Thomas Coram Research Unit; UCL Institute of Education, United Kingdom

Of journeys into the unknown and travel reports about fierce people: Historical aspects of and new perspectives on pedagogical documentation

GESINE NEBE, ML University Halle-Wittenber, Germany

Adapting the Tavistock Observation Method (TOM) for use in early years contexts: what light does the method throw on the view of the young child as fragile and vulnerable or as strong and competent?

PETER ELFER, University of Roehampton, United Kingdom

Turning visible: The influence of documentation on power-balances and children's being in early childhood environments

PERSILLE SCHWARTZ (1), LAURA DETLEFSEN (1) AND ALISON CLARK (2), (1) The Danish Evaluation Institute, Denmark; (2) The Open University, London, United Kingdom

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET E: 12:00 – 13:30

E/ 1

PLAYING AND LEARNING IN EARLY YEARS SETTINGS

Individual Papers

Room A11, Mòdul I (MI)

CHAIR: JOHANNA EINARSDOTTIR

University of Iceland, Iceland

Towards democracy in preschool - Listening to children's contribution

KRISTÍN KARLSDÓTTIR AND ERLA ÓSK SÆVARSDÓTTIR, University of Iceland, Iceland

Sustainability and science education in young childrens education

KRISTÍN NORÐDAHL AND ELÍN GUÐRÚN PÁLSDÓTTIR, University of Iceland - School of Education, Iceland

Children's well-being in preschool

BRYNDÍS GARÐARSDÓTTIR AND SARA MARGRÉT ÓLAFSDÓTTIR, University of Iceland - School of Education, Iceland

E/ 2

CHILDREN'S WELL BEING

Self-organised Symposium

Room A12, Mòdul I (MI)

CHAIR: BABS ANDERSON

Liverpool Hope University, United Kingdom

Informal community support for parents of pre-school children within a context of poverty

ALEX OWEN, Liverpool Hope University, United Kingdom

School Readiness: Learning from experience

BABS ANDERSON (1) AND NAOMI MCLEOD (2), (1) Liverpool Hope University, United Kingdom; (2) Edge Hill University, United Kingdom

Can we promote risk literacy in the early childhood classroom?

ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

E/ 3

SIG: OUTDOOR PLAY AND LEARNING: PLAY; LEARNING AND DEVELOPMENT

Self-organised Symposium

Room A13, Mòdul I (MI)

CHAIR: RUNE STORLI

Queen Maud University College of Early Childhood Education, Norway

Promoting learning and development through outdoor play – a Portuguese case study with a two year's old group

GABRIELA PORTUGAL BENTO AND JORGE ADELINO COSTA, Universidade de Aveiro, Portugal

Pedagogues and parents perceptions of outdoor as a learning environment for children under the age of three years in ECEC settings

KAREN MARIE EID KAARBY AND CATO TANDBERG, Oslo and Akershus University College of Applied Sciences, Norway

Preschool Teachers' Perceptions of Children's Rough-and-Tumble Play (R&T) in Indoor and Outdoor Environments

RUNE STORLI AND ELLEN BEATE HANSEN SANDSETER, Queen Maud University College of Early Childhood Education, Norway

E/ 4

TEACHING LITERACY AND PHONICS

Individual Papers

Room A14, Mòdul I (MI)

CHAIR: LORI SEVERINO

Drexel University, United States

Coaching kindergarten teachers in implementing phonics and phonemic awareness instruction in an urban kindergarten setting

LORI SEVERINO, Drexel University, United States

Literacy conversations with children

SIGRUN SLETTNER, Buskerud and Vestfold University College, Norway

Supporting the development of phonological awareness in Early Childhood Educators

ANNETTE KEARNS, Early Childhood Ireland, Ireland

E/ 5

INTERCULTURAL PROGRAMMES

Individual Papers

Room A15, Mòdul I (MI)

CHAIR: IOANNA PALAIOLOGOU

Canterbury Educational services, United Kingdom

Pedagogy of the early “Macunaímic” childhood: in search of decolonizing theories

ANA LÚCIA GOULART DE FARIA, ALEX BARREIRO, FLÁVIO SANTIAGO, ELINA ELIAS DE MACEDO AND SOLANGE ESTANISLAU DOS SANTOS, UNICAMP, Brazil

Intercultural dimensions in early childhood education policies and curricula: A comparative study between England and Greece

IOANNA PALAIOLOGOU (1), NEKTARIA PALAIOLOGOU (2), ESTELLE MARTIN (3), (1) Canterbury Educational services, United Kingdom; (2) Early Childhood Education-School of Education of the University of Western Macedonia, Greece; (3) University of East London, United Kingdom

E/ 6

TRANSITIONS - APPROACHES

Individual Papers

Room A16, Mòdul I (MI)

CHAIR: BOB PERRY

Charles Sturt University, Australia

Continuity of Learning and Effective Transition to School

BOB PERRY AND SUE DOCKETT, Charles Sturt University, Australia

Experiences of continuity and discontinuity in the transition from kindergarten to school - Potential cooperation on boundary objects

HILDE DEHNÆS HOGSNES, Buskerus and Vestforl University College, Norway

Joint learning activities as a mean to ensure smooth transition from preschool to primary school

LAURA RANTAVUORI AND KIRSTI KARILA, University of Tampere, Finland

E/ 7

ARTS-BASED RESEARCH PROJECTS INVESTIGATING CHILDREN UNDER THE AGE OF THREE

Self-organised Symposium

Room A18, Mòdul I (MI)

CHAIR: TORILL VIST

University of Stavanger, Norway

Be Extended - an art project

TONA GULPINAR AND ANNEKE VON DER FEHR, Oslo and Akershus University College, Norway

Time, space and content in Norwegian ECEC when it comes to aesthetic activities in the Norwegian kindergarten (children under the age of 3)

LEIF HERNES, TONA GULPINAR, LEIF HERNES AND LARS GULBRANDSEN, Oslo and Akershus University College, Norway

The aesthetic interview – An arts-based data collection method

TORILL VIST, University of Stavanger, Norway

E/ 8

CITIZENSHIP, RIGHTS AND JUSTICE

Individual Papers

Room A21, Mòdul II (MII)

CHAIR: JACKY TYRIE

Cardiff Metropolitan University, United Kingdom

"I want to engage in an exchange with you". Trying to make young children's voices in childcare services visible

PASCAL CAMUS, ONE, Université de Liège, Belgium/ Université Paris 13 Sorbonne la Cité, France

Young children's rights in Wales: voice in policy; voice in practice; voice in research?

JACKY TYRIE (1), JANE WATERS (2), ALYSON LEWIS (3), SARAH CHICKEN (4), CHANTELE HAUGHTON (1) AND SIAN SARWAR (1), (1) Cardiff Metropolitan University, United Kingdom; (2) University of Wales Trinity Saint David, Swansea, United Kingdom; (3) Cardiff University, United Kingdom; (4) University of the West of England, United Kingdom

E/ 9

CHILDREN'S VOICES

Individual Papers

Room A22, Mòdul II (MII)

CHAIR: ANNA-LENA LJUSBERG

Department om Child and Youth Studies, Sweden

Participation; interaction and children's voice in Finnish Kindergartens

SAIJA TANHUANPÄÄ, University Of Turku, Finland

Child perspectives in a School age Educare setting

ANNA-LENA LJUSBERG AND ANNELI HIPPINEN AHLGREN, Department of Child and Youth Studies, Sweden

Defining and open listening climate as a pedagogically mediated development for early childhood education and care

HELEN LYNDON, University of Wolverhampton, United Kingdom

E/ 10

OBSERVING AND DOCUMENTING IN THE EARLY YEARS (SYMPOSIUM TWO)

Self-organised Symposium

Room A24, Mòdul II (MII)

CHAIR: ALISON CLARK

Thomas Coram Research Unit, UCL Institute of Education, United Kingdom

Dialogues about Learning: The Impact of Teachers' Voices

HARTMUT KUPFER, LebensWelt Kita Neukölln gGmbH, Germany

Applying the Tavistock Model of Infant Observation to study babies' sense of belonging in childcare – the Australian experience

LINDA HARRISON, Charles Sturt University, Australia

'A room within a room': documentation as an 'actor' in early childhood environments

ALISON CLARK (1) AND PERSILLE SCHWARTZ (2), (2) EVA, Denmark, LAURA DELTLEFSEN, EVA, Denmark; (1) Thomas Coram Research Unit, UCL Institute of Education, United Kingdom, ,

E/ 11

EXPLORATIVE AND EXPERIMENTAL PRACTICE

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: MISS. LIZ ROUSE

CREC and University of Wolverhampton, United Kingdom

Children- educators communication and affective behavior in an experimental play situation

MARINA FUERTES, Portugal, ANDREIA FERREIRA, ISABEL FERNANDES, MIGUEL BRANCO, CLARISSE NUNES, ISABEL BARROSO, TIAGO SOUSA, FILIPE PINTO AND OTILIA SOUSA, Escola Superior De Educação De Lisboa, Portugal

A technology-mediated story-making activity – an instructional task with an explorative approach

EWA SKANTZ ABERG, Department of Education; communication and learning, Sweden

Changing practices; making spaces for toddler's learning

HEGE LOBERG AND KATRINE GIÆVER, Oslo and Akershus University College, Norway

E/ 12

ECEC IN TIMES OF CRISIS: WHAT ROLE OF EARLY CHILDHOOD EDUCATION IN RELATION TO POVERTY, AND WHAT IS THE ROLE OF PRIVATISATION?

Individual Papers

Room A26, Mòdul II (MII)

CHAIR: MICHEL VANDENBROECK

Michel Vandenbroeck, Belgium

Comparative perspectives of privatization on the ECEC systems in Sweden and Spain

ANA ANCHETA ARRABAL (1) AND GUADALUPE FRANCA (2), (1) University of Valencia, Spain; (2) Uppsala University, Sweden

Routes out of (child) poverty: key strategies of parents and professionals

TINEKE SCHIETTECAT, GRIET ROETS AND MICHEL VANDENBROECK, Ghent University, Belgium

Parents in contexts of economic downturn and the integration of early years social services

FREYA GEINGER, TINEKE SCHIETTECAT, DORIEN VAN HAUTE AND GRIET ROETS, Ghent University, Belgium

E/ 13

LEADERSHIP AND LEARNING

Individual Papers

Room A27, Mòdul II (MII)

CHAIR: YNGVE SKJÆVELAND

Queen Maud University College (QMUC), Norway

Leadership and learning in ECEC centers in Norway related to school

KARI HOÅS MOEN, Queen Maud University College, Norway

Leadership of learning in ECEC- National Guidelines and Local Interpretations

YNGVE SKJÆVELAND, Queen Maud University College (QMUC), Norway

Pedagogical Axes Influence Leadership Behaviour in Early Childhood Settings in Saudi

LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom

E/ 14

HOW ABOUT TEACHING YOUNG CHILDREN MATHEMATICS THROUGH CHALLENGING PROBLEM SOLVING?

Self-organised Symposium

Room A28, Mòdul II (MII)

CHAIR: HANNA PALMÉR

Linnaeus University, Sweden

Giving young children a mathematical challenge

JORRYT VAN BOMMEL, Karlstad University, Sweden

Combinatorics in pre-school; is it possible?

ANDREAS EBBELIND, Mathematics Education Linnaeus University, Swede

Is it possible and/or plausible to teach young children mathematics through problem solving?

HANNA PALMÉR, Linnaeus University, Sweden

E/ 15

MENTORING IN ECE

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: JANE MURRAY

University of Northampton, United Kingdom

Mentoring and Early Childhood Professional Development in Nepal

ASTRID HALSNES (1) AND PITAMBAR NEUPHANE (2), (1) NLA Høgskolen, Norway, (2) Early Childhood Education Centre, Nepal

Aesthetical object and meaning-making activity behind the creation of pre- and post-texts in the mentoring practice

MIKHAIL GRADOVSKI (1) AND KARI SØNDENÅ (1), (1) Telemark University College, Norway; (2) University of Stavanger, Norway

The role of the early childhood mentor and the changing perspectives and practices of educators

DEBBIE MULLEN, Early Childhood Ireland, Ireland

E/ 16

UNDERSTANDING YOUNG CHILDREN WITH CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

Individual Papers

Room A33, Mòdul III (MIII)

CHAIR: X. CHRISTINE WANG

State University of New York at Buffalo, United States

Preschool Children's Interactions and Discourses of Racial Constancy

CAMILO MALDONADO, SUNY Buffalo State,, United States

A Diverse Child's Socialization In a New Language Environment Across Contexts of School, Home, and Community

ERSOY ERDEMIR, Boğaziçi University, Turkey

Multilingualism in Swedish suburban preschools

HIBA ABOU-TAOUK, IPKL - University of Gothenburg, Sweden

E/ 17

TOOLS FOR QUALITY ASSESSMENT IN ECE

Individual Papers

Room A35, Mòdul III (MIII)

CHAIR: BERIT IRENE VANNEBO

North Trondelag University College, Norway

Trends to Implement Quality Assessment in Early Childhood Education and Care – Does it contribute to Quality Improvement?

JANINA EBERHART AND BRITTA SCHÄFER, German Youth Institute, Germany

A new perspective on quality evaluation: fostering teachers' reflectivity using standard-based assessment tools within a participatory framework

VALENTINA PAGANI (1), SUSANNA MANTOVANI (2) AND GIULIA PASTORI (2), (1) Università degli Studi di Milano - Bicocca, Italy; (2) University of Milan-Bicocca, Italy

Quality Reform in the ECEC Sector in Norway

BERIT IRENE VANNEBO AND KJELL ÅGE GOTVASSLI, North Trondelag University College, Norway

E/ 18

AGENCY AND RESILIENCE IN ECE

Individual Papers

Room A36, Mòdul III (MIII)

CHAIR: RACHEL REVSIN-RAVID

Oranim, Israel

Education for self-regulation in the kindergarten: promoting children's and student teachers' agency

RACHEL REVSIN-RAVID AND EINAT LICHTINGER, Oranim Academic Collage, Israel

The influential macrosystem elements that affect resilience learning in Taiwanese public preschools

KUAN-LING LIN, School of Education and Professional Studies Griffith University, Australia

Theorising the development of a sense of learning agency in young children and its relationship with learning processes

DANIELA SOFIA JADUE ROA, University of Chile, Chile

E/ 19

INNOVATIVE RESEARCH METHODS

Individual Papers

Room A37, Mòdul III (MIII)

CHAIR: MAELIS KARLSSON LOHMANDER

University of Gothenburg; Dept of Education; Communication and Learning, Sweden

Adapting the Playing-2-gether intervention to an online course: Improving teacher-child interactions for preservice teachers

CAROLINE VANCRAEYVELDT (1), ELS BERTRANDS (1), HILDE COLPIN (2), KARINE VERSCHUEREN (2) AND MAAI HUYSE (1), (1) UC Leuven-Limburg; (2) KU Leuven, Belgium

Are Norwegian ECEC (age 1-5) using mealtimes as an opportunity to promote food as a pedagogical activity?

ELLY HERIKSTAD TUSET, Oslo and Akershus University College of Applied Sciences, Norway

Cultural Crossroads: Children's traditional play in the context of a technologically-oriented world. An Action Framework

WILMA ROBLES-MELENDZ AND AUDREY HENRY, Nova Southeastern University, United States

E/ 20

DIALOGUES, DISCUSSIONS AND INTERACTIONS

Individual Papers

Room A41, Mòdul IV (MIV)

CHAIR: LILIAN JOYCE

Early Childhood Ireland, Ireland

Changes in 5-Year-Old Children's Class Discussion: Analysis of The Children's Utterances During Problem-Solving Discussions

XIAOYUN LU, Graduate School Of Education; The University Of Tokyo, Japan

Impact of the Marte Meo Programme "Supporting Development through Interaction Moments" on Early Childhood Educators

LILIAN JOYCE, Early Childhood Ireland, Ireland

Dialogues in preschool

MARIA FREDRIKSSON SJÖBERG, Högskolan Dalarna, Sweden

E/ 21

THE CONCEPT OF CARE IN ECE

Individual Papers

Room A43, Mòdul IV (MIV)

CHAIR: ANNICA LÖFDAHL HULTMAN

Karlstad University, Sweden

Care in terms of learning and knowledge

ANNICA LÖFDAHL HULTMAN, Karlstad University, Sweden

Care – a vague and poorly defined concept?

KRISTIN R. THOLIN, Buskerud and Vestfold University College, Norway

The ethics of care in developing a national early learning framework: informing the practice of early childhood policy

GERRY MULHEARN, Charles Sturt University, Australia

E/ 22

MORALITY, ETHICS AND SPIRITUALITY IN ECE.

Individual Papers

Room A44, Mòdul IV (MIV)

CHAIR: CLODIE TAL

Levinsky College of Education, Israel

Mechanisms that activate enhancement of teachers' and student teachers' competencies of Moral Classroom Management(MCM) in Early Childhood Education

CLODIE TAL, Levinsky College Of Education, Israel

The spirit of the young child: developing understanding and methodology for spirituality

KATE ADAMS, MARY-LOUISE MAYNES AND REBECCA BULL, Bishop Grosseteste University, United Kingdom

Ethical aspects in the kindergarten teacher profession

ANNELI NIIKKO (1) AND RIITTA KORHONEN (2), (1) The University of Eastern Finland, Finland; (2) Department of Teacher Education in Rauma, The University of Turku, Finland

E/ 23

INCLUSIVE WORKING

Individual Papers

Room A45, Mòdul IV (MIV)

CHAIR: FRAN PAFFARD

University of East London, United Kingdom

Like a fish in water? Experiences of Muslim families in the British education system

FRAN PAFFARD, ROSE WHITE AND REBECCA CRUTCHLEY, University of East London, United Kingdom

Intercultural competence among teachers in Early Childhood Education and Care Institutions (ECECs) in Norway

MONICA SELAND, BERIT GROVEN AND KARIANNE FRANCK, Queen Maud University College, Norway

Immigrant parents of young children and US early childhood education: Cultural models in transition

REBECCA NEW, University of North Carolina-Chapel Hill, United States

E/ 24

INDOOR ENVIRONMENTS: EXPERIMENTATION AND RELATIONSHIPS

Self-organised Symposium

Room A46, Mòdul IV (MIV)

CHAIR: TERESA GODALL CASTELL

Universitat de Barcelona, Spain

Looking for transparency in layout of spaces

TERESA GODALL CASTELL (1) AND DANIELE MARQUES VIEIRA (2), (1) Universitat de Barcelona, Spain; (2) UFPR Universidade Federal do Parana, Brazil

Sand atelier. The kitchen of physics and symbolic learning

CLÀUDIA SALAS VALLS (1), ELISABET TAPIAS (1) AND TERESA GODALL CASTELL (2), (1) EBM El Gargot, Spain; (2) Universitat de Barcelona, Spain

Reflecting on the spaces of services for families

MARIA ANTONIA RIERA JAUME AND ANTONIA RIBAS, University of Balearic Islands, Spain

E/ 25

QUALITY ENVIRONMENT AND OUTDOOR LEARNING

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: HAZEL WRIGHT

Anglia Ruskin University, United Kingdom

Seeing and Saying: Developing the language to talk about nature

HAZEL WRIGHT, Anglia Ruskin University, United Kingdom

Effectiveness of outdoor exploration on preschooler's learning of insects

LEE-FENG HUANG, National Ping Tung University, Taiwan

Quality environment for movement activities in Greek Early Childhood Education

EVRIDIKI ZACHOPOULOU (1), VASILIS GRAMMATIKOPOULOS (2) AND OLGA KOULI (3), (1)Alexander Technological Educational Institute of Thessaloniki, Greece; (2) University of Crete, Greece; (3) Democritus University of Thrace, Greece

E/ 26

SIG OUTDOOR PLAY & LEARNING: EARLY CHILDHOOD EDUCATION FOR SUSTAINABILITY

Self-organised Symposium

Room A48, Mòdul IV (MIV)

CHAIR: EVA ÄRLEMALM-HAGSÉR

School of Education; Culture and Communication (UKK), Sweden

Understandings and practices for sustainability in Norwegian preschools

GURI LANGHOLM, ARNE SVEINSON HAUGEN AND KARI HOLTER, Oslo and Akershus University College of Applied Sciences, Norway

Early Childhood Education for Sustainability: The OMEP World project

INGRID ENGDAHL, Stockholm University, Sweden

Measuring education for sustainability –dilemmas and understandings

EVA ÄRLEMALM-HAGSÉR, School of Education, Culture and Communication (UKK), Sweden

E/ 27

PARENTS: WORK LIFE BALANCE AND EDUCATOR COLLABORATION

Individual Papers

Room A71, GL

CHAIR: FEDERICO FARINI

Middlesex University - Department of Education, United Kingdom

Exploring Parents' Views about the Child's Individual Educational Plan

TUULA DAHLBLOM, RAIJA RAITTILA AND MAARIT ALASUUTARI, University of Jyväskylä, Finland

The implications of the 'Children and Families Act 2014' for Early Years Provision. A comparative case study research

FEDERICO FARINI AND ANGELA SCOLLAN, Department of Education, Middlesex University, United Kingdom

Teachers and parents together: developing children's resilience

RENATA MILJEVIC-RIDICKI, DEJANA BOUILLET AND CARMEL CEFAI (2), (1) University of Zagreb, Croatia; (2) University of Malta, Malta

E/ 28

PLAY AND SOCIAL INTERACTIONS

Individual Papers

Room A72, GL

CHAIR: SARA TOURS

Florida State University, United States

A Multimodal Perspective on Child-Initiated Play

KATE COWAN, UCL Institute Of Education, United Kingdom

The Effects of Play on Social Development in American Children

SARA TOURS AND AHMET SIMSAR, Florida State University, United States

"Now it was meal": How use of tense works as an important social and organization device in preschoolers pretend play.

POLLY BJÖRK-WILLÉN, Department of Social and Welfare Studies; Linköping University, Sweden

E/ 29

THE GERMAN-FRENCH KIDSBX : A RESEARCH ON THE INTERCULTURAL DIMENSION OF PRESCHOOL PEDAGOGY

Self-organised Symposium

Room A73, GL

CHAIR: GILLES BROUGÈRE

Université Paris 13 Sorbonne Paris Cité, France

The German-French Kidsbox revealing the cultural issue in French preschool

GILLES BROUGÈRE, Université Paris 13 Sorbonne Paris Cité, France

The German-French Kidsbox: discovering intercultural education in preschool classes

DOMINIQUE MACAIRE, Université de Lorraine, France

The geographical dimension of intercultural learning within the German-French kidsbox project

ANGELIKA KUBANEK, Technical University of Braunschweig, Germany

E/ 30

REFLECTIVE PROFESSIONAL DEVELOPMENT

Individual Papers

Room A74, GL

CHAIR: UTE WARD

University of Hertfordshire, United Kingdom

What do teachers in early childhood teacher education do to facilitate for the reflections of their student teachers?

ANNA R. MOXNES, HBV, Norway

Reflective practice with early childhood undergraduate students - challenges and possibilities

MARTINA CARTER, Early Childhood Ireland, Ireland

Adult Learning and Andragogy at Pen Green: The Praxeology of Reflection and Action

JO BENFORD, Pen Green Research, Development and Training Base, United Kingdom

E/ 31

HOW CAN PROBLEM BASED LEARNING BE USED AS AN APPROACH TO FACILITATING STUDENT UNDERSTANDING OF INTEGRATED WORKING WITH CHILDREN AND FAMILIES?.

Self-organised Symposium

Room A81, GS

CHAIR: KAREN HANSON

University of Worcester, United Kingdom

Problem Based Learning as an approach to facilitating student understanding of integrated working with children and families

JACKIE MUSGRAVE, University of Worcester, United Kingdom

Exploring the research findings using reflective pedagogical conversations

ALISON PROWLE, Centre for Early Childhood ,University of Worcester, United Kingdom

Problem Based Learning: A discussion which asks the question; are participants in PrBL acquiring knowledge and constructing knowledge? Is this relevant for teaching ECEC students?

MICHAEL REED, University of Worcester, United Kingdom

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET F: 15:00 – 16:30

F/ 1

EMERGENT MATHEMATICAL THINKING IN THE CONTEXT OF PLAY

Self-organised Symposium

Room A11, Mòdul I (MI)

CHAIR: BERT VAN OERS

VU University, Netherlands

50 wheels? What can we do?

MEQUÈ EDO, MONTSERRAT PRAT AND KAOUTHAR BOUKAFRI, Universitat Autònoma de Barcelona, Spain

Young children's informal mathematical representations: emergent learning and 'intent participation'

BERT VAN OERS AND MAULFRY WORTHINGTON, VU University Amsterdam, Netherlands

F/ 2

INFANT-TODDLER CARE AND EDUCATION RESEARCH INTO PRACTICE: REPORTS FROM THE U.S.

Self-organised Symposium

Room A12, Mòdul I (MI)

CHAIR: JIM ELICKER

Indiana University, United States

Perspectives of Practitioners and Families on Relationship-based Practices in Infant Toddler Continuity of Care Programs

JIM ELICKER, Purdue University, United States

Continuity of Care; Caregiver Interactions; and Toddler Social Competence and Problem Behaviors

KAREN RUPRECHT AND JIM ELICKER, Purdue University, United States

How Does Continuity of Care in Infant/Toddler Programs Impact Age 3 Outcomes?

NANCY FILE (1), DIANE HORM (2), DONNA BYRANT (3), ALAN COBO-LEWIS (4), NINA FORESTIERI (3) AND AMY ENCINGER (5), (1) University of Wisconsin-Milwaukee, United States; (2) University of Oklahoma, United States; (3) University of North Carolina-Chapel Hill, United States; (4) University of Maine, United States; (5) University of Nebraska-Lincoln, United States

F/ 3

ECE TEACHERS' PERSPECTIVES ON DIGITAL TECHNOLOGIES

Individual Papers

Room A13, Mòdul I (MI)

CHAIR: KELLY BITTNER

Macquarie University, Australia

Aspects of Educational Consciousness in Early Childhood Media Education: A Theoretical Framework

SAARA PÄÄJÄRVI, National Audiovisual Institute / University Of Tampere, Finland

Digital childhoods: Reconceptualising the use of technology in prior-to-school settings

KELLY BITTNER, Macquarie University, Australia

Digital phobia; antagonism and antipathy: early childhood education teachers' attitudes towards digital technologies and its uses

IOANNA PALAIODOGOU, Canterbury Educational services, United Kingdom

F/ 4

PRE-SCHOOL TO SCHOOL TRANSITIONS

Individual Papers

Room A14, Mòdul I (MI)

CHAIR: JOHANNA EINARSDOTTIR

University of Iceland; School of Education, Iceland

Preschool teachers in the eyes of children: Implications for continuity between school levels

JOHANNA EINARSDOTTIR AND HRÖNN PALMADOTTIR, University of Iceland, Iceland

DAYCARE CENTER; PRE SCHOOL AND PRIMARY SCHOOL FOR CHILDREN FROM ZERO TO TEN: DIALOGUES BETWEEN ITALY AND BRAZIL

MARIA WALBURGA DOS SANTOS (1), ANA LUCIA GOULART DE FARIA (2), LUISA ZECCA (3), ELISABETTA NIGRIS (3), GABRIELLA SEVESO (3), AGNESE INFANTINO (3) AND FRANCA GIULIANA MARIA ANTONIA ZUCCOLI (4), (1) UFSCAR, Brazil; (2) UNICAMP, Brazil; (3) UNIMIB, Italy; (4) Università degli Studi di Milano-Bicocca, Italy

Supporting children's identity and agency as they start school

PENNY COOK, KIM GRAY AND TRACY BAINES, Blair Athol North B-7 School, Australia

F/ 5

TECHNOLOGY AND ART

Individual Papers

Room A15, Mòdul I (MI)

CHAIR: MONA SAKR

Middlesex University, United Kingdom

Parent-child closeness in art-making with digital and non-digital technologies

MONA SAKR, Middlesex University, United Kingdom

Tablet mediated art activities in preschool

MALIN NILSEN, Department of Education, Communication and Learning, Sweden

Assessing development in and through visual arts: case studies of five Hong Kong Preschoolers

LAI HA CHEUNG, Hong Kong Institute Of Education, China

F/ 6

TEACHER'S AND PRESCHOOL TEACHER'S VIEW ON CHILDREN'S LEARNING

Self-organised Symposium

Room A16, Mòdul I (MI)

CHAIR: STIG BROSTRÖM

Aarhus University, Denmark

Sweden and Denmark: A comparative study of preschool teachers and school teacher's perspectives on children's learning

INGE JOHANSSON (1), STIG BROSTRÖM (2), ANETTE SANDBERG (3) AND THORLEIF FRÖKJAER (4), (1) Dept of Child and Youth Studies, Sweden; (2) Aarhus University, Denmark; (3) Mälardalen University, Sweden; (4) Professionshøjskolen UCC, Denmark

The perspective of primary school teachers on children's learning – a comparative study in Estonia; Germany and Greece

ANJA SEIFERT (1), MAIRE TUUL (2), CHRISTA KIEFERLE (3), KALLIOPE VRINIOTI (4), AINO UGASTE (2), IOANNIS THOUIDIS (4) AND ANGELA ROTH (3), (1) University of Education Ludwigsburg, Germany; (2) Tallinn University, Estonia; (3) State Institute of Early Childhood Research Bavaria, Germany; (4) University of Western Macedonia, Greece

Australia and Russia: a comparative study of teacher's perspectives on children's learning

BERENICE NYLAND (1), NIKOLAY VERAUSA (2), KAY MARGETTS (3) AND IGOR BOGDANOVITCH SHIYAN (2), (1) RMIT University, Australia; (2) Moscow City Teachers Training College, Russia; (3) University of Melbourne, Australia

F/ 7

THE CARNIVAL OF THE ANIMALS: AN INTERNATIONAL STUDY TO EXPLORE CHILDREN'S INTERACTIVITY WITH AN APP FOR IPAD

Self-organised Symposium

Room A18, Mòdul I (MI)

CHAIR: JÈSSICA PÉREZ

Universitat Autònoma de Barcelona, Spain

Tortoises, elephants and kangaroos: design of the research and method

MARKUS CSLOVJECSEK (1), JESSICA PEREZ (2) AND MARCEL SOLEDA (3), (1) University of Applied Sciences and Arts, Switzerland; (2) UAB Barcelona, Spain; (3) UIUX analyst, Spain

Spanish two-year-olds play with 'The Carnival': case study one

JÈSSICA PÉREZ AND NATIVIDAD ORTEGA, Universitat Autònoma de Barcelona, Spain

Finnish six-year-olds play with 'The Carnival': case study two

KAARINA MARJANEN, Laurea University of Applied Sciences, Finland

F/ 8

DEVELOPING INNOVATIVE LEARNING ENVIRONMENTS IN THE EARLY YEARS

Self-organised Symposium

Room A21, Mòdul II (MII)

CHAIR: SHIRLEY ALLEN

Middlesex University, United Kingdom

The LEYF Approach to the Urban Outdoors

MARION BRESLIN, YVONNE MCEWAN AND JUNE O'SULLIVAN, London Early Years Foundation, United Kingdom

Utilising outdoor space to promote children's curiosity. Practitioners' perception of risks and opportunities for children and adults

ANGELA SCOLLAN, FEDERICO FARINI, SHIRLEY ALLEN, BEVERLEY BARNABY AND VICKY BURGHARDT, Middlesex University, United Kingdom

Nurturing Thinking Skills in Early Years Professionals

VICKY BURGHARDT, BEVERLEY BARNABY, ANGELA SCOLLAN AND FEDERICO FARINI, Middlesex University, United Kingdom

F/ 9

DIVERSITY IN EARLY CHILDHOOD SCIENCE EDUCATION - CHALLENGES AND ADVENTURES

Self-organised Symposium

Room A22, Mòdul II (MII)

CHAIR: SUSANNE KLAAR

Högskolan i Borås, Sweden

To challenge; one of many aspects when teacher teach science in preschool

SUSANNE KLAAR, Högskolan i Borås, Sweden

Children and teachers exploring physical phenomena and chemical processes through everyday verbs

SOFIE ARELJUNG, Department of Science and Mathematics Education, Umeå University, Sweden

Challenges and adventures when establishing physical phenomena (i.e. sound and density) as content in preschool

JONNA LARSSON, University of Gothenburg; Dep of Education, Sweden,

F/ 10

A BETTER GENDER BALANCE IN ECEC: RESEARCH AND STRATEGIES

Self-organised Symposium

Room A24, Mòdul II (MII)

CHAIR: KARI EMILSEN

Queen Maud University College of Early Childhood Education (QMUC), Norway

Gender balance in ECE: why is there so little progress?

JAN PEETERS (1), TIM ROHRMANN (2) AND KARI EMILSEN (3), (1) Ghent University, Belgium; (2) Evangelische Hochschule Dresden, Germany; (3) Queen Maud University College, Norway

Challenging Gender Policies in ECEC – the Glass Doors Concept

BERNHARD KOCH, University of Innsbruck, Faculty of education, Austria

The attitudes of school principals and daycare directors in achieving gender balance in ECEC

DAVID BRODY, Efrata College of Education, Israel

F/ 11

DRAMA, THEATRE AND ROBOTICS AS PEDAGOGICAL TOOLS

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: MARIA KAMBOURI

University of Reading, United Kingdom

Learning Greek as an Additional Language through the use of Drama Techniques

MARIA KAMBOURI (1) AND MYRIA PIERIDOU (2), (1) University Of Reading, United Kingdom; (2) Open University, United Kingdom

Standing on the Shoulders of Giants: Innovative Robotics Education in the Spirit of ECE Tradition

KYUNGHWA LEE, The University of Georgia, United States

From Theatre to Theatre. Searching for adequate forms of performing art expressions through past centuries to create newer expressions communicating with children of tomorrow

KATALIN KOZAK, Oslo and Akershus University College of Applied Sciences, Norway

F/ 12

THE IMPORTANCE OF MOVEMENT EXPERIENCES IN EVERYDAY ACTIVITIES FOR EARLY DEVELOPMENTAL PROCESSES

Self-organised Symposium

Room A26, Mòdul II (MII)

CHAIR: RENATE ZIMMER

University Osnabrück, Germany

Parental involvement in early language promotion

NADINE MADEIRA FIRMINO, University Osnabrück, Germany

Relations between motor and language skills at age 2:9 and 4:9 - Findings based on authentic assessment in Kindergartens from the Stavanger Project

THOMAS MOSER, ELIN KRISTI REIKERÅS AND FINN EGIL TØNNESEN, University of Stavanger, Norway

Promoting socio-emotional skills mediated through movement (SESIM) – A longitudinal study

SOPHIE REPPENHORST, Niedersächsisches Institut für frühkindliche Bildung und Entwicklung, Germany

F/ 13

THE DIVERSITY OF PROVISION IN EARLY FOREIGN / SECOND LANGUAGE LEARNING DURING PRE-PRIMARY EDUCATION

Self-organised Symposium

Room A27, Mòdul II (MII)

CHAIR: SANDIE MOURÃO

FCSH; Universidade Nova Lisboa;, Portugal

Early language learning in Portugal: the implications of teacher profiles and practices

SANDIE MOURÃO, FCSH, Universidade Nova Lisboa, Portugal

Foreign language teaching/learning in pre-primary education - the case of the Autonomous Region of Madrid

TERESA FLETA, Complutense University of Madrid, Spain

A voice from Poland: what pre-primary foreign language teachers think and practice

JOANNA ROKITA-JASKOW, Pedagogical University, Poland

F/ 14

SYMBOLS, ILLUSTRATIONS AND OBJECTS: LEARNING AFFORDANCES

Individual Papers

Room A28, Mòdul II (MII)

CHAIR: LARA RAGPOT

University of Johannesburg, South Africa

Peer interaction mediated by objects in children's design-and-make process: An analysis focusing on acts of showing objects

SAKIKO SAGAWA, University Of Tokyo, Japan

Making meaning of illustrations - A study of primary school students and affordances in mathematics textbooks

MALIN NORBERG, Mid Sweden University; Department of Education, Sweden

Pre-schooler's symbolic learning of mathematics: A description of a group of 3-4 year-olds' representation of number

LARA RAGPOT, INGRID REYNEKE AND ELIZABETH HENNING, University of Johannesburg, South Africa

F/ 15

CONFLICT RESOLUTION

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: SUE CHERRINGTON

Victoria University of Wellington, New Zealand

An investigation into behaviour problems in preschool children in Saudi Arabia: parents' perspectives

BASMA ALGHUFALI, Canterbury Christ Church University, United Kingdom

Stories of difficult moments in early childhood practice: A twenty-year cross sectional study in New Zealand

SUE CHERRINGTON AND CARMEN DALLI, Victoria University of Wellington, New Zealand

Negotiating Norms and Values in Conflict Situations in Kindergartens

LISBETH SKRELAND AND TALE STEEN-JOHNSEN, University of Agder, Norway

F/ 16

PERSPECTIVES ON CHILDREN'S HEALTH AND VULNERABILITY

Individual Papers

Room A33, Mòdul III (MIII)

CHAIR: ALYSON LEWIS

Cardiff University, United Kingdom

Self awareness on children who smoke

ADE DWI UTAMI, Universitas Negeri Jakarta, Indonesia

Determining Child Vulnerability: An International Perspective

LAURA MÄNTYNEN (1), PÄIVI MARJANEN, (1), Finland, ABIGAIL ORNELLAS (2), (1) Laurea University of Applied Sciences, Finland, (2) Stellenbosch University, South Africa

Examining Preschool Children's Health Perception

GAMZE BILIR SEYHAN AND SIBEL SÖNMEZ, Ege University, Turkey

F/ 17

PEDAGOGICAL PROCESS, AGENCY AND PROJECTS

Individual Papers

Room A35, Mòdul III (MIII)

CHAIR: JOAN MARTLEW

University of Strathclyde, United Kingdom

A continuous curriculum? Increased agency for teachers

JOAN MARTLEW AND JENNY CAREY, University of Strathclyde, United Kingdom

Determination of Pedagogy and Pedagogical Process in Early Childhood Education

KIRSI ALILA (1) AND TUULIKKI UKKONEN-MIKKOLA (2), (1) Ministry of Education and Culture, Finland; (2) University of Tampere, Finland

'Words are bandied about but what do they mean?' An exploration of the meaning of the pedagogical term "project" in historical and contemporary contexts

SARAH CHICKEN, University of the West of England, Bristol, United Kingdom

F/ 18

SPECIAL EDUCATIONAL NEEDS

Individual Papers

Room A36, Mòdul III (MIII)

CHAIR: COLETTE GRAY

Stranmillis University College: A College of The Queen's University of Belfast, United Kingdom

Positive perceptions; Control perceptions and Family Quality of Life in families with children with Intellectual disabilities in early childhood

FINA FERRER VIDAL AND ROSA VILASECA, University of Barcelona, Spain

Managing the transition to school for children with special needs in the North & South of Ireland

COLETTE GRAY (1), ANITA PRUNTY (2), ANNA LOGAN (2), GERALDINE HAYES (2), (1) Stranmillis University College: A College of The Queen's University of Belfast, United Kingdom; (2) St Patricks's College Drumcondra, Dublin, Ireland

F/ 19

MANAGING BEHAVIOUR, ANGER AND SELF-REGULATION

Individual Papers

Room A37, Mòdul III (MIII)

CHAIR: ÅSA BARTHOLDSSON

Dalarna University, Sweden

Conceptualizations and Representations of Children's Anger in Programs for Socio-Emotional Training in Swedish Preschools and Schools

ÅSA BARTHOLDSSON, Dalarna University, Sweden

Introducing innovative ways based on the Pyramid model to support early childhood teachers with developing children's social-emotional competence and dealing with challenging behaviors systematically

KAY HEO (1), NATALYA MCCOMAS (2), (1) Chongshin University, Korea (South), (2) Early childhood CARES, United States

The effects of mindful practices on self-regulation; attention and social skills in preschool children

NINA SAJANIEMI, University of Helsinki, Finland

F/ 20

EQUALITY, QUALITY AND THE IMPACT OF ECE

Individual Papers

Room A41, Mòdul IV (MIV)

CHAIR: CHRISTIAN MORABITO

Faculty of Psychology and Educational Sciences, Belgium

ECCE the greatest of equalizer? Analysis of the JCHP longitudinal cohort Mauritius

CHRISTIAN MORABITO AND MICHEL VANDENBROECK, Ghent University, Belgium

Predicting children's outcomes from classroom quality in kindergarten

ELLA LEVERT-LEVITT (1), YAIR ZIV (1), AVI SAGI-SCHWARTZ (1), ORA AVIEZER (2), (1) University of Haifa, Israel; (2) Oranim College of Education, Israel

Universal access = Universal testing?

SANDRA HESTERMAN, Murdoch University, Australia

F/ 21

SOCIAL INTERACTION AND DEVELOPMENT - BIRTH TO 3

Individual Papers

Room A43, Mòdul IV (MIV)

CHAIR: DAG NOME

University of Agder - Departement of Education, Norway

Studying social relations among toddlers in a Norwegian kindergarten

DAG NOME, University Of Agder - Departement Of Education, Norway

Born to socialize: what does research tell us about babies' interactions?

SISKA VAN DAELE AND MONIQUE VAN BOOM, Karel de Grote University College, Belgium

F/ 22

DEVELOPMENT OF PERSONALITY, VOCABULARY AND SOCIAL COMPETENCE

Individual Papers

Room A44, Mòdul IV (MIV)

CHAIR: KATE LUCY SMITH

Canterbury Christ Church University, United Kingdom

Early vocabulary development as predictor of toddler's grammar: Slovenian longitudinal study

LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLAJ, GREGOR SOČAN AND SIMONA KRANJC, Faculty of Arts, University of Ljubljana, Slovenia

Speech as a psychological mediator in personality development

GALINA MISHINA, L.S.Vygotsky Institute for Psychology (VIP) RSUH, Russia

Risk, Resiliency, and Protective Factors: Building a Bioecological Model for Understanding School Readiness and Social Competence in Young Children

DOMINIC GULLO AND MICHEL MILLER, Drexel University, United States

F/ 23

INCLUDING AND SUPPORTING YOUNG CHILDREN WITH HIGH ABILITY IN ECE

Self-organised Symposium

Room A45, Mòdul IV (MIV)

CHAIR: VALERIE MARGRAIN

Australian Catholic University, Australia

Case studies of young children with high ability in ECE: New Zealand stories of inclusion; exclusion and action

VALERIE MARGRAIN, Australian Catholic University, Australis

An early identification tool to support the inclusion of able and creative children: Nebraska Starry Night Observation Protocol and its adaptation in Hungary

SZILVIA PETER-SZARKA, University of Debrecen, Hungary

Getting it Right for Every Child: early years; legislation and high ability in Scotland

MARGARET SUTHERLAND AND NIAMH STACK, University of Glasgow, United Kingdom

F/ 24

CHILDREN'S TEACHERS

Self-organised Symposium

Room A46, Mòdul IV (MIV)

CHAIR: KERSTIN BÄCKMAN

University of Gävle, Sweden

Aesthetic learning processes

BIRGITTA SILFVER, HANNA AHRENBY, University of Gävle, Sweden

Interacting with tablet computers: Preschool children's access to digital activities

KRISTINA WALLDÉN HILLSTRÖM AND GABRIELLA GEJARD, University of Gävle, Sweden

Preschool Teachers and Their Professional Knowledge – Teaching Mathematics in Preschool

KERSTIN BÄCKMAN, ANNA ERIKSSON AND ANNIE HAMMARBERG, University of Gävle, Sweden

F/ 25

OUTDOOR AFFORDANCES, SUSTAINIABILITY AND PRACTITIONER PERCEPTIONS

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: RUTH DAVIES

Glyndwr University, Wrexham, United Kingdom

The path to discovery: practitioners' perceptions of Forest Schools

RUTH DAVIES AND DUANE CHONG, Glyndwr University, Wrexham, United Kingdom,

A natural journey - A longitudinal case study exploring the impact of outdoor affordances on a child's development

CAROL DUFFY, Early Childhood Ireland, Ireland

Promoting Early Childhood Education for Sustainability (ECEfs) in outdoor learning spaces in a Majority World context

VALERIE HUGGINS, Plymouth University, United Kingdom

F/ 26

SIG OUTDOOR PLAY & LEARNING; OUTDOOR PLAY SPACES: CURRICULUM; MOVEMENT AND DEMOCRACY

Self-organised Symposium

Room A48, Mòdul IV (MIV)

CHAIR: TIM WALLER

Anglia Ruskin University, United Kingdom

Close neighbours? How do practitioners' aims for children's outdoor learning relate to curriculum frameworks and/or academic discourse? A comparison between England and Wales

HELEN BILTON (1), JANE WATERS (2), (1) University of Reading, United Kingdom , (2) University of Wales Trinity Saint David, United Kingdom

The Young Children; Public Spaces and Democracy Project (BRIC)

TIM WALLER, Anglia Ruskin University, United Kingdom

Characteristics of children's movements and kindergartens' outdoor spaces

AIDA FIGUEIREDO, Aveiro University, Portuga

F/ 27

PARENTS CHILDCARE CHOICES

Individual Papers

Room A71, GL

CHAIR: ALEJANDRA CORTAZAR

Universidad Diego Portales, Chile

Early Childhood Care Preferences: Types of Care; Types of Families

ALEJANDRA CORTAZAR, FRANCESCA FAVERIO, CONSTANZA VIELMA, ERNESTO TREVIÑO AND LORENA RIVERA, Universidad Diego Portales, Chile

How does childcare usage compare for different family types in Britain?

ANTONIA SIMON, KATIE HOLLINGWORTH AND CHARLIE OWEN, UCL Insitute of Education, United Kingdom

Parenting in Hindsight

MARIE LAVELLE, Plymouth University - Plymouth Insititue of Education, United Kingdom

F/ 28

TRANSNATIONAL EXPLORATIONS OF PROFESSIONAL IDENTITIES THROUGH THE VISUAL

Self-organised Symposium

Room A72, GL

CHAIR: CHRISTINE WOODROW

University of Western Sydney, Australia

Strengthening professional identities: Capacity building through a visual methodology approach

LINDA NEWMAN (1) AND CHRISTINE WOODROW (2), (1) The University of Newcastle, Australia; (2) University of Western Sydney, Australia

Chilean early childhood teachers in the school system: an ambivalent professional identity

MARCELA PARDO, Center for Advanced Research on Education - University of Chile, Chile

Professional Identities: Contested Discourses

LEONIE ARTHUR, KUMARA WARD, BEATRIZ CARDONA, KERRY STAPLES AND SON TRUONG, University of Western Sydney, Australia

F/ 29

OFFICIAL GUIDELINES AND IN ACTION PLAY PRACTICES IN DIFFERENT COUNTRIES

Self-organised Symposium

Room A73, GL

CHAIR: SOFIA AVGITIDOU

University of Western Macedonia, Greece

ECE teachers' practices during play in relation to curriculum guidelines

SOFIA AVGITIDOU, University of Western Macedonia, Greece

Play in Quebec's childcare services: stated curriculum and enacted practices

NATHALIE BIGRAS AND LISE LEMAY, Université du Québec à Montréal, Canada

The state of play in the Netherlands: the influence of materials on toddlers' play

ANNERIEKE BOLAND, ELLEN FAGEL AND ANNEMARIE BOSCHLOO, University of Applied Sciences iPabo, Academy for Teacher Education, Netherlands

F/ 30

EXPLORING PROFESSIONAL IDENTITY AND SELF EFFICACY

Individual Papers

Room A74, GL

CHAIR: MARY MCGUIRE-SCHWARTZ

Rhode Island College, United States

Cross-Cultural Study of American and Israeli Early Childhood Pre-Service Teachers: An Exploration of the Relationships between Self-Efficacy and Reflective Writing

MARY MCGUIRE-SCHWARTZ (1), RACHEL REVSIN-RAVID (2) AND ORIT MEYUCHAS (3), (1) Rhode Island College, United States; (2) Oranim College, Israel; (3) Beit Berl College, Israel

Pre-service Early Childhood Teachers' Self-efficacy

EUNICE PUI YU YIM, Open University of Hong Kong, Hong Kong

Life stories and professional identity

KAAT VERHAEGHE AND GEERT DE RAEDEMAER, Erasmus University College, Brussels, Belgium

F/ 31

INCORPORATING ELDER'S OUTDOOR LIVED EXPERIENCES AND VALUES IN INDIGENOUS EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Room A81, GS

CHAIR: LIBBY LEE-HAMMOND

Murdoch University, Australia

Grandmother's grouse experiences for Sámi children's joy and satisfaction – Outdoor activities in preschool on basis of Indigenous worldview

YLVA JANNOK NUTTI, Ámi Allaskuvla / Sámi University College, Norway

Fishing with nets under the ice - Working with Elders in weaving contemporary pedagogy with Sami traditions

LAILA A. NUTTI, Sami University College, Norway

F/ 32

WELL-BEING: IDENTIFICATION AND PEDAGOGY

Individual Papers

Room A82, GS

CHAIR: SUE ROBSON

University of Roehampton, United Kingdom

Loved or Listened to?: Parent and practitioner perspectives on young children's well-being

SUE ROBSON, SIGRID BROGAARD CLAUSEN, JESSICA PITT, DAVID HARGREAVES AND SUE GREENFIELD, University of Roehampton, United Kingdom

Getting to know the child: Teachers' experiences with well-being and learning in piloting on-entry-to-school assessment in England

SIGRID BROGAARD CLAUSEN, SALLY HOWE, MATHIAS URBAN, MICHELLE COTTLE AND SOFIA GUIMARAES, University of Roehampton, United Kingdom

Preschool teachers and children of divorce

RAMAZAN SAK (1), KÜBRA ŞAHİN (2), İKBAL TUBA ŞAHİN SAK (1), (1) Yüzüncü Yıl University, Turkey; (2) Gaziosmanpaşa University, Turkey

WEDNESDAY 9th SEPTEMBER 2015

SYMPOSIUM SET G: 17:00 – 18:30

G/ 1

DIGITAL CHILDHOOD - IMPLICATIONS FOR LEARNING AND ASSESSMENT

Individual Papers

Room A11, Mòdul I (MI)

CHAIR: CARMEL BRENNAN

Early Childhood Ireland, Ireland

Dynamic assessment of children's language learning processes with iTEO

GÉRARD GRETSCH AND SAMANTHA WINANDY, University of Luxembourg, Luxembourg

Virtual and/or concrete manipulatives: the case of exploring probabilities with young children

ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

ICT and Emotional Contagion

JAN PETERSEN, Dublin Institute of Technology, Ireland

G/ 2

TALK OF TALK. BRINGING BACK THE RESEARCH MATERIAL TO THE PARTICIPANTS.

Self-organised Symposium

Room A12, Mòdul I (MI)

CHAIR: SIGRUN SLETTNER

Buskerud and Vestfold University College, Norway

Talking of talk

SIGRUN SLETTNER, Buskerud and Vestfold University College, Norway

Listening to childrens voices in research

HILDE DEHNÆS HOGSNES, Buskerus and Vestforl university collage, Norway

Narratives in progress – does a second interview and co-construction of narratives bring deeper knowledge to the research

ANNA R. MOXNES, HBV, Norway

G/ 3

MUSIC, SINGING AND YOUNG CHILDREN

Individual Papers

Room A13, Mòdul I (MI)

CHAIR: LUCÍA CASAL DE LA FUENTE

University of Santiago de Compostela, Spain

The teacher's role as a co-creator in activities with and around a new music technology

PERNILLA LAGERLÖF, Department Of Education, Communication And Learning, Sweden

Perspectives on the best practices for singing in Early Childhood Education

LUCÍA CASAL DE LA FUENTE, University of Santiago de Compostela, Spain

Singing with babies: whose tune shall we use?

SACHA POWELL AND KATHY GOOUCH, Canterbury Christ Church University, United Kingdom

G/ 4

CHILDREN'S PERSPECTIVES

Individual Papers

Room A14, Mòdul I (MI)

CHAIR: CHRISTINA PERNSTEINER

University of Graz, Austria

Children's Perspectives on the world of work

CHRISTINA PERNSTEINER, University Of Graz, Austria

"We go here and there and here and there" - Children's narratives of their daily life

JOHANNA MYKKÄNEN AND MARJA LEENA BÖÖK, University of Jyväskylä, Finland

Representation of cyclic processes and executive functioning in preschool children

NIKOLAY VERAкса, Russian State University for the Humanities, Russia

G/ 5

USING TABLETS WITH BABIES, CHILDREN WITH SEN AND FOR PEDAGOGICAL DOCUMENTATION

Individual Papers

Room A15, Mòdul I (MI)

ALINE COLE-ALBÄCK

CREC and University of Wolverhampton, United Kingdom

Children's actorship in activities with digital media in preschool settings – play or learning?

JEANETTE SJÖBERG AND ANNIQA LAGERGREN, School of Education, Humanities and Social Sciences, Sweden

The use of iPad® by Children with Special Educational Needs

CLARISSE NUNES, Instituto Politécnico de Lisboa - Escola Superior de Educação, Portugal

The potential of the shared reading of a picture book in traditional vs. interactive app format to support preschool children's literacy: A critical multimodal exploration

EMILIA DJONOV, Macquarie University, Australia

G/ 6

TEACHING DIGITAL COMPETENCE

Self-organised Symposium

Room A16, Mòdul I (MI)

CHAIR: MARGARETH EILIFSEN

Bergen College University, Norway

Investigating teachers' attitudes towards digital tools and their use in Norwegian early childhood setting

TRINE KOFOED AND HELLE JACOBSEN, The Norwegian centre for ICT in Education, Norway

Early Childhood Teacher Training Students create a drawn picture book with tablets

KATRINE TUFTA, Høgskolen i Bergen, Norway

Computer use and associations with socio-emotional outcomes in the longitudinal study of Australian children

ATHANASIOS GREGORIADIS (1), MARILYN FLEER (2) AND MARIA HATZIGIANNI (3), (1) Aristotle University of Thessaloniki, Greece; (2) Monash University, Australia; (3) Macquarie University, Australia

G/ 7

APPLYING SYSTEMS THEORY TO LEADERSHIP PROFESSIONAL DEVELOPMENT THROUGH TEACHING SCHOOLS AND EARLY YEARS TEACHING CENTRES

Self-organised Symposium

Room A18, Mòdul I (MI)

CHAIR: MARGY WHALLEY

Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

Developing Outstanding Practice through Leadership Networks: Applying Praxeological and Phronetic Approaches to Systemic Leadership Capacity

MARGY WHALLEY AND WENDY RIPLEY, Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

How can children's centre leaders best enable integrated working to flourish?

JULIE VAGGERS, Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

A Systemic approach to Primary School Leadership through Collaborative&Responsive; Inquiry & Motivating Staff to Lead Practice Developments through Action Based Research in an Early Years Setting

LIZ KLAVINS AND CHRISTINE PARKER, Pen Green Integrated Centre for Children and Families and Pen Green Research Training and Development, United Kingdom

G/ 8

EARLY CHILDHOOD MATHEMATICS

Self-organised Symposium

Room A21, Mòdul II (MII)

CHAIR: OLIVER THIEL

Queen Maud University College of Early Childhood Education, Norway

Play and Everyday Mathematics in Preschool

KERSTIN BÄCKMAN, University of Gävle, Sweden

Preschool educators working with parents to help children notice their mathematics

BOB PERRY, Charles Sturt University, Australia

Early childhood teachers students' beliefs about mathematics

OLIVER THIEL (1), SIGRID BLÖMEKE (2), SIMONE DUNEKACKE (3) AND LARS JENßEN (4), (1) Queen Maud University College of Early Childhood Education, Norway; (2) University of Oslo, Norway; (3) Carl-von-Ossietzky-University Oldenburg, Germany; (4) Humboldt-University of Berlin, Germany

G/ 9

ADQUISITION AND ASSESSMENT TO PROFESSIONALS PSYCHOMOTOR COMPETENCES IN EARLY CHILDHOOD
TEACHER EDUCATION

Self-organised Symposium

Room A22, Mòdul II (MII)

CHAIR: LURDES MARTÍNEZ-MÍNGUEZ

Universitat Autònoma de Barcelona, Spain

The assessment of competences of the psychomotricist in the education sphere to improve his professional development

XAVIER FORCADELL (1), LURDES MARTÍNEZ (1), MISERICÒRDIA CAMPS (2), (1) Universitat Autònoma de Barcelona, Spain; (2) Universitat Rovira i Virgili, Spain

Self-assessment of professional psychomotor competences

LURDES MARTÍNEZ-MÍNGUEZ (1), LAURA MOYA PRADOS (1), XAVI FORCADELL DRAGO (1), CARME SÁNCHEZ VILA (1) AND LAURA TEIXIDÓ BUSQUETS (2), (1) Universitat Autònoma de Barcelona, Spain; (2) Universitat de Girona, Spain

The accompanying of psychomotricians in the Acquisition of professional psychomotor competences

DOLORS CAÑABATE ORTIZ (1), LLUÍS NOGUÉ VILA (1), MARTA LARA VALLDEPERAS (1), LAURA MOYA PRADOS (2), MAR PÉREZ (2), (1) Universitat de Girona, Spain; (2) Universitat Autònoma de Barcelona, Spain

G/ 10

BILINGUAL AND MULTILINGUAL PRACTICES IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Room A24, Mòdul II (MII)

CHAIR: GUNHILD ALSTAD

Hedmark University College, Norway

Flexible bilingual practices: A case of Arabic-Hebrew speaking bilingual kindergarten

MILA SCHWARTZ, Oranim Academic College of Education, Israel

Bilingual staff: how can they diversify the pre-school linguistic environment?

KATRINE GIAEVER (1), KARI BRATLAND (1), ELENA TKACHENKO (1), BUSHRA FATIMA SYED (2), (1) Oslo University College, Norway, (2) Oslo and Akershus University College, Norway

Raising Children Multilingually

HEIN LINDQUIST, Buskerud and Vestfold University College, Norway

G/ 11

EARLY CHILDHOOD INFLUENCES

Individual Papers

Room A25, Mòdul II (MII)

CHAIR: KATHERINE BUSSEY

Australian Catholic University, Australia

Care as Curriculum: Investigating the Learning in Care

KATHERINE BUSSEY, Australian Catholic University, Australia

Safety work in Swedish preschool

LENA OLSSON, ANNICA LÖFDAHL AND MARIA HJALMARSSON, Department of Educational Studies, Sweden

G/ 12

CHILDREN'S LEARNING AND SOCIAL RELATIONSHIPS

Individual Papers

Room A26, Mòdul II (MII)

CHAIR: CAROLYN MORRIS

United Kingdom

Pre-and primary school teachers' views on children's learning: A critical appraisal of the Greek case

KALLOPE VRINIOTI AND IOANNIS THOUIDIS, University of Western Macedonia, Greece

Retrospective narratives of childhood learning

CAROLYN MORRIS, United Kingdom

Power and Socialization in Early Childhood Education

CONCEPCIÓN SÁNCHEZ-BLANCO, Faculty of Education Sciences, University of A Coruña, Spain

G/ 13

INTERNATIONAL MODELS OF TRANSITION

Individual Papers

Room A27, Mòdul II (MII)

CHAIR: MIAN YEE CHOY

KK Women's and Children's Hospital, Singapore

Preparing Kindergarten Two children for Primary One in Singapore: Perceptions and practices of parents, kindergarten teachers and primary school teachers

MIAN YEE CHOY, KK Women's And Children's Hospital, Singapore

How the Free Pre-school Year (FPSY) supports children's transition to primary school in Ireland

DEIRDRE BREATNACH AND MARY MOLONEY, Mary Immaculate College, University of Limerick, Ireland

G/ 14

POLICY INTO PRACTICE

Individual Papers

Room A28, Mòdul II (MII)

CHAIR: WENDY GOFF

Monash University, Australia

The municipal organization and pedagogical development

CATHRINE FROGH, Telemark University College, Norway

Systematic quality work – policy into practice

KARIN LAGER, University of Gothenburg, Sweden

Mapping the international field of early childhood research: Implications for policy and practice

ANN FARRELL (1), SHARON LYNN KAGAN (2), E KAY M TISDALL (3), (1) Queensland University of Technology, Australia; (2) Columbia University, United States (3) Edinburgh University, United Kingdom

G/ 15

CHILD SEX ABUSE, FAMILY LIFE EDUCATION AND RELATIONSHIP NORMS IN ECE

Individual Papers

Room A31, Mòdul III (MIII)

CHAIR: HELENA BERGSTRÖM

Dept. Of Child And Youth Studies, Sweden

How to prevent child sex abuse in preschool – a complex issue

HELENA BERGSTRÖM, CHRISTIAN EIDEVALD AND ANNA WESTBERG BROSTRÖM, Dept. of Child and Youth Studies, Sweden

Children's Understanding of Norms in Relationships with Others

MACHIKO TSUJITANI, Graduate School Of The University Of Tokyo, Japan

The importance of family life education for young children in the Kingdom of Saudi Arabia

AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

G/ 16

TRANS-DISCIPLINING AND CO-TEACHING PEDAGOGIES

Individual Papers

Room A33, Mòdul III (MIII)

CHAIR: HONGLIANG FU

University of Alberta, Canada

Teachers' pedagogical practices and perceptions on co-teaching: A case study of co-teaching in a Chinese-English International kindergarten

HONGLIANG FU, University Of Alberta, Canada

Layers of Listening: Creating a Collaborative Culture

ESTELLE MARTIN AND RUTH HUNT, University of East London, United Kingdom

G/ 17

SOCIAL AND EMOTIONAL COMPETENCES

Individual Papers

Room A35, Mòdul III (MIII)

CHAIR: OLGA KOZLOVA

Moscow State University of Psychology and Education, Russia

Conditions for the development of social competence

OLGA KOZLOVA, Moscow State University Of Psychology And Education, Russia

Learning stories: making empathy and social relationships visible

WENDY LEE, Educational Leadership Project (Ltd), New Zealand

Measuring children's social and emotional competence in Norwegian ECEC

INGRID MIDTEIDE LØKKEN (1), THOMAS MOSER (1) AND ELISABETH BJØRNESTAD (2), (1) University College of Buskerud and Vestfold, Norway; (2) University College of Oslo and Akershus, Norway

G/ 18

INSIGHTS INTO PRACTITIONERS' AND PARENTS' REFLECTIONS ON LANGUAGE PRACTICES THROUGH VIDEO-CUED ETHNOGRAPHY

Self-organised Symposium

Room A36, Mòdul III (MIII)

CHAIR: ELLY SINGER

University Utrecht, Netherlands

Language learning through storytelling on iTEO in a nursery school

CLAUDINE KIRSCH AND LAURENCE DI LETIZIA, University of Luxembourg, Luxembourg

Educators' and teachers' understanding of developing multilingual oracies

CLAUDINE KIRSCH AND KATJA ANDERSEN, University of Luxembourg, Luxembourg

Teacher perceptions dealing with cultural diversity and inclusion in Early Childhood Education settings in Catalonia

MARTA ANA VINGUT RIGGALL, GRADASEL - Universitat Autònoma de Barcelona, Spain

G/ 19

VALUES EDUCATION IN NORDIC PRESCHOOLS. SYMPOSIUM NO II: CARING VALUES

Self-organised Symposium

Room A37, Mòdul III (MIII)

CHAIR: ANNA-MAIJA PUROILA

University of Oulu, Finland

Prioritized values in an Icelandic preschool

INGIBJORG SIGURDARDOTTIR AND JOHANNA EINARSDOTTIR, University of Iceland, Iceland

Communication of caring values

KRISTIN FUGELSNES, University of Stavanger, Norway

Arm chair pedagogy – living through the values of caring

ANNA-MAIJA PUROILA, ELINA VIJAMAA, EILA ESTOLA AND JAANA JUUTINEN, University of Oulu, Finland

G/ 20

FLOURISHING IN THE EARLY YEARS: CONCEPTS; PRACTICES AND FUTURES

Individual Papers

Room A41, Mòdul IV (MIV)

CHAIR: ZENNA KINGDON

Newman University, United Kingdom

The Creative Curriculum: Flourishing in the play environment

ZENNA KINGDON, Newman University, United Kingdom

Parent Partnership for Flourishing in an Age of Austerity

MICHAEL GASPER, Starfish Enterprise, United Kingdom

Performativity in Early Childhood Education

ANNA KILDERRY, Deakin University, Australia

G/ 21

EDUSTEPS

Self-organised Symposium

Room A43, Mòdul IV (MIV)

CHAIR: PÄIVI PIHLAJA

University of Turku, Finland

Association between infant daycare & parent´s working in Finland

TEIJA HOLST, University of Turku - Department of Teacher Education in Turku, Finland

Children's Gendered Play Practices at Home

ANU WARINOWSKI, Department of Teacher Education - University of Turku, Finland

Support steps in pre-primary education in Finland

HELI KETOVUORI, University of Turku, Finland

G/ 22

CARE AND COMMUNICATION IN DIVERSE NORDIC PRESCHOOLS.

Self-organised Symposium

Room A44, Mòdul IV (MIV)

CHAIR: FRIDA BJARNEY JONSDOTTIR

School of Education - University of Iceland, Iceland

Challenge and success – Norwegian kindergartens as learning spaces for cultural inclusion and social justice

KIRSTEN LAURITSEN, Nord-Trondelag University College, Norway

Icelandic preschools as inclusive spaces for multilingual communication and learning

FRIDA BJARNEY JONSDOTTIR, HANNA RAGNARSDÓTTIR AND HILDUR BLONDAL, School of Education - University of Iceland, Iceland

Everything is good – Immigrant parents voices on success; justice and inclusion in early childhood education in Finland

HEINI PAAVOLA AND LAYNE, Univeristy of Helsinki, Finland

G/ 23

SIG OUTDOOR PLAY & LEARNING: TRANSFORMING PRESCHOOL TEACHERS' PERCEPTIONS AND PRACTICES ON OUTDOOR PLAY

Self-organised Symposium

Room A45, Mòdul IV (MIV)

CHAIR: SHIRLEY WYVER

Macquarie University, Australia

Teachers professionalism and outdoor experience

MICHELA SCHENETTI, Department of Educational Sciences - University of Bologna, Italy

The Effect of Outdoor Activities Themed Lessons in Universities to Practice

MEHMET MART (1) AND HICRAN MALIYOK (2), (1) Plymouth University, United Kingdom, (2) The University of Bristol, United Kingdom

Project "Out-of-doors" – Valuing outdoor play and improving pedagogical practices in a Portuguese early childhood setting

GABRIELA PORTUGAL BENTO AND GABRIELA PORTUGAL, Universidade de Aveiro, Portugal

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AN EXAMINATION OF REFLECTIVE PRACTICE IN AUSTRALIAN EARLY CHILDHOOD EDUCATION AND CARE SETTINGS

Self-organised Symposium

Room A46, Mòdul IV (MIV)

CHAIR: NATALIE ROBERTSON

Deakin University, Australia

The use of the Respect Reflect Relate tool on reflective practice for quality improvement in early childhood education and care settings

NICOLE DOWNES, Deakin University, Australia

An investigation of educators' engagement with the Reflect; Respect; Relate instrument for reflective practice

NATALIE ROBERTSON, Deakin University, Australia

Measuring child involvement as an indicator of quality processes within early childhood classrooms

NATALIE ROBERTSON, Deakin University, Australia

G/ 25

SUPPORTIVE FATHERS AND FAMILIES

Individual Papers

Room A47, Mòdul IV (MIV)

CHAIR: SILVIA CESCATO

Università degli Studi di Milano Bicocca, Italy

Supporting networks and paternal involvement: The case of Finnish Fathers

MARKO LÄHTEENMÄKI, SEVCAN HAKYEMEZ AND PÄIVI PIHLAJA, University of Turku, Finland

Rethinking the everyday interactions between children; fathers and teachers in contemporary ECEC settings. A preliminary study in an Italian Infant-toddler center

SILVIA CESCATO, Università degli Studi di Milano Bicocca, Italy

Mathematics in kindergarten. What do parents know about what their children do?

MONTERRAT PRAT (1), ISABEL SELLAS (2), ERICA VERDAGUER MÁRQUEZ (2), (1) Universitat Autònoma de Barcelona (UAB), Spain; (2) Universitat de Vic, Spain

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PLAY TOOLS, PLAY BLOCKS AND PLAY TOYS

Individual Papers

Room A48, Mòdul IV (MIV)

CHAIR: ELENI LOIZOU

University Of Cyprus, Cyprus

Play Tools for Children's and Adults' Learning and Development

ELENI LOIZOU, EGLI MOUROUZIDI AND NASIA CHARALAMBOUS, University of Cyprus, Cyprus

How provisioning in the block area effects quality of play

DAVID BRODY, RONIT BEN HEMO AND RUTI NEEMAN, Efrata College of Education, Israel

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PLAY DEVELOPMENT AND SELF REGULATION IN PRESCHOOL AGE

Self-organised Symposium

Room A71, GL

CHAIR: PENTTI HAKKARAINEN

university of educational sciences, Vilnius, Lithuania

Theoretical model of intervention to play and self-regulation in preschool age

PENTTI HAKKARAINEN, University of Educational sciences, Vilnius, Lithuania

Play as a mediator of the development of self-regulation

MILDA BREDIKYTE AND GIEDRE SUJETAITE-VOLUNGEVICIENE, Lithuanian University of Educational Sciences, Lithuania

The “real” situation of play in ECEC classrooms

AGNE BRANDISAUSKIENE, Lithuanian University of Educational Sciences, Lithuania

G/ 28

PROFESSIONAL IDENTITY

Individual Papers

Room A72, GL

CHAIR: IAN BARRON

Manchester Metropolitan University, United Kingdom

Education, Training and Identity Amongst ‘Novice’ Early Years Teachers in the UK

IAN BARRON, Manchester Metropolitan University, United Kingdom

Kindergarten student teachers’ metaphorical conceptions of the profession at the beginning of kindergarten teacher education

ANNELI NIIKKO, The University of Eastern Finland, Finland

From theory to practice: the placement journey of level four childhood studies students

TRACEY EDWARDS AND ZETA BROWN, University of Wolverhampton, United Kingdom

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TRANSNATIONAL EXPLORATIONS OF PRACTITIONER RESEARCH: PERSPECTIVES FROM THE NORTH AND SOUTH

Self-organised Symposium

Room A73, GL

CHAIR: LINDA NEWMAN

The University of Newcastle, Australia

Practitioner Research in ECEC: Concepts and practices from north and south

CHRISTINE WOODROW (1), KARIN RÖNNERMAN (2), (1) University of Western Sydney, Australia; (2) Göteborgs Universitet, Sweden

Resisting and re-imagining dominant discourses through practitioner research

LEONIE ARTHUR (1), OZNUR AYDEMIR (2), FATIMA MOURAD (3) AND JAN SKATTEBOL (4), (1) University of Western Sydney, Australia; (2) Primary School Teacher, Sydney, Australia; (3) Teacher/Director of an Early Childhood Centre, Sydney, Australia; (4) University of New South Wales, Australia

Personal and systemic transformations through practitioner research

LINDA NEWMAN (1), CHRISTINE WOODROW (2), JANET KEEGAN (3), SILVIA ROJO (4), MÓNICA GALVEZ (5) AND TRISH HEELEY (3), (1) The University of Newcastle, Australia; (2) University of Western Sydney, Australia; (3) Penrith City Council, Australia; (4) Minera Escondida Foundation, Chile; (5) FME Jardin, Chile

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MEASURING AND MONITORING QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION FOR 0 TO 3 YEARS IN FLANDERS (BELGIUM)

Self-organised Symposium

Room A74, GL

CHAIR: BART DECLERCQ

Centre for Experiential Education, Belgium

A new curriculum for child care in Flanders

MIEKE DAEMS (1) AND FERRE LAVERS (2), (1) Centre for Experiential Education, Leuven University, Belgium; (2) KU Louvain, Belgium

Giving a voice to parents in the quality debate through a parental survey

JEROEN JANSSEN, Ghent University, Belgium

Measuring 'pedagogical' quality with an observation tool: Insights from the pilot study

BART DECLERCQ AND FERRE LAEVERS, Centre for Experiential Education, Leuven University, Belgium

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SCIENCE PROGRAMMES AND APPROACHES

Individual Papers

Room A81, GS

CHAIR: MANDY ANDREWS

Plymouth University, United Kingdom

Toddlers exploring natural phenomena with teachers as co-researchers

SOFIE ARELJUNG, Department Of Science And Mathematics Education, Sweden

Adaptation of EARTH-2 Scale for Turkish Kindergartners

SINEM GÜÇHAN ÖZGÜL AND MESUT SAÇKES, Balıkesir University, Turkey

A longitudinal proposal about light and shadow for 3-6 years old children

SABRINA ROSSI, MONICA CHIARA ONIDA AND ENRICA GIORDANO, Milan-Bicocca University, Italy

POSTER PRESENTATIONS

TUESDAY 8th SEPTEMBER 2015: 15:15 – 16:00

A cross-cultural study on educational practice for smooth transition from ECEC to primary school education: Comparison of Japan, Belgium, and US

ASATO YOSHINAGA

Kokugakuin University, Japan

A garden, infinite game spaces

SANDRA SANZ FONTÁN AND MARIBEL CUSCÓ I BARCELÓ

Escola Bressol Municipal Els Pinetons, Spain

A new educational policy: "SPAZIO GENITORI-FIGLI" the relationship between peers and adults as a factor of wellness

CRISTINA FERRERA

Comune Fiumicino, Italy

Action research project focusing on bringing up children's empathy and social morality: Through lesson study and family involvement

SACHIKO KITANO

Kobe University, Japan

An autistic child's play behaviours in the inclusion setting

LEE-FENG HUANG

National Ping Tung University, Taiwan

An Outdoor Kindergarten: Learning with Children, Listening to Parents. Perspectives on Natural Learning - Lessons for the Early Years Teacher.

DIANA HARRIS (1) AND CHRISTOPHER HARRIS (2)

(1) University of Greenwich, United Kingdom; (2) Teacher, United Kingdom

Building Competences for Media Education and Pedagogical use of ICT in Early Childhood Education: Study on Finnish Kindergarten Teacher's Training Programmes

SAARA PÄÄJÄRVI (1) AND PEKKA MERTALA (2)

(1) University of Tampere, Finland; (2) University of Oulu, Finland

Children's Questions about Sex and Gender: A Study to Examine Teachers' Responses towards Young Children's Questions in the Kingdom of Saudi Arabia

AMAL BANUNNAH

Umm Al-Qura University, Kingdom of Saudi Arabia, and University of Sheffield, United Kingdom

Comparison of maternal behaviour strategies in mother-child joint activity in correlation with attachment patterns

ELENA GORLOVA

Russian State University for the Humanities, Russia

Creating in Childhood Education

MAR MORÓN AND GEMMA PARÍS

Universitat Autònoma de Barcelona, Spain

Critical aspects in professional development of those who take care of children in vulnerable situations

ARNAU CARETA PLANS (1) AND XAVIER GIMENO SORIA (2)

(1) ERIFE UAB - Research Team about Children, Family and Education, Spain; (2) BES - Barcelona Espai de Supervisió (Barcelona Supervising Space), Spain

Cultures of service in commercial, high-priced daycare centres

MARIUS MADER

Martin-Luther-University Halle-Wittenberg, Germany

Development of a programme for web-based support for children with urinary tract disorders

AGNETA SIMEONSDOTTER SVENSSON (1), ANNA-LENA HELLSTRÖM (2) AND MARGARETHA JENHOLT NOLBRIS (2)

(1) University of Gothenburg, Sweden; (2) Institute of Health and Care Sciences, Sweden

Do you want this? – a study on the meaning of resettled migrant children’s gift offering in daycare

KRIS KALKMAN (1), MARIT HOLM HOPPERSTAD (2) AND MARKO VALENTA (3)

(1) NTNU Samfunnsforskning, Norway; (2) Queen Mauds College University, Norway; (3) NTNU's Institute for Social work and Health Science, Norway

Early Childhood Teachers’ Social-Emotional Capacity in the United States

CYNTHIA BUETTNER AND LIENY JEON

The Ohio State University, United States

Early diagnosis of difficulties or disorders of a child from 0 to 6 years-old (Preschool Children) in nursery schools and kindergartens

SILVIA MAGGIOLINI, LUIGI D'ALONZO AND ELENA ZANFRONI

Università Cattolica del Sacro Cuore, Milano, Italy

Evidence of quality professional development: A case study in childhood practice

BRENDA DUNN (1), CATRIONA MCDONALD (2) AND DOROTHY JOHNSON (3)

(1) University of Dundee, United Kingdom; (2) University of Aberdeen, United Kingdom; (3) University of West of Scotland, United Kingdom

Experimentation and adventure in Early Childhood

MÓNICA MORALES AND LORENA GONZÁLEZ

Universidad Autónoma de Chile, Chile

Good practices in child education: learning environment

MARIA FERRER,

University of Balearic Islands, Spain

Happy parents make happy children or vice-versa – What do early years professionals think?

LEEN DOM

Karel de Grote University College, Belgium

How Do Students Think Their Documentation Can Be Useful?: A Study on Active Learning for Japanese Teacher Training

TAKAKO NOGUCHI

Jumonji University, Japan

Indicators of educational quality during meal times at Early Childhood schools (0-3-year-olds)

ROSER VENDRELL AND ÀNGELS GEIS

Universitat Ramon Llull, Spain

Innovations in professional development research: Investigating changes in family day care educators' pedagogical leadership and their epistemological and ontological beliefs

DIANE NAILON

University of Tasmania, Australia

Intervention strategies in interpersonal problem solving by children and work values of female Japanese undergraduates

NAOKO NIIMI (1), RINA EMURA (2), KENICHI MAEDA (3) AND RYOTA MAKI (1)

(1) Hiroshima Bunkyo Women's University, Japan; (2) Nagasaki University of Foreign Studies, Japan; (3) Okayama Shoka University, Japan

Kanvas Foundations' Industrial PhD on Risky Play

ROBERT ULLMANN,

Kanvas Foundation, Norway

Linking adventure, kindness and caring to stretch learning to the edge and beyond!

LORRAINE SANDS

Educational Leadership Project, New Zealand

'L'obrador de sorra'; a free handling way of play

ELISABET TAPIAS (1), CLAUDIA SALAS (1), MERITXELL CASES (1), MARTA DEL PRADO (1), EVA AYMERICH (1), VANESSA PEREZ (1), ELO CANTO (1), CRISTINA GARCIA (1), INÉS CORRAL (1), TERESA GODALL CASTELL (2)

(1) EBM El Gargot, Parets del Vallès, Spain; (2) Universitat de Barcelona, Spain

Making mathematics accessible to English Language Learner students: Project-Based Instruction in Early Childhood Education

JUDITH FABREGA

University of California - Berkeley, United States

Male-teachers in Early Childhood Education in Estonia

MAIRE TUUL, TIIA ÕUN AND EVELYN NEUDORF

Tallinn University, Estonia

Materials: enablers of discoveries

SANDRA SANZ FONTÁN

Escola Bressol Municipal Els Pinetons, Spain

Multilingual children in kindergarten – collaboration with parents focusing on children’s language development

ANJA PESCH

UiT The Arctic University of Norway, Norway

Narrated relationships. The importance of good quality relationships in a daycare centre when supporting children who have difficulties in self-regulation

ERJA RAUTAMIES

University of Jyväskylä, Finland

Open school: an opportunity to think about the educational relations in space/environment the childhood school

DANIELE MARQUES VIEIRA

Universidade Federal do Paraná, Brazil

Participation of children – from children’s point of view: interests and strategies to participate in education processes from child’s perception

JULIA HÖKE

University of Paderborn, Germany

Perceived differences in the behaviour of mothers and fathers

ZLATKA CUGMAS

University of Maribor, Slovenia

Perceptions of noise among young children

CLODIE TAL AND GILA RUSSO-ZIMET

Levinsky College Of Education, Israel

Professional Training and the Corporeal in initial studies of Early Childhood Education teachers of Catalonia.

LAURA MOYA

Universitat Autònoma de Barcelona, Spain

Perspectives of the evidence based approach in research and the education of early childhood professionals

LUISA FISCHER, MATTHIAS MORFELD, ELENA STERDT AND ANNETTE SCHMITT

University of Applied Sciences Magdeburg-Stendal, Germany

Pre- school Children`s experiences on daily living

TAINA KYRÖNLAMPI

University of Oulu, Finland

Preschool children`s self-regulation and task orientation capacities predict their primary school social integration and academic performance

NICOLE STURMHÖFEL (1), JUDITH STREB (2) AND PETRA A. ARNDT (1)

(1) ZNL TransferCentre for Neuroscience and Learning, Ulm University, Germany; (2) Department of Forensic Psychiatry and Psychotherapy, University of Ulm, Germany

Preschool Teacher Students' Perspectives on Play - focusing on Children's Being and Formation

AASE NYLENNA AKSLEN (1) AND OVE OLSEN SAELE (2)

(1) NLA University College, Norway; (2) NLA University College, Norway

Problem-solving strategies in an experimentation proposal addressed to 5 years old children

GABRIEL LEMKOW-TOVIAS, CARBALLO-MARQUEZ, JORDI CANTONS PALMITJAVILA, CARMÉ BOSCH-JORBA, IMMA BRUGAROLAS CRIACH AND SILVIA MAMPEL ALANDETE

UVic - Universitat Central de Catalunya, Spain

Quality of group play for using the case study method in Japan

GOTA MATSUI (1), HIROO MATSUMOTO (1), MOTOKO KATAOKA (1), MIHO TSUNEDA (2), SACHIE SUIZU (3), YOKO TAKAHASHI (4)

(1) Kagawa University, Japan; (2) Kagawa Junior College, Japan; (3) Japan; (4) Marugame Himawari Nursery, Japan

Read, write and create with Joan Miró

MAR MORÓN AND GEMMA PARÍS

Universitat Autònoma de Barcelona, Spain

Sand in playgrounds: child play and peer social interactions

INAKI LARREA (1), NEKANE MIRANDA (1), ALEXANDER BARANDIARAN (1), AITZIBER MARTÍNEZ DE LAGOS (1) AND ALEXANDER MUELA (2)

(1) Mondragon University, Spain; (2) University of the Basque Country, Spain

Screen media use by children younger than 6 years

NICOLE STURMHÖFEL, MELANIE OTTO, STEFANIE SCHULER AND KATRIN HILLE

ZNL Transfer Centre for Neuroscience and Learning, Ulm University, Germany

Significance and identity of the "boundary place" in the early childhood care and education environment —Comparison with Italian Piazzas

AIICHIRO SAKAI

Hiroshima University Graduate School of Education, Japan

Study on Preschool Children's Learning to Read at ECEC.

YOSHIKO SHIRAKAWA (1), TAKA AKI HARA (2), TAKASHI MUTO (3) AND MIDORI KANAZAWA (4)

(1) Kyoritsu Women's University, Japan; (2) Kamakura Women's University, Japan; (3) Shiraume Gakuen University, Japan; (4) Kansai Welfare University, Japan

Teaching ECEC professionals students in natural scientific literacy

DORIS DREXL AND JUDITH DURAND

German Youth Institute, Germany

The children at Nursery choose

MARIBEL CUSCÓ BARCELÓ AND SANDRA SANZ FONTÁN

Escola Bressol Municipal Els Pinetons, Mollet del Vallès, Spain

The dialogical self of the learner. Voices and positioning within learning activities of early childhood students

ANDREA TURES

Justus Liebig University Giessen, Germany

The disciplinary dialogue as formative proposal for the teaching and learning of the experimental sciences with teachers from the grade of childhood education

GENINA CALAFELL SUBIRÀ AND NEUS BANQUÉ MARTÍNEZ

Universitat Autònoma de Barcelona, Spain

**The educational function and welfare role of the unauthorized day care centre (UDCC) in Japan
(3): What is Baby hotel in Japan?**

KAORU ONISHI (1) AND MASAFUMI OHNISHI (2)

(1) Gifu shotoku Gakuin University of Junior College, Japan; (2) University of Fukui, Japan

"The Hipatia laboratory"

MAR PÉREZ MARTÍN (1), MARTA PERALES PÉREZ (2), MARIA MANCIAN TORREBLANCA (2), LAURA ESTEVE RIBAS (2) and RAQUEL PIÑEIRO BRUGET (2)

(1) Escola Bressol Gespa, Spain; (2) Autonomous University of Barcelona, Spain

The Meaning of “Pretend Play of School” in Preschool Years : Sociocultural Approach for Transition to School.

KIICHIRO OKAHANA

Fukuoka Jo Gakuin University, Japan

The Meaning of Family Constructed by Children from Multi-cultural Families with Story Telling using Picture Books

YUENJUNG JOO

Sookmyung Women's University, Korea (South)

The quality of Basque preschool outdoor environments

INAKI LARREA (1), ALEXANDER MUELA (2), NEKANE MIRANDA (1), ALEXANDER BARANDIARAN (1) AND ITZIAR ARREGI (1)

(1) Mondragon University, Spain; (2) University of the Basque Country, Spain

The right to play at Early Childhood and Primary Education schools

ROSER VENDRELL, MARIONA DALMAU AND ÀNGELS GEIS

Ciències de l'Educació i de l'Esport Blanquerna, Spain

The second report of Japanese teachers' time management for assessment and recording and planning and preparation

MASUHARU SHIMIZU (1), KOJI TANAKA (2) AND TOSHIAKI MORI (3)

(1) Tezukayama University, Japan; (2) Tokyo Seitoku College, Japan; (3) Hiroshima University, Japan

Theory of attachment and kindergarten practices

ZLATKA CUGMAS

University of Maribor, Faculty of Education, Slovenia

"This is important for us": Quality criterion enunciated by children as experts for their transition process from kindergarten to primary school

CATHLEEN BETHKE AND PETRA BÜKER

University Paderborn, Germany

Train to include – the promotion of inclusive practice through training in context

GABRIELA PORTUGAL (1), HELENA LUIS (2), ISABEL PISCALHO (2) AND LIA PAPPAMIKAIL (2)

(1) Universidade de Aveiro, Portugal; (2) Instituto Politecnico de Santarém- ESES, Portugal

Transformation outdoor area at friendly zone

CAROLINA PALACIOS, DEL OLMO AND ANGELINES SANCHEZ

Escola Bressol de Cervello, Spain

Try it with Music! - Lingual Development through Music Activities in Norwegian Kindergartens

ELIN THORESEN AND INGER-LISA MØEN

NLA University College, Norway

What can the children 'tell' us today about what activities to do with them tomorrow:

Supporting creative learning with meaning in mathematics

MARIANNA EFSTATHIADOU, ANDREA ELIADOU AND CHRYSTALLA PAPADEMETRI-KACHRIMANI

European University Cyprus, Cyprus

The difference between reflection patterns of different kindergarten and nursery school teachers by cluster analysis

RUTSUKO UEYAMA

Hiroshima University, Japan

EECERA Ethical Code for Early Childhood Researchers



REVISED VERSION 1.2: May 2015

EECERA Working Group:

Tony Bertram, Julia Formosinho, Collette Gray, Chris Pascal, Margy Whalley

EECERA Ethical Code for Early Childhood Researchers

Introduction

The EECERA ethical code is intended as a guiding framework for all those involved in early childhood research and the publication and dissemination of its results. The ethical principles and guidelines have been developed by a working group of EECERA Trustees through a collaborative process with, amongst others, the involvement of the Coordinating Editor of the International Journal of Early Years Education, and also with due respect and full acknowledgement of existing ethical guidelines including those developed by:

- The British Educational Research Association
- The Scottish Educational Research Association
- The American Educational Research Association

We hope that it will support early childhood researchers in their research design decisions and ensure that research is conducted which safeguards the well being of all involved, particularly the very young and vulnerable, and also generates the highest standards of scholarship and research practice.

The EECERA Ethical Code sets out the expectations of ethical conduct expected of early childhood researchers. It is intended that all research conducted by EECERA members, or published and disseminated through EECERA platforms, including its journal, books and conference, will be evaluated according to its adherence to this code.

EECERA Ethical Principles

These principles are set out with the intention of encouraging Early Childhood researchers to work in the spirit of aspiring to achieve these high ethical expectations within all aspects of their work, whilst acknowledging that realising all aspects is very challenging and difficult. We believe that Early Childhood researchers should have an ethic of respect for:

1. the child, family, community and society;
2. democratic values;
3. justice and equity;
4. knowing from multiple perspectives;
5. integrity, transparency and respectful interactions;
6. quality and rigour;
7. academic scholarship;
8. social contribution.

1. The child, family, community and society

The ethic of respect should:

- operate for all research participants from pre-birth throughout the course of life;
- ensure all the research participants are seen as subjects developing in the context of their families and communities, which are culturally situated as part of wider societies;
- try to ensure that all individuals and communities are treated in a way that is free from prejudice regardless of cultural identity.

2. Democratic values

The ethic of respect should:

- ensure all participants in the research process are viewed as subjects, not objects with rights to participate in the research activity, either, directly or indirectly, actively or passively;
- ensure all participants and communities involved in research are treated fairly, sensitively, with dignity and without prejudice, and respectful of age, religion, language, disability,

health condition, gender identity, sexuality, race, ethnicity, class, national origin, culture, social economic status or marital, domestic or parental status;

- require research to embody a deep respect for the rights of people, especially children and more vulnerable members of a community, to have a voice and participate actively in all decisions and actions which affect them (paying due regard to the UN Convention on the Rights of the Child);
- acknowledge the rights of others to hold values, attitudes and opinions that differ from those of the researcher's own;
- be sensitive to culture, individual and role differences and strive to eliminate bias of any kind;
- aim to distribute power between all participants as far as possible and in a way that allows all involved to actively have voice in the research process and contribute equitably and appropriately to the research process.

3. Justice and equity

The ethic of respect should:

- operate within a code that actively promotes democratic values and contributes to social justice and equity within communities and societies;
- be respectful of plurality at the level of paradigms, theories, disciplines and methodologies, arriving at a prismatic process of research that illuminates the complexity of human beings and gives credence to diverse voices, answers to different realities and promotes equality in our understanding of participants in the research.

4. Knowing from multiple perspectives

The ethic of respect should:

- promote research that is original and informing, whilst showing respect for existing work and disciplines;
- aim to extend knowledge of understanding in all areas of early years activity and from all participants' perspectives, including learners, educators, practitioners, policy makers and the public;
- acknowledge the legitimacy of diverse educational research philosophies, paradigms and methodologies that exist and seek to reassure that its results do not selectively judge or constrain, directly or indirectly, the methodological distinctions of the research processes that emanate from them.

5. Integrity, transparency and respectful interactions

The ethic of respect should:

- make public the set of ethical principles and actions which guide research practice;
- ensure researchers do not knowingly act in ways that jeopardize the welfare of others;
- ensure the avoidance of deception or non-disclosure towards research participants and that all research actions are transparent and documented fully, with data and methods made open for external scrutiny and critical review;
- ensure research processes and outputs are conducted in ways that are honest, fair and acknowledging of all contributions in the research and dissemination process;
- support researchers in making public the results of their research to all involved and the wider public unless to do so would cause harm;

- ensure research findings are communicated in a clear straightforward fashion and in language judged to be appropriate to their intended audience;
- ensure that researchers never compromise ethical behaviour in favour of collegiality.

6. Equality and rigour

The ethic of respect should:

- ensure that research designs rigorously serve the questions and objectives of the study;
- ensure free, independent, critical and informed choices of authors, articles, theories and concepts included in any literature review and research design with full acknowledgement and citation;
- ensure the highest ethical standards for dealing with participants which guarantees participants their rights;
- ensure the highest standards of academic and professional rigour in presentation and dissemination of research.

7. Academic scholarship

The ethic of respect should:

- ensure all those who have made a substantive contribution to the generation of an intellectual product are listed as authors/contributors;
- acknowledge that it is improper to list people who have not directly contributed to the research or written outputs of research;
- ensure that academic status or other indicators of power should not determine first authorship, but rather the order of authorship should reflect the relative leadership and contributions made by the researchers concerned;
- acknowledge the obligation on authors to attribute visibly all external sources of support, including sponsors or financial support for a project in which the researcher is involved directly or indirectly;
- ensure authors disclose the publication history of articles they submit for publication; that is, if the present article is substantially similar in content and form to one previously published, that fact should be noted and the place of publication cited.

8. Social contribution

The ethic of respect should:

- ensure research embodies an awareness of social responsibility towards the communities and societies in which it is conducted;
- ensure research strives to advance scholarly knowledge and practice and serves the public good;
- ensure research has utility and meaning for all those involved in the research process;
- promote research which makes a contribution to the wider research community in a spirit of critical analysis and constructive criticism, and which generates impact on both policy and practice and the enhancement of knowledge in the field.

Research Practice Guidelines

1. Responsibilities towards participants

Voluntary and informed consent:

- Researchers must ensure that participation in research is on the basis of voluntary, informed consent. This means that all those involved, including young children, are provided with full and honest information about the content, purpose and process of the research and given the opportunity to agree or disagree to participate in the light of this information. At no time must a participant be put under any form of duress to participate.
- Where young children are involved the informed consent should be obtained in a manner that is meaningful and child friendly.
- Obtaining consent (oral, written or other forms) should be viewed as an active and ongoing process. Participants should be given the right to withdraw from the research at any point.
- Participation should be renegotiated if the original research content, purpose or process changes significantly.
- In those few cases where it is not appropriate or possible to obtain informed consent, careful consideration must be given to the reasons for this and these should be recorded formally, and checked with a local ethics body.

Anonymity and confidentiality:

- Researchers must recognise all individual's right to privacy. The confidentiality and anonymity of research participants should be seen as the norm at all stages in the research, from data collection, to analysis and publication, unless they specifically and explicitly waive this right.
- Researchers should take care that all copies of data is kept in a secure format and location so that anonymity and confidentiality cannot be breached.

Participants seen as subjects with rights not objects:

- All research participants should be respectfully viewed as subjects not objects with rights to agree to or withdraw from the research process at any time.
- Participants should be viewed as subjects with rights at all times and never objectified or 'othered' in the research process.
- All research must be conducted with the human rights and capabilities of all respondents being give absolute respect and acknowledgement.

Non-discriminatory and inclusive participation (voices of children and vulnerable families):

- Researchers should aim to be inclusive and non-discriminatory in their identification and selection of research participants.
- Where participation in the research for some individuals or communities is difficult, steps should be taken to actively address the barriers preventing participation.
- Researchers should also explore methodologies which allow alternative means for less enfranchised groups, including young children and the vulnerable, to make an authentic contribution to the research process.
- Researchers should take steps to avoid research designs that advantage one group of participants over another.

Use of incentives and non-exploitation:

- Researchers should acknowledge that offering incentives to encourage participation can sometimes be problematic, and has the potential to produce bias in participant sampling and responses.
- In general, the use of incentives should be the exception rather than the norm in research, and where incentives are proposed, the nature of these should be carefully considered.
- Researchers must be careful to avoid the exploitation of participants for the purposes of their research, including over reliance on one group, over generous use of a group's or individual's goodwill and the lack of power by participants to resist demands and requests.

Non-malevolence, no harm should come:

- Researchers must be aware that the research process may put pressure on, or lead to potentially harmful consequences for participants. They should take all necessary steps to reduce the sense of intrusion, pressure or stress which may flow from participation in the research. This may be a particular challenge in relation to newer visual imaging and tracking technology and the consequences of using these methods should be carefully considered.
- Researchers should see themselves as 'answerable' for any issues raised as a consequence of their research process.
- Researchers must immediately desist from any actions which cause distress to participants.
- Researchers should aim to minimise the impact of their research on participants, either bureaucratic, emotional, physical or otherwise, seeking to adhere to an ethic of 'minimal intrusion' on the lives of participants.

Feedback to all participants:

- All participants should be briefed at significant stages in the research process and at the conclusion of the research.
- Researchers must be prepared to reconsider the research process following feedback from participants.
- All participants must be provided with access to copies of any reports, information or other publications arising from their participation.

2. Responsibilities towards the research process

High standards of professional integrity, rigour and competence:

- Research should be conducted with the highest ethical standards as set out in these guidelines and recognised locally, nationally and internationally.
- The rigour of the research should be evident in choice of theoretical and literature sources which should be meticulously and independently located, and rigorously cited to agreed conventions.
- The research design should rigorously serve the research objectives and questions.
- Research outputs and publications should be carefully and meticulously prepared and published to the highest academic standards.

Participatory approaches with distributed power in research process:

- Researchers should operate within the spirit of Articles 3 and 12 of the UN Convention on the Rights of the Child where the research involves children, or vulnerable young people and adults.
- Researchers must give all participants the opportunity to express their views freely on all matters affecting them, commensurate with their age.

- Researchers in a position of power or authority in relation to participants must indicate the steps taken to reduce the power differential.

Data protection and security:

- Research should comply with Data Protection legislation which ensures that all participants know about and have access to personal data stored in relation to them.
- Researchers should ensure confidential data, information or communications are kept securely and are protected from external intrusion and disclosure.
- Researchers must have permission from participants to disclose personal information to third parties or to grant third parties permission to access such data. A record must be kept of any disclosures.
- The above guidelines are particularly important when using visual imaging and tracking technology, and appropriate risk assessments are carried out before fieldwork begins.

Openness and disclosure:

- Researchers who believe confidentiality and anonymity agreements may allow illegal behaviour to continue must carefully consider making disclosure to the appropriate authorities.
- If the behaviour is likely to be harmful to the participants or others, the researcher must consider disclosure. Researchers should apprise the participants involved if they intend to disclose wherever possible.
- Researchers should keep careful documentation on the reasons for disclosure and their actions in making the disclosure in case of misconduct allegations or other serious consequences.

Duty of care to researchers – non-exploitation or harassment (safety and welfare)

- Researcher's rights and interests should be protected and risks to research staff in conducting research must be carefully assessed and minimised.

Regular and open feedback to all participants:

- All research participants, including young children, have a right to feedback on the research process and outcomes. Researchers should debrief participants at significant points in the research process and at the conclusion of the research, providing copies of any reports or publications arising from their participation.

3. Responsibilities towards research outputs and dissemination process

Disclosure of sponsors and interested parties:

- Sponsors or interested parties are considered to be any person or body that funds the research or facilitates it by allowing and enabling access to data and participants. The relationship between researchers and sponsors should be defined in a written agreement and disclosed in all research outputs and publicity.
- All interests in the research should be explicitly stated, including sources of financial support and relevant personal or professional relationships that may have the appearance of, or potential for, a conflict of interest with all those with an interest in the research.
- Researchers must give due respect and acknowledgement to all methodologies and related methods.

Confidentiality and anonymity:

- Any decisions to override agreements on confidentiality and anonymity must be taken after careful and thorough deliberation, and participants must be informed beforehand of the intention and reasons for disclosure.

Intellectual property rights:

- Sponsored research should follow the norm that researchers have a right to independently publish the findings of research, and that this right should not be lightly waived or unreasonably denied.
- Researchers have the right to disassociate themselves publicly from accounts of research they have conducted if they feel its presentation is misleading or selective.

Reporting and publishing standards (clarity, audience and accuracy):

- A wide range of dissemination strategies should be used to ensure greater reach of research outputs, including technology and websites.
- Reporting should adopt a communication style which is straightforward and accessible, and has clarity and fluency for those interested and involved in the research, and in a language that is appropriate to the intended audience.
- Researchers should take steps to ensure the accuracy and trustworthiness of all public communications about the research.

Utility and social beneficence:

- Research output should contribute to the generation of improvements in early childhood policy and/or practice and to the enhancement of knowledge.
- Researchers have responsibility to seek to make public the results of their research for the benefit of a wider understanding of early childhood policy and practice within wider society.

Research Publication Guidelines

1. Authorship and sponsors

Order of authors, credit and non-citation:

- The academic status or other indicators of power should not determine first authorship. All contributing authors should be credited in the order of the significance of their contribution in the authoring process.
- All those who have made a substantive contribution to the generation of an intellectual product are entitled to be listed as authors..
- There should be no ‘ghost’ authoring of publications and it is improper to list people who have not directly contributed to the research or written outputs of the research.

Status of authors and location of authors:

- The status and institutional location of all authors should be made visible in all research materials and outputs.

Transparency, conflict of interest, funder visibility:

- There is a fundamental obligation on authors to acknowledge and attribute all external sources, financial or in kind, such as organisations or sponsors who have contributed to the research programme directly or indirectly.
- Authors should disclose the publication history of articles or books they present for publication. If a present article or book is substantially similar in content and form to one previously published, that fact should be noted and the place of prior publication cited.

2. Rigour and integrity

Honesty, trustworthiness, reliability and validity

- Researchers should ensure that their research processes and findings are transparent, honest and trustworthy, and that inferences and generalisations drawn from their research evidence are valid, reliable and credible.

Robust, appropriate and ethical methodology:

- Researchers must protect the integrity of the community of researchers by ensuring they conduct their research to the highest standards.
- Research should promote methodologies and methods that are both robust and ethical in their execution.
- Researchers must employ methods that are fit for the purpose of the research, and where a specific method, approach or philosophy of research is promoted, an awareness of alternatives should be clearly visible, with the justification of the chosen approaches and methods being honest and justified.

Transparency of process and results

- Researchers should report research processes and results transparently, accurately and in sufficient detail to allow knowledgeable and trained researchers to understand, interpret and critically appraise them.

3. Purpose and value

Current, relevant, pertinent and utility:

- Research should have clear purpose, meaning and value to those who are involved in the research process and/or who are the subjects in the research focus.

- Research should have current relevance and utility to the wider communities and societies in which it is located. The impact of the research should be planned for and documented.

Knowledge generation, originality, innovation and challenge:

- Research should aim to generate new knowledge which makes an original contribution to the field.
- Research should aim to be innovative and challenging of existing orthodoxies and assumptions, adopting a respectful but critical stance towards existing knowledge and practices.

Social contribution:

- Researchers should acknowledge the professional responsibility they hold towards the communities and societies in which they live and work. In undertaking research they should strive to advance scholarly knowledge which makes a contribution to the quality of life of those communities and societies and serves the public good.

4. Malpractice

Multiple submissions:

- Researchers must not submit a manuscript for publication to multiple publishers unless the publisher explicitly permits the practice in the submission guidelines.
- On submission of the manuscript, the author grants that publisher first claim to publication.
- Manuscripts can only be submitted to a second publisher after an official decision has been received from the first publisher or the manuscript has been withdrawn.

Plagiarism or self plagiarism:

- Researchers and authors in their teaching, writing and presentations should explicitly identify, credit and fully cite any author(s) that they take material, data or ideas quoted verbatim from their work, whether it is published, unpublished or electronically available.
- Researchers and authors in their teaching, writing and presentations must provide acknowledgement and reference to the use of other's work even if the work is not quoted verbatim or paraphrased, and they must not present other's work as their own whether it is published unpublished or in electronic form.
- Researchers must not submit for subsequent publication work that has been previously published unless it is published with citation of the first publication.

False claims, misrepresentation, fabrication, sensationalism, distortion:

- Researchers must not make false claims, fabricate or misrepresent, research evidence, data, findings or conclusions.
- They must not sensationalise or distort findings in a way that compromises knowledge generation for public exposure.

Illegal use of research:

- Research must not be used for illegal or fraudulent purposes.
- Researchers must not knowingly or negligently use their position for illegal or fraudulent purposes.

Defamation and libel:

- Researchers must not criticise other researchers or research practice in a defamatory or unprofessional manner.

5. Communication and Publication

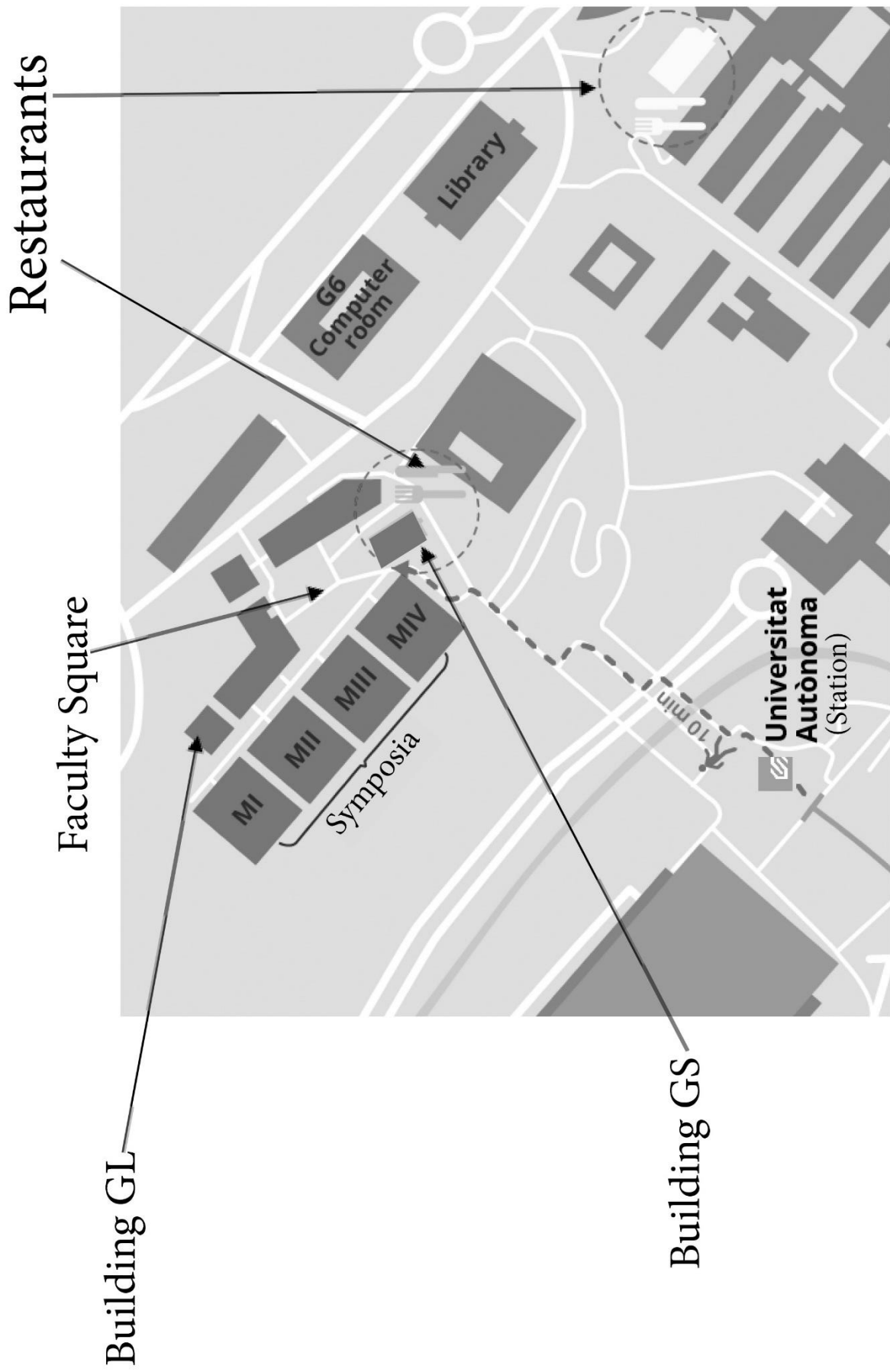
Clarity and accessibility of communication:

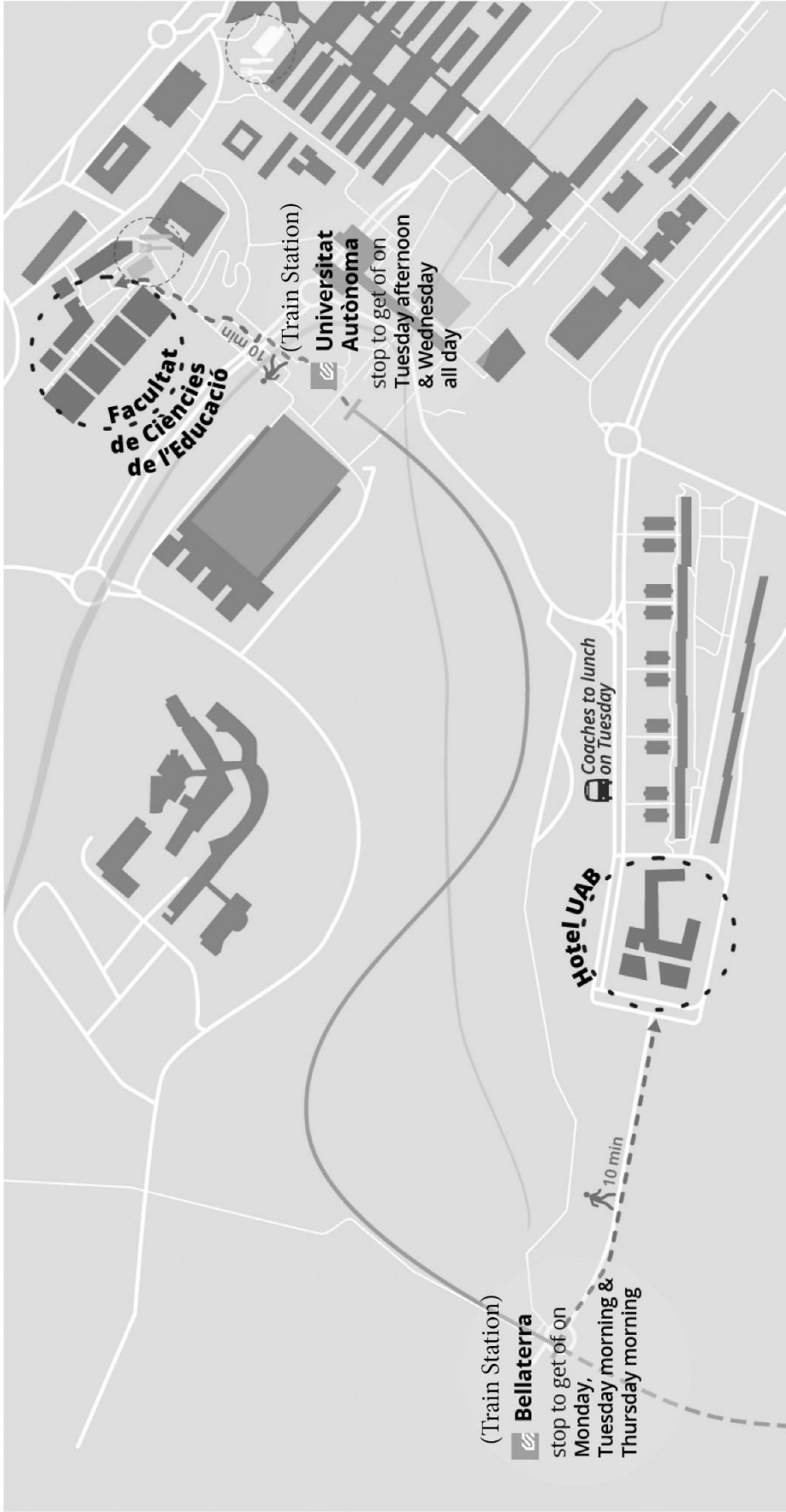
- Researchers should strive to present their findings to a wide audience in a clear, unambiguous and accessible style which is appropriate to the intended audience.
- Researchers should use a wide range of dissemination strategies, including electronic and web based forums , to enhance knowledge transfer and the impact of the research findings.

Responsibilities of researchers, authors, editors and reviewers:

- It is the responsibility of all those involved in the generation and publication of research to ensure that the highest standards of professional competence, integrity, ethics and scholarship are safeguarded and promoted.
- Where researchers, authors, editors and reviewers become aware of malpractice they must present their concerns, in the first instance to those involved. Where possible, public accusations and allegations should be avoided as they bring the research community into disrepute. However, in the absence of resolution, or if it in the public interest, then concerns should be made public.

Facultat de Ciències de l'Educació - Venue 2





 **Provença**
 **Plaça Catalunya** **S55 S2**

Hotel UAB **Monday** Opening Ceremony
 Venue 1
Tuesday morning & Thursday morning
 Plenary Sessions

Facultat de Ciències de l'Educació & Wednesday
 Venue 2 **all day**
 Symposium sets,
 Poster sessions
 & Exhibitors