

To: EECERA Board of Trustees

From: Sara Barros Araújo and Katherine Bussey

Re: Special Interest Group Birth to Three: Report on activities undertaken and planned 2016-2017

Date: May 2017

I. Names and emails of convenors and current members of the SIG

SIG Convenors:

Sara Barros Araújo, Polytechnic Institute of Porto, Portugal (saraujo@ese.ipp.pt)

Katherine Bussey, Australian Catholic University, Australia (kat.bussey@gmail.com)

Current SIG members:

Anne Greve, Oslo and Akershus University College of Applied Sciences, Norway (anne.greve@hioa.no)

Bart Declercq, Centre for Experiential Education, Leuven University, Belgium (bart.declercq@ppw.kuleuven.be)

Deborah Norris, Kansas City University, USA (deborah.norris@gmail.com)

Eleni Loizou, University of Cyprus, Cyprus (eloizou@ucy.ac.cy)

Ingrid Engdahl, Stockholm University, Sweden (Ingrid.engdahl@buv.su.se)

Júlia Oliveira-Formosinho, Catholic University of Portugal, Portugal (jffformosinho@gmail.com)

Katherine Bussey, Australian Catholic University, Australia (kat.bussey@gmail.com)

Kaye Colmer, Gowrie SA, Australia (kayec@gowriesa.org.au)

Mônica Apezato Pinazza, University of São Paulo, Brazil (mapin@usp.br)

Niina Rutanen, University of Jyväskylä, Finland (niina.a.rutanen@jyu.fi)

Paulo Fochi, UNISINOS, Brazil (paulo.fochi@hotmail.com)

Sara Barros Araújo, Polytechnic Institute of Porto, Portugal (saraujo@ese.ipp.pt)

Sheila Degotardi, Macquarie University, Australia (sheila.degotardi@mq.edu.au)

Verity Campbell-Barr, University of Plymouth, UK (verity.campbell-barr@plymouth.ac.uk)

Besides these formal members, the SIG Birth to Three integrates 20 non-formal members that accompany and collaborate with the SIG's activities. These researchers are not listed because they are not members of EECERA. However, we acknowledge their contributions and expect that the collaboration with the SIG could constitute a motivation for a more formal participation in this network.

II. Activities undertaken by the SIG in past year

The activities of the SIG during the past year could be divided into three main sections:

(i) Reorganisation and revitalisation of the SIG

After a period of discontinuity in the SIG's functioning, a process of reorganization and revitalisation of the SIG was initiated in September 2015. This involved the definition of new convenors, the revitalizing of the existing network and the recruitment of new members. A list of contacts was organized and platforms for communication were created (email and Facebook group). There has been discussion of connection to ResearchGate, as another platform for sharing and dissemination.

We are committed to pursuing the alignment of 15 members with EECERA SIG requirements and have some strategies in place in order to achieve this. For example, once the final programme for the 2017 EECERA Conference has been released we will contact all of the delegates focusing on children aged birth to three years in their presentations to join our SIG, and take part in the SIG meeting at the conference.

(ii) SIG's meeting in the Dublin City University, during the 26th EECERA Conference

During this meeting, the following topics were addressed: the revised requirements for EECERA SIG that came into force in January 2017; possibilities for communication and exchange among the SIG members; SIG's public purpose; information on research interests and projects of the SIG's members; future directions for the SIG.

(iii) Preparation of the SIG's participation in EECERA Conference 2017

The first months of 2017 were dedicated to exchanges among the SIG members in order to delineate the SIG's participation on the 27th EECERA Conference, held in Bologna, in August 2017. This resulted in the organization of two self-organized symposia (SOS), as follows:

Contributors to quality in infant-toddler early childhood programs? Perspectives from the inside, outside and in-between | Chair: Sheila Degotardi

Infants' encounters with curriculum – the benediction as invitation to participate – Sandra Cheeseman

Influences on quality interactions – the outsider perspective – Deborah Norris

A sequential analysis of educator-infant conversations in early childhood centres: Exploring the learning potential of in-between – Sheila Degotardi

Professional reflection and professional development for practitioners working with babies and under threes | Chair: Peter Elfer

Developing close thoughtful attention to children and families in early years pedagogy: the contribution of work discussion groups

Peter Elfer, Sue Robson, Sue Greenfield, Dilys Wilson & Antonia Zachariou

Reconceptualizing infant teaching: The impact of a professional development program

Eleni Loizou & Susan Recchia

Professional preparation for working with toddlers: Examining the role and meaningfulness of pedagogical dimensions

Sara Barros Araújo

Besides these SOS, other members of the SIG will participate in the conference with individual paper presentations on issues that are related to the SIG's focus: Bart Declercq, Jennifer Sumsion, Mônica Apezatto Pinazza, Paulo Fochi and Verity Campbell-Barr.

III. Planned SIG activity for the coming year

As stated, the SIG will continue to pursue the intention of enlarging the network by recruiting new members. Other activities will encompass the preparation of the SIG's meeting in Bologna, the presentation of papers in EECERA Conference 2017 (SOS and individual paper presentations), the creation and promotion of a forum for sharing and discussion through the EECERA SIG website and the discussion around collaborative transnational projects.

IV. How SIG's activities fit with aims and ethos of EECERA

In line with EECERA's main principles, the SIG Birth to Three provides an academic and rigorous forum at both a European and high-International level. We have a strong commitment to raising the profile of high quality research focusing on children aged birth to three years around the world through international collaborative efforts in a new but steadily growing field of research in early childhood education. This SIG pays special attention to research and practice addressing curriculum and pedagogy of children aged birth to three. As a forum, we contribute to debates about the wellbeing and learning for children, families and practitioners, education/ training and qualifications of practitioners who work with children aged birth to three years, issues of employment and professional learning and development in relation to professionals working with children aged birth to three years and their families.