

25th

EECERA ANNUAL CONFERENCE

'INNOVATION, EXPERIMENTATION AND
ADVENTURE IN EARLY CHILDHOOD'

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ABSTRACT BOOK



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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)

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KEYNOTE I
TUESDAY 8th SEPTEMBER
9:45 – 10:45

STEPHEN MOSS

Independent author, TV broadcaster and naturalist

Managing Risk in a Fearful World: why children need a sense of adventure

Britain's children are in many ways less connected with the outdoors and the natural world than ever before. Even though they consume it via TV and the Internet, they rarely spend time outdoors, indulging in unstructured play and experience. This leads to a vicious circle, in which the less time they spend outdoors, the less inclined they are to do so; so indoor activities become the norm. Likewise their parents and peers also get into the habit and mind-set that being indoors is 'normal', while being outdoors is full of fears and dangers.

Yet in my mind the real danger lies in not allowing children the freedom to play outdoors and explore the world around them. We are raising generations of children unable to assess risk – to themselves and others – and make sensible judgements about the world.

In this talk I will explore the current state of our 'cotton-wool kids' and contrast it with my own free-range childhood. I shall examine what has changed; why we are so protective of this current generation; what are the perceived and real dangers of outdoor play; what are the risks attached to the current way we bring up children; the barriers to achieving our goals; and finally the potential solutions to this major societal problem – how we can give our children a real sense of adventure!

KEYNOTE II
TUESDAY 8th SEPTEMBER
11:15 – 12:15

TERESA COLOMER

Professor of Literature Education, Universitat Autònoma de Barcelona, Catalunya, Spain

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

Endings are especially important in narrations for children, not only for the sake of the plot but also for the moral compass of the story. Books aimed at children adapt to the reader's progressive learning of the narrative structure by allowing them to move gradually into complete stories in which the conflict is resolved satisfactorily. However, the fact that a

story is satisfactory in structural terms does not always imply an unequivocal happy ending. The study of the types of ending in children's literature reveals the artistic proposals and moral content that society has offered to children throughout different historical periods. The analysis of the combination of text and image and of the other means used by digital children's literature to provide new endings in stories amplifies these possibilities even more.

Artistic sophistication and the nuances of moral perspective have been integrated into the educational discourses about children's literature and, consequently, there are many works that have broadened the boundaries of what have traditionally been considered "children's books".

These new boundaries –what children are able to understand, what is morally accepted, and what helps them to develop their reading competences- condition the selection of the first stories that future readers should read in our society, as well as the adult mediation that should accompany such readings.

KEYNOTE III
THURSDAY 10th SEPTEMBER
9:30 – 10:30

Hilary Bradbury
Oregon Health Sciences University

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

How might our inquiry & research reunite heart with mind? How might we keep alive collaborative inter-dependance and creative play while courting surprise? That is the promise of action research. Such a promise is useful for bringing skillful curiosity to redesigning the systems that stymie our best learning efforts. Because action research is best described with examples from practice, Hilary will first introduce rich examples of action research with children & school communities to offer a taste of action research as a transformational integration of types of knowledge and communities usually kept separate. Hilary will then outline some basics about contemporary action research by sharing its collaborative spirit & core principles. In simplest terms action research is about holistic, collaborative learning in action. What makes action research unique is the value action researchers give to what has remained voiceless, including those parts of ourselves not normally highlighted, and perhaps even suppressed by dominant techno-rational mindsets. Action research therefore facilitates our reimagining collaborative learning as a living process, within a community in which all learners are called to self reflection and self expression. Using data about what's worked in the past to lean into a collaborative future,

we may find value in powerful action research practices, such as, Photovoice, World Cafe, Participant Jury, Medicated dialogue, U-lab, among others. This talk is therefore especially for change agents who wish to align with the likeminded. It is an invitation to join personal aspirations with collaborative structures in convening larger networks of support for early, and lifelong, learning. Participants are invited to bring their dilemmas to this interactive session.

The accompanying **action research nonet** is a framework that offers a flavor of the kinds of practices of action research we might discuss. The nonet, similar to a duet but with nine voices, comprises three types, or voices, of knowledge (“first person” or personal-subjective knowledge, “second person” or interpersonal knowledge and “third person” or knowledge for others beyond the action research collaborative). Additionally action research seeks to draw from three different timeframes, (including past data, collaboration in the present and future designs). The nonet therefore helps identify what is usefully present or missing.

Type of Knowledge/ Voice	Past	Present	Future
First Person (personal)	Sharing personal motivations for learning collaboration. Tools: Self reflection and self expression.	Exploring what might I do with likeminded others. Tools: Stakeholder diagnosis	Exploring personal vision. Tools: Visioning
Second Person (with others)	Dialogue for inviting interpersonal connections. Tools: Meeting facilitation/Dialogue skills	Exploring objective past data on outcomes to date. Tools: Data analysis	Design of future collaborative scenarios. Tools; Proaction cafe, future search workshops
Third Person (social networks)	Exploring impact of organizational culture. Tools: Culture diagnosis	Sharing data about experimental interventions, compared with past activity. Tools: Data/interview collection (e.g., photovoice) and joint interpretation	Experiments with select improvement interventions across multiple sites with policy implications. Tools: Proto-structuring.

KEYNOTE IV
THURSDAY 10th SEPTEMBER
11:00 – 12:00

CHRISTINE STEPHEN
University of Stirling, Scotland

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

In this presentation I will take a critical look at young children's use of digital and interactive technologies at home and in their education and care settings. These new technologies seem to incite powerful and polarised responses from adults – educators, academics and social commentators as well as parents. For some engaging early with technologies such as tablets, apps and mobile phones, is the way forward, a necessary preparation for the future and a way to respond to the knowledge and educational needs of the 21st century. Others welcome the ways in which new technological resources engage and sustain children's attention in leisure and educational pursuits and offer opportunities to extend inclusive practices. On the other hand, there are doubts about the developmental appropriateness of encounters with digital technologies in the early years, fears about addiction, physical inactivity and social isolation. However, what is not in dispute is that, for the developed world at least, technologies are ubiquitous and here to stay. This presentation will raise questions and challenges which are unlikely to resolve the polarisation of opinion but I hope to illuminate the debate.

The key themes of this conference raise important questions – in what ways do new technologies offer scope for adventure, prompt experimentation and facilitate innovation? I will aim to take a critical look at the evidence about the benefits which technologies afford young children and those who care for them and support their development, drawing on international literature and on studies I have carried out with colleagues in Scotland. We will consider research involving a range of technologies available to young children and look at data about the extent of usage and the kinds of cognitive, social and emotional interactions facilitated and encouraged by alternative resources and activities. But my focus will not just be on the technologies themselves. Encounters with technology take place in particular social and cultural contexts and I will think about these activities in relation to the purposes of early childhood education settings, children's perspectives on their engagement with technologies and the factors which make a difference to their experiences with technologies before they begin primary school.

SYMPOSIUM SET A

TUESDAY 8th SEPTEMBER

13:45 – 15:15

SYMPOSIUM SET A/ 1

PLAY POLICIES AND PEDAGOGIES

Individual Papers

CHAIR: KIRSTY LILJEGREN
Cornish College, Australia

(Re) thinking play and learning in the great outdoors

KIRSTY LILJEGREN, Cornish College, Australia.

The aim of this research is to discover the impact of the role of the pedagogue has on children's learning in the great outdoors. Theoretical underpinning comes from Pelo (2013) and Rinaldi (2004). (Re) thinking teaching and learning in the great outdoors is discussed through the lenses of the Reggio Emilia philosophy and nature pedagogy. The methodological research approach was ethnographic. This is a theory to practice methodology drawing on research from teacher practitioners and situated in the workplace. Photographic images, video and voice recordings were used ethically with children's and parental consent. A sweeping movement worldwide to 'get back to nature', alongside a groundswell of interest in Forest Schools, Nature Kindergartens and Bush Kindergartens has drawn attention to the influence of the environment on children's learning. What is the role of the pedagogue in the outdoor environment? How do we make visible the engagement and meaning making of children? This presentation looks closely at the notion of finding a balance between nature as the third teacher, and the role of the pedagogue. Examples of practice from a 'bush kindergarten' setting in Australia will be shared and unpacked together. The research will explore the concepts of the pedagogy of listening and pedagogical documentation as critical aspects of the role of the pedagogue, and the powerful learning of children at play in a natural environment.

Keywords: children, play, listening, documentation, nature

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

This paper aims to analyse the importance of play as a basic right from a cross-cultural perspective, to identify existing problems and give recommendations that can help overcome them. This study is deeply related to the work of Miller & Almon (2009), Lester & Russel (2010) and Henning & Kirova (2012), and aims to provide a cross culture perspective on children's right to play. The right to education is a basic human right, which has also been stated as one of the fundamental rights in The Convention on the Rights of Children. It is also crucial for children to learn about their and other's culture and to spend quality leisure time with play and toys. This study involves three countries, Portugal, Turkey and Spain. The methodology used is the Mixed Methods Research, and data is collected through the analysis of legislation of the three countries, and a questionnaire to and interviews with 30 teachers per country. Ethically, to ensure confidentiality no information is disclosed without participants' consent and the interviews are transcribed and sent to the participants for a final revision. The main finding identifies the common grounds on which education and play is established in the three participating countries, which will give a very precise idea of how culture has been transmitted across generations. The main implications and practice will be the establishment of a set of general recommendations for children's educators regarding play and culture to help overcome difficulties, and aims to contribute to a peaceful and successful 21st century society.

Keywords: children's rights, play, toys, education, culture

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

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

This study explored teachers' beliefs about play in the infant classes in primary schools in the Republic of Ireland. Research suggests that teachers' educational beliefs influence their practice (Pajares, 1992; Sakellariou and Rentzou, 2012), and also indicates that playful practice is problematic in the early years of schooling (Keating et al., 2000; Fung and Cheng, 2012). The risk that play in the classroom represents to teachers has not previously been identified. The theoretical framework for this study draws on theories which define educational beliefs as implicit assumptions and/or explicit statements about teaching, students, learning, classrooms, and the subject matter to be taught (Kagan, 1992; Fives and Buehl, 2012). The tensions between play and the culture and traditions of the school as an institution frame the research (Goldstein, 1997; Kuschner, 2012). A qualitative interpretative approach was taken, with data collected through a series of six focus groups. Ethically, while the participants did not represent a vulnerable group, anonymity and confidentiality were consistently observed. The data indicate that play represents a risk to teachers' professional reputations because it renders teaching invisible, is inconsistent with the systems of accountability inherent in primary schools in the RoI, and is not supported by stakeholders, particularly parents. Initiatives are underway to encourage pedagogical innovation in relation to play pedagogy in infant classes in the RoI. These findings indicate that the attitudes and values of all stakeholders need to change in order for teachers to feel sufficiently confident and supported to engage in such innovative practice.

Keywords: teachers, beliefs, play, school, parents

SYMPOSIUM SET A/ 2

CHILDREN, MUSEUMS AND ART

Individual Papers

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

The aim of this study was to connect hands-on activities to situated learning in a museum environment to promote cultural heritage education in preschool. The aim of hands-on activities was to increase children's participation and immersion in learning. This study relates to our previous works on situated learning (Aerila & Rönkkö, 2015). The framework of this study is based on situated learning (Lave & Wenger, 1991) and museum pedagogy (Griffin 1998 & 2004) connected to cultural heritage education (Vartanen, 2014). The research material was collected in a home museum environment from 16 preschool children in the spring of 2014. The data consists of follow-up stories, drawings based on the stories, craft designs and craft products. The data was analysed using qualitative content analysis aiming to evaluate whether activities like literature, stories and craft can be applied to cultural heritage education. The research project is guided in strict confidence and no real names will be used in this study or in any subsequent publications. The data is kept private. The children and their parents were given an opportunity to withdraw from the study at any point. Children's follow-up stories appeared to be beneficial in assisting the teacher and children to understand each other and the craft products helped the children make the learning targets more personal and transform the experiences into part of their own lives. As a result of this study a model for museum pedagogy to enhance small children's understanding of historical times was created.

Keywords: cultural heritage education, situated learning, craft education, literature education, museum pedagogy

Philosophical aesthetics and beauty - a project in a Danish nursery inspired by Action Research

HENRIETTE KLITNÆS, VIA University College, Denmark

The aim of this paper is to argue for an aesthetic shift in the pedagogical field. This research examines how pedagogues in a Danish nursery investigate aesthetics as sensitive cognition and as an experience of beauty that occurs in their pedagogical practice. The majority of research in pedagogical context emphasises aesthetics as a learning process (Pedersen & Høhr, 1996; Austring & Sørensen, 2006) but this research seeks to update philosophical aesthetics, which seems to be neglected (Gross, 2002). The research includes the sensitive cognition and experience of beauty (Baumgarten 1750/1992) and the intermediate world, atmosphere and aesthetic thinking (Jørgensen, 2012 & 2014). The study is inspired by action research (Nielsen, 2007 & 2012) based on qualitative analyses of interviews and reflective discussions in groups with pedagogues (Rubow, 2003). Ethical perspectives are taken care of with anonymity of the empirical material and respect for the pedagogues as co-researchers. Main findings from the study show that the pedagogues through moments of beauty develop profound reflections on children's relations, how to follow children's paths, and how and when the pedagogues are using power and judgement. These reflections develop actions, experiments and innovative processes about creating atmosphere and presence with less focus on goals but also about the role of the pedagogue in relation to children's initiative and play. In general this research shows the importance of aesthetic thinking and how moments of beauty create joy and extended subject knowledge. It also shows how the existential dimension is of vital importance in developing professional knowledge.

Keywords: aesthetic experience/thinking, beauty, reflection, action research, professional development

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

MONTERRAT PEDREIRA (1) AND CONXITA MÁRQUEZ (2), (1) UAB, Spain; (2) Escola Universitària de Ciències Socials de Manresa, Universitat de Vic – Universitat Central de Cat, Spain

The aim of this study is to identify the learning processes that occur when children aged 2 to 6 take part in the activity "Can I Touch?" in the "Science Nest", the space for children up to 6 years within the Natural Science Museum of Barcelona. The out-of-school learning processes have already been studied by several authors. Esbach and Fried (2005) claim that it is convenient to familiarise children with scientific phenomena from an early stage because this would allow them to better understand those scientific concepts later. Falk and Dierking (2000) suggest that the out-of-school experiences promote the establishment of social interactions, which are essential to foster learning processes. From a sociocultural perspective, this study analyses the learning processes related to science which take place in a free-choice learning activity. In order to collect data for this paper, a qualitative research methodology has been chosen based upon non-participant observation covering the age range of the activity. Consent form and information sheet were provided to responsible adults, with the commitment to make use of data exclusively for academic purposes. Pseudonyms have replaced the participants' names. The results led to the identification of the following learning processes: sensorial contact, exploratory play, use of instruments, categorisation, communication and inquiry. The study and identification about what does and doesn't occur in these sessions should be useful to improve the activity "Can I Touch?", allowing a more coherent connection between the educative aims of the adult and the specific children's learning processes.

Keywords: early childhood education, science education, learning processes, natural sciences museums, learning experiences

SYMPOSIUM SET A/ 3

MUSIC EDUCATION AND YOUNG CHILDREN

Individual Papers

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^a LUISA REYES (2), (1) Conservatorio Superior Victoria Eugenia de Granada, Spain; (2) Universidad de Granada, Spain

We present a responsive evaluation of a program of early music education to understand its working and introduce improvement proposals. This work is in line with previous research that addresses the evaluation from a democratic, collaborative and responsive approach (Ocaña and Reyes, 2011). The evaluation comes from responsible people who feel the need to receive feedback from their activity. According to Stake (2006) responsive evaluation is to understand and improve professional practice based on the interests of stakeholders. It's important to know how the program affects the lives of people we evaluate (Kushner, 2000) but not only from the point of view of individual experience but as an element in the interaction of individual cultures. The methodology used is the case study and tools are: observations of sessions, interviews with families and children, institutional leaders and teachers, analysis of documents. A matter of vital importance for research on childhood is informed consent. We made a systematic process of negotiation of evaluation report. Children learn from uncertainty and personal quest rather than from certainties and absolute truths, leaving space for research, divergent thinking and continuous creation. Teachers are able to recognise the weaknesses of the sessions, find a reason to articulate the weaknesses and ways to overcome them. Families agree that emotional wellbeing encourages them to attend classes. Constant dialogue between external evaluators and stakeholders is a dynamic element of the training, research and musical activity of the university community, providing existing knowledge transfer from research to teaching.

Keywords: responsive evaluation, early music education, case study, collaborative research, educational innovation

Narrativity in music education

KYLLIKKI RANTALA, University of Tampere, Finland

The objective of this study is to examine how narrativity manifests in music education. The study sets out to find how, and what types of narratives are used in musical playschool pedagogics and how children are positioned in their narrative context. There is only a little research in which narrative, music, education and musical playschool are connected together (Huotilainen, 2010; Marjanen, 2009) and Barrett (2009, 2011 & 2012) has described and researched musical narratives by toddlers. The framework of this study is in narrative thinking, narratives and narrative education (Abbott, 2000; Bruner, 1986; Goodson & Gill, 2011; Polkinghorne, 1995; Ropo, 2009). The other main framework in music education are approached through pedagogics, (Louhivuori, 2009) philosophy, (Heimonen & Westerluns, 2008), art experiences and working practices. The main data consisted of videotaped teaching situations and interviews with the teacher. The data was evaluated using theory-based analysis. The three main ethical issues were codes and consent, confidentiality and trust. In this case study, narrative seems first to be a conscious and target-oriented activity that uses narratives to direct children's attention to educational content and musical learning too. Narratives seem to include tasks divided into three groups: tasks related to identity, related to community and topics being taught in relation to one's experiences and life course. The third finding exhibits narratives and their position in more detail. The fourth finding shows that pedagogics is seen as comprehensive and harmonising. Narrative pedagogics are very well suited to early music education and many others areas.

Keywords: narrativity, music education, pedagogics, position, musical playschool

Interdisciplinary project: "Alfresco concert" - primary research in the Pereanton school of Granollers, Catalonia

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

The aim of this research is to analyse how this interdisciplinary project is improving the children's capability to acquire and learn from the surrounding environment. The "Alfresco Concert" is an opportunity for children to demonstrate their acquired knowledge from this project via music and dance. This year's topic of the project is "The Farm". This school also has a singular education project called "Music for Growing-up" mainly focused on the primary school children. Together with the Hiroshima University research group, our Spanish colleagues have found that this project is helping the children with their academic success, social cohesion, and the increase

of self-esteem, peer-acceptance, and self-confidence. We will analyse the children's learning process in this interdisciplinary project in relationship to the achieved results of the previous co-research. We will focus on the four basic capacities in the Catalonian preschool curriculum, including: the capacity to be autonomous, thinking and communication, exploration and initiative, and the ability to live and work with others. For our method, we will use video data, teaching-unit resources and other materials. Ethically, all video data and images used in this research are appropriately authorised for use by us. The participation of most of the parents and people of the local area in the "Alfresco Concert" has been key to motivating the children. As we know, the transition from preschool to primary school is very important. Therefore, we want to construct a systematic school curriculum using the interdisciplinary project, which could be used as a fundamental part of the "Music for Growing-up" project.

Keywords: interdisciplinary project, basic capacities, 'farm', "alfresco concert", participation of the parents

SYMPOSIUM SET A/ 4

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

Self-organised Symposium

CHAIR: REBEKAH GRACE

Macquarie University, Australia

This symposium will discuss findings from a mixed-methods longitudinal study exploring early school transitions for a cohort of 150 urban Aboriginal children. The research literature points to considerable discrepancies in educational and wellbeing outcomes for Aboriginal children compared to non-Aboriginal children. This project contributes to this discussion by exploring school transitions from the perspectives of Aboriginal children, parents, community members and their teachers, with a particular interest in uncovering and acknowledging the strengths and resilience that Aboriginal children bring to learning environments. The symposium will focus on the cohort children's sense of self and personal identity in the first three years of formal schooling. Quantitative data examining the measurement of self-concept and change over time will be presented, followed by a qualitative thematic analysis of the child interviews. The final presentation will be an in-depth case study exploring the development of a child's identity from multiple perspectives.

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) AND LYNN KEMP (2), (1) Macquarie University, Australia; (2) University of New South Wales, Australia

This presentation will discuss study findings relating to self-concept for a cohort of Aboriginal children over the first three years of school. A small body of research explores self-concept for young Aboriginal children (Pedersen & Walker, 2000). Collectively, this research raises concern that Aboriginal children experience incongruence between the cultures and values of home and those of school, impacting on achievement and wellbeing (Bodkin-Andrews et al., 2010). This presentation will address these issues within the Australian context. The overarching theoretical frame of the research is Socio-ecological theory (Bronfenbrenner, 1979). Self-concept fits within the micro- and meso-system elements of this approach. The study explores the self-beliefs that children bring to their school experience, and the ways in which these beliefs change in response to their experiences. Because of our interest in the interactions between environmental context and ways of thinking about self, the interpretation of this data is also informed by social-cognitive theory (Bandura, 1986). A cohort of 150 Aboriginal children completed the ASK Kids Self-Concept Inventory at the end of each academic year for the first three years of school. We examined change in self-concept over time, and its relationship with learning and school engagement. This study was conducted in partnership with the local Aboriginal community, with ethics approval from all relevant Institutions. This paper discusses the relationships found between self-concept, academic performance and how these relationships alter over time. This presentation will discuss recommendations for developing school cultures that support the wellbeing of young Aboriginal children.

Keywords: self-concept, school transition, Aboriginal, school culture, longitudinal

“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), JENNY KNIGHT (4), ELIZABETH COMINO (4) AND LYNN KEMP (4), (1) University of New South Wales, Australia; (2) Macquarie University, Australia; (3) Charles Sturt University, Australia; (4) CHETRE: University of New South Wales, Australia

This presentation describes the early development of identity in transition to school from the perspectives of Aboriginal children. Previous research with Aboriginal children demonstrated positive self-concept associated with positive relationships, increased engagement with school and school achievement (Purdie et al., 2000; Ockenden, 2014). This research adds to the research by exploring early identity formation for Australian Aboriginal children in the school context. The theoretical framework for this study draws upon life course theory (Elder, 1998) and identity-based motivation model (IBM, Oyserman, 2007, 2009a & 2009b). Identity was viewed as ‘constructed, co-constructed and reconstructed’ in the school context as the child interacted with parents, teachers and peers. Broad themes of identity were developed for young Aboriginal children from interview data (collected prior to school entry then bi-annually over the first three years of school). Parental consent was obtained for children's participation. Children gave verbal consent to participate prior to each research activity with an explanation they could withdraw at any time. Pseudonyms are used for participants. Preliminary findings show children’s self-identity is related to several factors including their physical and cognitive functioning, general popularity and how significant 'others' see them. The role of the teacher in the classroom is discussed in assisting the formation of a positive self-identity for Aboriginal children. This study adds to a growing field of research exploring identity formation for Aboriginal children and highlights ways of supporting a positive identity formation which may in turn foster school achievement, learning and engagement.

Keywords: Australian Aboriginal, transition to school, self-identity, life course theory, qualitative

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

LYSA DEALTRY, Charles Sturt University, Australia

This research explores sense of self as a marker of positive transition to school for Australian Aboriginal children. Sense of self, defined as a relational construct, is explored in this paper through child, parent and educator perspectives in one case study. Strengths approaches have identified Aboriginal children's assets as they start school (Armstrong et al., 2012, Dockett et al., 2008). Adopting a strengths approach, the research adds to previous work by identifying the assets of other key stakeholders in the children's transition. Cultural Interface theory (Nakata, 2007) is aligned with a bioecological framework (Bronfenbrenner & Morris, 2006) to inform an expanded re-reading of the transition to school. The strengths of dialogic, transdisciplinary research (Christie, 2006) collaborations frame the research. Interviews were conducted with the case study child, their parents, their teachers and other members of the school community. Ethical considerations centre on the conduct of ethical research in and with Aboriginal communities. Researcher-researched partnerships based on principles of respect, reciprocity and ongoing consultation and consent to the research were established to ensure strong Aboriginal stakeholder support for the research. Preliminary findings describe the multi-faceted and contingent sense of self of the children starting school. Transition to school is conceived as a time in which sense of self is expanded as children and families navigate new relationships to people and places and changing roles and responsibilities. A multi-perspective view of what constitutes and realises successful transition to mainstream schools for Aboriginal children and their families has implications for practice and policy.

Keywords: transition to school, sense of self, Australian Aboriginal, socioecological theory, Indigenous ways of knowing

SYMPOSIUM SET A/ 5

CHILDREN'S RIGHTS

Individual Papers

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

The purpose of this study was to explore how early childhood teacher preparation programs in Chile include the children's rights approach. This study was entrusted by UNICEF to compare with the international state of the art, since this is an unexplored theme in this country. The theoretical framework considered diverse analytical dimensions: the United Nations Convention on the Rights of the Child and the General Comment 7, current perspectives on childhood: agency and participation, voice and citizenship, and the educational system as a key institution to disseminate the child's rights approach. The study adopted a mixed method approach, using an on-line survey and a multiple case study. The former was applied to the 59 programs preparing early childhood teachers in the country, the latter included semi-structured interviews and document analysis of 10 of these programs. Ethical considerations were taken through informed consent, the study guaranteed confidentiality and anonymity to all participants, and the right to withdraw at any stage as desired. Findings showed that all participating programs are incorporating, to some extent, the child's right approach. However, findings also suggest that all participants fail to establish a relationship between the child's right approach and the implications for pedagogical practice. This is evidenced in a theoretical misunderstanding about its core concepts, such as voice, citizenship, participation, rights and duties, among others. As this is an emergent area of study in Chile, it opens the debate on the implications of including the children's rights approach for educational policy related to early childhood teacher preparation.

Keywords: early childhood teacher preparation, children's rights approach, children's citizenship, children's participation, pedagogical practice

Revolutionary walls – a study of the enactment of democracy in Early childhood education (ECE) DIANA SOUSA, University of Winchester, United Kingdom

The purpose of this study is to examine the nature of 'democracy' and how it is understood and enacted in the specific context of ECE settings in Portugal. Notwithstanding years of study and discussion, it is still argued that one of the main challenges in educational research is to fully understand the relationship between education and democracy (Ginn, 1996) and how to enact them at different levels. Following Freire's (1967) idea that democratic education "must grow out of a critical educational effort based on favourable historical conditions" (p.19) this paper scrutinises the nature of democracy promoted, unveiling intentions and realities. This study involved three levels of analysis, national (state), organisational (schools) and local (classrooms) and followed a predominately historical and interpretivist approach in a social and cultural framework of constructed and shared meanings (Hughes, 2007). The data presented was collected from policy makers, ECE experts, educational institutions, teachers and school leaders through a selected range of methods, such as: analysis of historical and policy documents, interviews to policy makers, ECE researchers and observations. Individual interviews were conducted following institutional ethical approval and further to gaining each participant's informed consent. This study highlights the complexities of democratic approaches, understanding the meaning of democracy in the remit of policy and practice in this particular context. Although this research is restricted to the specific cultural context of Portugal, ECE, and democratic education, the study has broader implications for our understanding of the connections between education and democracy.

Keywords: democracy, early childhood education, enactment, policy, practice

Revision of Turkish early childhood education curriculum: how does the new program protect Turkish children's rights?

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

Our research aim is to examine closely early childhood education curriculum reform in Turkey from a children's rights perspective. Renewal of curriculum was made in 2012 through collective works of European Union (EU), UNICEF, and Turkish Government. Turkish national early childhood education program has been revised three times in the last decade. Each renewal has changed children's education from different aspects. This reform will be analysed through critical curriculum theory since curriculum is "not given but always embody prevailing power relations" (Young, 2013, p.116). Apple (2004) indicates that "a truly critical study of education needs to deal with more than the technical issues of how we teach efficiently and effectively-too often the dominant or only questions educators ask. It must think critically about education's relationship to economic, political, and cultural power" (p.viii). We focus on not only the resistance of teachers, administrators, and even parents to the application of the past and current curriculum, but also the challenges that the revised curriculum will generate. We will prevail existing spaces of resistance in curriculum and dominant discourses through children's rights perspective. This paper will confer on the following points: the motivations for reforming the previous program, the changes made and the role of the culture on these changes, possible prospective effects of these changes and finally, how the children's rights will be protected by the new curriculum. The results will lead and guide more sensitive reform process in terms of children's rights.

Keywords: early childhood education program, national curriculum, Turkish early childhood education, curriculum reform, children's rights and curriculum

SYMPOSIUM SET A/ 6

INNOVATION IN RESEARCH METHODS

Individual Papers

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

This paper aims to promote conversations from a child's rights perspective around enhancing young children's voice and agency in research participation. As part of a qualitative study focusing on early childhood research ethics, practical and theoretical links between informed consent processes, young children's understanding and meaningful research participation are explored. Based on a new conceptual model of meaningful early childhood informed consent, this paper introduces an innovative interactive narrative approach to inform young children. The narrative approach was used to inform nine young children (aged 3 to 4 years) about their research participation and to convey the purpose and context of the research to the children. Data collection occurred during 2012-2014 at the child's home and included conversations with children and semi-structured interviews with parents on three occasions, along with videos of children interacting with the informing story over a period of 10 weeks. A major focus of this approach is its potential to respect young children's rights of participation (as embodied in UNCRC Article 12), provide them with the information they require to make meaningful choices, and to deliver information in a manner that is both engaging and accessible to young participants. The young children were empowered to make informed choices, demonstrated high levels of engagement, and revealed multi-layered understandings of concepts being researched. Results also suggested the informed consent process can add value to early childhood research. This paper highlights the need for early childhood informed consent practices to evolve to support contemporary philosophies in participatory research.

Keywords: informed consent, research ethics, young children, meaningful participation, interactive narrative approach

Preschool didactics from within

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

We introduce 'Preschools Didactics From Within' (PDFW), a novel approach to preschool-based research. This approach focuses on the design of research projects that (a) specifically address issues faced by preschool teachers and children and (b) create opportunities for teachers and children to contribute their expertise by mutually occasioning self-reflection among teachers, children and researchers. Conquergood (2002) calls for the development of research models that "bridge segregated and differently valued knowledges" and bring together "legitimated as well as subjugated modes of inquiry," (p.151-152). PDFW is one such model. Specifically, PDFW is a kind of formative intervention organized around principles of cultural historical activity theory (Engeström, 2008). Data include field notes, audio and video recordings, interviews and artwork that were collected by researchers, teacher and students. Informed consent was obtained from teachers, parents and guardians. Our analyses show that teachers and children who participate in PDFW construct novel solutions and concepts that can be used in other instances as tools for the development of locally appropriate pedagogical adaptations. The practice of pedagogical documentation is key to understanding the rich, dynamic processes underlying the development of these concepts "from within". 'Preschool Didactics From Within' has wide implications for research design - not just in preschool didactics - that is rigorous, democratic and that promotes a collaborative ethic among research participants (researchers included) that positively transforms both partner organisations (preschools in this case) and the academy.

Keywords: formative intervention, school-based research, pedagogical documentation, ethnography inspired, design experiments

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

LIZ ROUSE, CREC and University of Wolverhampton, United Kingdom

'Can infant massage offered through children's centres enhance pedagogical attachment in resilient families facing challenging circumstances?' My PhD explores infant massage as an early infant-carer learning encounter, and its potential to support young children's resilience. This study builds on Bennett, Underdown and Barlow's (2013) meta-analysis and critique of research examining the impact of infant massage on young babies' outcomes. Responding to their recommendations, my project will contribute a "trustworthy" (Lincoln and Guba, 1985) account of the lived experiences of strong families facing testing circumstances. Five key concepts underpin the research, tessellating components of human relationships and the claims for infant massage, attachment (Salter-Ainsworth, 1978; Bowlby, 1969), intersubjectivity (Trevarthen and Malloch, 2002; Stern, 1985), resilience (Rutter, 1996; Grotberg, 1995), infant massage (Field, 2010) and touch (Piper and Smith, 2003). Situated in a naturalistic paradigm, using the methodological approaches of phenomenology and case study, the research will collaborate with four infant-carer dyads plus professionals from two children's centres. The design is layered, intended methods are video, unstructured interviews, creative consultations, and questionnaires. The presentation examines the ethics associated with video-based research, including obtaining ongoing permission from pre-verbal participants, upholding rights to withdraw, power and vulnerability. This will generate an audience discussion around the rights of young children in research, and wider debate around the opportunities and challenges faced when using visual technology. The dialogue will support the further development of a principled study, colleagues considering research with young children using digital and visual media will also benefit from the collaborative debate.

Keywords: infant massage, participation rights, pre-verbal, permissions, video-based research

SYMPOSIUM SET A/ 7

TRANSITION IN PLAY, TRANSITIONS IN LEARNING

Self-organised Symposium

CHAIR: MARILYN FLEER

Monash University, Australia

This presentation features three papers that focus on transitions in play (Hedegaard, Fleer) and transitions in learning (Adams). The papers draw upon cultural-historical theory to frame and discuss the research findings. Specifically the concepts of demands and motives (Hedegaard, 2012), subject positioning (Kravtsov and Kravtsova, 2010) and perezhivanie (Vygotsky, 1994) are used. Transitions is conceptualized as the development of new motives and competences that reorient their orientation and relation to other persons and their surroundings.

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

MARIANE HEDEGAARD, Copenhagen University, Denmark

The research question regards how play is used in school and how learning is introduced into play in kindergarten to accommodate transition from kindergarten to school, and how this transition influences children's development. Previous research in this area includes: Hedegaard (1995), Hedegaard & Fleer (Eds.)(2008), and Hedegaard (2012). The theoretical and conceptual framework underpinning this work assumes that transition from one institutional practice to another means new demands that may lead to developmental conflicts. Also, that children have to evolve new motives and competences that will re-orient their relation to other persons and their surroundings. An intervention approach is used to explore what kind of conflict the children may become involved in, what may be developmental and what may be detrimental. The two main methods are: (1) participant observation of the educational activity in two kindergartens following the children into class zero, (2) recorded discussion sessions in which observations are used to plan changes in the educational practice. The pedagogues were all given the observation protocols to accept before use. Children's parents have given their consent, and children could ask and were told what the observer was writing. They could leave the situation if they wanted. The study will report how educators' demands influence children's activities and motive orientation in daily practice, in kindergarten and how this influences their transition to school. This work has the potential to help to support children's transition from kindergarten to school taking the children's perspective into consideration.

Keywords: transitions, cultural-historical, motives, play, children's perspectives

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

This research aims to explore the social interaction between two, three year old children in an international school. One child enters the class mid-way through the semester the other child is established. This paper forms part of a larger PhD study that explores the transition processes and conditions created to support learning and development of expatriate children across institutions (home, school and other activities). Vygotsky's (1994) concepts of perezhivanie and the social situation of development provide a new way of thinking about transitions that young children potentially experience in their early childhood years. In this qualitative case study, the methodology is based on cultural historical research. Digital video recordings (75 hours) were collected throughout the everyday life of the child across settings (home and school). Interview data (15 hours) were collected from parents, teachers and principals. Ethical protocols were followed including obtaining ethics permission, using pseudonyms, participant comfort and safety were kept in mind at all times. Findings indicate that children use complex interaction styles to negotiate forms of inclusion and exclusion. Further inclusion and exclusion become part of the values and norms of the classroom due to the demands of the curriculum and the organisation of assessment, this in turn affects the motives of children and their social interaction. With the increasing number of families with young children experiencing multiple international transitions there is a need

for educators to be aware of the implicit and explicit values imparted to children. Further, strategies and support are required for these children.

Keywords: transitions, early childhood, social inclusion, exclusion, perezhivanie

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

MARILYN FLEER, Monash University, Australia

The research aim is to examine the ways that teachers position themselves in children’s play. There are relatively few studies of the pedagogical roles adults take from inside of children’s imaginary play. Mostly it is assumed that teachers do not interfere in play (Wood, 2014). Most do not expect teachers to be inside of children’s play (Singer, Nederend, Penninx, Tajik, & Boom, 2014), supporting play development (Hakkarainen & Bredikyte, 2010). The cultural-historical concept of subject positioning (Kravtsov & Kravtsova, 2010) was used to give a more nuanced way of thinking about the role of teachers in children’s play. The play pedagogy of 5 Australian centres were analysed. Video observations of 9 teachers interacting with children (3.3 to 5.5 years) during free play time (399 hours of video observations) were analysed using subject positioning. It was found that most teachers positioned themselves outside of children’s play. A typology of play is presented - teacher proximity to children’s play, teacher intent is in parallel with children’s intent, teacher is following the children’s play, teacher is engaged in sustained collective play, and teacher is inside the children’s imaginary play. This typology supports teaching planning of their role in practice. Monash University Ethics approved protocols were followed.

Keywords: subject positioning, cultural-historical, play worlds, transition, sociocultural

SYMPOSIUM SET A/ 8

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

Self-organised Symposium

CHAIR: IAN BARRON

Manchester Metropolitan University, United Kingdom

The political, economic, sociocultural and technological complexities characterising modern society require a theoretically-informed professional early years workforce to develop thoughtful practices across UK education and welfare. The ambition of this symposium is to illustrate how the university classroom offers students and tutors spaces for theory-practice-policy critique via learning and teaching encounters that privilege persistent openness to different conversations, ‘readings’ and analyses, a process of what Fielding and Moss refer to as ‘permanent provisionality’ (2012). They argue that the university classroom offers dynamic spaces to pose critical onto-epistemological questions, resisting the rush to find, and rest with, over-simplified solutions (Ginsberg, 1989). In the papers, authors argue that this space assembles the critical and political in education, challenging the erosive effects of rendering professionals technicians and rethinking how, “... there is always more than the actual world; there are also all the potential worlds we might see” (Colebrook, 2002).

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

KERRY-JANE MOAKES, Manchester Metropolitan University, United Kingdom

This paper draws on my doctoral research into teaching and learning in higher education (HE). Focusing on a group of early childhood studies students, the paper explores how creative HE pedagogies can usefully question how learning occurs. Using Barnett’s (2012) suggestion that HE needs to prepare students to become critical practitioners of the future, this paper weaves ideas from developmental psychology together with theories of learning in HE (e.g. Jackson, 2014) to re-think the processes of creative pedagogy. A feminist position (Barad, 2007) will be used to analyse the ways I document and experience my role as a teacher in HE. Over a series of teaching and learning encounters, observations and autobiographical writing (Denzin, 2014) will be used to examine how HE can provide spaces for developing both students and myself. The project has university ethical approval. An information sheet and consent forms have been provided to participants. Informed consent is

negotiated throughout the research and students have the opportunity to withdraw at any time. Confidentiality and anonymity is protected. I advocate that the use of creative pedagogic approaches in HE can create tension and emotional risk, producing changes in understandings about a range of early years issues for both teacher and student. HE needs to provide opportunities for students to learn subject knowledge and negotiate their own identities. The classroom provides spaces in which students can experience learning through play and thus feel the complexity of processes of learning and the significance of themselves within this.

Keywords: pedagogy, risk, auto-ethnography, being, knowing

(Dis)ability and belonging in the UK early years education

JOSIE GABI, Manchester Metropolitan University, United Kingdom

Drawing from my PhD study on belonging in the early years, this paper aims to scrutinise how I might use extracts of ethnographic data with EYCS students to encourage them to rethink familiar practices when working with children with special needs in the early years classroom. The bodies of disabled children are typically cast as lacking, and not imagined to articulate a range of potentialities (McLaren et al., 2012) where paradoxically, a child may be defined as 'disabled' within one service and not within another (Goodley & Runswick-Cole, 2011). Rather than asking 'what is a body?', which stratifies the body into molar identity categories of disability/able-bodied, I turn the question around 'what can a body do?' (Deleuze, 1990) in order to encourage a deeper interrogation of normalised practices. Drawing inspiration from Barad (2003), I turn to posthumanism and new materialism to explore the dynamic relational entanglements of intra-acting human and non-human affective assemblages where the space between 'dis' and 'ability' opens up possibilities for molecular work with students. A consent form was provided to all participants. Informed consent was negotiated with the children involved since it has been argued that even young children are able to understand such concepts (David, 2001). Participant names have been anonymised. Students are provoked to think about resisting assertions of 'truth' and to consider the affective dimension of belonging. This research has political and cultural implications for early years practice and how the social space of classroom might be perceived and sense of belonging realised.

Keywords: belonging, affect, posthumanism, assemblage, early years

Navigating shifting identities in transition

JOANNE MCNULTY, Manchester Metropolitan University, United Kingdom,

This paper aims to re-conceptualise traditional views of transition. The focus is on undergraduate EYCS students reflecting on their transition to university and how these reminiscences can be used to support the transitions that young children encounter. Research (Colley, 2007; Zittoun, 2008; Ecclestone et al., 2012) has shown that transition has become less traditional and more individualised. Lam & Pollard (2006) consider that, even for young children, transition involves shifts in identity and agency. Through utilising a critical and reflexive approach to practice (Kraft & Alsop, 2002; Cunliffe, 2004) I will examine how students come to understand that learning requires an active, embodied construction of meaning where uncertainty and complexity (Barnett, 2005) are embraced and where these constructions can be applied to their work with young children. The data was produced within a qualitative research framework informed by critical theory and a postmodern orientation. The study puts autoethnography and semi-structured interviews to work, building a challenging and complex representation of co-participants' roles in sensing 'transition'. All participants were informed of the nature of the research via an information sheet and consent was agreed prior to the project beginning. Participants understood their right to withdraw at any time. Participants' diverse understandings of transition suggest that they are highly individualised and fragmented. Likewise young children's transitions should be viewed and responded to accordingly. Encouraging students to critically reflect on their transition offers an insight into how the young children they may work with in the future may experience their own transitions.

Keywords: transition, identity, agency, learning, pedagogy

SYMPOSIUM SET A/ 9

GENDER AND GENDER CONSTRUCTION IN YOUNG CHILDREN

Individual Papers

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

This paper aims to explore how young children construct their identities through the Disney film Frozen. One of the criticisms is that gender stereotypes associated with body image, physical appearance and personal traits portrayed in the classical Disney films can send misleading messages to children (Olfman, 2009; Leek, 2013). This can have long term effects on the way children see themselves and they relate themselves to others. Erikson (1963) argues that the development of the healthy personality is based on an enduring ego identity influenced by personal history and social contexts. Children gain their self-identity through self-observation and information from their social world, popular culture plays a huge role in shifting children's self-identity from being internally to externally driven (Taylor, 2012). This study attempts to explore how young children develop their identities through Frozen. This study is literature search alongside a complimentary case study of my four-year-old daughter. Ethically searching and analysing existing sources is of primary importance. Preliminary findings reveal that Frozen is a media which provides space for children to be related whilst children represent themselves and others in their made up Frozen regime, where they actively construct their self-identities and shared identities. This study provides an insight into the relationships between popular culture and children's identity. Implications include the need to challenge stereotypes or misconceptions associated with the role of children in popular culture and recognise the active engagement and participation of children through popular culture.

Keywords: Disney film, identity, gender stereotypes, popular culture, Frozen regime

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, JULIA C. NENTWICH AND WIEBKE TENNHOFF, University of Teacher Education St. Gallen, Switzerland

Within the national research programme on gender and equality, this research project on doing and undoing gender in the nursery examines how gender is made relevant in day-to-day practices of nurseries. The presentation focuses on interactions between childcare workers and children during free play. The study draws on findings on gender in early childhood (MacNaughton, 2006; Brandes et al., 2013). Interactions in nurseries are analysed using the concept of doing and undoing gender (Deutsch, 2007; West & Zimmerman, 1987). In addition, dramatisation (Goffman, 1994; Faulstich-Wieland; Weber & Willems; 2004) and de-thematisation (Hirschauer, 2001) is taken into account. Four Swiss nurseries were visited for an ethnographic, video-based study during four days each in order to examine how gender is made relevant in the day-to-day practices of early childhood educators. The entire video data of 50 hours was fully categorized using atlas.ti software, applying an event sampling approach. For the analysis presented here, all sequences with interactions whereby a childcare worker responds to a child's behaviour within free play are analysed (119 sequences). Approval for video-based participant observation was sought. The results indicate that early childhood educators enhance the behaviour of the children. Reactions seeking to enhance gender equality and challenging doing gender are however rare. Differences in relation to organisational culture can be found between nurseries. Many children experience nurseries as the first institutional, educational setting. We suggest that organisational development and professional education may foster gender equality and also the quality of the play and learning environment.

Keywords: gender, daily practices, interaction, play, video analysis

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

LUCY PARKER, University of Roehampton, United Kingdom

This paper reports on a life history study of female early years teachers. The focus of the study was to explore the key factors that influence the formation of pedagogical beliefs and looks particularly at the role that gender, early childhood and family background plays in the formation of those beliefs. Previous research suggests that early years teachers struggle to articulate their pedagogy. This was a qualitative study, framed within a feminist, social constructionist perspective. Data was gathered through semi structured life history interviews with 12 early years teachers, who were teaching in a range of settings in England. Participants were interviewed twice, once through a semi structured interview and then a second interview using objects and photographs to support reflective discussion. Asking participants to share their life story required high levels of trust and confidentiality. A life history approach was chosen for its collaborative nature, which enabled the participants and researcher to enter into a shared dialogue. Data was analysed through thematic analysis. This paper presents some of the key themes identified within the data and discusses the benefits of using a life history approach. Findings from this study suggest that there are a number of key factors influencing pedagogical beliefs and within this study aspects of gender, early childhood and family were particularly influential. This study highlights the benefits of engaging teachers in reflective conversation, and the need to have a greater understanding of female early years teachers and how their pedagogical beliefs are formed.

Keywords: pedagogy, beliefs, life history, female early years teachers, professional identity

SYMPOSIUM SET A/ 10

PERCEPTIONS OF LEADERSHIP IDENTITIES

Individual Papers

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

The aim is to delve deeper into both visible and less conspicuous expressions of authentic leadership through early years professionals' retrospectively remembered personal stories about their experiences. The study explores how personal narratives further illuminate leadership practice in context, thereby making it more transparent and accessible to early years practitioners. While traditional qualitative methodologies, particularly structured interviews, advance contemporary knowledge and practice about early years leadership, this project shifts from studying leaders and leadership from the outside, to scrutinising leadership more democratically in situ and using insiders' subjective perspectives. Current understanding about leadership in early childhood provision has advanced through multi-disciplinary theoretical perspectives including psychology and sociology, with interdisciplinary links found in social constructivism, educational and adult learning theories. The interdisciplinary and participative methodology of narrative inquiry was used to collect qualitative data from 10 early years practitioners selected for articulation and storytelling ability. Seven open-ended prompts were offered to elicit written narratives, which were co-analysed, co-interpreted and re-storied through follow up telephone and email contact. Critical ethical considerations focus on issues around trust, respect, psychological and professional exposure and vulnerability, anonymity and confidentiality. Preliminary findings raise numerous methodological issues including respondents' ability to identify, articulate and interpret tacitly-held lived leadership experience and validity of co-interpretation and re-storying. Practical implications highlight the contribution of narrative inquiry as a medium for extending professional understanding about and practice in leadership, and participative research approaches. Greater understanding about leadership can contribute to capacity building and thereby enhance the quality of early childhood provision.

Keywords: leadership, narrative inquiry, storied experiences, professional development, early years

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

LEENA HALTTUNEN, University of Jyväskylä, Finland

The presentation is based on a study aimed at investigating the leadership of deputy leaders in the context of early childhood education. In Finland, the position of a deputy leader is broadly used. A deputy leader is an appointed employee who assists the leader of a day care setting. The research has connections to the research of distributed leadership and teacher leadership (e.g. Spillane, 2006; Harris, 2008). Torrance (2013) notes that distributed leadership does not occur naturally. For example, according to Mistry and Sood (2012), EY staff are afraid to manage other staff members. Deputy leaders in my own study (Halttunen, 2009) saw themselves more as teachers than leaders. The theoretical framework of the study is in distributed leadership. In this presentation I focus my paper on how the leadership of the deputy leaders is determined. The participants of the research were selected using random sampling. The data collection was done using semi structured interview and there were altogether 11 participants. The data were analysed using data driven content analysis. Participation was voluntary and the anonymity of the participants was guaranteed. Based on the analysis, the determination of the leadership of the deputy leaders is done by the director, by the deputy herself, by the other staff members and by the work conditions of the deputy leader. Most of them positioned themselves mainly as a kindergarten teacher but also as a leader. The findings gives implications for practice to clarify the role of the deputy leaders.

Keywords: early childhood education, leadership, distributed leadership, deputy leaders, Finland

Leadership and management as current issues in early years settings in Germany: results from a qualitative interview study with headteachers

ITALA BALLASCHK, Freie Universität Berlin, Germany

This study investigates how headteachers of daycare centres in Germany perceive their role as leaders. Research shows that leadership plays a pivotal role in the functioning and developing of an organisation (Yukl, 2002). This also applies for organisations such as daycare centres (Siraj-Blatchford & Hallet, 2014). Currently, daycare centres in Germany are undergoing a change, and there is a need to redefine which aspects of leadership are necessary for the early years setting. In the past, management theories have been used as a basis for defining relevant leadership aspects. However, they might not be sufficient to adequately describe the complex leadership tasks inherent in the daily routines of daycare centres (Fialka, 2012). Leadership theories have long neglected the distinct context of the early years setting, and little is known about the role, qualifications and self-conceptions of headteachers in daycare centers. The study takes a qualitative interview approach. The sample of 26 headteachers was drawn from the evaluation of the German national initiative "Early Chances". Participation was voluntary, and all interviews were anonymised. Interviews revealed that a concept of leadership is still lacking in headteachers' professional self-conceptions. Most headteachers attribute their personal leadership style to their own personality and to role models from the past. In contrast, only a few attribute it to their training or to management theories. From the interviews, a need for structural change in favor of distributed and transformational leadership in the early years setting becomes apparent.

Keywords: leadership, management, headteacher, daycare centre, professional self-conception

SYMPOSIUM SET A/ 11

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

Individual Papers

CHAIR: CAMILLA BJÖRKLUND
University of Gothenburg, Sweden

Powerful frameworks for conceptual understanding in preschool

CAMILLA BJÖRKLUND, University Of Gothenburg, Sweden

A research project in Swedish preschools was aimed at enhancing preschool work with mathematics. The research interest was directed towards facilitating children's concept development within authentic preschool activities. This study centres around the notion "half" – a complex notion for young children (Holmqvist & Nyberg, 2014; Tirosh et al., 2011), even though it is an example of everyday mathematical content that children take part in. Driven by the Variation Theory of Learning (Marton, 2014), preschool children were challenged to explore this notion's complexity within playful settings. The activities were characterized by carefully designed ways to enable children to discern critical features and aspects of the designated concept (Marton & Tsu, 2004). In this presentation, we follow one teacher's work with the notion "half" in five different goal-oriented activities with 4–5-year olds. The teaching approaches are described and analysed in accordance with the Variation theory, a pedagogical theory that focuses the learning object (Marton, 2014), and how the learning child perceives this learning object in relation to what is made possible to discern in the teaching act. The analysis is based on video-documentations from the project's empirical work in preschools. Ethical considerations are done in accordance with the National Research Council's (2011) guidelines for ethics in humanities research. Results of the analysis show how different frameworks work in different powerful ways, where learning the complex meaning of a notion may be facilitated or constrained. The presentation concludes with recommendations for pedagogical practice, specifically for practices where play is emphasized as a preferred teaching strategy.

Keywords: early childhood education, mathematics, play and learning, pedagogical framework, preschool

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

MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands

This paper is about the role and attitudes of professionals in engaging risk in children's play. Previous research shows there are several elements on risk-taking influencing the attitudes of educators: legal obligations (Hundmeyer & Prott; 2005), relationship with parents (New et al., 2005) and teachers' beliefs about (non)benefits of risky play (Little et al., 2012). The theoretical framework of this review draws upon theories of benefits to childhood development of risky play (Stephenson, 2003; Tovey, 2007) and its elements (Stephenson, 2003; Sandseter, 2010), as well as notions about pedagogical relations of educators to children in their risk-taking play (Smith, 1998). In a narrative review we combined existing literature with professional experience on the diminishing possibilities of engaging risk by children in their play and the role and influence of the pedagogues surrounding them. Ethical consideration has been given as the demands of a narrative review are met in critically interpreting results of an extensive literature search into new value-added content complemented with personal experience of the researchers conform the requirements of ethical and integer science. Pedagogical educators have a dual responsibility taking care for a safe play environment and stimulating children's development to independence capable of dealing with risk and challenge in their play, causing dilemma's in their daily work and in relationship with parents. To develop children's risk competence a 'balanced approach' appealing to the educators pedagogical sensitivity is suggested. This paper contributes to the practice of professionalism in early childhood education and can give indications of the need for further research.

Keywords: risky play, professionalism, pedagogical sensitivity, risk competence, pedagogue-parent-relationship

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

Our research is to investigate if is possible and proper to propose some "scientific" contents and tools starting with early ages. In this explorative study we selected the topic (light and colours), we designed and tested a proposal with 2-3 years old children in a Italian ECEC. We implemented and revised the proposal on the basis of the effective children's responses and participation. The studies on progressive learning in early childhood talk about an active and competent child, capable to articulate abstract notions and constructor of his/her own knowledge and make sense of the experience (Musatti & Mayer, 2001 & 2011). New perspectives are rising in the pedagogical debate about educational experiences that children have in the ECEC and about competences and knowledge they can develop. These are crucial questions for the education and development of young

children. The research is inscribed in the qualitative educational field. We used video-audio recordings, observing and listening (Sumsion & Goodfellow, 2012) children while they were making meaningful experiences to give sense of light and colour vision in their usual ECEC environment. Data was analysed by researchers with different competences. The Ethics Committee approved parent and teacher's informed consent for videotaping the children. Data analysis shows that children appear to use spontaneously some cognitive strategies and procedures, close to the "scientific" ones: working with variations and giving multiple representations. The implementation from an early age of educational approaches to support scientific knowledge construction about physical phenomena fits properly in the affective, social and cognitive children development.

Keywords: Italian ECEC service, video-audio observing, exploration of physical phenomena, light and colour light, children's ideas

SYMPOSIUM SET A/ 12

PHYSICAL EDUCATION

Individual Papers

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) AND MERCÈ XANDRI VENTURA (2), (1) Universitat Autònoma De Barcelona, Spain; (2) Escola Bressol Can Serra, Spain

The aim of the study is to analyse the behaviours that are produced in the psychomotor sessions from the sensations and perceptions which generate a material of different perceptual properties. Through the senses the infant has his first knowledge of the world and he has the first sensations and perceptions that are the basic process of learning (Matlin, 2002). The child discovers the world of the colours, sounds, shapes, tastes and smells which make the best process of knowledge, intelligence and language development. In the beginning of the child's perceptive process, the sensations start to group and are assimilated and accommodated to the repertoire of knowledge and action, and they are processed in patterns that can be remembered and later are used in new situations. We selected 52 children between 20 and 36 months old from a kindergarden and their behaviours were analysed through the observation of the psychomotricity sessions. All families gave consent for children to participate in the study and to be recorded/filmed. Names of children have been replaced by numbers. The results shows that the perceptions which are generated in the psychomotor activity vary depending on the child's age, the young children perceive more through touch, while the older ones use hearing and eyesight. Through the psychomotor activity the infant is building a concept of the world. The perceptive-motor capacities are the ones that can coordinate the sensorial systems with the movements of the body.

Keywords: perceptive development, psychomotricity, perceptive-motor capacities, sensorial development, children's education cycle

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

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

The aim of this study was to investigate how 6-year-old school children used their schoolyard during recess and how the yard promoted physical activity. It is generally accepted that diversity increases activity. The better equipped schoolyards and playgrounds offer a variety of play forms that challenge physical activity. Lindholm (1995) has documented how activities in schoolyards increased with the presence of green structures. Reports that simple initiatives such as marking the schoolyard with colours have a positive effect on children's physical activity. Simple playground markings and physical structures proved to increase physical activity levels in school children, with a special effect on the inactive children (Ridgers et al., 2007; Stratton 2000). Behaviour settings are landscapes where activities occur and comprise both the physical and social context of behaviour. Such settings are potentially important to individual involvement in physical activity. It seems important to

understand the impact of the school environment on children's physical activity (Sallis et al., 2001; King et al., 2002). In this study we investigated the affordances of physical activity in two different schoolyards and examined whether different environmental determinants in the schoolyard settings promoted different levels of physical activity in 6-year-old schoolchildren. All monitoring and data collection and analyses were treated anonymously due to directions from the Norwegian Data Inspectorate. Asphalt areas favoured more physical activity in boys than in girls. Playing in the forest was more attractive to girls than boys. In both schoolyards the children were physically active at moderate, vigorous, physical activity levels for half the recess period of 40 minutes. The study may have implications for changing schoolyard practices and school policies.

Keywords: children, physical activity, school environments, behavior patterns, behavior settings

The challenges of teaching physical education: early childhood educators' experiences

NIKI TSANGARIDOU, University of Cyprus, Cyprus

This investigation was undertaken in order to deepen our knowledge with regard to the challenges early childhood educators face while teaching physical education. More specifically, the purpose of this study was to describe preschool teachers' challenges, views and experiences of teaching physical education. Over the past years research has indicated that early childhood educators experienced several difficulties when teaching physical education. Educational scholars emphasise that, in order to understand pedagogical assumptions and behaviours of teachers, greater attention needs to be paid to their views and experiences and how they affect their teaching (Darling-Hammond, 2006; Rovigno, 2003; Wen, Elicker, and McMullen, 2011). Four experienced early childhood educators volunteered to participate in this study. Data was collected through formal interviews and were analysed inductively via individual-case and cross-case analysis (Patton, 2001). Ethically, all participants were handed informed-written-consent forms and, subsequently, appropriate human subject procedures were followed. For anonymity purposes, pseudonyms were used for each participant. Findings from the study suggest that the four early childhood educators faced common barriers, deficiencies and constraints, relative to the teaching resources. According to the participants the national curriculum needs revision and the preschool facilities and equipment must be upgraded to a considerable degree. Finally, the participants called for meaningful professional development programs. Implications of these findings for educators are discussed.

Keywords: early childhood educators, physical education, teachers' views and perceptions, teachers' challenges, teachers' experiences

SYMPOSIUM SET A/ 13

TEACHER ROLE AND DEVELOPMENT

Individual Papers

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

The research aims to explore the current situation in Scotland for professional qualifications within the ECEC sector and the impact of these on the professionals and service users. Previous personal and concurrent research with colleagues at Dundee and West of Scotland, and collaboration with University of Uppsala Sweden, has highlighted the importance of understanding how and if raising requirements for qualifications impacts. We have explored an approach termed phenomenology as opposed to a phenomenographical approach. These are related and have derived and developed from original studies by Marton, (1981). We understand the former to be concerned with how individuals perceive their experience and the latter to be concerned with comparison of perceptions by individuals of a common experience. This is a phenomenological study, from which the theme of perspectives on professionalism within the ECEC emerged and dominated the discourse. We considered timing of the interviews to allow time for reflection and that participants were students submitting assignments but we judged the impact of this to be minimal as all had been successful and were not continuing with a programme

of study. Analysis of these 'conversations' evidenced that there is a significant gap between political statements, goals and policy in early education and care and the actual experience of professionals and service users. There are implications for us in terms of course design and for policy makers in Scotland and, perhaps we would suggest, beyond.

Keywords: ECEC, continuing professional development, professionalism, policy, qualifications

Peer mentoring as a support for leaders in ECE

PÄIVI KUPIILA, School of Education, University of Tampere, Finland

The context of the research was an implementation of a mentoring program designed to build peer mentoring as a means of support for leaders in ECE. The purpose of this study is to investigate peer mentors' experiences of mentoring related to their mentoring process. Focus was directed to the question: 'How peer mentoring facilitates leadership in ECE?' The nature and extent of mentoring concerning leadership in ECE is still ill-defined and has been given limited attention. There is a need for improving research concerning mentoring which is done by the leaders. Mentoring is considered a valuable means of facilitating learning, developing skills and career development (Aubrey, 2011). Peer mentoring involves participants who are relative equals in terms of the institutional hierarchy or position. The theoretical concept of peer mentoring emphasises it as being a shared and reciprocal activity (Gabriel & Kaufield, 2008). Qualitative data was collected. Peer mentors (N=20) took part in focus group interviews. Focus was on the mentors' experiences of working as a mentor, mentoring progress and the development of the process. A guarantee of confidentiality was given to the interviewees stating that all personal information has been treated confidentially. Mentoring involved defining professional community and its norms, goals and the mission of the ECE organisation, and facilitated shaping the professional identity and competence. The mentoring process was a significant learning experience. The results give understanding of the mentoring process. The research contributes to the understanding of peer mentoring and the use of a peer or peer groups as support for leaders.

Keywords: peer mentoring, peer group, mentor, leader, early childhood education

Kindergarten teacher study presentation by educational institutions in Norway

GEIR AASERUD (1), PER-EINAR SÆBBE (2) AND SVEIN-OLE SATAØEN (1), (1) Bergen University College, Norway; (2) University of Stavanger, Norway

This research project is about how the kindergarten teaching study and profession is presented and profiled on the websites in nineteen Norwegian educational institutions. What information is given about the study, how is the study described, what pictures are used, what values are mentioned and is it possible to see any information about further and continuing education? Through this we will find more out about how the kindergarten teaching profession is described. Craig has developed an analytical method where different narratives from the education system can stress some new perspective on teacher education. This perspective can provide new knowledge about recruitment to the kindergarten teaching profession and kindergarten teacher professionalism. Ideas on narrative identity based on Ricoeur underpin the study. He describes narrative identity as the identity we get from stories told about of ourselves and stories told of other about us. This narrative interpretation implies that stories proceed from untold and repressed stories in the direction of actual stories the subject can take up and hold as constitutive of his/here personal identity. Descriptions on the websites are one of these stories about kindergarten teacher's study/professionalism and can affect the professional identity. Structural narrative analysis based on Kohler Riessman and quantitative method of use of concept was underpinned the research process. Ethically, the research project was registered in accordance with the national guidelines on anonymity and confidentiality. We found big differences between the educational institutions, difference about professionalism, further/continuing education, presentation of gender and how the kindergarten teachers study and profession is described. This study impacts on kindergarten teachers' education, kindergarten teachers' professionalism and education policy.

Keywords: kindergarten teacher, professionalism, narrative analysis, educational institutions, website presentations

SYMPOSIUM SET A/ 14

CREATING MULTILINGUAL SPACES IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

CHAIR: GUNHILD ALSTAD

Hedmark University College, Norway

Diversity of all kinds has increased in Western societies as a result of increased global migration, bringing both opportunities and challenges to educational settings where monolingual practices have traditionally been the norm. Linguistic diversity in education raises many complex questions relating to language policy, language ideologies, educational context and language teaching cultures. This symposium focuses on opportunities and challenges in making spaces for linguistic diversity in early childhood education, including two or more languages in language pedagogy.

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

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

This paper aims to understand the possibilities of educating for linguistic and cultural diversity in ECE through the analysis of awakening to languages (AtL) action-research projects developed by postgraduate student teachers in Portugal in the last five years. This work fits into previous research conducted by the University of Aveiro team and aiming to disseminate education and training activities supporting plurilingual and intercultural education (Lourenço & Andrade, 2014; Vieira et al., 2014). The theoretical framework informing this research is sustained on principles of plurilingual education (Beacco & Byram, 2007), highlighting the need to use new approaches in ECE, such as the AtL, to better prepare children for globalisation (García et al., 2006). Through AtL, diversity is seen as an opportunity to further the children's communication skills, personal and social development, and world knowledge (Candelier et al., 2007). The study follows a qualitative paradigm, using content and discourse analysis to examine AtL projects developed by student teachers. All projects were integrated into the early years' activities and followed the ethical principles of social sciences research. Results reveal diverse possibilities to introduce linguistic and cultural diversity in ECE in a holistic manner, evidencing the cross-disciplinary nature of the curriculum at this stage. Results also highlight the benefits of AtL for the integration of children from diverse linguistic and cultural backgrounds, as well as for the development of their verbal communication skills. These findings allow us to make recommendations related to language policy and teacher education, opening up new spaces for multilingualism in ECE.

Keywords: awakening to languages, early childhood education, innovative practices, language education policy, curriculum

Legitimising multilingual situations in everyday activities in a Norwegian kindergarten

ANJA PESCH, UiT-The Arctic University of Norway, Norway,

The presentation discusses situations where multilingual children choose to use their minority language in a predominantly Norwegian language context in kindergarten. The main focus is on spontaneous situations within everyday activities. Which contexts may legitimise the use of minority languages and what do they consist of? How might they contribute to the children's language development? Several studies have discussed the role of kindergarten teachers for initiating and legitimising multilingual situations in kindergarten (Alstad, 2013; Apeltauer, 2007). There has, however, been less focus on other contextual aspects (such as agency, space, the role of peers) and on how these aspects might be interrelated in legitimising multilingual situations. The study is conducted within a sociocultural framework focusing on children's language development (Vygotsky, 2012). It is based on a dialogical perspective referring to the significance of the context for understanding and meaning (Silseth, 2014; Bakhtin, Holmquist & Emerson, 1986) and on Cummins' (2000) theory that bilingual children's languages have a common base. The study has an ethnographic approach (Gulløv & Højlund, 2010; O'Reilly, 2012) with observations over a period of 8 months in a Norwegian Kindergarten. The project follows the rules for research ethics of the Norwegian Social Science Data Services (NSD). Contexts legitimising multilingual situations consist of various aspects. The discussion will focus on how these aspects, individually and

interrelated, can contribute to multilingual children's language development. New insights into how multilingual contexts are created and how children may benefit from them will be relevant for work in ECEC and in Early Childhood Teacher Education.

Keywords: multilingualism, early childhood, minority language, multilingual situations, context analysis

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

GUNHILD ALSTAD, SOLVEIG FREDRIKSEN AASEN AND GUNHILD TVEIT RANDEN, Hedmark University College, Norway

As a response to increasing linguistic diversity in kindergartens, Norwegian authorities have developed a national strategy for educating in-service kindergarten staff. This study aims to acquire new knowledge about the reflections and practices of participants in a teacher education program, focusing on opportunities and challenges brought about with increased linguistic diversity. Several researchers have discussed what teachers need to know about language (Bredenkamp, 2002; Wong-Fillmore & Snow, 2002). However, there has been less focus on what early childhood teachers need to know about language to meet the needs in diverse settings, and in particular how in-service teachers develop research-based and innovative professional language teaching practices. The study was conducted within the theoretical framework of teacher language awareness studies (Andrews, 2007; García, 2008), i.e. teachers' understandings of language and language teaching and the teachers' enactment of those understandings in multilingual settings. The data in this action research study consist of in-depth interviews with four in-service teachers, their written exercises and video-recorded observations of teacher-child interactions. The study is conducted according to the Norwegian guidelines for research ethics. This involves free, informed consent from all participants. The teachers reported a discrepancy between their own and their colleagues' understandings about language and multilingualism and what is needed for language pedagogy. The discussion focuses on the need of meta-awareness in order to transcend and challenge existing understandings and knowledge about language. The findings are used to discuss conditions for linguistic diversity in early childhood education and early childhood teacher education.

Keywords: linguistic diversity, multilingualism, teacher education, knowledge about language, action research

SYMPOSIUM SET A/ 15

APPROACHES FOR LANGUAGE DEVELOPMENT

Individual Papers

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

Our paper describes and exemplifies O'CLILS and wants to share an ongoing research project carried out in an ECE setting in Barcelona. The project framework has been published and shared among language learning scientific forums and Catalan ECE journals (Corcoll & Flores, 2014; Flores & Corcoll, 2011). Previous research, however, has not yet been carried out on the concept of O'CLILS. Content and Language Integrated Learning (CLIL) is a content-based approach well-known by language teachers. The concept of Outdoor CLIL at School (O'CLILS) develops from the former and tries to implement the basic features of CLIL in contexts that go beyond the classroom. Early Childhood Education is the most appropriate context to develop O'CLILS. The research follows a humanistic interpretive paradigm and a qualitative methodology. Observation sheets, questionnaires and focus groups have been used for collecting data. Data collected through the different research instruments have been used for research purposes only. The results will let us confirm whether the O'CLILS approach is as potentially effective and affective as we have stated in previous articles. It is necessary to implement new proposals that will help us improve ECE practices as regards additional language acquisition. Implementing

O'CLILS is not promoted by the Catalan authorities at the moment, but it is coherent with the general educational guidelines provided by the Dep. of Education in "El desplegament del currículum i la programació al segon cicle de l'educació infantil" (June 2009). We hope that our research results will provide more discussion on the matter.

Keywords: O'CLILS, CLIL, additional language acquisition, immersion, routines and integration

Embodied experience as a fruitful soil for language growth

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

Experience is an important factor for language development. Our research aim is to investigate and describe how young children learn language by (prereflective) embodied experience while playing in a natural play environment as compared to playing inside. In our previous research we compared speech acts of children playing inside the playroom of a day care centre to those while playing outside. We found meaningful differences in the functions of their speech acts. The way in which the world is meaningful to us is influenced by our embodiment (Johnson, 1987). We pose that, similarly, children's bodily experience, perception and manipulation of objects is a substrate on which language grows. We designed a case study to describe how this physical, sensory and manipulative play forms a substrate for the conceptualisation of the dynamical and relational aspects of the language of young children. Parental consent is obtained after providing written information. The children can then choose to participate, wearing a vest with a voice recorder in its pocket, or not. The names of the children are replaced by pseudonyms. Our pilot experiments indicate a number of embodied structures which lead to language acquisition via physical, sensory and manipulative play, for example for the term 'sneak'. Recently Dutch preschools increasingly involved young children in formal language education. These programmes have a strong cognitive focus and do not achieve the intended results. With the results we contribute to the empowerment of teachers and to the debate about child-centred education instead of a production-based approach.

Keywords: embodied cognition, language acquisition, manipulative play, preschool education, natural play environment

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

FRANCES HOYTE, Macquarie University, Australia

This study explored the relationship between friendships and play and children's language use. It investigated language differences associated with variation in friendship level between playmates. The research builds on previous studies into the contribution of play, friendships and oral language to children's wellbeing and school success (Dunn, 2004; Broadhead 2010; De Haan & Singer, 2001 & 2010). Based on understandings from relationship theory (Hinde, 1976), Halliday's (1994) systemic functional theory of language was used to hypothesise that variations in friendship quality would be associated with differences in language features important for literacy development. Play conversations between 50 pairs of five-year-old children were recorded, transcribed and analysed. Half the pairs were mutually nominated 'very good' friends and the rest were 'friends' or 'just-a-little-bit friends'. Qualitative and quantitative analyses explored three specific linguistic features. Macquarie University Human Research Ethics Committee approved the study. Informed consent was obtained from parents, children's rights to opt out were respected and data were de-identified to protect children's privacy. Closer friendships were associated with more topic development, more diverse vocabulary about this topic and more integrated use of modal expressions of possibility and obligation. This research provides fresh evidence that participation in friendships has significant benefits for young children's oral language use. The results provide incentive for educators to value and support children's friendships in policy and practice. When educators facilitate play that promotes friendship formation they maximise children's participation in rich uses of oral language. In turn, this may enhance children's learning and literacy development.

Keywords: language, friendship, play, literacy, early childhood

SYMPOSIUM SET A/ 16

VALUES EDUCATION IN NORDIC PRESCHOOLS SYMPOSIA NO I: CONFLICTING VALUES

Self-organised Symposium

CHAIR: EVA MARIANNE JOHANSSON
University of Stavanger, Norway

This symposium is the first from two symposia organized by the research project “Values education in Nordic preschools: Basis of education for tomorrow”. The project, funded by NordForsk, aims to deepen understanding of the fostering of values at the theoretical, methodological and empirical levels. The project applies Habermas’ (1995) theory about communicative action, life-world and system. This allows for explorations of values education from both the participants point of view and a broader societal context. Davies’ (2003) concepts of category-maintenance and transgression inform the project for the purpose of understanding gender patterns in relation to values. The project is based on a participatory action research model which aims both to create knowledge and contribute to a change. Data was gathered through multiple methods: documents; interviews; observations; and diaries. A variety of qualitative analysis methods were flexibly employed. The presentations of this symposia focus on conflicting values in a preschool context.

Rights and discipline in Nordic preschools. A study about communicated values in conflicts between teachers and children

EVA MARIANNE JOHANSSON (1), MONIKA RÖTHLE (1) AND ANETTE EMILSON (2), (1) University of Stavanger, Norway; (2) Linneaus University, Sweden

To investigate how rights and disciplinary values are communicated in relation to gender, as expressed in conflict-situations in everyday interactions between teachers and children in Nordic preschools. Values education remains one of the most neglected areas in ECEC settings. Previous research, however, reveals conflicts as potentials for communication of values, since conflicts force participants to hold to or express various preferences opinions and intentions (Corsaro, 2009; Johansson, 2007). The project is underpinned by Habermas’ (1995) theory about communicative action, life-world, and system. Davies’ (2003) concepts of category-maintenance and transgression also inform the project’s purpose to understand gender patterns in relation to values. Rights are viewed as cultural constructions about entitlements for children in ECEC (Freeman, 1996; Smith, 2007). Disciplinary values concern how, and in what way, participants are expected to follow, relate to and change existing order (Emilson & Johansson, 2009). In order to interpret the communication between teachers and children, Habermas’ (1995) concepts of strategic and communicative action is used. Concepts of rights, disciplinary values and gender transgressions will also inform the analyses. Ethical considerations have been addressed to each country-specific rules. Ethical dimensions are being conducted continuously and cautiously. The study reveals how rights and disciplinary values are being communicated according to gender in early childhood contexts. Results are discussed in relation to values education in Nordic ECEC contexts and to conflicts as an arena for values. Implications for values education will be outlined with a focus on how rights and disciplinary values are being communicated according to gender.

Keywords: values, conflicts, preschools, teachers, children

Practitioners’ gender beliefs and their embedded values in Swedish preschool

ANETTE EMILSON, Linneaus University, Sweden

The aim is to gain knowledge about the practitioners’ gender beliefs and their embedded values in preschool. The research questions are: ‘Which beliefs can be detected in the practitioners’ talk about gender?’ and ‘Are there any conflicting values, in that case which are they?’. Johansson (2002, 2007a, 2007b, 2009 & 2011) and Emilson (2007, 2008 & 2011) have studied the communication of values in teacher and child interactions. Another study showed teacher and child communication influenced by gender stereotypes (Eidevald, 2009). To understand practitioners’ gender beliefs in preschool, Bronwyn Davies’ (2003) concepts of category-maintenance and transgression inform the study. Data consists of 10 group interviews in eight Swedish preschools. The interviews were semi structured, recorded and transcribed. A content analysis is used. Ethical considerations were paramount to ensure that the study met the ethical requirements (Backe-Hansen, 2009).

Written informed consent for the practitioners' participation was obtained. The beliefs detected in the practitioners' talk about gender regarded values about duality, compensatory and neutrality beliefs. Foremost, the practitioners believe in gender neutrality and that preschool is an arena for exceeding traditional gender patterns. There were also conflicting values. On the one hand there seems to be a striving to implement the curriculum goal, i.e. to counterbalance traditional gender roles. On the other hand there seems to be a wish to respect the interests of the individual child, which sometimes causes a clash with gender transgression aims. By enhancing practitioners' awareness of gender beliefs, the quality of values education on gender may increase in preschool.

Keywords: gender beliefs, values, preschool, category maintenance, transgression

Conflicting values

STIG BROSTRÖM, Aarhus University, Denmark

This study aims to generate new knowledge on conflicting values in Nordic preschools. The project has its origins in the research conducted by Johansson (2002, 2007a, 2007b, 2009 & 2011) and Emilson (2006, 2007 & 2008) regarding moral values in Norwegian and Swedish preschools. It extends the ongoing discussion among the Nordic preschool education researchers (Einarsdottir & Wagner, 2006). We draw on the concepts of values and value fields established by Johansson & Emilsson, (2009). Practitioners in reflecting teams (Axelsen and Olesen, 2002) reflect on video fragments. Reflections are transcribed and analysed qualitatively. The researchers of the proposed project are committed to work according to the national guidelines, and admissions for research ethics and ethical considerations will be addressed to each country-specific rules. Participants in the study will be informed about the study purposes, approaches, and how the data are handled. Preliminary findings suggest that some values are potentially in conflict during the everyday practice. The study continues. The results can contribute to common Nordic policy discussions and policy-making. It can also contribute to national and local values curriculum design.

Keywords: values, values in conflict, reflecting teams, video, ongoing informed consent

SYMPOSIUM SET A/ 17

WORKING WITH PARENTS

Individual Papers

CHAIR: FAY HADLEY

Institute of Early Childhood, Macquarie University, Australia

How do practitioners experience the boundary between their professional and personal selves in their relationships with parents?

UTE WARD, University of Hertfordshire, United Kingdom

This research aims to explore early childhood practitioners' understanding of the boundaries between their professional and their personal selves in their relationship with parents. It builds on the researcher's previous research into practitioners' emotions and feelings in their interactions with parents. In the tension between increased professionalism and professionalisation on the one hand (Evans, 2008) and a commitment to value ethics (Murray, 2013) on the other, practitioners aim to act in a professional manner especially during difficult conversations with parents. However, there is little clarity on what practitioners mean by being professional in their interactions with parents, and some describe successful interactions with parents as relationships which are 'more than professional' (Ward, 2014). The question of the professional and the private self in early childhood practitioners' interactions with parents will be explored through a phenomenological approach to gain a deeper understanding of practitioners' experiences (Denscombe, 2007). Ten early childhood practitioners in England will be interviewed to gain narratives of different encounters with parents as well as the practitioners' understanding of their professional behaviour and of their personal self in these interactions. This research forms part of a doctoral study programme at King's College London, which has given ethics approval for the interviews. The analysis will take a grounded theory approach developing shared themes from the data to gain

a deeper understanding of the personal-professional boundary. The insights gained from this research will inform the teaching of student practitioners in a number of different contexts.

Keywords: professionalism, professional boundary, parental involvement, authenticity, narrative research

Connecting with families: reconceptualising partnerships in child care centres

FAY HADLEY, Institute of Early Childhood, Macquarie University, Australia

Partnerships with families are considered critical to optimum outcomes for children, yet there is limited research about how partnerships are understood or enacted. Parents are positioned as having an important role to play in their child's education in the curriculum framework and regulatory requirements in Australia. Given this the main aim of the research was to develop understandings of how this has influenced how family-centre partnerships are enacted. The survey tool used in this study was an adaptation of a tool developed during my doctoral research. Professional practice theory argues that professional practice is influenced by interconnections of cultural discourse (saying), social political dimensions (relating), and material and economic factors (doing). Using a phenomenological approach, families' and teachers' perceptions of partnerships in four childcare centres in Sydney, Australia were investigated. The phases of the study included data methods of surveys, practitioner inquiry, journaling, artefacts and interviews. Analysis included identification of what was valued (saying and relating) and how partnerships were enacted (doing). Ethically, potential issues related to parents complaining or raising a grievance. Centre complaint processes were communicated. All information from parents was de-identified before it was shared with the teachers. The main findings on levels of communication and what experiences are valued by families and staff replicated my doctoral research. Building connections required new ways of working with families as well as with the curriculum framework. This study added empirical data on reconceptualising partnerships, informs policy and practice and offers a new model for connecting and building responsive relationships.

Keywords: partnerships, child care, early years learning framework, connections, diverse families

Self-mutual-help groups for new mothers: the professional as a facilitator of communication

DONATELLA SAVIO AND ANNA BONDIOLI, Università degli Studi di Pavia, Italy

This contribution wishes to outline the communication style of an operator working in support of the parental skills of groups of new mothers. Previous studies of the authors (Bondioli and Savio, 2010, 2011 & 2014) have highlighted the importance of the use of communication strategies able to promote the exchange of experiences and reflection on educational practices of groups of operators in the field of education (teachers and educators). The theoretical reference is to the approach of mutual self-help (Steinberg, 1997), set up in relation to groups of new mothers. The research was carried out in Biella (Italy) with a group of 10 mothers with their children, who met once a week for two hours in the presence of an operator (Savio, 2006). In order to individuate the operator's main communicative strategies, his interventions were analysed using a grid, created ad hoc, with reference to the pragmatics of human communication (Watzlavick, Beavin & Jackson, 1967) and the non-directive approach (Rogers, 1951). Participants were informed of the purposes of the research and gave their informed consent. Pseudonymous have replaced the names of participants. An analysis of the interventions of the facilitator during the meetings shows the congruence of his communicative style with the non directive framework typical of mutual self-help approach. The grid is an useful reference to orientate and monitor the communicative style of an operator in mutual self-help groups of mothers.

Keywords: non-directiveness approach, mutual self-help, parental skills, facilitator role, new mothers groups

SYMPOSIUM SET A/ 18

A LONGITUDINAL STUDY OF CHILDREN DEVELOPMENT IN CHILDCARE AT 4, 5 AND 7 YEARS OF AGE

Self-organised Symposium

CHAIR: NATHALIE BIGRAS

Université du Québec à Montréal, Canada

Quebec established a network of reduced parental contribution childcare spaces (\$7 a day per child) almost two decades ago. Consequently, the number of government regulated Early Childhood Centres (ECCs) has increased considerably, from 58,284 in 1997 to 268,624 in 2014. This symposium will present the results of a comparative longitudinal study of cognitive, language, socio-emotional and motor development of 228 children divided into 3 groups (ECCs N=138, home childcare services N= 33, parental care N=57) at ages 4, 5 and 7. Characteristics of the family environment and links with childcare quality that are associates with child development will also be presented.

The educational quality observational scale: a validation study

NATHALIE BIGRAS, RODRIGO-ANTONIO QUIROZ-SAAVEDRA, LISE LEMAY AND JULIE LEMIRE, Université du Québec à Montréal, Canada

This study describes explanatory factor analysis and concurrent validity analysis of the Educational Quality Observation Scale (EQOS) designed to observe childcare quality, aligned with Quebec's Education Programme for Childcare. Recent studies have highlighted the importance of psychometric properties of quality rating scales necessary to capture the real effects of childcare on child development (Zaslow et al., 2011). This project relies on Bronfenbrenner and Morris' (1998) ecosystemic model of child development. Data was gathered from two larger projects. The first included 404 childcare centres, and the second included 179 children from centre-based childcare and family childcare services. In both studies, childcare quality was measured with the original EQOS comprised of 153 items, divided into four dimensions: 1. physical setting (44 items), 2. activities (30), 3. educator/child interaction (49), 4. educator/parent interaction (7). Child development was also measured with the WPPSI-III and the CBCL in the second project. University ethics approval was granted. All standard ethical considerations were respected, such as anonymity, informed consent, and the right to withdraw at any time. Exploratory factor analysis identified six factors (41 items remained): 1. interactions/stimulation (11 items), 2. planning/observation (8), 3. material/layout (8), 4. routine activities (9), 5. learning support (2), 6. outdoor play (3). Cronbach's alphas ranged from 0.60 (factor 4) to 0.98 (factor 5). Concurrent validity analysis suggested that higher quality is related to higher cognitive scores and fewer behavioural problems. These results help explain childcare quality and its relationship to child development.

Keywords: quality, psychometric properties, factor analysis, children development, childcare services

Childcare quality and preschoolers' pragmatic development

ANDRÉANNE GAGNÉ, Université du Quebec a Montreal, Canada

This study investigates the relationship between childcare quality and gain in pragmatic abilities in children between 4 and 5 year old. Pragmatics is the study of language as it is used in conversation (Gallagher, 1991). The educative experience of the child is known to play a significant role in the development of pragmatic abilities during the preschool years (Ramaswamy & Bergin, 2009). However, the extent to which the childcare quality is related to pragmatic development remains to be explored. This project relies on Bronfenbrenner and Morris' (1998) ecosystemic model of child development. We measured pragmatic abilities of 113 children twice at age 4 and at age 5. Pragmatic abilities were measured with a French adaptation of the Conversational Skills of Preschool Children (Girolametto, 1997), a parent questionnaire. The measure of childcare quality was an average of the 4 dimensions of the Educational Quality Observation Scale (EQOS), an observational instrument that assesses classroom quality. This study was part of a larger study on the quality of daycare and the family factors related to children development and school readiness (Bigras et al.) All standard ethical considerations were respected, such as anonymity, informed consent, and the right to desist at any time. A linear regression analysis shows a significant relationship between childcare quality and gain in pragmatic abilities between the ages of 4 and 5. The discussion will present the different dimensions of quality that are thought to play a role in the development of pragmatic abilities as well as the role of possible moderators.

Keywords: childcare quality, pragmatic abilities, children development, language development, social abilities

The role of parental stress, parental educative practices, family literacy practices and language abilities in reading comprehension

ANDRÉANNE GAGNÉ, LISE LEMAY, NATHALIE BIGRAS AND ANNIE CHARRON, Université du Québec à Montréal, Canada

Our study investigated the role of parental stress, parental educative practices, family literacy practices, and language abilities on the reading comprehension of children aged 7. The importance of family literacy practices and children's language and literacy scores is well documented (Senechal, 2006). However, other parental factors, which have received less research attention may also contribute to literacy development. Parental stress and parental educative practices are the two factors of interest in the present study. This project draws on Bronfenbrenner and Morris' (1998) ecosystemic model of child development. Measures of parental stress, parental educative practices, family practices, and language abilities were administered using parent questionnaires. The children's reading comprehension was measured with the WIAT (N=128). University ethics approval was granted. All standard ethical considerations were respected, such as anonymity, informed consent, and the right to desist at any time. A path analysis estimated potential causal relationships. The results indicate that the contributions of parental stress and parental educative practices on reading comprehension are mediated by children language abilities. Taken alone, family literacy practices are also significantly related to language abilities and are a significant contributor of reading comprehension. However, when parental stress and parental educative practices are included along with family literacy practices in the model, the contribution of family literacy practices is no longer significant. The relative importance of family literacy activities, educative practices and parental stress on reading comprehension will be discussed.

Keywords: home learning environment, reading comprehension, family socio-emotional factors, literacy practices, oral language abilities

SYMPOSIUM SET A/ 19

BUSH AND FOREST SCHOOLS AND LEARNING

Individual Papers

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

Following Richard Louv's theory about children suffering from a nature-deficit, a growing number of pedagogues and parents considers forest schools to be a great alternative model in ECEC. Enriching and challenging this adultcentric perspective, the study focuses on the children's perspective. Since the 1980s research has shifted from the concept of children as “becomings” to recognising them as “beings” (Qvortrup, 1991; James & James, 2012). Nevertheless, studies examining Forest Schools tend to stress developmental aspects rather than including the children's perspective. While the effects of Forest Schools on children's development are widely examined, little is known about children's well-being at present. The research draws on theoretical concepts of “lifeworld” (Schütz & Luckmann, 2003) and different approaches of contemporary childhood studies. During a nine-month field study in a Forest School the children's perspective have been explored inductively. Based on the mosaic approach (Clark & Moss, 2001) and ethnographical practice, mixed methods were chosen. Participants have been informed about the purpose of the study. Pseudonyms replaced names. Children were invited to participate, yet could withdraw from the study any time. A reciprocal interest was essential for the research. The study reveals a complex view of the children and points out what matters to them. The key findings lead to further questions to be discussed in terms of ensuring the well-being of children in Forest Schools and improving conditions of a learning environment located outdoors. Pedagogical concepts need to be approved not only by adults but also by the children involved as perceptions can differ.

Keywords: Forest Schools, children's perspective, qualitative research, cultural sciences, being/becoming

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

The Bush School is the Western Australian version of the Forest School that focuses on the cultural identity and wellbeing of Aboriginal pupils. This research explores how the outdoor learning experiences provided by a Bush School Project promoted the cultural understanding of a group of Aboriginal and Non- Aboriginal Year one pupils. It responds to Australian census documents highlighting the socio-economic challenges of many Aboriginal people. This research is building on previous research that linked outdoor learning to resilience (Martin & Ho, 2009), social capital (Beames & Atencio, 2008) and intergenerational and intercommunity learning (Vaugh et al., 2010). Particular attention was drawn to the concept of wellbeing from an Aboriginal stance. A case study approach was used along with field observations, informal interviews, informal conversations and existing data was also utilised where relevant. The data gathered was analysed using content analysis. The rights of all children and the Aboriginal culture were respected throughout. The study revealed that the outdoor learning experiences provided by the Bush School Project enabled the year one Aboriginal pupils to learn hands on cultural practices from an Aboriginal elder in a setting that has cultural value. Community building was encouraged as the Aboriginal pupils were provided with opportunities to share their cultural heritage with their non-Aboriginal peers. The research recommends that future early childhood education and community development policies and practices encourage placed based learning and projects that focus on the roots of marginalisation and bridge gaps in service delivery, and programme development and implementation.

Keywords: Aboriginal culture, early childhood education, cultural identity, outdoor learning, Bush School

An ethnographic case study on educational space in a Korean Forest School

JUNG DAE-HYUN, Chongshin University, South Korea

This study aims at exploring daily ritual, and interpreting educational meanings, value, and effectiveness as educational space in Forest Schools. Forest School in Korea is in its beginning stage. It is rapidly increasing since 2011 as alternative education for young children. About 42% out of all regular kindergarten are currently enrolled as forest schools. Forest school is considered as upcoming alternative education for young children in Korea. Forest School is an inspirational process that offers ALL learners the opportunity to achieve and develop confidence and self- esteem through hands on learning experiences in a woodland or natural environment with trees (FSA, 2012). Qualitative research methods were used including observations, interviews and interpreting documents in an ethnographic case study. Ethical considerations were employed to collect and interpreting data. A consent form and information sheet was provided to all participants. Standard practices for maintaining confidentiality were used. Despite differences in school educational methods and operational systems, the forest-kindergartens were able to provide many advantages as educational environments with many learning opportunities. Children showed unlimited imagination and curiosity. It is clear that they are one of the best educational places where young children can learn to embrace a healthy, joyful life, and a way of living with the nature. Forest School contributed to the holistic development of all those involved, the development of sensitivity, recognition, emotion and language. The study explores the meaning of 'Forest' as educational space. It means 'existential space' rather than 'functional space'. Forest itself is the education as well as educational component.

Keywords: Forest School, play, curriculum, space, educational meaning

SYMPOSIUM SET A/ 20

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

Self-organised Symposium

CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College of Early Childhood Education, Norway

This is one of the self organised symposia of the EECERA SIG Outdoor Play & Learning. The focus of the presentations in the symposium is on children's play, exploration and social interaction in outdoor environments in ECEC institutions, nature environment and on different kinds of playgrounds. How children experience and interpret different landscapes and places and how they explore natural phenomena, both solitary and in interaction and communication with others, is central, as well as how children view their own play in different play environments. The presentations cover research conducted in Norway and Germany and different methodological approaches are applied.

Come! Look! I found something!

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

The aim of this research is to study children's self-initiated exploration of natural phenomena using GoPro action video cameras, and the interaction between children and teachers. The research builds on previous studies done on how children and preschool teachers explore and communicate about natural phenomena in nature. Using chest-mounted cameras, we have new insight in how children spontaneously explore nature. When children explore a phenomena, we study the way children and teachers communicate about natural phenomena within the concept of "sustained shared thinking". Using GoPro video cameras on children is in the realm of qualitative research. We have been able to get up close and document what the children themselves do with their hands, how they test and explore their surroundings and how they express themselves when they discover natural elements and objects. We document the children and their friends, their private conversations, actions and play. We have used a consent form and given both oral and written information about the project. Both children and adults are given the opportunity to withdraw from the study at any time. It's voluntary for both adults and children to wear the camera. Our main findings indicate that children investigate continuously and stop often, and for short moments, to explore. We investigate the child-teacher-interaction that occurs. This study has implications for outdoor education in early childhood education and might give preschool teachers valuable insight into how children explore the environment and how they can communicate about natural phenomena.

Keywords: exploring nature, communication, play and learning, GoPro action camera, video documentation

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

The research aim was to interpret and understand how maps can be tools for visualising children's experience of landscapes and places as places for play for social interaction, for creation of meaning, and for dwelling and moving. The point of departure for the paper is an ethnographic study conducted in nature kindergarten groups in Norway (Jørgensen, 2014). The study, being a part of my PhD, connects to development of narrative maps. It is influenced by former studies using maps and models as tools to understand children's experiences of landscapes (Fjørtoft & Mårtensson, 2004; Sobel, 1998; Ingold, 2011). Theoretical frameworks are phenomenological aspects of body and place and relates to Merleau Ponty's, Phenomenology of Perception and Edward Casey's theories of place. Concepts of emplacement and embodiment are central. Data constructed consisted of narratives with 'thick' descriptions, photos and narrative maps showing children's places and play themes. The project is ethically approved by Norwegian Social Science Agency. Parents signed on behalf of their children, and children are not identified. Regarding the children's consent they were informed about their rights and they were free to withdraw whenever they wanted. One main finding was the way the children used the landscapes and places for social interaction through play. This highlights a discourse of children's free play in natural landscapes as important for their development of social skills. This study contributes to seeing maps as a tool for interpretation of children's places used to visualise the children's experiences, their social actions and their creation of meaning in local landscapes.

Keywords: children's places, maps, experiences landscapes, social interaction, emplacement

Play, Playgrounds and Photo Interviews

ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

The aim of this research was to examine the children's perspective on outdoor play in general and play on different outdoor play spaces. Especially the children's views on newly established nature playgrounds are of large interest. A growing body of research has already demonstrated participatory research with young children (Fasoli, 2003; Einarsdottir, 2008; Clark, 2010). These works mainly explore which opportunities and challenges participatory visual research methods provide in terms of different perspectives. However, hardly any study focus on natural playgrounds and photo interviews. Vygotsky's theory of social-constructivism underpins this research and provides the conceptual framework. This present study draws on the multi-method 'mosaic approach' described by Clark & Moss (2001). The work particularly relates to methodological research on gathering children's views on outdoor play by bringing together photos and interviews. Prior to the conducted photo interviews (semi-structured protocol) the 4 to 6-year-old children took photos on different playgrounds. The children's photographic images helped them to identify and verbalize their perceptions of play and playgrounds. The 22 individual interviews were audio taped and transcribed. Parents and children gave their consent to the study. The work is not yet complete. Preliminary findings will be reported at the conference. Implications for participatory research with young children in general and outdoor play in different playgrounds will be outlined.

Keywords: participation, play, playground, photo Interviews, outdoor play

SYMPOSIUM SET A/ 21

PARENTAL ENGAGEMENT

Individual Papers

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

The aim of this study is to discover the views of Finnish early childhood educators' reasons of inefficient parental involvement. Previous studies show the importance of parental involvement in the students' academic achievement and motivation (Kim, 2002; Coleman & McNeese, 2009). Given children's need for care during the early childhood, it is especially important to work with parents (Morrow and Malin, 2004). This study is the continuation of researcher's parental involvement research (Hakyemez, 2015). Berger (2008) argues the importance of the parental involvement in previous studies, which gives the ground base of this research. Epstein's (2001) theoretical framework is used to classify the parental involvement types for the research, which are specified as communication, parents as volunteers, home support, and parents in decision-making processes in this study. A questionnaire is used for collecting quantitative and qualitative data. This study focuses on the reasons mentioned for inefficient usage of parental involvement. Context analysis is used to analyse. Any personal information was not collected and there was no interaction with the minors for this study, therefore it does not contain ethical concerns. Nevertheless, an informed consent is collected. The preliminary results show that the majority are having difficulties in involving parents. The main reason given is that the parents are not as devoted as teachers. The analysis is still in process. For effective parental involvement, understanding the viewpoints of early childhood educators is significant. This study could give the opportunity to increase the efficiency in parental involvement regulations by addressing the problems.

Keywords: educators views, parental involvement, parental involvement types, early childhood education, Finnish context

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

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

The aim of the research is to analyse the participation and involvement of parents in early childhood schools in a rural setting in Equador. It is a PhD research. The implementation of early childhood education is increasing last years also in rural areas on Equator. Sometimes parents and schools have different ideas about what is the best way to take care of children. On the other hand, teachers expect some kind of parental participation on school. It has been conducted six months of ethnographic fieldwork complemented with interviews to parents and teachers. To carry out the research, permission was granted by the institutions and the families. All names will be anonymised. The data collected shows that parental participation in school is low but, instead, there is high involvement on educational matters, and parents have different opinions about the benefits of school for their children. We want to discuss these different kinds of parent profiles taking into account the level of parental participation and their gratification level with teachers and the school. According to the results it is necessary that there is more communication between school and families.

Keywords: early childhood education, parental involvement, parental participation, rural Equador, ethnography

Family leisure engagement and parent-child interactions in family leisure activities of young children

YI-WEN TSAI, National Pingtung University, Taiwan

The purpose of this study is to investigate the current situation of family leisure engagement and the impacts of the family demographic variables on family leisure involvement and the parent-child interaction relationship. Issues surrounding Taiwan families are examined in relation to leisure types, selection motivation, and parent-child relationship. Most previous research have focused on elementary students. Therefore, the researcher would like to obtain a better understanding of the current situation of the family leisure engagement of young children. Family System Theory and Ecological System Theory are presented in relation to family leisure involvement and parent-child relationship. This study is a quantitative survey research. The researcher distributed survey questionnaires to parents of young children in different cities in Taiwan. Descriptive statistics, t-test, one-way ANOVA and Pearson correlation will be used in the data analysis process. The researcher will obtain participants' confirmation of voluntary participation in the study after they are informed of all the aspects of the survey. In addition, it is assured that there isn't any type of harm to the participants who will give responses to the survey questionnaire. The findings of the study will reveal the ranking of types and motivation selection of family leisure activities, the feature of parent-child interaction during leisure time, and if there are significant differences in family leisure activities among different family demographic variables. It is assumed that where parents spend more time with children in family leisure activities this is associated with more positive parent-child interactions and bonding. The implications will be given according to the finding of the study.

Keywords: family leisure, family leisure engagement, parent-child interaction, family systems theory, ecological system theory

SYMPOSIUM SET A/ 22

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

Self-organised Symposium

CHAIR: MARIA ANTONIA RIERA JAUME

University of Balearic Islands, Spain

This symposium looks at a comparative study among different programs in order to analyse the practitioners' role and professional skills to identify good practices used among the programs to support families in the different contexts of Spain and Italy. The interdisciplinary team who has driven this project are researchers from four universities: University of Balearic Islands, Universitat Autònoma Barcelona, Università degli Studi di Firenze and Università degli Studi di Pavia. The findings of this study indicate that it is necessary to reflect on the types of professional interventions, effectiveness, quality conditions and the skills of professionals in the family

settings. The research raised some questions about the role assumed by professionals working with families, the skills required, how to avoid improvisation and precipitation in the interventions, and finally, the processes that foster empowerment to families. To develop this research multiple studies have been conducted using video recordings, document analysis, interviews and focus groups.

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

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

The aim of this study is to identify effective strategies to manage groups during playgroup sessions with families and their children under three. Previous research is being published (Blanch, 2010; Blanch & Gimeno, 2011; Blanch, Gimeno & Careta, 2015). The research is based on the group analysis theoretical framework (Sunyer, 2008). The research is a comparative case study based on 3 professionals from Catalunya and Pistoia (Firenze). A mixed methods approach has been used. Interviews and videos of the professionals while working were recorded. The videos were discussed by two focus groups including researchers and practitioners. All the families and professionals gave voluntarily agreement to participate after being informed. The images were carefully taken avoiding interference. Their use is only permitted for research and educational purposes. During previous research, 5 different functions were noted. The results of this second phase demonstrated differences in the functions used according to the professionals' roles during the session and the type of family programme conducted. The practitioners demonstrated functional competences in conducting the family groups, including dialog to verbalise feelings on what's happening to the participants, promoting values, being available and accessible to everybody and sharing conceptual aspects reflecting on the actions taken. Rules were also established to facilitate the organisation and the interactions. The results involve professionals and also managers working with families who regulate and administer these settings so they have evidence to enable them to improve their work involving family groups with babies and toddlers.

Keywords: family centre, group dynamics, early childhood settings, practitioners' skills, playgroup

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

CLARA SILVA, University of Florence, Italy

The research aims to study the mother-child relationship in a children's center in the city of Pistoia. The research covered a case study and was performed using the techniques of videoing and the focus group. It was possible to examine aspects involving relational acts, values, prejudices, and also hidden motivations. The research intends to be a continuation of previous studies we conducted, in particular with the line of investigation that comes by the following the work of Silva (2004), Ead. (2006), & Ead. (2008). Over the last decade attention has been increasingly focused on a relational approach between educators, caregivers and families, based on the awareness that parents' proactive participation in the life of the school is essential to children's school and educational services success. The theoretical frameworks have also referred to the works of Tobin, Mantovani & Bove (2010) and Watt (2007). The research is a participatory one, composed of a case study, that by means of the focus group technique allowing examination of complex issues, for instance relational ones, which involve acts, values, prejudices, and hidden motivations. Participants were informed of the mode of acquisition of data and images, and they have given their consent to acquire and disseminate data. The children and family centres improve the quality of the relationship between mother and child and allows mothers to meet each other and to exchange views on the growth of children, helping families to prosper for children's development and society in general.

Keywords: mother-child, relationship, educators, caregiver, participation

Professional strategies in support programmes to vulnerable families

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

The paper presents research in Balearic Islands in a group programme that works with families using social services and child protection. The objectives were to study intervention strategies for professionals in supporting families to promote the bonding process and interaction with children, analysing the implicit goals in the

intervention. Previous research is being published (Riera & Ferrer, 2008; Ferrer, 2010; Riera & Ferrer, 2011; Ferrer & Riera, 2014). The theoretical frameworks have been: the perspective of attachment (Bowlby, 1986; Crittenden, 1995), the mechanisms of affect regulation in mother-infant dyads (Tronick, 1999), studies of intersubjectivity (Brazelton & Cramer, 1993; Trevarthen, 1982) and interactionist perspective and guided participation mechanisms that help analyse how adults support the process of child development (Rogoff, 1993; Kaye, 1982; McDonough, 2004). We have collected video recordings of performances by professionals, and we have focused on groups with professionals and experts. From the collected material have been developed analytical categories. Participants informed of protecting personal data is provided consent. The images were carefully taken avoiding interfering and their use is only permitted for research and educational purposes. From the analysis and theoretical perspectives emerge two types of indicators: bonding and interaction. They have classified the strategies analysed from these indicators in order to create an instrument for the evaluation of professional performances (Ferrer & Riera, 2014). It is necessary to establish a reflexive practice, the conclusions of the study will help to design instruments for self-evaluation, external evaluation and provide training and assistance to novice professionals.

Keywords: interaction, bonding, assessment, professional, parent support program

SYMPOSIUM SET A/ 23

APPROACHES TO DEVELOPING SCIENTIFIC KNOWLEDGE

Individual Papers

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

This research focuses on children's observation competency in biology, investigating connections between children's biological observation competency, theory of mind, and scientific reasoning. Furthermore, we developed and evaluated a training program. Observation is a central scientific method. There is evidence that at preschool age children are already able to observe, but not yet at the detailed level that is needed for science (Kohlhauf, Rutke & Neuhaus, 2011). Parallels to scientific reasoning can be found, which develops at a similar age and is known to be related to children's theory of mind (Piekny, Grube & Maehler, 2013). We tested observation, scientific reasoning, theory of mind and language abilities of 75 preschool children (age 4-7). We developed a training program that aims at improving children's perception of details, inquiry and interpretation of observations. The experimental group participated in the training (12 60-minute sessions) by a trained student. After finishing the training we again investigated children's observation skills. Children's parents or legal guardians had been informed about the study beforehand and given their consent. They had the possibility to withdraw their consent at any time and ask for the deletion of recorded data. The children also had the possibility to cancel the testing at any time. The university's ethics committee approved the study. The study found that theory of mind correlates with children's perception of details and their hypothesis-lead investigation, while scientific reasoning correlates with children's ability to interpret their observations. The training materials showed a good usability. Further analysis will show if they foster children's observation competency.

Keywords: observation competency, biology, scientific reasoning, theory of mind, intervention

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; (2) Curtin University, Australia

This paper explores how preschool science outreach programmes can encourage greater parent-child interaction during and following the programme. Children who participate with science exhibits with their parents have better engagement with the exhibit, increased discourse about the experience, and enhanced

educational opportunities. But no research has been done in the preschool context. Situated within a socio-cultural perspective, the conceptual framework includes the role of adults in assisting learning in informal contexts and the place of play in children's learning. The one hour science programme was delivered to five playgroups. Case studies of 15 parent-child dyads were developed from video-recordings of their interaction with the exhibits and interviews with parents. Children were 3-4 years of age. Video screen shots were used to develop photo books which became the catalyst for children's conversations about the programme. These books were sent home. All 15 parents signed consent forms. Children were verbally asked to participate in the photo book conversation with their parent. Children's body language was closely observed, with children choosing to end the conversation by closing the book or leaving. Parents assisted their children during the programme through asking open-ended questions, encouraging active involvement, cooperatively playing with their child, and modelling inquiry behaviour. At home, the photo book became the focus for children to describe the exhibits, explain how they worked, express enjoyment and share with others. Transferal of activities and ideas from the programme to the home environment was evident, and was extended due to the presence of the photo book.

Keywords: outreach programmes, preschool, parent-child interactions, photo books, science

Sciences exposure: a chance to environmentalise the curriculum through the teaching of natural and social environment subjects in the Childhood Education Grade from the Universitat Autònoma de Barcelona
NEUS BANQUÉ MARTÍNEZ AND GENINA CALAFELL SUBIRÀ, Universitat Autònoma de Barcelona, Spain

Exposure to the sciences as an activity for environmentalising the curriculum (EC) as a subject of the initial formation grade for childhood teachers from the UAB. The research identifies weaknesses and strengths from the experience in relation with the EC. The report from the GUNI 82012 indicates a diversity of barriers hinder the EC in creating cooperative structures, incorporating the complexity and favouring the participation on the university community. Geli, et al. (2006) define the EC as a reflexive and action process orientated to achieve an education for sustainability in curriculum deployment. Bonil et al. (2012) propose a process of EC activities design from these complexities. These concepts are the framework to make that the students design a scientific education activity to be included in 'sciences exposure'. The research modality is the programme evaluation. The data samples are the pupils' productions and a field diary with team work observation. The data are treated from the speech analysis with reference to the EC. The pupils are informed about the information and its results. The results indicate that their experiences are favourable in EC because the students (1) connect the science with the sustainability, (2) create complex questions and (3) value the interaction between the student and professor in the university campus. The students show weaknesses on the cooperative work because they tend to work in a summative way. The experience is realised during three academic courses and it is of positive value to development of the subject.

Keywords: curricular environmentalisation, teaching of experimental sciences, teacher formation and science, science exposure, complexity

SYMPOSIUM SET A/ 24

PLAY: CREATIVE, POETIC AND RESEARCH ORIENTATED

Individual Papers

CHAIR: DAVID BRODY
Efrata College of Education, Israel

Young children's' play is like poetry
JORUNN SELJESETH, The University Of Agder, Norway

This artistic development project had as its aim to create a theatrical expression for toddlers using participatory observation as the starting point for the artistic process. An artistic and theoretical investigation of theatre for the youngest children (Lise Hovik, 2014; Glitterbird-Art for the Very Young, 1998–2006). The theoretical approach is the theory of lyrical poetry based on Kittang and Aarseth (1968) and Claudi (2010). The theory of

play and embodied experience is based on Løkken (2004). The project has a hermeneutical approach. This work represents a paradigm shift as presented in *Method Meets Art* (Patricia Leavy, 2009), by crossing the borders between being a traditional ethnographical researcher using observations and being a product developer, where experience from artistic work and process are juxtaposed with the findings from the observations (Leavy, 2009). Data is thematically analysed, and analysis from both these sources are used to reflect on possible consequences for making theatre for toddlers. The fact that I was a product developer may affect the objective analysis of process, product and findings. It may be difficult to see the pitfalls in one's own work. Important is also the sensitivity to small children, entering an already established world of relationships. The main findings show common elements in toddlers' physical play and lyrical poetry. The focus for the paper is what consequences may ensue for theatrical expression when the poetic eye is used to observe the youngest children at physical play. By watching the common elements of toddlers' physical play, theatrical expression can be expanded for the children.

Keywords: toddlers, art for young children, poetic elements in toddlers' play, toddlers' play as a resource, theatrical processes and products

Play as a complex, creative activity

LIZ CHESWORTH, Leeds Beckett University, United Kingdom

This research aimed to explore the perspectives of children, contextualised by those of their parents and teachers, as a means of exploring play within an English reception class. The current emphasis in England upon early childhood education as a site of preparation for formal education (Moss, 2007; 2013) has led to a preoccupation with what play can 'do' for children (Goouch, 2008; Rogers, 2010; Wood, 2015). The association of play with prescribed learning goals has led to discussions about the adult colonisation of play (Goouch, 2008; Rogers, 2011) and the consequent narrowing of children's playful experiences (Wood, 2015). This research draws upon sociocultural theory to explore how children negotiate intentions and co-construct meanings in their play. Over an eight month period, everyday episodes of classroom play were filmed and viewed with children, parents and teachers. The conversations that emerged were analysed to present children's voices as alternative perspectives to positivist, universal notions of play in early childhood. The children's consent in the research process was conceptualised as ongoing and flexible, and contextualised within the establishment of respectful and reciprocal relationships. Play was revealed as complex social and symbolic activity driven by the motivations and intentions of the children. The research proposes that the children created their own zones of proximal development (ZPDs) that were distinct from the learning goals associated with a prescribed curriculum. Children's intentions for play may not resonate with curriculum goals. There are challenges associated with creating freedom for play whilst simultaneously addressing statutory curriculum learning requirements.

Keywords: play, curriculum, ZPD, children's perspectives, agency

Play is the highest form of research (Einstein)

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

What should be the features of learning-game materials if they are to promote discovery and exploration? How can children be motivated to investigate such materials? What are the consequences on the learning process? Could visualising the learning process, through the practice of documenting, help? How does all of this impact goal-oriented education? The Italian book, "Documentation for young children" is relevant here. Children are by nature curious and have the ability to learn by playing (Fröbel). Quality of toys, materials to play with and surroundings are important. Children have an intrinsic need to explore (Malaguzzi, Reggio Emilia). Support from a mentor is needed (Vygotsky, Bruner). Documentation is an important help. "Documentation makes it possible to nurture ideas through exchange and comparison of ideas" (Rinaldi). Research will be conducted during a five week apprenticeship at a kindergarten in Brussels. The research method will consist of pedagogical documentation. The research data of 15 students will be analysed. Informed consent was given by all parents of children involved in the project. The research and the evolution of the play game are determined by the intense experiences which preceded the game. Documentation will improve mentoring quality. Opinions remain divided about working towards targets. Talking to the children and reflecting with the children will be the subject of a research project conducted by our colleague in charge of language development. She will present the first research results at the end of 2015. How to stimulate the teacher's creativity will also be a research item, in order to improve our curriculum.

Keywords: creativity, playing materials, discovery, evolution in play, child as researcher

SYMPOSIUM SET A/ 25

ASSESSMENT AND PROFESSIONAL DEVELOPMENT

Individual Papers

CHAIR: GWYNETH DAVIES

University of Wales, Trinity St David, United Kingdom

Innovative assessment for employability and professional development

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

The research aims to identify and develop a wide range of diverse and innovative assessment methods for assessing undergraduates students. The School of Early Childhood has developed a wide range of assessment methods which promote equality and inclusion, considering different learning styles and attitudes. The research will consider the responses of staff and students to non-traditional assessment methods. The work relates to research by Brown and Pickford (2006) on assessment methods and Brockbank and McGill's (2007) work on reflective learning. The study links to theories of action learning and interactive learning as espoused by Vygotsky and Erikson (Hammersley, 2007; Ball, 2011). The study perceives learners as agentic and reflexive. A socio-constructivist research paradigm has been used for this study, focusing on democracy, collaboration and reflexivity. An agentic ontological position is taken, addressing attitudes and perceptions. The epistemological position is compatible with the socio-constructivist paradigm. The research frame is based on an action research design with a mainly qualitative methodology utilising questionnaires, focus groups and interviews. All implications of the research were made clear through information sessions, students were aware of their right to withdraw and informed consent was gained. Anonymity and confidentiality were ensured according to BERA guidelines. The study shows that students are advantaged by having access to a range of assessment methods which support their employability and professional development. The research suggests that higher education institutions should consider adopting more radical and innovative approaches to assessment and to consider a wider range of transferable skills.

Keywords: assessment, innovation, employability, inclusion, diversity

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

This study aims to describe and understand the evolution of student teachers in early childhood education at the level of professional competences that are central in their teacher performance specific profile. The study draws on previous research studies by Darling-Hammond. The theoretical framework encompasses the proposal of Darling-Hammond on authentic assessment that is sensitive to contexts, holistic and individualised. It is also supported on the ideas of Formosinho that considers assessment and regulation of learning, as a manifest dimension of a process curriculum in teacher education that needs to be problematised. 41 students from the Master in Preschool Education at the School of Education of Porto participated in this exploratory study. Data was collected through the individual grid of assessment of the processes of development in supervised pedagogical practice in four domains (observation, planning, action, reflection) and 25 dimensions, in two stages: regulatory assessment and final assessment. Ethical concerns included confidentiality assurance in all phases of the research process. Analysis points to statistically significant differences between the two stages, showing evolution of students level of competence in all domains, but not equally in all dimensions. Data allows us to draw some considerations about the evolutive pathways of students regarding learning in structural domains of professionalism and assert the perceived effectiveness of the education/training processes. The implications of the study are particularly noteworthy at the level of an endogenous understanding of professional learning processes, allowing for a permanent adequacy to identified needs, especially at the level of supervision practices.

Keywords: authentic assessment, preservice teacher education, practicum processes, professional learning, evolutive profiles

Quality in practice: an exercise in control or professional obligation

MARESA DUIGNAN, Department of Education and Skills, Ireland

This paper reports the findings of research conducted in 2015 to ascertain the scope and relevance of education and training programmes in preparing professionals to work in early childhood education and care (ECEC) in Ireland. This work builds upon previous national and international policy, e.g. Department of Education and Skills (2010): A Workforce Development Plan for the Early Years Sector, University of East London and the University of Ghent (2011): Competence Requirements in Early Childhood Education and Care (A Study for the European Commission Directorate General for Education and Culture). This research builds upon my previous doctoral thesis, 'The Growth of Professionalism in the Early Childhood Care and Education Sector in the Republic of Ireland', to test the continued relevance of espoused theories of professionalism in practice as expressed within national policy documents in Ireland. It is premised upon the theory that professional identity is a socially constructed phenomenon impacted upon by a range of variables from the interpersonal to political. Three online survey instruments were developed to gather data for this study. These were consulted on and tested with relevant stakeholder groups before circulation. Qualitative and quantitative data was collected and analysed. The study complied with ethical guidelines supplied by the Irish Research Council for Social Science. Analysis of 1082 responses underway. Findings will be completed for presentation by end June 2015. This research will inform national policy developments in relation to the professionalisation of the ECEC workforce in Ireland.

Keywords: professionalism, education and training, quality, national policy, professionalisation

SYMPOSIUM SET A/ 26

PROFESSIONALS' INTERACTION SKILLS

Individual Papers

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

This study aimed to measure the quality of the interactions inside the classroom, and improve instructional support by working alongside teachers. Instructional Support had always been the lowest scored dimension in countries that applied the CLASS and also the hardest to improve (Treviño, Toledo & Gempp, 2013). The interactions between students and teachers are considered the primary engine for children's learning (Hamre & Pianta, 2007). The CLASS instrument evaluates the interactions between them, by focusing in three dimensions that are considered the main attributes of effective teaching and which will have positive results in the long term: Emotional Support, Classroom Organisation and Instructional Support (Pianta, La Paro & Hamre, 2008). Mixed methods research was used. Qualitative methodology: direct observation of teachers during an instructional activity. At the end, the evaluator provided a report and feedback. Quantitative methodology: evaluators watched a recorded class, and scored the interactions between teacher and students. Participation was not mandatory and teachers with low scores wouldn't receive any kind of sanction. After one year of intervention, Instructional Support scores finally improved from low to medium-high levels in 46 out of 60 classrooms. The CLASS allowed giving immediate feedback to all teachers, in order to support them and help them create better ways of interacting with their students, focused in cognitive development and language improvement of students. Using the CLASS instrument allows us to have a wider picture of what's happening inside the classroom. Immediate feedback to the teachers after an evaluation had been an effective way to determine which areas are weaker and which need to be addressed more efficiently.

Keywords: ECEC, teacher development, evaluation, effective interaction, mixed methods research

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 aim is to present how headmasters and pedagogical leaders report the staff's relational competence. This study is a part of the research project BONDS carried out by the Norwegian centre for child behaviour development, and the University College of Buskerud and Vestfold. The study is based on theories that focus on competence and qualifications of the staff, and relational competence. It has a socio-cultural perspective, where children's learning and development is dependent on the environment and social context where they are participating. In 117 of the 133 kindergartens (response rate: 87%), the heads of the institution and the pedagogical leaders of departments in the institution have completed questionnaires that were developed on basis of a review of theoretical and empirical contributions and professional experience and considerations. The questionnaires covered a wide range of characteristics of the institutions, competence and behavioral supporting practices. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). The analysing processes are ongoing, but preliminary findings shows that the pedagogical leader's reports that 25% of the staff do not have the skills they need to handle challenging behaviour. The results show that leaders in Norwegian kindergartens point out a need for competence development in their relational skills with children with challenging behavior.

Keywords: relational competence, staff, behavior, learning environment, kindergarten

The caregiver interaction profile as basis for competence development (in-service training) in Norwegian ECEC settings

ANNE-GRETHER BAUSTAD, University of Nordland, Norway,

The project aims to develop knowledge about how the Caregiver Interaction Profile (CIP) can be used as a tool for competence development (in-service training) in Norwegian ECEC, especially related to developing 'interactive quality'. This presentation describes and discuss a PhD project defined under an ongoing national project 'Better Provision for Norway's Children in Early Childhood Education and Care' (BePro). The project builds also upon previous research related to the NCKO study (Netherlands Consortium Kinderopvang Onderzoek). The theoretical and conceptual approach is framed within a Norwegian cultural and social context, including global process quality variables in CIP indicating that some variables are more important for children's well-being, development and learning than others are. This project is grounded within a qualitative approach, including quantitative methods. It is designed as a case study, but also inspired by interactive research. Caregivers and centre directors in 10 Norwegian childcare centres participate in the project that use mixed methods, i.e. survey, focus group interviews and video observations. The study follows ethical standards and privacy policies approved by the Norwegian Social Science Data Service and The Norwegian Data Protection Authority. Participants' confidentiality and anonymity is guaranteed. Preliminary findings from the introduction phase (survey) will be presented and discussed, as well as the design of this project. There is a need for more research-based knowledge about quality in Norwegian ECEC. This project contributes to increase the professional knowledge and practice related to 'interactive quality' in Norwegian ECEC. Research and practice works together for enhancing professional development and practice.

Keywords: childcare quality, interactive quality, caregiver child interaction, competence development, Norwegian ECEC

SYMPOSIUM SET A/ 27

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

Self-organised Symposium

CHAIR: MARGARET SIMS

University of New England, Australia

Around the western world, the development of early childhood as a profession is impacted by neoliberal political contexts that not only question the value of professionalisation, but require top-down quality assurance systems that serve to de-professionalise practitioners. The form of quality assurance takes its shape from the education discourse which itself imposes certain boundaries. This study uses an interpretive framework actioned through an online survey of those working across a variety of roles in service delivery relating to young children, asking participants to reflect on issues relating to professionalisation, and their experiences of how the path travelled in their context impacts on their work. The symposium reports results of the study from Australia, Finland and the United Kingdom. It is hoped that a better understanding of the factors impacting on professionalisation will help the early childhood field in its evolution towards becoming better valued and respected.

Professionalisation in Australia

MARGARET SIMS, University of New England, Australia

I will present findings of the Australian component of this study which aims to share an understanding of the risks and rewards of different paths towards professionalisation. Professionalisation is thought to improve the status of an occupation (O'Connell, 2011). The price includes increased monitoring and accountability, standardisation of practice and high expectations for reporting and record keeping (Oberheumer, 2005; Williamson & Morgan, 2009; O'Connell, 2011). Neoliberal political contexts across much of the western world see this as inevitable and it is not often that practitioners question the direction in which their profession is evolving (Sims & Waniganayake, in review). The research is underpinned by an interpretivist ontology (Sarantakos, 1998) and a social constructivist ontology (Keaton & Bodie, 2011). Individual participants construct their understandings of their own professionalism and the professionalism of EC through their interactions in the world and with the people around them, sharing these perceptions with us. The study is informed by an interpretive ontology which uses an online survey to prompt participants to reflect. Informed consent was obtained from all participants, who remain anonymous. In Australia the path to professionalisation follows the education discourse, leading to the marginalisation of work with infants and toddlers and of caring. The neoliberal context coupled with a commitment to pursuing professionalisation via the education discourse poses a number of risks to elements of the work most valued by those in EC. A clearer understanding of the risks and benefits can help shape advocacy for a more effective policy agenda.

Keywords: professionalisation, education discourse, professional identity, roles and responsibilities, care

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

I present findings of the UK component of the study which aims to share an understanding of the risks and rewards of different paths towards professionalisation. For many in early childhood, professionalisation is a highly desired goal. Professionalisation is thought to bring with it increased status, pay and conditions (O'Connell, 2011). The price includes increased monitoring and accountability, along with standardisation of practice and high expectations for reporting and record keeping (Oberheumer, 2005). The study is designed to prompt reflection on a number of key issues relating to professionalisation using an interpretivist approach (May, 2011). We start from participants' subjective meanings and move towards greater understanding through an objective analysis (May, 2011; Weber, 1949). The study is informed by an interpretive ontology which uses an online survey to prompt participants to reflect. Informed consent was obtained from all participants who remain anonymous. In the UK, the drive to raise standards of provision in the Early Years through professionalisation is couched in terms of improving children's learning at the expense of care and nurturing. This in turn may be leading to tensions between educators with Qualified Teacher Status (QTS) and those with traditional EY qualifications who are aiming for the newly introduced Early Years Teacher status (EYTS). In the UK, as well as in other countries, the neoliberal context coupled with a commitment to pursuing professionalisation via the education discourse poses a number of risks to elements of the work most valued by those in EC.

Keywords: professionalisation, education discourse, professional identity, roles and responsibilities, care

Working with children with special needs in Finnish early childhood centres: professionals and/or specialists?
MARI NISLIN, LAURA REPO AND NINA SAJANIEMI, University of Helsinki, Finland

This study aims to investigate the early childhood professionals' (ECPs) concepts on working with children with special educational (SEN) and diverse needs, and how this work is positioned in relation to the professionalisation of early childhood. The quality of Finnish early childhood special education is proved to be high (Suhonen et al., 2014). Inclusive settings require competent and qualified staff (Nislin et al., 2015). This challenges every ECP to evaluate their own professional identity when encountering diversity. Finnish ECE is based on the idea of inclusion (Pihlaja, 2009; Fredriksson, 2010), that all children have an equal right for ECE that supports social justice and diminishes segregation. Without high quality ECE children with SEN have higher risk for exclusion (Repo, 2014). The data was collected via a nationwide online survey. Participants (N=1158) represented various professions in ECE (e.g. teachers, supervisors). This study is the Finnish part of the international professionalism in ECE study. The Ethics Committee of the University of New England approved the study. Participation was fully voluntary and anonymous. Findings demonstrate that what is most challenging for ECPs is to encounter traumatised, vulnerable children and children with severe disabilities. Findings are discussed in the light of current research regarding professional competency in educating students with SEN (i.e. shared responsibility vs. requirement for specialists). The theoretical positioning of inclusion presupposes that all ECPs should have the skills to work with children with SEN. This study challenges this assumption. Findings could be applied in practice for enhancing the ECE professionals' awareness of the importance the inclusive settings.

Keywords: professionalisation, early childhood education, inclusion, segregation, special educational needs

SYMPOSIUM SET A/ 28

QUALITY ASSESSMENT IN ECE

Individual Papers

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

This presentation is based on first results from an on-going study aimed at discussing the cultural complexities of a cross-cultural use of standardised instruments, specifically Classroom-Assessment-Scoring-System (CLASS, Pianta et al., 2008). The CLASS is an assessment system with a strong theoretical and empirical background, widely used to evaluate quality and efficacy of teacher-child relationship. CLASS validity is highly established in the US and several studies have investigated its psychometric properties in different cultural contexts (Pakarainen et al., 2010; Cadima et al., 2013; Trevino et al., 2013). These studies suggest that cultural differences could affect its three-domain factorial structure, but they don't discuss and examine in a critical culturally-sensitive way meanings, dimensions and indicators of 'effective' teacher-child relationships, as defined by CLASS. The main purpose of the study is to contribute to address this gap focusing specifically on CLASS pre-K. The theoretical framework draws on the field of cross-cultural research (Gillen et al., 2007; Rogoff, 2003; Tobin, 2005; Tobin, Hsueh & Karasawa, 2009) and validation/adaptation methodology (Hambleton & Patsula, 1999; Hambleton et al., 2004; Muñiz, 2000). We adopted a qualitative research design and collected our data through video-observations, focus-group interviews and reflective discussions with Italian preschool teachers. All participants in this research were fully informed of the research project. Teachers gave their informed consent. Data collection and data analysis is still on-going. Tentative findings suggest that teachers consider the CLASS an interesting tool, although not free from cultural influences. This study may offer a valuable opportunity to reflect on the cultural characteristics of the CLASS and of a validation and adaptation process in a cultural context (Italy) different from the original one.

Keywords: cross-cultural research, quality assessment, standardised instruments, validation process, preschool

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

To describe the core aspect of process quality based on caregiver-child interaction (CIP) and the relation to global quality assessed with ITERS-R. We will also give a short comparison between Norwegian CIP scores and the findings from the Dutch study NCKOCIP build upon previous research and in close collaboration with the Dutch study NCKO, owner of the CIP scales. Theoretical approach based on process and structure quality. The CIP scales is based on developmental theories and focuses on sensitive responsiveness, respect for autonomy, structure and limit settings, verbal communication, developmental stimulations and fostering peer interaction. Our data material consists of 200 classrooms stratified by five region in Norway. All classrooms have been assessed with ITERS-R and 150 caregivers (preschool teachers and assistants) have been videotaped and rated with CIP. Each caregiver was filmed for 8-10 minutes in four to six different settings, free play, diapering, lunch, transitions between activities, outdoor play and teacher lead activity. Norwegian Data Protection Authority has approved the study and the participants' confidentiality has been well considered in all intervening situations; anonymity of the participants is guaranteed. We will present and discuss the strengths and weaknesses in Norwegian caregivers' interactive skills based on CIP and the correlation to the ITERS-R scores. The study contributes to increase the knowledge about quality in caregiver-child interaction and centre quality for children under the age of three in different Norwegian ECEC settings. It gives us the opportunity to compare with other countries.

Keywords: child care quality, assessment, interaction, measurement, comparative

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

The aim is to study the possibility of using ECERS-R and ECERS-E as an assessment tool in the Russian system of early child education. ECERS-R and ECERS-E were adapted and used in different countries assessment in education and cross-cultural researches (Sheridan, 2001; Tietze & Schuster, 2005; etc). This study is based on cultural-historical theory by Vygotsky and, in accordance with this approach, education includes the acquisition of cultural tools and should be built in the zone of proximal development of children. The trained educators evaluated 26 kindergartens using ECERS-R and ECERS-E. Experts previously identified two groups in the sample: a group of kindergartens with a higher (Group A) and lower quality of education (group B). Higher quality means the work in the zone of proximal development of preschool children, friendly and stimulating at the same time in teacher-children interaction. The question was whether ECERS is able to differentiate kindergartens from the contrasting groups. The research was carried out in accordance with Code of Ethics of Russian Psychological Society. The findings were: 1. ECERS-R demonstrated significant differences between groups A and B in the following scales: Personal Care Routines, Language|Reasoning, Interaction and Program Structure; 2. ECERS-E demonstrated significant differences between groups A and B in the following scales: Mathematics and Literacy; 3. the educational program of the kindergarten makes a difference in the results of assessment. ECERS-R and ECERS-E can therefore be used as standardised tools of assessment and development of the quality of education in Russian preschool system and as a tools of comparative assessment.

Keywords: ECERS, assessment, cultural-historical psychology, zone of proximal development, quality of education

SYMPOSIUM SET A/ 29

STUDIES OF BABIES

Self-organised Symposium

CHAIR: GABRIELA TEBET
University of Campinas, Brazil

This symposium highlights the importance of studying babies. Although clearly babies are very young children researching babies in ways that takes account of their agency and subjectivity presents theoretical and methodological challenges as they are a very specific group and largely pre-vocal. The symposium brings together researchers from different parts of world to engage in a dialogue cross-cutting philosophy, sociology, geography and pedagogy to reflect on researching babies using a variety of methods and approaches. The studies presented in this symposium are part of a broader newly emerging field of 'studies of babies'

Constituting babies

GABRIELA TEBET (1) AND ANETE ABRAMOWICZ (2), (1) University of Campinas, Brazil; (2) Federal University of São Carlos, Brazil

This paper aims to constitute babies as a category in Social Studies of Childhood. This discussion is the result of a study carried out by Tebet and Abramowicz (2014) about babies' process of individuation. From the viewpoint of the genealogy of Childhood Sociology, we see the need to theoretically build the idea of a baby as an autonomous concept in relation to children. For this, we rely on the ideas of Prout, Foucault, Deleuze, Simondon and Latour. We conducted extensive bibliographic research in order to identify how babies are represented in the various approaches of Childhood Sociology. Besides the consent of those responsible, we emphasise that in infant research, it is necessary to look at the various ways that babies can communicate when they feel uncomfortable. In addition to following protocols, this question of ethics should effectively protect participants from invasive procedures that may generate discomfort. In this research, babies are immanent and singular, and are an independent and powerful analytical concept. We highlight the perspectives present in the following approaches: Cartography (Deleuze, Guattari and Rolnik), which traces not only paths and movements but also desires, the Actor-network Theory (Latour), Studies of Fields (Bourdieu, quoted by Alanen) and the Mosaic Approach (Clark and Moss). We believe all of these methodologies are capable of examining the power of babies, and of finding singularities and different ways of constituting the baby itself.

Keywords: babies, studies of babies, singularity, Simondon, (Un)individuation

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

LINDA HARRISON, Charles Sturt University, Australia

This paper aims to build situated understandings about babies' interactions and experiences in ECEC services. It draws on two Australian government-funded research studies that used diverse disciplinary lenses, theories and methodological approaches to study babies' lives in childcare (Harrison & Sumsion, 2014; Sumsion et al., 2011). One method, based on time use diary (TUD) methodology, which is typically used in the social sciences (Gershuny & Sullivan, 1998), records babies' activities as they naturally and sequentially occur in daily life (Harrison et al., 2014). In the present study, we extended TUD methodology by incorporating a photographic record. The Time Use Diary for Infant-Toddler Childcare (Harrison et al., 2014) procedure was used to collect continuous data, recording in 5-minute blocks 'what the child is doing' (e.g. quiet play, active play, talking/being talked to, being comforted), 'where the child is' (eg. inside, outside), and 'who the child is with' (e.g. alone, educator, other child). TUD records were matched to photos taken every 10 seconds using a Go-Pro fixed camera. Photos were reviewed and 'mapped' to indicate the child's location in the playroom, and the location of educators and other children. With educators' and parents' consent, observations and photographs were collected in four case study sites in metropolitan, regional and remote areas of Australia. Results will be presented to illustrate babies' activities, interactions and movements across sequences of time and in relation to adults, children and the physical spaces of the centre. Discussion will focus on times of connection with others and disconnection.

Keywords: infant-toddler childcare, observation, time use diary, mapping, connections

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

LOUISE HOLT, Loughborough University, United Kingdom

In this paper, I explore the potential contribution to early childhood studies of critical geographical accounts of infants. There is an emerging field of research interest in the geographies of infants (Holt, 2013, in press; Tebet, 2015). A critical geographical approach addresses the limited understanding of the importance of socio-spatial contexts and infants' changing embodied agency/subjectivity to child development. Lupton's (2013a) notion of infant-carer interembodiment is taken forward by exploring a range of interembodiments with infants and a

host of human and non-human others within specific socio-spatial contexts, and in ways which take a fuller account of the role of the embodied subjectivity/agency of infants. The paper draws upon a small-scale, participatory study of infant feeding. Focus groups with parents were followed by family video auto-ethnography and then a further focus group discussion to invite participants' interpretations of emerging findings. These in-depth methodologies seek to explore infant-carer-other interembodiments in a range of different spaces/places, and how they are tied to, and intersected by, broader socio-spatial processes at a range of spatial scales. Research with infants challenges standard ethical procedures as infants cannot consent to participate in research. This raises specific questions about the ethics of researching with infants, in response to which relatively non-invasive research practices are used in this study. That infant feeding practices are socio-spatially shifting, and this is tied to specific infant/carers/other embodiment within specific spaces, wherein particular normative ideas of feeding are (re)produced. This approach has significant theoretical and methodological implications for the field

Keywords: geographies of infants, bodies, interembodiment, geographies of infant feeding, sociology of childhood

SYMPOSIUM SET A/ 30

EMOTIONAL ROOTS OF LEARNING IN PRACTICE AT PEN GREEN

Self-organised Symposium

CHAIR: TRACY GALLAGHER

Pen Green Research, Development and Training Base, United Kingdom

This themed symposium explores the views and contributions of practitioners who have engaged in the training programme 'Emotional Roots of Learning'. The first presentation explores the 'Tavistock' method of observation and how the method has been used to support practitioners understanding of a child's emotional world, giving meaning to the everyday complexities children are facing in an Early Years Nursery School such as exclusion or challenging circumstances. Two case studies will offer an understanding of the transformative impact the training programme has had on pedagogical practice in an Early Years setting. The training programme supports practitioners to extend and develop their awareness and understanding of young children's emotional development, through the use of the 'Tavistock' (Bick) observational method, and the sharing of psychoanalytic concepts in order to understand children's interactions, behaviour and play.

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

The research explores how the 'Tavistock' method of observation has been used to support practitioners understanding of a child's emotional world, giving meaning to the everyday complexities a child is facing in an Early Years Nursery School. The study is based on the work of Tait and Shaw (2014) and Mezirow's Stages of Perspective Transformation (1981). The theoretical framework underpinning this research is auto ethnographic, encompassing reflexive co-constructed narrative. The paradigm is interpretative, the methodology is qualitative, and the methods include observations and semi-structured interviews. Anonymity of individuals interviewed and the settings where observations have occurred. The impact on the practitioner of participation at the observation seminar supported their personal and professional development. There was an organisational shift with increased understanding of child development and the emotional roots of learning. Key findings have been an increased capacity for practitioners to support very young children living in complexity more effectively through deeper understanding. Observations have impacted on the way parents and practitioners think about a child's world and their own feelings and reactions.

Keywords: psychoanalytic, observations, pedagogy, practitioners, reflection

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 birth to three

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

This case study will offer an understanding of the transformative impact the training programme ‘Emotional Roots of Learning’ has had on pedagogical practice. Supporting practitioners working with children aged from birth to three years to extend and develop their awareness and understanding of young children’s emotional development through the use of the ‘Tavistock’ (Bick) observational method and the sharing of psychoanalytic concepts in order to understand children’s interactions, behaviour and play. Tait and Shaw (2014) and Mezirow’s Stages of Perspective Transformation (1981) are part of the theoretical framework underpinning this auto ethnographic research which, encompasses reflexive co-constructed narrative. The paradigm is interpretative, the methodology is qualitative, and the methods include observations and semi-structured interviews. Anonymity of individuals interviewed, settings where observations have occurred. The impact on the practitioner of participation at the observation seminar supported their personal and professional development. There was an organisational shift with increased understanding of child development and the emotional roots of learning. Key findings have been an increased capacity for practitioners to support very young children living in complexity more effectively through deeper understanding. Observations have impacted on the way parents and practitioners think about a child’s world and their own feelings and reactions.

Keywords: psychoanalytic, observations, pedagogy, practitioners, reflection

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

The case study will offer an understanding of the transformative impact the training programme ‘Emotional Roots of Learning’ has had on pedagogical practice. Supporting practitioners working with children aged from three to five to extend and develop their awareness and understanding of young children’s emotional development through the use of the ‘Tavistock’ (Bick) observational method and the sharing of psychoanalytic concepts in order to understand children’s interactions, behaviour and play. The underpinning concepts are Tait and Shaw (2014), Mezirow’s Stages of Perspective Transformation (1981). The theoretical framework underpinning this research is auto ethnographic, encompassing reflexive co-constructed narrative. The paradigm is interpretative, the methodology is qualitative, and the methods include observations and semi-structured interviews. Anonymity of individuals interviewed and settings where observations have occurred was part of the ethical considerations. The impact on the practitioner of participation at the observation seminar supported their personal and professional development. There was an organisational shift with increased understanding of child development and the emotional roots of learning. Key findings have been an increased capacity for practitioners to support very young children living in complexity more effectively through deeper understanding. Observations have impacted on the way parents and practitioners think about a child’s world and their own feelings and reactions.

Keywords: psychoanalytic, observations, pedagogy, practitioners, reflection

SYMPOSIUM SET A/ 31

REFLECTIONS ON STRATEGIES FOR STUDENTS TO DEVELOP CRITICAL AWARENESS OF THEIR LEARNING AND PRACTICE

Self-organised Symposium

CHAIR: DILYS WILSON

Middlesex University, United Kingdom

These papers consider early years education and training programmes and the importance of reflective practice for students and tutors. Paper 1 evaluates the impact of a new programme design and assessment process on Early Years Initial Teacher trainees learning and professional practice with children from birth to five. Paper 2

analyses how reflections of recorded observations of tutor/student interactions can improve metacognitive awareness and critical thinking to inform practice. Paper 3 explores how aspects of a parenting strategy can be embedded in the programme to equip students to support the transitions from home to nursery for disadvantaged families.

An evaluation of a professional training programme for graduate early years teacher trainees

DILYS WILSON AND SHARON GOATE, Middlesex University, United Kingdom

In England EYTS replaced EYPS in September 2013 following the introduction of the Teachers' Standards (Early Years). Early Years Initial Teacher training was introduced in September 2014. This paper will review the impact of a new programme design on the professional development of a group of EYT graduate trainees. Hadfield et al. (2013) confirm the impact of graduate leadership on early years professionalism. Other research considers factors influencing professional status in the early years sector (Manning-Morton, 2006; Osgood 2012). Gouch & Powell (2013) implemented a professional development programme that supported the professionalism and status of baby room practitioners. This research draws on the observation that communities of practice (Wenger, 1998) are more able to develop a shared reflective capacity. Schon's (1983) concept of reflection in action has been used to guide the development of the trainee's reflective practice and the research process. This small scale study tracked the progress of a group of trainees through their programme of study. This included on-going sampling of coursework, training evaluations and observation of practice in workplaces and placement settings. Interviews were also used to capture trainee's thoughts and reflections on their journey to EYTS. All participants were informed of the research and its purpose including their rights (BERA, 2011) in the research process. The trainees' opportunity to learn together and share their practice experience and challenges supported their reflection and graduate professionalism. Relationships with tutors/supervisors who understand trainees' starting points and workplace/placement contexts are able to support individual learning and development.

Keywords: professionalism, reflexivity, leadership, learning community, impact

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

VICKY BURGARDT, Middlesex University, United Kingdom

This research examines how reflection on tutor-student interactions can nurture students' critical thinking skills. It has reformative potential for early years practice. A substantial body of research suggests students and trainees benefit in their work practices from teaching focused upon critical thinking skills, metacognition and reflection (Schon, 1987; Facione, 1992; Moon, 1999). Early Years professionals benefit from being able to think critically to solve problems and effectively stimulate thinking skills of children in their care (Cremin et al., 2006). Seminar tutors can model interactions effective for nurturing thinking skills. A literature review examines relevant pedagogies and their transformative potential. A pilot study will be conducted. A social-constructivist approach is employed to analyse meaning within tutor-student interactions. Seminar sessions are recorded. Unstructured interviews conducted with tutors and students are used to encourage reflection on the recorded interactions. Emerging themes are identified using an interpretivist paradigm. The approach permits exploration of factors likely to influence thinking skills in seminar interactions. Participants informed of the research and its purpose including their rights (BERA, 2011) in the research process. Reflections on interactions reveal insights into thinking skills. Pilot study evaluation will determine effectiveness of the approach for future research and as a training tool. Research is conducted as part of ongoing development of the BA Early Childhood Studies Programme.

Keywords: early years professionals, enabling pedagogies, enabling environments, thinking skills, reflective practice

How a parenting strategy can inform how students can support disadvantaged families

BETH GALLAGHER, Middlesex University, United Kingdom

This presentation aims to explore how a parenting strategy can be embedded into a BA Early Childhood Studies programme to equip students to support the transition from home to nursery for disadvantaged families. Research by Brooker (2008) and Margetts & Kieng (2013) examines the impact of transition and the significance of the parenting role on a child's learning and resilience. Pascal & Bertram (2013) address the role of early

education and parenting programmes to counter socio-economic disadvantage. Save the Children (2013) research shows the need for early years strategies to enhance access and achievement for all children. Theoretical framework relies on Bronfenbrenner Ecological Systems Theory (1994) and Bowlby's research on attachment (1951). This study is located in a qualitative paradigm. It evaluates data collected from a FAST parenting programme using focus group interviews and questionnaires with parents and the team. Their experiences of the programme can provide a better understanding of the ways 'practitioners are able to look at the world from a parents point of view' and avoid a deficit model of parenting (TACTYC & BERA, 2014). All participants were informed of the purpose of the research and ethical procedures to ensure confidentiality were in place (BERA, 2011; FAST, 2014). The findings show strengthened relations between practitioners and families, within the community and more confident parenting efficacy to ease transition. This suggests the FAST programme can be utilised to inform students how best to confront a deficit model of parenting and support disadvantaged families in transition.

Keywords: deficit model, parenting efficacy, transition, socio-economic disadvantage, parental partnership

SYMPOSIUM SET B

TUESDAY 8th SEPTEMBER

16:00 – 17:30

SYMPOSIUM SET B/ 1

ARTS EDUCATION

Individual Papers

CHAIR: KATALIN KOZAK

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

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

INKERI RUOKONEN, University Of Helsinki, Finland

The purpose of the study is to explore and describe the design process of the student teachers during their collaborative study project with pre-school and school pupils in Finnish Art Museum environment. The theme of this project was Sibelius' music and art works connected to him. Previous research works in this area include: Ruokonen & Ruismaki (2012), Ruokonen & Ruismäki (2013). The theoretical and conceptual framework draws on the works of: Eisner (2002), Seitamaa-Hakkarainen, P., Viilo, & Hakkarainen, K. (2010). A qualitative approach was used, and observations documented through content analysis of students' reflective and evaluative writings and descriptions of video. Research ethical rules have been followed and all information is confidential. The results show that the collaborative design learning method and visual strategic thinking method fits very well into integrated arts educational studies especially in co-operation with art museum, as does the use of modern technological applications. Teacher students learn more deeply about arts education in the participative learning process. They can also learn to develop innovative ways to integrate new technology into arts pedagogy in early childhood education.

Keywords: arts pedagogy, iPads and Aurasma, teacher education, art museum as learning environment, design learning

Young children as 'becoming' writers

KATE LUCY SMITH, Canterbury Christ Church University, United Kingdom

The aim of this research is to explore young children's text making activities within early year's classrooms using participatory methodologies. Previous research has demonstrated that children's text making is a richly transformative process (Pahl, 1999; Kress, 2000; Mavers, 2011). Children as experts in their lives have been shown to be able to communicate their experiences effectively to adults (Clark, 2005). Socio-constructivist approaches to language, and theories of multimodality have framed the approach and the concepts of 'becoming' and the 'rhizome' (Deleuze and Guattari, 2004) have been adopted within the analysis. This was an ethnographic study within one classroom focussing on six children and their writing activity. Participatory methodologies were explored and critically examined. Methods used included narrative observation, research conversations, photographs and video. Institutional ethical requirements were followed in regard to confidentiality, data protection and minimising harm. Further ethical considerations were taken in respect of the 'otherness' of the child participants. The findings indicated that, for children, writing is an embodied material experience where writing tools, sensation and relationships matter. Meaningful writing as text making activity involves forming connections with other events, people, and objects to construct mesh-works or assemblages of ideas around what writing can be. Due regard should be given to the resources and opportunities for children to explore relational text making. Assessing and planning for children as writers needs to consider writing activities that go beyond the structures of the educational setting and curriculum frameworks, to incorporate the multitude of ways on which children are becoming writers.

Keywords: participation, becoming, literacy, writing, classroom

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

SINIKKA RUSANEN, University of Helsinki, Finland

The aim of the research is to evaluate the impact of a new development project. The evaluation gives more understanding on how arts education can be used in promoting the well-being of children (Ollieuz, 2011) and how it is possible to widen the scope in ECE arts education concerning cultural perspectives (Rusanen & Ruokonen, 2011; Rusanen, Rifà-Valls, Alexandre, Bozzi & Häikiö, 2011). The theoretical framework for this study draws upon perspectives on arts education as a means of well-balanced development of children (Kindler, 2004 & 2010; Wilson, 2004) and as a cultural right of children (Bamford 2006 & 2012; Atkinso, 2011). When asking how it is possible to promote the cultural participation of children, the focus is on cultural competency. How is it shaped? And further, how can it be anchored in children’s daily life in ECE? The approach of the follow up research is based on enhancement-led evaluation. The research data will be gathered by observing, surveys, interviews and visual documents. It will be analysed qualitatively. The gathered data is used confidently: the children, families or individual persons will not be recognised in the reports. The research discusses which kinds of new methods have been found in the project in order to get a stronger position for arts education in day care activities. It is assumed that the development of cultural competency can be connected with the well-balanced development of the children and that the project will produce new practices for administrative co-operation.

Keywords: arts education, cultural competence, early childhood, well-balanced development, well-being

SYMPOSIUM SET B/ 2

VALUES, PARTICIPATION AND DEMOCRACY IN ECE

Individual Papers

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

The aim of this paper was to examine teachers' beliefs with a view to make sense of how child participation was understood in Grade R in the Western Cape, South Africa. Whilst there are some studies carried out on teacher beliefs in Australia and America for instance, this study was the first of its nature in our country. The conceptual framework of beliefs was theorised by Pajares (1992), Perry (1970) and Rokeach (1976) which were primitive, dualistic, derived, multiplistic and relative. A qualitative approach was employed through an interpretive paradigm whereby semi structured interviews were used with five Grade R teachers about their beliefs of child participation. Data was analysed deductively following the framework of beliefs as theorised by Pajares (1992), Perry (1970) and Rokeach (1976). Permission to conduct research was granted by the Western Cape Education Department and the teachers also consented to participation. The findings showed that teachers' beliefs on child participation were complex, messy and context-bound. Their beliefs did not fall neatly into one category. They were multidimensional - i.e. primitive, dualistic, derived, multiplistic and relative. The teachers drew from different sources to shape the thinking and doing of child participation. The findings reported in this study also show how teachers' beliefs were influenced by issues of background, tradition, power and voice. It is recommended that teacher beliefs about child participation should be interrogated in teacher education and policies to equip teachers with better understandings on how to invite child participation in Grade R.

Keywords: teacher beliefs, child participation, Grade R, South Africa, qualitative

Values and value education through the pedagogical systems theory

ULLA HÄRKÖNEN, University of Eastern Finland, Finland

What are values in education in a democratic society? This study asked which kinds of resources values come from, and which kinds of values can be found when it is based on the pedagogical systems theory. Previous studies in this area include the following: pedagogical historic ideas on early childhood education (Froebel, Steiner, Dewey, Montessori, Parkhurst, Freinet, Suchomlinsky, Neill, Malaguzzi, Freire and others); studies on systems, systems thinking, and systems or systemic pedagogy; work and gender education; general systems theory (Parsons, Rapoport) compared to Bronfenbrenner's (1979) ecological theory; and Penn (2005); theories on systems thinking (Georgiou, 2007; Gharajedaghi, 2011; Luhmann, 2013); pedagogical systems theory (Härkönen's production, 1983-2015); systemic-constructivist pedagogical theory (Reich, 2005); value theories (Haldane (ed.), 2004). The paradigm and the methodological approach will be objective hermeneutics (Oevermann et al., 1979; 1983 and others). This a qualitative study because of the textual data with its various meanings, which, however, are generated from the practical reality. The analyses will follow the rules of a content analysis study. Normal and common ethical principles are noted and will be taken into account. Equality in gender, race and in other considerations are in consciousness while writing and speaking about the research in question. The pedagogical systems theory has seen to act as a holistic theory for analysing the concept of values in education. The mentioned theory is powerful to show the educational usefulness of consciousness on values. The results will be useful for educational practice, in teacher education, and in whole cultural and societal thinking and policy.

Keywords: early childhood education, values in early childhood education, pedagogical systems theory, objective hermeneutics, content analysis

Preschool teachers work with democratic learning processes by observing children's interactions in a Swedish preschool

RAUNI KARLSSON, University of Gothenburg, Sweden

The purpose is to investigate how observations can support preschool teachers' in their profession by focusing children's learning in democracy. Researching democracy in preschool reveal ways in which young children lead and stimulate intergenerational learning (Alanen & Mayall, 2001; Jans, 2004; Rosen, 2010). To understand this, we should view young children as competent and rational beings (Sommer, Pramling Samuelsson & Hundeide, 2013; Williams, Sheridan & Sandberg, 2014). Democracy observed from children's perspectives, has the potential to influence the policy and practice (Moss, 2011 & 2013; Biesta 2006). In everyday practice recognising dominant discourses and regimes of truths (Foucault) opens democratic possibilities of value based knowledge, communication and cooperation. This was a small scale study: an exploratory approach into the teachers' work by group seminars and semi structured interviews. The theme during the group seminars concerned how the teachers could use observational techniques to improve their professionalism. Children's parents were informed by the preschool personnel. All parents' consent were submitted to the staff. Teachers were informed, and before audio recorded interviews one of the teachers informed her colleagues. Two child minders decided to not take part. Teachers find values and the question of democracy difficult. The findings highlight teachers' reflections and observations and support their own professional improvement and children's possibilities to engage in democratic processes in everyday pedagogical situations. Observations in preschool settings get insight into the children's community. By exploring children's interactions and teacher-child interactive situations everyday democratic processes improve. Children's interests and values could have impact on knowledge content in preschool as well as inspire preschool teachers in their professional development.

Keywords: democratic processes, preschool professionals, observations, intergenerational learning, children's perspectives

SYMPOSIUM SET B/ 3

VIDEOING AS A TOOL IN PROFESSIONAL DEVELOPMENT

Individual Papers

CHAIR: FAYE STANLEY

Wolverhampton University, United Kingdom

Imagination

ANN STEVERLYNCK, Arteveldehogeschool, Belgium

Empirical research (Fukkink & Tavecchio, 2010) claims that video-interaction guidance is an efficient tool for staff professionalisation in ECE. As the child-caretaker interaction is crucial for the ECE quality, focusing on that interaction by video coaching is relevant. In this practice-orientated research, we aimed to investigate the necessary elements for a supportive framework in video coaching focusing on the child-caretaker interaction. The quality monitor of the NCKO was used (Gevers Deynoot-Schaub et al., 2009; Fukkink & Tavecchio, 2010). A successful video coaching needs a guiding framework (Leseman, 2013). In three ECE organisations, a video coaching process was set up with three caretakers. During recordings and coaching sessions data was retrieved from video-observations, focus groups, a research logbook and was qualitatively analysed by grounded theory. Ethically, there was voluntary participation, and on intake of the participants, an informed consent procedure, and privacy about the topics spoken of during the video coaching was guaranteed. The quality monitor of NCKO was found to be guiding but written from the perspective of the professional. Participants and researchers agreed that focus on the children's initiatives was more appreciative, comfortable, comprehensible and prospective. Six components of 'what does the child need in the interaction' were developed and supported by accompanying tools. This instrument was further tested and confirmed during the research. This research resulted in a supportive framework to focus on child-caretaker interaction from the perspective of the child during video coaching in ECE. Besides this framework, a storybook with inspiring stories of the participants was developed.

Keywords: video-interaction guidance, child-caretaker interaction, supportive framework, perspective child, storybook

Using video as a tool to explore practitioners' values

FAYE STANLEY, Wolverhampton University, United Kingdom

This research will report on a pilot study in gaining practitioners values about their role when working with children aged three to four years in a setting. The benefits of using video as a stimulant to ascertain practitioners values will be explored and the challenges in using this as a data collection tool. Previous studies in this area include literature on values education and the work of Brostrom et al. (2014), Thornberg (2010) and Habermas (1995). This research design is also based on the work of Tobin et al. (2012) and Arnold & Brennan (2013). A sociocultural approach (Hedeegaard and Fleer, 2008) was used, and acknowledges that every word that people use in telling their stories is a microcosm of their consciousness. (Vygotsky, 1987, in Seidman, 2006). This is an interpretative and qualitative study based on phenomenological principles and focusses on how life is experienced and it also deals with the way people interpret events and make sense of their personal experiences (Seidman, 2006). Video will be used as a stimulant to ascertain practitioners' values and a 'method which fits best' or what aspects of methodology fit best has been adopted (Robson, 2002). Hearing peoples feelings and their stories is a key feature of 'thick description' (Geertz, 1973). Working with preschool children the ethical considerations remain paramount. BERA and EECERA ethical guidelines have been implemented and informed consent, confidentiality and valuing all opinions within a praxeological framework. The findings will formulate the methodological and research design for the researchers PhD methodology. Implications of the study: To consolidate PhD research design.

Keywords: values, experiences, comparative, role of the adult, pedagogy

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

Empirical research (Fukkink & Tavecchio, 2010) claims that video-interaction guidance is an efficient tool for staff professionalisation in early childhood education (ECE). There is need for a guideline for the video coach in order to support professionalisation during the video coaching process. In this practice oriented research, we aimed to investigate the necessary elements for a process-oriented tool in video coaching. The GRROW coaching model (Clement, 2012) is based on appreciative inquiry (Barrett, Fry & Wittockx, 2012) and developed video-interaction guidance. In collaboration with three ECE organisations, a video coaching process was set up with three pedagogical coaches who operated as video coaches. After an informed consent procedure, they made recordings of two caretakers in their organisation and did video coaching sessions. Intermediately, they were coached by the researchers in preparation of each recording and coaching session. Data was retrieved from focus groups and a research logbook (participatory observations), and was qualitatively analysed by grounded theory. Participants gave informed consent. The GRROW coaching model, appreciative inquiry and video-interaction guidance appeared to be generally supportive. However, specific process frameworks were found to be a supplemental need. Pedagogical coaches needed support on two levels: representing interaction and discussing interaction. A variety of components were developed and supported by an accompanying informatory tools. This instrument was further tested and confirmed during the research. This research resulted in a practical and transparent model with substantively, technical and process-oriented support for an rich video coaching process. A tool with a focus on representing interaction and discussing interaction was developed.

Keywords: early childhood education, professionalisation, video-interaction guidance, process-oriented support, coaching

SYMPOSIUM SET B/ 4

RESEARCH METHODS

Individual Papers

CHAIR: LYNN ANG

Institute of Education, London University, United Kingdom

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

HRÖNN PALMADOTTIR, University of Iceland, Iceland

The aim of the project was to explore, describe, and understand children's lived experiences and meaning-making in play in an Icelandic preschool. Research within early childhood education has placed emphasis on various observation methods to approach children's perspectives on their everyday lives in preschool (Johansson, 2009; Fler, 2014). The study was inspired by the phenomenological approach of Maurice Merleau-Ponty (1945/1962), which emphasises the human bodily existence in the world. The participants were two groups of children, altogether 46, and their educators. The aim of this presentation is to focus on the relationship between the researcher and preschool children, (1-3 years), during a research project where video recordings were used as the main method. The research process is an ethical process where issues regarding access, consent, trust and power positions between the researcher and the children emerge. In the presentation examples will be used to illustrate experiences and insights that were gained during the research process. The findings indicate that video recordings have considerable potential to give insights into children's lived experiences. The findings also revealed the importance of reflections during the research process. Three main themes appeared and offered insights into the relations between the researcher and the children. The first theme involved children's assent. The second comprised children's active exploration of the researcher role, and the third dealt with involving the researcher in the children's play. The study contributes and adds to existing knowledge concerning researcher's participation in children's community in preschool.

Keywords: research with young children, play, participation, relationship, ethical considerations

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

This presentation will talk through issues and difficulties that I came across when conducting cross-cultural research fieldwork with children aged 3-6 years old in Scotland, Hong Kong, and Mainland China. Listening to the voices of children towards their own interests has been widely recognised as of importance at both academic and political levels (Farrell, 2005). However, doing research with young children is challenging due to their vulnerabilities and immaturity, meanwhile, there is a lack of empirical works providing methodological guidance on the topic. Even less has been written about doing research with children from different cultures. This study is based upon the theory that childhood is constructed through intersections of social, cultural, economic, and historical factors (Tisdall et al., 2009). The research involves interviews with teachers, visual activities with children, and participant observations of children's daily activities. Methods triangulation is used to understand children's voices (Patton, 1999). Ethical requirements are different in the three cultures, and I will talk about this in more detail in my presentation. In each of the three cultures, I encountered both similar and different issues while doing research with young children (to be expanded in the presentation). These issues are well related to the cultural contexts, school environments, children's family backgrounds and their individual characteristics. To do research with young children, researchers need to be culturally informed and adaptive, and to understand each research context well. I will explore in my presentation how examples of these issues can affect the research process in practice.

Keywords: research fieldwork, empirical experiences, research with children, cross-cultural research, ethics

Using participatory research in early childhood: methodological reflections

LYNN ANG, Institute Of Education, United Kingdom

This paper offers a critical discussion of using an “impact-driven” participatory methodology in the advocacy for early childhood care and education. It discusses a methodological approach driven by a social justice agenda, undertaken to ensure the optimum participation of research end-users or stakeholders to engender policy reform. Participatory research is increasingly prevalent in the social sciences, amidst calls for more socially relevant research. Based on a national study Vital Voices for Vital Years (2012) and drawing on previous international literature on early childhood advocacy, the paper discusses the methodological issues, ethical considerations, and paradoxes often associated with such an approach. The discussion draws on Bourdieu's social capital theory (1986) as a conceptual framework in defining participatory research, in the way that it empowers participants to build on their agency and social capital (knowledge, networks and different forms of social interactions) to garner collective action for advocacy and policy reform. The study adopts a qualitative design and participatory approach, using questionnaires and interviews with a purposeful, and advanced desk review. A critical discussion of ethical issues emerging will be discussed, including the power relationships between researcher and participants, and the complex nature of ‘participation’. The findings show that a participatory methodology is not straightforward, not least because the relationship between researchers and participants are inherently complex and often tenuous. This study discusses implications for rethinking methodology in early childhood research. It also discusses the implications for using participatory research to impact on policy and inform a social agenda.

Keywords: participatory research, social justice, early years, advocacy, children and families

SYMPOSIUM SET B/ 5

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

Self-organised Symposium

CHAIR: JULIA FORMOSINHO

Childhood Association (Associação Criança), Portugal

This symposium is organised around ethical assessment and evaluation for transformation in early childhood services and classrooms. The first paper entitled 'Assessment and evaluation for transformation: a foundational pedagogic creed and its uses in praxis' presents a Pedagogic Creed developed by Júlia Formosinho, Chris Pascal, Tony Bertram and João Formosinho throughout two decades of collaboration around the needed congruence between the approach to daily pedagogy and procedures for evaluation and finally tested in the development of the first book of EECERA Book Series – Assessment and Evaluation for Transformation in Early Childhood. The second paper entitled 'Implementing and evaluating a participatory model of assessment: the Accounting Early for Life Long Learning (AcE) Programme' presents a case study developed in England with the ACE Project (Bertram, Pascal et al., 2008) that highlights the use of our ethical code around teachers, children and families participation in ethical evaluation. The third paper entitled 'Why do the Omo River children paint themselves? A case study on pedagogic evaluation' presents a case study developed in Portugal in the context of Pedagogy-in-Participation (Oliveira-Formosinho & Formosinho, 2015) that illuminates a pedagogic approach to assessment and evaluation through dense pedagogic documentation that supports pedagogic evaluation conducted by teachers, children and parents in a solidary mode.

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

JULIA FORMOSINHO, Childhood Association (Associação Criança), Portugal

The research aims of this presentation are as such: to engage in democratic discussion about what is a foundational pedagogic creed for pedagogic evaluation. By analysing the processes of the development of our pedagogic creed, we are aiming for an analysis of its paradigmatic foundations, theoretical congruence and pedagogical relevance. The research builds on the praxeological and participatory work of Oliveira-Formosinho and Formosinho, (2012 & 2015) and Pascal and Bertram (2012 & 2015). The term pedagogic creed is born from Dewey (1897) and its development draws on the family of democratic, participatory, co-constructivist pedagogies such as Freire (1998 & 2005) and Wertsch (1985). The creed was developed within a praxeological approach that aims to understand transformative voices of writers in the domain of childhood pedagogy, assessment and evaluation. The aim of the code is to guarantee that children, parents and practitioners all have a voice and responsibilities in the development of pedagogic evaluation. Its development took into account EECERA Ethical Guidelines. Our pedagogic creed reveals space for plural actors in the conduction of pedagogic evaluation. It is very clear from the code that pedagogic evaluation requires access of professionals to staff development. It also clearly indicates that public policies need to support journeys of staff development.

Keywords: pedagogic creed, participatory pedagogies, participation, pedagogic evaluation, transformation

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

This research evaluates the implementation of a participatory, ethically attuned, assessment programme for young children in two areas in England. It too investigates the ethical and political nature of the engagement of children and parents in an assessment process which focuses on a holistic range of child outcomes during the child's early years. It also explores the capacity of these assessments to inform the development of early childhood policy and practice in the two localities. The research builds on the praxeological and participatory work of Pascal and Bertram (2012 & 2015) and Oliveira-Formosinho and Formosinho (2012 & 2015). The evaluation draws on the theoretical concepts of a democratic and participatory pedagogy set out by educational liberationist and transformatists such as Dewey, Freire and Malaguzzi. It is based on a praxeological paradigm in which power, ethics and values are set within an action based, evaluative approach, capturing voice and multiple

perspectives. The right of children, parents and practitioners to work in equitable and open relationships for the development of shared dialogues around children's outcomes are central to the ethical approach. In this study, EECERA's Ethical Guidelines were followed. The evaluation reveals that children and parents can provide informed, trustworthy and detailed information about children's outcomes which can be used to develop and improve pedagogic programmes and inform accountability processes in early childhood settings. The ethical inclusion of children and parents in assessing child outcomes provides a powerful tool for the improvement of educational processes and outcomes.

Keywords: child outcomes, child assessment, child participation, parent participation, participatory pedagogy

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

JOÃO FORMOSINHO, Childhood Association (Associação Criança), Portugal

This praxiological case study evaluates the contextualisation of Pedagogy-in-Participation (Formosinho & Formosinho, 2015) in Andreia's classroom at the level of pedagogic evaluation. It aims to highlight the connection between two bi-nomials: learning-teaching and documentation-evaluation. It highlights, as well, the usefulness of the twelve principles for ethical assessment developed by Júlia Formosinho, João Formosinho, Chris Pascal and Tony Bertram (2015). The research builds on the praxeological and participatory work of Oliveira-Formosinho and Formosinho, (2012 & 2015) and Pascal and Bertram (2012 & 2015). The theoretical framework draws on complexity theory (Morin, 1999; Dewey, 1938; Wertsch, 1985; Formosinho & Formosinho, 2012 & 2015). This case study is based on a praxiological approach in which the complexity of praxis is recognised, the participation of central actors is pursued and dense documentation of the dynamics of the case is registered, analysed and interpreted in order to gain lessons about transformation of praxis. Ethical considerations were followed using the EECERA Ethical Guidelines in what concerns respect, voice, participation, power. The evaluation reveals that pedagogic documentation is a central strategy for the recreation of the evaluation of children's processes and outcomes as well as of teacher's teaching approach. The rigorous development of pedagogic documentation provides a powerful tool for the development of democratic and effective processes of pedagogic evaluation.

Keywords: pedagogy-in-participation, pedagogic documentation, pedagogic evaluation, intercultural pedagogy, praxiological case study

SYMPOSIUM SET B/ 6

WORKING WITH DIVERSITY IN ECE

Individual Papers

CHAIR: KARI KROGSTAD

Telemark University College, Norway

Incorporation into the preschool's (cultural) traditions.

TÜNDE PUSKÁS, Linköping University, Sweden

This paper explores how migrant children are incorporated into traditions and customs that can be seen as part of the preschool experience as well as means of national reproduction. The study relates to research on how national and the multicultural policies are put into practice in ethnically diverse preschools (Ehn, 1993; Ronström, 1995; Lappalainen, 1995; Lunneblad, 2006). The paper combines Billig's theory on banal nationalism (1995) with insights on how adult-initiated routine activities may contribute to creating and maintaining the feeling of togetherness in an ethnically diverse preschool (Hännikäinen, 1999 & 2010). The study is based on a fieldwork conducted in a preschool group in which the majority of children (some of them newly arrived refugees) and two of the three teachers have a migrant background. The data consists of field notes, video data and interviews with the teachers. Written consent was obtained from the teachers and parents of all children participating in the study. All participants were given the opportunity to withdraw from the study at any time. Pseudonyms have replaced the names of all participants. Practicing cultural traditions provide for a common integrative framework and plausibly contribute to the reproduction of the nation. Thereby the preschool

accomplishes its task is to “pass on a cultural heritage”. Nevertheless, much of this practice is un-reflexive and is seen as taken for granted preschool culture. The findings of the study may increase preschool teachers’ awareness of cultural and ethnic diversity as well as their own practice.

Keywords: ethnic diversity, national reproduction, togetherness, preschool practice, awareness

Islamic and Muslim child nurturing in a Norwegian kindergarten context

KARI KROGSTAD, Telemark University College, Norway

The aim is to explore Islamic and Muslim based child nurturing and if this differs in views and values compared with those of Norwegian kindergartens. My previous research in the area is studies in kindergartens regarding collaboration between Muslim parents and personnel (Krogstad & Hidle, 2015), religion in political documents concerning kindergarten (Krogstad, 2015), and the marking of minorities’ religious festivals in kindergartens (Krogstad, 2014). Pierre Bourdieu’s terms social and cultural capital are central for the project’s theoretical framework. I use moral habitus and embodied cultural capital to analyse Islamic/Muslim child nurturing. The method consists of qualitative interviews with kindergarten teachers concerning their collaboration with Muslim/Somalian parents. The material is analysed against empirical data from national and international studies, and religious texts from the Qur’an and Hadiths. I use context situated linguistic theory as basis for a discursive analysis of interviews, while discourse theory is a methodological fundament of the study. Pedagogues in my study talk about Muslim parents as a homogenous group without nuancing. The foregrounded ethical considerations are that they are not sensitive to democratic values and rights concerning religion and culture, and the aim to strive to eliminate bias. The discussion focuses on how different views on child nurturing can influence the collaboration between parents and personnel. Implications of practice is that there is a need for dialogue between parents and personnel based on knowledge about religious and cultural differences. The kindergarten teacher education should provide the necessary foundations for understanding different religious and cultural views on child nurturing.

Keywords: Islam, muslim, parents, nurturing, values

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,

A community of research practitioners from Israel and the United States collaborated to explore teacher attitudes towards inclusion within the socio-cultural context of Jewish early childhood education in both countries. Teacher attitudes towards inclusion are a key to it's success (Hernandez, 2013) and have been shown to dramatically affect their performance and the success of children with disabilities in the classroom (Jordan, Schwartz & McGhie-Richmond, 2009). Professional development reform should better address teacher needs (Frankel, Hutchinson, Burbidge & Minnes, 2014). Attitudes are examined through the lens of three models of inclusion: the medical (Martin, 2013), social (Gill, 2003) and charity (Das & Shah, 2014). Through semi-structured interviews, four Israeli and three American early childhood educators participating in communities of practice on the subject of inclusion were asked to look at themselves as professionals with a certain set of beliefs that inform their practice in the classroom. Interviews were analysed thematically using grounded theory. Interviewees granted permission for being interviewed and were presented anonymously. The general positive attitudes coupled with a low feelings of efficacy found in this study reflected those in the literature. Within this socio-cultural context, there are values promoting helping others in need. These religious values were found to support the social and charity models of inclusion among some of the educators while others expressed a medical model approach. This study offers a conceptual framework for understanding educators' attitudes and their underlying values, as well as a model for collaborative research practitioners in improving education for all young children

Keywords: inclusion, disabilities, community of practice, teacher attitudes, collaborative research

SYMPOSIUM SET B/ 7

GENDER AND ECE PEDAGOGY

Individual Papers

CHAIR: ALEJANDRA CORTAZAR

Universidad Diego Portales, Chile

Do boys and girls experience similar quality experiences in Chilean pre-K programmes?

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

This study aims to understand the quality of experiences of boys compared to girls at pre-kindergarten in Chile. It also explores gender differences in academic outcomes during pre-kindergarten. In comparison with OECD countries, Chile stands-out with one of the largest gender gaps in PISA, benefitting males. Why do boys do better than girls? Literature supports the hypothesis that traditional cultures encourage different academic expectations for girls and boys, these being higher for boys. Studies show that in terms of children's skills, teachers think math is easier for boys (Lindberg et al., 2008). These kind of beliefs beget adults who establish different interactions with boys and girls. Labour expectations by gender also determine the attention devoted to children and the activities offered. This study analysed classroom interactions (Class-Pianta, 2008 - as well as qualitatively) and students' outcomes (Woodcock-Muñoz) of a sample of 800 students in 28 public pre-K classrooms. Parents and teachers participation agreement forms were collected. We found that girls started pre-K with higher language skills than boys. However, boys gained more academically during this year. Boys received more pedagogical support than girls. We found classrooms benefitting boys or both genders but no classrooms benefitting girls. Children in classrooms with quality interactions gained more academically. This study provides evidence regarding the quality of boys' and girls' experiences in pre-K. This evidence should lead us into rethinking the way we interact with children in the classroom, and should lead to discussion on the need to incorporate a gender approach when planning teacher education programs and curriculums.

Keywords: gender, process quality, interactions, child outcomes, gender expectations

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

MIA HEIKKILÄ, Mälardalen University, Sweden

In this paper I will further explore the concept of war toys and children's (gendered) play. Research questions in this paper are mainly: How can war games and war toys be understood in a preschool setting? How can a deeper understanding of boyhood, toys, learning and play help us understand war games? In this paper war games is understood through Holland's (2003) study of war, weapon and superhero play – a much underdeveloped area within play studies. Theoretically understandings of masculinity such as Connell (2005), Kimmel (2008) and Mac an Ghail (2013) underpinned the study. Multimodal critical analysis of meaning making and the categorisation "interpreted" and "interpretable" toys (Heikkilä, coming) are used in the analysis. Material is from an ethnographic study conducted in a preschool group among 19 three and four-year-olds. A close-up study of several situations where war toys were developed by some of children is used. Boys created war toys in free play and started playing war games. These where most often stopped by the teachers without further explanation. Parents were asked if their children could participate in the study and I tried to be as observant as I possibly could when attending children's play settings. The main findings are that preschools and teachers are inflexible around war games, and war toys that children have created are prohibited artifacts in play. The implications are that preschools and teachers should critically discuss to a much larger extent the prohibition of war games and war toys at preschool.

Keywords: gender, boyhood, play, toys, war games

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) University of Tokyo, Japan

This paper explores sex differences found in children’s perceptions of play and consider such differences within the framework of developmental and evolutionary psychology. There are sex differences observed in children’s preference for play based on the observation studies. Evolutionary psychology tries to attribute such sex differences to adaptive benefits (Cosmides and Tooby, 1987 & 1994; Kennair, 2002; Pinker, 1997). Though sex difference can also be found in toddlers’ preference for picture-books (Sugimoto, 2015), these are based on adult researchers’ observation. Studies from children’s perspectives are needed (McInnes, 2014). This study examines developmental aspects of children’s perceptions of play from an evolutionary psychological perspective (Cosmides and Tooby, 1987 & 1994; and others). We conducted a cross-sectional study. It is a questionnaire-based survey consisting of multiple choice questions and free writings. We have done statistical (e.g. ANOVA) and qualitative analyses of the data we collected. Prior to this study, we obtained permissions from parents and schools. Our survey was based on anonymous questionnaires and ensured confidentiality of all the participants in the study. We have found differences of children’s preference for play in sex and age. Children in middle childhood continue to develop their own perceptions of play, adapting to their daily environment. Boys and girls follow different developmental paths. Several implications for educational practices, in particular, school environment and classroom activities will be discussed.

Keywords: children's perception of play, sex differences, middle childhood, questionnaires, evolutionary psychology

SYMPOSIUM SET B/ 8

MANAGEMENT AND LEADERSHIP ROLES

Individual Papers

CHAIR: FINN DANIEL RAAEN

Oslo and Akershus University College for Applied Science, Norway

Strategic leadership in ECEC centres in Norway

PER TORE GRANRUSTEN, Queen Maud University College, Norway

This presentation examines how the concept of ‘strategic management’ is perceived by some ECEC centre directors in Norway. The research question is: what does strategic leadership mean in ECEC centres as a learning environment for children? The presentation is part of the project ‘Leadership for Learning: Challenges for ECEC Institutions in Norway’, funded by The Research Council of Norway. Publishing of the project is in progress. The theoretical basis is the four leadership roles described by Adizes (1979), where the entrepreneur holds the key role in this context. The perspective on levels of strategic thinking (Klausen, 2011) and leadership in "the large and the small community" (Klausen, 2001 & 2011) represents additional theoretical perspectives in the analysis. The data in this presentation has a qualitative exploratory design with in-depth interviews of 16 directors in the ECEC centres, in three municipalities in Norway. The study was conducted with institutional ethics’ approval and participants' informed consent. Findings indicate that the directors have different perceptions of the meaning of the term “strategic leadership”, and the level of awareness of this concept varied. Strategy proved to be a vague term for some directors, while others had a clearer sense of what it meant to them. Some directors associated this with the owner level and did not regard it as a relevant task in their own management. Research in this project is in progress and will contribute to a better understanding of what kind of leadership is needed to meet the challenges of ECEC provisions in Norway.

Keywords: learning environment, leadership for learning, strategic leadership, early childhood leadership, leadership

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 University College for Applied Science, Norway

We ask: What is required of leaders of workplace-based kindergartens who have undertaken to make their workplace evolve, both as a learning arena for pre-school teacher education and as an institution that will provide better opportunities for the staff to strengthen their professional development? We will examine factors that can facilitate and complicate the leaders' job in this respect, and what they eventually do to refute inhibitory factors and strengthen vitalising conditions. Compared to research on schools' leadership, research on leadership in kindergartens proves to be limited (BERA, 2003; Muijs et al., 2004; Borg et al., 2008). Research on leadership in workplace-based kindergartens is virtually absent. We argue for an educative approach to distributed leadership, founded on a vision of leadership that strives for an expansion of dialogical spaces and places in kindergartens. This is a qualitative study based on a hermeneutic approach. We will draw attention to the possible conflicting demands leaders in this kind of institutions may face and the mechanisms that are involved when they strive to come to terms with the challenges and dilemmas of their professional work. Surveys and interviews are combined. We have formally secured voluntary participation, information and consent, and employee confidentiality. When this leadership succeeds, we find that student teachers manage to reconcile the analytical, universal and research-based knowledge gained on campus with the normative, particular and experience-based knowledge acquired in practice. Documents mechanisms involved when leaders strive to come to terms with the challenges and dilemmas of their work.

Keywords: workplace-based kindergartens, teacher education, distributed dialogical leadership, Inquiry-based culture of learning, professional development

The manager in early education settings: is the ecec graduate equipped 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

The paper seeks to elucidate the characteristics of an early childhood manager, the knowledge and skills that managers consider necessary to their role, and critically, whether current pre-service training programmes equip potential managers with the knowledge and skills required to take on such a role following graduation (Moloney, 2012; Moloney, 2014). Theoretically, a combination of organisational theory (Hearron and Hildebrand, 2011; Bolman & Deal, 2008) and motivation theory (Deci & Ryan, 2000) is incorporated. The research is conceptually framed within the context of classic theory of management and leadership (Gotvassli, 1992), as well as Irish (CECDE, 2006; DHC, 2006) and international (Ofsted, 2003; Lovdata, 2014) policy. The study is based upon interviews with early years managers in Limerick city and county, Tipperary, Clare, Cork, Dublin and Kerry (46 managers in total). The study has been afforded ethical consideration and participants were asked to sign consent forms, which also clarified their right to withdraw from the study at any time. There were no children involved in the study. The paper highlights participants' knowledge and understanding of their role as a manager of an early childhood setting. The research study will add to understandings of the early childhood sector in terms of governance, and it will inform: 1) Current management discourse and, 2) The 'change agenda' within the Irish ECCE sector in terms of the proposed review of training and development within the sector commissioned by the Minister for Education and Skills (IE) in November 2015.

Keywords: management, leadership, governance, administration, Siolta

SYMPOSIUM SET B/ 9

TEACHING MATHS IN ECE

Individual Papers

CHAIR: PAMELA MOFFETT

Stranmillis University College, Northern Ireland, United Kingdom

Developing number language in early childhood

PAMELA MOFFETT (1), ANN MARIE CASSERLY (2) AND BAIRBRE TIERNAN (2), (1) Stranmillis University College, Northern Ireland; (2) St Angela's College, Sligo, Ireland

The aim of this project was to develop a resource for teachers to support their planning and teaching in early number with a particular emphasis on the development of the associated vocabulary. The ability to understand and use the language of number is fundamental to the development of children's number sense (Dunphy, 2006). Teacher-facilitated 'math talk' in the early years significantly increases children's growth in understanding of mathematical concepts (Klibanoff et al., 2006). However, Yang et al. (2009) attribute weak performance in number sense to teachers' lack of knowledge on how to help children develop number sense. The theoretical framework for this study draws upon socio-cultural theories of learning. Building on the work of Vygotsky (1978), learning is viewed as a collaborative process (Rogoff, 1998). Further, children's active participation needs to be guided by more skilled members of their society (Rogoff, 1995). Based on an interpretivist paradigm, a qualitative approach was adopted. Content analysis of documentary evidence was the central research method (Punch & Oancea, 2014). Although the research gathered data from the analysis of documentary sources, ethical consideration was given to ensuring fair representation of literature from a wide range of sources. The resource was piloted and reviewed by in-service teachers at three different stages of its development. The principal outcome of the project was the development of the 'Number Talk' (Casserly, Moffett & Tiernan, 2014) resource book. The resource will be of interest to early years' teachers who have a role in promoting the development of early number.

Keywords: mathematics, number sense, language, early years, guided participation

Teaching mathematics in Norwegian kindergarten

PER-EINAR SÆBBE, University of Stavanger, Norway

The research aim is to investigate the mathematical competencies kindergarten teachers use in efforts to support children's mathematical development in kindergarten. Already forty years ago researchers challenged us to develop a language and terminology that can describe kindergarten teachers' mathematical competence and its use (Lortie, 1975). Deborah Ball and her colleagues have developed a practice-based theory of mathematical knowledge for teaching (MKT) (Ball, Thames, & Phelps, 2008). Their studies indicate a connection between teachers' knowledge, the quality of instruction and the students' achievements. Therefore, I use the term mathematics – not number, space and form as the curriculum for kindergarten's content and tasks in Norway (Ministry of Education, 2011) use – to describe the work of teaching mathematics in kindergarten. This study is a qualitative study where four Norwegian kindergarten teachers from four different kindergartens are observed in their daily work and later interviewed. In the interviews, video-recordings from their own practice will be used as starting point for discussions. The research project will be registered in accordance with the national guidelines on anonymity and confidentiality. This study will hopefully contribute in developing a terminology in the work of teaching mathematics in Norwegian kindergarten. Based on the analysis, I conclude that the kindergarten teacher's professional subject focus, their competence in mathematics and their ability to encourage joint attention (Bruner, 1983) toward mathematics are important aspects of the work of teaching mathematics in kindergarten. Implications are discussion about required knowledge and the kindergarten teacher's work of teaching mathematics in a Norwegian kindergarten context.

Keywords: kindergarten mathematics, preschool teacher, everyday situations, joint attention, competence

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

The purpose of this study is to show the results obtained after implementing a programme of continuous development during three years with preschool teachers from a state-funded school in Catalonia. The objectives of this research are: (a) design a development programme for preschool teachers, (b) identify the teachers' knowledge in relation to the teaching and learning of preschool mathematics, (c) assess the development programme after its implementation. The study by McCray i Chen (2012) provides relevant information to evaluate the need to study the Pedagogical Content Knowledge (PCK) of preschool mathematics teachers. The model Mathematical Knowledge for Teaching by Ball, Thames and Phelps (2008) has been the main reference

to decide what knowledge preschool teachers have to know. To design the learning programme the studies of Hiebert et al. (1997), Parrish (2010), Copley (2001) and Baroody (1988) have been key. The methodological prospect of the study is qualitative and the paradigm is interpretive. The anonymity of all participants in this study has been preserved. It can be concluded that the development programme has been successful because the teachers have modified different aspects of their teaching improving their educational practice and at the same time the children's learning. More precisely, the teachers have improved their subject matter knowledge, above all in Specialised Content Knowledge and Horizon Content Knowledge. This study could be the starting point for improving the permanent development of preschool teachers by applying the model by Ball, Thames and Phelps (2008) to preschool education.

Keywords: professional development, preschool, mathematical knowledge for teaching, mathematics, kindergarten

SYMPOSIUM SET B/ 10

PEER TO PEER MENTORING IN PROFESSIONAL PRACTICE

Individual Papers

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

Mentoring situations can be good tools for critical thinking. This research aims to study to what degree and in what way the leaders' use of terminology aids in advancing assistants' critical thinking within a mentoring context. Research shows that everyday terminology dominates greatly in a kindergarten setting, compared to scientific terms. Pedagogical work is rarely discussed from a scientific theory point of view. This research has a base in dialogue. I will support Linell (2009) and Rommetveit's (2003 & 2008) perspective of understanding: dialoguism. The study supports theories connected to language and terms, critical thinking, and mentoring theory. The study is qualitative and data consists of transcribed guidance conversations. The design is inspired by action-oriented research, but constricted to interactive research. The project is approved by the Norwegian Research Ethics Committee (NESH, 2013) and ethical reflections are part of the ongoing research. All training conversations are treated confidentially. During the presentation, I will discuss findings tied to how scientific terminology is used and to what degree it may lead to critical thinking for assistants. A central aspect of discussion is what function the scientific terms have with regards to critical thinking. To improve the quality in kindergartens is a central aspect with regards to leading pedagogical processes, and the mentoring of assistants becomes an important tool. What impression the leaders' language and terminology use have for assistants' critical thinking may therefore be a part of the evolution of pedagogical processes in kindergartens.

Keywords: leadership, mentoring, language use, dialogue, critical thinking

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 research aimed to discover how early years students could be better prepared for Work Based Learning (WBL). Much of the research has focused on primary and secondary trainee teachers (Macy, Squires and Barton, 2009; Moody, 2009, cited in Rouse, Morrissey & Rahimi, 2011). Foundations for Quality (Nutbrown, 2012) emphasised the value of work-based learning in the study of early childhood, however, there is a dearth of evidence-based literature regarding WBL (Recchia and Shin 2010, cited in Rouse, Morrissey & Rahimi 2011). The theoretical framework used an action research approach drawing on Biggs and Tang's (2011) 4 stage approach, leading to Elliott's (1991) 'spiral of activities' to improve students' WBL experience. An interpretivist paradigm was undertaken to produce a detailed picture to inform our practice and the practice of students, for this reason a praxeological methodology was adopted. Letters from current students/practitioners were used as a method

of gathering data. A thematic data analysis was conducted. A consent and information sheet was provided for participants. They were informed that they could withdraw at any time and pseudonyms would be used. Key themes emerged: firstly, practitioners valued initiative and intuition from students; secondly, students sometimes struggled to make the move from pupil to practitioner. Being aware of the gap between student and practitioner expectations regarding the placement experience means that preparation for work based learning can be tailored with particular emphasis on emotional intelligence, professionalism and group formation and dynamics in the work place.

Keywords: WBL (work based learning), peer-to-peer support, emotional intelligence, initiative, professionalism

The nature of meaningful student-mentor-relationships in preschool teacher education

TARJA LIINAMAA, University of Jyväskylä, Finland

This paper focuses on mentoring in teacher education of ECE in Finland. The aim of this study was to elaborate the nature of meaningful mentor-student relationships related to their learning expertise during practice periods. The student-mentor relationship has been considered a crucial cornerstone for student teachers' learning of teaching practices (Ambrosetti & Deckers, 2010; Beaunae, 2009). The theoretical background was based on a socio-cultural framework, which emphasises the crucial role of the social relations in learning (Wenger, 1998). The study employed the phenomenological approach. The main data was gathered from interviews of students and their mentors (N=5). The anonymity of the preschools was guaranteed. The nature of meaningful student-mentor relationships appeared to be based on three themes. Firstly, the relationship was realised as a process. The importance of the beginning of the practice period was highlighted. Secondly, the quality of interaction appeared important in meaningful relationships. The features of dialogical interaction was emphasised, as well as interdependence. Students' orientation emphasised individuality and mentors' orientation emphasised more community-based processes. Thirdly, the significance of environment (social, physical and pedagogical), especially the significance of community in the daycare centre was definite. In conclusion, the study emphasises the importance of pedagogical interaction and negotiation based on dialogical features of interaction. It also reveals the need to conceptualise mentoring as multi-occupational and highlights the opportunities for collaboration in the whole community during practice periods. That challenges communities of day care centres to develop and see their communities as learning environments for all participants.

Keywords: preschool teacher education, mentoring, student-mentor relationship, daycare centres, phenomenological methodology

SYMPOSIUM SET B/ 11

BILINGUALISM

Individual Papers

CHAIR: SARAH COUSINS

University of Bedfordshire, United Kingdom

Constructions of language immersion in Swedish preschool context

ELLINOR SKAREMYR, Karlstad University, Sweden

The aim is to explore how bilingual practitioners construct Finnish language immersion for children with Finnish heritage in Swedish preschool context. Puskas (2013) describes how the task of integrating native language training in ECE settings is a dilemma. When native language training is integrated, the majority language tends to take over. Some recent research in Finnish ECE settings has attempted to highlight the role of the bilingual practitioners and their explicit verbalisations of every joint activity (Björklund, Mård-Miettinen och Savijärvi, 2014). A sociocultural framework is being used and it explains how learning is a social phenomenon that is being constructed by participants in an ongoing social practice. Several methods are being used to collect data during spring 2015, participant observation, interviews, field notes and diaries. Informed and written consent were collected from bilingual practitioners, preschool teachers and parents prior to the study and children's consent

sought during observations. Preliminary results show how bilingual practitioners' constructions of language immersion differ depending on children's knowledge in Finnish, while using different tools like iPads, books, games, drama and play. The result also shows that the language support is integrated but also, sometimes segregated from other pedagogical activities. Preliminary results from the study will be presented and discussed in relation to possible implications for teaching, learning and educational development in ECE.

Keywords: language immersion, early childhood education, multilingualism, teacher professionalism, preschool

English as a second language in early childhood: a case study of a Maltese ECEC setting

IVANA BANKOVIC, Primary school "Branko Radicevic", Serbia

The aim of this study was to examine how children are introduced to English as a second language in a Maltese ECEC setting. The study also sought to explore the appropriateness of the ECEC experiences with regard to their potential to facilitate SLA. Previous research on SLA in ECEC (Nikolov and Djigunović, 2006), ECEC pedagogy (Samuelsson and Carlsson, 2000; Tabors, 2008,) as well as YL characteristics and how these impinge on learning and teaching practices (Curtain and Dahlberg, 2010) underpin this empirical study by providing a theoretical base for the analysis of the findings. The theoretical framework draws upon socio-cultural theory (SCT) of children's learning and development (Vygotsky), more specifically SCT of SLA (Lantolf, 2000; Lantolf and Thorne, 2006). The research presents a qualitative case study which was conducted in one kindergarten setting in Malta. Data was collected through observation, interviews and questionnaires. Ethical considerations entailed getting informed consent from the participants and guaranteeing confidentiality and anonymity. Acquisition of English was a priority in the kindergarten and activities which had great potential for learning and development were organised. However, these activities were rather formally structured and adult-controlled, with very little possibility for children's voice to be heard and respected. The recommendations of the study call for a change at different levels of governance as well as practice in the kindergarten setting. The national ECEC policy needs to be implemented. Pedagogical practice needs to be altered to cater for a more holistic approach to children's learning and development through child-centred pedagogy.

Keywords: early childhood education and care, second language acquisition (SLA), socio-cultural theory, early years pedagogy, Malta

Bilingualism in early childhood education

RAMONA BERNARD, University College Oslo/Akershus, Norway

Early childhood schooling in Norway is in the process of becoming multilingual. This creates new challenges for preschools. The main practical objective of this study is to explore how professional educators should deal with multilingual children. Bilingualism is not a new situation in Norway. The history of the schooling of Lappish children tells of diverse strategies employed over time by educators (Bernard, 1997; Hoêm, 1993). The theoretical framing of this article employs a minority-majority perspective in examining bilingualism and social inclusion (Bernard, 1997; Genesee, 2009; Loona, 1980). Using examples, the analysis focuses on official policy documents in relation to the processes of bilingualism and social inclusion, didactic descriptions and theories of second language acquisition (Mjelve, 1996; Reich & Roth, 2002). As a theoretical article, there is little need for the kind of ethical safeguards required when studying human subjects. The issue of bilingualism relates directly to the child's fundamental needs. The study finds two main positions. One argues that first language acquisition is crucial in the acquisition of additional languages. The other argues that the first language has significance for the child's identity formation and that the acquisition of the first and second language should take place simultaneously. The findings indicate that the Norwegian policy of bilingualism in early child education supports the minority child's acquisition of first language and the active teaching of the second language.

Keywords: bilingualism, social inclusion, minority-majority, child education, preschool

SYMPOSIUM SET B/ 12

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

Self-organised Symposium

CHAIR: SANDIE MOURÃO

FCSH, Universidade Nova Lisboa, Portugal

Children from different linguistic backgrounds often come to early years education with little or no knowledge of the language of instruction. There is an increasing amount of research that looks at how these children acquire their second language (L2) focusing on the contexts inherent in these educational settings looking in particular at peer-to-peer interaction, teacher-to-peer/peer-to-teacher interaction and the use of spaces. Evidence suggests that these children's language and literacy development can be both helped and hindered. This symposium brings together studies from three different countries where investigators have looked at the extent to which social interactions and their related spaces are successful in supporting L2 learners language and literacy development.

Context: a discussion of space in the understanding of multilingual children's use of recontextualised language in ECEC

MARIT SUNDELIN, UiT-The Arctic University of Norway, Norway

My aim is to improve understanding of how multilingual children aged 4-5 make use of recontextualised language when speaking Norwegian as second language in ECEC. How do children's choice of space, room, activities, play and playmates influence their possibilities of developing their second language using recontextualisation? What should kindergarten teachers be aware of to secure sufficient language development? According to Cummins (2000) it is important in language acquisition to make a fundamental distinction between the basic interpersonal communicative skills (BICS) and the cognitive academic language proficiency (CALP). Vygotsky points out that the context in which the language is used is crucial. Language cannot be understood as an abstract system, but is understood in its context. Gulløv and Højlund point out the influence of space or rooms (physical and symbolic) in research on/with children. An ethnographic approach was used in one ECEC institution, and involved an observation-based method that required a reflective research process (O'Reilly, 2012). Corsaro (2011) stresses ethnography as an effective method for studying young children, because many features of their interactions and cultures are produced and shared in the present. The project follows the rules for research ethics of the Norwegian Social Science Data Services. Children may seem to participate in play and activities where use of recontextualised language should appear. My observations have shown a pattern where children often play alongside other children, or choose roles that don't require the expected use of language. This project shows that focus on recontextualised language is important both to improve the kindergarten teacher education, and to improve the kindergarten.

Keywords: recontextualised language, multilingualism, context, language diversity, ethnography

Literacy-related play events and preschool staff strategies to support Swedish language development in multilingual and Swedish speaking children.

MARTINA NORLING AND ANNE LILLVIST, Jönköping University, Sweden

The purpose of this paper is to make visible which language events may occur in literacy-related play activities in preschool and how multilingual and Swedish speaking preschool children are supported in these play activities. Previous research shows that preschool children have unique opportunities to develop their language and emergent literacy skills in literacy-related play activities in preschool (Nitecki & Chung, 2013; Saracho, 2004; Turnbull et al., 2009). The theoretical approach is based on Vygotsky's social cultural theory and Bronfenbrenner's bioecological theory which explores emergent literacy learning and development in a social context. In this study, data, in the form of video observations, was collected from six preschool units in three cities in Sweden, with children from one to five years old. Manifest content analysis, using both deductive and inductive approaches, was performed on the transcripts. The study was carried out in accordance with the ethical principles of social sciences research (Ministry of Education and Research, 2003). Preschool staff and

parents were personally and in writing informed about the study. The parents gave written permission for their children to be part of the data collection. The results show that mainly during play activities, children sought confirmation of language concepts, to make sense of, and understand, the concepts based on earlier experiences. The findings show six themes of events in the literacy-related play activities. This paper will contribute to better understanding the preschool staff's presence in play events and the unique opportunities afforded to develop both multilingual and Swedish speaking children's language.

Keywords: language, literacy, processes, multilingual, play

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

This research aimed to determine whether a childcare staff-training intervention can enhance children's language/literacy skills. High quality preschool language/literacy experiences are crucial in developing emergent literacy skills and educational success (Snow et al., 1998; Whitehurst & Lonigan, 2001). To translate knowledge about emergent literacy into higher quality experiences for children, practitioners must be up to date with the latest specialist research-based knowledge on strategies to develop fundamental literacy skills (Sylva et al., 2004 & 2010). A key component is professional development (PD) (Gerde et al., 2014) hence the focus of our work was on implementing a PD programme for early years staff. A pre- and post- test design implementing effective emergent literacy activities was adopted. 71, 3 and 4 year old children (42 intervention, 29 comparison) were tested on emergent literacy measures. 17 children in the intervention group (and 6 children in the comparison group) had English as an Additional Language (EAL). The BERA guidelines of how to ethically conduct research with young children were followed. The intervention children performed significantly better at post-test on the Naming Vocabulary measure. However, the intervention was more effective for the native-speaking children. A PD programme for early years staff can successfully improve children's emergent literacy skills. However, given the high proportion of EAL children in British preschools, closer attention to provision is required to ensure children from different linguistic backgrounds benefit from pre-literacy activities. These results will be discussed in the context of improving emergent literacy skills for children learning a second or additional language.

Keywords: second language, multilingual development, minority language learners, literacy development, staff training

SYMPOSIUM SET B/ 13

PEDAGOGICAL DOCUMENTATION

Individual Papers

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

The aim of my research is to discuss how to assess the outcomes of learning produced through a social pedagogic approach curriculum, which is comprehensive and does not include any specific academic goals. I will raise questions about what to assess and by which tools. The method of pedagogical documentation will be explored to find some answers. The study relates to previous research concerning assessment processes (e.g. Alasuutari, 2010, Alasuutari, Markström and Vallberg-Roth, 2012; Blaiklok, 2008; Carr, 2001; Carr and Lee, 2012 and Roos, 2015). It is based on the theory of documentality (Ferraris 2013) and socio cultural and child centred theories (e.g. Dahlberg, Moss & Pence 2007; Hedegaard & Fleer 2008). The qualitative study is accomplished by an action research method. The data consists of both conventional assessment and narrative materials, which are analysed by interpretative methods. Permissions to use the data were asked and pseudonyms were used to

protect the participants. The study showed that narrative documentation can nourish and scaffold the common and individual practices in ECE in line with the curriculum. It also showed the everyday difficulties in carrying out pedagogical documentation and the need to synthesise the conventional and narrative ways of assessment. I suggest that ECE practitioners should receive more education about assessing children's learning in relation to social pedagogic approach curriculum, to understand better the comprehensive and individual meaning of education and assessment. Also re-organising the pedagogical practices, time use and division of labour is needed to get some true effects.

Keywords: ECE, documentation, curriculum, assessment, narrative

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

ELISABETH LINDGREN ENEFLO, Falu kommun, Sweden

The purpose of the study is to gain insight into what is being expressed when preschool teachers discuss pedagogical documentation. Pedagogical documentation tends to raise uncertainty among preschool teachers. Buldu and Bjervås studies show that teachers feel unsure of what and how to document. Lenz Taguchi argues that pedagogical documentation is being constructed in close ties with ideas, learning theories and practices. This study departs from Social Constructionism and Discursive Psychology in order to focus human action of discourse (Potter). As analysing tools the concepts of Interpretative Repertoires (Potter & Wetherell) and Ideological Dilemmas (Billig) have been used. The data is comprised of transcriptions from audio recordings of discussions conducted in a research circle. The participants were eight preschool teachers that met during one year. The discussions were framed by the teachers' own questions and narratives. Ethical aspects such as confidentiality, consent, information, autonomy and assurance of voluntariness were taken into consideration (Swedish Research Council, 2011). The discussions main themes were: Knowledge content in a Preschool setting, Children's learning, the Teacher's role and the Implementation of pedagogical documentation. The participants' joint position is that the knowledge content at the preschool level is defined by the curriculum for the preschool. Concerning children's learning and the teacher's role, two main standpoints are disclosed. Based on how the standpoints have been expressed I have called them "predetermined learning" versus "non-predetermined learning". The ideological dilemmas within the discourse can be perceived as resources for raising awareness of preschool teachers work with pedagogical documentation.

Keywords: pedagogical documentation, preschool, interpretative repertoires, ideological dilemmas, educational work

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) AND ESRA AKGUL (6), (1) Gazi University, Turkey; (2) Hacettepe University, Turkey; (3) UNICEF Turkey, Turkey; (4) TED University, Turkey; (5) Middle East Technical University, Turkey; (6) Hacettepe University, Turkey

This study examined how a video based professional development initiative improved early childhood teachers' practices on pedagogical documentation. Research has demonstrated that teachers' teaching practices can be cultivated through self-reflections (Airason & Gullickson, 2006). Effective reflection serves as a means for teachers to restructure prior understandings and refine pedagogical thinking (Calandra, Brantley-Dias, Lee and Fox, 2009). When teachers revisit their own practices, reflect on what worked, what did not work, and what changes they need in their practices to be more successful, the likelihood of knowing how to improve their teaching practices increases respectively (Darling-Hammond & McLaughlin, 1995; Tucker, Stronge, & Gareis, 2002). A purposive sample of twenty-four ECE teachers participated in this study. The design of the study was qualitative in nature and video based interventions were planned throughout the process. The data was collected from a larger study through observations and semi-structured individual and focus-group interviews. A constant comparative method of data analysis (Strauss & Corbin, 1990) was used in this study. Participation in this study was voluntary. Informed consent was obtained from all participants, with an emphasis on confidentiality. The results suggested that video based professional development was effective, informative, conducive of self-evaluation and guided teachers' classroom planning, instruction and assessment in regards to the use of pedagogical documentation. Lack of time was identified by the teachers as a barrier to video based professional development. The implications for early childhood teachers, programs and in-service as well as pre-service teacher training programs will be presented.

Keywords: early childhood education, teachers, professional development, self-reflection, teacher training

SYMPOSIUM SET B/ 14

HEALTH, WELL-BEING AND PEER RELATIONSHIPS IN ECE

Individual Papers

CHAIR: JACKIE MUSGRAVE

University of Worcester, United Kingdom

Bullying prevention in early childhood education

LAURA REPO AND NINA SAJANIEMI, University of Helsinki, Finland

The aim of this research was to study what kind of pedagogical practices used in preschools were related to bullying behavior and the prevention of bullying. This study underpins Perren's (2000) and Alsaker's (2001) research that bullying is a serious issue already at early years and the preventive practices should be targeted to preschool groups. This study is based on sociocultural theory about the nature of bullying phenomenon (Olweus, 1975; Salmivalli, 1996; Smith, 2003), where bullying needs to be seen in the context and the culture of the organisation in which it is taking place. Moreover, the theoretical background lies in Bronfenbrenner's (1973) ecological theory. Two kinds of data were collected for the study: data from a survey of preschool teachers (n = 771, involving 6910 children, aged three to six years) and qualitative data from interviews of children, preschool teachers and early childhood professional and parents (n = 114). The research content has been accepted by the cities that participated in the study. Permission to interview children was obtained from their parents and happened on a voluntary basis. The operational culture of the child group was essential. For example, in child groups where strict discipline methods were used, more bullying occurred than in groups where more sensitive methods were adopted. Pedagogic measures, such as shared rules on how to intervene in bullying, have an effect on the emergence of bullying. It is essential that teachers are educated to understand the meaning of group cohesion in order to prevent bullying.

Keywords: bullying, early childhood education, peer relationship, bullying prevention, discipline

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

JACKIE MUSGRAVE, University of Worcester, United Kingdom

The research aims to: Identify the range of health issues children that affect children in early years settings Identify the range of knowledge and skills practitioners have acquired and developed to manage children's health issues Explore practitioners' views about wellbeing and identify their role in promoting good wellbeing Explore policies they have developed in their settings relating to health and wellbeing Investigate ways of working with other professionals and parents in order to support health and wellbeing identify implications for good practice this builds upon my doctoral research which examined the ways that practitioners included children with chronic health conditions This research takes a praxeological approach to finding out how practitioners are supporting children's health and aims to explore issues relating to inclusion, that is how do practitioners include children with health conditions? qualitative research, using a praxeological approach to explore the practice developed by the respondents. Questionnaire and interviews are methods being used for the research. each decision taken is considered for its ethicality, especially in relation to consent and confidentiality. the research is still in progress. Early findings suggest that practitioners in the study have developed a wide range of skills and knowledge to support children's health and wellbeing. The findings highlight the need for more research about the effects of health in the early years, as well as the need for further exploration of the implications for practice. findings suggest that there is a need for guidance for practitioners aimed at informing them about good practice in supporting a range of health conditions

Keywords: early years, health, wellbeing, praxeology, inclusion

The Montessori teacher and the 21st century educational challenges

KERSTIN SIGNERT, IPKL, Sweden

The aim of the study is how Montessori's philosophy and approach can and should be used in our present day, using observation and video. One issue dominated the study: Will such an educational environment, counteract stress and mental illness? Earlier I asked "What makes the Montessori pedagogy still, after more than one hundred years, successfully spread to schools all over the world?". This study has a relationship with previous research works e.g. about Montessori and traditional schools, (Lillard, 2006; Rathunde, 2008). The research will draw from a mini case study using a qualitative inquiry strategy. Observations (Adler & Adler, 1994) and interviews with children in planned and unplanned situations through digital recordings were also included. The scientific description is made by means of the variation theory (Marton, 2014). The Swedish Ethical Guidelines for Educational Research were taken into account, and a written form signed by the parents. The Montessori philosophy sees the child as a dynamic link between the present and the future. The primary task is to observe and follow the child! But the education and learning must also be a social process with focus on here and now. Through mutual respect and trust between adults and children, a safe working environment is created with excellent opportunities for learning. We need a set of "survival skills" such as creativity, critical thinking, problem solving. The result show a contrast to the egocentric perspective and xenophobia of our time, and lays the groundwork for a safer and brighter future with empathy among people.

Keywords: Montessori's philosophy, Montessori material, play, observation, interview

SYMPOSIUM SET B/ 15

IMPACT OF NEOLIBERALISM IN ECE

Individual Papers

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

The study shows how the infiltration of neoliberalism within the Finnish system has greatly affected the quality of services rendered within early childhood education (ECE). This paper stems from the author's Masters thesis: Early Childhood Educators Bearing Profit Responsibility (2013), and reflections from an EU-funded research project: The Implications of Neoliberal Policy and Management on Social Work and Vulnerable Populations. Finland's ECE has been highly valued internationally (Hujala 2011; Taguma, Litjens & Makowiecki 2012.) In recent years neoliberalism has appeared in ECE by outsourcing day care services, by saving personnel costs, by expanding the sizes of child groups and reducing the support services for children with special needs (Mäntynen 2013.) The research represents a critical qualitative study. Research material was collected through semi-structured theme interviews. Analysis method was theory based qualitative content analysis. Ethical clearance for the interviews was granted by Laurea University, as a part of the Masters Program, as well as by managers of day care centers and the interviewees. Interviews were recorded, transcribed and treated anonymously. Replies are unidentified. According to the interviewees, the core of ECE should be the child and high-quality pedagogics, instead of "staring at the percentages". The constant rush, strong demands on and increasing problems of the families and children are resulting in exhausted educators. The research raises a question: which are the prioritised values forming the basis for the development of Finnish ECE, and what impact have recent developments had?

Keywords: early childhood education, neoliberalism, financial savings, new public management, day care services

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

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

This study aims to look at why Korean ECEC is recently reilluminating European ECEC, particularly Scandinavian rather than that of North America and England which have been the bible of Korean ECEC since the beginning of its establishment. Many of the previous studies mentioned the influences of European ECEC on Korean ECEC by focusing not on why to implement but on what to do, despite its significance for Korean early childhood practices. This study paid more attention to the mechanism of why, how, and by whom the European ECEC was implemented in the Korean ECEC. The socio-political backgrounds, processes, achievements and issues related to implementation of European ECEC in Korean ECEC from 1900s to now were examined in the successive stages of its development with the lens of Foucault's idea of power and knowledge. We adopted his idea of archaeological and genealogical methods which emphasize the role power plays in the evolution of discourse in society and knowledge (Foucault, 1988). We analyzed the overall documents dealing with European ECEC implementation in Korea under four categories: what, why, by whom, and how. For ethical consideration, we got consent forms from all the interview participants of this study. We reviewed all the documents including government reports published in Korea since 1900 and conducted in-depth interview with 10 ECEC pioneers to uncover the assumptions and meanings in the history of Korean ECEC when the European ECEC were adopted in this field. This historical analysis provides practical lessons for the current reconstruction of Korean ECEC.

Keywords: Korean ECEC, European ECEC, implementation, policy, program

Neoliberalism and teachers unions; the Icelandic story

KRISTÍN DYRFJORD, University of Akureyri, Iceland

In Iceland, the manifestation of neo-liberalism is mostly noticeable in discourses related to the right, among others: deregulation, accountability, choice, and privatization. These latest developments within the preschool-system will be discussed in relation to neo-liberalism in other countries. The main focus will be on the neoliberalists' fight against the teachers unions. The neo-liberalisation of the pre-school system will be explored through concepts such as deregulation, accountability, choice, McDonaldisation and privatisation (Apple, 2006; Ball, 2012; Dahlberg & Moss, 2005; Hursh, 2004, 2007; Vincent, Ball, & Braun, 2009). The research was carried out with in post-structural neo-liberal sociology of education. Discourse and content analysis was applied as methods of inquiry. The data sources and materials are a) journal articles, b) policy documents, c) official documents concerning Icelandic preschools. This research is based solely on secondary data, but ethical consideration connecting to how data is represented have been given thought to avoid possibility of bias. The main conclusions are that the neo-liberal ideology has been a constructive force and lately influential people have been talking openly against teachers unions and promoted an idea of a separate union for teachers working in private schools. This study will feed into growing body of neoliberal school studies in Iceland. It will be helpful to researcher and policymakers to get a comprehensive picture of the development of the Icelandic society and the global currents. The scientific significance of this study is therefore mostly for those that are interested in school policy development, sociology and political sciences.

Keywords: Neo-liberalism, policy studies, union, discourse- analyses, privatisation

SYMPOSIUM SET B/ 16

EXPLORING QUALITY AND ENGAGEMENT IN ECE SETTINGS

Individual Papers

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

An extensive research study in the nation of Vanuatu (80 islands in the South Pacific) investigated the gap between preschool provision and low attendance. The study set out to identify what factors contribute to effective service delivery under difficult conditions. The field of early childhood care and education (ECCE) is framed by the UN Convention on the Rights of the Child. Preschool service delivery for children aged 4-6 years has been identified as an international goal in the World Declaration on Education for All (UNESCO, 2000). This study built on these notions to investigate what motivates and constrains the use of preschool when accessibility is not a major factor. Previous research on quality ECCE framed the research. The factors of quality were analysed against parent and community support, management, resources and teacher training. The study incorporated interviews with 100% of the relevant population (teachers and parents of 4 year old children across the nation). The study was undertaken in partnership with Vanuatu researchers and practitioners under conditions of confidentiality. All participation was voluntary and confidential. Building on capacity and tradition are keys to equitable and effective service delivery. Misunderstandings, especially by community leaders, about the goals and value of preschool had a significant impact on usage. Preschool programs can incorporate the lived experiences of young children and the priorities of diverse communities without sacrificing universal quality norms. In low and middle income nations, where preschools are often supported by international non-government organisations, this construction of quality is critical.

Keywords: quality, preschool, community engagement, participation and access, International

Continuing engagement in learning: tuned into learning?

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

This inquiry seeks to explore factors which affect engagement with learning, does the level or type of children's engagement change as they progress throughout different stages in school? This is a follow up study to provide longitudinal data on children's engagement with learning in the middle/upper stage of primary school, (Stephen, Ellis & Martlew, 2009). The Leuven Scale of Involvement was used to determine the level of children's engagement. (Laevers 1994) and actions of children categorised using coding from earlier study (Stephen et al., 2009). Timed observations of target children (Sylva et al. 1980) and whole class scans were undertaken. All target children (selected randomly) were subject to three periods of observation during each visit (4). Each of the target child observations lasted for four minutes. Categorising the level of the child's engagement using five categories based on the Leuven Involvement Scale (Laevers 1994) and coded categorisation of children's behaviours/action. (Stephen et al 2009). All consenting children were interviewed in small focus groups on the day of the last observation when they were familiar with the observer. The study was subject to scrutiny by a university department ethics committee. All observed children consented in writing in addition to parental consent. This presentation will explore the findings of the project in relation to the nature of children's engagement in P6 classes and the views of the pupils regarding factors which impacted on engagement. Findings will influence current teaching and be disseminated within the university and externally through national conferences.

Keywords: engagement, curriculum, involvement, self efficacy, active learning

Quality of learning environments in Finnish toddlers' Early Childhood Education settings

MARJA SYRJÄMÄKI AND EIRA SUHONEN, University of Helsinki, Finland

This study is examining the pedagogical quality of learning environment in toddlers' day-care. The aim is also to find out, if the quality is homogenous, and what are the differences between day-care groups. Previous studies have demonstrated the quality to be moderate or low in toddlers' day-care (La Paro 2014; Barros & Aguiar 2010; Rentzou 2014), and even lower in toddlers' day care than those of 3-5 years-olds (Fenech, et. al., 2014). Many studies highlight the significant role of educators. An emotionally supportive, safe atmosphere is crucial to children's well-being and learning (Mashburn et al., 2008). The educators' sensitivity and activation enhance toddlers' involvement with day-care activities (Kalliala, 2011). This is an empirical study, taking place in natural context. Quantitative data, collected in toddlers' day-care groups (N=27) was analysed using IBM SPSS 22 program. Quality was measured with the Learning Environment Assessment (Strain & Joseph 2004), a five-degree Likert scale, which consists of dimensions of the pedagogical work, e.g. Classroom arrangements and

Team work. After calculating descriptive statistics, settings were divided into three cohorts on the basis of z-scores. A consent form and information sheet was provided to day-care groups involved, and they were given the opportunity to withdraw from the study at any time. According to the preliminary results, quality in the groups varied. Most of them (n=18) were of moderate quality. However, there were also groups with low (n=4) and high (n=5) quality. The study increases knowledge and indicates crucial factors for improving toddlers' learning environment in Finnish day-care.

Keywords: quality, learning environment, toddler, Day-Care, pedagogical work

SYMPOSIUM SET B/ 17

WELLBEING

Individual Papers

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

The purpose of this study was to map the general subjective well-being of Norwegian 4-6 year-olds in ECECs. It aimed to explore how children experience activities, and what opportunities for influencing daily life in their ECECs are available to them. It also aimed to explore how children experience relations to other children and staff in ECEC and how this is related to their well-being. This project and the ECEC well-being monitor are a further development of a former research project about children's experiences of well-being and participation in ECEC (Bratterud, Sandseter & Seland, 2012). The project is based on theories on subjective well-being referring to an internal, subjective perception and experience of being recognised by others, feeling appreciated and having a sense of happiness and satisfaction – feeling well also in relation to others (Fattore et al., 2009; Thoilliez 2011; Foley et al., 2012; Mashford-Scott et al., 2012). During 2014 the ECEC well-being monitor was used to carry out individual conversations with 450 children from 52 municipalities and 17 counties throughout Norway. Data is quantitative and analyses are conducted in SPSS. The study is approved by the Norwegian Social Science Data Services (NSD). Full anonymity and confidentiality is secured for the participants. Preliminary analyses indicate that although most children experience high well-being in ECEC, around one third of the children are not exclusively happy about their everyday life in ECEC. Further detailed analyses will be conducted prior to the presentation. The results will give insight into important factors for young children's well-being and factors important for developing a high-quality ECEC, and is relevant for ECEC politicians, owners and practitioners.

Keywords: well-being, ECEC quality, quantitative child interviews, ECEC activities, relationships

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

ICDI has developed an easy-to-use global screening tool that assesses the psychosocial wellbeing of large populations of children: the 'Universal Psychosocial Indicator for Five-Year-Old Boys and Girls' or UPSI-5 (van Oudenhoven et al., 2012). In 2013 ICDI embarked on a research study in cooperation with KCEDC one of South Africa's leading ECD agencies to test the UPSI-5 at country level. The study aimed to examine the reliability and validity of UPSI-5 as a measure of psycho-social status, as well as its practical use to educators, policy makers and NGOs. The psychosocial aspect of children's wellbeing has tended to be ignored in global measures of young children's development in favour of those factors more easily measured such as physical growth, under-5 mortality rate or school enrollment (e.g. UNICEF State of the World's Children reports). Risk and protective factors (Werner & Smith, 1992) were also included in the present study. Data was collected on 2087 five-year-old children in 90 schools in four provinces in South Africa. Additionally, background information about the

school, the children, and their community was gathered via an interview with Principals. Best practice regarding ethics in research involving children (Graham et al., 2013) was followed throughout. The findings, which are currently being analysed, will be discussed during the presentation. It is hoped that this research study will put the spotlight on the psychosocial wellbeing of young children in South Africa and convince government departments and other relevant organisations to pay more attention to this critical aspect of their development.

Keywords: psychosocial development, wellbeing, South Africa, young children, measurement

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 & University of Ireland Galway, Ireland

The aim of this study was: to identify the educators image of the preschool child and explore how this impacts on practice; to explore with children an understanding of their worlds their own self-image and wellbeing; to compare and contrast the findings of objectives 1-2 between samples of preschool settings which have formally engaged in a quality improvement programme as well as in those that have not. Winters (2008) suggests that the adults image of the child, attitudes and dispositions directly impact on the adult/ child interactions and relationships and the active learning environment. Loris Malaguzzi discusses the importance of educators expressing and making explicit their image of the child in his paper, *your image of the Child-Where Teaching Begins* (1994). Malaguzzi, suggests that the educator`s image of the child impacts both implicitly and explicitly on their assumptions and choices that they make as educators. This was an ethnographic research, an exploratory comparative study using mixed methods. Ethical practices included: ongoing informed consent; anonymity assured; free to withdraw at any time; and no harm to participants. The researcher proposes to use the following observational scales, *Respect Reflect Relate, Assessing for Learning and Development in the Early Years Using Observational Scales*, (Department of Education and Children`s services Government of South Australia, 2008) This resource includes a set of scales for critically examining the interactions that take place between adults and children, educators pedagogy, children`s wellbeing and children`s involvement. The Two Irish National practice frameworks *Siolta & Aistear* portray an image of the competent child. This research will explore if this image is reflected in daily practice.

Keywords: Image of the child, wellbeing, interactions, environment, Educator

SYMPOSIUM SET B/ 18

LEARNING, NEGOTIATING AND CO-CREATING TOGETHER

Individual Papers

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

Central to the Foundation Phase framework is children`s ability to be involved in `planning and decision making` (DCELLS, 2008). Extending these principles to classroom space, this research explores what happens when children design and co-create their classroom spaces. Forming part of an on-going PHD research, the empty space is theoretically positioned at an intersection of architectural theory and design, geographical understandings of space and democratic pedagogies. Drawing on Jilk`s (2006) theory of uselessness, Soja`s (1996) thirdspace and Dewey`s democratic dispositions (1916) this `spatially democratic` understanding of pedagogy is located within an interpretivist paradigm. Using methods based on both pedagogical and methodological understandings a three-stranded research model was used to realise, document and analyse the design process. Drawing on Froebelian practices to realise this process and using an action research based model to document it, the data was then analysed through a constructivist grounded theory frame. Ethical clearance was given by Canterbury Christ Church University and particular consideration was given to ensure continuing opportunity for participants to voice their thoughts and opinions throughout the design process. Analysis is on-

going but initial discussion points are developing around the lack of children's voice in current classroom spaces, the current expectations on 'proper' use of classroom space and using design as a pedagogical tool to support democratic practices. These emerging themes allow us to consider the pedagogical scope offered when children participate in the design and co-creation of classroom space.

Keywords: Foundation Phase, classroom space, classroom design, democratic practice, Froebelian principles

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

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

The aim of this project was to create an alternative method for learning about preschoolers with interaction difficulties through the observation of their free play in an atelier. Although the importance of play has been known for years, in Mexico, play continues to be seen as what children do when they finish their school work (Pastor; 2008). The project was based on the Reggio Emilia philosophy. Specifically on the vision of the environment as a third teacher; the importance of rescuing children's multiple languages and the use of documentation for understanding children's development (Hoyuelos, 2006; 2009). An environment was designed to promote children's exploration and interaction. During 6 weeks, 14 children played freely while a team formed by their teachers and the school psychologists accompanied them in silence, observed and documented their play. At the end of each session the adults shared their observations and learned as a team about these children. Before the project started parents gave their consent for their children's participation and for the recording of the sessions. At the end individual and group results were shared with the parents. Main findings include the transformation of children's ability to interact; organise; negotiate differences and communicate their feelings; and a change of the adults' conception of these children and of their role. This proved to be an effective method for gaining a more complete understanding of children's capabilities and needs. Teachers and psychologists understood the importance of play; non participant observation; documentation and of dialogue.

Keywords: Free play, observation, socialisation, interdisciplinary work, documentation

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

SOFIA ERIKSSON BERGSTRÖM, Utbildningsvetenskap, Sweden

The purpose of my thesis, 'Space, children and pre-school teachers' - about possibilities and limitations in the physical environment of preschool - deals with how children are shaped by and shape the physical environment. In Sweden children participate in preschool from an early age and thus are expected to find themselves within an institutional framework early in life. The physical environment of preschool can consequently be regarded as a structure within which childhood is institutionalized (Kampmann, 2004). The concept of affordance and the activity theory has been used by Gibson, 1986; and Engeström, 1987. The empirical evidence is based on video observations and interviews. The study was designed as a multiple case study and three preschool classes each formed a case. The study was inspired by ethnography. The parents were informed that they could decide about their children's participation in the study. The parents and preschool staff became aware of the purpose of the study. The significance of seeing the environment as a set of affordances is that it, to a greater degree, can lead to children being allowed to discover the affordances and as a result, freedom to act and negotiations can be created in the environments. As a counterbalance to the institutionalisation of childhood this study contribute to an understanding of children's individual and collective activities as a free zone in an otherwise controlled and regulated milieu. Children do in fact take the opportunity to develop independence in an environment that in many situations is planned only for the collective.

Keywords: affordances, activity theory, children's perspective, case study, physical preschool-environment

SYMPOSIUM SET B/ 19

LITERACY PROJECTS

Individual Papers

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

"Read to me I love it!" is an innovative Indigenous family literacy program that distributes resources to preschool children and was developed by the Western Australian State Library. The aim of the research was to evaluate the program from multiple stakeholder perspectives featuring the voices of Aboriginal families and children. There is a paucity of research on literacy practices of families in remote areas with preschool aged children as most Australian studies centre on school-aged children. This paper reports on a three-year independent evaluation of the project through a phenomenological lens that sought to describe the first hand experience of participants and the relevant conditions of experience. Qualitative methods such as interviews, focus groups and conversations were the main techniques used in the data collection across seven remote sites in Western Australia. Data were analysed in collating common themes, bundling ideas and relating individuals' experience to the relevant features of each context. There were a number of ethical considerations to be managed in working in remote settings with Aboriginal children and their families including cultural, social and linguistic practices and the way in which these influenced data collection and analysis. The main findings show there are a number of factors that affect the implementation, impact, sustainability and community ownership of the program. The findings give rise to implications for practice and policy regarding effective programs for Indigenous families in remote communities and for researching across cultures ways that Indigenous voices are heard and honoured.

Keywords: early years, Indigenous, family literacy, phenomenology, culture

Evaluating a Gift for Family Literacy: Challenges and opportunities

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

The purpose of this study was to investigate perspectives of parents, carers and practitioners concerning book gifting to socio-economically disadvantaged children aged 2 and their families in the English Midlands. Book gifting to young children has been evaluated (e.g. Demack and Stevens, 2013; Levy et al., 2014; Venn, 2014; Wylie, 2014), indicating mixed success. Challenges for researchers in accessing early childhood research sites are addressed but literature is sparse (Lofland and Lofland, 1984; Murray, 2011). The paper is shaped by (a) family literacy and (b) qualitative pluralistic ECEC research approaches. A pluralistic qualitative approach framed an evaluation. Six methods were conducted with parents and practitioners from four ECEC settings: (1) documentary evidence, (2) practitioner surveys, (3) parent/carer surveys, (4) parent/carer interviews, (5) home literacy activities audit, (6) practitioner focus group. ESRC Framework for Research Ethics (2012) was adopted. No harm was done. Participants gave voluntary, informed consent to participate and the right to withdraw was respected. Sensitivity to families and individuals was continually exercised. No participant is identifiable in outputs. Parents and practitioners liked book gifting. Parents said it encouraged them to share stories with their children. Practitioners highlighted its potential to enrich children's language, social and emotional development but wanted ALL 2 year olds to receive gifts. Challenges in accessing data from parents were overcome by engaging practitioners in data collection. The resolution of issues encountered in gaining research access to young families and ECEC settings will inform research practice going forward. Findings carry messages for policymakers and practitioners concerning book gifting as a catalyst for early literacy.

Keywords: access in early years research, family literacy, early literacy, book gifting, qualitative pluralistic research

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

GARY BINGHAM, Georgia State University, United States,

This study describes and evaluates a model for sharing informational texts (REAL Time) with children during read aloud interactions. Informational texts are important in building children's vocabulary (Duck & Kays, 1998), background knowledge and understanding of science and social studies content (Mantizicoplous & Patrick, 2010, Flevares, 2009), and understanding of text features (Goldman & Rakeshaw, 2000). Despite such importance, most early childhood teachers spend little time sharing informational books with children (Duke, 2000). This study is situated within sociocultural theory which asserts learning and the language used within educational contexts differ considerably based on the individual children, their past experiences, and language teachers use when sharing different texts with children (Cazden, 1970; Pappas, 2004; Vygotsky, 1978). REAL Time is an instructional approach to using informational text in classrooms that conveys information about the natural and social world by pairing information texts with narrative texts in meaningful ways that encourage children to talk and make sense of information in different kinds of books. Fifteen early childhood teachers were observed sharing narrative and informational books with children. Observations lasted 2 hours. All adults participating in this research consented to be observed and receive professional development in REAL Time. Teachers who used the REAL Time strategies for sharing informational texts had more sophisticated conversations and used more varied vocabulary than teachers using just narrative texts in classrooms. REAL Time appears effective. Teachers should use a variety of texts in classrooms to promote children's understanding of the social and natural world.

Keywords: read alouds, informational text, pedagogy, early literacy, language stimulation

SYMPOSIUM SET B/ 20

LEARNING IN FARMS, MUD KITCHENS AND LANDSCAPES

Individual Papers

CHAIR: ELLY SINGER

University Utrecht, Netherlands

Understanding space and place through environments and landscape ecology

INGUNN FJØRTOFT, Telemark University College, Norway

"How do landscapes influence children's play, physical activity and learning?" is a contextual analysis of materiality and learning. Habitats and spaces where children can play is a very important issue in childhood development. Previous studies have focused on children's experience of a place, their particular liking of an unstructured environment and how they use landscapes as playgrounds and learning arenas. Fjortoft and Sageie(2000) have discussed the natural environment as a playground and learning arena as a way of rediscovering nature's way of teaching or "learning from nature". They also mentioned that landscape diversity was related to different structures in the topography and the vegetation, which were important for children's spontaneous play and activities. Dynamic Systems approaches including Gibson's Theory of Affordances and Landscape ecology constitute the framework for analyses and understanding the contextual relationship between children and the environment. The project has a case study design with a small sample of children aged 5-7 years playing in the "Hundred acre Forest" throughout the year. The analyses are based on an ecological understanding of children's relations to the environment. The project has been approved by the Norwegian Data Inspectorate and has parental consent. The outcome of the project was confident children feeling close to nature, having ecological understanding of their place and space and authentic knowledge of their biotope and improved motor competencies. The materiality of outdoor environments proved to be essential for learning. The project may impose new understanding of environmental aspects on practice and policies of early childhood.

Keywords: children, materiality and learning, environment, landscape ecology, ecological and physical literacy

Agricultural child centers: participative learning and playing on the farm

ELLY SINGER, University Utrecht, Netherlands

Theoretical analyses of playing and participative learning in 1 - 4-year old children on farms. In agricultural child centers young children participate in the world of adults. They are confronted with limit setting and challenges that relate to the dynamics of farming enterprise and the responsibilities towards animals, human beings, plants, and the ecological environment. In the 20th century children's opportunities to participate in adults' activities have been greatly diminished (Singer, 1992, 1993). The 'empty space' in child centres is filled up with toys, furniture and materials special designed for children. Little research has been done of young children's learning through observation and participation in adult's activities. The theoretical framework is based on the concept of 'first hand learning through intent participation' (Rogoff et al., 2003), shared intentions and observations (Tomasello, 1999; Trevarthen 2011), teachers' availability and playfulness (Singer, 2014, 2013), and play (Bruce, 2011). Qualitative analyses of observations of children's interactions with teacher, farmer, peers, animals, plants and ecological environment at six agricultural child centers. The study is done on request of agricultural child centers and with the parents' consent. Children are highly motivated to learn, participative learning and playing go hand in hand. Children's engagement is enhanced by the availability of teachers that follow children's pace, interests and rhythm, and give space to try out and play. The results evoke the rethinking of the meaning of child centeredness. Hypotheses: high quality child care invites children to grow up and learn from attractive adult models (farmers, artists, cooks, what ever)

Keywords: participative learning, play, shared attention, agricultural child centers, availability

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

MENNA GODFREY, Centre for Research in Early Childhood & University of Wolverhampton, United Kingdom

This project is located at the start of PhD research which intends to investigate the 'Power' of the 'Mud Kitchen'. This presentation will discuss my use of the techniques employed in concept analysis as a tool to begin troubling the first of my questions, namely, 'What is a Mud Kitchen?'. Mud Kitchens are recent additions to the outdoor provision of a growing number of Early Years settings, I will be considering through the lens of affordance (Kernan 2010). Concept analysis is used in nursing (Rodgers, 2000) and in education Raikums (2008). Employing constructivist learning theory concept analysis is described by Walker and Avant (2005) and Rogers (2000) amongst others. This is also supported by concept mapping (Hsu 2004). The initial stages of this qualitative study employed concept analysis as a research method. This element of the project has included gathering ideas from practitioners who currently have mud kitchens in their settings. Their data has been treated confidentially and has been gathered in such a way that they may remain anonymous should they so wish. Concept analysis provides a powerful strategy through which to consider both the physical nature of the 'Mud Kitchen' and the concept itself. The significance of defining terminology at the outset of a research project is clear. The method of concept analysis has proved to provide a rigorous and robust structure when applied to the 'Mud Kitchen'. I anticipate using this method to develop clear definitions of other key terminology in this project, for example 'affordance' and 'exploratory'.

Keywords: methodological approaches, play, outdoor, learning environment, mud kitchen

SYMPOSIUM SET B/ 21

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

Self-organised Symposium

CHAIR: HELEN BILTON

University of Reading, United Kingdom

This Symposium will be looking at outdoor spaces in Australia and England and reflecting on how settings organise the space and the implications for practice.

Educators' reflections on the affordances of Bush School

LIBBY LEE-HAMMOND, Murdoch University, Australia

This research aims to explore teachers reflections of the affordances of participation by Aboriginal children in an outdoor play and learning project. This paper represents phase 2 of the research reported at EECERA 2014. It builds on work previously published as follows: Lee-Hammond, L., & Jackson-Barrett, E. (2013) and S. Knight (Ed.), and is the subject of a documentary screened on SBS NiTV in Australia (Lee-Hammond & Jackson-Barrett (2014, Producers)). The project draws on a sociocultural approach and current literature in outdoor play and learning (e.g. Waller, Knight, Waters, Sandseter). The study adopted a participatory action research method and a theoretical framework of social constructivism. Semi-structured interviews with educators were analysed using content analysis. The project was conducted with approval of the Ethics Committee of Murdoch University and participants provided informed consent to be interviewed and for results to be disseminated. The main findings can be categorised in 3 themes: 1. Social and emotional benefits, 2. Cultural knowledge and understandings and 3. Curriculum and pedagogy. Teachers reported increases in child independence, leadership and confidence, and improvements in social and emotional wellbeing. Educators also reported that their capacity to provide authentic contexts for students to learn about Aboriginal culture was limited. Policy makers can support the efforts of educators to provide Indigenous perspectives across the curriculum by involving Elders and community members as co-educators.

Keywords: educators, affordances, social, cultural, curriculum

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

This study seeks to ascertain the range of facilities and organisation of outdoor environments and to what extent there is any pedagogical grounding to the facilities available. The Effective Provision of Preschool Education (EPPE) study has demonstrated that one can accurately gauge quality through the measurement of the environment using observational instruments. It is argued that this 'pedagogical framing' has a strong bearing on the outcomes for children. The theoretical framework for this study draws upon Gibson's (1979) theory of affordances (an object's possibilities for action) and Eraut's (1994) theory of professionals developing knowledge and competence. Data was collected by questionnaire from the University of Reading partnership schools with children aged 4-5 years and the responses were coded in a grounded fashion. The surveys were voluntary and anonymous, BERA ethical guidelines for education research (2011) have been adhered to. There was a surprising range of facilities and organisations and although some issues aired were not within the teachers' ability to address, many more were. Staff do not appear to be making a clear link between facilities provided and the declared ambitions for the environment. The driver for the facility and organisational choices may have little to do with children's developmental needs linked to pedagogy. School leaders and designers need to be aware of the pedagogical implications of the choices made regarding facilities and organisations of outdoor environments. Teachers need to be clearer about the implications for children's learning of their choices as regards facilities and organisations in the outdoor environments.

Keywords: outdoor learning, environment, facilities, staff attitudes, pedagogy

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

This study is investigating the characteristics of 'good' outdoor environments for young children in early childhood programmes. This study is underpinned by a large body of research literature crossing Early Childhood, Landscape Architecture/Design and several other fields, reviewed by White and Woolley (2014) with the aim of understanding and creating effective pedagogical outdoor spaces. Our conceptual framework draws from theories in which the environments that children 'inhabit' (Hart, 1979) are seen to exert a critical experiential (Clark and Moss, 2006; Prescott, 2008) and pedagogical influence (Ceppi and Zini, 1998). The literature and observational material have been investigated to identify environmental characteristics that contribute to making powerful outdoor places for young children's wellbeing and development. This presentation investigates children's experiences as they transition between indoors and outdoors, analysing the 'third space' of a

dedicated transition zone as an environment in itself, with physical and psychological functions. EECERA (2014) guidelines were followed regarding informed consent and respectful practice. Attending to how the child experiences the change between inside and outside, and how they are supported to transition across indoor and outdoor components of the early childhood environment, is a neglected area for design and practice. Elements of feel, function and form of the 'third space' of a transition zone require investigation in terms of children's cognitive, bodily and psychological needs. Findings indicate the importance for the design/development of early years spaces of attending to and researching the dedicated space that supports transition across, and linkage between, the indoor and outdoor parts of the learning environment.

Keywords: outdoor provision, children's environments, child development, transitional spaces, pedagogical design

SYMPOSIUM SET B/ 22

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

Self-organised Symposium

CHAIR: GESINE NEBE

ML University Halle-Wittenber, Germany

In this symposium three papers will shed some light on the relevance of objects in the transition process to (primary) school. Research has shown and discussed in depth the passage from preschool to school signifies a most important step in the life course of children and their families. The analytic focus that will be used opens yet a rather new perspective, as all three papers' main interest evolves around OBJECTS in transition. These will be explored by looking at memories of starting school as well as by looking at parents' perceptions of the meaning of objects in their children's transition to school. Focusing on different objects, such as, the "Zuckertüte" (in Germany) and on shoes (in Finland/Australia) and on school desks and homework diaries, we wish to open up a new discussion, emphasising the important role of those objects in transition processes. In effect, symbolic artefacts may be understood as 'identity objects'.

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

What do people remember about their transition to school? This was the research question students in a Masters Course in the science of education were pursuing in a small scale research project. Previous research work has focused (e.g.) on actors in the transition process (Docket, Perry, 2013), relationships (Graßhoff, 2013) and structures (Griebel, Niesel, 2009). Methodologically, this study explores a new approach foregrounds people's memories about their school start (Turunen, 2012). In taking on this innovative approach we suggest it to be fruitful to focus on objects. Claiming objects to be important indicators of different phases in the life course (Habermas, 1996) we intend to shed some light on the transition to school by researching "identity objects" (ibid.) in people's memories. Data was collected through interviews or asking 26 participants to write down their memories of their school start between 1938 and 1998. The study was conducted, adopting the German Science of Education Association's ethic codex. Consent was given by all participants and data was anonymised. In our presentation we will shed light on an object, that was the 'condensation nucleus' in 23 narrations: The 'Zuckertüte', as a german-only phenomenon (a Zuckertüte is a cardboard cone shape parents traditionally giftwrap and fill with presents) was most prominently remembered as THE material mile stone of starting school. Drawing on our findings we suggest to take objects (as important aspects influencing the transition process of school starters) into account when researching transitions. Furthermore, we presume that there will be similar objects to be found in different cultural contexts.

Keywords: artefacts/objects, transition, memory, identity object, starting school

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

GUNTHER GRAßHOFF, Stiftung Universität Hildesheim, Germany,

The transition from preschool to primary school is a challenge, not only for children but also for their parents. Participation of parents in a preschool differs from that of primary school. Parents sometimes feel that they don't get enough of an insight into the daily life of learning and teaching in primary school. As international educational research shows, parental involvement is one of the most important (and successful) strategies when aiming to encourage and foster parents' participation in school (Graßhoff et al., 2013; Griebel/Niesel 2013). Further, the focus has not been laid upon 'objects in transition' at all when discussing it. Conceptually we refer to parental involvement (Crosnoe, 2001) and the theory of social inequality of Bourdieu (1987). We present a qualitative study. Semi-structured interviews and participant observation are the basis of a Grounded Theory analysis. Having combined different empirical methods, the project shed light particularly on micro-structures of the educational relationship between parents and teachers in primary school. In the study, the ethical standards and the privacy policy of the Deutsche Forschungsgemeinschaft are applied. Interestingly different (kinds of) objects play a central role here. We will, for example, argue that for parents the transition to school is marked by the often required transformation of a child's (play-) room into the room of a student, identified by interior objects such as a 'proper' desk or by the highly relevant homework diary. Those – and other - objects will be discussed as 'symbolic interface' between school and home.

Keywords: transition, parental involvement, kindergarden, primary school, participation

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

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

This presentation investigates recalled artefacts related to the memories of starting school. Starting school is an important educational transition (Dockett, Petriwskyj & Perry, 2014) and individuals can recall this phase in life even decades later. This signifies its significance as part of one's life narrative (Turunen, 2014). Memories about the transition to school contain recollections of people, incidents, places and artefacts. Starting school is a key life event which might contribute to a person's identity and life trajectory (Elder, 1998). The memories of this transition are part of the story of the self which people construct to understand their lives and to establish a sense of their personal history in the social world (Nelson, 2003). The data consist of 89 Australian participants' recollections of starting school between 1928 and 1995. The interviews started with a generative question, followed by the main narrative phase. Informed written consent was obtained from all participants, and pseudonyms are used in the dissemination of the study. The results indicate that people have vivid memories of artefacts related to starting school. In particular, shoes were a significant sign, they marked the transition from early childhood to the next phase in the life trajectory. The appreciation of the transition to school as part of the life trajectory promotes parents' and educators' understanding of children's experiences. From an adult's perspective, things like new shoes can seem like a minor part of starting school, but for a child, they can be a major part of growing up.

Keywords: life course, autobiographical narratives, transition to school, educational transitions, memories about starting school

SYMPOSIUM SET B/ 23

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

Self-organised Symposium

CHAIR: SUSANNE ROGERS
Charles Sturt University, Australia

As children start school their families and their educators have expectations and hopes for the relationships that will develop and the ways in which they will be able to work together. In this symposium the perspectives of families and educators are considered as children in several Australian settings make the transition to school. The presentations will consider the critical elements; the tensions and the benefits arising from consideration

of a bio-ecological analysis of these perspectives. In particular; the development of family-educator partnerships; the use of these partnerships to assist children in their mathematical learning; and how educators perceive their role as children start school will be reported. Implications for the utilisation of family-educator partnerships as children start school will be discussed.

Multiple perspectives on family-educator partnerships as children start school

SUSANNE ROGERS, Charles Sturt University, Australia

This research aims to investigate the perspectives and expectations of families and educators relating to the establishment of family-educator partnerships as children and families living in a culturally, economically and socially divergent community make the transition to school. The study links to bio-ecological research relating to the transition to school of children and families living in complex circumstances, focusing on the establishment, nature and intent of family-educator partnerships. Previous researchers in the area include: Dockett, S., Perry, B., Kearney, E., Hampshire, A., Mason, J., & Schmied, V. (2011); Doucet, F., & Tudge, J. (2007). The research uses a bio-ecological framework, specifically Bronfenbrenner and Morris's Person-Process-Context-Time (PPCT) model. The experiences and practices of children and their families in the contexts of prior-to-school and school as they make the transition to school are investigated (Bronfenbrenner, U., & Morris, P.A. (2006); Dunlop, A-W. (2014)). A constructivist grounded theory approach, based on the work of Charmaz (2003) has been used in the collection and analysis of data to present, as individual cases, the experiences and perspectives of families and educators in their specific context. The main ethical considerations were ensuring informed consent for all participants, the fair and just representation of the participants and the maintenance of confidentiality. Families and educators had varied experiences, expectations and aspirations as children made the transition to school. The study highlighted tensions between the educators' intent in this setting and the families' experiences, expectations and understandings. The research highlights the importance of reconceptualising family-educator partnerships so that they become an integral part of children and families' transition to school.

Keywords: partnerships, family, educator, children, transition

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

WENDY GOFF, Monash University, Australia

The aim of this research was to examine the process of adult relationship and how it might support the mathematics learning of children starting school. This research builds on previous work around family-school-community partnership, mathematics education and the transition to school. The cultural interface is an Indigenous lens that affords an opportunity to examine the space of lived experience (Nakata, 2000). In this project it was drawn upon to examine the relational space that lie between adults, including how individuals navigate this space, and also the implications of this navigation for the mathematics learning of children. Design-based Research was the methodology drawn upon in this research. It is an emergent methodology that employs a variety of methods to collect data. In this study this included video recordings, participant diaries, email data and researcher field notes. Data were analysed through a qualitative approach. University human ethics approval was obtained. This included embedding effective steps to address power relationships between adults. As children make the move to school the adults in their lives engage in specific processes. These processes can either facilitate or limit children's mathematical learning. They can also shape children's understandings in specific ways. This research highlights these concepts, providing examples of specific processes and how they facilitated or limited mathematical learning as children made the move to school. This research has implications for policy and practice in that it provides a different way to conceptualise the family-school partnership.

Keywords: transition to school, mathematics, relationship, partnership, early childhood education

Teacher Personal Experiences and Perspectives of the Transition to School

SIMONE MACDONALD, Monash University, Australia

The aim of this research is to understand teachers' personal experiences and perspectives of each other's contexts and the transition-to-school. Much of the literature highlights families' and childrens' perspectives of transition-to-school, however there is little research about teachers' personal experiences of their roles in the transition process. This research addresses this gap. It is underpinned by transition-to-school literature,

particularly the use of context in understanding the transition process (Dunlop, 2014; Lam, 2014; Harrison, 2014), continuity and discontinuity between prior-to-school and school settings (Broström, 2013; Mackenzie, 2014), and 'negotiating the borderlands' between these contexts from within them (Garpelin, 2014; Perry, 2014; Peters, 2014; Petriwskyj, 2014). This project draws upon bioecological (Bronfenbrenner, 1986) and sociocultural (Vygotsky, 1978) theories to examine and attempt to understand educators' perspectives of prior-to-school and school contexts, as well as their understandings and personal experiences of their roles in the transition-to-school. This research adopts a qualitative approach. Video recorded conversational interviews were drawn upon as the primary source of data collection. University human ethics approval was obtained. This included embedding effective steps to alleviate and minimise any distress caused throughout the interviews. Findings provide insight into the early childhood and primary school teachers' perspectives of one another's settings, their experiences with the transition process and how they perceive their roles in transition-to-school. By gaining such understandings, policymakers may be better positioned to support the professional development of teachers and educational leaders as they overcome barriers to change particularly in relation to transition-to-school.

Keywords: transition, early childhood, primary/elementary school, teacher perspectives, teacher experiences

SYMPOSIUM SET B/ 24

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

Individual Papers

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

The aim of this research is to explore the views of teachers regarding the current national curriculum for four to six year old children, with a particular focus on the role of play, with a view to making recommendations regarding the revision of curriculum. Previous research on teachers and curriculum in Ireland include INTO (2006, 2013), Dunphy (2008, 2012), ATECI (2013), focusing on Aistear, the Early Years Curriculum Framework, and play in the national curriculum. This study explores teachers' views and experiences on play, Aistear and the national curriculum and how their experiences influence policy for curriculum in the early years (Bowe, Ball with Gold, 1992, Ozga, 2000). The INTO drew on previous research, carried out a documentary analysis to identify key messages around early learning for four to six year olds, and conducted focus group discussions with teachers. All participants were guaranteed confidentiality and participated voluntarily. Teachers are strongly of the view that the current curriculum, introduced in 1999, has too many content objectives. They are also of the view that implementing a play-based approach to curriculum and assessment is challenging in large classes. A revised curriculum for four to six year olds should focus on the process of learning, including learning through play, emphasizing key skills in early literacy and numeracy, language development and social development. A revised curriculum should also build on learning at pre-school in the context that a free pre-school year is now available to all three year old children.

Keywords: curriculum, play, policy, teachers, assessment

'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

This paper evaluates an innovative 'toolkit' for extending the use of school grounds for adventurous community play, exploring perceived benefits and challenges for stakeholders. Wales: A Play Friendly Country (WG, 2014) outlines Statutory Guidance to Local Authorities on assessing and securing play opportunities for children in communities. Play Sufficiency Assessments suggest that school grounds are substantially under-utilised. This is an action research project which adopts a critical realist epistemological stance within which children are positioned as active partners and powerful actors within their local communities. An action research approach

is utilised to evaluate the 'toolkit', an intervention which provides a framework for increasing the use of school grounds outside school hours. The research generated qualitative data through semi-structured interviews, focus groups and secondary data through implementation of the 'toolkit' (e.g. play audits). Ethical consent via the university has been granted. This takes into consideration ethical issues such as participant consent, researching in an outdoor environment and children's physical safety. There are clear benefits and challenges to implementing the opening of school grounds for community play. Therefore this paper considers critical issues including: perceptions of risk and adventure, children's right to play, community participation and impact, and practical realities of the intervention. Evidence suggests that school grounds across Wales are substantially under-utilised, demonstrating the potential value for school play spaces to become absorbed into wider community life. Wales takes a lead in developing play policy and this research builds upon this tradition, providing insight into ways of developing community play opportunities.

Keywords: play, community, school grounds, risk, rights

Dynamic systems approach to play in Early Childhood Education

NADEZDA LEBEDEVA AND IRIS RIDDER, Dalarna University, Sweden

The paper examines the theoretical foundations of a dynamic systems (DS) approach to play in the field of Early Childhood Education. It is argued that dynamic systems insight from developmental psychology (van Geert, 2007) and system theory insight from sociology (a Luhmanian perspective is also shortly analysed in regard to play) are able to contribute to an integrative concept of play to better understand preschool practice as well as to make possible effective changes in practice in connection to play. The paper summarises such DS approach features as self-organisation, attractors or phase transition in connection to play. The links to General System Theory and Cultural Historical Activity Theory (CHAT) are also discussed. DS methodology is associated with measuring and assessing dynamic changes in a defined system. DS method being the most challenging issue within this approach is represented by State Space Grids (SSG) (Hollenstein). The paper analyses possibilities and limitations of SSG as a method for studying play, capturing and measuring its features. The paper is based on secondary data devoted to the DS approach, therefore the main ethical considerations have been made concerning both fair presentation and critical considerations of the presented theoretical approach. Looking at how the concept of play can be defined from a system theory perspective and dynamic systems approach in particular is a starting point of a discussion. Implication of this theoretical approach for the field of Early Childhood Education will be discussed using an example of playing interactions of children-newcomers.

Keywords: dynamic systems approach, system theory, play, early childhood education, method

SYMPOSIUM SET B/ 25

SOCIO-DRAMATIC AND FANTASY PLAY

Individual Papers

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 University College, Belgium

Odisee University College investigated the effects of The Magical Forest: (i) Does The Magical Forest stimulate the socio-emotional development of preschoolers and (ii) Is there a positive effect on the way preschool teachers observe their preschoolers and do they grow in sensitivity. The Magical Forest, based in psychodrama, was designed by Niki Jeannin, Child Psychiatry UZ Leuven (under supervision of Prof. Dr. P. Adriaenssens). As it was successful for therapy, Niki adapted the method to be used in preschool. Starting teachers expressed a need for further research. In The Magical Forest each child chooses an animal hand puppet. Throughout the role playing the children are invited to seek solutions for conflicts and problems they experience. The preschool teacher plays with the children as "Big Bird". The research design comprised a pretest-intervention- posttest-design with

an experimental and a control group. After the study, all involved teachers were offered a free training and supervision module, so they all could become Magic-Forest certified teachers. The Magical Forest supports preschoolers in playing, and in observation of class rules; it improves the socio-emotional development through different situations of play. Furthermore it also offers the preschool teachers the opportunity to actively observe the play of children and to be a participant, which improved their insight in the experiential world of the preschoolers and their intervention strategies. The Magical Forest is now a part of the curriculum of the teacher education of Odisee University college in Brussels. It is offered as an education process for preschool teachers.

Keywords: psychodrama, preschool, play, socio-emotional skills, problemsolving skills

Expanding language use through drama and storytelling for emergent bilinguals

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

This study explores the impact of applying two pedagogical practices to promote bilingual development, Dramatic Inquiry Pedagogy (DIP) and storytelling. Drama and storymaking can create experiences that children can elaborate their language and literacy use in social practices (Bloome, Power-Carter, Morten-Christian, Otto & Shuart-Faris, 2005; Edmiston, 2007, 2014; Street, 1995). DIP (Edmiston, 2014) is based upon Heathcote's concept of drama as a 'creative drama' (Edmiston, 1991) which emphasises students' improvisation in their imagined worlds. Storytelling (Bloome, Champion, Katz, Morton, & Muldrow, 2001) allows more opportunities to express children's stories in various written forms. This research is an ongoing action research project at a Korean American Community school in a midwestern state of the United States. The participants were 12 three to five years old American-born children whose home languages are Korean, English, and Chinese. Teacher instruction was in both Korean and English. Data sources included videotaping children's language use and interactions in the classroom, and children's stories with process writing in both languages to evaluate their language development. Informed consents were collected from the principal of the school and the participants' parents. Preliminary findings demonstrate the frequency of Korean language use has increased in teacher-child interaction. Furthermore, it appears that the application of the two practices encourages children to use more Korean language in an expressive manner in a fun and experimental way. Implications for this research suggest new strategies to develop a learner-centered dialogic learning environment in language education for student's spontaneous engagement in the learning process.

Keywords: dramatic inquiry pedagogy, storytelling, dialogic learning, bilingual/biliteracy education, action research/teacher inquiry

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

This study investigated the different types of involvement early childhood (EC) pre-service and in-service teachers employed during children's socio-dramatic and imaginative play. There is a lot of research which highlights adults' behaviour during children's play and suggests specific roles and models of involvement (e.g. teacher behaviour continuum). This study is based on the literature on teacher's involvement in children's play (Enz & Christie, 1997; Bredikyte & Hakkarainen, 2011) and specifically on the work of Trawick-Smith & Dziurgot (2011) focusing on direct and/or indirect teacher involvement. This is a two phase study and data were drawn from video observations and journal reflections. During phase1, seventeen EC pre-service teachers video-taped and reflected upon their interactions with children and, during phase2, an in-service teacher reflected on her interactions with her children for one month. The analysis consisted of qualitative (categorisation of teacher's involvement in children's play) and quantitative methods. All of the participants were asked if they wanted to be videotaped and the necessary approvals were taken. Results indicate a preference of indirect involvement in children's play, socio-dramatic or imaginative. The data from the pre-service teachers also suggest a new category, one which opposes an obstacle in children's play development and more categories relevant to socio-dramatic play. The in-service data was consistent in terms of the indirect involvement category but also highlighted successful teacher-child interactions leading to children's independent play. The study contributes to the existing literature on teacher involvement in children's play and highlights the importance of drama skills in teacher education.

Keywords: early years, play, teacher's involvement, socio-dramatic play, fantasy play

SYMPOSIUM SET B/ 26

EVALUATION AND ASSESSMENT IN PROFESSIONAL DEVELOPMENT

Individual Papers

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

This research aimed to explore how three core areas of learning, based on the concepts of pedagogy, reflective practice and early years leadership, were interpreted, understood and applied to practice by students enrolled on the new Early Years Teacher Status programme's Graduate Entry Pathway (GEP). This original study was part of a Masters dissertation. Research has primarily focused on the impact and outcomes that the Early Years Professional Status has had within the sector (Hadfield et al, 2012; Davis and Capes, 2013). A phenomenological approach was used to collate qualitative data relating to the students' learning experiences over the duration of their programme. Thematic analysis identified key themes and issues. The research was conducted at a University in England. Sixteen GEP students completed three questionnaires over one academic year. Questions aimed to identify skills, expertise and knowledge acquisition and their application to early childhood practice. Further questions centred on the three core areas of learning and how they supported professional development. Ethical approval was received through the University ethics panel. Participation was voluntary and informed consent was gained. The findings revealed significant changes in relation to understanding the role of the three core areas of learning. Transferable skills and prior learning were frequently applied to practice. The results indicated that transferable skills and prior learning supported and complimented the three core areas of learning. Revisions to GEP training, greater focus on prior learning and skills and incorporating the three core areas of learning within existing modules were recommended.

Keywords: early years teacher status, transferable skills, graduate entry pathway, qualitative research, professional development

Teacher training for early childhood education in Portugal and Brazil: approaches and contributions to the analysis of pedagogy in Brazil

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

The objective of this study was to identify similarities and differences in training preschool teachers in Portugal and Brazil in recent decades. The theoretical references underpinning the study refer to the training of teachers of young children as reflective intellectual (Pimenta, 2006), training in context (Formosinho & O.Formosinho, 2002) and the specific training of these professionals. The chosen paradigm was a qualitative approach. The survey was conducted in two stages. The first, in Portugal - investigated the current training of preschool teachers with literature review, document analysis and interviews with external evaluators and directors of courses of Preschool Education of Higher Education Schools. The second step, currently in course in Brazil, intends to follow the same procedure through interviews with external evaluators and coordinators of Education courses. The consent and freedom form was provided to all the subjects who agreed to participate and pseudonyms were used. The results of the first phase indicate that public policies for higher education in recent decades in Portugal resulted in disruptions in teacher education, resulting in a reduction in the quality of these training courses, a phenomenon that now approaches the Brazilian reality. The second stage of the research is intended to produce an analysis of the current lineup of young children teachers in teaching courses in Brazil, relating to the first stage of the research, to contribute to improving the quality of these courses.

Keywords: early childhood education, teacher training, educational policies, reflective teacher, training in context.

Evaluating an early years professional development programme

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

This paper presents findings from a small-scale evaluation of a multi-component professional development (PD) programme for 39 early years teachers in England, designed to improve quality for three- and four-year-olds in 20 state-maintained primary schools. While PD is increasingly accepted as a means of improving teacher quality, the concept is often ill-defined and evaluation traditionally poor (Muijs & Lindsay, 2008). This evaluation applies Desimone's (2009) 'critical features' approach, which proposes a common conceptual framework for PD evaluation, based on identification of a set of core features associated with changes in teacher knowledge, practice and child outcomes. Pre- and post-PD assessments of quality in participating classrooms are being carried out using the ECERS scales. This research uses documentary analysis and a teacher survey to describe the PD using (and extending) Desimone's core features, and to determine the extent of actual and perceived engagement with each PD element. The resulting data is triangulated with the ECERS scores to explore the relative contribution of each PD element to any changes in observed practice. The research follows the BERA (2011) guidelines for research. Information leaflets and consent forms are being provided to all participants to ensure that they understand the purpose of the research and how their data will be used. Fieldwork is currently underway and preliminary descriptive findings will be presented at the conference. This project will contribute to research and practice by extending knowledge of evaluation methodologies, and through better understanding of the effective features of PD and the mechanisms of change.

Keywords: quality, early childhood, professional development, evaluation, ECERS

SYMPOSIUM SET B/ 27

PROFESSIONAL COMPETENCES

Individual Papers

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

In 2012, new national regulations for the Early Childhood Teacher Education (ECTE) in Norway were enforced and a new study programme and curriculum were introduced. I will provide examples of how training the students in certain skills can make the intentions in the regulations come true. The examples given are from one of the interdisciplinary subjects in the programme: Language, text and mathematics. Tholin (2013) examines how students develop theoretical understanding in professional training. Norwegian course plans have learning outcomes in knowledge and skills. My focus is how developing the students' skills can shed light on the relationship between theory and practice, a matter discussed in recent literature on profession and ECEC in Norway (e.g. Otterstad & Rossholt (eds.) 2012, Thoresen 2015). The study used qualitative content analysis of the students' written assignments. In the assignments the students were asked to evaluate skills they performed in the professional training periods. I have been granted permission from the students to use their statements, and anonymity of participants are ensured. The students expressed more self-confidence in implementing activities with children, they were prepared to meet different challenges in the professional training period, they obtained self-confidence in the skills we trained them in, and saw the importance of the training. The first students following this programme are entering their last year of education. The programme and curriculum will need evaluation and editing, and this project can contribute with perspectives on how the ECTE could develop in the time to come.

Keywords: Early Childhood teacher education, professional skills, theory and practice, Interdisciplinary subject, Language; text and mathematics

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

MICHAEL REED, University of Worcester, United Kingdom

The question raised is: 'Is practice based inquiry a valuable way to interpret evidence, improve quality and lead practice?' Underpinning theory comes from: Walker, R., & Reed, M. (2012). Early Childhood Practitioners Developing an Academic Voice and Tutors Making Sense of the Research Process. *NZ Research in Early Childhood Education Journal*, 15 pp. 137 – 149.; Reed, M. and Walker, R. (2014) Leading by Example: An Examination of Early Education Foundation Degree Students Completing Research Dissertations. *JECER* 3 (1), 2014, p. 51–64. [Online: available from: <http://jecer.org/issues/jecer-31-2014/>]; Kubiak, C., Fenton-O'Creevy, M., Appleby, K., Kempster, M., Reed, M., Solvason, C. and Thorpe, M. (2014) 'Brokering boundary encounters' In: Wenger-Trayner, E. and others, eds. *Learning in Landscapes of Practice*, Oxon: Routledge. (pp 81-97); University of Worcester, FdA Partnership Team Research Evaluation Project (2015) Initial findings. Presentation to the British Early Childhood Education Research Association Conference, Birmingham, February 2015.

The provocation is thus based on four interrelated published works. They reveal how practice based inquiry provides a valuable method to improve quality. They also reveal the multidimensional qualities of early childhood practitioners, in particular the ability to acquire knowledge and construct knowledge. Qualities which demonstrate leadership as reflective activism, (Hanson and Appleby, 2015). A range of qualitative research methods, using content and relational analysis, surveys and focus groups were undertaken. The published work and an evaluation project were scrutinised by a University Ethics Committee. The main conclusions were that practitioners are acquiring knowledge and also constructing knowledge. They demonstrate a multidimensional professional role. They are leading as reflective activists. The implications are that developing ways to promote a multidimensional professional voice in higher education programmes need to be considered.

Keywords: practice based inquiry, leadership, professional voice, relational analysis, knowledge

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

JANE READ, University of Roehampton, United Kingdom

This historical research explored how students developed distinctive professional identities as teachers/carers during training at a teacher- and a nursery-nurse training college in London from 1900-1939. It focused on curriculum, student experiences and subsequent career paths. The paper contributes to literature on professionalism which interrogates the teacher/carer dichotomy (Ailwood 2008; McGillivray 2008; Oberheumer 2008; Osgood 2010; Van Laere, Peeters & Vandenbroeck, 2012), some adopting a historical perspective (Ailwood 2008). Concepts underpinning the research include habitus, capital and class (Bourdieu 1993), and recent interpretations (Colley et al. 2003; Huppertz 2009; Vincent & Braun 2011), provided the theoretical framework, illuminating how students acquire shared conceptions of professional attributes. Qualitative analysis of textual and visual documents from college archives illuminated how language and visual signifiers conveyed unique professional cultures. The paper privileges the voice of those engaged in the shaping their professional identities by drawing on reminiscences and personal papers as well as published accounts. The findings indicate that students left college with a shared professional identity, while each college sought status for their students in their respective fields. The paper's historical standpoint provides a fresh perspective on current debates about professionalism and teaching/caring roles and contributes to discussions surrounding current European policy for an integrated workforce (European Commission 2014) and within the context of the new UK Early Years Educator and Teacher roles. Implications for current practice are that powerful professional identities are formed during training and suggest that re-visioning the separate training routes for early years professionals will be a necessary pre-requisite for an integrated workforce.

Keywords: professional identity, habitus, teacher, nursery nurse, training

SYMPOSIUM SET B/ 28

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

Self-organised Symposium

CHAIR: JILL HARRISON

University of Greenwich, United Kingdom

A graduate lead early year's sector enhancing outcomes for all children and contributing to community cohesion; involves more than just changing the title and qualifications to make this vision a reality. Pedagogical knowledge and skills; self belief and external recognition with formalised financial salary scales are key aspects pertaining to the professional teacher. This symposium discusses the challenges and complexities of gaining professional identity as an early year's specialist; an advocate for birth to 5 years; within an established profession focused on measurable outcomes for learners. It invites thoughts; comments and possible strategies around the theme of developing and supporting the professionalism of the Early Years Initial Teacher; an innovation for the Early Years Workforce within the UK (from the perspective of the expert teacher –the University training provider)

Agents of Change: A study into Early Years Professionals' views of professionalism

JILL HARRISON, University of Greenwich, United Kingdom

This presentation reflects on views of professionalism and unravels the implications for the early years workforce. It reflects on changes in policy, practice and expectations for the early years role. It examines early years professionals' views of professionalism, leadership and change, and the implications of the Early Years Teacher status (NCTL, 2014); Hadfield et al (2010); Cedare. The research draws on Leadership and Management theories including task and people focused leadership (Fullan, 2004), situational, collaborative and transactional leadership, and with a main focus on transformational leadership (Bass and Avolio, 1994; Bate, 2000). It will reflect on Golemans' (1995) styles of leadership. An interpretive paradigm (Newby, 2010) has been used to gather data, using qualitative methods including focus groups and questionnaires. The participant's identities are not divulged, all took part on their own free will, all necessary steps were taken to ensure that there was no coercion and the process in which they were engaged was understood (BERA, 2011). Practitioners after completion of the EYPS training and for many an early childhood degree were generally more confident in working with children, parents and within a multi-professional team. Most early years professionals have taken on new responsibilities and brought about change, but many did not feel more valued within their settings. They often did not see themselves as leaders. The main findings of this work were regarding the impact of the change from EYPS to EYTS. How does the ever changing practice of professionalising the workforce impact on the setting when there is no legal requirement for this?

Keywords: professionalism, children's workforce, Early Years, multi professional, change

Bring about change within the nursery

HEATHER MUNN, University of Greenwich, United Kingdom

This paper explores how Early Childhood Educators can be supported to innovate in practice. Too often really change around attitudes and behaviors in our day care settings is not achieved by short term one off interventions by local authorities or other agencies. The author will call upon research from Early Years Consultancy, supporting practitioners who were embarking on a journey to deepen their understanding of children's personal, social and emotional development. The importance of practitioners listening to children, e.g the Mosaic Approach (Clarke and Moss 2003) has become ever clearer, we see the positive affect on children's development, upon their welling being and involvement and achievement. There also appears to be an impact on practitioner's levels of commitment and satisfaction in their work and a positive effect upon building relationship with parents. Given this the author examines mechanism for supporting transformation learning for Early Years Professionals and considers "Threshold concepts" (Myer and Land 2003) and the nature of "troublesome knowledge" within early years settings. Practitioners Reflections " in" and " on" their own practice (Schon 1983)was encouraged using an participatory action research model, to examine small scale qualitative

case studies (Kemmis & McTaggart 2005). Projects were characterised by an ethics of care bringing a feminist perspective to all involved (Gillian, 1982). Practitioners came to see themselves as researchers in their own settings and practice growing more confident and able to consult with the children, being open to both positive and negative comments that the children might have about the setting.

Keywords: reflection, action research, threshold concepts, listening, practitioners

“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

The research was undertaken to identify how a dialogic pedagogical approach can contribute to developing professional practice for Early Years Professionals and raise university academic outcomes. The challenge and risk for the university team was to deliver and assess a graduate level course for Early Years Professionals who were experienced practitioners or new to early years education. The course needed to provide meaningful professional development on valuing the child’s voice within early years curricula planning synthesised with valid authentic academic assessment. Authentic assessment research valuing assessment linked to professional role and context (Gulikers, et al 2005) and research on documentation as a tool for professional development (Harvard Project Zero, 2003) informed the research. The course was situated within a socio-cultural perspective framed by Bruner’s (1997) theories on narrative for learning. Alexander’s (2010) principles of dialogic teaching was the pedagogical approach for course delivery and assessment to create a synergy with professional practice. This was a small scale case study located in an interpretative paradigm using the qualitative methodology of portraiture (Lawrence-Lightfoot & Davis, 1997). Ethical considerations followed British Psychology Society guidelines (2009) valuing the rights of participants. Graduates new to early years were open to valuing the child’s agency in learning, developing pedagogical practice of researching with children, using a dialogic approach. Established practitioners valued the premise of the child’s voice using dialogic teaching within a developmentally appropriate curriculum linked to children’s interests. University outcomes were raised. Dialogic Pedagogy can inform and support graduate professional development.

Keywords: dialogic, pedagogy, professionalism, agency, curriculum documentation

SYMPOSIUM SET B/ 29

POLITICISING THE CONCEPT OF QUALITY IN ECEC

Self-organised Symposium

CHAIR: SANDRA CHEESEMAN
Institute of Early Childhood, Australia

This symposium draws on three current research studies taking place in both Finland and Australia. Examining discourses of quality in the ECEC policies of these two countries, this symposium examines how notions of quality act to influence both policy and practice. The symposium contributes to deepening understandings of ECEC policy discourses as they impact on local, national and international interpretations of quality and the rights and experiences of young children.

Quality curriculum for infants – beyond notions of benevolence.

SANDRA CHEESEMAN, Institute of Early Childhood, Australia

The notion of quality as it relates to infants in Australian ECEC policy has historically reflected a concern for infants’ vulnerabilities with a focus on their physical safety and emotional wellbeing. This study aims to illuminate more complex images of infants as learners from birth. It draws on contemporary research projecting images of infants as capable and competent learners who should ‘have a voice’ in matters that affect them. Using a criticalist (Kincheloe & McLaren, 2005) theoretical framework, this paper examines the potential for hidden, silenced and taken for granted assumptions about infants to impact on their learning experience. Using Levinas’ ideas of ethical encounter and in particular his belief in the ‘benediction’ as the beginning of each

encounter, I explore possibilities for moving beyond historical notions of infants as ostensibly objects of benevolence (Doek et al., 2006) to be viewed as agents and protagonists who have a say in their learning and development. Careful attention to infants' consent to participate and reflecting the lives of infants with fidelity have been significant ethical considerations of this project. Rather than approaching the curriculum encounter as an expert in knowing the infant and what they need, Levinas' (1999) 'face to face' encounter is premised on an un-knowing - a susceptibility - to be open to the infant's intents. This paper explores ways for practitioners and policy makers to listen more closely to the infant's 'benediction' and discover a more complex infant - a knowledgeable contributor to their own and others' learning.

Keywords: infants, Levinas, ethical encounter, curriculum, quality

The long thread of quality: tensions in constructions of quality in ECEC policy history.

HELEN LOGAN, Charles Sturt University, Australia

In pronouncements of early childhood education and care (ECEC) policy, the concept of quality appears a seemingly irrefutable concept. Yet, attention to ECEC policy history reveals the concept is elaborated in discourses in diverse ways. This paper aims to highlight tensions between policy discourses that construct quality in ways that are prominent and enduring whereas others are ostensibly forgotten. Using the Australian ECEC policy landscape as an example, the paper examines three prominent discourses spanning a period of 40 or so years of ECEC policy history. Drawing on a post-structuralist theoretical frame, the paper employs a Foucauldian-influenced version of a history of the present (Foucault, 1977). By utilising a 'what's the problem represented to be?' approach to policy analysis (Bacchi, 2009), constructions of quality in prominent policy discourses are problematised. Data is drawn from key government policy documents and transcripts of interviews with influential policy actors engaged in policy making circles across the period under investigation [1972-2009]. The use of accounts from influential policy actors poses potential risks to confidentiality and anonymity. Therefore, when reporting the data, participant responses are de-identified and further risks are managed by member checking of the interview transcripts. The findings suggest contemporary reforms to improve quality in ECEC are questionable and may lead to less than optimal government initiatives to support high-quality ECEC provision. Hence, examinations of ECEC policy histories provide valuable insights for policy learning in contemporary times, particularly in relation to complex explanations of quality.

Keywords: quality, policy, history, discourse, Foucault

Producing quality in Finnish ECEC - tensions and intersections

MAIJU PAANANEN, University of Helsinki, Finland

The concept of quality has been subject to tensions between different policy discourses nationally and internationally. The aim of this research is to examine how different conceptualizations of quality early childhood education and care (ECEC) become institutionalized in everyday life at Finnish kindergartens. What kinds of ideals concerning societal role of ECEC turn into practices in kindergarten? The aim of this paper is to contribute to discussion concerning ECEC policy discourses as they impact on local interpretations of quality (Dahlberg and Moss, 2008; Fenech, 2011). This research sits in a theoretical frame of New Institutionalism (Schmidt, 2008). We fertilize it with Bob Jessop's (2008) work on imaginaries and thus we focus both on discursive and material mechanisms through which practices become institutionalized. First part of the data source consists of direct observation data on four month period of time. The observation study is set in a Finnish kindergarten group of 3-5 year old children. The second part of this study consists of one day long self-documentation conducted by 13 teachers, 118 individual ECE plans of the children in their child groups and document elicited interviews of the teachers. The ethical considerations, such as confidentiality, researcher reflexivity, informed consent as well as voluntary participation of teachers and children have been respected. The findings shed light on the competing priorities in the field. With greater understanding of formation of institutional ECEC we are better informed as to the implications of governance practices and thus make more informed decisions concerning policy directions.

Keywords: quality, policy, new institutionalism, discourse, governance

SYMPOSIUM SET B/ 30

COMBINING RESEARCH AND PRACTICE

Individual Papers

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)

Pedagogical coordinators play a crucial role in sustaining the qualification of ECEC services within municipal provision in Emilia-Romagna Region (RER), Italy. The presentation illustrates the findings of a participatory action-research pathway that was jointly designed by Bologna University and RER for the professionalisation of in-service pedagogical coordinators. Such a professionalisation pathway was developed within the framework of participatory action-research for educational innovation (Lazzari&Balduzzi,2014)which is a well-established methodological approach for carrying out research in the context of early childhood services by involving relevant stakeholders (MacNaughton, 2001; Bove, 2009). In particular, the participation of pedagogical coordinators (n=18) was structured across three phases: 1)collective analysis of local, national and European policy documents, 2)analysis of social and educational needs identified in the context within which the coordinated ECEC services are operating, 3)development of an action-plan for the innovation of ECEC services for which pedagogical coordinators are responsible at local level. The pedagogical coordinators participating in the university course were informed about the opportunity to take part in the participatory action-research by designing a project for the innovation of ECEC services as a final dissertation and they all gave their consent to the use of these materials as data. Preliminary findings show that participatory action-research can become a powerful tool for the professionalisation of coordinators and for their empowerment in policy decision-making processes. This implies that professionalisation pathways which foster collective reflectivity through the analysis of local needs and pedagogical exchanges among coordinators can successfully be used for promoting the innovation of ECEC services from a bottom-up perspective.

Keywords: participatory research, professional development, pedagogical coordinators, educational innovation, Emilia-Romagna Region

Research and teaching at the same time

HEID OSNES (1) AND HILDE NANCY SKAUG (2), (1) Høgskolen i Oslo og Akershus, Oslo, Norway; (2) Akershus University College of Applied Sciences, Oslo, Norway

Our objective is to combine research with teaching and tutoring Physical Education in preschool-teacher-students program during an academic year. Our research theme: Children's physical activity play in kindergartens is underpinned by Healey, M. (2005): Linking research and teaching: exploring disciplinary spaces and the role of inquiry-based learning, In Barnett, R (ed) (2005). Reshaping the University: New Relationships between Research, Scholarship and Teaching. McGraw Hill/Open University Press page 67-78. Healey (2005) argues that all undergraduate students in higher education institutions should experience learning through and about research. We will present the project "Research and teaching at the same time" and use Mick Healey's model of curriculum design and research-teaching nexus, to analyse our experiences. Three cohorts of students have participated in the research process by development and testing an observation form before they collected data in their kindergartens. We used SPSS to analyse the data. The students got access to the data, analysed the information and used this in their individual home final examination at the end of the academic year. Students evaluated their participation in lessons and research work through a half way questionnaire, final questionnaire and focus group interview. We think there is no ethical considerations linked to this project. The students reported that they were positive to be co-researchers and that they got valuable learning outcomes. Many reported that they learned how to be critical of research papers. Based on our experiences we will involve our students in research and inquiry and implement this as a central part of our ordinary teaching.

Keywords: teaching, tutoring, research, co-researcher, student involvement

Research inspired development of pedagogical practice

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

The aim of this study is to examine how daycare professionals use research to develop their practice and to develop approaches to support that endeavour. Previous studies show that daycare professionals have a limited knowledge of pedagogical research and to some degree rely on experience-based knowledge in their development of practice (Ebsen 2009 and Bayer and Brinkkjaer 2006). The theoretical framework draws upon research into the barriers of transferring and employing knowledge into pedagogical practice. (Ebsen 2009; Bayer and Brinkkjaer 2006; Jensen, Jensen and Andersen 2005; Wahlgren and Aarkrog, 2012). To overcome the practice/research divide a form of integration is needed to make the most of both research and the experience-based knowledge. Development processes that build on an action learning approach are used to gain insights into how research can be integrated into the pedagogical practice. Questionnaires are used to ascertain approaches to research by daycare professionals and at the municipal level. Ethically there is a risk that research knowledge is seen as more valuable or more privileged than experience-based knowledge. The presentation will give an insight into how daycare professionals and officials at the municipal level view and use research in professional development. The presentation will also show different approaches to integrating research into practice and discuss strengths and challenges in these approaches. Findings can be used to develop new approaches to professional development which integrate research into the pedagogical practice and at the same time take into account the valuable experience of daycare professionals.

Keywords: professional development, research inspired practice, action learning, professional experience, daycare

SYMPOSIUM SET B/ 31

REFLECTIVE ACTIVISM: THEORY FOR PRACTICE

Self-organised Symposium

CHAIR: KAREN HANSON

University of Worcester, United Kingdom

The symposium draws together findings from three interrelated practice based inquiries involving undergraduate students and University tutors within a UK University. Together these reflect the experience of those involved in developing and applying personal theory related to reflection; on and for practice. The findings raise questions about the way a community of shared reflective pedagogical approaches was developed between tutors and students. It deconstructs that process and invites discussion on how this knowledge may inform curriculum design within early childhood degree programmes. It starts with an examination of the impact of research into the development of reflective dispositions for students (Hanson; 2012). It considers the process of developing a theory for practice and a model of 'Reflective Activism' (Hanson & Appleby, 2015). Finally; it explores initial findings of research into the application of theory in practice; with a focus on its value to students registered for a Foundation Degree Programme.

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

KAREN HANSON, University of Worcester, United Kingdom,

To illustrate the factors that impact on the development of Early Childhood student's reflective dispositions. This relates explicitly to the empirical research of Hanson (2012). This is a practitioner based inquiry into how Early Childhood students can be supported in developing reflective dispositions. The students involved in this research were all Level 4 undergraduates. The study takes a Social Constructivist approach through pedagogical action research and was informed by a Reflective Methodology. The presentation is based upon principles of social constructivist and transformational theory and draws significantly on the work of Dewey, Friere, Schon, Mezirow, Vygotsky, Wenger and Brookfield. A range of qualitative research methods using thematic analysis of data from focus groups and questionnaires. Reflecting the student voice within the research ensuring that power relationships were managed effectively. The identification of four thematic elements to be considered when nurturing reflective dispositions and the development of related learning programmes. This has implications for

learning and teaching in Higher Education and workforce development within the wider Children and Families Workforce

Keywords: reflective, dispositions, transitions, artistry, communities

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

KAREN APPLEBY, University of Worcester, United Kingdom

The aim is to develop a conceptual framework, which allows the recognition (in practice) of reflective activism as a way of being. The research draws upon published discourses on reflective practice. It also draws upon published work (Appleby 2010; Hanson 2011, Appleby & Andrews 2012). The research builds on professional inquiry with students which informed curriculum content within Early Childhood programmes. The research is based on social constructivist and transformational theory. It explores theories of critical thinking, professional learning and reflective practice. It offers a contemporary view of reflective practice which can be described as reflective activism. The research was based upon collaborative practice based inquiry using a range of qualitative methods. For example, it includes analysis of teaching strategies and student evaluations, interviews and content analysis of written reflections on practice. Ethical protocols for the evaluative data were established with participants including participation and withdrawal including permission to use their evaluations. The researchers were sensitive to the fact that some of the revelations from participations revealed complex issues and therefore obtained formal where appropriate. Reflective practice is a multidimensional concept. It is made visible as Reflective Activism when viewed through a number of lenses, including a socio cultural lens (Hanson & Appleby 2015). The outcome of the research has informed teaching and learning strategies in Higher Education. A chapter has been published (Hanson & Appleby, 2015) and used to inform further curriculum development.

Keywords: reflective, activism, thinking, learning, action

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

The research aims to develop an understanding of the role of visual representations and narrative in enabling students' critical reflection. The research builds on the following published works with a specific focus on how these and other factors informed the learning process: Appleby, K. (2010) Reflective Thinking, Reflective Practice. In: Reed M., & Canning N., eds. Reflective Practice in the Early Years. London, Sage Publications, pp. 7-23.; Appleby, K. and Hanson, K. (2015) Reflective Practice. In: Reed, M. and Walker, R. (eds); Bolton, G. (2010); Hanson, K. (2011;); Hanson, K. (2012). The presentation is underpinned by reflective practice theory specifically 'Reflective Activism' (Appleby, K and Hanson, K., 2014) and how this is realised within pedagogical approaches. The paradigm for this research is interpretative/ constructivist. The research uses a range of qualitative methods including a reflective pedagogical conversation with students and content analysis of student work, which includes expressive and exploratory writing, visual representations, storytelling. The data is analysed using triangulation within and between methods to identify themes. The data are drawn from the researchers' own personal experience as reflective practitioners. Student representations used within the presentation have been granted appropriate consent. Exploring alternative forms of representation enhance students' ability to engage with the reflective process and engage in meaning making designed to improve practice. Workforce development within the wider Children and Families Workforce enables the development of reflective practitioners, curriculum development including learning and teaching content and approaches.

Keywords: reflection, narrative, reflective activism, visual representations, professional identity

SYMPOSIUM SET C

WEDNESDAY 9th SEPTEMBER

8:00 – 9:30

SYMPOSIUM SET C/ 1

YOUNG CHILDREN, AESTHETICS AND ART

Individual Papers

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, United States; (3) Brooklyn College, City University of New York, United States

This presentation outlines a preschool didactic of exploration focused on designing aesthetically-oriented learning environments in which teachers and children dialogically explore themes based on children's interests. The work expands on recent research on pre-K teaching practices that combine performance art and drama pedagogies, Nordbø (2012); Haugen et al (2006). In this project we apply a performance studies framework, Johansson (2012) to analysis of data from an ongoing qualitative study of one-year old preschoolers. Our claims are based on video and interview data collected in a preschool over a period of four months. Informed consent was obtained from teachers, parents and guardians. We describe how the teachers create "installations" that occasion children's aesthetic exploration, and argue that the communication that subsequently unfolds between children and teachers promotes their development as culture and knowledge creators, Dahlberg & Lenz Taguchi (1994). These installations form a kind of metaphorical dance: The teacher and children mutually lead one another in remediating the installations in ways that leverage repetition. This enables the children to explore differences and similarities among different iterations of these installations over time. Critical to this process is the practice of pedagogical documentation which teachers use to longitudinally chronicle and narrativise children's experiences of the changing installations. We show how children use their bodies to explore the environment, and how teachers correspondingly adapt these environments in ways that challenge the form and content of prior installations. These observations provide a general framework for practitioners interested in designing and implementing aesthetically oriented preschool activities.

Keywords: toddlers, exploration, performative event, aesthetic communication, pedagogical documentation

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

This paper is aimed at discussing how postmodern paradigm became a holistic approach to scaffold an arts-based research from identifying research aim to trustworthiness. This research is located within a Hong Kong based doctoral project with an aim to understand young children's aesthetic experiences with drama improvisation. Learning from Merge Sellers and Biljana Fredriksen who used postmodern perspectives to investigate into re(con)ceiving children in curriculum and children's embedded experiences with 3D art materials in Early Childhood Education (ECE) context, postmodernism is used in the study as a way of thinking that critiques the mainstream developmentally appropriated approach to aesthetic education. In this study, drama improvisation is used to create aesthetic encounters, with Deleuze and Guattari's concept of rhizome and aesthetics are used as a scaffold for the theoretical frameworks to construct, analyse and interpret the research data and its findings. The postmodern qualitative arts-based methodology - A/r/tography was used to study the aesthetic experiences of six fluent Cantonese-speaking children aged 3-5 years, as they participated in five 2-hour drama improvisation workshops in two months. Data analysis adopted an arto-rhizomatic mapping to map

similar data and locate surprises across 22 drama improvisation scenes. The Human Research Ethics Committee at Hong Kong Institute of Education granted the ethics approval to this child-centred project. Children's aesthetic encounters was illuminated through their exercises of decisiveness, introspectiveness and empathy. Taking Lather's rhizomatic validity as the validation of the research trustworthiness, this postmodern study adds empirical theoretical and methodological knowledge about the young children's aesthetic experiences.

Keywords: aesthetic education, a/r/tography, concept of rhizome, drama, early childhood

Investigating current Taiwanese teachers' attitudes and beliefs in visual art education in preschools

CHING-YUAN HSIAO, National University of Tainan, Taiwan

The aim of this study was investigate the current of teachers' beliefs and attitudes toward visual art education in preschools. This research project is drawn from the results of a previous study of teachers' attitudes toward and beliefs about the role of children's art in stimulating their learning and development, Hsiao (2003), and he want to update the information. Hsiao's (2008) study showed that teachers in public kindergartens claimed most art specialists and early childhood educators tended to adopt teacher-directed methods in art instruction, and that children don't have many opportunities to create artworks in private preschools, causing a dulling if not outright stunting of imagination. Descriptive analysis, a t-test, one-way ANOVA, Pearson's product-moment correlation, and multiple regression analysis were adopted to conduct statistical analysis. A consent form and information sheet was provided to all participants (teachers). Informed consent was negotiated with the teachers involved and re-negotiated during the time the research was carried out. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. 1. Teachers' gender, educational backgrounds, residential area, and preschool types had significant effects on the interpretation of children's art education. 2. A significant association was found between where the children lived and their art learning outcomes. 3. Teachers supported art education more, they were more satisfied with students' art learning outcomes. To improve teaching quality in early childhood art programmes, colleges/universities should provide more art conferences/workshops for early childhood educators.

Keywords: art learning outcomes, teachers' background, attitudes and beliefs, art curriculum, children's art education

SYMPOSIUM SET C/ 2

ART AND AESTHETICAL EXPRESSIONS IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

CHAIR: MARI ANN LETNES

Queen Maud University College, Norway

Creating and experiencing art is a dialogical process involving meaning making. Experience with art provides material for education and training in all disciplines. Given these perspectives, it is important to strengthen early childhood educational practises as an arena for aesthetic learning processes. If early educational settings should facilitate aesthetic learning processes; it would be productive to include practitioners who work with creative processes in their daily activities. Early childhood teachers with a breadth of knowledge can work together with artists to generate creativity and innovation and develop a sensibility with regard to the cultural expressions of the child. Such interaction forms the basis for common knowledge across different stakeholders and professions. The distribution of the knowledge generated through these projects requires a meta-reflection and an analysis by a researcher in the field. With this symposium; our goal is to identify different qualities of interaction and collaboration between art; artists and teacher.

Musician in ECEC context

MORTEN SÆTHER, Queen Maud University College, Norway

In the Norwegian ECEC framework, KD (2011) it is emphasised that children's creativity and opportunities for interaction are important. The purpose of this paper is to present a collaborative project between artists and

ECEC centres that include children`s interaction in music. During a period of three months ECEC centres invited an jazz musician in order to explore and promote children`s aesthetical expressions. The competence among teachers in ECEC centers might affect the quality of art and music activities that include children`s interaction and art expression. Related research has had influence on this project, in particular Tony Valberg`s Doctoral Thesis about relational music aesthetics, Goeteborgs Universitet (2011). The theoretical framework is based on theories about phenomenology and aesthetical expression, Ponty & Bjoerkvold (2005); Valberg (2011); Borriaud (2007) and theories about informal learning and studies of professions, Green (2008); Grimen (2008). The methodology is action research initiated by Norwegian National Center of Art in Education. This action research has involved observation of children and artists in action with music and dialogues and reflection by the participants. The study was approved by the Norwegian Data Services. Informed consent from participants was received, by proxy from the parents of the children. Full anonymity was secured throughout the research process. Competences about children`s needs, culture and holistic development and the expertise of performing music should be shared as a basic for development artistic work with toddlers in ECEC centres. Further exploration of this topic could examine how collaboration between artists and ECEC teacher can contribute to the artistic practices.

Keywords: artists role in ECEC centers, toddlers art expression, music improvisation, informal learning situations, cultural professions

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

INGVILD OLSEN OLAUSSEN, Queen Maud University College, Norway

The purpose of this study is to contribute to increased knowledge of toddlers ways of telling, in view of performative aesthetics. The research question was: What characterises narrative expression by toddlers in Early Childhood educational settings, in view of performative aesthetics? Previous studies on childrens aesthetic expressions in play and studies which focus on storytelling for and of children in an educational setting is of special interest for this work. Perspectives associated with play, performative aesthetics and subjectifying, are important pivot points in the work. A qualitative method is used in this study. The data mainly consists of video observations of a group of 1-3 year olds. I am doing a narrative analysis. My project and method is presented in a letter to the parents of the children participating in this study. I have received consent from the parents, and the project is reported to Norwegian Social Science Data. Having received such permissions still does not give the green light to observe without taking account of the children's signals. My preliminary findings are the importance of recognising the youngest competence on the aesthetic languages in communicating their stories, in an early childhood educational setting. The study hopes to provide guidelines for an expanded focus on aesthetic dimensions of language and communication in early childhood educational settings.

Keywords: narrative expression, toddlers, play, performative aesthetics, subjectifying

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

JØRGEN MOE, Queen Maud University College, Norway

This contribution describes a public art commission in kindergarten. The aim is to identify qualities associated with aesthetic processes both regarding the artist`s creative process in making the art, and how children fulfils the art through titling it. Aure Venke (2011). "Battle for eyse". Longitudinal study where art-dissemination to children form the basis for art didactic discourse analysis. Socio-cultural learning, Säljö (2000); Vygotskji (1978). The aesthetic experience Dewey (1934) Relational Aesthetics Bourriaud (1998) and model for an artistic learning process Sava (1995). Methodology: A/R/Tography - a practice where researchers is working as artists and pedagogues Irwin (2008). Collection of data: The process of creating art, observation of children encountering this art and pedagogical field notes by early childhood teachers and the researcher. Donald Schön`s (1984) "The reflective practitioner" is used as a mirroring tool. Informed consent was received via proxy from parents, and from the children themselves. The children were able to withdraw from the project at any time. Anonymity for all participants was secured. Children find meaning through their own expressions when encountering the art, working in creative processes and experience different possibilities of expressions: New narratives emerge. Narratives that are the basis for the titles that children gave to the art. Throughout this collaboration with the kindergarten a new basis for artistic reflection is created for the artist. Strengthen the collaboration between

art and kindergarten arenas. Making use of new tracks and patterns to enhance childrens participation in the encountering with art. Strengthen the artist understanding of childrens relation to artistic expression.

Keywords: art, art-didactic, children’s art-meeting, creative processes, kindergarten

SYMPOSIUM SET C/ 3

CHILD PARTICIPATION AND SELF DETERMINATION

Individual Papers

CHAIR: ANGELA SCOLLAN

Middlesex University, United Kingdom

The exploration about the potentials of 4-Year-Olds

YUTA MIYAMOTO, The University of Tokyo, Japan

The aim of this presentation is to develop a better understanding of the potentials of 4-year-olds to accomplish a goal through discussions when they have a clear will of their own to achieve the target in a preschool event. Carr and Lee (2012) referred to listening to children’s voices and believing in their abilities using the concept of the “Learning Story.” Manen (1986) used the concepts of “pedagogical thoughtfulness,” “pedagogical sensitivity,” and “pedagogical tact” to describe how to deal with children in interactive situations. These approaches could deepen our understanding of children’s potentialities. This study is based on Ferre Laevers’s (2005) theoretical propositions in the “Self-evaluation Instrument for Care Settings” and Carr and Lee’s (2012) theoretical propositions in the “Learning Story.” This study is based on documentation from my experience as a teacher of 4-year-olds, and demonstrates the significance of the pedagogical relationship between the children and the environment using photos. It explored the practical knowledge that teachers use. Permission was obtained from parents and confidentiality of all child participants was ensured. We show how young children engaged in various situations – for example, how they often saw and were inspired by other children’s performances or how they began to have a positive and spontaneous motivation. Moreover, by working in teams, teachers achieved a deeper understanding of the children. This presentation revealed the possibility of enabling 4-year-olds to work together toward their aim. This study followed the process by which young children establish and use democratic rules and strategies.

Keywords: preschool event, children’s voice, democratic meeting, spontaneous motivation, relation

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

MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

This article, drawing on scoping visits and interviews at a small sample of kindergartens in the Astana area of Kazakhstan, reflects on the place for child-led activity in the National Standards for preschools and in the kindergartens visited. The evidence from studies in a number of countries and brought together in the Organisation for Economic Cooperation and Development’s Starting Strong III report OECD (2012) suggest an international consensus advocating that allowing children greater control of some of their activities promotes personal responsibility and self-control and leads to longer lasting benefits resulting from preschool experiences. The paper considers how the framing of activity Engestrom (1987) may serve to conceal the true nature of being Heidegger (1994) and considers how existing cultures of practice might be challenged through participatory research. Qualitative, semi-structured interviews with practitioners in the preschool environment and with national preschool experts were used to explore how the national standards policy document influenced the framing of the preschool learning environment. Ethical processes were monitored through Nazarbayev University. The paper reflects on the tensions between the cultural imposition of values and the rights of children. The findings suggest that, as in other countries, the concept of child-led activity seems to be taking more time to take root in practice as compared to children’s active participation. The article considers the development of participatory research that might be taken to help increase awareness of the importance of child-led activity through establishing a dialogue with practitioners to explore their views of pedagogy .

Keywords: ontology, child-led learning, pedagogy, learning environment, National Standards

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

To invite critical reflection on the relationships between educational practices in Early Years, trust in children's agency and the right to self-determination of the child. Notwithstanding a rich literature exists outlining strategies for children's empowerment, scholars have been calling for further research to find out if children are understood as active participants, Jones (2009) within a rights-based approach in early years practice, Osler & Starkey (2010). Research within the fields of pedagogy Dewey (1916/2009); Malaguzzi (1995), sociology, Baraldi (2008) and childhood studies, James & Prout (1990) suggesting that the promotion of self-determination of the children underpins risking trust in their active participation. A qualitative approach consisting of 6 focus group with students undertaking a children's rights module on a BA Hons Programme in Early Years and 11 individual semi-structured interviews to practitioners in the London area. Data were analysed within an interpretive paradigm giving importance to social context and subjective meanings. The research is motivated by an ethical commitment to give voice to practitioners, enriching the sometimes prescriptive framework of literature on the promotion of children's participation. Among perspective and early practitioners: 1) children's rights are understood in terms of protection rather than empowerment, 2) self-determination means protection from abuse rather than active citizenship, 3) safety and control comes before trust in children's autonomy. The research offers insights on how students and practitioners: 1) understand children's self-determination, 2) look at the implementation of self-determination within Early Years practice. The presentation aims to promote reflection on professional training needs and directions for further research.

Keywords: London, rights-based practice, self determination, trust, professional training

SYMPOSIUM SET C/ 4

PARTICIPATORY CHILD ASSESSMENT

Individual Papers

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

The purpose of this qualitative research is to explore Turkish parent's and preschool teachers' perceptions on the assessment of children's learning and their expectations from each other during the assessment process. There are plenty of studies on children's developmental assessment and academic assessment in the literature. On the other hand, studies included parents into the assessment process are somewhat limited. Bronfenbrenner's Ecological Systems Theory is used as the main theoretical framework. A multiple-case study design is employed to explore the issue. The participants are 8 preschool teachers and 24 parents of the children in their classrooms. The settings are 8 different preschools located in one of the metropolitan cities of Turkey. A purposeful sampling strategy is used to select the participants. The data is collected through semi-structured teacher and parent interviews, classroom observations and document analysis. Inductive reasoning is used to analyse and interpret the data. A human subject approval was obtained before the study and consent forms are delivered to the teachers and the parents. Volunteer teachers and parents are included in the study and their identities are kept secret. The main finding is that teachers do not practice learning assessment strategies and tools in their classrooms. Parents do not get involved in their children's assessment process very often and the parents tend to receive information regarding care issues more than their children's learning. The study has implications for teacher training programs and professional development programs regarding the importance of teacher-parent connection for children's learning assessment processes.

Keywords: learning assessment, Turkish preschool teachers, Turkish parents, children's learning, children's assessment

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

JUDITH LOVERIDGE, Victoria University of Wellington, New Zealand

The overall aim of the research is to evaluate a home-based early education programme for young children in care of the State and to investigate how it may be strengthened to provide on-going quality learning and engagement for children. Internationally, there is very little research that has focused on children's learning and development in home-based education services in general, Smith (2015) or home-based education services specifically designed for children in care under five years old. The research is underpinned by childhood sociology, Prout & Hallet (2003), sociocultural theories of learning and development, Rogoff (2003); Wenger (1998), a holistic view of development and Bronfenbrenner's (2005) bio-ecological model. The overall research design is case study. Data will be generated through observations, interviews and analysis of policy documents. The observation tool is informed by the work of Laevers (2005), Pascal and Bertram (1998) and Siraj-Blatchford et al. (2010). Children being observed and interviewed in this research are vulnerable. The research processes have been subjected to rigorous ethical review. The researchers will continuously check for children's consent to be observed and talked with by the researchers. The presentation will discuss the process of the development of the observation tool, report trial observation data, and discuss consequent revisions to the tool. As well as providing data for the evaluation of the home-based early childhood programme for children in care, the observation tool will make a useful contribution to establishing a means of assessing children's learning in home-based education programmes in general.

Keywords: learning, development, observation, assessment, home-based

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

MYPROFILE is a monitoring System for ECEC (0-5 years), originally developed for childminders. This paper presents insights of the implementation process and the broader use in group care and advisory work. MYPROFILE is based on the Process Oriented Monitoring system, SICS (Self-evaluation-Instrument for Care Settings), presented at EECERA 2007 and 2011. MYPROFILE builds on previous work on well-being and involvement of children (by Prof. Laevers). The included developmental domains are based on an empirical analysis of mental activity in a myriad of activities observed in young children within a holistic paradigm. The approach is in line with search for the recognition of talents in children. Intensive trainings of practitioners, case studies, coachings with MyProfile and practice based evidence MYPROFILE facilitates focused communication with parents. Respect for the uniqueness of the child is the bottom-line. It's co-construction between parents, practitioners and children. It supports the conclusion that MyProfile (1) promotes a positive approach and attitude, (2) guides practitioners towards an in depth understanding of children's needs and reflection to possible interventions to meet these needs (3) is accessible to practitioners with limited professional qualifications and (4) facilitates focused communication with parents and colleagues. The new Flemish legislation demands that ECEC have a system to monitor wellbeing and involvement and that they communicate regularly with parents about the development and experiences of children. MyProfile suits this demands. It's also used as a transition-tool between care settings (0-3 years) and preschool (3-6 years).

Keywords: Childminders, Transition tool, Documentation, Wellbeing and Involvement, Monitoring system

SYMPOSIUM SET C/ 5

DIGITAL TECHNOLOGIES AND TEACHER DEVELOPMENT

Individual Papers

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) AND AILIE CLEGHORN (2), (1) University of Alberta, Canada; (2) Concordia University, Canada

This study examines PowerPoint as a teaching tool in a workplace-embedded training program for immigrant/refugee early childhood educators in a Canadian city with an increasingly diverse population. The study builds on previous work, the premise of which was that the bodies of knowledge shaping Early Childhood Teacher Education (ECTE) programs must be interrogated. It adds to it by questioning the instructional approaches chosen to represent and impart these understandings to students. The use of PowerPoint to advance an authoritative western, linear, rule-governed form of logic is analysed based on McLuhan & McLuhan (1988) and Adams (2006) tetrads. Nineteen child-care educators from nine countries and two instructors participated in this ethnographic research. Consistent with ethical principles of participatory action research and ethical conduct in research with vulnerable populations, all participants were co-constructors of cultural texts. The findings demonstrate that PowerPoint enhances western authoritative ways of being through its modes of communication and representation, means of organising information, forms of representing content, and pedagogical approaches, thus obsolescing or displacing immigrant/refugee students' own orientations. Students should have multimodal opportunities to engage with and represent knowledge. When such opportunities are not provided, the life experiences and cultural knowledges of culturally and linguistically diverse students are silenced. Expanding communicative and representative forms in the ECTE program that promote a more inclusive environment is needed. Suggestions for achieving more dialogically constructed understandings that cultivate "alternative canons" (Wilgus, 2013) that incorporate students' cultural, historical, social and political knowledges as legitimate 'texts' in ECTE programs are provided.

Keywords: diversity and inclusion, early childhood teacher education, PowerPoint as a teaching tool, immigrant child care educators, western epistemology

Digital literature in early childhood: Apps and literacy education

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

The aim of this paper is to analyse the potential of digital works for the literacy education of up-to-six year old children. Based on previous research on the use of interactive electronic devices with little children (Bach et al. 2013, Roskos, Bourstein, You 2012), previous models of analysis of children's literature, both analogue and digital, Colomer (2007); Turrión (2014), are also considered. Its main theoretical framework comes from research on the crucial role of early years in the formation of literary readers, Bonnafé (2009); Colomer, Duran (2001). The paper will present a selection of the best literary apps and their potential in reader's formation. This selection is the result of the compilation, analysis and categorisation carried out in the framework of the R+D project "Digital children's literature: production, readers' uses, reception and teaching practices" held by group GRETEL. The methodology for the study of these works adapts and tailors previous models to the specific characteristics of products for early childhood. All the ethical considerations concerned with early childhood and digital culture will be presented and problematised. We offer three practical tools for teaching innovation: a set literary corpus of apps which can be incorporated in the classroom as a key resource for digital literacy and children's literacy education, the organisation of this corpus in an increasingly complex path that includes the progressive development of readers, and specific educational activities to deploy this path. Thus, we provide new resources for the necessary innovative teaching and learning in our technological era.

Keywords: digital literature, digital Literacy, early childhood, reading practices, early literacy education

The Open Lab - experimenting communities in a globalised world

KLAUS THESTRUP, Aarhus University, Denmark

This abstract suggests a pedagogical method based on the framework of the open laboratory. This laboratory combines all materials and all media digital as well as analogue and is connected across time and space through technologies with other laboratories. These laboratories can be physical spaces in pre-schools, but can also be a function in any educational setting and can be unfolded anywhere as media are mobile and ubiquitous. The research is based on three projects: MediaPLAYING communities, Digital World Citizens & Children as World

Citizens. The framework is based upon play culture Mouritsen (1996), situated learning Lave & Wenger (2005), creative processes Lehmann & Szatkowski (2001) & the meeting of cultures Gauntlett & Thomsen (2013). The research is based on applied research: How can open laboratories be constructed, so that they support media literacies needed in a globalised media- & knowledge society? The research takes place through the establishing, implementation and analysis of actual laboratories. Children should be supported in communication according to the children's convention. The open laboratory is facing inwards towards the participants, where an experimenting community consisting of both teachers and children ask vital questions about life and outwards towards other people establishing democratic processes on use of technologies, experiments, exchange of values and the possible joint production of expressions. This requires a focus on play and narratives. The development of a common play culture holds an important part in the pedagogical methods. Open laboratories and experimenting communities can place pre-schools in the middle of a globalised world.

Keywords: open laboratory, experimenting community, common play culture, across time and space, exchange of values

SYMPOSIUM SET C/ 6

PERSPECTIVES IN TRANSITIONS

Individual Papers

CHAIR: KATEY DE GIOIA
Macquarie University, Australia

Journeys of change: Experiences of transition into prior to school settings for immigrant and refugee families.
KATEY DE GIOIA, Macquarie University, Australia

This study aimed to explore challenges for mothers from immigrant and refugee backgrounds as their children entered child care and to identify the processes used to support this transition process. There has been a number of investigations of transitions to educational settings, for instance transition to school (see for example: Dockett and Perry, 2007; Pianta and Cox, 1999; Dunlop and Fabian, 2007). However the focus of immigrant and refugee families transitioning into prior to school settings has been considerably less with research centred around cultural identity and play Grieshaber and Miller, 2010; Kirova, 2010; Ebbeck, Yim, and Lee, 2010; Dachyshyn and Kirova, 2008. Ecological theory Bronfenbrenner, 1979 is the theoretical underpinning for this study. The interrelationships between key stakeholders is critical for transitions to be successful. A case study approach was adopted in one child care centre in South Western Sydney New South Wales, Australia. A small group of immigrant and refugee mothers and educators participated in interviews to discuss their experiences during transition into child care for themselves and their children. Ethical considerations will be discussed, of particular note will be the gathering of data from mothers using interpreters. Findings identified supports and challenges faced by immigrant and refugee families during this transition time and processes educators can employ to ease this transition. Implications for practice will be discussed highlighting the importance of developing and sustaining effective relationships between families and educators in order to ensure the transition is successful and sets the foundation for on going partnerships.

Keywords: transitions, immigrant and refugee families, partnerships, diversity, professional learning

'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

The objective is to examine parent's expectations and concerns about upcoming transitions, as well as how parents describe their children in transition. Research has shown that the time before and after school start can be seen as an important period of life. Transitions can also pose a particular strain. Although children often are well prepared, they can "get lost in transition" when exit and entry processes in different school forms are floating into each other. Therefore, support from parents and teachers could be considered as crucial. The analysis is built on theories of transition and socio-cultural perspectives where surroundings, relationships,

critical events and contexts become important. The data consists of 173 questionnaires answered by parents to children who are about to make the transition to school. The questionnaires were answered a few months prior to the actual transition, when the head masters invited the parents to visit school and to get informed about the preschool class. The parents could choose whether they wanted to participate in the study or not. The results show that even though the parents seem excited about their children's next step on the educational ladder they also describe certain concerns. The most reoccurring theme in the narratives is the descriptions of the big and competent preschool child who becomes a small school child in need of care after the transition to preschool class. Hearing parent's concerns and understandings about their children in transition informs us how we can prepare both children and parents for transitions.

Keywords: transition, parents, preschool, preschool class, school

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

ANNA KIENIG, University of Bialystok, Poland

Children's early functioning is a predictor of later social and academic outcomes. Researchers have identified different factors that influence children's transition to school. The aim of this study was to analyse gender as a factor that influences children's transition to school from the perspective of their parents – differences in the transition to school perception of the parents of girls and boys. The study was informed by transition research, Griebel & Niesel, 2002, 2013; Dockett & Perry, 2013. Theoretical framework for this research is the bioecological model of development, Bronfenbrenner, 1979, 1986; Bronfenbrenner & Morris, 2006, and ecological transition as key element of this model. Research findings comprise data collected during transition to school. The sample included 485 children aged 6,4 – 7,6 from 1st grade and their parents and teachers. The data included results of interviews with parents and school teachers. We've got permission from all of the parents of children to conduct research involving them. Interviews with parents and teachers were done under the condition of anonymity. Gender is the factor factor that influences children's transition to school. There are differences between perspective of girls and boys parents during transition to school. The children's school entry may be facilitated by increasing the level of parents' knowledge about transition processes and parents-teachers cooperation.

Keywords: transition, social competence, gender, parents' perspective, primary education

SYMPOSIUM SET C/ 7

DIGITAL CHILDHOODS: POSITIONING TECHNOLOGIES IN EARLY CHILDHOOD PEDAGOGY AND PLAYROOMS

Self-organised Symposium

CHAIR: LORNA ARNOTT

University of Strathclyde, United Kingdom

This themed symposium explores how technologies are used for; and with; children to shape their early learning experiences. The symposium is part of the Digital Childhoods SIG activities. The first paper "An ecological exploration of technology in early childhood education" sets the scene by exploring how the playroom context shapes children's play with technologies. The second paper "The Integration of tablet devices into pedagogic planning in early years classrooms" moves on to describe how teachers make decisions about curricular activities involving technologies in early childhood settings. In light of our understanding of the educational context and the practitioners pedagogic planning presented in papers 1 and 2; the third paper "iPads for Learning and Engagement" concludes by drawing our attention to the children and describes how iPads facilitate their engagement with the curriculum. Across these papers an exploration of how technologies are positioned within early childhood education is provided.

An ecological exploration of technology in early childhood education

LORNA ARNOTT, University of Strathclyde, United Kingdom

This paper presents an ecological exploration of children's social and creative technological play, drawing on evidence from two projects about 3- to 5- year old children's technology use in Scotland. It offers a contextualised exploration, building on knowledge of children's social experiences with technological resources, Arnott, 2013, the need for play-based explorations of technologies Bird and Edwards, 2014, and addresses calls for explorations of 'the wider ecologies of children's digital use' Livingstone et al., 2015. It is grounded in eco-cultural theory, Weisner, 2002, which explores everyday cultural activities and routines in context. The focus is on exploring the immediate environment within which technological experiences are taking place, Plowman, 2015; Tudge, 2008. Data was collected across four early educational settings. Qualitative methods including observations, activity mapping and child-centred approaches provided insights into children's technological play. Ethical approval was granted, informed consent was obtained from parents/guardians and practitioners and assent was inferred from children. Findings demonstrate that both the affordances of the resource and the ecological context shape children's social and creative play with technologies. Data indicated that a lack of adult involvement as children used technologies increased social play and contributed to more exploratory creative play. The regulative discourse, Bernstein, 1990, frames these experiences and children interpret the discourse to govern their own social and creative play with technologies. This paper offers insights into the eco-cultural considerations of integrating technologies into early childhood education, which shape opportunities for child-centred creative and social play in a digital age.

Keywords: Digital Childhoods, Creativity, Social play, Environment, Eco-cultural

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

Whilst a range of electronic devices have been available to schools for many years, research suggests they have been poorly integrated into pedagogical planning. Using a multi-method (classroom observations, teacher interviews and focus groups with children), the present study seeks to determine how teachers integrate tablet devices into curricular activities, how frequently they are used and what they bring to teaching and the early learning experience. The aims and methods employed compliment and extend research undertaken by Formby (2014), Sammons et al (2007) and Flewitt (2012), amongst others. The present study employs Orlikowski's (1992) duality of technology model as a framework to explore the integration of tablet devices into early childhood education and the influences the devices have on teacher attitudes and practices. A qualitative multi-method (classroom observations, teacher interviews and focus groups with children), multi-stage approach (repeated interviews and observations over a two year period) was employed to provide the rich fine grained detail required to draw meaningful conclusions. Ethical permission was sought ahead of the project from the University College's Research & Ethics Committee, gatekeepers and the children involved in the study. Tablet devices are used extensively to record pupil observations. Classroom materials are devised and developed with pupils to meet curricular demands. They are also employed as a reward for pupil achievement and good behaviour. The versatility of tablet devices affords wide application. Books and resource materials previously unavailable can be developed using this resource. Caution is, however, warranted in their use as a reward.

Keywords: tablet devices, early years classrooms, pedagogic planning, early years teachers, rewards systems

Ipads for Learning and Engagement

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

The aim of this research is to examine the impact of iPads on the involvement and engagement in children's learning. This work is based on a number of literature and research that have investigated children's learning with digital technology especially iPads such as Couse and Cohen, 2010; Haugland, 1999; Kucirkova et al, 2014; Marsh et al, 2005 and Papert, 1998. Constructivist Perspective. A mixed method approach was employed to be able determine children's motivation and engagement in learning while using iPads. Observations will be carried out with children of ages three and four in an early years setting using structured observation (Leavers scale of Involvement and Engagement) and open-ended observations to investigate to what extent iPads involve and engage children in learning. This project will ask for consent from all participants' parents and management of

early years setting. The EECERA ethical guidelines will be followed. This research is part of my PhD thesis and is in progress, I intend to present research design and findings from the piloting phase during the conference. There is a lot of discussion on the use of iPads with young children. However, there is limited research on the benefits or not of the use of iPads so it is aimed that this thesis will contribute to the investigation of the use of iPads in early childhood pedagogy.

Keywords: children, learning, engagement, Ipads, technology

SYMPOSIUM SET C/ 8

EXPLORING DIVERSITY

Individual Papers

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

Research undertaken with preservice early childhood teachers in Australia aimed to promote intercultural understanding of linguistic and cultural diversity, by focussing on a case of transnationally displaced children and families. The research contributes to a growing corpus of work on the global flow of people, languages and cultural practices and new hybrid forms of pedagogical practice (Luke, 2005). Drawing upon Fraser's conceptualisation of social justice (2008), analysis focussed on: (i) redistribution (economic focus), (ii) recognition (cultural focus), and (iii) representation (political focus) in dealing with transnational flows of people and ideas. Preservice teachers (n= 190) within a four year Bachelor of Education (Early Childhood) were invited to focus on the work of early childhood teachers in dealing with refugee and asylum seeking children and families. Stimulus activities focussed on linguistically and culturally diverse children and families in conjunction with a short questionnaire generated insights into preservice teachers' experience and understanding of diversity. Ethical considerations included respect for persons, confidentiality, honesty and integrity (NHMRC, 2007). While preservice teachers recognised and articulated the human rights of displaced children and families, the majority had, to that point, limited direct experience of linguistic and cultural diversity, such as would be required of teachers in contemporary early childhood contexts. The research revealed the need for preservice early childhood teachers to experience linguistic and cultural diversity and to grapple with intercultural learning and teaching in ways that are authentic and relevant to their prospective experience in early years contexts.

Keywords: early childhood education and care, teacher education, linguistic and cultural diversity, human rights, children and families

Respecting Diversity in Croatian kindergartens

DEJANA BOUILLET, University of Zagreb, Croatia

The main aim of the research is to evaluate the differences in the attitudes and behaviour of preschool children before and after the implementation of the Regional Toolkit for peace building and respecting diversity in early childhood education. The Toolkit was developed in the first phase of a European Union project "Partnership for Reconciliation through Early Childhood Education and Development in Europe, in cooperation with forty-eight kindergartens in five countries (Serbia, Croatia, Macedonia, Albania and Kosovo). The Toolkit promotes equality and human rights, opposes unjust discrimination, values which build equality, as well as the spirit of solidarity and cooperation among different individuals and groups in society. 28 Croatian preschool teachers, 284 children and their parents have been piloting the Balkan Regional Toolkit for 4 months. The piloting was accompanied by a monitoring and evaluation process, which included both the children's and teacher's perspective. A baseline survey of the attitudes, opinions and remarks of children was conducted immediately prior to the implementation and again after the implementation of the activities. The general aim of the programme is to educate children to understand, respect and accept others, which is highly connected with the Croatian Code of Ethics in Research with Children. Some results of the survey and data about monitoring and the evaluation of

the process of implementation in Croatian kindergartens will be presented. The purpose of the piloting is the development of the Croatian National programme for peace building and respecting diversity in early childhood education.

Keywords: early childhood programme, respecting diversity, peace building, monitoring, evaluation

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

This communication presents the results of ethnographic research carried out in the context of the transformation of education in post-apartheid South Africa. Interactions between education agents are explored as they relate to diversity, difference and identity in order to understand how the dominant discursive framework of the school and society structure social categories and imbue them with power. Specifically, the research explores how children aged between five and six construct and perform their 'race' identities. This research emerges from a previous study exploring how cultural diversity affects early childhood programmes in South Africa. Through post-structural and critical race theory the study examines the various ways in which children and educators construct, negotiate and resist identity formation processes. Fieldwork was undertaken in a primary school in Cape Town. Extensive observations were made of fifty children and their educators over eight months. Ethnographic interviews and conversations with educators, school management staff and families were conducted. Consent forms were completed by caregivers and informed consent negotiated with all participants (children and adults). The right to withdraw from the research was explained and pseudonyms employed to ensure confidentiality. Permission was granted by the provincial education department. The role of the researcher enabled insight into how these children, as cultural agents, confront social categories and relations of power. Yet, educators and families routinely underestimate the ability of children to create, recreate and interpret complex identities. The radically segregated past continues to influence the possibilities available for forming identities and relationships in education in the present.

Keywords: early childhood, identity, discourse, race', South Africa

SYMPOSIUM SET C/ 9

ATTITUDES TO GENDER EQUALITY

Individual Papers

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, Norway

This presentation will focus on male preschool teacher's concepts about the role of R&T in preschool and investigates how different play environments (indoor and outdoor) influence their perception and practices toward R&T. The results will be discussed in the context of data reported by female preschool teachers in the same survey. R&T holds a social dynamic that aids in the development of social competency, as children learn about themselves and others, Pellis et al., 2010. Despite the fact that fighting acts are simulated, R&T is often inhibited or prohibited in preschool practice, Holland, 2003. A total of 357 participants (319 women and 38 men) that in general work with children between 3-5 years old were recruited and completed a Norwegian translation of the quantitative questionnaire "Preschool Teacher Beliefs and Practices Questionnaire". The survey was reported to and approved by the Norwegian Social Science Data Services. Confidentiality and anonymity in this study included verifying full anonymity during data collection and publication. Preliminary analyses show that while male preschool teachers report experiences from own childhood as the most important source of knowledge about R&T, female preschool teachers reported studies and practice as their most influential source. This study underline that preschool teachers and ECEC practitioners need to gain more knowledge about R&T

and its benefits. Experience of R&T play and how to interpret R&T situations, would serve as a facilitator for providing rather than restricting this important part of children's world of play, especially for boys who are particularly attracted to it.

Keywords: rough-and-tumble play, ECEC practice, gender, male preschool teachers, play environment

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

This research aims to address the global shortage of men who work with young children in early childhood education and care (ECEC), by investigating whether or not men and women teachers interact with children differently. If yes, this research hopes to demonstrate the diversities that both genders can contribute to ECEC. This is a comparative study between Scotland and China (including Mainland China and Hong Kong). Both contexts are relatively under-researched regions in this research area. This study, therefore, wishes to add further international perspectives into the topic. It draws upon theories of post-structuralism, Holmes, 2007, and regards gender as socially constructed, Francis and Skelton, 2003. People may 'do' and 'perform' gender similarly and differently as results of negotiations between social-gender structure and individual agency. This project selected 5 early childhood settings in each of the three regions. In each setting, one man and one woman teacher who jointly teach the same group of children (aged 3 to 6 years old) were chosen, as well as those children in the groups. Methods used included interviews with teachers, visual activities with children, and observations. This research is approved by the research ethics committees of the Universities of Glasgow and Hong Kong. Interactions between teachers and children can be both 'gendered' and 'non-gendered' in various ways in different cultures. These will be further illustrated in the presentation. Having both men and women teachers in ECEC is one way of challenging traditional gender stereotypes. It also presents children with gender inclusion and diversity.

Keywords: gender, early childhood education and care, teacher-child Interactions, cross-cultural, diversity

Respectable femininities of aspiring female teachers

THORDIS THORDARDOTTIR, University of Iceland, Iceland

The aim of the study is to understand how childhood experiences can influence teacher trainings students' understanding of gender equality. Court (1994, p. 5) points out "how cultural ideas, about appropriate ways to "be" feminine or masculine, are associated with beliefs about the kind of work people are most suited to". Specific gendered experiences determines how personal behaviour standards are interpreted, Martin and Ruble, 2004. This is related to teacher training students possibilities to reconstruct their understanding of gender equality by reflecting on their own experience of gender cues and its influence on their gender identity. The study rely on gender system theory to highlight dimensions which continue to cause gender inequality in society. It is driven from Connell's (1987) theory of hegemonic masculinity and Martin's and Ruble's (2004) description of how gender identity develops. Anecdotes of 113 female students about their first memories of being girls were analysed qualitatively to identify the influence of their gender constructions on understanding gender equality. The student names were changed and the citations chosen carefully to protect their anonymity. Teacher educators seem to have failed to adequately address issues of gender equality in their practice. The anecdotes involve descriptions of gender identity processes that start with the perception that, I can be whoever I like, followed by a yes I can but... and ending in a resignation which they justified with the high cost of following their desires. Academics and practitioners need to acknowledge the implications of these findings and act upon them

Keywords: teacher training education, gender construction, childhood memories, equality, professional values

SYMPOSIUM SET C/ 10

JOINT LEADERSHIP

Individual Papers

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

In 2014 the City of Hämeenlinna carried out strategic changes in its ECE organisation. Research questions were related to the new joint leadership model, and its challenges, solutions, and development targets. The most recent studies in the field indicate that distributed leadership enhances the quality of pedagogy and the organisation's core purpose, Heikka, 2014. In this study we will stress the importance of a broader and deeper understanding of distributed leadership by using the concept of joint leadership, Aronen, Fonsen & Akselin, 2014. The concept of joint leadership is based on the foundation of distributed leadership and on the emphasis of the joint purpose and joint vision of leadership, Heikka & Waniganayake, 2011; Sergiovanni, 2005). The research was carried out through case studies; the qualitative data was collected by narrative interviews from the directors, Akselin 2013; Fonsen 2014. Research has been conducted by a good scientific procedure, research won't reveal informants' details (in cognito) and analysis has been made objectively. Preliminary results provide an overview of the early stages of the development of the new leadership model. The directors state that they now have more collegial support and more time to do the tasks they consider most important. Describing the structure of leadership work clarified the vision of joint leadership. The results indicate that ECE leadership in the joint leadership model is somewhat deeper. Due to the new innovative leadership model and a shift from distributed leadership, this is a new step towards a theoretical model of joint leadership.

Keywords: joint leadership, distributed leadership, ECE centre, director, collective

Dialogic leadership in health building organisations

MERETE MOE, Queen Maud University College, Norway

The study aims to elucidate dialogic relations in robust ECEC cultures, questioning: How do early childhood teachers perceive dialogue as meaning-making in their work environment? Research concerning quality in Scandinavian ECECs has mainly focused leadership as a structural phenomenon, although they usually conclude that good relations are important (Sommersel et al. 2013). Enehaug et al. (2008) also found relations to colleagues and children as the most health promotional factor at Norwegian ECECs. The foundation for this presentation is my doctoral thesis (2014) and the theoretical framework is based on Mikhail Bakhtin, Michel Foucault and Hans-Georg Gadamer. Health is a complex field and Gadamer refers to a feeling of homelessness when health problems arise. His main point is equilibrium, implying a constant search for new balance. I further explore the meaning of phronesis and kairos, leaders' self-reflections in their meeting with employees on the threshold. Methodologic perspectives are based on Max van Manen's hermeneutic phenomenology. Sixteen early childhood teachers from five ECECs are interviewed about their experiences and reflections on dialogue, leadership and health policy. Thematic and hermeneutic analysis is supplemented with dialogic analysis and crystallisation. Informants are free, consented volunteers and data is treated anonymous. The project is approved by Norwegian Social Science Data Services (NSD). In robust ECEC cultures, leaders seem to contribute to health-building organisations with dialogic leadership, open listening and critical self-reflection. It is important to pay more attention to the complexity of health and the meaning of dialogic meetings with employees on the threshold

Keywords: dialogic leadership, health policy, equilibrium, phronesis, kairos

Preschool head teachers' perceptions on merging of preschools

ARNA H. JONSDOTTIR, University of Iceland, Iceland

The aim of this study was to examine how two preschool head teachers perceived their roles in merging of preschools where they were leaders, and learn about the strengths, hindrances and challenges they dealt with in the process. Research on merging of preschools are rare but research findings of this study are in many ways similar to findings in recent Icelandic master thesis and evaluation report on the process in the same municipality. Rodd's (2013) writings about incremental and induced changes, and Evan's (2001) descriptions of staff's experiences were used as theoretical framework. The research was qualitative, four interviews were carried out with each head teacher during the years 2012 and 2013 and reports and documents related to the municipality's decisions were analysed. Participants were informed of the purposes of the study, the confidentiality of their responses, and their consents were obtained. The findings revealed that the preschool head teachers had different views on the merging, but although both thought that the preparation could have been more supportive, both of them experienced unexpected difficulties, but also professional gains. It can be maintained that merging of preschools is a critical choice as response to financial crisis where cost should be minimised and the action is not as purposeful as it should be.

Keywords: preschool head teacher, merging of preschools, change, professional support, stakeholders

SYMPOSIUM SET C/ 11

PERCEPTIONS OF CURRICULUM, SCIENCE AND MATHS IN ECE

Individual Papers

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

This study was conducted to investigate 48-66-month-old preschool children's mathematical abilities in relation to age and maternal education level. Research demonstrate the importance of implementation of the developmentally appropriate math teaching practices for young children. In general, researchers found that the variations in maternal education level (e.g., Guven , Kandır) and age (e.g., Güven, Unutkan), were significantly related to the mathematical abilities of young children. Theoretical framework in which this study of young children's math ability is situated lies primarily within constructivist views and current literature on early math learning and assessment. Development of mathematical learning attracted the attention of many researchers from a variety of disciplines such as mathematics education, developmental psychology and cognitive psychology (Clements, 2007, Griffin, 2004, Sarama, 2009). Studies indicate that age, paternal level of education and education programs are significant influencers of the math development. Gender differences were not reported before firstgrade (Lachance). The sample consists of 288 preschoolers, their ages ranging from 48 to 66 months. To collect data, TEMA-3 (Test of Early Mathematics Ability-3) and a demographic information form were used. TEMA-3 was conducted in 10 public preschools as part of the study. Written permission was obtained from the Balikesir Directorate of National Education. Age and maternal educational status are found to be statistically significant determinants of children's mathematical ability as measured by TEMA-3. Findings of this study contribute to the early childhood mathematics education literature by stimulating new studies in program development, pedagogical interventions and assessment tools targeting children's mathematical skills.

Keywords: math ability, early childhood, education, age, maternal education

Curriculum and pedagogical leadership in early childhood education

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

This study investigates early childhood education leaders' experiences and perceptions of curricula documents as part of their pedagogical leadership. Growing emphasis on the benefit of curriculum-based early childhood education has generated interest among researchers (Lee & Hayden, 2009, Schweinhart & Weikart, 1998). Previous studies have discussed tensions between play-based and didactic approaches as well as different learning areas in ECEC curricula (McGettigan & Gray, 2012). However, curriculum as an element of pedagogical leadership has drawn less attention. Curricula are constructed according to the principles and aims of ECEC and instruct practices. They are part of high-quality practices and inform leaders' decisions (see Young, 2014). Pedagogical leadership in ECEC can be defined through five dimensions: value, context, organisational culture, professionalism and management (Fonsen, 2014). Data for this qualitative interpretative study approach were collected through a questionnaire with open-ended questions. The respondents (n=22, one male) were in leadership positions in ECEC centres in Finnish Lapland. Informed written consents were obtained from local authorities, then the ECEC leaders were asked to respond to the questionnaire anonymously. The results indicate that curriculum has an important role in pedagogical leadership. It clarifies and strengthens the leader position. The respondents reported that diverse roles, such as supervisor, mentor and member of an inter-professional team, and social interaction and co-operation are pivotal features of designing and implementing curriculum. The results indicate that curricula documents have an important role in steering ECEC practices. This calls for more research-based political decision-making to safeguard the distinctiveness of early childhood education.

Keywords: early childhood education and care, pedagogical leadership, curriculum, educational practices, qualitative interpretative study

SYMPOSIUM SET C/ 12

SUPPORTING NEWLY QUALIFIED AND FUTURE PROFESSIONALS

Individual Papers

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

To explore graders childhood education beliefs on learning of spoken and written language. To know their beliefs (1) on the learning of spoken and written language and (2) on methodologies. Our research presents the first results of a study on the use of autobiographical narratives, Palou, 2011 in exploring beliefs graders childhood education at the Autonomous University of Barcelona on learning of spoken and written language, Birello & Gil, 2014. Research on teacher cognition, Borg, 2006 has been increasing interest in recent years. Baseline studies, Pajares, 1992; Johnson, 1994, show the strong relationship between pedagogical beliefs and teaching practices. We follow a qualitative methodology. The autobiographical data collected is composed by: oral and written narratives relating anecdotes of their learning experience recovered by the students; written narratives about the languages they have learned throughout their school and academic life and languages currently used; written narratives about their experiences of initial learning of written language. The data was analysed following the contributions of Pavlenko, 2007 and the PLURAL group Fons, 2013. - oral narratives emerged during the view of students' pictures when they were children. This research includes ethical consent of the students because we have their permission to use the data provided. This research provides relevant data for the construction of student's identity as future teachers and the language teaching methodologies. This research provides relevant data for the construction of student's identity as future teachers and the language teaching methodologies.

Keywords: beliefs, teachers identity, narratives, autobiographical data, teacher cognition

Supervision of newly qualified Preschool Teachers

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

From 2011 it has been an obligation for all owners of kindergartens in Norway to give their newly qualified pre-school teachers guidance in their first year at work. I have been involved together with Randi Moe by the Council of Bergen to assist them in establishing and working out a sustainable system for this guidance. Our findings will be compared to PhD. thesis by Ødegård (2011) and Eik (2014) and a national survey by The Norwegian Directorate for Education and Training (2014). I will present the project plan with intended learning outcomes and goals and content for the meetings we arranged for the newly qualified preschool teachers, their supervisors and heads of kindergartens. The newly qualified pre-school teachers were guided as new leaders through support, supervision and reflection both individually and in groups. All the participators were given the opportunity to practice different methods of supervision. The project has been evaluated by questionnaires to all participants in the beginning and in the end of the project. All participators had an obligation to maintain secrecy concerning themes and content during supervision. My presentation will give people involved anonymity. The evaluation showed how the pre-school teachers developed their professionalism with the help of supervision. We found that the participants developed strength and confidence in themselves as leaders and learned to deal with different alternatives of action in their work in kindergarten. Some also got confidence in using different methods of supervision. Guidance of newly qualified pre-school teachers is important for developing professionalism.

Keywords: supervision, newly qualified pre-school teachers, professionalism, leadership, system

An investigation into the needs and experiences of beginning early childhood educators in British Columbia: Is induction necessary?

LAURA DOAN, Thompson Rivers University, Canada

This study sought to understand the experiences and needs of beginning early childhood educators in British Columbia. Nicholson and Reifel (2011) described early childhood educators' perceptions of entry training experiences as "sink or swim", where they were left to figure it out on their own. Mahmood (2012) reported that beginning early childhood educators found their first year of work to be vastly different than their experiences in practica and some of this was related to the high turnover rate of staff, the new responsibilities, and their feelings of being inadequately prepared. The theoretical framework for this study draws upon current theories of learning in professional workplaces, as well as general theories of learning, such as professional identity development (Katz, Vander Ven), teacher efficacy (Bandura), adult learning theory (Knowles), and learning within communities of practice (Lave and Wenger). Utilising a mixed methods approach, the research involved 114 beginning educators who took part in an online questionnaire, eleven of whom also participated in semi-structured interviews with the researcher. Participants gave written consent to participate in the study and were assured of confidentiality. The key findings were: the work is both overwhelming and deeply satisfying, the induction support beginning early childhood educators receive in British Columbia is haphazard, and beginning early childhood educators in British Columbia would like induction support in the form of mentoring or peer support, observations, feedback, and professional development. A model of best practice for induction support is presented, with recommendations for stakeholders in the early childhood education field.

Keywords: induction, training of educators, professional development, leadership, mentoring

SYMPOSIUM SET C/ 13

DEVELOPING LANGUAGE PRACTICES

Individual Papers

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

The aim of the research presented in this paper has been to examine new tools for working with early childhood literacy in a 'transcultural' world. The research relates to previous studies of toddler's communication (Løkken, 2006, Stern, 1985, Thevarthen, 1979, 2004). The case-study has utilised a combination of Merleau-Ponty's phenomenology of the body and inter-subjectivity, Stern's thoughts on affective attunement and forms of vitality, Deleuze's and Guattari's thoughts on affect and their critique of the classical image of thought as acts of recognition, and the mirror-neuron theory explored within the Rizzolatti research-group. The research reported in this article is part of an ethnographic study, where data was collected mainly by video-recordings of seven preschool children's interactions. In this paper excerpts of three children are presented. The preschool teachers and the children's parents were informed of the study and gave their consent. To avoid identification, the names of the children have been changed, and instead of photographs an artist has transformed the pictures to drawings. The data shows vivid examples of how the children engage with the world and people in it through their bodies, and how they have got an ability to relate to other people's actions and to interpret another's intentions, and to share focus and feelings. Didactical consequences of the results, as well as some policy questions, are considered in the paper.

Keywords: transcultural, toddlers, inter-subjectivity, forms of vitality, affect

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

This presentation extends the findings from a 4-year project on teachers' educational roles in two Infant-Lab schools, in Italy and in the US, completed in 2013. The focus is on studying the verbal interaction between adults and children as it naturally occurs in different social situations (group activities, snacks-lunch, free play, social conflicts). The aim of our study is twofold: to analyse video-examples of how Italian teachers develop their 'talk through interaction' with children and to develop methods for extending the possible ways that teachers talk to children. Our research is connected with previous works on how conversational interactions works with children Pontecorvo, 2001, on children's participation in verbal debate or 'discussione', Corsaro, Molinari, 1990, on adult's communicative competence in Italian nursery and infant schools Majorano, et.al, 2009. Our work was influenced by the 'situated learning' framework, Lave Wenger, 1991 and the sociocultural interpretation of learning, Rogoff, 2003. It refers to the work of Vygotsky, Bruner, Duranti and Ochs. Data was gathered through video-recordings, observations, focus groups, interviews. In our analyses, we focused on the situated-meaning of teachers and children's utterances, adopting insights from ethno-methodological studies. Formal consent was required to parents and teachers for both videotapes and interviews. Confidentiality for participants was ensured. Findings reveal that there are various ways of participating in verbal interactions with children. Questions regarding what children learn from how adults respond to them and the role of teachers in modeling every day conversations are challenging our analysis. More cross cultural research on everyday practices is needed.

Keywords: spoken language, conversation, dialogue, teacher's role, participatory qualitative research

Norwegian pre-school teachers on Educational Language Practices
JOAKIM EVENSEN HANSEN, University of Stavanger, Norway

The paper presented is a part-study of my doctoral thesis, which is part of the national research project "Better Provision for Norway's Children in Early Childhood Education and Care" (www.goban.no). The thesis focus on quality related to the staffs' educational language practices in infants/toddler groups (1-3 years). The aim in this paper is to study aspects of educational language practices in four kindergartens. The sample is based on results from the Infant/Toddler Environment Rating Scale (ITERS-R). Research indicates a correlation between quality in child-care and children's language development. The interactions between staff and children are described as a key factor, where verbal interaction, knowledge of the curriculum and knowledge on how children learn are important in educational practices. Theoretically, the study is based on socio-cultural perspectives and curriculum theory. This is a qualitative study based on interviews and documentary analysis. The qualitative interviews will be carried out with pre-school teachers and the remaining staff at the departments. The documentary analysis includes national and local guidelines. Educational work regarding planning, implementation and evaluation will be scrutinised. The research project is approved by the Norwegian Social Science Data Service (NSD) in terms of confidentiality and anonymity. Preliminary findings from the interviews and document analysis will be presented, and the interviews will be in focus. The study aims to contribute with new scientific knowledge concerning educational language practices in Norwegian kindergartens. This might be of interest for the ECEC institutions, teacher education and policymakers.

Keywords: Norwegian kindergarten context, educational work, quality, curriculum, ITERS-R

SYMPOSIUM SET C/ 14

PEDAGOGICAL ROUTINES, MANAGEMENT PRACTICES AND INTUITION

Individual Papers

CHAIR: RAMAZAN SAK
Yüzüncü Yıl University, Turkey

Pedagogical routines as a learning environment in daycare

SOEREN SMIDT, University College Capital, Denmark

The purpose of the research is to understand everyday routines such as arrival, getting dressed/undressed, change of diapers, nap-time, meals, saying goodbye etc. as potential learning environments. In this project we are looking at this from a research perspective, that capture how the everyday routines as part of the intentional professional work with children's learning, and try to characterise the everyday routines as learning environments for children. It is a new research programme in UCC under the title "Learning and Daycare". Theoretically the project is rooted in the institutionalisation and profession critique (Goffman and Foucault) and in the perception of children and childhood in the childhood sociology (James, Jenks, Prout and Corsaro) as well as studies of children's everydaylife in nursery/kindergarden (Vygotsky, Bruner and Sheridan). The data collection consists of video recording of routines in various kindergardens and following interviews with the staff about their aims and intentions for children's learning in everyday routines. The use of video recording acquires permission from parents and daycare staff. Knowledge about children's learning in pedagogical routines and understanding and analysis of routines. The pedagogical routines are a including learning-environment for vulnerable children. Well-organised goal-orientated routines promotes close communication between children and staff and gives children the possibility of participation and active learning. Development of a professional practice related to children's learning, that includes all of the everydaylife in the kindergarden including thing activities, the childrens play and culture and the daily routines.

Keywords: learning environment, pedagogical routines, children's everyday-life, video recordings, participation

American and Turkish preschool teachers' classroom management practices

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

The aim of the research is to ascertain the key differences between U.S. and Turkish preschool teachers' classroom-management practices. Many prior studies have focused on classroom management and developmentally appropriate practices, but few have compared these factors internationally. Classroom management is a multi-dimensional construct consisting of organising the physical environment, planning and programming activities, establishing relationships and communication in the classroom, and managing children's behaviour. Developmentally appropriate practice (DAP) is a framework established on a knowledge base about educational effectiveness and from research into child development and learning. The theoretical framework for this study draws upon research related to a multi-dimensional classroom management practices, Carter and Doyle, 2006; Martin and Sass, 2010 and DAP, Copple and Bredekamp, 2009; Gestwicki, 2011. Five American and five Turkish preschool teachers were observed based on Developmentally Appropriate Classroom Management Observation Form. Each teacher was observed for five hours in total on different days of the week. Potential subjects were informed about the study and those who agreed to participate in signed consent forms. The American and Turkish teachers were observed to have a number of similar practices, as well as some practices that could be described as developmentally inappropriate. Details will be discussed at the 25th EECERA Conference. The findings of this study will contribute to the classroom-management literature in both the U.S. and Turkey, and will be of assistance to national and state agencies responsible for education when planning preschool teachers' in-service training, such that developmentally appropriate classroom-management strategies will be effectively promoted.

Keywords: classroom management, DAP, preschool teachers, observation, actual practice

Learning beyond cognition

GERBERT SIPMAN, UAS of Arnhem and Nijmegen, Netherlands

Development of tools/ approaches for enhancing teachers' pedagogical tact by using a systemic perspective. This PhD combines research on pedagogical tact, Van Manen, 2014; Bors & Stevens, 2013, intuition (e.g. Anthony, 2006; Claxton, 2009) and the systemic perspective, Hemming, 2006. Pedagogical tact is a key quality of teachers in dealing with pupils, Bors & Stevens, 2013; Van Manen, 2014, which requires the use of unconscious processes often referred to as intuition, the professional unconscious, Van der Wolf & Van Beukering, 2011, the extended mind, Anthony, 2006, etc. Leads how to train these elusive processes were found in the systemic perspective (e.g. Dykstra, 2007; Schreuder, 2013; Bronda, 2014, in which a phenomenological

attitude and knowledge about system dynamics help to understand what's needed in difficult educational situations. Within the paradigm of design research McKenney and Reeves', 2012 EDR structure is used to develop tools/ approaches for education in collaboration with 3 Boards of Education and a Teacher Training College in Arnhem (NL). During analysis, the needs, wishes and dilemmas of those stakeholders were researched by a perception poll and a SWOT analysis. Hereafter possible solutions were explored by comparing available literature with results of an expert dialogue based on the Delphi technique and expert school visits. The work field underlines the importance of these elusive processes, they wonder if and how to enhance them. Experts and practitioners agree they can be stimulated, but disagree in how to do this, ideas will be shared.

Keywords: educational design research, problem behaviour, intuition, systemisc perspective, pedagogical tact

SYMPOSIUM SET C/ 15

INTERNATIONAL PERSPECTIVES ON CURRICULUM

Individual Papers

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

The aim of this research was to investigate the perceptions of stakeholders in a collaborative early childhood education (ECE) partnership between Australian and Chinese universities. Challenges emerging in the internationalisation of curriculum, such as quality of programme and other cross cultural issues, were examined. This study was an extension of a collaborative research project conducted in China to explore early childhood curriculum reform. The theoretical frame used for this research design was from the literature on internationalisation of higher education Qiang, 2003; Welch & Cai, 2011; Qiang, 2003; Welch & Cai, 2011. A case study qualitative approach to educational experiences across the two countries was adopted with data consisting of interviews with ECE academics and class observations. Perceptions of ECE academics will be examined to provide deeper understanding of the complexities and challenges faced in internationalisation of early childhood curriculum for teaching and learning across borders. Factors for successful partnership in terms of student learning outcomes, operations and implementation will be identified. This research is on-going and it is hoped the findings will result in enhanced and expanded international partnerships. Ethics for this research was granted by RMIT Ethics committee and deemed as a low risk study. An evaluation of the joint 2+2 arrangement has identified barriers and quality issues including curriculum content and pedagogical approaches that need to be addressed. This ongoing research has implications for policy and classroom practice.

Keywords: China, Australia, internationalisation of curriculum, early childhood education, policy

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

MARITTA HÄNNIKÄINEN, University of Jyväskylä, Finland

The aim of this study was to analyse five national ECEC curricula (Denmark, England, Estonia, Finland, Norway) for children from birth to school age. The study asked what these curricula tell us about the youngest children in early childhood settings. The study is part of a cross-European research project, "Curriculum quality analysis and impact review of European ECEC" (Leseman et al. 2013, Sylva et al. 2014). The study framework drew on curriculum theories and curriculum research (Kelly 2009). Qualitative document analysis was applied (Hammersley & Atkinson 1983). No specific ethical problems were encountered. The data (ECEC curricula) were openly accessible on the internet. The data analysis is transparent, with generalisations and interpretations supported by direct citations. The nature, spirit and emphases of the curricula vary. However, they provide a picture of children whose very young age is an important factor to be considered in care, upbringing and teaching. These children are conceived as competent social actors, who learn holistically in play and during daily routines. Their health, safety and wellbeing are of paramount importance. The role of the educator changes

along with the child's development. Thus, along with age, the physical and social worlds of children expand with the help of experienced, supportive and sensitive educators. The study offers new knowledge about the younger children in ECEC curricula. Such knowledge, together with the findings of the entire project, will inform policy and practice in ECEC in ways beneficial to all countries in Europe seeking to develop their ECEC systems.

Keywords: children up to age three, curriculum, early childhood education, European countries, document analysis

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

To aim of the research is to identify, analyse, and make visible 100 good practices in the different dimensions that characterise and affect early childhood education, to establish a flexible framework with the common features and conditions about these experiences, and to create an international community of professionals to forge stronger dynamics of cooperation and exchange. The importance to collect the best educational practices, useful for the development of the educational politics was outlined in diverse reports (BIDDH, OSCE, HCDH & UNESCO, 2011, Melhuish, 2004, Ball, 1994). Early childhood education has become a major commitment to the political agenda for the coming century. This goal is unattainable without the support of research and education professionals. UNESCO and BIE picked up this idea in its strategic objective for the education of this decade. According to pre-established criteria about the concept of "good practices" from the current research, each practice is studied in situ: interviewing managers/teachers, observing practices, collecting evidences, analysing institutional and professional documents, and comparing the practices. An ethical agreement is being signed with each institution, including the commitment to return the results to it. The expected product is a repository of 100 good practices -described and analysed both individually and as a whole. This research is international (involving research teams from different countries), multicultural (looking for models that meet the characteristics of the cultural context) and multidisciplinary. These practices will be available to all people and institutions involved in preschool education and child policy.

Keywords: early childhood education, best practices, expert knowledge, teachers' thinking and beliefs, conceptions of childcare

SYMPOSIUM SET C/ 16

SUSTAINABILITY AND WORLD DEVELOPMENT IN ECE

Individual Papers

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

The aims of this study were to find out how the early childhood educators assess their values and behaviours in the context of sustainability. They assessed elements of ecological, social and economic sustainability according to the importance and actual implementation in their daily life. This survey and development project was made together with the city of Espoo, in the network of RCE. This was based on the overall conception of sustainability following the concepts of Salonen & Åhlberg (2013) building sustainable lifestyle over the society and Salonen & Tast (2013). Previous research Davis & Gibson (2006) show that educators in the early childhood field have enormous potential in fostering values, attitudes, skills and behaviours that support sustainable development. The framework is the integration of ecological, social and economic aspects in the concept of education for strong sustainability and the concept of developing the sense of responsibility and educator as a role model. Data was collected during spring 2012 and the sample was 145 Finnish ECEC educators. Data was in both quantitative and qualitative form, analysed using ANOVA variance and a qualitative systematic approach. The participants were voluntary and data was collected anonymously without identity information. The main

findings were that there is a statistically significant difference on all the valued elements and the actual implementation of them. Also, the need to enhance the conceptual understanding was found. Based on this we constructed a participative project, where innovative web-based material was created together with children and staff to enhance education for sustainability in ECEC settings.

Keywords: sustainability, value education, responsibility, learning environment, participation

Promoting early childhood education for sustainability (ECEfS) in an early childhood teacher education programme in England

VALERIE HUGGINS, Plymouth University, United Kingdom

This project aims to promote postgraduate student teachers' understanding of ECEfS by involving them in researching the current provision for ECEfS in local settings across the South West of England and to enhance pedagogic practices. ECEfS is a relatively new field and has mainly involved individual practitioners promoting narrowly environmental issues. As Davis and Elliot (2014) argue, it is now time to develop new understandings of the wider social and economic aspects of sustainability, to involve children in this during the early years and to make it a key element of teacher education. This study adopts a critical socio-cultural stance in considering ECE through the lens of the three pillars of sustainability: environmental, social/cultural and economic. It takes a multi-layered, appreciative inquiry-based approach, involving self-audits of students' knowledge and understanding of ECEfS and in their placement an evaluation of ECEfS and interviews with practitioners. This is supported by lectures and online materials and tutors facilitating critical discussions and analysis of the data generated. The research raised ethical dilemmas for the tutors in establishing the lines between students' voluntary participation in research and what was required in their training, thus avoiding pushing unwilling students to gather the data. In turn, the students often felt unsure about giving their placement additional work through the research. The student teachers are showing a raised awareness of ECEfS and of good practice though there remains considerable room for development of ECEfS in local settings. Existing teacher education programmes need considerable reorientation to address sustainability.

Keywords: education for sustainability, early childhood education, initial teacher education, student teachers, appreciative inquiry

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 University in Humanities, Russia

The aim of the research is to investigate the ability of children to represent the processes of development in the world, to understand the possibilities of living beings and objects. Understanding of the processes of development means a better orientation in the world and its possibilities. According to Vygotsky's theory, development is connected with the mastery of cultural means. L.Venger (1986); N.Veraksa, O.Shiyan, I.Shiyan (2013) describe specific mental tools which are necessary for representation of the process of development: cyclic representations. Cyclic representations as a tool have a specific structure: they are dynamic and not static, they are holistic rather than fragmented, they are not linear but "spiral" in nature, capable of reflecting objects in the unity of opposites. Formed cyclic representations constitute a system, and can be described as a dialectical category. We assumed that the condition for the formation of cyclic representations is the solving of dialectical problems as the main educational technique. Dialectical task is a task that involves manipulation of opposites. The study was conducted with 44 five year old children. Research was carried out in accordance with Code of Ethics of Russian Psychological Society. The research confirmed the hypothesis that systematical discussion on problematic controversial situations with pre-school children contributes to development of their cyclic representations, dialectical thinking and, therefore, the ability to anticipate possible relations. Child's understanding and anticipating of the processes of development can be developed by the educational program based on solving of the dialectical problems and acquiring of mental tools.

Keywords: cultural-historical psychology, cyclic representations, space of possibilities, anticipation, dialectical task

SYMPOSIUM SET C/ 17

INTERNATIONAL CONTEMPORARY TRENDS IN INFANT AND TODDLER TEACHER EDUCATION

Self-organised Symposium

CHAIR: KATHERINE BUSSEY

Australian Catholic University, Australia

In many countries the preparation of teachers to work with infants and toddlers in early childhood education is arguably the least researched aspect of early childhood teacher education. In this research symposium we focus on infants and toddlers within the context of early childhood teacher education in Australia; New Zealand and the United States. This research symposium provides findings from three research studies that explored the ongoing international narrative about the struggle for infant and toddler professionalism; content and status within teacher education. We see the symposium as an act of advocacy for infant and toddler content within early childhood teacher education as this is a critical socio-historical moment in early childhood teacher education. We suggest attention is needed to increase infant and toddler content in early childhood teacher education in order to improve the preparation of teachers who work with infants and toddlers.

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

SUSANNE GARVIS, University of Gothenburg, Sweden

The project aims to explicitly use purpose-made digital vignettes created to capture authentic and real life learning situations of infants and toddlers (birth to three year old). In addressing concerns about the minimal quantum of Australian resources in this area and needs within teacher education (Garvis et al., 2013) as well as the national Early Years Learning Framework (DEEWR, 2009), the digital artefacts and the website as holding receptacle, have been generated to assist early childhood pre-service teachers to engage with and critically reflect on key pedagogical understandings associated with teaching this age range of children. A socio-constructivist framework was used that emphasises the social processes by which people develop their social reality and knowledge about the reality in an ongoing way in interaction with others (Cohen, Duberley & Mallon, 2004). An online and anonymous survey was administered to 136 pre-service teachers across Australia to assess perceptions about the online resource. Data was analysed using descriptive statistics and content analysis. The study received ethics approval from the university. All data collected in the survey was anonymised. Key findings suggest the videos were effective in changing beliefs about infants and toddlers, largely because they were culturally and contextually relevant to the pre-service teachers. Online learning provides new insights into ways to enhance Australian early childhood teacher understanding about the youngest of children in care for policy and practices. By improving insights, the sector is able to transform their level of quality for very young children.

Keywords: infants, toddlers, teacher education, videos, reflective practice

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

KATHERINE BUSSEY, Australian Catholic University, Australia

This paper presents findings from ongoing PhD research that aims to understand the nature of work as an infant and toddler specialist in university-based early childhood teacher education (ECTE). This study builds on a small but growing area in education research focusing on the working lives of teacher educators (Ellis et al 2010). It draws simultaneously on studies of professionalisation and status in ECE (Rockel, 2009, 2013), especially in relation to infant and toddler education and care (Garvis et al, 2013). The study uses Cultural-Historical Activity Theory (CHAT) to explore what motivates the work of teacher educators within ECTE and their aspirations for their students. CHAT understands human activity as being directed at specific 'objects' and mediated by important concepts and artefacts that act as cultural tools. Together with conceptual tools drawn from CHAT, this qualitative case study of a specific phenomenon was explored through methods of document analysis, individual interviews, and focus conversations. The study received ethics approval from the University. Due to the field of ITTE being so small, all data was de-identified in order to protect participant identity and provide confidentiality. The discussion begins by describing the role of past and present sociohistorical contexts (curriculum, policy) in shaping the workplace objects of the participants. Key artefacts and how they mediate the activity system are encompassed. This paper concludes by considering some of the implications this research

may have on current debates in government policy about qualified educators working with infants and toddlers in Australia and New Zealand.

Keywords: infants and toddlers, teacher education, teacher educators, status, CHAT

Infant-toddler teachers participating in an early childhood scholarship program at the community college

DEBORAH NORRIS, University of Oklahoma, United States

This paper presents findings from a mixed-methods RCT study in which 54 infant-toddler teachers were randomly assigned to receive scholarship services or scholarship services along with enhanced mentoring at three rural community colleges. In the USA community colleges, also known as 2-year-colleges, often serve as the educational starting place for early childhood teachers, Zweig, 2009 and infant-toddler teachers are more likely to have Associates degrees instead of Bachelors, NSECE Research Team, 2013. Limited research has been published examining characteristics of the students, their workplaces, or the colleges participating in early childhood scholarship programs such as the one in this study, Karoly, 2012. Ecological systems theory, Britto, Yoshikawa, & Boller, 2011; Bronfenbrenner & Morris, 2006, provides the theoretical framework for the study. The demand, resource, force, and developmentally instigative characteristics of the infant-toddler teachers as well as their work, mentoring, and college environments were expected to influence completion of coursework. Both process and outcome data including standardised observation instruments, surveys, interviews, document review of course syllabi, as well as implementation records and observation of the mentoring visits were analysed in this project. All participant information was anonymised to protect participant identity and provide confidentiality. Results indicate that participants in the mentoring component were significantly more likely to complete their coursework. Differences in characteristics of individuals as well as community colleges emerged during data analysis. This paper concludes with a discussion of implications early childhood teacher education programs with a particular emphasis on programs enrolling infant-toddler teachers in currently in the workforce.

Keywords: infants and toddlers, teachers, teacher education, community colleges, retention

SYMPOSIUM SET C/ 18

CREATING THE RIGHT ENVIRONMENT FOR YOUNG CHILDREN

Individual Papers

CHAIR: ELSE CATHRINE MELHUUS

University of Agder, Norway

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

ELSE CATHRINE MELHUUS, University Of Agder, Norway

The aim is to develop a greater understanding of research on materiality and materialisation, and research tools to capture these phenomena and to analyse the fieldnotes, written or audiovisual. My previous research is focused on place and space, where a variety of methods were used. The following research aims to highlight the methodological challenges that occurred. The current research is based on a phenomenological item analysis combined with a cultural and socialconstructionist analysis Gulløv, 2003. Materiality and the relations between children, professionals and non-human things are highlighted., inspired by Bennet, 2010; Damsholt, 2009; Miller, 2005 and Otto ,2005. Otto names this the material turning point, away from representations and towards being-in-the-world as practices and doing materiality. This implies a method focusing on human and non-human objects in an intertwining relationship Damsholt, 2009. This turning point is a paradigm shift, stressing a focus on becoming rather than being, and perspective on materiality has reformulated the concept of agency by including the agency of objects. Ethically one has to be aware of the difficulties that lie in interpreting the relationship between humans and non-humans, especially when focusing on children. The present study follows the guidelines of NSD (Norwegian Social Data services). This perspective opens a discussion on possibilities for research to reveal manifold relationships that occur in places. We need to develop better tools for capturing and analysing these relationships, and through this, raise more awareness of the meaning of place and things in children's institutional lives, and the power the pedagogical architects have.

Keywords: methodology, agency, human and non-human entities, materiality, space and place

The effectiveness of the lions quest program: skills for growing on school climate, students' behaviours, perceptions of school, and conflict resolution skills

MINE GOL-GUVEN, Bogazici University, Turkey

The aim of the study is to examine the effectiveness of the Lions Quest Programme: Skills for Growing by evaluating school climate, student behaviour, student perception of school, and conflict resolution skills. Research shows that school climate, teaching strategies to manage student behaviour, and intervention programmes aimed at reducing problem behaviours whilst increasing positive behaviours are effective at different grade levels in different locations and cultures, Durlak et al., 2010; Greenberg et al., 2003; Payton et al., 2000. Schools are expected to contribute to the development of children's social and emotional skills, Denham, Hatfield, Smethurst, Tan, & Tribe, 2006; Gresham, 2004. Quasi-experimental design with a control group was employed. The experimental and control group each comprises 2 primary schools, one public, one private. One classroom at each grade level, 1 through 4, in each school was randomly selected. Pre-test data were collected in September, 2013 and post-test data in May, 2014 after the schools in the experimental group had implemented the programme for eight months. Observations, interviews, and questionnaires were used for data collection. Students were informed about the study's aim before the interviews. The findings show that the Lions Quest Programme had a positive effect on school climate, students' behaviours, and conflict resolution skills, but did not have any significant effect on students' perceptions of school. Effective programmes that increase pro-social behaviours and conflict resolution skills can help schools provide more peaceful environments to students. Teachers deliver their instructions to students more effectively which in turn increase student achievement.

Keywords: social emotional learning (SEL), Lions Quest Programme, school climate, student behaviour and perception, conflict resolution skills

How Japanese educators reflect on the environment using photograph?

KIYOMI AKITA, The University of Tokyo, Japan

The purpose of this study is to examine how Japanese educators' conception of environment has been changed through the method of PEMQ (Picture Evaluation Method of Quality on Environment). The photos are reflected on teachers' and children's silent voices Clark, 2008. Japanese national curriculum guidelines have emphasis on education through environment. It means that the role of environment where children can choose their play and toys by themselves are taken importance on. The educators were asked to take photo where they felt the good setting of places in the classroom. They showed the photos to each other and reflected on their classroom environments collaboratively. The photo taken and discourses during six case conferences were analysed. Informed consent was obtained before the research. Through qualitative analysis, two findings were made. The first finding is that the educators' perception on environment has changed through repetition of reflection. Their earlier focuses are setting some objects in the room and arrangement of the objects, but their later focus is grasping relations between children and objects and questioning the meaning of places for children. The second finding is that educators' focus has been changed from one object and one place to functions of environment for children's play and learning. These findings show that the reflection on environments using photo are effective for educators' professional development.

Keywords: PEMQ (Photo Evaluation Method of Quality), environment, educators, reflection, professional development

SYMPOSIUM SET C/ 19

PEDAGOGICAL DOCUMENTATION

Individual Papers

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

Six settings within North Yorkshire Local Authority (UK) were invited to take part in setting-based participatory research for a period of 6 months. The aim was to seek ways to improve practice and provision for children aged 0-3 years within a local Children's Centre Reach Area. The assessment practices built upon Carr's Learning Story approach (Waikato), and draws upon Leavers' Involvement Scales (Leuven). The emergent theory was socially constructed from the reflective dialogue (Steff and Gale, Carr and Kemmis). The framework followed a continuous improvement cycle of reflective questioning, observations of children's learning, and actions (Schon, Kemmis and McTaggart). The settings' research questions evolved as new perspectives and ways of working emerged from the reflective, interpretative dialogue. Training was provided according to the practitioners' needs, and on-site mentoring visits were undertaken. A pre- and post- skills audit was completed. Observations of children's learning were written up as 'Learning Stories', and documentation of discussions formed the main aspects of the consultant-researchers' journals. Parental permission was sought, at the outset of the research, and all observations were shared. During the project practitioners confidence grew in their observational assessment practices and documentation of children's learning stories, in their understanding of how children learn and develop, in responding and intervening to extend learning through children's play, in their ability to provide quality learning environments, and in engaging parents in the setting's assessment practices. The continuous improvement process that emerged has implications for advisory staff seeking to support continuous improvement in early years provision.

Keywords: observation, documentation, assessment, learning stories, mentoring

Using Documentation as a Teaching Tool in Turkish Early Childhood Programmes

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

This study examined the contribution of pedagogical documentation as a teaching tool to the practices of ECE teachers as well as the support mechanisms for- and challenges in using it. The use of pedagogical documentation as a teaching/learning tool is well documented in the literature, however, only a few studies (Aghayan et al., 2005; Buldu, 2010; Emilson & Samuelsson, 2014; Goldhaber & Smith, 1997; MacDonald, 2007) examined the contribution of it to early childhood teaching. The process pedagogical documentation provides a kind of debriefing or revisiting of children's experiences during which new understandings can be clarified, deepened and strengthened (Dahlberg et al., 2006). A variety of documentation tools—visual representations or archives of children's learning that provokes reflection are used in this process (Buldu, 2010). A purposive sample of twenty-four ECE teachers participated in this study. The data was collected through observations and semi-structured individual and focus-group interviews. The analyses of the data were founded on an inductive approach, which is based on the constant comparative method of data analysis (Strauss & Corbin, 1990). Participation to this study was voluntary. Informed consent was obtained from all participants, with an emphasis on confidentiality. The results suggested that pedagogical documentation was informative and guided teachers' practices and improved children's participation and motivation for learning. The results also highlighted the need for an assistant teacher, time for preparation and analysis of the observation data, and support from families. The implications for ECE programmes, teachers, teacher education programmes, and educational policy-makers will be presented.

Keywords: pedagogical documentation, early childhood, teachers, teaching tool, qualitative research

Narrative documentation as an experiential learning tool in early childhood education

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

This paper discusses narrative documentation as a suitable instrument for planning experiential learning at early childhood education centres. The analysis is based on an action-research project, conducted by ECECs in a suburban district of a large city, which involved developing a biographical documentation tool (designed as a dialogic journal exchange between families and teachers) to facilitate recognition of children's educational (hi)stories as they unfolded at the centre. This research was informed by studies on the role of documentation in educational planning (Carr) and giving voice to children (Dahlberg, Moss, Pence, 1999). It is underpinned by a hermeneutic theoretical framework (Gadamer, Van Manen), according to which it is possible to give a narrative shape to lived experience. Thus, we based the current action-research initiative on narrative and biographical approach for writing what was experienced. The project was conducted over the period 2012-2014 and comprised two phases: construction of the instrument by a working group and its pilot testing and subsequent validation. Given the approach adopted, the research included a strong focus on the role of the children and their families, with whom an informed and participatory consent agreement was established. The results show that a narrative style helps teachers to recognise children's ability to independently organise their own learning experience. This had practical implications for the teachers' approach to designing their educational interventions, specifically they developed the capacity to think of the children as the protagonists and authors of their own educational stories.

Keywords: documentation, narrative, biography, journal, early childhood education centre

SYMPOSIUM SET C/ 20

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

Self-organised Symposium

CHAIR: IRENE SALLING KRISTENSEN
VIA University College, Denmark

In today's Danish kindergartens the pedagogues work with children's language acquisition in several different ways. For instance, the pedagogues work with planned and standardised activities, with the everyday dialogue and with suitable rooms and learning environment for dialogue. In this symposium, we would like to examine and discuss the pedagogues possibility to act innovatively in these different kinds of activities. It seems that both when the pedagogues have to follow an instruction and when they act as a result of their professional judgment, they are able to be innovative. Based on a sociocultural background we would also like to discuss the children's possibility for language acquisition in the various kinds of pedagogical work.

Language Acquisition on Formula

IRENE SALLING KRISTENSEN AND ANNIKA WIWE, VIA University College, Denmark

This paper presentation will be about SPELL, a manual based language intervention programme for Kindergarten children in Denmark (www.sdu.dk/spell). The aim of my presentation is to investigate the pros and cons of SPELL and to investigate how SPELL is practiced and experienced by pedagogues. The project draws on previous research work in the field of language acquisition e.g. Vygotsky, 1978; Tomasello, 2003; Street, 2001. The project builds on the theoretical framework of socio-cultural learning. Here, the children's language acquisition takes place in interaction with others and the child itself is an active participant in the process (e.g. Gjems, 2010) whereas the pedagogues have an important role as language mediators (e.g. Hagtvet, 2012). The research design is a qualitative study based on video observations and interviews. The involved pedagogues were informed and gave their oral consent to the study – first to their leader and then to me. I tried to create a safe interview and recording environment. All names of the participants have been altered and the recordings are for my use only. The main findings of the project are how manual based pedagogy forces the pedagogues to act creatively inside the frame of the manual to ensure meaningfulness. The project shows how the manual is practised and justified

very differently, and how the pedagogues perform is important to the children's learning opportunity and experience of the intervention. This knowledge is crucial to pedagogues and political decision makers if manuals are to be implemented in practice.

Keywords: manual based pedagogy, language intervention, kindergarten, early literacy, language acquisition

“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, Denmark

The daycare scene in Denmark is increasingly governed by manual-based language intervention. In this perspective the “natural”, every-day, context meaningful dialogue is worth protecting and studying, since pedagogues and researchers agree it to be language stimulating and meaningful in relation to well-being and learning (Hagtvet, Bente E., 2004; Gjems, Liv, 2010; Palludan, Charlotte, 2005; Tomasello, Michael, 2003). This paper presentation and the project are theoretically grounded in a socio-cultural and interactional view on language acquisition. The project is grounded in qualitative data: field notes and video recordings of dialogue and interaction, and interview with pedagogues. The parents of the participating children and the pedagogues were provided with written information about the study. Both groups gave oral consent to the study to me personally. All children were informed by myself, and the observational setting was natural daily settings (they could leave any time). Pseudonyms have replaced participants' names. The project investigates how and why the attentive dialogues between children and pedagogues are often interrupted and difficult to establish and protect. Through the data, it is clear that pedagogues are interrupted by both the surrounding environment and people and also by their own psychological “apparatus” – in other words by interpersonal and intrapersonal “disturbers”, of both avoidable and unavoidable nature. The project proposes a categorisation of interruptions and why they take place and attempts to suggest how unwanted interruptions can be minimised through innovative processes of practice analysis and professional reflection and experiment.

Keywords: attentive dialogue, dialogue interruption, language acquisition, language pedagogy, kindergarten

Space for dialogue in Kindergarten

ELISABETH SCHJØDT LAURSEN, VIA University College, Denmark

The aim in this project is to investigate how the physical language environment affects dialogue between pedagogical staff and children, and among children in kindergarten. The project seeks to uncover promoting and inhibiting factors in the language environment - décor, physical, aesthetical and organisational space - with special focus on the dialogue between pedagogical staff and children, and among children. The project draws on previous research work on the field of language acquisition e.g. M.Tomasello (2003), L.Vygotsky (1978). The paper presentation builds on the theoretical framework of sociocultural learning, where children's language acquisition takes place in interaction with others and where the child itself is an active participant (e.g. Gjems, 2010). The research design is a qualitative study based on interviews and audio/video observations of children and pedagogues in kindergarten. A consent form was provided to all parents of the participating children. The involved pedagogues and the participating children gave their oral consent to the study that took place in normal daily settings in a safe environment. Pseudonyms have replaced the names of participants. Main findings in the project are, that dialogue between children demands small intimate rooms, and that attentive pedagogues doing aesthetic activities with children while having conversation, using medium frequent words are promoting factors. Some of the crucial inhibiting factors that demand attention and change from the pedagogical staff are too much noise in the surroundings, too many children gathered around the lunch table, and diffuse neon sky lighting creating diffuse energy and lack of focused attention.

Keywords: language acquisition, dialogue in kindergarten, physical and aesthetical décor, aesthetic activities, organisational space

SYMPOSIUM SET C/ 21

COMMUNICATION BETWEEN PEERS IN ECEC SERVICES

Self-organised Symposium

CHAIR: PASCALE CAMUS

Université de Liège, Belgium

ECEC services are natural settings where babies and very young children can interact effectively and communicate with each other when some educational conditions are guaranteed. This is an opportunity to develop social and communication skills and knowledge for all children before they are able to speak and also for deaf children with their hearing peers in inclusive nursery. In this symposium, we will present action-research results about communication between babies and very young children and focus on the role of ECEC services in facilitating this communication in different kinds of institutional contexts in several countries (inclusive nursery included).

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 main aim of the study was to gain understanding of how babies communicate in ECEC services. Previous literature indicates that babies can interact and communicate precociously, not only with adults (Stern, 2005; Threvarthen, 2011), but also with other children (Tomasello et al., 2005). The ECEC service can be considered as a setting where interaction and communication between peers can be sustained by practitioners who observe them, document what happens, analyse together the educational condition to guarantee and regulate their action (Stambak et al., 1983). The study involved qualitative and action research initiated by Cresas and IEDPE (self-regulating participatory assessment, Ballion et al., 1988), combined with an analysis of activity approach focused on contextualised process. An action researcher has gathered practitioners, trainers and researchers from France, Spain, Croatia, Italy and Belgium to analyse educational daily practice in ECEC services and their effect on communication between peers. Videos have been used to document and analyse the practice (EADAP, 2011). The ethical considerations taken in this study involved collaborative perspectives that give an active place to all participants (researchers, trainers, practitioners and children). Informed consent and authorization for using video in the research are guaranteed. Participants identify and document communication processes between very young children observed in natural setting (ECEC services). These processes are characterised by several aspects: duration, emotional expression and meaningful linking of observed behaviours between babies. A shared meaning from the video documentation can be co-constructed like some narrative stories. Participants consider the activity of babies as meaningful stories that they should understand and sustain with interest. We discuss implications for professionalisation of the workforce (initial training and professional development).

Keywords: communication, childcare service, documentation, initial training, professional development

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

The aims of the research are to consider different communicative objectives (ask for, demand etc.), express or understanding of mental states (intentions, emotions etc.) as well as communication modalities (preverbal, gesture, verbal). Finally, we consider the contexts and the educative nursery style as a provider the communication between the age peers. This paper relates to previous studies concerning the pragmatic development in deaf children and factors associated with communication with hearing peers (Wiefferink et al. 2013; Goberis et al. 2012; Baten et al. 2013). The theoretical framework highlights the importance of deaf children to communicate with peers for learning and acquiring abilities to communicate (Stambak et al. 1983). The sample consists of 8 deaf children from 1 to 3-year-old participants. They are educated in an ordinary nursery with hearing peers and they are assisted by a speech therapist. They were filmed in a natural game situation within a little group of nursery hearing peers. The obtained data was transcribed, encoded, and analysed according to our objectives. The ethical conditions were respected, the participants' privacy; and their parents signed their agreement having therefore informed consent. The first important finding was that the deaf children can communicate in the same ways as their hearing peers do (if they benefit from the favorable

conditions). The results point out, on the one hand, those speech dimensions that the therapist must apply in an intentional learning situation and, on the other hand, which educative contexts in nursery are useful to communication and language acquisition.

Keywords: social interactions, educative inclusion, theory of mind, pragmatic development

Therapy of communication and oral language in deaf children

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

The main objective is to consider the acquisition of oral language in deaf children as well as hearing children. How the development of useful hearing enables deaf children to comprehend voice, and lately, the meaning of speech. The innovation in speech therapy based on the research by Cristina Ulloa, a member of GISTAL (group of research in deaf and disorders in acquisition of oral language of UAB). The theoretical framework consists of the importance of hearing and social interactions as the most important aspect for a deaf child to acquire oral language (Ulloa C. 2007, Ramspott A. 2007). The sample consists of 4 deaf children from 1 to 3 years old participants. They were all assisted by a speech therapist before they reached the age of one. They are educated in an ordinary nursery with hearing peers and assisted by a speech therapist. They were filmed during speech therapy at different ages using voice and the nursery games to develop their oral language. The participants' privacy was respected, and their parents signed the consent form. Nowadays, deaf children, with the use of good hearing aids and cochlear implants can understand oral language almost as well as the normal hearing child. The key is access to early education and oral speech therapy. The language therapy must provide tools to the deaf child to construct his own language to be able to play, think and learn in the society.

Keywords: deaf children, oral language therapy, early hearing education, social interactions

SYMPOSIUM SET C/ 22

OUTDOOR PEDAGOGY

Individual Papers

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

The main purpose of this research is to find out about the opinions of teachers and directors about using outdoor learning in preschool activities. According to contemporary preschool pedagogy it is considered important to create indoor as well as outdoor opportunities to guarantee varied and creative activities as well as socialisation conditions for children (Bilton, 2010; Brügge, Glantz & Sandell, 2007; Kernan & Devine, 2010; Grahn, Mårtensson et al., 1997; Fjørtoft, 2000; Canning, 2010). The viewpoints of Dewey (1938) and Kolb (1984) about learning through experience and through self-activity have also emphasised the importance of nature as a good learning environment. OECD Teaching and Learning International Survey TALIS revealed that teachers in Estonia support constructivist pedagogical beliefs, but in everyday pedagogical practice teachers implement innovative and creative activities that support the practices of the latter (Loogma et al., 2009). To complete the aims of the research the authors of the study chose the selective research strategy. We used a structured questionnaire, which was delivered to preschools through connect.ee. 214 directors and 490 teachers took part in the study. The teachers and directors were informed about the aims of the research, and they all participated on a voluntary basis. We found out that teachers and directors opinions of the opportunities to use outdoor learning in Estonian preschools was different. Directors rate the opportunities and the feasibility of using outdoor learning in preschools higher than teachers. The results can be used in improving teacher training.

Keywords: early childhood, outdoor learning, environment, learning methods, teachers and directors awareness

“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

This research explores the nature of the physically active play curriculum in several early childhood centres in order to understand how teachers’ beliefs and practices intersect. Pedagogy and curriculum are two halves of the same whole (Siraj-Blatchford, 2008). Children are drawn to active play and exploration (Stephenson 1998) and yet children are restricted from or afforded opportunities to engage in outside play by teachers (Lockie and Wright, 2002). This study is informed by CHAT and ecological systems theory so as to explore the multiplicity of influences shaping teachers embodied and routinised practice in the physically active play curriculum. An interpretivist paradigm and case study research was used to collect data using surveys, group interviews, observations and documentary evidence. This research has been approved by the Human Ethics committee at the University of Otago. The findings reveal that children’s opportunities to explore the outside area, to be highly vigorous or be active inside was directly related to teachers pedagogical practices and decision making on the day. The most significant factor that influenced children’s outdoor access was teachers’ reluctance to go outside. Children’s interests were often redirected to quiet, sedentary inside play. Centre routines, policies and practices further impacted the support of children’s physically active play. There is a need for teachers to critique their beliefs and values and to consider how these can be better aligned with sociocultural practices and a balanced curriculum. This study identified the alignment of pedagogy and curriculum as central to improved learning outcomes for children.

Keywords: physically active play, early childhood, teachers' beliefs and practices, routines, policies

How to optimise the use of outdoor play areas as a play and learning space in Dutch daycare

MARIAN JOVEN (1), RIKI VERHOEVEN (2) AND ELISE PETERS (1), (1) University of Applied Sciences Leiden, Netherlands; (2) University of Applied Sciences Utrecht, Netherlands

This research project aims to: (1) better the practice of daycare staff in outdoor play areas; (2) Register changes in attitude towards (risky) play and; (3) optimise the use of volunteers in a daycare setting. The relationship between child development and outdoor play is increasingly recognised worldwide (Chawla, 2007; Greenfield, 2004; Tovey, 2007) as is the need of children to explore and manage risks (Gray, 2011). Crucial in this research is the attitude of daycare staff towards outdoor play. Hovinga, 2013, describes an increasing tension between allowing children to explore and safety. This project builds on theories of play and learning as described by Singer & Kleerekoper, 2009 for Dutch daycare and Sandseter's theory of risky play (2010). Through collaborative action research (Ruijters, 2006) and work within a community of practice (Wenger, 1998) staff and volunteers will explore the possibilities for staff to enrich children's play, to handle risks and to stimulate child development. A factor to consider is that not all stake holders have the same interpretation of acceptable risk when children engage in outdoor play. The first results of this project will reveal how daycare staff experience outdoor play and handle "risky play". Focus in Dutch daycare has shifted towards formal education and safety. This has led to less time spent by children outdoors. A different approach to outdoor learning by daycare professionals may lead to policy changes in (pre)schools regarding risks and will influence the dialogue between professionals and parents.

Keywords: outdoor play, collaborative action research, preschool education, risky play, child development

SYMPOSIUM SET C/ 23

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

Self-organised Symposium

CHAIR: SHIRLEY WYVER
Macquarie University, Australia

There are many methodological challenges when studying outdoor play and learning. This symposium provides an opportunity to consider different and new research methods in this field.

Play on different playgrounds

ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

The aim of our work involves applying the improved observational instrument for children's play to adequately assess activities on contrasting outdoor play spaces. A growing body of researchers have already done work within the fields of natural play areas and their affordances (Fjørtoft & Sageie, 2000; Niklasson & Sandberg, 2010; Luchs & Fikus, 2013). However, existing instruments do not examine the complexity of play behaviour on natural playgrounds and on contemporary playgrounds. Drawing on Gibson's concept (1979) of affordance and on Nicholson's Theory of Loose Parts (1971), the focus of the study lies in the application of the improved instrument by looking more closely at results. Using the revised play observing instrument, we recorded activities of 8 preschool children on a nature playground and on a contemporary one. Every single child was observed for 28 minutes, twice on each playground. The improved tool additionally covers the use of loose material and the surface structure of particular play locations. These added aspects and the recording of longer observational time sequences were embedded into the existing analysis of social and cognitive play categories. Parents and children gave their consent to the study. Interesting results can be noticed within the categories of play location and its different surface structures as well as within the category of loose material. Results give evidence that there are hardly any significant differences within the play categories, the number of play episodes and the social arrangement. Our results offer advice for designing children's places affording more play and activity.

Keywords: Play, Playground, Affordances, Loose Material, Observation

Children's bodily play in kindergarten

MERETE LUND FASTING, University of Agder, Norway

The aim of the research is to learn more about children's bodily play in children's self-induced play outdoor. How do children communicate with and use the surroundings (bikes, trees...) and the other children in play? The presentation will focus the methodological discussions. How can I have a bodily dialogue with the children? These project will have a relationship to my PhD work "We play outdoor!" (Fasting, 2012). The work will be based on a phenomenological hermeneutical approach with a focus on play and bodily experience. The scientific approach is based on the theory of Gadamer (2004), Merleau-Ponty (1968) and Hangaard Rasmussen (1992, 2014). I will be together with, play with, bike with and climb with 4-5 years old children in self-induced bodily play while they are bicycling and while playing in and around trees. The book "Lived observation" (Løkken, 2012) has inspired me. The present study will be notified to the NSD (Norwegian social data services). The parents and the children will be asked permission. Ethic also includes taking children's experiences serious. The present study's main focus are children's world of play. The presentation will focus the methodological discussions. How can I have a bodily dialogue with the children? How to learn more about children's world of play and children's body in play? The Norwegian authorities have expressed a need of a deeper understanding of how children learn in the kindergarten. The focus is cognitive abilities, they are neglecting the bodily feelings and experiences.

Keywords: Bodily play, children 4-5 years, self-induced play, outdoor, phenomenological

Using GoPro action cameras on preschool children in outdoor research

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

To explore the use of GoPro action video cameras in outdoor research. These cameras have been used and evaluated in researching classroom situations (Remmen, K.B. & Frøyland, M., 2014; Kindt, D., 2011). We have joined a group of children in a nature kindergarten in Norway to evaluate this method in this new context. Using chest mounts on small children, we have been able to explore how these small and versatile video cameras can contribute as a tool in qualitative research. We have based our research on previous guidelines and research in video documentation (Derry, S.J., et.al 2010; Walsh, D.J., et.al, 2007). Using GoPro video cameras in this manner is in the realm of qualitative research. Documenting children's free and unrestricted play leaves us to consider several ethical issues. Not only do we document the children and their friends, but we also document their private conversations. We have used a consent form and given both oral and written information about the project. Both children and adults are given the opportunity to withdraw from the study at any time. Our main

findings so far are that these cameras can be a useful addition to conventional video cameras and they free the researcher and gives him the opportunity to take notes while filming. These cameras can also document what children do when they explore nature on their own. This research might give researchers insight in how these cameras can open up for new ways of using video in qualitative research outdoors.

Keywords: video documentation, video methodology, GoPro action camera, ethics, research methodology

SYMPOSIUM SET C/ 24

SUPPORTING PARENT/CHILD RELATIONSHIPS

Individual Papers

CHAIR: CAROL DUFFY

Early Childhood Ireland, Ireland

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

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

ARNAU CARETA PLANS AND XAVIER GIMENO SORIA, ERIFE UAB - Research Team about Children, Family and Education, Spain

This paper focuses on the intervention methodology in a multifamily group of families with children between 6 and 8 years. The research aims to investigate communication between parents and children, collect psycho-educational resources for these types of interventions, evaluate how participation -in such programs- transforms the relationship between parents and children, and asses the benefits that participants get from multifamily groups. The research was conducted in light of previous research proposals on creative communication between parents and children (Castellon, 2009). Also parenting accompaniment multifamily programs (Gimeno and Careta, 2014), the authors designed and applied information collecting instruments to lighten the studied phenomena. These instruments are characterised by their ecological approach, i.e. they're close to objects and materials that children and adults use in their everyday interaction (pictures, toys, drawings of children themselves, etc.). The gathered information is triangulated with existing instruments to observe the benefits that group-analysis devices provide (Yalom, 2000). Some underlying ethical issues in this research are the consideration of children's contributions in equal value to the adults', the frame of information, confidentiality during and after the program, and the researchers' requirement not to know the families' prior diagnostics to avoid assumptions being made. Among other identified benefits, the adult participants highlight: "the program has helped me to see interpersonal relationships from another point of view, and break routine conviviality patterns". This research may illuminate the local or regional governments' decisions about parenting accompaniment policies, and brings closer research and intervention methodologies used in the clinical and the socio-educational fields.

Keywords: multifamily groups, parenting support, psychoeducational resources, communication processes, ethnographic research

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

PÄIVI PIHLAJA AND MARITA NEITOLA, University of Turku, Finland

We explore children's and parents' social networks and their accordance with each other. We aim to find out how parents organise and design their children's access to social interaction with other people and how parents' own social relations support the socialisation of the children. Earlier research has given the evidence that parents' indirect and direct influence counts children's social competence (e.g., Ladd & Pettit 2002). This follow-up study aims to enlighten more the parents' significant role in the formulation of the children's social relationships. Parents' direct influence on their children's social competence encompasses parents' roles and activities in creating opportunities for children to interact with others (e.g., Vandell et al., 2008). Parents manage their children's access to peers e.g., through their choices of the child care systems (McDowell & Parke, 2009).

In addition to designer's, mediator's and coach's roles and actions parents' own social relationships and social networks are important factors in the development of the children's social competence and positive parenting (Grimes et al., 2004). The data of this longitudinal survey research consists of parents' questionnaires (n=1827 children) in the measuring phases of 13 months and four years. The Ethics Committee of the South-Western Finland Health Care District has approved the STEPS study. Parents of young children gave their informed consent in written. Fresh findings will be discussed in the conference paper. The lack of emotionally and socially satisfactory relationships can lead underdeveloped social competence and increase poor parenting.

Keywords: socialisation, parenting, social network, children, parents

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

This study aims to compare mothers and female educators (preschool teachers working in daycare) communication and interactive behaviour in play interactions with young children. Previous research indicate that mothers play an important role in promoting children language acquisition using affective cues (Alves, Otilia & Fuertes, 2014; Faria, Lopes dos Santos & Fuertes, 2014) whether educators promote learning activities in all areas of development. The theoretical framework for this study draws upon multidisciplinary theories in early education (Dewey, 1929) and general theories of learning (Vygotsky, 1979; Tomasello, 2011). Two samples were compared; the first sample comprised ten children (5 boys, 5 girls) and their mothers, and the second sample included ten children (5 boys, and 5 girls) and their female educators (working in daycare). All children (aged between 15 and 24 months) attended daycare. Teachers were bachelors in Early Childhood Education with at least 5 years of practice. Dyads were videotaped in separable free play interaction. The videos were described micro-analytically (sec.-by-sec.) and behavioural categories were organised to describe infants and adult behaviour. Categories included affective behaviour, verbal communication, non-verbal communication and play and were scored for quantity (time and frequency) and quality. The study was conducted with institutional ethics approval. Participants were informed of the research aims and their consent was elicited. Our findings indicate differences between maternal and educator's behaviour in affective behaviour, communication, play choices and forms of directivity. The results of this study can be used to develop parents-educators partnership and mutual learning interchange.

Keywords: early childhood education, child development, play, verbal and non verbal communication, educators and parents

SYMPOSIUM SET C/ 25

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

Individual Papers

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

This paper explores themes of power, control and self-identity seen in data generated by observations of children's role-play activities. It is part of an on-going piece of research drawing on discussions by Piaget (1951) and Vygotsky (1986) of the ways children use objects as signifiers in their role-play. It is framed in terms of the Sociology of Childhood, recognising children as beings rather than becomings (James & James, 2004; Jenks, 2005; Mayall, 2002). It is situated within a paradigm of critical theory and utilised Mosaic Approach (Clark & Moss, 2001) particularly: observations, conferences and photographs. Ethical concerns of working with young children were addressed demonstrating that ethical clearance was sought and the principles applied. Object play can be seen as a facet of role-play (Leong and Bodrova, 2012; Broadhead and Burt, 2012). Object substitution

demonstrates the ability to engage in mature play and behaviours associated with higher level thinking skills (Vig, 2007; Frahsek et al., 2010). Object play appears central to play in which children demonstrate power and authority as well as notions of self-identity within a peer culture, (Kantor, 1998; Corsaro, 2005; Uren and Stagnetti, 2009). Rough and Tumble play is an aspect of object and role-play, with both Pellegrini (1987) and Tannock (2011) arguing that this aspect of children's play has been largely ignored, despite the clear research evidence that demonstrates its importance. Object play appears to have specific links with self-identity particularly in a world where childhood is becoming more commercialised (Kjørholt, 2013; Hill, 2011; Bond, 2013).

Keywords: object-play, power, self-identity, rough and tumble play, role-play

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

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

This paper aims to establish if risky play occurs in the age group one-to-three years, and if so, how it can be identified and characterised. The background for this aim is based on two main factors: (1) that there is little knowledge and no known studies of risky play in this age group and; (2) the rapid global expansion of institutionalised daycare. The interpretive framework of the study is based on existing theories of play, risk and risk-taking in play. The study's sample consists of 53 children from 5 kindergartens. The data collection was done through direct observations with field notes, mapping, and video recording. The design was chosen to qualitatively describe and quantitatively map how children in this age group play risky play. The study adheres to all ethical standards and privacy policies approved by the Norwegian Social Science Data Service and The Norwegian Data Protection Authority. The main findings suggest that one-to-three year-old children play risky play, to some degree confirming previous research on older children. However, while the existing definition of risky play applies to two-to-three-year-olds, it is not appropriate for one-year-olds. The differences in extent, content and appearance of risky play suggest an adapted definition of one-year olds' risky play. The paper gives insight into one-to-three year old children's play which should be used for further studies and practical facilitation in early childhood care and education.

Keywords: play, risky play, explorative play, toddlers, one-year-old children

SYMPOSIUM SET C/ 26

THE POWER OF PLAY

Self-organised Symposium

CHAIR: ANNERIEKE BOLAND

IPABO University of Applied Science, Netherlands

Professionals and parents can learn a lot about children when they observe them in play. They make many choices that influence the play of children, but are not always aware of the impact of these choices. This symposium presents innovative research that will help professionals and adults to gain insight in adequate responses to children's play. Specific topics are: 1) Parents' choices about the risks of adventure and rules of play with respect to gender of their children. How may parents become more aware of the effect of their choices on the play of their sons and daughters? 2) The symptoms of depression of young children and how teachers may observe them in play. 3) The interventions teachers make in free play based upon the developmental theory of Rudolf Steiner.

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

LOUISE BERKHOUT, Hogeschool Leiden, Netherlands,

The aim of the research is to investigate parents' choices with respect to adventure play for their sons and daughters. Berkhout, Hoekman and Goorhuis-Brouwer (2012) found that four-year-old Dutch boys engaged at home in significantly more motor play and construction play than girls; girls engaged in significantly more pretend play and creative play activities. New questions were raised: are the play activities and rules influenced by the choices parents make? Are parents aware of their considerations and do these differ with respect to boys and girls? Differences between gender with respect to playing (e.g. Ensor, Hart, Jacobs, & Hughes, 2011) as well as the implications of parent-child play for the developing gender role of the child have been studied (e.g. Tamis-LeMonda, 2004). Boys tend to engage in more physical play whereas girls tend to engage in more verbal play. Explanations of why these differences are found have changed over time (Leaper, 2011). Nowadays play behaviour of boys more often is labelled as problematic, while before this behaviour was seen as typical for boys (Crott, 2012). The participants were children aged four to six & their parents. The research was conducted through focus groups, observation in the playground and questionnaires for parents. The questionnaires were adapted from Berkhout et al. (2012) and www.genderloops.eu. Observations were also conducted. Informed consent will be obtained. Results will be available in July 2015. The study shows that when parents are aware of their choices with respect to play activities and rules, boys and girls may have a better chance to profit from the benefits of adventure play.

Keywords: play, gender, parents, adventure, rules of play

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

JULIE BRIERLEY, University Of Hull, United Kingdom

The paper explores and illustrates how two-year-old children's play experiences contribute to their understanding of the world. It illustrates how supporting young children's schematic motivations provides young children with the space to become social actors in their own play and learning. In England from September 2014, 40% of all two-year-olds (DfE, 2014) received funded early learning places. High quality early year education and its link to success at school and later in life, is a fact that is readily acknowledged, even published on the UK government website (DfE, 2013). Yet there remains a lack of research into two year olds and their learning. This paper will contribute to the understanding of how two-year-old children use schemas to construct knowledge from their every day play. The paper illustrates and highlights how two-year-old children's play based experiences at nursery and home when viewed through a schematic lens provides a viable interpretation of young children's developing cognitive patterns. Based on a qualitative study, the findings from four case studies are analysed against wider literature to seek answers to further understand young children's thinking and learning. The paper does not suggest the findings from the case studies are generalizable but provide an opportunity to draw parallels to identify what this means for future pedagogy and practice with two-year-old children. Young children are viewed as social actors. The findings acknowledge the high level of mathematical

understanding and symbolic representational exhibited by two-year-old children in their every day play. Schemas provide the tool to understand underpinning structures of children's learning.

Keywords: play, learning, schema, cognition, two year olds

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

KOEN GORT AND AZIZA MAYO, Hogeschool Leiden, Netherlands

The research aims to investigate the effects of an approach used by Waldorf kindergarten teachers to stimulate children's engagement in free play. Previous research shows the relationship between children's development of physical skills and the quality of their free play activities (Serpentino, 2011). From a Waldorf perspective the main developmental task for children in kindergarten is to connect with their bodies. It is assumed that this is established gradually as children experience and develop their motor senses, particularly touch, movement, balance and proprioception. As children gain awareness of, and control over their physical body, their engagement in meaningful activities with the objects and people becomes more willful and less dependent upon the presence of external stimuli (Steiner, 2007, cf. Jafke, 1996). When teachers observe a child to experience difficulties with engaging in free play, the teacher, rather than directly telling or encouraging the child to play, starts by observing the child and by determining if one of the four motor senses requires additional stimulation and practice. If so, the practitioners engages the child in activities that stimulate motor skill(s) in question preceding the free play sessions. Qualitative field experiment in eight Waldorf kindergarten involving teachers and 5-year-old children, pre- and post-intervention observations of quality of play and motor skills Waldorf kindergartens. Informed consent is obtained from teachers and parents. Results will be available in July 2015. The paper discusses how kindergarten teachers might apply this approach in their practices and evaluations.

Keywords: free play, teachers, kindergarten, stimulation, motor senses

SYMPOSIUM SET C/ 27

REFLECTIVE PRACTICE IN PROFESSIONAL DEVELOPMENT

Individual Papers

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

This study examines the processes and outcomes of using different reflection tools to support ECE teachers' professional learning in science education. Previous research has shown that reflection is an important process that assists teachers' critical awareness and improvement of practice. Reflection can be theory-driven or research driven (Cochran – Smith & Lytle, 2009) and supported within a community of learning (Frost, et. al., 2000). Five ECE teachers participated in a one-year collaborative research university project named ARISTEIA II "Science Teachers Education", co-funded by the European Union and national resources. During this year they completed texts answering prompts about their expectations, wishes and difficulties and journal entries based on specific questions that asked them to reflect prior to and after science education activities in their classes. Last, they participated in reflective discussions in the middle and end of the programme commenting upon their experience. Qualitative data analysis (Miles & Huberman, 1994) focused on the content and process of reflection. All participating teachers were informed about the purpose of study and gave their consent. Results showed that guided reflection can be used as a two-direction process that informs both participating teachers and facilitators of the gradual process of professional learning. The systematic use of journals and reflective discussions among group members provided successive steps to enhance teachers' professional learning in science education. Results suggest that the design and implementation of teacher education programmes need to plan for focused and systematic tools for reflection upon practice.

Keywords: professional learning, science education, reflection, teacher education, early childhood education

Practitioners perceptions of reflective practice in early years settings.

CELONY DOWNS, University of East London, United Kingdom

Reflective practice is a method that can be used to assess personal and professional development within a given context. The purpose of the research is to explore the perceptions of early years practitioners on reflective practice. Through my own experiences of working with practitioners in early years it is an important skill to use in order to influence current working practices. Bouds 4 stages of reflection will provide the framework for which reflections will be assessed on in addition to Brookfield's critical lens to contextual practitioner's perceptions. The research will be founded on the interactionist paradigm to develop an understanding of practitioner's perceptions. In addition to the relationship between personal reflections and their day to day practice with children. Qualitative methods will be employed in form of interviews and questionnaires to obtain data. Ethical considerations in the research link to the disclosure of personal information about practice, furthermore the anonymity of participants as the information obtained may not reflect positively on them. Discussions will be focused on the value placed on reflection by practitioners and its relevance to their personal and professional development. The research will highlight the knowledge and understanding of practitioners on personal reflection, along with the potential benefits of it for their own development and practice with young children.

Keywords: reflection, practice, perceptions, practitioners, development

SYMPOSIUM SET C/ 28

DEVELOPMENT OF PROFESSIONAL IDENTITY

Individual Papers

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

A wide vision of the 'glocal teacher' is presented. The paper raises questions and gives suggestions for what kind of model of the teacher and the child could be in the best interest of children in a growing pluralistic society. A 'glocal' model of the teacher could serve as a thinking tool for increasing awareness of global shared concerns and at the same time for understanding the impact of local traditions and recent practices. 'Glocalisation' conceptualises the idea that political globalisation does not necessarily penetrate every aspect of the local culture. In spite of globalisation, local conditions can be adopted, held on to and transformed (Featherstone, Lash, & Robertson, 1995). From a socio-epistemological framework, the research follows a belief that society will need teachers who can work from within the child's socio-cultural situation (and location). In these locations, the teachers will have to deal with differences, a variety of languages and cultural heritages. The 'glocal' teacher highlights ethical considerations for the future of children by engaging in local, situated and culture-sensitive practices. The concept of 'bildung' ('danning') includes such visions and nourishes suggested political, philosophical and pedagogical strategies for teacher practices. The Norwegian society is increasingly heterogeneous. In order to meet challenges and provide conditions for high quality kindergartens 'The National Kindergarten Act' and the 'Norwegian Framework Plan for Kindergartens' are under revision (period 2013 to 2016). A central challenge in this respect is how to formulate ideas that support teachers' pedagogical practices in complex contexts.

Keywords: 'glocal' teacher, 'glocalisation', 'danning', bildung, a model of the teacher

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

This study examined professional identity of Turkish early childhood education teachers working in public preschools. Identity is considered as an outcome of the conceptions and expectations of society (Holland, Lachiotte, Skinner & Cain, 2001) and is a combination of individual's self-understanding and the society's view of being a teacher (Cheng, 2008). The perception of early childhood settings being places where children "play" all day in a safe and entertaining environment (Moloney, 2010, 167) makes professional identity of ECE teachers to be problematic and controversial. Understanding teacher identity requires the examination of both the personal and contextual factors (Beijaard, Meijer & Verloop, 2004). This study examines teacher identity with a sociological approach and draws upon symbolic interactionist theories of identity (Mead, 1934; Burke, 1980; Stryker, 1980) suggesting that there is a reciprocal relationship between self and society (Stryker, 1980). The study is a quantitative research study conducted with 1027 early childhood education teachers gathered through simple random sampling using Professional Identity Scale (PRIS) (Kremer & Hofman, 1985). A teacher consent and information sheet was provided for all participants and participants' confidentiality was maintained. Gender, educational level, current status and position in the job, home city and active teaching experience in the classroom were found to be significantly related to teacher identity in terms of valence, centrality, solidarity and self-presentation. Personal and contextual factors contributing to teacher identity will be discussed. Issues in research including teachers' work performance and burnout, teacher practices, and teacher education will be addressed.

Keywords: professional identity, early childhood education, early childhood teachers, professionalism, teacher education

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

This paper utilises data from an online survey aimed at investigating contemporary notions of professionalism among a random stratified sample of New Zealand qualified early childhood educators working across kindergartens, early childhood education and care centres, home-based settings and playcentres. Using questions from a survey carried out ten years previously, respondents were asked their views on what constitutes professionalism in early childhood practice. Findings from the earlier survey had identified three key components as central to teachers' conceptualisations of professional behaviour related to: (i) pedagogical

strategies and style, (ii) professional knowledge and practice, and (iii) collaborative relationships. Thematic analysis of responses to open-ended questions in the online survey was carried out and similarities and differences identified in practitioner responses to the same questions asked ten years apart. A ground-up perspective is taken in articulating how early childhood teachers conceptualise professionalism in daily practice and links made to ongoing discourses of professionalism locally and internationally. Electronic survey methodology is used within a constructivist position of enquiry. Anonymity of responses was ensured through blind-coding the emails of the early childhood centres to which the online questionnaire was sent. The comparisons drawn between data gathered ten years apart throw light on the impact on the sector of such recent policy changes as the reduction of qualifications requirements for practitioners working in teacher-led EC services. This has implications for policy makers as well as for teacher education institutions.

Keywords: early childhood professionalism, pedagogy, professional knowledge, collaborative relationships, professional behaviour

SYMPOSIUM SET C/ 29

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

Self-organised Symposium

CHAIR: JANE BERTRAND

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

Public education is becoming a primary provider of early learning and care in Canada. This has created challenges and opportunities for the early childhood workforce. Early childhood educators (ECEs) are low in education's hierarchy; yet ECEs are abandoning community-operated child care to work in schools. Schools can be slow in recognising the play-based approaches ECEs bring to the classroom but there are encouraging signs that early educators may be revolutionising the way schools interact with young children and their families. This session examines this evolution from three approaches: the role of public policy in creating child-centred; playful; early learning environments; approaches taken by school administrators in integrating their newest work group and how unions can either enhance or hinder the professionalism of ECEs.

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

The Early Childhood Education Report provides a cross-jurisdictional assessment and comparisons of early childhood education policy frameworks and is designed to draw attention to best practices, to identify gaps and influence ECEC policy development. The ECE Report 2014 is the second cross-Canada assessment of early childhood policy frameworks enabling it to track changes over time. The tool is grounded in the lessons from Starting Strong II (2006), the OECD's review of early education and care service systems in 20 countries. The framework relies on the documented social, health and economic benefits of ECE (Mustard). Indicators were developed using Starting Strong II & III (OECD) policy and program lessons. Benchmarks are based on Canadian reality (McCuaig). ECE services systems in 11 Canadian Jurisdictions are assessed using 19 benchmarks, divided into 5 equally weighted categories. Data is derived from materials in the public domain, custom statistical runs and key informant interviews to create provincial profiles used to populate the report. Ethical considerations include the potential sensitivity of policy makers to arms-length assessment. The findings point to the need for comprehensive approaches to the ECE service development and the unintended consequences of ad hoc interventions. The ECE Report is both a planning and an accountability tool for use by ECE professionals, service providers, parents and officials. The report was developed to assess ECE policy frameworks in Canada but can be adapted for other jurisdictions. It would be particularly useful in providing comparative information in federated states where ECE policy and services vary by region.

Keywords: educators, policy analysis, Learning environment, Regional comparisons, ECE workforce

Schools at the Centre: Implications for educators

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

Full day kindergarten (FDK) became a universally available program for all 4- and 5- year-olds in Ontario, Canada in 2010. FDK was the first in a series of initiatives bringing all early years' services under the education ministry. Unique to this model is the educator team, and the extended day to accommodate child care needs. This study explored the impact of FDK on educators, parents and system administrators. FDK was shaped by a pilot to demonstrate the integration of the early years services with public education (Corter, Janmohamed & Pelletier 2012). It was further developed in a report, *With Our Best in Mind, Implementing Early Learning in Ontario* (Pascal, 2009). The study undertook a participatory conceptual framework emphasizing the engagement of education organisations as partners in the development of the research project. This mixed methods study includes 530 educators that completed surveys, 57 interview participants and text analysis of documents. Consent forms were collected from all participants with an option to withdraw from the study at any time. Pseudonyms replaced the names of the participants. Working for schools improved the compensation of most early childhood educators (ECEs). Teachers and ECEs retained their traditional roles within the educator partnership. Professional status amongst ECEs is reflective of the systems that support recognition but these same systems may also create barriers. The status of ECEs within schools is driven by school board policies, responsibilities for curriculum and collective agreements.

Keywords: policy, early childhood, professional status, schools, unionisation

Legal and Policy Workforce Implications for ECEs in Integrated Programmes

ROMONA GANANATHAN, University of Toronto, Canada

This paper explores the legal and policy implications of staffing policies in integrated early education systems. Integration of childcare and education is driving staffing change in early learning globally (McCuaig & Akbari, 2014; OECD 2012; Senate of Canada, 2009). Rationales for staff integration include concurrent movements to professionalize early childhood staff (Simpson, 2010; Cumming & Sumsion, 2014). Informed by critical feminist legal theoretical approaches (Lather, 1991; Osgood, 2006; Fudge & Vosko, 2001) and policy research perspectives (Datnow & Park, 2009), this study explores social structures/power relations that permeate early childhood educators' work in integrated early education systems. Discourse analysis (Fairclough, 2003; Foucault 1981; Gee, 2014) is undertaken to understand language in legal and policy documents, and unpack the underlying influences that shape early childhood professionals status/working conditions in the education sector. This doctoral research study approved by the Research Ethics Board of University of Toronto, included interviews and surveys with early educators across Ontario. 51 participants were recruited. This study demonstrates that the professional role of the ECE is reproduced in a gendered construct within the education sector, as one that is concerned with caring of children and an extension of domestic duties undertaken by women, rather than the recognition of the professional early education knowledge and skills of the ECE in the integrated early learning team teaching model. The findings point to the importance of a shared belief system, mutual respect and an understanding of roles as critical to the practice of co-teaching in integrated early learning programmes.

Keywords: professional status, law and policy, early learning, systems integration, working conditions

SYMPOSIUM SET C/ 30

QUALITY IN DAYCARE AND KINDERGARTEN SETTINGS

Individual Papers

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

The research examines ways in which children's participation in Ontario's innovative Full-Day Kindergarten program (FDK) contributes to long-term academic, and social child outcomes and examines impact on parents and professional educator teams. Other researchers have examined academic benefits of FDK in the early grades but long-term findings were inconclusive with some reports of academic "fade-out," studies were limited to academic outcomes and did not include self-regulation. Informed by an ecological systems model we examine "spheres of influence" (e.g., microsystem factors such as parent education, mesosystem factors such as relationships, exosystem factors such as program type and macrosystem socio-political factors). This longitudinal design includes close to 600 children in FDK and in Half-Day Kindergarten (HDK control group) followed each year until the end of Grade 2. Direct academic measures and children's voices were gathered each year. Other measures include parent surveys and surveys from FDK teachers and Early Childhood Educators. The research has undergone rigorous ethical review through the University of Toronto and school boards. There is no conflict of interest. All participants provide informed consent. Results show long-term FDK program benefits for children in some important developmental areas. FDK parents rate their children as more ready and report significantly fewer "daily hassles." Educator issues such as professional hierarchies continue to dominate policy implementation. Implications for practice and for policy include: 1) long-term academic and social impact of FDK on children 2) how policy helps parents of young children, 3) how new staff team policy affects working conditions in ECE.

Keywords: full-day kindergarten, play-based learning, educator team, policy, longitudinal research

Quality in early childhood education and care environments: a comparison between daycare 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

This study's aim was the comparison of the ECEC environment quality using ECERS-R between Greek daycare centers & kindergartens. This project is implemented through the framework of the Operational Programme «Education and Lifelong Learning» and co-financed from the European Union (European Social Fund) and from national sources. Research shows that high quality ECEC environments are associated with a wide range of benefits (Mullis et al., 2012). Quality is an objective and concrete concept that is usually evaluated based on predefined expert-derived criteria (Moss, & Dahlberg, 2008). ECEC in Greece includes daycare centers and kindergarten settings. Kindergartens are under the authority of the Greek Ministry of Education and provide services based on a national curriculum, while the daycare centers are under the authority of the Ministry of Health and provide services based on general guidelines. The sample was consisted of 143 ECEC classrooms from 11 different regions of Greece. The kindergarten classrooms were 87 (64,4%), while the daycare classrooms were 56 (35.6%). 20 assessors using ECERS-R conducted the observations. All of the participants (raters, early educators, children's parents) provided written consent for their participation in the study. Results indicated that kindergartens scored higher in ECERS-R compared to daycare centers. The differences were significant in four subscales: a) Space & Furnishing, b) Language & Reasoning, c) Activities and d) Program Structure. The different approaches regarding the curriculum, the system in the Greek ECEC, and their implications in the quality provided are discussed.

Keywords: quality environment, quality environment evaluation, environment rating scales, early childhood, education and care

Long Term Effects of Daycare center Attendance on Pragmatic Abilities

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

This study investigates the long-term effect of previous preschool experience on pragmatic abilities. Pragmatics is the study of language as it is used in conversation (Gallagher, 1991). The educative experience of the child is known to play a significant role in the development of pragmatic abilities during the preschool years (Ramaswamy & Bergin, 2009). However, the long-term effects of daycare center attendance remain to be explored. This project relies draws on Bronfenbrenner and Morris' (1998) ecosystemic model of child

development and was part of a larger study on the quality of daycare (Bigras et al.). To explore the question, we administered the CCC-2, a measure the pragmatic abilities, on 153 children at the end of their first year of schooling. Children were divided into two groups: children having attended a daycare centre and children who stayed at home with their parents. In addition, data on socio-economical characteristics were gathered. University ethics approval was granted. All standard ethical considerations were respected, such as anonymity, informed consent, and the right to desist at any time. Three findings emerge from our results 1) In general, girls show better pragmatic abilities than boys. 2) Notwithstanding gender, children who have attended a center daycare at preschool show significant higher scores on the CCC-2 at age seven. 3) This positive effect is greater for children from disadvantaged socio-economical status. Few exploratory hypotheses will be proposed to understand the positive effect of daycare centre attendance on later pragmatic abilities of children (especially boys) from lower socio-economical status.

Keywords: pragmatics, language development, gender differences, longitudinal study, daycare center attendance effect

SYMPOSIUM SET C/ 31

LINKING THEORY AND PRACTICE

Individual Papers

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

This paper focuses on the long-standing relationship between early childhood academics in a university and early years' practitioners in a combined nursery school and children's centre in Manchester, United Kingdom. The paper explores its development into a unique collaboration, centred on a belief in the importance of research-informed practice and practice-informed research in improving practice and outcomes for children and families. In the UK, the closest parallel is with work carried out by the Pen Green Centre, Corby and St Thomas' Children's Centre and the Centre for Research in Early Childhood, Birmingham. The paper uses Holland et al's concept of 'figured worlds' (1998) and Foucauldian notions of power to explore the meeting of academic, practitioner and political worlds. The research is longitudinal and includes both qualitative (exploring lived experience) and quantitative (measurement of impact) aspects as we explore the transformation of life chances in a particular community. A key feature is the attention given to the diverse agendas of children, parents, community collaborators, experienced early years practitioners, students of early childhood, early childhood academics, local authority quality officers and university leaders. The paper highlights the tensions and successes inherent in attending to the competing needs and demands of children, families, local government, funding agencies and the academy. We explore the ways in which the different positional identities come to affect the relative power held by the different stakeholders and what we have learnt about the processes of joint working required for success in negotiating a path between competing concerns.

Keywords: research-informed practice, practice-informed research, community collaborators, figured worlds', positional identities

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

The aim of this research was to strengthen the theory-practice nexus for first year pre-service teachers in an Australian EC teacher education program. A long-term criticism of teacher education programs is that they are overly theoretical and disconnected from current classroom practice (Darling-Hammond, Grossman, Hammerness, Rust, Shulman, 2005, 2011). This project aimed to address these challenges by embedding a university subject into an educational setting. The cultural interface is an Indigenous lens that affords an

opportunity to examine the space of lived experience. In this project it was drawn upon to examine the space between theory and practice, including how individuals navigated this space. Design-based research is an emergent methodology that facilitates the exploration of complex phenomena in real-life contexts, and in collaboration with people engaged in everyday practice (Herrington, McKenney, Reeves & Oliver, 2007). University human ethics approval was obtained. This included embedding effective steps to address power-relations between EC teacher educator and student. Whilst EC students reported the benefits of working in a university unit that was embedded in practice and taught in an EC setting, it was the opportunity to reflect on and apply these practices in a university-based unit, that facilitated the understanding between theory and practice. If EC students are to be supported to better understand the theory-practice nexus, opportunities to reflect on, and apply their newfound understandings are necessary.

Keywords: teacher education, early childhood, theory-practice, reflection, context-based education

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

The aim of this study is to explore the potential for increased cooperation and interaction between university and kindergartens as a means to develop professional competence both within kindergartens and within kindergarten teacher education. Rambøll Management (2010) Evaluering av kompetansetiltaksprosjekt i språkstimulering og flerkulturell pedagogikk for barnehageansatte 2005 – 2009 i regi av NAFO. Between 2006 and 2010 the National center for multicultural education in Norway (NAFO) carried out a competence development project concerning language stimulation and multicultural pedagogy, initiated by the Norwegian Ministry of education and research. At the University of Nordland (Bodø, Norway) the project led to closer contact between the university and the participating kindergartens, providing new opportunities to experience and acknowledge each other's roles as (complementary) providers of professional competence. Our study is based on interviews of head teachers at kindergartens participating in the project. Persons and kindergartens are anonymized and participated voluntarily. Preliminary findings reveal two directions for the development of professional competence: 1.) from university to kindergartens and 2.) from kindergartens to university. Kindergartens appreciate the university's role as provider and catalyst for the development of professional competence in kindergartens. At the same time they wish a greater acknowledgment and use of their professional competence as part of kindergarten teacher education. The investigation of head teachers' understanding of competence development and interaction and their perceptions of preconditions for interaction and cooperation may serve as a starting point for the development of new models of interaction between university and kindergartens within kindergarten teacher education.

Keywords: professional competence, competence development, interaction, kindergarten teacher education, multicultural

SYMPOSIUM SET C/ 32

PEDAGOGICAL DOCUMENTATION; PLANNING AND DECISION MAKING IN ECE SETTINGS

Self-organised Symposium

CHAIR: MAIJU PAANANEN
University of Helsinki, Finland

In recent years, there has been a growing interest in how various ways of documenting can be applied to the advancement of pedagogical practices in early childhood education, and to help children's perspectives to become more essential and acknowledged part in ECE setting. In this symposium issues concerning pedagogical documentation as a process of decision-making will be discussed.

Making professional decision-making visible through Pedagogical Documentation

ALMA FLEET, Macquarie University, Australia

This research investigates decision-making frames inherent (and often invisible) when pursuing pedagogical documentation as a way of being with children. It aims to identify decision points that enhance or constrain the efficacy of this professional practice. Best known as a keystone of pedagogy in Reggio Emilia, Italy, and recognised in Australia (Fleet, Patterson & Robertson), Learning Stories in New Zealand (Carr & Lee) and Pedagogical Narrations in Canada (Pacini-Ketchabaw, et al.), there is, nevertheless, limited research on decisions required in working through pedagogical documentation. Seen as non-linear, interdisciplinary sites of possibility rather than product-oriented record-keeping (Rinaldi, 2006) these conceptualisations of professional decision-making sit within a socio-constructivist frame (Berger, Luckmann, 1966), building on the centrality of relationships in pedagogical processes (Hill, Stremmel, Fu, 2005). Data was collected from Australian pre-service and in-service educators working with pedagogical documentation including teacher reflections and examples of practice. Identification of similarities and differences in approach and a collation of examples enabled pattern analysis. Supported by thematic analysis of the decision-making in these professional practices, approaches to analysis and preliminary findings were shared with educators to confirm field credibility. Permission has been given for sharing of excerpts in professional contexts. Each day, there is much that an educator may choose (or be required) to document. Findings foreground the importance of locally contextualised interpretations of pedagogical documentation, while acknowledging the fundamental components of giving respectful time and space to co-researching with children. Thoughtful intellectually complex decision-making by educators is seen to benefit from supportive infrastructure and collegial facilitation.

Keywords: pedagogical documentation, professional decision-making, co-researching with children, reflective practice, agentic education

Documentation as part of the learning process

INGRID PRAMLING SAMUELSSON, ELISABET DOVERBORG AND NIKLAS PRAMLING, University of Gothenburg, Sweden

The aim of the study is to investigate how young children represent different symbols during mapping exercises. The use of maps could be considered a form of documentation of children's understanding within a preschool context. This study builds upon previous research associated with children's symbolic understanding. It is a matter of what theoretical tools can be used for analysing children's learning (Early Years Special Issue on Documentation, Vol 34 2014). In the study we analyse children's activities and maps both from developmental pedagogy and a socio-cultural theoretical perspective (Säljö, 2005). Phenomenography is used for analyses (Marton, 2014). We will focus on communication about content and meta-communication about the documentation by children. In this process, documentation functions as a tool for remembering, for becoming aware of how something can be represented in various ways – that is, be translated from one form to another. Also the distinction between product and process can be visible. The study was anchored in the Swedish ethical guidelines for research involving confidentiality, informed consent, right to withdraw and autonomy (Vetenskapsrådet 2015). Findings are ongoing and will be presented at the conference. Initial findings suggest documentation made by children can be used in the learning process. Children's documentations can raise teachers awareness about making children's learning visible

Keywords: documentation, learning process, developmental pedagogy, social-cultural, teaching

Pedagogical documentation as a lens for equality in early childhood education

MAIJU PAANANEN AND LASSE LIPPONEN, University of Helsinki, Finland

In this study we examine pedagogical documentation as a tool for supporting social justice and educational equality in early childhood education (ECE). In recent years, there has been a growing interest in how various ways of documenting can be applied to the advancement of pedagogical practices in early childhood education, and to help children's perspectives to become more essential and acknowledged part in ECE setting. This area of work is referred to as pedagogical documentation. In this study, social justice is examined from the perspective of Nussbaum's capability approach (2003). For our data analysis we enrich it with sociocultural framework of learning. We ground our analysis on empirical data which consists of observation of one kindergarten group from 4 month period of time, document elicited interviews of 13 kindergarten teachers and 118 individual ECE

plans. In the design of the project careful considerations about confidentiality and issues of informed consent were made. We aim at transparency of methodological and theoretical choices when reporting the results. Our findings suggest that there is several ways pedagogical documentation can be used for supporting social justice in ECE. However, we will also raise issues that need to be considered in order to avoid marginalizing practices. Finally we will argue that pedagogical documentation facilitates intellectually complex pedagogical decision-making. Thus, pedagogical documentation can be used for increasing social justice.

Keywords: pedagogical documentation, professional decision-making, equality, equity, social justice

SYMPOSIUM SET D

WEDNESDAY 9th SEPTEMBER

10:00 – 11:30

SYMPOSIUM SET D/ 1

COLLABORATIVE ART AND INSTALLATIONS

Individual Papers

CHAIR: CAROL LOGIE

Family Development Centre, UWI, Trinidad & Tobago

Breathing in, rendering out: unfolding aesthetic frames of identity

LEANNE LAVINA, Macquarie University, Australia

This session presents installation as a valuable arts-based research medium to reconnect and re-frame early childhood teachers' understandings of self, identity, and teaching practice across experience (Mantas & Di Rezze, 2011). As part of a larger PhD project, a small group of Australian teachers presented an installation entitled 'threads of IDENTITY' comprising six 'aesthetic frames' as symbolic representations of individual identity journeys. Consistent with an aesthetic methodology, personal processes of meaning making were examined across visual and text renderings, with knowledges of professional and personal selves layered, linked and retraced in dialogue with the researcher (Burns, 2004). With a view to continuing and extending conversations, participant and public audiences were invited to look closely, pause between frames and respond to those lived identities presented (Cole & McIntyre, 2003). Standard ethical protocols enabled these processes to unfold. Positioning installation as a significant research site beyond static "encounter" (Sullivan, 2005) was key to disrupting roles of researcher/participant/receiver (Gibson & Hulsbosch, 2007), thereby looking deeper at the social construction of identities across time, place and space(s) (Hogan & Pink, 2012). Installation as provocation for unfolding meanings, speaks with materials recognising the importance of 'making seen' the complexity of teacher identity journeys (Knowles & Thomas, 2002, Lavina, Fleet & Niland, ip). It also offers teachers and educational researchers aesthetic renderings of self which reveal the hidden, affirm complex truths, and create alternative modes for exploring teachers' evolving identities, these insights directly informing pedagogy and practice. Emerging literature indicates that these methodologies have international application.

Keywords: professional journeys, arts-based methodologies, teacher identity, research installation, pedagogy and practice

Collaborative creativity to enhance wellbeing in early years settings

MONA SAKR AND JACQUELINE HARDING, Middlesex University, United Kingdom

In this presentation, we report on research that aimed to explore EY practitioners' affective experiences of collaborative creativity with children, and whether such experiences could play a role in strengthening positive relationships and increasing wellbeing across settings. While the role of creative expression in young children's emotional and social wellbeing has been recognised in research (Wright, 2012, Malin, 2013, Kolbe, 2005, Vecchi, 2010), less is known about the potential of collaborative creativity to bring children and Early Years (EY) practitioners closer together in a collective sense of wellbeing that pervades the whole setting. Commentaries on practitioners' rich descriptions of collaborative creativity were developed in dialogue with theoretical notions of wellbeing from a biopsychosocial model (Harding & Chaudhuri, 2008) and the concepts of 'possibility thinking' (Cremin et al., 2006), 'flow' (Csikszentmihalyi, 1975, 1990) and 'moments of meeting' (Stern, 2000, 2004). Practitioners' experiences and perceptions were probed through analysis of peer discussions, videoed during a training workshop on creativity for ten practitioners, and semi-structured interviews with each participant. Practitioners gave their informed written consent to participate in this project. Research followed the British Educational Research Association (BERA) guidelines, and was approved by Middlesex University ethics committee. Our findings constitute a series of rich descriptions of collaborative creativity in the EY context, which show how it can contribute powerfully to the enhancement of wellbeing in EY settings. We argue that

both children and practitioners would greatly benefit from an increased emphasis on practitioners' having opportunities to engage in collaborative creativity with children.

Keywords: wellbeing, collaborative creativity, possibility thinking, affect, practitioner perspectives

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

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

To explore the world of children living in difficult circumstances through nature and art. This timely study of 21 young children and 11 family members on the islands of Trinidad and Tobago has made a significant impact into how children view nature and their continued evolution through the use of art. Very little work exists in developing countries on how children can express their creativity and work through the visual arts. The study was drawn from an understanding that children learn early from the world around them. Use of focus groups, questionnaires, journals, observation methods and student and family reflections of their evolutionary growth and self confidence using art as a medium. color harmonies and gridding on canvas. Strategies for democratic learning, imagination, service to country and an exploration of their world view were all part of the implementation process. Parental consent was granted for the study; 1. where innovation and a sensitivity to the importance of biophilia, can bring about sustainable human change. 2. The study resulted in the creation of a 20 foot * 12 feet collaborative painting on children's hopes and aspirations for our world and express their sensitivity to nature. Children ages 3 and 4 and a team of community members under the age of 18, created the largest oil painting by children in the Caribbean. The research continues to evolve and the children's interest in art. Once respect and opportunities are granted to children in poor communities, extraordinary outcomes can result.

Keywords: art, exploration, biophilia, nature, poverty

SYMPOSIUM SET D/ 2

ASPECTS OF CHILDREN'S PARTICIPATION IN SWEDEN

Individual Papers

CHAIR: KARI NERGAARD

Queen Maud University College, Norway

Empathy in 2 - 3 year-olds interaction

Children's embodied participation in preschool meals

SARA DALGREN, Institution Of Social and Welfare Studies, Sweden

The youngest children in Swedish preschools are not always able to communicate with a verbal language, but they do participate in the social interaction with embodied actions and are in that way able to communicate non-verbally. This presentation will focus on how that embodied participation is accomplished in preschool meals. The overarching aim of the study is to illuminate how the social interaction between preschool teachers and children in everyday activities is i) organised, ii) maintained, and iii) challenged. The study relates to previous research, in the ECEC-field, about interaction in preschool. The study's theoretical and analytical framework draws on Ethnomethodology and Conversation Analysis. Put simply, Ethnomethodology can be understood as the study of members' methods in social interaction, and in CA, detailed and sequential micro-analyses of talk-in-interaction are being conducted. The method of the study could be defined as a video-based study. Interactions between preschool teachers and children, in three different Swedish preschools, have been videotaped. Ethical considerations are taken into account in relation to Swedish rules and have been conducted continuously and cautiously. The study has been approved by an Ethical Review Board. The main findings of the study provide knowledge about details of the interaction of preschool teachers and children. More specifically it is shown how children's embodied actions can make them communicate non-verbally with the preschool teachers. Implications for practice are that the study highlight and deepen our understanding of a fundamental

condition for children's participation in preschool, namely the interaction between preschool teachers and children.

Keywords: embodied action, educational practice, ethnomethodology, conversation analysis, preschool

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

PIA WILLIAMS, SONJA SHERIDAN AND INGRID PRAMLING SAMUELSSON, Gothenburg University, Sweden

This paper aims to investigate children's participation and influence in preschool, in relation to group size and the intentions in the curriculum. What does preschool teachers' ideas about children's participation mean for every-day work in preschool, in relation to the number of children in the group? Swedish preschool has been pointed out as having high quality. Simultaneously there are changes going on and the number of children has increased in each group. The mixed methods design takes an interactionistic perspective based on Bronfenbrenner's ecological systems and a sociocultural approach, based on interviews and a questionnaire, answered by preschool teachers. Analyses are conducted drawing on ecological system theory and sociocultural theories, to examine similarities, differences and the variation of available affordances. The study follows the Swedish research council guidelines and ethical rules in social science research. Ethical aspects of research have been considered. Autonomy was guaranteed to all participants. The parents of the children consented to the project. Teachers and children participated voluntarily. Results show that preschool teachers consider children's participation and influence as most important values to work with, although they express that it is not an easy goal to fulfil in a large child group. Children's participation in preschool is expressed as: listen to children, guide them, free play, to make choices, vote and decide about activities. The results generate knowledge of the perspectives of teachers on the impact of group size in preschool and the affordances available to children in relation to curriculum goals depending on the size.

Keywords: children, participation, influence, group size, preschool teacher

Interactions with sign's – different insight into symbolic meaning

MARIA MAGNUSSON, Linneaus University, Sweden

The topic of this research is to generate knowledge about the opportunities offered to children to develop symbolic understanding. How to support children's representational insight is an example of what we could call preschool-content, and could refer and contribute to a didactic in early education. The previous study is built upon a larger data set (see Magnuson & Pramling, 2011). Relation to previous works is 1) children's interactions with signs 2) teacher-child interaction and 3) the learning process. The research has a sociocultural perspective, particularly Vygotsky's work on concept development (1987). The focus is on the teacher – child interaction of supporting children's representational insight. This empirical study is orchestrated in a preschool center with two teachers with a group of twelve children. The study is based on video data (5 hours). Ethical considerations placed importance on always being sensitive to when the child shows signs that she/he is tired or does not want to participate more, and then turn the video camera off. The findings are that patterns of variation and coordination of perspectives (intersubjectivity) are important to support children's development of symbolic understanding. Three principles can be summarised in terms of: taking the learner's perspective, emphasising contrasts and coordination of perspectives.

Keywords: preschool, representation, symbol, sociocultural theory, variation patterns

SYMPOSIUM SET D/ 3

THEORY AND PRACTICE OF CHILD-INITIATED PEDAGOGIES

Self-organised Symposium

CHAIR: LEENA ROBERTSON

Middlesex University, United Kingdom

Drawing on Bourdieu (1999) and Jones and Nimmo (1994) this symposium theorises and conceptualises child-initiated pedagogies and analyses examples of practice. The symposium is based on a longitudinal; ethnographic research study exploring child-initiated pedagogies in formal early years settings with 3-6 year old children in England, Estonia, Finland and the USA. It presents case studies from participating settings and shows how the co-construction of child-initiated pedagogies by children and adults happens in the interactional space between children's and adults' worlds. Individuality and collectivity are inseparable phenomena in the development of child-initiated pedagogy; they emerge and grow from different funds of knowledge (González et al; 2005). The role of the teacher is to endorse children's interests and motivations and to embellish them in a way that fits in with the culture-specific professional context. The symposium argues for the need to engage in the on-going development of emergent curriculum.

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 JÜRS (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

Our intentions in this session are to introduce the construct of child initiated pedagogy and to explicate the principles we have derived from our ethnographic teacher data to date and from the literature. The purpose of our research is to establish valid descriptors that allow us to identify the construct of child initiated pedagogy. Bourdieu (1999), Jones and Nimmo (1994) and others have recommended child-initiated practices yet many of the practices observed in the field belie these recommendations. We explore the gap between beliefs and practices. Drawing on the work of Vygotsky, Dewey, Bruner, and neo-Vygotskian perspectives, we take a socio-cultural view of early years education. We view child-initiated pedagogy as a right of the child to participate in his/her education as an active decision-maker rather than a passive observer. Using interview, observation, and video analyses, we are developing a rich ethnographic set of data to explore the meaning and practice of child-initiated pedagogy. The ethical principles of human subjects research were the foundation of the work and children were active participants. Both teacher and child participants provided their informed consent/assent to participate. Once the assent of the children was secured, they became active meaning-makers in the analysis and research process. Respectful analyses of play events by both children and adult suggests that the principles of child-initiated pedagogy are co-constructed by both. Continuation of the longitudinal research is in order to further identify characteristics and implications for supporting child-initiated learning.

Keywords: child-initiated, ethnographic, socio-cultural, funds of knowledge, emergent curriculum

Community 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 JÜRS (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

To use photographs and post-its of shared learning environment and to analyse children's interpretations to further develop the environment. The paper builds on an earlier phase of our project to promote child initiated practices (Pukk & Kinno, 2010; Pukk, 2015), in which teachers' and children's perspectives on child initiated pedagogy were consulted (Robertson et al, 2015). We now turn to the physical environment. Drawing upon critical pedagogy of place (Gruenewald, 2003) we emphasise the relevance of physical environment as a source of social well-being and investigate children's participatory perspectives (Suoranta & Rynnänen, 2014) in the power relations of the setting (Bourdieu & Wacquant, 1995). Children and adults collaborated as ethnographers. Children evaluated the environment by using smiley face post-its to identify safe, positive places and sad face post-its for places that aroused negative feelings. The evaluation walks were followed up by communal meetings. Through raising critical consciousness it was made sure that children's suggestions were genuinely considered and where possible, adopted for the whole setting. Consent was obtained orally with children and adults during different phases. Children were also given the opportunity to withdraw during the process. Children had concrete experiences in effecting a change in their learning environment. Teachers learnt about children's preferences and fears. There was a positive change in children's and adults' relationships. This collective method of evaluating spaces of the setting was highly successful in our work towards democratically appropriate practices. All children were able to participate and subsequently a continuous process for reflection was created.

Keywords: child-initiated pedagogy, critical pedagogy of place, power relations, collective method, children as ethnographers

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 JÜRS (4), LEIF ROSQVIST (2) AND MAARIKA PUKK (5), (1) Middlesex University, United Kingdom; (2) University of Turku, Finland; (3) James Madison University, United States; (4) Tallinna Rännaku Kindergarten, (5) Tallinn University, Estonia

This paper analyses the implementation of children's self-determination through child-initiated educational activities within early years practice. The analysis of the active role of the child (see Dewey, 1916/2009 for pedagogy, and Malaguzzi, 1995 and Baraldi, 2008 for sociology) within our work on child-initiated pedagogies is underpinned by the representation of children as holders of rights to self-determination. We adopt the concept of self-determination developed within childhood studies (James and Prout, 1990), a child's individuality with regard to self-determination develops in the context of others and within an individual sense of belonging to a setting. Practitioners and children collaborated as ethnographers and collected video data, children's participation in everyday activities (which teachers themselves had identified as examples of child-initiated pedagogies) is analysed. Research is conducted within an ethic of respect for children as active participants in meaning-making and in their contribution. Settings followed their own ethical approval practices, requesting parents' consent, and asking children whether they wanted to participate. Children had a right to remove themselves. The analysis of child-initiated activities suggests that when recognised as agents of the learning process, children show and develop the core components of self-determination: creativity, responsibility, self-reflection and communication skills. The project is reflexive: it includes children, practitioners and university tutors in reflecting on meaning-making. It also showed that children are highly capable of taking control of the boundaries within which to collaborate and share decisions.

Keywords: self-determination, childhood studies, child-initiated, agency, socialisation

SYMPOSIUM SET D/ 4

ECE PROFESSIONALS AND THE POSSIBILITIES OF DIGITAL TECHNOLOGY

Individual Papers

CHAIR: SHARRYN CLARKE
Monash University, Australia

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

SHARRYN CLARKE, Monash University, Australia

This research explores the perceptions Australian early childhood beginning teachers have concerning the mentoring they receive through Facebook and how this affects them in their teaching practices and workforce retention. Smith Risser (2013) claims that mentoring through social media provides an avenue for beginning teachers to connect with mentors through technology. However, unsolicited mentoring may contribute to oppressing new teachers as they grapple with their professional identity and efficacy (Galman, 2009, Hargreaves & Fullan, 2000, Macfarlane & Noble, 2005). The theoretical framework used to explore this phenomenon is the capacity building systems approach by Dunst and Trivette (2009) known as the Participatory Adult Learning Strategy (PALS). A mixed-methods approach was used, focusing upon qualitative data and utilising quantitative data to validate findings and extend knowledge. In gaining depth and specific detail I have used a phenomenological approach whereby the researcher and participants construct meaning and thematic concepts through their interaction with the world (Gray, 2014). Ethical approval was sought and approved by the Monash University Human Research Ethics Committee and included ensuring anonymity was preserved. Mentoring through Facebook can have implications for beginning teachers. Some participants felt they were able to vent, explore pedagogy and share experiences, whilst others felt that they were targeted harshly by mentors which increased self-doubt. For a systematic approach of mentoring through social media to be formed to support

beginning teachers in their practice, professional growth and efficacy. This approach would be moderated with clear policy directions and protocols to guide teachers in quality practice.

Keywords: mentoring, Facebook, early childhood, beginning teachers, systems

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

The aim of this study was to investigate ECE-professionals' views on pedagogic possibilities of ICT in pre-primary education. Expressed views are discussed in relation to curricular alignments. Educators' views and beliefs towards ICT has an effect on the quality of pedagogic ICT-integration (eg. Ertmer 1999, Howard 2013). Previous studies done in the context of early childhood education (ECE) suggest that personnels' views on ICT's pedagogic possibilities are limited to promotion of academic skills, namely literacy and mathematics (eg. Aubrey & Dahl 2014, Hinostroza, Labbe & Matamala 2013). Theoretical and conceptual roots of this study are in hermeneutic tradition (e.g. Gadamer 1979, Siljander 1988). The focus is on the relation of "the whole" and "the part" by representing a dialog between ECE-professionals' broader pedagogic views with those that are ICT-related. Data was collected by thematic interviews (eg. Foddy, 1993) and analysed by inductive content analysis (e.g. Miles & Huberman 1994). A consent form and information sheet was provided to all participants. Because the small number of informants (N=23) background information of them and their workplaces is treated with respect to protect their anonymity. Different professions are not compared with each other. ICT was seen beneficial for promoting children's academic skills while promotion of social skills was named as the core task of pre-primary education. Views on both - what and how - ICT could be used in early childhood education were influenced by practices from primary education. Findings suggest that early childhood education lacks its own personal ICT-pedagogic identity.

Keywords: pre-primary education, ICT, pedagogy, multiprofessionalism, curriculum

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

KELLY BITTNER, Macquarie University, Australia

The aim of this research was to explore how practitioner inquiry, as professional learning, could best support educators to authentically integrate technology into the curriculum. This research builds on the works of Groundwater-Smith, Mitchell, Mockler, Ponte and Ronnerman (2013), which indicate effective professional learning in educational settings should be ongoing, collaborative and context specific with active educator involvement - such as with practitioner inquiry. Gibbons (2010) notes elements of practitioner inquiry support integration of technology into curriculums. However, a paucity of research exists relating to professional learning to support technology integration in prior-to-school settings. Innovative and alternative approaches such as practitioner inquiry can support educators to integrate technology in ways that are both socially and culturally relevant. This presentation draws on findings from a larger doctoral research project comprising of a collective case study involving three prior-to-school services in New South Wales, Australia. The focus of this presentation is the educators' practitioner inquiry projects that formed the second phase of the study. This project had ethical approval from Macquarie University and written consent from all participants. Findings from this research indicate practitioner inquiry supports context specific professional learning, providing educators with access to relevant information on technology and pedagogy that could be adapted to their settings, abilities and learning styles. Practitioner inquiry accommodated individual and group dynamics beyond the educators, including other significant stakeholders. A number of facilitators and challenges were identified. Wider awareness of these factors would allow for more effective planning and facilitation of future practitioner inquiry projects.

Keywords: technology, practitioner inquiry, prior to school, professional learning, early years learning framework

SYMPOSIUM SET D/ 5

YOUNG CHILDREN'S AND TEACHERS' PERSPECTIVES ON IPADS

Individual Papers

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, United Kingdom

This research study recognises children as experts in their own lives. The aims were to solicit children's views on using iPads in the classroom in the early years. Conditions of contemporary childhood have undoubtedly changed (Prout, 2011). The last decade has seen a vast array of digital technology becoming increasingly portable and affordable and (Kucirkova, 2013) suggests this is creating and shaping the learning environment in which young children now grow up. However, Flewitt et al. (2014) argue that research shows an ambivalence towards the incorporation of new technologies into education. Respect for children has seen the promotion of children's participation in decision making in their own lives. Children's voices have increasing recognition as providing authentic knowledge about what it is to be a child today (Lundy, 2007). The United Nations Convention on the Rights of the Child (UN, 1989) has had a significant impact on this changing image of the child and is committed to recognising children as active citizens with rights to participating and sharing their views on matters affecting them. This research built on (Clark and Moss, 2001) Mosaic approach and included classroom observations, children's focus groups and child-led tours of the iPad. The Ethical Code for Early Childhood Researchers (2014) was followed. Initial findings suggest that children are competent users of iPads and they enjoy using creative apps that can transform learning within the classroom beyond traditional processes. Children are key stakeholders in education and policy makers are obligated to take account of their views.

Keywords: iPads, children's rights, early years, new technologies, participatory methods

'Here teacher I can show you how the iPad works': young children as competent & capable learners

DEBRA HARWOOD AND KATELYN SCOTT, Brock University, Canada

The following objectives were explored: (1) Explore and gain insights about 21st century young learners and how they engage in literacy learning. (2) Define pathways to reconceptualise ECE curriculum and pedagogy in order to meet the needs of the 'emerging technologically constructed childhood' (Fleer, 2011). The 21st century child's world of converged play spaces (Edwards, 2013) may seem quite foreign to an early childhood educator. Certainly, the debate on the role and appropriateness of digital world and the young child continues. A growing body of evidence points to the depth and richness of play experiences afforded with technology (Marsh, 2010), yet cautionary tales still persist within early childhood education (Cordes & Miller, 2000, Grimes & Shade, 2005). Theoretically, we viewed the child as a protagonist in their own learning (Rinaldi, 2006) and play as a means of supporting children's meaning making processes within the "temporal, cultural, and technological context" that exists today (Edwards, 2010). The ethnographic study engaged nine researchers collecting data of young children's literacy meaning making experiences both before and after iPads were introduced into five ECE contexts. Ethical considerations included adopting the 'least-adult' role and insuring children's voice and agency throughout the process. One major finding from the study noted a disconnect between educators' espoused beliefs related to children's technological competence and actual classroom practices. Implications for educator practices, training and policy are evident. The view of the child as competent and capable should underlie the parameters for engaging with children in a digital world.

Keywords: technology, iPads, ethnography, learning, pedagogy

Tablet computers in preschool: possibilities for learning and digital play

MERJA KOIVULA AND MARLEENA MUSTOLA, University of Jyväskylä, Finland

The purpose of this study was to explore the perspectives of children and teachers about the pedagogical use of tablets in preschool, focusing especially on play and learning. Tablet computers have only been used in preschool during recent years. Therefore, we are still lacking empirical research on the pedagogical use of tablets in early childhood education and care. Theoretically, this study draws from the perspectives of digital technologies for learning (e.g. Lieberman et al., 2009) and play (e.g. Edwards, 2013, Roberts-Holmes, 2013). The data of this small scale case study were collected by interviews with children and teachers. The data were analysed by qualitative content analysis. The study was carried out following the ethical guidelines for good scientific practice, including e.g. informed consents of all participants, confidentiality and preservation of anonymity. For teachers, the use of tablet computers in preschool was novel, but they found it very useful pedagogically. They emphasised, that the tablets supported children's cognitive learning as well as learning of social and interaction skills. Children were highly motivated in working together with tablets, and they engaged in lively discussions during game play. In addition, playing learning games with tablets also provided children new possibilities for role play. Thus, children used technology flexibly, creatively and collaboratively. There have been many concerns around the use of digital technologies in early childhood education. This study discusses the practical implications, as well as the preconditions for the pedagogical use of tablets to learning and play.

Keywords: tablet computers, play, learning, preschool, digital technologies

SYMPOSIUM SET D/ 6

DIGITAL CHILDHOOD AND EARLY EDUCATIONAL SETTINGS

Self-organised Symposium

CHAIR: MARI ANN LETNES

Queen Maud University College, Norway

The technologies that children interact with are constantly changing with extensive use of a variety of digital; interactive and personalised devices. The skills and literacies needed by even the youngest children to be competent actors in the world is rapidly in change, this alters the way children play and learn. At the same time, to facilitate children's play and learning becomes a challenge for both parents and teachers in different contexts. Development of relevant skills and knowledge for playing and learning in a digital age is crucial for educational; social and cultural development. This proposed symposium will create an interdisciplinary discussion to examine how young children's play and learning is being shaped by changes brought about by the digitisation of the society, and how the educational practices are affected and interact with this development.

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

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

To investigate if and how play-skills, story-making and materially experiences can be enriched by digital media experiences. Part of a 4 year-research project along with researchers in the field of journalism and communication-studies in Norway, looking at children's use and understanding of media and digital communication. Can the digital enrich the body-experience and the bodily experiences give more insight to digital understanding? Research presented by Lemish (2013), Strasburger et al. (2014), and by Thestrup and Johansen at Aarhus University. Our main framework is on children's play and imagination (Vygotsky), media play in ECE (Thestrup/ Johansen) and the risk of education (Biesta). Research methods are action research in the development with children (Taylor/ Bresler et al.), video documentation and analyses, interviews with teachers and stories of praxis (Birkeland/ Fennefoss & Jansen). We apply approval for the project through Norwegian National Committee for Research Ethics. The parents, children and teachers will be asked to give permission for videotaping and the research process, both written and orally. This is an ongoing project, with a pilot project completed. The first analyses will be ready summer 2015. The children develops stories using physical objects and dramatising the story. We videotape the play. The edited video will later be the bases of a discussion on the difference between the real life experience and the media product, and hopefully a starting point of new

experiences, stories and films. Researching own practice can give new, qualified knowledge on children's play and media understanding, and knowledge to our own ECTE.

Keywords: media understanding, play, storytelling, materiality, bodily experience

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

TRUDE KYRKJEBØ, NLA University College, Norway

To observe and describe how digital media can be understood as artefacts for meaning making. How do children interact with others in a positive manner in different situations using digital media. Part of a 4 year-research project along with researchers in Norway, looking at children's use and understanding of media and digital communication. I will look into technology as a media for interaction and collaborating, and young children's possibility to shape their own childhood experience in day to day life. Sustainable development is a moral issue based on intersubjectivity (Merleu-Ponty) What kind of competence do children need today, being a member of a global society of tomorrow? (Johansson) Children's play an meaning making (Vyvgotzky) Children as active agents an how they influence an shape their everyday life in EECE context (Markstöm). Parcitipant observation in a daycare group of children aged 1-3, I will use field notes and video to do a descriptive analysis of data. I will start conducting observations in a test group (withoud video) to find some current categories for further work. I will apply for approval for the project through Norwegian National Committee for Research Ethics. The parents, children and teachers will be asked to give permission for videotaping and the research process, both written and orally. Children's play and learning with digital media, and how the staff can build and develop the children's experiences for technological toys end technology in everyday life. Researching practice can give new, qualified knowledge on children's play and media understanding.

Keywords: play, ethics, digital media, artefacts, meaningmaiking

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

MARI ANN LETNES, Queen Maud University College, Norway

This paper gives an updated overview of existing evidence based research about children's play and learning with digital technology published in research journals between 2009-2014. This article will be an extension of previous research reviews (Burnett, 2010; Labbo & Reinking, 2003; Lankshear & Knobel, 2003). A social constructionist view of social reality, truth and knowledge form the theoretical framework for this research review and theories on play and learning (Vyvgotzky, 1978; Gadamer, 2007) will also be used. A broadly analytical framework is developed to meta analyse the included articles on: Which methods and theories have been used to explain, predict, or understand the research problem? What ethical consideration in terms of research on children is taken? How does digital technology contribute to children's play and learning in early educational setting? With this analytical framework the resent research will be identified, categorised thematically and critically reviewed. The ethical perspective will be part of the analytical focus of the review of the various articles, and the ethical perspective will also be treated as a separate topic in relation to research and children in early childhood. The teacher's presence in the children's interaction with digital technology is essential. These are complex interactions between children, artefacts, tools, materials and adults, and the interaction patterns and meaning-making processes resulting from these interactions require more research. This paper will implicate politicians, university teachers, kindergarten teachers and perents access to research-based knowledge about digital childhood and how children's play and learning are affected through the use of digital technology.

Keywords: research review, early childhood education, ICT, digital technology, preschool

SYMPOSIUM SET D/ 7

WORKPLACE BASED PROFESSIONAL DEVELOPMENT

Individual Papers

CHAIR: MARGARETH EILIFSEN

Bergen College University, Norway

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

MARGARETH EILIFSEN AND HANNE BLAAFALK, Bergen University Collegen, Norway

The purpose of this study is to identify the importance of learning communities within institutions of higher education and suggest improvements in the new EEC-teacher education programme concerning use of pedagogical framework in ICT. Research has proven the significance of learning environments and communities of practice. We want to explore the relations between ECTE-students, the curriculum and the educator as three central elements to understanding student's professional learning. The data material were analysed through Wenger's (1998), "Communities of practice: learning, meaning, and identity", and Ellis' (2014) newest writing on learning collaboration and learning teaching from experiences. We have conducted a group interview with a random sample of students. The interviews are analysed and interpreted using the hermeneutic circle. Student's self-reflection and feedback on questionnaires are also under examination. We consider the research at some level not will be able to fully grasp the students learning perspectives or process. The project has been approved by Norwegian Social Science Data Service (NSD) and follows the ethical considerations instructed by NSD and other ethical theory describing qualitative research. If students do not learn what the curriculum demands, what do they then learn? Student's feedback on how and what they learn should have implication on existing teaching and curriculum, but how? In what ways can students' learning outcome through classroom teaching and practical experience be embedded in the in pedagogical design of the curriculum?

Keywords: self-reflection, learning enviroment, community of practice, curriculum, teacher education.

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 research aim is to investigate the significance of expanded learning contexts in work-based ECEC teacher education in order to enhance quality of the Learning environment in Kindergartens. In two recent studies we have investigated the relationship between Learning, roles and the workplace (Kaarby, Lindboe 2014), the implementation of policy documents nad the organisation of Learning environment in work-based ECEC teacher education (Kaarby, Lindboe 2015). In these studies we take as our point of departure general theories about work-based learning (Eraut, boud, Billett, Raelin, Wenger). However, there are few Research contributions as regards workplaces with employees with different educational background doing much the same work, as is the case in Norwegian Kindergartens. The study is based on a sociocultural and situated understanding of learning. The theoretical framework draws on Research pointing to expansion of contexts as important to learning (Van Oers 1998) and the importance of boundary-crossing between different communities of practice (Akkermann, Bakker 2011). This is a qualitative longitudinal study drawing on data collected from students and leaders in kindergartens including focus group interviews, observations and questionnaires. Respect for participants has been essential. Participation was voluntary and all data has been anonymised. The analysis is in progress. Preliminary findings have suggested that the students seem to gain knowledge as a consequence of alternating and expanded learning contexts. Alternating between between different workplaces seems especially important. There seems to be a potential for learning at the workplace as regards recontextualisation, expanded contexts and the community of practice structures.

Keywords: work-based ECEC teacher education, learning environment, learning contexts, workplace, recontextualisation

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

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

This study aims to understand the processes of professional development that occur during the practicum of two Portuguese preschool teacher education programmes. Building on the work of Cochran-Smith & Fries (2005) and Starkey & Rawlings (2011) about the role of the practicum for preservice early childhood teachers' professional development, this study identifies and analyses key factors of learning experiences during practice. Preschool teacher education requires education and training on general topics of teacher education but entails specific features. The practicum is therefore a central component of teacher training programmes. Learning to

teach is a complex process that integrates periods of observation, experimentation, reflection, assessment, planning in context of actual practices, providing opportunities for student teachers understand the various dimensions of teaching/educating and applying the knowledge built within theoretical courses. The methodology used is qualitative, and the main objectives are to analyse the practical learning of the student teacher, and to identify critical factors that contribute to the success of the practicum. Data is collected through interviews to student teachers and to cooperating teachers, and analyse of practicum portfolios. The real names of participants are not used, and they were informed about the goals of the interview. Interviews were transcribed and devolved to research participants. Data point out the importance of interconnecting theory and practice, emphasise the key role of early childhood pedagogy, and stress the essential role of reflection for student teacher professional development. To identify the main problems and difficulties that arise during practicum and develop strategies that can help overcome them.

Keywords: practicum, preschool teacher education, student teacher, professional development, reflection

SYMPOSIUM SET D/ 8

GENDER AND DIVERSITY IN ECE

Individual Papers

CHAIR: THORDIS THORDARDOTTIR
University of Iceland, Iceland

Gender equality in Norwegian kindergartens: Current status and recent trends

VIBEKE OPHEIM AND ERICA WAAGENE, NIFU, Norway

The aim of the presented study is to analyse, evaluate and discuss gender equality in Norwegian kindergartens. A previous evaluation of gender equality in Norwegian kindergartens was conducted in 2010. Our study draws on previous research on gender equality in the labour market (tokenism, attribution theory), childrens' gender identity development and studies on gender equality discourses in different times and settings. Quantitative and qualitative data sources are used: 1) Registry data (BASIL), 2) National survey of kindergarten managers (response rate 60%), 3) Face-to-face interviews with managers and employees in kindergartens, and academic staff and students at university colleges offering early childhood education programs. Official guidelines for conducting surveys and interviews are followed. We report the results in an anonymous form, no individual, kindergarten or university college can be identified. Registry data shows an increase in the share of male employees in Kindergartens during 2009-2013. Both managers and staff show a strong support for increasing the proportion of men in kindergartens. Does a higher proportion of male staff lead to a greater focus on gender equality in the kindergartens? The results indicate no automated link between the two factors. To what extent the topic of gender equality is 'lifted' from the unconscious and unspoken and into the conscious part of everyday life differs considerably between kindergartens. Individual, structural, social and political barriers to increasing the share of male staff in kindergartens are discussed. Our study suggest a need for increased awareness of gender equality in kindergartens and in education programmes.

Keywords: gender equality, staff gender balance, kindergarten activities, gender identity development, early childhood education

Equality in Icelandic preschools

THORDIS THORDARDOTTIR, University of Iceland, Iceland

The aim of this study is to outline equality pedagogy in Icelandic preschools. In Iceland, equality has been put forward in the national curriculum since 2011 for all school levels. Therefore it might be useful to develop critical perspectives in doing social justice in early childhood education (Robinson and Diaz, 2006:4-5). This research is connected to the works of The Centre for Research on Equality, Gender and Education, University of Iceland and focus upon student's experience of gender from their childhood. The theoretical framework draws upon Paechter's (2007) work on communities of femininities and masculinities in early years classrooms. The focus is on how young children are influenced by the values and perceptions of the adults in preschools. A case study of

126 teacher students' first memories of self-identifying as girls and boys was conducted. They wrote 300-400 words of their first memories of gender after being prompted by 40 minute lecture regarding the fundamental concepts in gender studies. The anecdotes involved memories 22 (17,5%) memories from preschools schools. The data was coded and critically revised to develop themes, threads, and concepts resonated in the data for further interpretation. In order to ensure that students identities remained anonymous their names were changed and the citations chosen carefully. Three themes developed in the context of gender discrimination: appearance, organisation and practice, and gendered play and toys. It is discussed how students memories from preschools years can promote preschool-teachers understanding of intersectional discrimination and equality.

Keywords: preschool, gender, equality, teacher students, childhood memories

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

Investigate BA Primary Education / Early Childhood Studies / Education Studies students' attitudes to children's picture books promoting inclusion and diversity in the EYs setting. White, monolingual, middle-class, heterosexual culture is dominant in EYs teaching body and children's literature, necessitating awareness raising for pro-active inclusion. Pinsent, P. (2013). *Children's Literature and the Politics of Equality* Abingdon: Routledge
Villegas, A. & Lucas, T. (2002) 'Preparing Culturally Responsive Teachers: Rethinking the Curriculum' *Journal of Teacher Education*, 53/1:20-32. The UK Equality Act (2010), mirroring the EU Equal Treatment Directives, obliges all childcare and educational institutions to actively promote positive attitudes to diversity and inclusion reflecting modern European values. Furthermore, childcare / educational institutions cannot reject disabled children if their parents wish to enroll them, gay adoption and marriage are legal in the UK. However, recognition in the legal code does not always mean social acceptance or inclusion in the social fabric and artifacts of everyday life. This is a quantitative, questionnaire based study where respondents analysed children's picture books promoting aspects of inclusion and diversity, rating them in terms of acceptability and usability. The individual / pair response was followed by group discussion where further attitudinal notes were taken. All respondents were informed of the purpose of the activity, gave their consent, questionnaires were submitted anonymously. Respondents were positive about books that promoted some aspects of diversity and inclusion but not others. Employers will need to raise staff awareness to actively promote inclusive attitudes and may have to place more emphasis on this in recruitment processes.

Keywords: discrimination, family structure, disability, ethnicity, sexual orientation

SYMPOSIUM SET D/ 9

COLLABORATIVE LEADERSHIP

Individual Papers

CHAIR: LISE HANNEVIG

Høyskolen 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

This study examines how we can encourage a culture of collaboration between ECECs and Child Welfare Services (CWS), and get better data on how to promote early interventions for children in risk. This study also explores how competence development with a focus on shared mental models can promote early interventions for children in risk. Research has demonstrated how leaders in ECECs and Child Welfare Services can work together to on reporting and communication and thereby better their services to children in need (Moe, 2015). This study highlights how leaders can work systematically to achieve an appropriate culture of collaboration and a common professional platform. This study builds on previous research on knowledge management which discusses how we can improve the capability collaboration and knowledge development through cultivating leadership,

establishing a culture of collaboration and focus on competence development (Bolman and Deal, 2014; Kvello and Moe, 2014; Newell et al, 2009). A qualitative study based on interviews and a following up survey on collaboration practices between ECECs and CWS. Confidentiality in relation to informants will be secured. Ethical discussion in conducting surveys. Analyses show that context-dependent knowledge and experience, combined with a practice of leadership that focus networks and knowledge sharing, are key elements in establishing good practices of collaboration, which can promote early intervention. The study show how leaders of CWS and ECEC's can work systematically to achieve a collaborative culture and a common professional platform in order to improve early interventions for children in risk.

Keywords: leadership, culture of collaboration, common competence development, shared mental models, early intervention

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

In most ECEC institution in Norway, a pre-school qualified teacher leads and is responsible for the pedagogical quality of the work within each unit. Co-workers aid in achieving law-regulated aims. By investigating how these leaders and co-workers together perceive leadership, the aim of this research is to gain new and mutual understanding of what good leadership might be in ECEC institution units, and how leadership might affect quality of the work performed. A literature review on research in the field of leadership in ECEC institutions, (SINTEF, 2014) states that the term pedagogical leadership in the ECEC- sector is in need of clarification, both in literature and field work. There are very few, if any, studies elaborating how pedagogic leadership affects quality. This research builds on leadership as a relational phenomenon and as complex interacting processes (Uhl-Bien, 2006; Koivunen, 2007). The study is focused equally on co-workers and leaders in co- creative actions. (Schieffer, 2006). Action research methods is used by co-creative processes fostering collaborative dialogue (Brown, 2008) with the aim of creative new knowledge. (Coghlan & Brannick, 2008). The staff of the institutions who participated were informed of the aim of the research through an information letter. Anonymity was secured by using no names of participants. This research shows how involving co- workers in creating a mutual understanding of the concept of leadership both clarifies and strengthens the impact of leadership. Leaders should develop co-creative processual learning skills to enhance leadership competence necessary to ensure high quality pedagogical work.

Keywords: leadership, co-creative, dialouge, pedagogical leadership, collaborative knowledge

Cross Institute Collaborative Leadership and how to Ensure Quality

ALEX MELROSE, Manchester Metropolitan University, United Kingdom

The Early Years Teacher Northern Alliance project offered early years teacher training provision across nine higher education institutes across the north of England. This research considers the dynamic of the leadership across the duration of the project which resulted in a very collaborative and positive working relationship between all partners. Traditional and current models and frameworks of leadership are used in order to address the issues. Types of leadership models are discussed as well as the philosophical nature underpinning the Alliance. Structural and leadership theories and models are deconstructed as a way to account for how the project worked so successfully. Using a post modern approach, the methods employed to gather data included narrative, often anecdotal accounts of partners' experiences through the duration of the project. It was important to make sure that the voice of all participants was gained honestly. Participation in the research was sought on a voluntary basis. When analysing the data it became clear that whilst the traditional structures were in place to enable clear communication, the actual ways of working were more embedded in collaborative leadership frameworks. This resulted in very positive and trusting working relationships. Working across nine large higher education institutions may initially seem daunting, but as this project proved, the community of practice which developed was mutually beneficial to colleagues who tended to work in isolation within their own universities and rather than being in competition with each other, helped to promote strong working relationships.

Keywords: leadership, collaboration, community, philosophy, cooperation

SYMPOSIUM SET D/ 10

MATHEMATISING IN EARLY CHILDHOOD

Self-organised Symposium

CHAIR: OLIVER THIEL

Queen Maud University College, Norway

Internationally, mathematising is now a key focus in mathematics education for children aged 3-8 years (e.g.; Perry and Dockett 2008; National Research Council (NRC) 2009). Mathematising happens in interaction with other children, with adults and with the environment. Liz Dunphy explores how 4-year-old children mathematise in a one-to-one interview context. The discussion focusses on some of the factors at play in early mathematics discourse between children and adults in the context of individual conversations. Gabriella Gejard focuses on how mathematical activities emerge and are constructed in preschool children's interactions with each other and with their teachers. In the close analysis of children's actions in interaction, an active child with ideas, interests, and commitment emerges, a child who uses a variety of communicative resources. Oliver Thiel presents an environment, a mathematics room that was developed to provide a place where young children can experience mathematics in varied and creative ways.

Mathematical thinking processes: supporting children's engagement at the transition to school

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

The aim of this research is to explore how 4-year-old children mathematize in a one-to-one interview context. A decade ago, for my doctoral study of four-year-old children's number sense I interviewed a purposive sample of eight boys and six girls (age range 4 years 1 month to 5 years 1 month). The interviews focused on children's perceptions of number (e.g., Dunphy 2005, 2006). In this presentation, I revisit the data focusing now on the engagement of three children in high-level discussion about their mathematical thinking, rather than on their facility with number. The research draws on a diversity of frameworks including the work of Gutiérrez, Sengupta-Irving and Dieckmann (2010), that of Roth and Lee (2007) and Van Oers (2010) and that of Engeström, Meittinen and Punamaki (1999). This is a qualitative study which draws on a participatory, rights based framework for researching with children. I utilise an interview methodology (Dunphy, 2005). Approval for the study was granted by the ethics committee of the University. The presentation exemplifies the many ways that individual children responded as they engaged with me in the tasks presented. In my discussion, I focus on some of the factors at play in early mathematics discourse between children and adults in the context of individual interviews/conversations. I present practical implications for promoting children's mathematising during transition to school. I also signpost future directions for work in this area.

Keywords: mathematising, one-to-one interviews, transition to school, early mathematics discourse, early childhood education

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

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

The aim in this study is to create knowledge of how mathematical activities emerge, and are constructed in children's interactions with each other and with their teachers. Previous research emphasises the importance of interaction in children's mathematical development (Bjorklund, 2008). But few investigate it in detail. In conversation, analytical studies are often other phenomena in focus (Sahlström, 2008), instead as in my case, mathematical activities. Theoretically the study is based on an ethnomethodological and conversation analytic (e.g. Heritage, 2001) perspective. The children display their knowledge verbally as well as with their bodies (Goodwin, 2000), something that is analysed by using the concept of epistemic stance (Stivers et al, 2011). Video recordings were analysed using conversation analytic methods, involving a detailed analysis of the participants' actions, consisting of verbal as well as embodied and material resources in situated mathematical activities. Applicable ethical guidelines of CODEX have been followed. Participants were informed about the project and no video recordings took place without informed consent. Geometric shapes as well as different aspects of children's number sense are a couple of the mathematical topics covered in the study. The study also shows that children as well as their teachers follow each other's initiatives in the activities. Through this

reciprocity the mathematical content of the activity is maintained. This study demonstrates that mathematical activities in a preschool context involves complex interactional work for teachers and children alike. Occasions when children display specific knowledge were sometimes used by the preschool teacher as an educational resource for other children's learning.

Keywords: mathematical activities, epistemic stance, geometric shapes and number sense, interaction, preschool children

A room for mathematics in early childhood

OLIVER THIEL, Queen Maud University College, Norway

Mathematics is a powerful way of thinking to solve problems that arise for example from everyday situations. Already young children start to mathematise, i.e. they use mathematical thinking to understand, structure and solve problems. To see mathematical patterns in real life structures, a lot of experience is needed. The aim of this project is to develop a room where both young children and ECEC teacher students can experience mathematics in a varied, creative and joyful way. It has been shown earlier that ECEC institutions that provide a room or place for mathematical experience have an impact on the development of children's mathematical competence (Thiel 2010). Conceptual framework is Dewey's (1934) theory about "having an experience" related to the ideas of "Room as a third pedagogue" (Ceppi & Zini 1998) seen in a social constructive perspective. To develop the room, we use the project method (Kilpatrick 1918, Knoll 1997). No ethical considerations are necessary because this is no research project and so far neither children nor students are involved in the designing process. The room shall be used both in teacher training and by ECEC institutions. The mathematical and pedagogical conceptual design of the room will be presented and discussed. Using the room helps ECEC teachers to work with mathematics in a creative, varied, joyful and deeper way. This can be an inspiration for ECEC institutions to create their own mathematics room.

Keywords: mathematics, room, experience, project, mathematising

SYMPOSIUM SET D/ 11

MOVEMENT AND LEARNING

Individual Papers

CHAIR: ISABEL TALLIR

Artevelde University College, Belgium

Systematisation of the psychomotor activity and cognitive development

MAITE MAS PARERA, Universitat Autònoma De Barcelona, Spain

The aim of this study is to show how the habitual practice of psychomotricity from 12 month old can raise the cognitive development of the children. In the last years (Castelli et al., 2007, Piek et al., 2008, Ramos et al., 2008, Salvatierra, 1999, 2004) we have observed an increase of investigations related to the effect of the practice of physical-motor exercise and about the cognitive function. The psychomotor development in the childhood is the base of the mental development in the scholastic age. The knowledge that the studies can bring from the Cognitive Neuroscience allows to optimise the process of training-apprenticeship. We select 26 children between 12 and 22 months old. Before beginning the psychomotor sessions the subjects are evaluated by a development scale. The participants are divided in three groups: the G1 doesn't do psychomotricity, GII realises a psychomotor session every week, and the GIII does two psychomotor sessions weekly. The duration of the psychomotor programme is 28 month long. After which the described measures are taken again. All families gave consent for children to participate in the study and to be recorded filmed. Names of children have been replaced by numbers. The comparison of the results obtained from the measures pre-post training phases and post-final practice phase conclude if the systematisation of the psychomotor activity has influenced the cognitive capacities and if these capacities are maintained in the time. The psychomotor activity is required in the childish.

Keywords: psychomotricity, cognitive development, childish education, systematic activity, global development

'Moving School': a professional development programme for preschool teachers to optimise learning opportunities for in and through movement

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

This study aimed to develop a professional development programme where movement is the starting point for sustainable and powerful learning environments. From a developmental psychological perspective moving is a basic need for preschoolers. In other words, in and through movement young children learn both developmentally and experientially. This study used the methodology of Educational Design Research to indicate the design principles resulting from the prototype of the professional development programme which was constructed around 4 pillars, (1) design of learning spaces, (2) self-confidence and well-being, (3) challenging, rich and stimulating learning environments and (4) integration of learning domains, that served as the provisional conceptual framework. In this study 10 teachers, from 5 schools were the main stakeholders. A classroom teacher and a specialised physical education teachers attend the 4 collective coaching sessions, and had 3 individual sessions at their school. In addition an online environment provided inspirational materials and ideas that could be integrated in their activities with the preschoolers. Teachers of the participating schools developed good practices which served as illustrations of the design principles of the final coaching programme. Other stakeholders: experts, school principals, and pedagogical advisors were also involved in different research actions. The research design makes it possible to connect with the school specific vision to find an added value for each school project. Every learning situation held opportunities for qualitative integration of movement resulting in overall learning. A focus on movement raised awareness among teachers about the advantages of integrated learning for preschoolers.

Keywords: movement, play, learning environment, preschool, integration

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

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

This study examined values and beliefs of preservice early childhood teachers regarding physical activity in school settings and how teachers' sense of efficacy might be related to them. Findings from the literature regarding the relationship of physical activity to cognition are included. Engagement and enthusiasm of teachers impact the intensity and frequency of physical activity preschoolers engage in (Parish et al., 2007). Providers can play a significant role supporting physical activity (Lanigan, 2013). McKenzie (2010) posed that educators should take a proactive role in creating lifetime patterns of physical activity through recess, P.E. programmes, and opportunities for movement in the classroom. Bandura's social cognitive theory provides the study's framework, asserting efficacy (1994) is how people view their ability to handle situations in their lives, resulting in beliefs that affect decisions. Seventy-two female preservice teachers volunteered to complete a questionnaire which included demographics, Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001), and items from the Elementary Physical Education Values and Purposes (Xiang, Lowy, McBride, 2002). Correlational analysis suggested relationships between variables. The Oklahoma State Institutional Review board approved the study, the consent form and information sheet provided to participants. Participants with higher efficacy, believed and valued physical activity as important in the school environment, and were more likely to integrate physical activity into their academic curriculum. In addition to a healthier lifestyle, and lower childhood obesity, the literature indicates that benefits of physical opportunities extend to ability to concentrate better during academic learning.

Keywords: physical activity, preservice early childhood teachers, obesity, environment, teacher efficacy

SYMPOSIUM SET D/ 12

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

Self-organised Symposium

CHAIR: X. CHRISTINE WANG

State University of New York at Buffalo, United States

Young children are living in an increasingly digital society. However; we have limited understanding of how young children actually engage with multimodal text (involving images, sounds, animation, spoken and written language etc.) to making meaning jointly with their parents or peers. To address this gap in the literature, the contributors examined different forms of children's engagement with multimodal texts, including kindergartners' buddy reading of iPad app books, kindergartners' play with multimodal text, as well as bilingual preschoolers' reading iPad app books in English and Turkish. Findings provide much needed understanding about young children's engagement with multimodal text and suggests ways to improve design of digital texts and support productive reading with multimodal text.

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

Aiming to understand kindergarteners' (ages 5-6) engagement with multimodal text (e.g, iPad app books) from perspectives of play, we investigated (1) What forms of play do kindergarteners engage with while reading multimodal text with peers? and (2) How are these forms of play related to their reading on iPads? Despite the increasing use of iPads in early childhood, we only have limited understanding about how children engage in play with these devices/apps. We view children's (a) learning involves interactions with others and cultural artifacts including technology and text (Vygotsky, 1978), (b) literacies as situated and meaningful ways to make sense of the world through multiple 'modes' (Kress, 2010), and (c) play as symbolic, meaningful, active, pleasurable, intrinsically motivated, and rule-governed activities (Fromberg, 1999). Twenty-five kindergarteners engaged in two buddy-reading sessions each week for 12 weeks. Emerging coding and constant comparison were used to analyse the video-recorded sessions. All research was overseen by our universities' institutional review boards (IRB) to ensure ethical practices. We found that children engaged with both hands-on and minds-on forms of play and their play occurred with multiple objects including iPads as objects, digital text, hotspots, their buddies and words/language. Some forms of play were associated with certain learning outcomes—e.g., playing with hotspots is associated with learning about how to read digital-texts, discussing the story with a buddy is related to better comprehension. These findings suggest ways to guide children's play on iPad to promote more productive reading with multimodal text.

Keywords: multimodal text, play, young children, buddy reading, iPads

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

This study identified patterns of young children's multimodal reading and social interactions with a buddy, and how these related to their comprehension discussions and development over time. Children increasingly engage with digital text (Schuler, 2012), which includes multiple modes of information (e.g., images, sounds, movement, spoken language) that can be used across diverse pathways (Kress, 2010), but little is known about how children use these modes to read and comprehend. A sociocultural view of learning (Vygotsky, 1978) and evidence that children co-construct and scaffold one another's reading of traditional text (Flint, 2010) led us to focus on how young children read with a same-aged buddy. 15 pairs of diverse 5-6 years-olds each read 12 books, twice for 15-minutes each, across 6 months. Events were video-recorded. Emergent coding and constant comparative analysis were used to identify children's reading patterns, social interaction styles, types of comprehension discussions, and changes in these over time. All research was overseen by our universities' institutional review boards to ensure ethical practices. We identified three reading patterns that were differentially related to comprehension discussions—e.g., text-centric reading was related to no discussion about comprehension, hot-

spot-centric reading was related to text-based discussions, and integrated reading was related to text-based discussions and higher order responses. Social interactions were related to changes in reading patterns over time—e.g., collaborative interactions eventually led to integrated reading, non-collaborative interactions did not. Thus, teachers should provide opportunities for social reading and facilitate collaboration to support an integrated approach to multimodal reading.

Keywords: multimodal text, buddy reading, early childhood literacy, reading patterns, social interactions

Emergent bilingual children reading Turkish and English digital storybooks

ERSOY ERDEMİR, Boğaziçi University, Turkey

This study investigated differences in emergent bilingual children's reading digital storybooks in their native (Turkish) and second (English) language. Children's touch screen interactions with multimodal texts and their use of digital features were examined as they read storybooks in two languages respectively. Previous research has predominantly focused on monolingual children and reading in native language. Examining digital storybook reading with emergent bilinguals and in two languages, this study presents a cross-linguistic perspective. This study is informed by a transactional view of reading (Rosenblatt, 2004) that children's meaning-making experience from digital storybooks reflects the dynamic, reciprocal, and recursive transactions between child, text, and context. This was a qualitative study including 55 children in a preschool. Data were collected videotaping children's individual interactions with storybooks on iPads during buddy reading practice. Data were interpreted through micro discourse analysis of interactions with 3 Turkish and 3 English storybooks. Parental consent was required for participation. Participant anonymity is protected with pseudonyms. Four major issues led to differences in reading Turkish vs. English storybooks: (1) digital features determining quantity and quality of peer interactions during buddy reading, (2) interactive digital features tempting children over script and content of the story, (3) less oral language and more inactive reading when interacting with English storybooks, and (4) code-switching to Turkish when interpreting English storybooks. Presentation will discuss important features of digital storybooks for keeping children engaged, methodological challenges and solutions for using digital storybooks in classrooms, and cross-linguistic considerations in digital storybook practices for emergent bilingual children.

Keywords: digital storybooks, emergent bilinguals, technology, second language, digital literacy

SYMPOSIUM SET D/ 13

INTERNATIONAL AND CROSS-DISCIPLINARY EXCHANGE

Individual Papers

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

The research aims are to find: patterns of change in students practice and learning, demonstrate the value of model developed and impact of model on students' practice. This model developed over six years consists of: setting visits, lectures and reflection - reflective learning journals and discussions with home and host lecturers. This model is unique and innovative. It uses reflection to support deeper level learning (Moon, 2001) and develop student's professional thinking (Pollard and Tann, 1994). Reflective models, such as Ghaye and Ghaye were used to support students' reflections (William et al, 2004). An action research/case study approach has been applied for this qualitative study with data gathered in the form of evaluative feedback questionnaires. "Construct categories/characteristics for coding" was used to analyse the data (Robson, 2002:355) identifying key themes and patterns: Value, Methods, Traits/Characteristics and Impact. Applicable ethical guidelines of CODEX have been followed with informed consent gained from students returning their evaluative feedback.

Students could choose not to submit feedback. The data was anonymised. The results and outcomes of this model demonstrated an impact on the students' learning with the availability of lecturer support from the host and visiting country. This enhanced the students' learning opportunities as lecturers were able to clarify and support students' comparisons, learning experience and reflections. The outcome and impact of using this model has challenged and developed the students' pedagogical understanding, thinking, perspectives and practice of early years' provision, with students demonstrating that they have reflected and evaluated their own philosophies, beliefs and practices.

Keywords: short exchange visits, reflective learning, impact on practice, facilitation of learning, comparison of educational systems

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

The purpose of this paper is to share an experience of teaching based on a multidisciplinary perspective. A project about teaching arts and science to Early Childhood Pre-service Teachers, carried out from February to June 2014. The teachers involved in the project understand apprenticeship in Early Years teacher-training from a holistic point of view. Six disciplines were part of the project: music, arts, corporal expression, social science, natural science and mathematics. Five teachers were involved in the project. The aims of the research were: (a) to identify the possible changes of perspective that teachers and students experienced, after being involved in this specific multidisciplinary project. (b) To study the interaction between the different disciplines based on the students' creative productions and translating it into a methodological proposal. This proposal is part of an ongoing project that began two years ago, involving only arts (Batlle y Capdevila, 2013). In this moment the project includes not only arts but also sciences. Research based on a multidisciplinary perspective (Morin, 2000, Nicolescu, 2007). This research adopts an action-research approach (Carr & Kemmis, 2003, Latorre, 2003, McKernan & McKernan, 2013). It collects and analyses the prospects of students and participant teachers at the beginning of the project, throughout the course and their evaluation after finishing it. The anonymity of the participants has been preserved. The findings of the research provide evidence of how holistic knowledge enriches pre-service teachers' future proposals. These findings encourage researchers to continue working from this perspective.

Keywords: Multidisciplinary Perspective, Pre-service Teachers, Art and Sciences, Early Childhood, Action-Research Approach

Learning across cultures: insights from international students

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

The aim of this research was to explore the experiences of international students involved in an Erasmus Mundus International Master program of early childhood education and care. The study was focused on their perceptions of learning within an international group. This project is part of an ongoing study exploring the implications of learning in an international context. It builds on previous work by Karlsson Lohmander and Pramling Samuelsson (2014). The theoretical framework employed was a socio-cultural perspective (Säljö, 2005). Nine participants took part in two focus groups that were audio-recorded. The nine participants represented eight countries from around the world. Questions were semi-structured and based on learning dispositions in an international context. Data was analysed using Polkinghorne's (1995) narrative analysis/analysis of narrative approach. The study was anchored in the Swedish ethical guidelines for research involving confidentiality, informed consent, right to withdraw and autonomy (Vetenskapsrådet 2015). Initial analysis is currently being conducted. Key trends suggest international students learning together is important for expanding key understandings about early childhood education and care in different countries. Students learnt about different cultural beliefs and began to realise their role as a global citizen in the international community of early childhood education. A strong sense of efficacy to also help each other within the early childhood community across borders emerged. The findings of this study for both policy and practice has implications in that it identifies the important 'critical issues' regarding internationalisation early childhood programs and their importance in the global early childhood community.

Keywords: internationalisation, postgraduate, early childhood, culture, beliefs

SYMPOSIUM SET D/ 14

DEVELOPING WELL-BEING

Individual Papers

CHAIR: VICTORIA WHITINGTON

University of South Australia, Australia

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

ALYSON LEWIS, Cardiff University, United Kingdom

In 2008, well-being explicitly appeared for the first time in the curriculum placing a new and different expectation on practitioners working with 3 to 7 year olds in Wales. This three year PhD study, which commenced in 2012, examines the perceptions and practices of well-being in the curriculum with teachers and teaching assistants. Well-being is a complex concept, the discourse is confusing and there is limited consensus across disciplines. Applying well-being in a classroom context is under-researched (Davies et al, 2010, Soutter et al, 2012). The study draws upon the work of Bernstein and the concept of two curriculum types. This is an exploratory qualitative study where focus group discussions and practitioner interviews took place. Data were also gathered from 342 hours of observations in two different schools. Various types of documentation were also scrutinised. Participating schools were provided with detailed information about the study and parental consent was gained for conducting classroom observations. Findings indicate that the perception of well-being has not necessarily changed since the new curriculum in 2008. Practitioners think that well-being is unnaturally placed as an Area of Learning. It is more commonly viewed as something caught not taught. Well-being is not (yet) conceptually embedded as something that practitioners should timetable, teach and be accountable for despite this being the intention of the Welsh Government. This study attempts to ease tension and confusion and provide clarity for practitioners in delivering well-being. Developing also an educational well-being discourse and calling for more participatory policy and practice.

Keywords: well-being, curriculum change, integrated type curriculum, collection type curriculum, pedagogy

The impact of creative approaches in primary schools on children's wellbeing

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

This paper aims to distinguish the range of creative approaches employed by primary schools and the impact of these on children's wellbeing. The study draws on 'The Impact of Creative Partnerships on the Wellbeing of Children and Young People' (McLellan et al., 2012), a report commissioned by Creativity, Culture and Education (CCE). Deci and Ryan's (1985) Self Determination Theory (SDT) is used as a conceptual frame of analysis, where wellbeing is linked to levels of intrinsic motivation that is in turn linked to the satisfaction of innate needs (competence, autonomy, relatedness). The paper explores the levels of intrinsic motivation in Creative Partnership primary schools. The paper will be informed by an interpretivist approach drawing particularly on three primary school case studies involved in the Creative Partnership Programme. Data collection methods included classroom observations, interviews with teachers and group interviews with children. It will also refer to a Wellbeing Survey that was distributed to over 1600 primary school children. Parental consent was sought for children in participating schools and anonymity assured. The paper outlines how creative approaches in schools can raise children's levels of wellbeing and intrinsic motivation. A distinction is made between creativity as 'a means to an end' and 'as a valuable educational goal'. As student wellbeing reduces through schooling (McLellan et al, 2012) there is an urgent need for creative approaches to raise levels of children's autonomy and sense of belonging in schools.

Keywords: creativity, wellbeing, partnerships, curriculum, autonomy

Developing a wellbeing classroom

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

The research aimed to evaluate an innovative approach to building an inclusive early years classroom supportive of children's social and emotional development. Trauma may result in difficulties in learning and development (Gunnar 2006). The intervention employed sociocultural theory: participants created shared meaning in everyday interactions. It was also informed by neuro-scientific understandings regarding biological-behavioural responses to stress and trauma in childhood. Researchers collected data from 19 children aged 6-8 years, their parents, the teacher and the community outreach worker. The project employed six strategies over a school year: teacher professional development, using resources aimed at developing children's social and emotional learning, involving parents, teacher modelling of emotional self-regulation, teacher reflections and ongoing classroom support by a community outreach worker. Individual child data were collected from families who provided written consent. The participating teacher also gave written consent, as did the school principal and outreach worker. The research found that the interventions did not interrupt academic progress and were most effective for children with considerable life challenges. These children improved their social relationships at school and attended regularly. Parents whose children struggled with their emotions and social relationships noted sustained significant improvements at home and at school, with some adopting the resources for use at home. The teacher strengthened his capacity to build emotionally and socially supportive learning environments for young children. It is recommended that schools and teachers pay particular attention to building social and emotional learning environments that are supportive of young children who have trauma in their lives.

Keywords: early years, classroom, social and emotional development, trauma, well-being

SYMPOSIUM SET D/ 15

RESEARCHING CHILDREN'S VOICES AND HUMOUR

Individual Papers

CHAIR: LAURA TALLANT
UEA, United Kingdom

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

LAURA TALLANT, University of East Anglia, United Kingdom

This paper focuses on an on-going doctoral study that adopts Bakhtin's analysis of carnival to frame children's humour and laughter as carnivalesque, and explore the nature of and responses to children's humour in an urban nursery setting. The work relates to studies conducted by Varga (2000), Cohen (2007, 2011), Brennen (2007), Alcock (2007), and White (2009, 2013). The study draws on Sorin (2005) and Juul (2011) and explores children's humour through a Bakhtinian carnivalesque lens. It examines how authoritative discourses affect practitioners' values, attitudes and beliefs and how, if at all, this affects their views of and responses to children's humour. A dialogic methodology is adopted and operationalises a range of ideas that fall within Bakhtin's broader ontological and epistemological theory of dialogism. Data were collected by observations in which all participants and I wore customised head cameras. In addition, dialogic interviews were conducted with all participants. The participants have been involved in the analysis, having space to voice their thoughts as the analysis has progressed. Ethical approval was received from the University Ethics Committee, and a Bakhtinian stance to ethics was prioritised throughout. Findings are emerging and evolving. Currently, the study suggests that adopting a carnivalesque lens through which to explore children's humour could present an innovative way to better understand and engage with children's humour. The findings so far could provide valuable insight into children's behaviour and motivations - an idea that this paper addresses in detail.

Keywords: humour, early childhood practice, bakhtin, carnivalesque, dialogism

Children's voices within policy, practice and research - participatory methodology

ALISON MOORE, Worcester University, United Kingdom

This research examines the child's voice within Children's Centres in the UK and seeks to discover the practitioners' understanding of how the child's voice can be effectively heard and used to facilitate change. This research draws upon the work of Clark, Kiorholt & Moss (2001, 2005) in relation to eliciting the voice of the child and builds upon Malaguzzi's work (1945) in relation to the hundred languages of children. Aligned with the recommendations by the Rights of the Child (2005) Sociocultural and activity theory (Vygotsky 1978). Bourdieu (1986) and ecological systems theory (Bronfenbrenner 1979) provide the basis for understanding as well as Wenger's ideas of Communities of Practice (2004) and relational pedagogy (Papatheodorou & Moyles 2009) This research is aligned to the interpretive paradigm and takes the form of a qualitative case study. It draws upon participatory methods including collaborative enquiry (McNiff and Whithead 2002). It elicits children's, staff and parents' perspectives utilising elements of the Mosaic Approach (Clark & Moss 2005), video, observations and semi-structured interviews. EECERA Ethical Code (2014) paying particular attention to informed consent/assent with children and the role of the researcher as an 'inside researcher'. The central focus for discussion will be concerned with how practitioners and children can construct the process to facilitate research and how children's voices can be used to facilitate change. The research will take forward the debate about what strategies are effective in eliciting the voice of young children for future development of both policy and practice.

Keywords: Child Voice, Rights Discourse, Early Career Researcher, Participatory Methodology, Insider Researcher

Visual Humour: Research and Theory Issues

MARIA KYRIAKOU AND ELENI LOIZOU, University of Cyprus, Cyprus

This study aimed in investigating young children's ability to appreciate and produce humour. Specifically the research questions were: a. How do children of the ages 4-6 year explain the humorous aspects of a picture and b. What are the differences, if any, in producing a humorous story and a picture? Young children understand visual humour and produce humorous stories and pictures based on specific humour theories or based on social and cognitive skills (Loizou, 2006, Loizou et al., 2011 & Pitri, 2011). The process of producing and appreciating humour can be complex and important for the cognitive, social and emotional development of children (Banas et al., 2010, Torok, et al., 2004). The participants of this study were 102 children of the ages 4-6. During semi-structured interviews children were asked to observe and comment on the funniness of a picture, produce a funny story and then to draw a funny picture. Both qualitative and quantitative methods were used to analyse the data. The children voluntarily participated in the interviews. The findings suggest that a. the use of a picture, as a research tool, that represents a child acting "dangerously" can affect children's reaction to humour b. in the production of a humorous picture the children use mainly the Incongruity theory whereas in their story production they use the Empowerment theory and c. the cognitive schemata used in explaining the humorous part in their story and drawing are different. Potential future research could include comparing data from different research tools.

Keywords: humour, visual humour, humorous stories, young children's humour, humour in drawings

SYMPOSIUM SET D/ 16

RESILIENCE, LOVE, DESIRE AND LEARNING

Individual Papers

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

The research aims to contribute to understanding about how early years practitioners construct their work in ECEC. The word love is rarely used in current research. There is also an absence of the word in policy documents and professional standards. It is argued that, although Page (2011) carried out research about love with parents,

previous research has not focused on practitioners' perspectives on loving children, and has focused instead on such topics as attachments, emotional labour, and care. A social constructionist perspective has been adopted, emphasising that people draw on their social and cultural resources to construct what they say. This interpretivist research drew on pragmatism and postmodernism. Individual, unstructured interviews were conducted with five practitioners in senior positions in contrasting settings. A thematic analysis of the interview transcripts was carried out. The interviews were carried out individually so as to maintain practitioner anonymity. It was considered that the topic itself might evoke some strong emotions. A help sheet was prepared in advance. The participants said that, although love was not part of their training, it was important for child development. They talked about touch, as if it was the same as love, perhaps due to increased fears about sexual allegations. They said they loved being with children, that love was more natural in some practitioners, and different to familial love. More opportunities for professional talk about love are needed. Further research, widely disseminated, is also needed to facilitate a better understanding about the importance of love in ECEC settings.

Keywords: love, practitioners, professional, touch, familial

Pathways to resilience in pre-school learning contexts

MARIA ASSUNÇÃO FOLQUE, Universidade de Évora, Portugal

This paper aims to contribute to the understanding of how pre-school learning contexts, and particularly its pedagogy can enhance or constraint resilience in children. This analysis of data from 4 case studies of individual children deepens the work presented in Folque, M. A & Siraj-Blatchford, I., 2011 and Folque M. A., 2012. Resilience is a learning disposition at the core of effective learning (Claxton, 1999; Dweck, 2000). Resilient students are the ones who find the appropriate resources or help to carry out learning challenges. The study looked at pedagogy as mediated action through the use of artefacts/tools (Vygotsky, 1978; Wertsch, 1998), changing individual consciousness and the way in which we act on the world. Learning was conceptualised as change in participation in social practices (Lave and Wenger, 1991; Rogoff, 1995). The design used case-studies (4 children) with ethnographic elements, during 8 months. Data was collected through observations, video recording, interviews with teachers and children and the analysis of 'piloting tools'. Identity of participants was protected and informed consent was ensured from adults and children's, including children's parents. Children's continuing consent was monitored as data was collected ensuring children's volunteer participation and well-being. Analysis of children's paths of resilient behaviour throughout the year provided some understanding of the way in which the teachers pedagogy and their interactions with children supported or constrained the children display of resilient behaviour. Assessment for learning emerged as a key factor. The study has implications for practice which supports children's development of positive learning dispositions to learning.

Keywords: resilience in learning, pre-school, pedagogy, adult-child interactions, assessment for learning

Developing preschool children's desire for learning

OLE LUND, VIA University College, Denmark

The aim of this study is to explore how preschool children's desire for learning is developed in the pedagogical landscape of a Danish kindergarten. This study relates to previous research on desire, pedagogy and education (Pignatelli 1998, Watkins 2006, Zembylas 2007), but adds to this research by exploring the phenomenon among preschool children. The theoretical framework is built upon insights from relational and 'carnal' sociology (Crossley 2001, 2012) and concepts of intercorporeality, learning and apprenticeship (Ingold 2000). According to which: a) learning does not take place in a neutral room stripped of emotions and desires, but is being infiltrated by the emotionality and desires that develop in the intercorporeal interactions of educators and learners, b) desire to learn can be 'sparked' through inspired (intercorporeal) experiences scaffolded by e.g. educators. Inspired by the methodology of sensory ethnography (Pink, 2009) data is generated through participant observations, interviews and video observations. The study follows the ethical rules stipulated by the Data Protection Agency in Denmark which include informed consent from practitioners, parents and children. In this presentation I will describe and explore: the role and value the phenomenon of desire is given in the kindergarten, the ways preschool teachers attempt to 'spark' children's desire to learn, and the ways children can support preschool teachers' effort to create inspiring and educative experiences. The study will have implications on the role of preschool teachers and on the ways learning activities among preschool children is facilitated.

Keywords: desire, intercorporeal learning, preschool children, the role of educators, pedagogy of desire

SYMPOSIUM SET D/ 17

LITERACY AND STORY-TELLING

Individual Papers

CHAIR: XINXIN WANG

The Hong Kong Institute of Education, Hong Kong

'Story Time' in Chinese Family

XINXIN WANG, The Institute of Education, Hong Kong

This study aimed to investigate how Chinese parents understand the functions of storytelling, and what the parent-child interaction is like during storytelling in Chinese families. There have been increased studies emphasizing the importance of "story time" in a family, which provided guidance on creating family storytelling tradition as well as interactive storytelling environments (Aronold, 2008; Davies, 2011; House, 1991; Lipkin, 2000; Wright, 2008). This study was designed grounding in the Sociocultural theory (Rogoff, 1990, 2003; Vygotsky, 1978) and Narrative theory (Hull & Katz, 2006; McAdams, 2006) to identify the role of cultural values and assumptions in shaping activities, and understand how intergenerational storytelling builds relationships within a family unit. This paper utilised multiple-case study design (Yin, 2014). The participants included eight Chinese families, in which the children were aged from three to seven-year-old. Data were collected from individual videotaped 'story time' in these families, and semi-structured interviews with the parents. A consent form and information sheet was provided to all the parents. The researcher was not participated in videotaping to make the children feel comfortable as usual. The names of participants have been replaced with pseudonyms. This study found different types of interactions between parents and their young children, including child-centred reading, parent-centred reading, parent-child join-reading, oral storytelling, and dramatic storytelling, which also can be categorised into two aspects: interactions with print-based materials and oral storytelling. "Story time", in parents' perspectives, were identified as a child's interest-based and play-based educational tool in terms of children's literacy development and family attachment.

Keywords: storytime, storytelling, parent-child interaction, play and learning, family education

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

CARMEL BRENNAN, Early Childhood Ireland, Ireland

The role of story in the early childhood curriculum. Links to previous research by the presenter on play and learning stories. Play is core to the early childhood curriculum and a key medium for co-constructing stories. 'We'll put all our stories' says Paley (2009) 'on the pretend stage and then we'll know who we are'. Contributing to play stories gives children a voice in how the peer world is constructed. To be excluded may be 'to live in a world not one's own' (Shotter, 1993). Scholars locate story as the human way of ordering and sharing the complexity of life. Bruner (2013) tells us that 'we schematise our experience principally through story-telling'. We construct our identities and possibilities within them. This research is an analysis of practitioner research into children's experiences in early childhood settings, using a 'narrative' lens. The practitioners participate voluntarily. Informed consent is received from parents for photographs and assent from children. The narrative lens shifts the focus from children's learning to children's meaning making and offers an insight into their experiences, shared understanding and enquiries. In play children are co-constructing stories that in turn frame life within the peer world. Discussion and documentation, art, music, dance, transitions, connection with family, community and nature, all create opportunities for developing shared stories. The narrative lens changes the way early childhood educators think about children's learning, helps them to connect with families and other major influences on children's lives and brings together the pedagogies of play, listening and enquiry.

Keywords: stories, play, curriculum, pedagogy, enquiry

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

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

The main aim of my research is to examine how, and the extent to which smaller children (age 1-3) experience literacy practice in Norwegian Kindertartens. Moreover, I will also present analyses of a few modern picture books which have proved to work well for children of this age. My research is based on a sociocultural understanding of literacy and is related to studies by Barton (1994), Barton and Hamilton (1998), Barton (2007) and Snow and Ninio (1998). The text-analytic approach is derived from the theoretical framework of multimodal text analysis and concepts of iconotext (Hallberg 1982, Mjør 2009, Bjorvand 2012). The text analyses investigate visual and verbal meaning-making and the coherence between the two modes of meaning. The empirical analysis is based mainly on semi-structured interviews with 15 kindergarten teachers and assistants, field notes and photos. The interviews were taped, and the field notes were made in more spontaneous conversations. Photos document the variation of books and their availability for the children in the kindergarten rooms. No children were interviewed or photographed. There seems to be considerable variation in practice between kindertartens. Some children experience literacy practice almost every day, others rarely. The availability of relevant books, and the teacher's interest and knowledge in this area also seem to vary. I believe more knowledge about literacy practice with smaller children and about relevant picture books will stimulate the professional practice in this area, and that institutions educating kindergarten teachers need to address literacy and smaller children more thoroughly.

Keywords: sociocultural, literacy, kindergarten, literacy practice, children age 1-3

SYMPOSIUM SET D/ 18

VALUES, PRESCHOOL AND PLAY

Individual Papers

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

How are teachers talking about collective and individual values in preschool? Which field of tension between individual and collective values emerge and how are these handled according to the teachers' utterances? This study is based on research on moral values and democracy issues in preschool, which has been conducted by Johansson and Emilson (2009). Theories from Bakhtin and Fairclough have been applied, in order to understand how these teachers talk about individual and collective values in preschool. Group interviews with teachers in preschool have been conducted in order to produce empirical data. The method used to interpret the teachers' discussions is discourse analysis. Each teacher has signed a written agreement to participate in the research project and the ethical principles of the Swedish Research Council have been considered. In a value pluralistic society communication of values in interpersonal encounters involve both challenges and dilemmas for teachers in preschool. In the work to support individual and collective values individual values tend to be emphasised according to the utterances. If discourses about value educational work in preschools is made visible it may mean that prevailing, sometimes unconscious, constructions of thought can be challenged in order to give teachers a deeper understanding, which may lead to change and development in the pedagogical practice.

Keywords: value educational work, individual values, collective values, preschool, discourse

Children's values of Play

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

The purpose of this research is to consider children's values. We examined reasons why they play, images of play they have, and restrictions they face when they play. Blatchford (2013) shows children's social-behavioural

outcomes through longitudinal studies mainly. Our research goes further to add the children's value-oriented nature of play, which has not been investigated so far. This study uses the Academic Task-values Evaluation Scale (Ida, 2001) in examining children's value. We conducted a questionnaire-based cross-sectional study targeting at first to sixth graders in Japan. The questionnaire consists of multiple choice questions and free writings. We did statistical and qualitative analyses. Prior to this survey, permissions were obtained from parents and schools. Our survey was anonymous questionnaires to keep any personal information of all child participants confidential. This research provides us with frameworks to consider play from children's view points, including how children's images of play are related to their values of play and external pressure such as security of their neighbourhood and parents' disciplines. Play, which is regarded as important activity in ECE, is also important for children themselves even in middle childhood.

Keywords: play, children's values and images, questionnaire survey, elementary school children, restrictions on children's play

Values education in estonian preschool childcare institutions

PÄRJE ÜLAVERE AND MARIKA VEISSON, Tallinn University, Estonia

The main goal of the study was to give an overview of the functioning of values education in the preschool setting. Based on the main goal, the authors posed the following research question: How do principals, teachers, and parents evaluate activities related to values education in preschool childcare institutions? The importance of taking into account different values when organising and carrying out preschool's learning and educational activities, has been pointed out in the OECD (2012) report as well as in the Estonian National Curriculum for Preschool Childcare Institutions (2008). Values education is a key domain in the national program Values Development in Estonian Society 2009–2013. There are several researchers have studied childrens values and values education (Barni et al., 2014; Bilsky et al., 2013; Döring et al., 2010; Johansson et al., 2014; Knafo & Schwartz, 2004; Sandrese, 2013). The authors compiled a semi-structured questionnaire with a 6-point Likert-type scale, which included questions about the following 6 areas: 1. formulation and explanation of values, 2. leadership, 3. the system of values education, 4. kindergarten culture, 5. cooperation, and 6. development of values education. Altogether 978 respondents from all 15 Estonian counties returned the questionnaire. These were completed anonymously, the data obtained was analysed, and results were determined in a generalised manner. Participation in the study was voluntary. The evaluations of parents to activities related to values education were statistically significantly lower compared to teachers and principals. The results of current study will be used in teacher education.

Keywords: values education, children, teachers, parents, principals

SYMPOSIUM SET D/ 19

STARTING RIGHT - APPROACHES TO IMPROVING OUTCOMES FOR CHILDREN

Individual Papers

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

Gi-Kitas aimed to improve the nutritional behaviour of children with specific attention to the conditions in kindergartens. In Altgeld, 2004 and LVGASF, 2009 there are intervention approaches concerning healthy settings in socially deprived districts, especially health promotion in kindergartens. Three health promotion strategies are integrated: workplace health promotion, health education, community-based intervention (Dreas, Hassel, 2009). The intervention was represented by an organisational development Programme with seven modules (Kliche et al, 2008). A modified method of intervention-mapping was applied for preparing the study: The design was guided by literature on variable determinants and efficient interventions of growing up healthy. Through focus group discussions, the expectations of nursery nurses and parents were analysed in a participatory way.

The approval of the ethics committee responsible at the Coburg University written consent of the participants was obtained in advance of the planned study. Health promotion strategies and organisational development process have been implemented. The nursery nurses are contented with the situation of nutrition (t0: 75%, t2: 88%). The results of the second breakfast check showed that a minority of the children had a well-balanced breakfast composed of all of the 4 recommended components (t0: 38%, t2: 35%). There could be recognised that the nursery nurses rated the prevalent situation in a distorted way. Thus the subjective perception and the inclusion coverage of the breakfast are not conform. To create a lasting health promoting atmosphere a close collaboration between nursery nurses, parents and the community is necessary. The organisational development programme for kindergartens will be published.

Keywords: organisational development program, kindergarten, nutrition, intervention-mapping, second breakfast check

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

SUSAN KRIEG, Flinders University of South Australia, Australia

The aim of this project was to examine the combined impact of exposure (time in terms of hours) and quality (assessed using the ECERS-R) on closing the gap in development between disadvantaged and other children. This study adds to the body of evidence regarding the factors that contribute to more equitable outcomes for young children from early childhood programmes. The 'I Go to School' project is underpinned by concepts of equity and social justice. The research is framed within a social constructionist paradigm that uses both qualitative and quantitative methods. The researchers tracked 333 children attending eight combined pre-school/childcare centres as they made their transition to school. Parents and teachers completed questionnaires regarding the children's development in the year the children turned 4 and then again in the term they started school at age 5. This study was approved by both the university and sector ethics processes. As a result of this study, it was evident that the children's exposure to quality early childhood programmes made a difference to a successful start at school. The children who benefited most from this exposure (in terms of the number of hours attended and the quality of the early childhood programme) were the children experiencing social disadvantage. It is the quality of the programmes offered in early childhood that is the most important factor in determining more equitable outcomes.

Keywords: equity, outcomes, quality, exposure, early childhood programmes

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

This research aims to identify beneficial measures to support the professional development of Early Years (EY) practitioners when working collaboratively with other professionals to support children and their families. The Munro Report on Child Protection (2011) emphasised the importance of integrated working and early intervention policy to support young children and their families living in disadvantage. As from September 2015, an Integrated Review of two year old children's health and Early Years Foundation Stage (EYFS) development will be undertaken across England by a Health Visitor and EY Practitioner working collaboratively with a child and their parent. The Integrated Review, which draws on the findings of the Munro report (2011), aims to consider if additional support for a child's development may be required and how this could be implemented. Early years practitioners' views on dimensions of integrated working in EY settings in North London were collected through interviews. An interpretive paradigm was used to explore their responses in order to gain a deeper understanding of practice. Ethical procedures were implemented to ensure participants' consent, confidentiality and right to withdraw (BERA Ethical Guidelines, 2011). Initial findings suggest that practitioners perceive barriers to their engagement in effective integrated working and would welcome professional development opportunities to support them in managing the complexities of this role. EY policy initiatives have implications for the professional development of practitioners who work on the Integrated Review and other early intervention policy, which aims to counteract the effect of disadvantage on young children's future outcomes.

Keywords: professional, integrated, disadvantage, outcomes, policy initiative

SYMPOSIUM SET D/ 20

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

Self-organised Symposium

CHAIR: VALERIE MARGRAIN

Australian Catholic University, Australia

In this symposium we share images of text gathered in early childhood settings from New Zealand, Sweden and Vietman. The images were gathered by student teachers, reflecting authentic practices in early childhood settings, and also the literacy and pedagogical understandings held by the student teachers. Text in early childhood environments includes traditional artefacts such as alphabet charts, labels, and organisational cues. Richer aspects of literacy text supports children's meaning making through reading, writing and engaging with ICT. Findings highlighted the influence of culture on text selection, as what is displayed will be influenced by the values and beliefs of the educator. Implications for higher education include that student teachers need support to understand rich concepts of literacy and to provide connections to this in the early childhood environment. Partnership (home, centre, community, and higher education) support children's opportunities to engage with various forms of text as they develop literacy competence.

Using Text in Swedish Pre-schools – a learning environment

ELISABETH MELLGREN, University of Gothenburg, Sweden

How can the textual environment in pre-school reflect and contribute to children's literacy learning? Gustafsson and Mellgren (2002) investigated how textual environments were created in Swedish preschools. This original study informed subsequent recent Swedish-New Zealand research (Mellgren & Margrain, 2015). Analysis of the 322 Swedish images from the recent study is shared in this presentation, along with comparisons to the original study. According to UNICEF (2009) it is the right of every child to be literate. Literacy is more than reading and writing, it provides opportunity for meaning making (Gee, 2002, Kress, 2013). The method used was observation and analysis of photographic images. 11 codes were applied, and quantitative analysis utilised. Ethics approval for the study by Mellgren and Margrain was granted from Massey University in New Zealand. Ethical issues included informed consent, confidentiality, participant right to withdrawal, and ensuring no harm. The most frequent categories of text in the images from the Mellgren and Margrain study were 'labels' and 'artefacts.' These findings connect to the 'quiet' text environment described in the earlier Gustafsson and Mellgren study. Meaning-making for children had limited visibility within the images of text in Swedish preschools. Comparative analysis between Swedish and New Zealand data determined that 'signs and symbols' were more frequent within the Swedish sample (26.4% vs 7.4%). Early childhood teachers need to have strong understanding of early childhood literacy and pedagogy. Student teachers may need particular support to develop their understanding of early literacy as a socio-cultural, interactive and meaning-driven construct.

Keywords: early childhood literacy, early childhood education, environment, improving practice, pedagogy

Using text in New Zealand early years settings – environment reflecting values and culture

VALERIE MARGRAIN, Australian Catholic University, Australia

How does the early learning environment reflect the beliefs and values of educators? Gustafsson and Mellgren (2002) investigated how textual environments were created in Swedish pre-schools. This original study informed subsequent recent Swedish-New Zealand research (Mellgren & Margrain, 2015). Analysis of the 337 New Zealand images from the recent study is shared in this presentation, with particular consideration of cultural values. Literacy is culturally constructed and reflects personal, social and cultural purposes (Ministry of Education, 1996). The method used was observation and analysis of photographic images. 11 codes were applied, and quantitative analysis utilised. Ethics approval for the study was granted from Massey University in New Zealand. Ethical issues included informed consent, confidentiality, participant right to withdrawal, and ensuring no harm. The most frequent categories of text in the images from the Mellgren and Margrain study were 'labels', 'artefacts', and 'organisation for children.' These findings do not reflect the rich and holistic value

of literacy inherent within the curriculum. Comparative analysis between Swedish and New Zealand data determined that use of project themes and cultural text were much stronger in the New Zealand data. Bicultural values inherent in the early childhood curriculum were well reflected. Early childhood teachers need to have strong understanding of early childhood literacy and pedagogy. Student teachers may need particular support to develop their understanding of early literacy as a socio-cultural, interactive and meaning-driven construct. The cultural values and beliefs of teachers influence their management of the early childhood environment.

Keywords: culture, curriculum, early childhood literacy, early childhood education, environment

Vietnamese textual and environmental methodologies. A research collaboration.

GWEN GILMORE, Victoria University, Australia

How do beliefs and values of pre-service educators reflect their perceptions of new environments? The frame of reference is Gustafsson and Mellgren's (2002) study that uses Vygotsky's (1978) perspectives on thought and language in cultural and historical contexts. Analysis of interviews, images and annotated comments is shared, with reference to cultural values illustrated by Australian pre-service early childhood educators. This research was informed by work on pre-service teacher orientation towards diversity of their students in the USA by Paine (1990) that found students needed a rich exposure to diversity over the course of their education to develop more nuanced and strength based understandings to diversity. The methods used were interview, observation and analysis of photographic images. Codes were applied, and qualitative analysis utilised. Ethics approval was granted from Victoria University in Melbourne. Ethical issues included informed consent, confidentiality, participant right to withdrawal, and ensuring no harm in cultural context. The study involves collection of images of text in early childhood from two Vietnamese early childhood settings, gathered by Australian Diploma of Children's Services students. Comparative analysis is made between the Vietnamese images and the most frequent categories of text from the Mellgren and Margrain study. Concepts for diversity are considered. Early childhood teachers need to have strength based understanding of early childhood literacy and pedagogy. Student teachers may need particular support to develop their understanding of early literacy as a socio-cultural, interactive and meaning-driven construct. Cultural values and beliefs of teachers influence their management of the early childhood environment.

Keywords: diversity in cultural context, curriculum, early childhood literacy, early childhood education, environment

SYMPOSIUM SET D/ 21

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

Self-organised Symposium

CHAIR: EVRIDIKI ZACHOPOULOU

Alexander Technological Educational Institute of Thessaloniki, Greece

The "Thales Early-Q" is a European Union co-funded project for the evaluation of the quality of Early Childhood Education (ECE) in Greece. The project commenced on January 2012 and will last till September 2015. The purpose of this symposium is to present the results from the main study of the "Early-Q" project. The first paper discusses the results from the evaluation of the quality of ECE environments with the Early Childhood Environment Rating Scale – Revised. The second paper focuses on the psychometric properties of the Greek version of the ECERS-R using item response analysis. The third paper examines the association between classroom-level interactions and the quality of teacher-child relationships.

* This project is implemented through the framework of the Operational Programme (Education and Lifelong Learning) and co-financed from the European Union (European Social Fund) and from national sources.

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

* This project is implemented through the framework of the Operational Programme (Education and Lifelong Learning) and co-financed from the European Union (European Social Fund) and from national sources. The aim of the current study was to present preliminary results about the evaluation of Greek ECEC quality using ECERS-R. The last decades the use of ECEC quality scales has been introduced in various countries, contributing to several educational and policy decisions (Li, Hu, Pan, Qin, & Fan, 2014). The Early Childhood Environment Rating Scale-Revised (ECERS-R) is the most widely used instrument for measuring ECEC quality all over the world (Gol-Guven, 2009). The focus of the project "Evaluation of the Greek Early Childhood Education" was the evaluation of the Greek Early Childhood Education and Care (ECEC). The observation rating scales can be used for behaviours, dimensions or practices not easily measured by other means (Wortham, 2014). A representative sample of 535 Greek ECEC classrooms comprised the sample of the current study, selected by multistage sampling technique. The Greek Ministry of Education provided official permission regarding ethical considerations, and all of the participants provided written consent for their participation in the study. Results indicated that the Greek ECEC lies between minimum and good quality according to the rating of the environment rating scales. The highest rated subscale was "Interaction", whereas the lowest was "Activities". Practical implications of the study's results revealed due to the variation among the scores of the ECERS-R subscales. Recommendations for the policymakers are reported and discussed.

Keywords: educational evaluation, quality evaluation, educational environment, environment rating scales, early childhood education

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

*This project is implemented through the framework of the Operational Programme (Education and Lifelong Learning) and co-financed from the European Union (European Social Fund) and from national sources. This study examined the association between preschool classroom-level interactions and the quality of teacher-child relationships. Literature has shown that aspects of classroom climate and interactions can moderate the quality of teacher-child relationships and the risk for relational problems. Early childhood settings must include responsive and cognitive stimulating daily interactions between teachers and children (Cadima et al., 2015, Whitaker et al., 2015). A representative sample of 535 preschool classrooms and their teachers participated in this study and were selected by a multistage sampling technique. The current study was part of a larger five-year project implemented in the Greek early childhood education, partially funded by the European Union and national resources. The quality of the preschool classroom-level interactions was measured using the ECERS-R (Harms, Clifford, Cryer, 2005). More specifically this study utilised the Interaction subscale of the ECERS-R that consists of five items. The quality of teacher-child relationships was measured with the application of the Dutch version of the Student-Teacher Relationship Scale (STRS) (Koomen, Verschueren, van Schooten, Jak, Pianta, 2012). The Greek Ministry of Education provided official permission regarding ethical considerations, and all of the participants provided written consent for their participation in the study. Results showed low correlations between the quality of classroom-level interactions and quality of teacher-child relationships. Practical implications and limitations are reported and suggestions are made for future research.

Keywords: teacher-child interactions, early childhood education, professional development, teacher training, observation rating scales

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

* This project is implemented through the framework of the Operational Programme (Education and Lifelong Learning) and co-financed from the European Union (European Social Fund) and from national sources. The purpose of the current study was to assess the psychometric properties of the Greek version of the ECERS-R using the item response framework. Prior studies relied on classical test theory (e.g. exploratory and/or factor analysis) to examine the validity and reliability of the ECERS-R. To the best of our knowledge no published scientific work attempted to study the psychometrics properties of the scale using an item response approach. A central feature of IRT models pertains to the fact that they link item responses to ability (quality in our case)

and item parameters are reported on the same scale as ability (Embretson & Reise, 2000, Zhu, 1996) which enables researchers to determine the appropriateness of items employed. 535 Greek ECEC classrooms selected by multistage sampling technique comprised the national representative sample of our study. The Greek Ministry of Education provided official permission regarding ethical considerations, and all of the participants (assessors, early educators, parents etc.) provided written consent for their participation in the study. Mplus ver. 7.3 was used to calibrate ECERS-R subscales total score. IRT showed that the whole range of the Greek ECEC quality couldn't be fully captured by the scale's items. Moreover, a notable discrepancy was observed on the discrimination coefficients. Recommendations for the scale's implementation and further refinements are discussed.

Keywords: educational evaluation, environment rating scales, item response theory, psychometric properties, early childhood education

SYMPOSIUM SET D/ 22

OUTDOOR LEARNING, WELL-BEING AND HAPPINESS

Individual Papers

CHAIR: IRIT WYROBNIK

Hochschule Koblenz / University of Applied Sciences, Germany

Biophilia and the connections young children desire

BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

This paper is part of the research findings from a Professional Doctorate. The aim of the research was to gain young children's (3-7 years) interpretation and understanding of "well-being". Young children's perspectives are not a significant aspect evident in much of the research literature on well-being. This paper explores how the outdoor world was a recurring theme which emanated from the children. This research is informed by a sociocultural theoretical framework. The research is focused on eliciting young children's perspectives. Visual methodologies together with narratives were analysed using Barthes (1973,1977) visual semiotic approach. Ethical approval was granted, informed consent was obtained from parents / guardians and setting. On-going assent was gained from the children. Being outdoors and enjoying nature and the natural world was a key theme evident from the data gathered on young children's interpretation and understanding of well-being. The results from the research will contribute to the research field and provide insights for practice and policy at all levels.

Keywords: outdoors, nature & the natural world, biophilia, well-being, policy

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 aims of this study are: to analyse implementation data in order to identify facilitators and barriers for programme success; draw conclusions to enhance the programme; and create guidelines for programme transfer to other institutions. Naturalizar is a Chilean nature-based programme designed to transform neglected outdoor environments of underserved urban preschools into powerful outdoor learning areas. Since 2012, the programme has been implemented in 28 infant schools. 50% of the schools have completed the programme, providing useful data. Naturalizar is based on current research on outdoor learning and play. It was developed under a developmentally appropriate pedagogy framework, that promotes active and playful learning, as well as collaborative teaching practices. Nature-based opportunities for outdoor learning in Chile are almost non-existent. The current proposal aims at analysing accumulated programme data (e.g. surveys, interviews, photographic documentation) to draw conclusions to increase programme success and provide guidelines for programme transfer. Informed consent forms and parental consents were provided. Access to confidential information is restricted to Naturalizar team only, and all data is kept secured. Preliminary data shows, (1) need for increased time spent connecting teachers at a personal and sensory level with nature (2) need to provide whole-school training (3) need for a standard set of activities to ensure a pedagogical use of Naturalizar's

outdoor spaces. Programme data provides evidence supporting the need of transforming neglected outdoor spaces in underserved urban infant schools to increase learning opportunities for children. Naturalizar is a low-cost innovative programme that provides specific guidelines as well as a standard set of activities making it feasible to massively replicate.

Keywords: early childhood education, teaching practices, nature-based, lessons learnt, outdoor learning

The importance of nature for the happiness of children

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

This paper will focus on images of children in nature and at the role of nature in the history of education. The German so-called "Waldkindergarten" - "Forest-Kindergarten" will be in the centre: How does this concept function and can it help children to become happy?- Happiness in the course of life, especially for young children - Phenomenons of nature in ecec Wyrobnik: "Ich wusste gar nicht, dass Pflanzen auch hören können." Zur Bedeutung des Staunens, in: TPS, 3/2015, S. 5-7 <http://www.friedrich-verlag.de/data/C5EF0FDABC305BD1C8C8D629C7E884ED.0.jpg> Wyrobnik/Münch: Pädagogik des Glücks. Wann, wo und wie wir das Glück lernen, 2011 <http://www.paedagogik.de/index.php?m=wd&wid=1909>. The theoretical and conceptual framework of this paper will focus on new research, e.g. observation of children in the "Forest-Kindergarten". Miklitz, I. 2004 <http://www.cornelsen.de/erzieher/reihe/r-4081/ra/titel/9783589247394>. The study will be conducted by participatory observation of 3-6 year-old children in a forest-kindergarten near Frankfurt, Germany. Paradigm, methodology and methods will be qualitative and theoretical-reflective. The research cares for the anonymity of the children who will be portrayed. Ethical principles like objectivity, confidentiality and human subjects' protection will be cared for. The paper will show how nature can positively influence the development of children, namely by giving them multiple choices and chances by offering them an alternative to "in room"-education with its normative and disciplinary character. It will also discuss nature as an option to the omnipresent digital world, without a glorification of nature itself. Finally there will follow a discussion how institutions of ecec like the kindergarten can integrate nature more and better into their work, without falling back "to the roots".

Keywords: nature, forest kindergarten, happiness, early childhood institutions, outdoor education

SYMPOSIUM SET D/ 23

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

Self-organised Symposium

CHAIR: AIDA FIGUEIREDO
Aveiro University, Portugal

The 9th symposium highlights the importance of International Research in ECEC, stressing historical, cultural and social factors and political perspectives in early outdoor practices in different countries as Iceland, England, South Korea and Portugal.

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

KRISTÍN NORÐDAHL, University of Iceland, Iceland

In this research the intention was to answer the question: What characterises the discourse on the role of the outdoor environment in children's learning in policy documents in Iceland? Kernan and Devine's, (2010) review of discourse about outdoor play in early childhood education in Ireland, revealed six discourses. First about fear for children's safety, second about children spending less time outdoors, third deals with a lack of exercise, the fourth about children's alienation from nature. The fifth deals with children's development and education and a sixth about children's right to be heard in issues concerning themselves. Foucault theory of the power of the discourse is the theoretical background of six step historical discourse analysis which is used in this study. Icelandic authoritative documents were collected, laws and regulations, curricula of pre- and primary school levels, school policy documents and other relevant documents from eight municipalities in Iceland. This

research is a document analysis and therefore based on secondary data, ethical consideration has been given to ensuring fair representation of documents. Thus selected municipalities are from different part of the country, both big and small where about 60% of the population in Iceland lives. The main findings are that the outdoor environment is not highlighted in these documents, but rather seen as a benefit to children's learning, health, play and the fostering of children's positive environmental attitudes. Two types of contradictions were found: silence about the outdoors versus emphasis on it and the discussion on risk versus learning opportunities.

Keywords: outdoor environment, discourse, children's learning, educational policy, learning environment

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)

To investigate the pedagogy of outdoor play and learning in two different cultural contexts (England and South Korea), from the perspectives of the practitioners in preschools. This project evolved from previous research by Waller and Nah. For example, the Outdoor Learning Project (Waller, 2007 & 2010) in England and Nah and Kim (2012) in Korea. The project is informed by the polyvocal (many voices) approach developed by Tobin, Wu and Davidson (1989) and Tobin, Hsueh, and Karasawa (2009). The project adapts the polyvocal methods used by Tobin et al in order to elicit practitioners' perspectives on pedagogy in outdoor environments by sharing and reflecting on a range of visual data, including video and photographic images recorded by practitioners and researchers. Participants were provided with detailed information sheets and written consent was obtained beforehand, in addition to ongoing verbal consent during data collection. Pseudonyms have been used and all participants given the opportunity to withdraw at any time. Data from focus group discussion by practitioners, whilst viewing films of their own practice and that in another country (and culture), reveals a complex pattern of influences on outdoor pedagogy in ECEC. Findings will be discussed in detail through Vignettes relating to playing outside in the rain, climbing and safety and growing vegetables. We contend that the process of polyvocal dialogue around 'safety' in outdoor provision and play has helped practitioners in both England and South Korea to challenge their perceptions and recognise that outdoor play motivates children to extend their own boundaries.

Keywords: cross-cultural, pedagogy, outdoor play, safety, professional relationships

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

The aim of this work is to investigate the relation between Portuguese early childhood teachers' internal processes – feelings (e.g. fear, necessity of control, lack of experience) and conceptions (e.g. children, outdoor play and outdoor spaces' paper in children's learning and development) - during outdoor practices and contextual factors (historical-cultural and social). A recent research (Figueiredo, 2015) made in the domain of children's outdoor play in four Portuguese kindergarten, showed that outdoor spaces had few potential affordances and children's interactions with outdoor spaces were very poor. The study also reveals a poor free play, with low levels of physical activity (intensity and quality), the most frequent motor actions being "standing" and "walking" in very short distances (below 10 metres). According to Gibson (1986) and Kyttä (2004), cultural and social factors have an impact on outdoor spaces' perception. Furthermore, early childhood teachers' perceptions of outdoor settings as learning environments are based essentially on safety concerns and feasibility (Ernst, 2014; Ernst & Tornabene, 2011), promoting few experiences with challenge and risk, crucial to children's learning and development (Neto, 2007; Sandseter, 2010). The research will support early childhood teachers' narratives that begins outdoor practices recently. All participants have been informed of the study's objectives and procedures, and authorisation was requested. Early childhood teachers' anonymity was assured. The research began on April 2015. Reflect about childhood teachers' internal processes, practices and needs in outdoor childhood contexts. This research also allows scaffolding the practices of these professionals.

Keywords: outdoor practices, early childhood teachers, internal processes, historical-cultural, social factors, outdoor affordances

SYMPOSIUM SET D/ 24

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

Individual Papers

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

The aim of this PhD study is to bridge policy and practice by advancing an understanding of how the UN Convention on the Rights of the Child (CRC) can be incorporated into practice in ECEC and thus make children's rights more visible and relevant to professionals working with young children. This international study builds on my comparative MA study between England and Sweden (2011- 2013) that explored key factors in supporting a children's rights discourse in ECEC. The theories the PhD research draws on are experiential pedagogy, democratic philosophy of education, rights theory and sociology of childhood. It is a naturalistic study from an interpretivist perspective, using a single-case embedded case study approach - the context being that of children's rights and the case, how children's rights are practiced in three countries. Qualitative data, generated from various tools, will be pooled to gain an in-depth understanding of how children's rights are negotiated, and to give triangulation. University, National and EECERA ethical guidelines will inform issues such as ongoing assent/consent, confidentiality, and the opportunity for participant input and feedback throughout the whole research process. The main argument put forward at this early desk-based stage of the research is that the children's rights discourse has been accused of being uncritical and under theorised, and therefore lacking credibility. It is necessary to develop a critical rights-based pedagogy that is firmly grounded in both legal theory that uses the CRC as a frame of reference, as well as lived experiences to inform practice.

Keywords: UN CRC, rights-based, pedagogy, theory, practice

Leadership of the Educational Context in Change

MÔNICA APPEZZATO PINAZZA, University of São Paulo, Brazil

Continued teacher training in integrated contexts represented the action and the object of research into action-investigation in a public early childhood education centre in São Paulo municipality. The teacher training programme, which consists of an inquiry into practice, centred on actions supervised by a formal leadership (the principal and pedagogical coordinator) with the support of researchers and adopted the Pedagogy in Participation approach (Oliveira-Formosinho and Formosinho, 2011). The aim of the research was to identify the individual and collective actions of the principal and pedagogic coordinator, leadership style and the sort of engagement that they both had while training. The concepts of educational changes, organisations and institutional cultures of leadership were considered within the theoretical framework established by Kurt Lewin and contemporary scholars such as Michael Fullan, Andy Hargreaves and Christopher Day as well as understandings of leaderships at educational institution by scholars such as João Formosinho, Margy Whalley and Jillian Rodd. A content analysis approach (Bardin, 1977) of interviews and testimonials of thirteen teachers, the principal, and three school supervisors was carried out. The research was performed with the permission of the team and the observation method met the criteria established by scientific investigation in regard to the treatment and publication of data. The research highlighted the fundamental role of the formal leadership in terms of the promotion and support of related actions in the learning environment. There was an establishment of shared practices between the principal and the pedagogic coordinators based on the alignment of their mutual principles, beliefs and values. The findings indicate the need to invest in research into leadership in institutions for early childhood education, which incorporate politics of formation and support in the leaders' practices within their work context.

Keywords: leadership, context-based teacher education, early childhood education, supervision of practices, organisational development

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

The study aimed to understand the impact of context-based teacher education, focusing on the perspectives of professionals working with children under 3s on the contents and processes that were perceived as more relevant in professional learning and in the reconstruction of pedagogy. The study was carried out under Pedagogy-in-Participation, the pedagogical perspective of Childhood Association (Oliveira-Formosinho & Formosinho, 2012), that has been developing intervention and research projects over the last 20 years. The theoretical framework encompasses participatory pedagogies (Oliveira-Formosinho, Kishimoto & Pinazza, 2007), in which Pedagogy-in-Participation is integrated. A praxeological research project was developed integrating three main phases: a multimethod evaluation of the quality of two activity rooms for children under 3s, a context-based teacher education process, and a multimethod evaluation of effects. Data collection included field notes, interviews and the use of several pedagogical observation instruments. Ethical concerns included ongoing informed consent of children and adults, and confidentiality assurance. Concerning the contents and processes of context-based teacher education, results showed the perceived importance of: pedagogical perspectives specifically conceived for under 3s contexts, team work, a contextual approach to teacher education, and pedagogical mediation. The study stresses the need for an attentive focus on praxeological studies as a privileged way for the construction of knowledge and the reconstruction of practices in contexts for children under 3s.

Keywords: context-based teacher education, professional learning, participatory pedagogies, reconstruction of pedagogy, children under 3s

SYMPOSIUM SET D/ 25

PLAY SPACE AND STRUCTURES

Individual Papers

CHAIR: KATHY RING

York St John University, United Kingdom

Developing a Space for Creativity

KATHY RING, York St John University, United Kingdom

This paper draws upon data collected as part of a pilot project 'Creating Studio Spaces Within Early Years Settings' (2014-15). The project aims to engage participants in both professional development and action research in order that all involved gain access to and build understanding of the complexities of the process of change in relation to creating a studio space. The project builds upon previous research that recognises the importance for young children of everyday provision of transformative materials (Ring, 2010, 2015). Taking a cultural-historical approach, the project focuses upon the routines and rituals around the use of time, space and materials that enable children to engage in-depth with materials as tools for thinking and learning (Edwards, Gandini & Forman, 1998). Six practitioners have taken part in training, debate and analysis focusing upon data collected as part of action research within their own setting. Visual methods have been foregrounded and imagery alongside narrative has provided rich, context-related data for joint analysis. Ethical priorities have included working with participants to understand and engage with their uncertainties. This project is currently ongoing and preliminary findings will be presented at the conference. It is intended that the project will take place with a larger cohort across the next academic year. Implications drawn from this project will focus upon the need for practitioners to have greater understanding of the syncretistic nature of young children's creativity and of the opportunities they can provide for developing children's expertise in the use of key materials.

Keywords: practitioner, young children, studio spaces, multi-modality, transformative materials

Structural conditions for children's play in the kindergarten

MARIANNE TORVE MARTINSEN, Telemark University College, Norway

This investigation explores how the organisation of children's, physical space, materials and time influences the structural conditions of play in kindergartens in Norway. The research questions concern about a link between the organisational model of the kindergarten and structural conditions of play. The study is based on research from Nordin-Hultman (2004) which focuses on the pedagogical environment important for child development. This study builds on a socio-cultural perspective, one assumes that there is a relation between the external, structural factors and the child's internal qualifications and that the child's experience of the environment is an important factor contributing to learning and development. The investigation is part of a longitudinal study (BONDS) carried out by Atferdssenteret. This part will present quantitative results from 596 pedagogical leaders in 133 kindergartens. They have completed questionnaires that were developed on basis of a review of theoretical and empirical contributions and professional experience and considerations. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). Results indicate that adequate time is given to extended play in Norwegian kindergartens and that children have the opportunity to move relatively freely from one room to another and across groups. Play areas are organised so that children can utilise them without the assistance of kindergarten staff as well as being able to play in small groups without being disturbed by other children. The results indicate that the way in which children are divided into groups has implications on the structural conditions of play.

Keywords: play, space, time, materials for play, organisation

Researching landscapes of play: relational place and personal context

MANDY ANDREWS, Plymouth University, United Kingdom

There is an important link for children through play to place. Research into children's activities outside of formal environments is fraught with ethical issues. This paper intends to explore research positions and implications of a proposed study with children of important spaces outside of structured settings. Children's roaming range is reducing. Is there something about play space without adults that should be captured before it is lost? Will we, in the capturing, adulterate (Else, 2009) the child's experience? This draws on a range of concepts of play and attachment to place. Bachelard's (1994) kind of spaces "that may be grasped, that may be defended against adverse forces, the spaces we love". The Opie's research into children's games and the places children choose for playing indicated that "the places they like the best are the secret places 'where no-one else goes' (Opie and Opie, 1985) "potential space between the individual and the environment" (Winnicott, 2005). This paper intends to prompt exploration of the methodological challenges in preparing to undertake well intentioned and respectful research into children's secret lives using an interpretive paradigm, watching unobtrusively and engaging children in the research process in a sensitive and unadulterating way, analysing data gathered through video, coding and collaborative reflection. The methodological debate will address ethical and moral purpose in wrestling with the concept of adult engagement in children's cultures. Researching children's worlds is complex, requiring the implementation of critically inclusive methodology. Reconceptualisation of researcher may support revelation of children's voices in contexts relevant to them.

Keywords: play, secret spaces, voice, reconceptualising methodology, children's cultures

SYMPOSIUM SET D/ 26

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

Self-organised Symposium

CHAIR: HANNE VÆRUM SØRENSEN
Bergen University College, Norway

The three presentations unfold their angle on the everyday life in Scandinavian ECEC institutions with descriptions of preschool teachers/pedagogues interacting with children and of children playing on their own.

The Sound of Childhood Education

ANETTE BOYE KOCH, VIA University College, Denmark

Voice and sounds are basic tools in communication. The aim of the study is to bring a child-sensitive perspective to the encounters between children and their educators with attention to the sounds and voice tones associated with teacher role and intentions. The study refers to previous research pointing to child perspectives on teacher roles and presenting four teacher archetypes that relate to children on a continuum of a responsive-directive or a nurturing-play-stimulating behaviour. Koch (in review), Klein (1998), Rasmussen and Smidt, (2002), Kragh-Müller and Isbell (2011), Einarsdottir (2014). The theoretical framework draws upon reflective life world research (Dahlberg et al., 2007), sensory anthropology (Pink, 2009) and an interdisciplinary approach to voice studies (Kreiman and Sidtis, 2012). Field observations were carried out in five different educational settings in order to study different teacher roles in practice. Special sensitivity was directed towards how situations would appear from a child point of view. Research strives to provide child perspectives as authentic as possible, but data is always interpreted by an adult researcher. It is crucial to bear in mind that there are various child perspectives that pay attention to different kinds of children in the field. Different language tones are heard in the educational soundscape. Teachers communicate by voice according to different roles and intentions and the sound of education may be characterised in terms of auditory elements (speed, volume, pitch, melody). Auditory elements in teacher's voicing may affect children recipients in various ways that need consideration when planning and evaluating educational practice.

Keywords: child perspectives, teacher roles, child-adult relationship, voicing, auditory elements

From analogue to digital medias in early childhood education

ERIKA BRANDT, VIA University College, Denmark

The aim of the study is to explore how the encounters between children and their educators alter when the media changes from analogue to digital. Tablets and other handheld, electronic devices have become part of everyday life in kindergartens. Research shows that there are both potential pedagogical difficulties and possibilities connected to using digital media (ex. Thestrup, 2015; Tække and Paulsen, 2014). The study is a single case study of an educational experiment (Flyvbjerg, 2006). It is carried out in a mixed-methods design based on field observation and interviews (Frederiksen, Gundelach and Skovgaard Nielsen, 2014). Special sensitivity is directed towards how the dialogue between children and educators develops, when they use tablets in educational practice. A changed media environment reveals a kind of social vacuum. Educators find themselves lacking norms for how to interact in this new reality. This lack of know-how and experience in this specific area of professionalism creates uncertainty and vulnerability in the informants which require micro ethical considerations. The choice of media in educational practice seems to affect not only the horizon of possible topics in dialogue between children and their educators, but also the ways that topics are being introduced and discussed in the dialogue. A changed media environment calls for changes in educational practice. When educators experiment with new types of media, they need to consider not only possibilities and difficulties related to different types of media, but also the ways in which their choice may affect the encounters between children and educators.

Keywords: child-adult relationship, digital media, new media environment, media in ECE, ECE practices

Physical Activity Play (PAP) on preschool playground from a child perspective

HANNE VÆRUM SØRENSEN, Bergen University College, Norway

The aim is to examine children's physical activity play (PAP) on preschool playground and through socio-cultural analysis obtain insight in children's motives for PAP. Previous studies have shown that preschoolers are engaged in more PAP when they are outdoor (Olesen 2014). Conditions for the activities are the physical environment as well as the pedagogical practice (Boldemann et al., 2006; Dowda et al., 2004, 2011). In cultural historical theory, play is the leading source of development in preschool years (Vygotsky, 1966, 1998), and thus is children's PAP on playground seen as an important arena for research on children's learning and development (Sørensen, 2013). Video observations are analysed with focus on a child perspective (Sommer, Pramling-Samuelsson & Hundeide, 2010), analysis of children's motives (Hedegaard, 2012; Fleeer, 2012) and related to the pedagogical practice as a frame of the activities (Hedegaard & Fleeer, 2008). Informed consent from children is essential in researching young children's play and other activities. The researcher must steadily obtain children's permission

to record their activities. The main theme is family life. The level of physical activity is light and sometimes moderate. The focus children play what they can agree on, in corners and on trails all over the playground, use bicycles and interact actively with each other, with other children, with the pedagogues and the observer. The motives behind young children's efforts to engage in PAP must be taken in account in order to understand the quality of the outdoor playtime as more than just leisure time for children.

Keywords: preschool playground, physical activity play (PAP), content and meaning of play, physical activity level, child perspective

SYMPOSIUM SET D/ 27

PROFESSIONAL AUTONOMY AND STRESS

Individual Papers

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

The aim of this study, sponsored by Unesco, was to describe the profile, career and working conditions (salaries and infrastructure of institutions) of Early Childhood Education (ECE) teachers in Brazil. Studies have shown that the considerable increase in the rate of enrolment in ECE institutions in Brazil, in the past two decades, was made with limited investment. This fact affects the quality of the services and, in consequence, the career and working conditions of ECE teachers. The conceptual framework was based on national legislation as well as on Brazilian authors who have analysed the topic, such as Campos et al., (2012) and Gatti, Barreto and André (2011). Data from national databases was analysed, such as "Censo Escolar", an annual census which provides information about all Brazilian schools (staff, students and infrastructure). The research was based on secondary data and was conducted according to the National Regulation for this kind of study. The results have indicated that the legislation for teaching career is advanced in Brazil, including a guarantee of a minimum salary and incentives for teacher education. However, studies have described that not all ECE teachers have access to these benefits. They tend to earn lower salaries and have lower education degrees than primary school teachers, for example. Also, sometimes, they have to face poor infrastructure in the institutions. Since teacher intervention is crucial for raising ECE quality, the Brazilian government should invest in improving the working conditions and prospects of career for ECE teachers.

Keywords: early childhood education, teaching career, teacher education, teacher working conditions, quality

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

INGE SCHREYER AND MARTIN KRAUSE, State Institute of Early Childhood Research (IFP), Germany

Building on theoretical work by Siegrist et al., (2013), a major aim of the AQUA study on Workplace and Quality in Children's Services was to conduct an empirical inquiry on working conditions in the German ECEC field and to investigate links to job satisfaction/commitment and an imbalance between workplace efforts and rewards. (Inter)national studies have demonstrated links between working conditions and stress in social-pedagogical professions (Bödecker/Dragano, 2005; Jungbauer/Ehlen, 2013; Viernickel/Voss, 2013). Previous AQUA findings (Schreyer et al., 2014) indicated links between working conditions and stress, job satisfaction and job commitment. To measure stress at work the "Effort-Reward-Imbalance"-model (Siegrist et al., 2004) was implemented. It postulates an imbalance when efforts exceed the rewards gained. Research shows that commitment and satisfaction decrease when stress at work increases. 10% of all German children's centres were chosen randomly and staff were questioned about their perceived stress at work, their working conditions, commitment and job satisfaction. 6,606 centre directors and educators completed the questionnaires. Participation was voluntary, all participants were informed that data analysis would be conducted anonymously. As expected, data indicate close links between working conditions, stress at work, job commitment and job

satisfaction. Furthermore it was found that 86.7% of the centre directors and 67.1% of pedagogical staff perceive a distinct imbalance between effort and rewards. The findings of the study were presented in a publication for service providers and stakeholders in the ECEC field in Germany to help minimise stress at work and improve working conditions.

Keywords: effort-reward-imbalance (ERI), stress at work, early years working conditions, job satisfaction, job commitment

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

The central research question of the study is: How do early childhood teachers respond to pressure, exerted by actants in their environment, to execute their educational practice in a way that differs from their own professional convictions? The aim of this research is to distinguish successful and less successful strategies for applying, protecting or even improving the professional autonomy in early childhood education. Kelchtermans and Ballet (2001, 2005) studied the way in which starting teachers are confronted with the micro-political realities of schools. Osgood (2006) and Fenech and Sumsion (2007) draw attention to the power relations within and around the regulation of early childhood services and the vital role that agency plays in resisting the regulatory gaze. Frameworks of professional communities, power relations, micro-politics and human agency are used to frame this in-depth research. Latour's Actor Network Theory serves to discuss the findings. Inductive research is used. Eight Dutch teachers are interviewed in one-to-one semi-structured interviews. All of them work with young children in the first two grades of Dutch primary schools (aged four to seven). The interviews are analysed using the Atlas.ti software. Participants take part on condition of anonymity. The participants who perceive influences of their environment as constraining to their professional autonomy, try to resist the regulations actively, although they have limited possibilities to do so. Results can be used for professional development that aims for enhancing political literacy within the group of early childhood educators. Results can also be used by institutions for initial teacher training.

Keywords: early childhood, education, professional autonomy, agency, power relations

SYMPOSIUM SET D/ 28

TRANSITIONS - RELATIONSHIPS

Individual Papers

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, Mälardalen University College, Sweden

To deepen the understanding of how conditions for social relations are made in the transition from preschool-class to year one. The importance of social relations in the transition to school is documented through several studies and emphasises the importance of creating belonging in a new culture (Peters, 2010). Frelin (2010) underpins teachers task perception as crucial for the relational dimension of education. The preschool-class in Sweden aims to facilitate the transition, between preschool and school with the assignment of creating a pedagogical platform for processes of relationships. Lago (2014) stresses how transitions are discussed and made related to teachers didactic choices and are problematised from that point. By using the theory of social representations (Moscovici, 1988) I try to get hold of the everyday knowledge that are expressed and used by teachers and children about the transition and the value of social relations. Data has been created from a case study by participant observation and interviews with both teachers and children during their last period in preschool-class and the initial period in year one. The theoretical framework includes an interpretive approach. Consent form and information sheet was provided to all participants and negotiated during the research.

Participants are presented using pseudonyms and were able to withdraw from the study at any time. How teachers social representation of the transition makes that social continuity occurs for some children and discontinuity occurs for a few. To illuminate teachers professional task perception of the relational dimension of education in transitions, for participation.

Keywords: transition, social relations, education, Swedish context, starting school

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

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

This research reconceptualises approaches to evaluating and reporting educational change using the vehicle of a transition to school initiative. Wenger-Traynor positions himself as a social learning theorist. He notes that social or learning theory alone do not account for the evolving conceptualisation he is bringing to the construct of 'communities of practice' which he evolved (in collaboration with Lave, 1991) under the rubric of "situated learning" (Omidvar & Kislov, 2014). This research acknowledges Wenger's (2009) claim that "social learning capability" is "the most fundamental aspect of the communities of practice approach" (Omidvar & Kislov, 2014). Responding to an Australian state government's recognition that aspects of the transition process would benefit from enhanced dialogue between prior to school and school educators, the research team facilitated an eight months multi-site exploration of core concepts, philosophies and practices related to transition to school processes. Analysing this professional learning initiative designed to improve continuity of learning, this session aims to illustrate a contextualised model of change practices. Approved university and departmental ethical protocols were followed throughout the collaborative project. As participants sought engagement to improve issues of concern, issues of confidentiality were paramount. Recognising Fullan's (2001, 2005, 2009) theories of change leadership and implications from related theorists, potential for an innovative conceptualisation of educational change processes is proposed. Applicability to European contexts will be explored. Experience in this cross-sector early childhood initiative suggests that the intersections of relationship, facilitative infrastructure and "spirals of engagement" (Fleet & Patterson, 2001) are key in educational change.

Keywords: educational change, transition to school, communities of practice, professional learning, programme innovation & evaluation

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

KAREN WICKETT, Plymouth University, United Kingdom

This research explored the relationships between parents, practitioners and teachers as they prepared and supported children during the transition to school. In England the investment in the ECEC sector has meant that these adults share the role of preparing and supporting children during the transition to school. The relationships and communication between these groups can support or limit children's adjustment to school (Rimm-Kaufman & Pianta 2000) and their long-term educational and social outcomes (Educational Transitions and Change Research Group, 2011). The 'readiness relationship' (Moss, 2013) which dominates England ECEC policies can position certain groups as in deficit (Bronfenbrenner, 2005), which can be detrimental to the relationships between those supporting children. The research was informed by Bronfenbrenner's (1979) concepts of 'ecological transitions' and 'human development'. Qualitative data was collected through participants' narratives and focus groups in two Children's Centres. Both shared the site with the school that children moved to. Care was taken to avoid placing participants in a subordinate position in relation to the researcher and to each other. The transition process to school affords the opportunity for those supporting the child to create a Meeting Place (Dalhberg & Lenz Taguchi's, 1994) where they can share and construct understandings of the child, learning and their role in the process. An implication is that it is explicitly understood that the transition to school is a process and that relationships are established and understandings constructed throughout.

Keywords: transition, readiness, collaborative, relationships, interactions

SYMPOSIUM SET D/ 29

EXPLORING POSSIBILITIES FOR MUTUAL LEARNING IN A PROFESSIONAL SETTING

Self-organised Symposium

CHAIR: LIV TORUNN EIK

Vestfold University College, Norway

This symposium is based on three PhD- studies looking at kindergarten teachers and their professional learning (Eik, 2014; Steinnes, 2014; Ødegård, 2011). The projects reveal a strong culture of equality in kindergarten. This however may represent a threat to the use of professional knowledge by kindergarten teachers and to the possibilities of mutual learning within the staff group. A professional language is a prerequisite for kindergarten teachers' professional learning and important to create a culture for learning in kindergarten. The presentations will discuss mentoring as a fruitful strategy to strengthen mutual learning (Bjerkholt, 2013; Peavy, 2004; Plant, 2004).

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

LIV TORUNN EIK, Vestfold University College, Norway

A main aim is to discuss the importance of having a professional language in order to investigate pedagogical practice and create possibilities for mutual learning. The presentation is based on my PhD-study looking at continuing professional qualification processes of newly qualified kindergarten teachers (Eik, 2014). The framework is socio-cultural learning theory (Säljö, 2001) and theories connected to the key concepts profession (Molander & Terum, 2008) and language (Vygotsky, 1962). The study has a qualitative and an ethnographic approach and focuses on the experiences of six newly qualified kindergarten teachers. The main methods are observations and interviews undertaken several times during their first year in the profession. Norwegian Social Science Data Services (NSD) approved the study and the investigation was conducted in accordance with institutional procedures regarding anonymity and research ethics. Professional competence is seen to comprise of two main components (Molander & Terum 2008), the competence needed to act professionally, to master the main tasks of the profession and the competence to describe, analyse and discuss professional actions. The new kindergarten teachers mastered most of their tasks related to the children, but they found it difficult to describe, analyse and discuss their practice. The presentation will discuss how kindergarten teachers can develop their professional language further in order to create possibilities for mutual learning. A professional language is a prerequisite for critical investigation of practice and further professional learning in kindergartens.

Keywords: professional language, critical investigation, professional judgement, learning, mentoring

Supporting professional learning in kindergarten

GERD SYLVI STEINNES, Volda University College, Norway

The aim of the presentation is to shed light on mentoring as a way to support professional learning. The presentation draws upon my PhD study of how Norwegian kindergarten teachers' further progress of professionalisation is challenged by the fact that a majority of the staff lacks formal qualifications for kindergarten work (Steinnes 2014). Theories on professions provide perspectives of the importance of professional knowledge in professional development and legitimacy for the professions (Abbott 1988, Freidson 2001). Eraut (2004/2010) emphasise that workplace learning is important, but must be systematic and relevant to be successful. Mentoring could support such learning, but frame factor theory shows how workplace learning can be challenged (Lundgren 1994). The study uses data from a nationwide questionnaire answered by a representative sample of kindergarten teachers and assistants in 600 Norwegian kindergartens. Norwegian Social Science Data Services (NSD) approved the study and the investigation was conducted in accordance with institutional procedures regarding anonymity and research ethics. Systematical on-the-job training to develop as professionals shows to be lacking in Norwegian kindergarten. In addition, a majority of the kindergarten teachers reports a lack of time and inadequate competence to be able to use mentoring as a tool for professional learning. This represents a challenge to the kindergarten teachers, to the kindergarten teacher education and to the owners of kindergarten. The presentation will discuss these challenges and implications for learning. The

project aims to enhance the awareness of kindergarten teachers' responsibilities and challenges as leaders and mentors.

Keywords: professional learning, on-the-job-training, mentoring, kindergarten staff, challenges

How may mentoring be a part of professional leadership?

ELIN ØDEGÅRD, Telemark University College, Norway

The aim of the project is to develop quality by empowering the pedagogical leaders in providing them with an arena to develop and share their academic competence with their staff. The presentation is based on results from my PhD project "Newly qualified pedagogical leaders' mastering and appropriation of the cultural tools of kindergarten" (Ødegård 2011) and an interactive research project called BIFALL (Ødegård, 2014). The project is framed by social cultural theory (Vygotsky & Kozulin, 2001) theories of professions (Molander & Smeby, 2013) and mentoring theory (Bjerkholt, 2013). Action research is the methodological design. Formal mentoring is the method. The pedagogical leaders are responsible for mentoring their staff. The researchers are observing the mentoring sessions and they are doing interviews. The researchers and participants from the kindergartens are analysing the empirical material to find factors for quality. Norwegian Social Science Data Services (NSD) approved the study and the investigation is conducted in accordance to institutional procedures regarding anonymity and research ethics. Results from my PhD-study points to leadership as a special challenge, in the ongoing project BIFALL the pedagogical leaders' seem to prefer to be on equal level with their staff. They do not use their mentoring session to advance their own professional competences and they do not consciously use their academic competence when leading the staff. I want to discuss how this may have implications for understanding quality in kindergarten, and discussions about how mentoring should be a part of the strategy of pedagogical leadership.

Keywords: leadership, professional, mentoring, interactive research, ethic

SYMPOSIUM SET D/ 30

QUALIFICATIONS AND QUALITY IN ECE WORKFORCE

Individual Papers

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

The qualifications, pay and characteristics of the 'childcare' workforce are examined to understand the development of childcare provision in Britain between 2005 and 2014. The analysis, from an ESRC funded study entitled 'Provision and use of preschool childcare in Britain', included examination of childcare provision by the formal workforce. The study complements other research demonstrating a highly qualified workforce is key for 'good quality' childcare (Nutbrown, 2012). The theoretical framework for this study draws upon concepts of 'quality' in childcare (European Commission, 2014; Mathers et al., 2012; Moss, 2013; Sylva et al., 2008), to discuss the argued importance of increasing access to and raising standards of childcare for children's cognitive development (Johnson and Kossykh, 2008), for labour market participation (OECD, 2006, The House of Lords select committee on affordable childcare, 2015) and for reducing poverty in Europe (Barcelona Childcare Targets, 2002). A secondary analysis was conducted of the Labour Force Survey, Childcare and Early Years Providers Survey, Annual Survey of Hours and Earnings, and Ofsted registration data. Using anonymous data, the study posed no ethical risks. The 2005-2014 results show a highly gendered (98% female), low valued workforce in which qualifications are modestly rising (12% increase over time in NVQ level 3) but persistently low paid (on average £6.60/€9.02 per hour) compared with other occupations (£13.10/€17.90 per hour). It is problematic in Britain to get 'quality' and 'affordability' and 'decent pay'. The findings are important for the future regulation of the British 'childcare' workforce and policy development in this vital area.

Keywords: workforce, preschool childcare, qualifications, low pay, gendered

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

JEN JACKSON, Victoria University, Australia

The paper will examine the professional identity of minimally-qualified early childhood educators in Australia, in the context of current reforms to enhance professionalism and quality in the Australian early childhood education and care sector. While abundant research exists on professional identity for university-qualified teachers, there has been little research on professional identity for early childhood educators holding vocational certificates. What research does exist suggests that these educators may offer unique perspectives and practices, which may be especially effective in engaging children and families from educationally disadvantaged backgrounds. Drawing on Bourdieu, the paper will theorise the forms of cultural capital that minimally-qualified educators bring to their work, and how this capital might enhance their practices with disadvantaged children and families. The paper will analyse available data about minimally-qualified educators in Australia, including national workforce surveys, and a major longitudinal survey of Australian children. Instead of characterising educators' backgrounds and educational experiences as deficits (as often occurs in policy discourse), the analysis will conceptualise this data as an inventory of educators' potential strengths. This approach challenges often-overlooked ethical issues of using large-scale quantitative data to position marginalised groups as limited, or in need of remediation. The paper will present a data-informed, theoretically-driven account of the potential for minimally-qualified educators to use their unique cultural capital to bridge the divide between early learning institutions, and educationally disadvantaged children and families. This will reveal new ways of thinking about educator professional identity, to guide educators and policy-makers in negotiating this complex and rapidly-changing field.

Keywords: early childhood educators, educational disadvantage, bourdieu, professional identity, vocational qualifications

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

PHIL LYNCH, Early Childhood Ireland, Ireland

ECCE in Ireland has undergone considerable change, particularly regarding workforce qualification requirements. The focus is currently on upskilling ECCE educators towards new mandatory qualification requirements. This research considers the dearth of suitably qualified trainers and examines the need for a specialised, tailored training programme to equip trainers to provide quality training to the ECCE sector. Early Childhood Ireland in conjunction with City and Guilds developed sector-specific content to provide an all-round programme that enhances trainers' skills-set to deliver training in the ECCE sector. The research speaks to recent policy development relating to the sector and research in this regard. The presentation explores a range of theoretical perspectives and examines recent policy development relating to the sector (DCYA, 2014; Merriam & Bierema, 2014; Rogers & Horrocks, 2010; Brookfield, 1987). An action research approach (McNiff & Whitehead, 2011) using individual and focus groups was used to gather insights, perspectives and reflections (Schön, 1987) of trainers. Ethical issues of confidentiality and integrity of the researcher are considered. Informed consent was sought in writing from all participants and anonymity assured. The research indicates that a) trainers recognise the need for specific tailored training programme, and b) engaging in this programme impacted positively on quality of experiences provided for their learning groups. The research concludes that the developed training model enhances personal and professional learning. It highlights the need for this andragogical model, with inclusion of specialised pedagogical content, where ECCE trainers learn their craft in a community of reflective practice (Wenger 2000).

Keywords: andragogy, learning, community, practice, quality

SYMPOSIUM SET D/ 31

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

Self-organised Symposium

CHAIR: DIANNE JACKSON

Australian Research Alliance for Children and Youth, Australia

There continues to be worldwide interest in turning research evidence into effective action. Concurrently there is a necessity to build a robust evidence base that articulates promising and innovative practices. This symposium presents three case study examples in the Australian context that will promote discussion on what supports and constrains practitioner's engagement with research evidence. The first paper showcases the innovative development of a place based integrated approach at Doveton College. Concrete examples of the successes and challenges experienced in the implementation of integrated high quality early years, school and family support programmes will be discussed. The other papers describe the work of the Australian Research Alliance for Children and Youth (ARACY) at the macro level developing a national outcomes framework and action agenda through research with 4000 young people, and at the practical level developing and implementing its 'What Works for Kids' website for practitioners, researchers and policy makers.

Together we can make a difference

JUNE MCLOUGHLIN, Doveton College, Australia

Doveton is an integrated child and family centred community service model has been developed through a collaborative effort between philanthropy, parents, early childhood, education, health and community service organisations, researchers and the community. Its establishment was informed by research and analysis that highlighted the significant socio-economic issues faced by these communities and identified the limited capacity of the existing early childhood and school system to respond. Vulnerable children and families were recognised as being particularly at risk resulting in poor outcomes from one generation to the next. The underpinning research that informed Doveton's development built on a strong foundation of international and national literature on early childhood education and place-based approaches (Centre for Community Child Health, 2014; Sylva et.al., 2004; Melhuish et.al., 2004). The research utilised an ecological approach (Bronfenbrenner, 1979) and drew on collective impact theory (Kania & Kramer, 2011) and a place based conceptual framework (Smith & Kappan, 2002). Qualitative action research methodology. This action research was conducted on a school site and therefore complied with the relevant ethical processes associated with the Department of Education. Consideration was also given to any unexpected circumstances and support services were in place if participants required them. The discussion focuses on the development of the initiative including the development of an outcomes framework, data analysis and reporting process. Current findings on progress will also be presented. The fully integrated service model provides children and families with streamlined access to a comprehensive range of services not typically available in disadvantaged communities.

Keywords: placed based, early childhood, disadvantage, educational disadvantage, research

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

This paper describes the work of the Australian Research Alliance for Children and Youth (ARACY) in developing The Nest Action Agenda for Child and Youth Wellbeing. This agenda is the result of a 3 year research project involving 4000 participants, half of which were under the age of 24. There is a strong focus on early childhood development and learning implicit in the Nest. A vast body of literature on prevention and early intervention supports the Nest. In particular the project drew on the research of Little & Sodha (2012) that defines prevention approaches as a) universal (or population-based approaches) and targeted for specific populations who may be at higher risk of poorer outcomes. Bronfenbrenner's (1979) ecological approach underpinned the research. It was also guided by a Results-Based Accountability (RBA) framework which applies an outcomes-based approach to improve the quality of life in communities, cities and countries (Friedman, 2005). The project adopted a collaborative and inclusive approach drawing on i) consultation data, ii) statistical outcomes data, and iii) evidence from research and from systematic reviews of effective interventions. The project complied with the

Australian Research Alliance for Children and Youth ethics protocols. The research resulted in the creation of a blueprint to achieve better population level outcomes for children and young people 0-24, by focusing on measurable, evidence based prevention strategies. The Nest is applicable across all the sectors that are focused on children and young people from central government developing policy to organisations delivering services on the ground.

Keywords: the nest action agenda, early childhood development, systems, outcomes, ecological

Nest What Works for Kids: turning evidence into action

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

The Australian Research Alliance has recently launched phase one of its Nest What Works for Kids website. The aim of the website is to create a gateway that connects the key outcome areas identified in the Nest Action Agenda and evidenced based practices, programmes and tools that practitioners can use to work towards these outcomes and to measure their progress. The development of this website builds on the work of Chaffin & Friedrich (2004) who established a widely accepted definition of evidence-based programmes, and research from the Parenting Research Centre (2012) in Australia. The evidence review framework that is currently being developed for the website is building on the evidence standard developed by the Social Research Unit in the UK for its Invest for Children website. Nest What Works for Kids is underpinned by Bronfenbrenner's (1979) ecological approach and guided by a Results-Based Accountability (RBA) framework. RBA applies an outcomes-based approach to demonstrating measurable change for children and families. The development of the website is a result of the Nest project which adopted a collaborative and inclusive approach drawing on i) consultation data, ii) statistical outcomes data, and iii) evidence from research and from systematic reviews of effective interventions. The Australian Research Alliance for Children and Youth conducts all of its work in accordance with its ethical protocols. A case study of a process to turn 'what works' in to measurable action. Encouraging practitioners to engage with and utilise research, and to build a new evidence base from promising and innovative practice.

Keywords: nest what works for kids, early childhood, practitioner, research to practice, outcomes

SYMPOSIUM SET D/ 32

OBSERVING AND DOCUMENTING IN THE EARLY YEARS-INTERNATIONAL DIALOGUE ONE

Self-organised Symposium

CHAIR: ALISON CLARK

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

How can children's experiences in their learning communities be visible, traceable and understandable? Reflections about learning have always been at the core of pedagogy. Recently many concepts have been developed with the intention of involving all (or as many as possible) actors in ECEC in negotiating the child's learning. Pedagogues key roles in this process includes to carefully listen to learners and watch what they do and are given the tasks to observe and document learning as well as to facilitate dialogues about learning within the community. Presenters from UK, Denmark and Germany will explore the possibilities and limitations in those processes from very different perspectives. This will include an historical perspective on documentation, reflections on the innovative adaption of the Tavistock Observation method in early years research and practice (A-TOM) and a discussion of ethical challenges arising from an adaptation of the Mosaic approach with Danish pedagogues.

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

Currently manifold instruments of child observation are used in ECE. This fact will be taken as point of departure for this presentation aiming to put the phenomenon of a tacit consensus about the necessity of child

observation in ECE settings in a broader frame of understanding. Stagl (2002) identified the 'oldest empirical method in social sciences', stating it was that of TRAVELING. Tracing this idea the systematisation of instructions on observation in treatises of the 'ars apodemica' (art of travelling) (ibid.) will be presented and analogised with instructions for pedagogical observation in ECE. Theoretically the author will draw on (historical) works showing that the development of the academic science of PEDAGOGY evolved alongside approaches of empirical knowledge acquisition about 'the child' (Schmid/Diele, 2007) and the evolution of pedagogical observation (Reh, 2012) and the ars apodemica. The presentation draws on methodological literature on child observation in ECE and on the beginnings of (empirical) studies of mankind/child studies in the era of enlightenment. Looking at professionals' documentation about children in childcare as the 'travel reports' (Stagl 2002) of our time (and profession) discloses new perspectives and raises questions about HOW/IF/WHEN/WHY children should be observed. It prompts professional discussions parallel to that of ethical (academic) research with children (Dockett, Perry, Einarsdottir, 2008). The analogies are highly plausible and provide a surprisingly new understanding of the phenomenon in question. Looking at issues such as the conceptualisation of observer skills, ways of recording, documenting and writing up reports may stipulate a new and necessary discussion.

Keywords: pedagogical documentation, observation, history, ars apodemica, portfolio

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

This paper describes the Tavistock Method of Observation (TOM), adapted (A-TOM) for use in early year settings, and reports on its use as a pedagogic and a research tool. The research aim has been to show the value of A-TOM in thinking holistically about children's experiences. There has been a strong turn in the literature to the role of emotion in early years policy and practice. The value of A-TOM in including attention to emotion in research and pedagogy has been previously shown. TOM and A-TOM are underpinned by psychoanalytic conceptions (Rustin 1989). Observations are made without any recording device. They are written up immediately afterwards with close attention to what was seen and heard but also to emotional experience. Observations are discussed with a trained facilitator to consider possible interpretations and think about the influence of observer subjectivity. Parents were given full information about the research and an opportunity to ask questions. Observations were only undertaken where parents gave signed consent. Observers were alert to any signals from babies or young children indicating reluctance to be observed. A main discussion issue will be the contribution of A-TOM to showing young children's capacity for pride, agency and independent exploration but also for vulnerability and dependence. A parallel presentation will report on a linked study on the use of A-TOM in Australia. A key policy issue is the significance of attention to practitioners' emotional experience and entitlement to support in managing sustained, sensitive and responsive interactions with babies and young children.

Keywords: children, emotion, observation, competent, dependent

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

What difference does documentation make to the visibility of children and their opportunities to influence their everyday lives in an early childhood setting? How can pedagogues address ethical dilemmas relating to ways of documenting with and about children? These have been some of the questions to emerge from a Danish study looking at the challenges pedagogues face in embedding children's perspectives. Clark (2010): *Transforming Children's spaces*, Routledge Clark & Moss (2011): *Listening to Young Children: The Mosaic approach* This in-depth study has involved ten pedagogues in five early childhood institutions in urban and rural settings adapting and developing the Mosaic approach (Clark and Moss, 2001/2011) to fit within a Danish context. The project has taken form as a developmental evaluation/action research-project as a collaboration between researcher, policymakers and practitioners. This paper will bring a sociological perspective to explore how the professional choices made in adapting documentation to the expression of a child may impact on being a child in an early childhood setting. Staff and children involved have given consent in participating. In addition ethical questions/reflections have been addressed as an ethical robe to be worn throughout the project. Documentation,

in the study, has appeared to be powerful in changing relations not only between the professional and the child involved in documenting, but also between the child and the early childhood setting as context. The findings call for new ethical reflections among professionals about how documenting impacts on power balances that affect being a child today and in the future.

Keywords: children's perspectives, professional development, documentation, ethics, the youngest children/0-2 years old

SYMPOSIUM SET E

WEDNESDAY 9th SEPTEMBER

12:00 – 13:30

SYMPOSIUM SET E/ 1

PLAYING AND LEARNING IN EARLY YEARS SETTINGS

Self – organised Symposium

CHAIR: JOHANNA EINARSDÓTTIR
University of Iceland, Iceland

In order to support reform in five preschools, the aim of this action research (Kemmis og McTaggart, 1988) was for university teachers and master students to support preschool teachers to develop practice in relation to learning areas and foundational pillars in the National curriculum for preschools in Iceland. With regard to respect towards children's and teachers' rights and the confidentiality towards the participants', ethical issues were considered in every level of the research process. The benefit of the research can be seen in the interactive collaboration; all participants were able to learn from and support each other and to connect theory and practice. The results provide new information which can be useful for preschool teachers and students in preschool teacher education when implementing policy in the preschools. This symposium includes presentations from the study in relation to democracy, wellbeing and sustainability.

Towards democracy in preschool - Listening to children's contribution

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

The purpose of this presentation is to discuss how preschool teachers and other practitioners were supported to reflect on and analyse the degree of democracy in their preschool practice and to develop methods to provide preschool children with opportunities to contribute in their preschools. Several recent studies have discussed the importance of democracy in preschools and children's rights to express their views, to be listened to and to participate in their preschool community, at the same children are seen as having the right to contribute in their daily lives (Bae, 2010, Clark, 2005, Jóhanna Einarsdóttir, 2007, Rinaldi, 2006). Democratic methods and children's participation is seen as the interactive processes in preschool contexts where children are able to contribute to the preschool community (Bae, 2009, Clark, 2010, Rinaldi, 2006). The study took place in a preschool setting where preschool teachers, practitioners together with 27 three to six year old children took part, with supervision from the University. Ethical issues were addressed by reflecting on power relation, confidentiality and the rights of children and by listening to the educators in as non-judgemental way as possible. The concept democracy in preschool became clearer to the team, they saw the importance of democracy in preschool and the democratic practice appeared in children gaining a stronger voice, they more often were heard, could influence their existence in the preschool. Other preschool teachers and policymakers can benefit from following the participants' process in order to understand their own views and find ways to change their practice.

Keywords: early education, democracy, children's participation, listening, ethical views

Sustainability and science education in young childrens education

KRISTÍN NORÐDAHL AND ELÍN GUÐRÚN PÁLSDÓTTIR, University of Iceland, Iceland

The main aim of this study was to examine how the activities and practices in a preschool developed through participation in action research that focuses on sustainability and science education. Additionally, the aim was to determine how the participation in the project influenced the teachers in terms of their views in this area. The study relates to research emphasizing empowerment as important in sustainability education (Davis, 2010, Årlemalm-Hagsér, 2012) The theoretical background of the study constitutes of childhood studies, experience and sociocultural theories. Two preschool practitioners in a preschool in Iceland participated. Data was gathered in interviews and meetings. Furthermore, participants and own diaries, were used as data. The directors and practitioners consent were obtained and their names were concealed and quoted only under a pseudonym. The

parents and children were informed about the study and given opportunity to withdraw from the study. Five themes emerged through the analysis of the data. The children's interest and curiosity, experience of the physical environment, the shaping of views, learning and play, the children's empowerment and the participants' confidence. The main conclusion of the findings indicate that participation in action research can lead to change in practice of preschool teachers and teaching assistants. From offering the children predefined tasks, planned by the adult, to listening to the children's voices. The participants became more alert to the opportunities emerging in their daily activities in work and play with children. The participants' confidence grew in working with children in this area and they also thought the area was more important than before.

Keywords: sustainability education, science education, empowerment, children's participation, action research

Children's well-being in preschool

BRYNDÍS GARÐARSDÓTTIR AND SARA MARGRÉT ÓLAFSDÓTTIR, University of Iceland, Iceland

To examine how children's wellbeing appeared in daily activities and to identify possibilities to develop preschool practice with the aim of promoting children's wellbeing. In preschools, children's wellbeing includes the opportunities to be active participants in daily activities. Active participation has been identified as having a say in matters that affect the children in any way (Einarsdóttir, 2008) According to Carr, (2001) wellbeing is connected to children's identity, confidence and how they deal with challenges in the preschool. For instance, children's identity is shaped by connection to their sense of belonging to their peer group and how educators treat them. The participants were three to five years old children in a preschool setting and their educators. They collaborated with two researchers from the university. Research diaries, interviews with children and educators, meetings, observations, and video recordings were used to explore and reorganize the practice. Participants rights were respected by informing them about the research, expectations and confidentiality. Children's best interests were kept in the forefront. In order to promote children's wellbeing, their active participation needed to be further supported. To create more opportunities for the children to influence the activities they participated in, the day schedule was reorganised, offering the children more opportunities to choose play materials, play areas and playmates. The implication from this study is that it is critical for educators, when organizing preschool practice in terms of children's wellbeing, to listen to children's views and believe in children's ability to make decisions about their activities in preschool.

Keywords: children, wellbeing, participation, daily routines, educators' views

SYMPOSIUM SET E/ 2

CHILDREN'S WELL BEING

Self-organised Symposium

CHAIR: BABS ANDERSON

Liverpool Hope University, United Kingdom

The symposium comprises three research papers under the umbrella theme of holistic well-being. The construct of the term used in this symposium includes all aspects of children's lives; their subjective experiences and the required competencies to enjoy positive lives; a good and balanced state of health and to be able to enjoy and succeed in future. The presentations address related issues to secure children and families' holistic well-being.

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

ALEX OWEN, Liverpool Hope University, United Kingdom

This research project, undertaken with the Foundation Years Project, sought to study the effectiveness of interventions employed to support adults parenting children in their early years within a context of poverty. The gap in holistic development between children living in poverty and children unaffected by poverty has been shown to emerge as early as 22 months of age. This then leads to significant differences in later life in terms of a child's opportunities to thrive. Field's Review (2010) and Tickell's Review (2011) reveal that one key influence

upon holistic development, during the early years, is the quality of relationships formed within the home. This has particular relevance for those parenting in a context of poverty. A phenomenological scoping study was undertaken to explore the subjective reasons why parents living in poverty access informal social support networks, in the form of community based toddler groups, and any impact this might have on child-directed behaviours. A consent form and information sheet were provided. All participants' names were anonymised. Participants were given the opportunity to withdraw at any time. The study found that engagement with informal social support networks has value for parents in terms of their mental well-being and their peer education, both of which support their ability to parent within a context of poverty. The findings have implications for The Foundation Years Project which is seeking to develop a model that seeks to address some of the factors that inhibit a child reaching their full potential later in life.

Keywords: poverty, parenting, life-chances, informal social support, intervention

School Readiness: Learning from experience

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

The research project uses the insights of early years practitioners from a range of settings to identify effective practice for 'school readiness'. School readiness is a contentious area, where previous research explores the young children's individual readiness for school, using a psychological paradigm of competences (Dockett and Perry, 2009) leading to a deficit model. The social model (Oliver and Barnes, 2010) proposes that for inclusion to succeed, the variation of the individual's lived experiences must be taken into account. This suggests that a sole emphasis on psychological characteristics should be replaced by a sociological and socio-cultural understanding of the context of the child's lived experiences. A qualitative, phenomenological approach was taken to examine the naturalistic experiences of early years practitioners. Unstructured group interviews were used to collect the data, with thematic and discourse analysis employed to identify key themes. Participants could withdraw from the study at any time. During each session in the series of workshops the researcher gained the participants' acknowledgement that the transcribed conversations were an accurate reflection of their meanings. A key finding was the importance of communication and understanding of potential between all sectors, from ECEC settings of children outside the maintained school sector and those within. The practitioners welcomed the opportunity to understand the holistic context of the child's experiences. Support for the Home Learning Environment (Sylva et al., 2004) and support for parental 'readiness for school' were found to be essential. A tool was developed to record significant life events for individual child.

Keywords: school readiness, holistic well-being, lived experiences, practitioner enquiry, case study

Can we promote risk literacy in the early childhood classroom?

ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

This study investigates whether and how preschoolers justify risky dilemmas and how a pedagogical intervention might enhance this thinking in promoting children's wellbeing and coping with uncertainty. Previous research has indicated that managing risks and decisions in controlled environments leads to children's awareness raising with lifelong implications (Gill 2007). In addition, preschoolers have indicated the capacity to understand casual relationships and to make predictions of future events (Kushnir and Gopnik 2005). Risks underpin policy, research and pedagogy. As a result, a 'surplus safety' (Wyver et al, 2010) is in place leading in some cases to the restriction of children's freedom. Thus, a way of coping with dangers, risks, injuries, as well as challenges and gains is by promoting risk literacy from preschool contexts (Nikiforidou et al, 2010). Children (N=20) 4-6 years participated in groups, in problem solving scenarios, allowing them to explore the future options, make decisions, use appropriate linguistic connotations and provide justifications for their choices. Pre and post tests, observations and audio-recordings of children's participation indicated how managing and 'tasting' uncertainty in secure environments provides space and time to understand risk. Full ethical approval was gained as well as parental and child consent. Through the collaborative work, the language used and the exploration of risky-dilemma scenarios, children developed risk competence and awareness in the safe environment of their classroom. Such initiatives can be introduced in formal education in order to enhance wellbeing and risk literate children who make judgments, confront risks and make responsible decisions.

Keywords: risk literacy, problem solving, reasoning, preschoolers, wellbeing

SYMPOSIUM SET E/ 3

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

Self-organised Symposium

CHAIR: RUNE STORLI

Queen Maud University College of Early Childhood Education, Norway

This is one of the self-organised symposia of the EECERA SIG Outdoor Play & Learning. The focus of the presentations in this symposium is how children's play in ECEC institutions can promote learning and development processes in the outdoor environment and how preschool teachers and parents perceive such play. The presentations cover research conducted in Portugal and Norway, and different methodological approaches are applied.

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

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

We aim to explore how outdoors spaces are experienced by a group of young children and its teacher, in order to grasp the pedagogical benefits and the encountered challenges in this approach. In Portugal outdoor play is not valued as an important dimension of the curriculum. Research shows that pedagogical practices are still very focused on what happens inside the classroom and the time spent outside is reduced, serving as an "interval" to the "true" educational activities (Figueiredo, 2015, Neto, 2005). The research is based on classical pedagogical theories (Froebel, Dewey and Montessori) that emphasize connection with nature, learning by doing, play, movement and significant sensorial experiences (Joyce, 2012). Furthermore, we adopt the findings of recent literature in the area, showing that the outdoors provides opportunities for movement, sensorial exploration, contact with natural life and socialization (Fjørtoft, 2004, Waller, 2007). Adopting a case study methodology, children's play outside was recorded during 10 months and it was analysed according to three educational goals: self-esteem and security, curiosity and exploratory impetus, social and communicative skills. Information concerning children and professionals was maintained confidential and all the data collected was only used for the investigation. The main findings are: (1) the outdoor can offer an important contribution to educational goals' achievement, (2) the adult role is essential to create good outdoor play conditions, (3) developing quality pedagogical practices in the outdoors demands an attitude of constant evaluation. This case study contributes to the understanding of outdoor play in Portuguese early childhood settings.

Keywords: outdoor play, educational goals, practices, case study, young children

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.

The aim of this research is to reveal assumptions and priorities that underlies teachers' work with movement, science exploration and sensory experiences among the youngest in Norwegian ECEC settings, and how parents value these activities. Norwegian ECEC settings traditionally use outdoor environment for play and learning for the youngest in all seasons (Moser & Martinsen 2010). Research shows there is a decline in children's opportunities for outdoor play and learning internationally (Waller et. al 2010). This study has a critical approach to the use of outdoor environment for play and learning including the pedagogues value of subject specific knowledge and didactics (Jørgensen 2014, Mawson 2014). An electronic questionnaire was submitted to 1000 ECEC settings, ECEC teacher and parents. The survey was conducted in 2014 by the Norwegian Social Science Data Services, NSD, for the research project "Searching for qualities", funded by the Research Council of Norway. Ethical issues according to NSD guidelines were taken. Data is processed with the use of SPSS. Preliminary findings indicate that use of outdoor has high priority when it comes to play and learning even for the youngest in Norwegian ECEC. Scheduled time and number of staff seems to be more valued than subject

specific knowledge and didactics. The study has implications for the Early Childhood Teacher Education concerning subject didactics for the youngest. It also indicates the quality in ECEC in these subjects. Further, we hope to follow up with observations of interactions between the youngest, teachers and outdoor environment.

Keywords: children under the age of three, outdoor didactics, outdoor environment, play and learning, early childhood education, care

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

This presentation focuses on preschool teachers' ideas about the role of R&T in preschool and investigates how different play environments (indoor and outdoor) influence preschool teachers' attitudes and practices toward R&T. While there is perceived value in R&T related to the development of young children, educators are uncertain about how to manage this form of play and often inhibit or prohibit R&T in preschool practice. (Tannock, 2008, Holland, 2003). Many early childhood education and care (ECEC) practitioners do not recognize that R&T is social play. Rough-and-tumble play (R&T) refers to vigorous behaviours, such as wrestling, grappling, kicking, and tumbling, that appear to be aggressive except for the playful context (Humphreys & Smith, 1984, Pellegrini & Smith, 2005). It is commonly observed in children's free-play time (Humphreys & Smith, 1984). Sutton-Smith (1997) considered this type of play to be the most basic of all play. In this study 138 female preschool teachers completed a Norwegian translation of the questionnaire "Preschool Teacher Beliefs and Practices Questionnaire". The survey was reported to and approved by the Norwegian Social Science Data Services and confidentiality and anonymity in this study included verifying full anonymity during data collection and publication. The results show similarities between the two countries regarding the restriction of play fighting and chase games, but in Norway R&T play was significantly less restricted in outdoor environments compared to indoors. To ensure children's possibilities for R&T play it is important that preschool teachers and ECEC practitioners, gain knowledge about this kind of play and its benefits.

Keywords: Rough-and-tumble play, ECEC practice, preschool teachers, play environment, dramatic play

SYMPOSIUM SET E/ 4

TEACHING LITERACY AND PHONICS

Individual Papers

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.

The aim of the research was to determine if teacher coaching increased kindergarten students' mastery of letter names and sounds, short vowels, word segmentation and blending. Increasing teacher effectiveness in this type of instruction was a secondary aim. The National Reading Panel report supports explicit instruction in phonemic awareness and phonics in the early grades. Since the acquisition of phonemic awareness is a predictor of later reading success and phonemic awareness abilities in kindergarten appear to be the best single predictor of successful reading acquisition, we must equip teachers with the information, tools, and strategies they need to provide these kinds of learning opportunities in their classrooms. Baseline assessments were given at the beginning of the school year. DIBELS and other benchmarking tools appropriate for kindergarten were used. End of unit assessments were given individually to children to identify which students needed more time to develop necessary skills. Paired T tests were used to compare beginning and end of year data. All kindergarten students were given instruction in phonemic awareness and phonics. IRB approval was given for this research. Preliminary findings show the kindergarten class that implemented a daily routine of phonemic awareness and phonics

activities achieved greater gains in mastery of letter names, sounds, short vowels and reading and spelling of closed one syllable words. The research findings imply that early literacy teachers benefit from coaching on how to implement instruction in phonics and phonemic awareness. The impact on the kindergarten teachers translated to student achievement in these foundational skills.

Keywords: phonemic awareness, phonics, assessment, kindergarten, systematic instruction

Literacy conversations with children

SIGRUN SLETTNER, Buskerud and Vestfold University College, Norway

This presents a case study with a preschool teacher. The aim is to examine how early literacy can be supported in conversations. Teachers should support children's language and conversation skills so children can develop pragmatic skills and literacy. Theory and research about children's early literacy underline the point that children learn early literacy skills and the pragmatics of talk when they are engaged in conversations with adults. The quality of talk in preschool is a determining factor for further literacy learning because in high quality conversations children learn vocabulary and can benefit from extended discourse (Snow 2002). Most research on early literacy has been in specific settings, not in naturalistic settings (Rosemary & Roskos 2002, Blum-Kulka 2007). I draw upon the theories of Barton (2007) and Street (2001) on literacy, which conceptualise literacy as a social and developmental matter. The research draws upon qualitative methods, combining elements from conversation analysis (Sachs, 1974), and pragmatic perspectives (Ninio & Snow 1996, Blum-Kulka & Snow 2002). One preschool teacher in this study was video-observed in language interactions with different children in many types of activities. Participants are guaranteed full anonymity and consent is ongoing. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). Some salient features of the data are that the teacher uses a wide range of strategies to extend conversations and grasp literacy events in everyday talk. The findings have implications on how to ensure and facilitate literacy talk in preschool and creating a rich language environment and at the same time provide for play and natural development.

Keywords: early literacy, literacy events, pragmatic development, socio-pragmatic analysis, lifelong learning

Supporting the development of phonological awareness in Early Childhood Educators

ANNETTE KEARNS, Early Childhood Ireland, Ireland.

Research suggests that the appropriate skills for pre-school children are in the phonological sensitivity range of the literacy continuum (Stanovich, 1992, Pulpaff, 2009, Mott and Rutherford, 2012). Guided by Aistear, the Irish National Curriculum Framework for children 0-6 years (NCCA, 2009), these skills should be taught using combined child- and adult-led strategies. Educators took part in a training programme with on-site coaching, providing an opportunity to model pedagogical approaches that contribute to knowledge and skills transfer from the educators to the children. The research draws on Crim et al (2008) who maintain the vitality of Early Childhood educators being informed and prepared to teach PA skills in order to positively impact on children's early literacy development. Improving the reading skills of children in later years is dependent on the acquisition of a series of basic emerging literacy skills in preschool. Research indicates that at this time, children learn about the sounds in language and develop phonological awareness (PA) necessary to become good readers (Justice and Pullen 2003). Research methods include questionnaires, interviews and anecdotal observations. Prior to participation, informed written consent was sought from parents and educators. For the coaching sessions the children had the choice of opting in or out. Findings indicate an increase in the educators' level of knowledge and phonological awareness practices. An increase in most children's phonological awareness was observed. However some children continuously struggled with rhyme, alliteration and word segmentation. The research indicates the benefits of a longer programme to both educators and children.

Keywords: phonological awareness, early literacy, on-site coaching, early childhood educators, knowledge and skills transfer

SYMPOSIUM SET E/ 5

INTERCULTURAL PROGRAMMES

Individual Papers

CHAIR: IOANNA PALAIOLOGOU

Canterbury Educational services, United Kingdom

Pedagogy of the early “Macunaímica” 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

This research aims to produce theoretical support for the construction of a ‘Macunaímica’ early childhood pedagogy, having as its central research element the peer cultures. The main discussions raised by investigations are about relations of power. This can be either the colonial power of some regions of the planet north/south and the power exerted by the Western white man over other people, or the unequal distribution of power between adults and children, which very often turns education into plain colonization. The theoretical and conceptual framework is Sociology of Childhood and Marxist theories in approximation with the post-colonial thinking. The investigations are qualitative and address both macrostructure and microstructure issues. The most utilized approach is the ethnography. The investigations were conducted to meet both ethical and legal precepts with due authorization and documentation from the ethics committee of Brazilian Association of Anthropology - ABAProduction of researches that highlight children and ‘infant culture’, and put into check the normative pedagogies that standardize the languages and differences. Also the elaboration of methodologies that cover the specifics of babies and young children’s productions and do not seek to turn words into a shortcut to knowledge, as once said by Malaguzzi (1999). The intention is that the researchers produced possibilities for the construction of decolonizing pedagogies that would break the ties of the colonialism and create spaces concerned with the non-reproduction of the hierarchies of gender, race, age and social inequity. It is about fighting against the “minuscule culture of our primary school without any continuity to those hand-crafted works.” (Mário de Andrade, 1941 apud Mac-Ieb 1988).

Keywords: decolonising pedagogy, childhood pedagogy, peer cultures, post-colonial thinking, sociology of childhood.

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

IOANNA PALAIOLOGOU (1) NEKTARIA PALAIOLOGOU (2), AND 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

This research aims to employ a comparative approach to examine to what extent and how the principles of intercultural education are embedded in policy and curriculum in Greece and England. The project is based on the work of Gorski (2008, 2006), Portera (2008), Palaiologou, N and Dietx (2012), Palaiologou, I (2012), Palaiologou, N (2014). Using Gorski’s intercultural principles to support diversity (Gorski 2010, Decolonizing Intercultural Education), as critical layers we expand on these principles pointing out their importance in the pedagogical praxis in ECE and professional training of EC teachers. We employ the “Foucauldian” critical discourse analysis and discourse historical analysis of policy and curriculum in the two countries in relation to immigrant children in ECE. EECERA 2014 ethics will be followed with particular emphasis on Data Misrepresentation. Effective intercultural early years education should attempt to engage in constructive practices and to develop active partnerships with all involved (educators, families children). Intercultural education stems from the awareness of “others” and how we are related to others. Thus, ignoring immigrant students’ personal beliefs and experiences means it is less likely to engage everyone involved in a deep reflection on key issues and principles of intercultural education. Intercultural education principles are very important in early childhood and pedagogy both in its theory and practice, as a new dimension in the field. Also, it shows the importance of educating early childhood teachers on IE issues so that they reflect on and maybe reconstruct their own beliefs.

Keywords: intercultural education, policy and curriculum, immigrant children, professional training, discourse analysis

SYMPOSIUM SET E/ 6

TRANSITIONS - APPROACHES

Individual Papers

CHAIR: BOB PERRY

Charles Sturt University, Australia

Continuity of Learning and Effective Transition to School

BOB PERRY AND SUE DOCKETT, Charles Sturt University, Australia.

The importance of educational transitions is stated in *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*, introduced in 2009. This project investigated the research-practice nexus around transition to school, resulting in a resource that aligns with this framework and incorporates examples of effective practice. This work builds on an extensive literature in the field of educational transitions of which the authors have played an important part. Transition to school is conceptualised using four pillars identified in international educational transitions research: opportunities, aspirations, expectations and entitlements. Data was generated through questionnaires, interviews, site visits and document analysis. Over 30 diverse sites across Australia were visited, and structured conversations were held with a total of 356 children, parents, educators, other professionals and community members. Analysis of documents from each site contributed to the data. Approval to conduct the study was obtained at four levels: the university Ethics Committee, state/territory departments of education, Catholic and independent school systems, each school or service, and the individual level. At the individual level, ongoing consent/assent was obtained from all participants. Narratives of effective transition practices are linked through the five principles of the Early Years Learning Framework for Australia: secure, respectful and secure relationships, partnerships, high expectations and equity, respect for diversity, and ongoing learning and reflective practice, along with the four transition pillars introduced above. Results from the project facilitate sharing of narratives of effective transition practice and aim to provoke reflection on these stories and their relevance for other settings.

Keywords: transition to school, Australia, effective practices, principles, narratives

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

HILDE DEHNÆS HOGSNES, Buskerud and Vestforl university college, Norway

Continuity between kindergarten and school is a priority both nationally and internationally. This presentation will focus on how children can experience continuity and discontinuity in their transitions, and how teachers may support them along the way. The research is part of a PH.D project in process. The study is inspired by Dewey's theory of "continuity of experience" and elements from Cultural historical activity theory, such as "boundary objects" and "boundary workers". The study has an ethnographic approach and a multi methodological design. Over a period of six months, fifteen children from three different kindergartens are followed in their transition from kindergartens to schools. The main purpose is to gain knowledge from the children's perspective and the children's own photographs have been the basis for observations and conversations with them along the way. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). Children's consent to participate is seen as an ongoing process. Boundary objects can serve to help children experience continuity. Dialogue with children around boundary objects may allow the children's voices to be heard in the transition. Collaboration on boundary objects may contribute to the development of better bridging practices. Different viewpoints need to be appreciated and the boundary workers involved need to communicate face to face. The school teachers need to incorporate the children's earlier experiences, the kindergarten teachers need to orient themselves about what the children will meet in school and the children should have the opportunities to familiarize themselves with the new pedagogical environment.

Keywords: transition, continuity of experience, boundary objects, boundary workers, bridging practices

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

LAURA RANTAVUORI AND KIRSTI KARILA, University of Tampere, Finland.

The study focuses on the transition from preschool to primary school from the professional and institutional point of view. This presentation focuses on the analyses of the joint learning activities the two institutions and professionals created. The aim of the study is to analyse the nature of professional negotiations related to the joint learning activities. The need to increase collaboration across institutional boundaries in this particular transition phase seems to be widely acknowledged (Hopps 2014, Margetts 2002b, Moss 2013, Peters 2014, Docket & Perry 2009, Karila & Rantavuori 2014). However, in the practices the collaboration is challenging, partly due to the different activity systems. The theoretical framework of the study is based on cultural-historical activity theory, especially boundary work (Edwards 2010) and activity systems (Engeström 2000). The joint learning activities demands the professionals to work relationally. The study was conducted in the context of a Finnish development project. The data consists of videotaped discussions during the authentic inter-professional planning meetings. The professionals' discussions have been analysed discursively (Gee 2011). The ethics of the study was secured by confirmed institutions and practitioner's anonymity and informed consent. The results identify that carrying out of practices requires common time and negotiations. The findings will be more carefully discussed in the paper. This study produces a deeper understanding about transition with special attention to the boundaries where professional zones and cultural scripts meet. It describes knowledge and using the activity theory about issues that are applicable in training school teachers and ECE-practitioners.

Keywords: transition, cultural-historical activity-theory, discourse analysis, practices, activities

SYMPOSIUM SET E/ 7

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

Self-organised Symposium

CHAIR: TORILL VIST

University of Stavanger, Norway

The symposium presents three papers related to "Searching for Qualities: Relations – play – aesthetics – learning"; a project funded by the Research Council of Norway lasting from 2012-2017. The project's focus is the quality in Early Childhood Education and Care for children in Norway under the age of 3 years. This symposium will present three arts-based and artistic small-scale projects within "Searching for Qualities"; emphasising earlier phases of the research; and in particular the arts-based research methodologies.

Be Extended- an art project

TONA GULPINAR AND ANNEKE VON DER FEHR) Høgskolen i Oslo og Akershus, Norway

How do children between 0-3 years meet sculptural objects without a clear guideline for playing? And how can we develop the project by taking advantage of this project both as a research project in the kindergarten and as an art project? 'Be Extended' aims to establish and develop artistic productions for children between 0-3 years. We want to acquire more knowledge about the production and dissemination of new art for the youngest children. The project 'Be Extended' will try to create objects that have sculptural qualities in themselves, which can be played with and to explore. We want, at Eecera 2015, mainly to reflect and show some examples from the kindergarten regarding how we are working to create objects without specific guidelines, which can open up for an exploratory interaction between the child and the object. Reflections and observations of the physical encounters between the child and the objects. 'Be Extended' will form the basis for further development and design of the objects. A consent form and information sheet was provided to all participants. Pseudonyms have replaced the names of participants. Participants (including child participants) were given the opportunity to withdraw from the study at any time. The project 'Be Extended' wants to create objects that have sculptural

qualities in themselves and can be played with and challenge the child to play and explore. The goal is to create objects that can be seen as an extension of the body, in that way they can provide new physical experiences.

Keywords: Be Extended, children between 0-3 years, sculptural objects, art project, physical experiences

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 AND LARS GULBRANDSEN, Oslo and Akershus University College of Applied Sciences, Norway

The research focuses on time, space and content in Norwegian ECEC when it comes to aesthetic activities in the Norwegian kindergarten (children under the age of 3) In this project the researchers will use personal experiences as artists in an artistic and art educational encounter with children. We will demonstrate and discuss further work concerning surveys from 1,200 kindergartens and 1,100 parents, and how this data can form the basis for examining how aesthetic learning may occur in the kindergarten. We will discuss how we can develop the methodology through the empirical data we have available. By discussing our own practice on the basis of own artistic experiences and videos, we as practitioners of the art and researchers gain insight into areas of practice that may create change, due to the large amount of data we have available through the surveys. We will create preliminary theories, which will be confirmed or will be adjusted by further research. The survey was carried out by a professional agency-panel. A consent form and information sheet was provided for all participants. The participants' identities are anonymous. Participants were given the opportunity to withdraw from the study at any time. Our main objectives are to generate research-based knowledge about aesthetic processes and aesthetic learning for children under the age of 3. In this project, researchers / artists will use their personal experiences as performing artists in dance and visual art in an artistic and art educational work with children. (Hustvedt 2014, Calle 2013, Serra 2014, Ono 2013,)

Keywords: Norwegian ECEC, children under the age of 3, aesthetic activities, surveys from 1;200 kindergartens, research-based knowledge

The aesthetic interview – An arts-based data collection method

TORILL VIST, University of Stavanger, Norway

The Aesthetic Interview is a qualitative, small-scale research project. The aim of the project is threefold: To develop knowledge related to children under the age of three concerning aesthetic learning, emotion knowledge and research methodologies. The Aesthetic Interview is part of the larger project 'Searching for Qualities. Relations, play and learning in different group compositions in day care centres for children under the age of three', founded by The Norwegian Research Council. It is a phenomenologically based project, inspired by arts-based researchers Liora Bresler and Elliot Eisner, qualitative interview researchers Steinar Kvale and Jette fog, and ECEC researchers Eva Ski, Jorunn B. Lie, Gunvor Løkken and Berit Bae. The aesthetic interview is a kind of participant observation, using arts-based more than verbal communication and aiming to keep the relational qualities from the interview in the forefront. Since the interview questions will mainly be embodied and arts-based interactions with the children, one can discuss whether this is best described as interviews, observation, action research or (even) experiment. Ethical considerations are related to the use of video and the evocative and compelling qualities of arts-based methodologies. This presentation focus on methodology, introducing the aesthetic interview as conducted during a fieldwork in one Norwegian kindergarten. One finding was that the evocative and emotional qualities of the arts media seemed to motivate a different interaction between researcher and child, for instant concerning social trust, thus also demanding ethical considerations. The project is still in progress, but some implications will be discussed.

Keywords: qualitative interview, arts-based research, methodology, aesthetic learning, toddlers

SYMPOSIUM SET E/ 8

CITIZENSHIP, RIGHTS AND JUSTICE

Individual Papers

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

My objective is to identify, through children's observations; a time of decision and influence from children's perspectives when they live in childcare service , children as social actors (Engdhal; 2011) developing friendship among toddlers (Greve; 2012) and a voice to share (Johansson; White; 2011). The qualitative research is based on coconstruction of data in inquiry situations and interpretative dimension of the research work, and adaptive theory. In our study, we try to understand how children can take part and influence decisions in the childcare service. First, we present the main tools used to investigate children's point of view . Observations and videos are used to document and analyse the practice (Fleer; 2014). Using standpoint theories, we engage in critical thinking of the research process with young children based on exchanges with the child, his parent, his reference professional at the beginning of the process. Informed consent and authorisation for using video in the research are guaranteed. Young children's participation processes are characterised by several aspects: pacing and timing; facial expressions, affective attunement with the caring adults; body language. My interest is focused on these aspects considering that children have competencies to develop nonverbal emotional communication (Golse; 2002). An observation of 'details' (Piette) can help to construct narrative stories about the way they take part to the community life. We discuss implications to have an understanding of children's life in childcare services and the way they contribute to daily life. This approach tends to create and support a conception of children as participants in childcare services.

Keywords: participation, narrative stories, children's perspectives, documentation, engagement

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 (5) SIAN SARWAR(6) (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 (5) Cardiff Metropolitan University, United Kingdom(6) Cardiff Metropolitan University, United Kingdom

Wales has a strong political rhetoric regarding children's rights. This paper considers the extent to which young children in Wales exercise rights across the education domains of policy, practice and research. In principle, children are accepted as rights-bearers within education (Lancaster et al. 2010 Vanner 2014, Williams 2014) although implementing these rights represents an evolving challenge (Jones 2011, Sinclair, 2004). This paper reflects on whether children's rights are embedded in practice and pedagogy, ascertaining if they have become an integral part of daily work. In line with rights-based approaches, a socio-cultural framework (Rogoff 2003) is utilised within a critical realist epistemological stance (Alderson 2013), positioning children as co-producers of their experiences and powerful actors within educational infrastructures. Using a pre-determined coding framework based on the UNCRC, a systematic review is undertaken of available evidence including curricula evaluations, UNCRC monitoring reports and vignettes from interdisciplinary practitioners and academics. It is acknowledged that outputs of this initial process lack the voice of the child. Follow-up empirical work will address this issue. Whilst the review indicates that documentation relating to early education in Wales affords a high degree of rights to children, opportunities to enact their rights is variable. This variability may be due to a patchy evolution of appropriate pedagogies to support children's voice in educative settings. Practitioners have opportunities, through curriculum, policy and legislation, to encourage children to enact their rights. The challenge is to ensure staff are confident in their vision of the powerful child when make pedagogic decisions.

Keywords: education, children's rights, Wales, practice, voice

SYMPOSIUM SET E/ 9

CHILDREN'S VOICES

Individual Papers

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

The aims of this research are to recognize the meaning of participation and analyse the level of participation in Finnish Kindergartens. This paper highlights the importance of participation, interaction and hearing children's voice. Evidence suggests that participation is among the most important factors of children's well-being. Despite children's good academic success in Finnish schools (PISA results), most of the children don't feel themselves comfortable in the school. A socio-cultural approach to children has been adopted. Participation means respecting the child as a person, a subject and considering the child's own will to act, participate and be heard in an activity where children are present (Turja 2011, Bae, 2009). The theoretical framework of this study is the ladder of participation Shier (2001) /Hart (1967) and the principles of participation by Thomas (2002). In this qualitative ethnographic phase of the dissertation, children's observations (n= 189) were analysed with content analysis according to the ladder of participation and the principles of participation by Thomas. The data was collected from 39 Kindergarten groups during four months springtime period in 2012. Children's parents were asked permission to observe their children during the Kindergarten lessons. The preliminary findings emphasize the importance of recognizing participation in a Kindergarten class. The study provides an essential opportunity to advance the understanding of participation.

Keywords: kindergarten, participation, children's voice, ladder of participation, interaction

Child perspectives in a School age Educare setting

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

The aim is to study children's meaning making about learning in school age educare. The university trained school age educare teachers' competence differs to some degree from a classroom teacher due to the pedagogy that focuses more on child perspectives, identity making, care and learning through practical and aesthetical methods (Hansen, 1999, Carlander, 1999, Haglund, 2004). From a child's perspective, this can mean that school age educare teachers can offer different tools that will help them in their subject's orientated learning process and in lifelong learning (Evaldsson, 1993, Hippinen-Ahlgren, forthcoming, Johansson & Ljusberg, 2004, Kjaer, 2005, Pálsdóttir, 2010) The theoretical perspective used is socio-cultural. Pupils are constructed by and also construct themselves in interaction with various discourses they encounter. Discourses are built in and around artefacts (Vygotskij 1999, Bakhtin 1986, Säljö 1999, 2000). Learning and sense making is seen from this perspective as participation in communication/interaction. The study is based on semi structural interviews with children attending school age educare. Places and individuals are made anonymous in field notes and in the processing of the material. The audio recordings are kept locked in filing cabinets at Stockholm University. In the written informed consent directed to teachers, students and their guardians it is clear who is responsible for the project with contact information. Observational studies and interviews carried out only where participants (and guardians) gave their consent. How can we understand children's meaningmaking about learning in school age educare? How can we understand and develop the practice from children's perspective?

Keywords: child perspective, learning, institutionalized spare time, school age educare, socio-cultural

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

HELEN LYNDON, University of Wolverhampton, United Kingdom

This research aims to begin to develop an open listening climate, as defined through co-construction with practitioners, using pedagogic mediation. This project follows the growing body of research concerned with article 12 of UNCRC and its application to early childhood education and care. Children are seen as co-constructors of our society (Dahlberg, Moss and Pence 2002) and experts in their own lives (Clarke 2005). The framework for pedagogic mediation follows Pedagogy in Participation (Oliveira-Formosinho and Formosinho 2012) which is blended with an empowering ethnographic approach (Robinson 1994). The approach to concept analysis is developed following Rodgers (1989) approach with elements of grounded theory (Glaser and Strauss 1967). This research follows an ethno-pedagogic praxeological framework with two narratives, the role of a pedagogical mediator and the development of co-constructed concept analysis. The methods used include participant observation, co-constructed drawing and narratives, mapping and so on, which took place in three different early years settings. Ethical approval has been sought for this research which adheres to the EECERA ethical code. Confidentiality, consent of children, and assent remain central. This presentation will focus on the defining attributes of the concept which practitioners identified as central to their open listening climate and how these then became the focus for pedagogic development. Implications for mediation as a development tool stretch beyond the open listening climate to all areas of early childhood education and care.

Keywords: praxeology, concept analysis, children's voice, co-constructed methods, pedagogic mediation

SYMPOSIUM SET E/ 10

OBSERVING AND DOCUMENTING IN THE EARLY YEARS (SYMPOSIUM TWO)

Self-organised Symposium

CHAIR: ALISON CLARK

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

How can children's experiences in their learning communities be visible, traceable and understandable? Reflections about learning have always been at the core of pedagogy. Recently, many concepts have been developed with the intention of involving all (or as many as possible) actors in ECEC in negotiating the child's

learning. Pedagogues' key roles in this process includes carefully listening to learners and watch what they do and are given the tasks to observe and document learning as well as to facilitate dialogues about learning within the community. Presenters from Germany, UK and Australia will explore the possibilities and limitations in those processes from very different perspectives: examining documentation as text and teacher narrative, reflections on the innovative adaption of the Tavistock Observation method in early years research and practice (A-TOM) in Australia and a discussion of the role of documentation as materiality in adapting of the Mosaic approach with Danish pedagogues.

Dialogues about Learning: The Impact of Teachers' Voices

HARTMUT KUPFER, LebensWelt Kita Neukölln GmbH, Germany

This paper is concerned with written assessments produced by teachers in ECE. I will explore whether there are linguistic features to be found distinguishing dialogical from rather authoritative texts. How can EC teachers write assessments in order to open up spaces of collaborative meaning making? I co-authored a language documentation tool for EC teachers in Berlin, Germany, drawing partly on concepts about pedagogical documentation and assessment from New Zealand (Carr, Lee) and Reggio (Rinaldi). Ideas from sociolinguistic and sociocultural theory (Labov, Goffman, Bakhtin, Wertsch) and Systemic Functional Linguistics (Martin/White) are examined as to whether they can give orientation for teachers creating educational texts with a dialogical intention. Linguistic features of assessment texts from children's portfolios are analysed, and I reflect on my experience in working with ECE teachers and students in Berlin. The examples presented are drawn from publicly available resources, and from the author's practice including participants' consent. As a result, I will demonstrate that although there are surely criteria for more or less dialogic texts in pedagogical documentation, there is no method that per se leads to dialogue. It should not be taken for granted that young children (and sometimes parents as well) understand the complex interplay of perspectives that characterises dialogical texts. Presentations of written documents to young children and their parents have to be embedded in shared cultural practices in order to open up spaces of collaborative meaning making.

Keywords: documentation, teacher's voice, literacy, assessment, narrative

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

LINDA HARRISON, Charles Sturt University, Australia

The aim of the research was to undertake parallel trialling of the Tavistock Observation Model (TOM) in early years centres in England and in Australia. It developed from two Australian government-funded research studies of babies; *Infants' Lives in Child Care* and *Babies and Belonging*, which sought to apply diverse theoretical and philosophical frames to interpret observations of babies' interactions and experiences. TOM uses principles of psychoanalytic theory and clinical practice to guide the collection and interpretation of data. The TOM observer attends closely to the infant, not taking any written notes and putting aside any preconceptions or professional judgments. Writing up is done in detail immediately after, focusing on "what is seen and felt during the observation" (Reid, 1997, p. 1). Written records are added to as the observer continues to think about and feel for the child, and brought to a seminar discussion group, made up of other observers and led by a TOM-trained leader who "supports the free associations, ruminations and speculations of the observer and seminar members, to see what other dimensions remain to be discovered (Reid, p. 4). With educator and parental consent, eight 30-minute observations of an 18-month-old boy were collected over a 4-month period in his childcare centre, and discussed with the TOM leader and six others. I draw on my observations, interpretations and reflections to consider how understandings of belonging in childcare might be extended by drawing on psychoanalytic concepts, particularly the feeling of holding and being held.

Keywords: infant-toddler childcare, observation, psychoanalytic, belonging, holding

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

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

What difference does documentation make to how young children feel about their early childhood environment? What impact does the materiality of these artefacts have on young children, pedagogues and the

environment? These issues have emerged from a Danish study looking at the challenges pedagogues face in embedding children's perspectives. This study adapts the Mosaic approach (Clark and Moss, 2001/2011) working with this framework to embed young children's perspectives in day to day practice in early childhood settings in Denmark. This paper will focus on the documentation created by children, pedagogues and researchers in the process of carrying out the study and in particular the role that the materiality of the artefacts play, using actor network theory as one of the theoretical frames. This will bring together the participatory paradigm of the Mosaic approach with a more detailed focus on the artefacts created including children's maps, pedagogues' maps of children under three and researchers' documentation. Ethical questions arising from the impact of artefacts including permission, ownership, privacy and legacy have been a key feature of this study. This paper will explore how the materiality of the artifacts produced with young children effect change within an early childhood environment: a child-made map becoming a 'room within a room' creating new relationships between children, parents and pedagogues. The links between materiality and emotion have implications for the role of documentation within settings. Further discussion will consider the role of co-constructed artefacts in cross-national early childhood research.

Keywords: documentation, materiality, Mosaic approach, cross-national, emotion

SYMPOSIUM SET E/ 11

EXPLORATIVE AND EXPERIMENTAL PRACTICE

Individual Papers

CHAIR: LIZ ROUSE

CREC and University of Wolverhampton, United Kingdom

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

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

The research aims to investigate children-educators (male and female preschool teachers) communication and affective behavior in an experimental play situation. It is based on German 'tandem study' on the pedagogical activity of female and male ECE (Early Childhood Education) workers (Brandes et al., 2012) together with studies on adult-infant quality of interaction (Fuertes et al. 2009-2014). This study is based on gender research in ECE (e.g., MacNaughton, 2000), as well as general theories of learning (e.g., Vygostky, 1979) and attachment (e.g., Crittenden, 1999). Two samples were compared namely: i) ten children (5-boys, 5-girls) and their female educators, and ii) ten children (5-boys, and 5-girls) and their male educators. Children were between 3 and 5 years. Teachers held Bachelor degrees in ECE with at least 5 years of experience. The methodology followed the Tandem study method, dyads were videotaped in an experimental situation of 20-minutes. A set of material in a box was offered to children and educators to produce a final product. The videos were described as micro-analytic (sec.-by-sec.) and behavioral categories were organized to describe infants and educators behaviour. Categories included affective behaviour, verbal communication, non-verbal communication and directivity. The study was conducted with institutional ethics approval. Participants were informed of the research aims and their consent was elicited. Our findings indicate differences between the behaviour of male and female educators concerning affective behaviour, verbal communication, play choices and types of directivity. The implications for practice or policy involve learning more about educators' forms of communication, play behaviour and how male and female educators can distinctively contribute to children's early development.

Keywords: early childhood education, child development and language, play interactions, affective behaviour, educators

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

EWA SKANTZ ABERG, Department of Education, Communication and Learning, Sweden

In this presentation, I will account for empirical examples where six-year-old children are collaboratively making a story, using digital software applications. The study aims to delineate what structuring resources come into

play in and how they shape the evolving activities. The activities could be understood as examples of an explorative task offering possibilities for developing abstract thinking through sign use. With the advent of digital technology, new literacy competences that go beyond merely reading and writing skills are required (DeSeCo, 2005). These competences include motivation and values, but also the ability to handle sign systems, which function as mediators for abstract thinking (van Oers, 2007). The study is grounded in a sociocultural perspective on learning. The empirical data consists of video observations in an ECE classroom. The films have been transcribed and analyzed according to the principles of Interaction Analysis (Jordan & Henderson, 1995). The research adheres to the ethical guidelines of the Swedish Research Council. The children and their parents are informed about the research and giving their consent. The results show that various structuring resources are employed, such as features of play, media and genre experience, the teacher's support and software design. Findings illustrate a task with an explorative approach. However, the technologies per se do not contribute to the children's development of language and sign use. Instead, the teacher's role is seen to be crucial. This implies that ECE has to provide for meaningful technology-mediated learning activities as part of children's literacy education (Yelland, 2011).

Keywords: digital technology, story making, structuring resources, literacy, explorative approach

Changing practices; making spaces for toddler's learning

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

This paper will draw on observational data derived from an action research project where the aim was to work with kindergarten practitioners in order to open up spaces so children could explore and learn. Previous research had identified that because the kindergarten staff were caught within an approach that favoured instrumental forms of learning young children had limited access to spaces where they could explore their surroundings. In addition to undertaking action research we also drew on phenomenology and sociocultural theory. This gave us both theoretical as well as practical tools in order to both understand why individuals act in certain ways but also to consider different possibilities (MacNaughton & Hughes, 2009, Carr and Kemmis, 1986). Such possibilities included recognizing that children's embodied and affective engagements within a range of spaces and places provoked forms of learning that was unanticipated, deeply engaging and which, moreover, was initiated by the children themselves (Merleau-Ponty, 2012/1945, Vygotsky, 1934/1986). Using observation as method, we challenge practitioners to participate in processes that involve reflection and improvement of their work. The research is conducted following all ethical requirements for Early Childhood Education Research. Children's space for examining the world and exploring surroundings appear limited by practitioners requirement for instrumental learning. This presentation emphasizes whether staff's consciousness about this effect might change the learning environment. Through this project we aim to improve practices and increase the reflection and discussion of staff. Our research focuses on the change of practice that can arise from an action research project.

Keywords: action research, embodied learning, space, early years pedagogy, change of practice

SYMPOSIUM SET 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

CHAIR: MICHEL VANDENBROECK
Michel Vandembroeck, Belgium

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

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

This study on the effects of privatisation in the Swedish and Spanish systems of ECEC aims to show that equitable strategies cannot be limited to a free service and access to services in order to guarantee a fair start in life and education trajectories. Controversial debate about privatisation addresses issues such as its trends,

developments, purposes and forms, but less is known about its impacts and implications in specific educational fields such as early childhood education (Urban and Rubiano; 2014). Neoliberal policies as well as austerity policies are being implemented within and in diverse regions where the State as controller and auditor in social policy is undergoing major changes to exercise its governance. Hence it is being redefined as an actor that monitors and supervises the providers of services, so promoting the creation of supported networks for the general benefit in using the so-called public-private partnership (Ball; 2012). Comparative research has been undertaken on the mechanisms and effects of privatisation in early childhood services. These political changes have resulted in considerable challenges for taking action into equity strategies, focusing further on access instead of rights in education (Tilac 2007). The privatisation has resulted on a similar transition from state intervention to marketisation of relevant social policy areas such as ECEC during the last two decades in European countries with different welfare regimes. The democratisation of an equitable ECEC is not only a matter of equal access; it is also a question of how this access and this statutory right are being addressed by governments.

Keywords: comparative research, privatization, developments, children's rights, equity

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

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

This presentation discusses insights from a research project that aims to identify the conditions under which ECEC and other child and family social work (CFSW) interventions are interpreted as supportive leverages in realizing the welfare rights of parents and children in poverty. We examine how this relates to families' mobility out of poverty. The study draws on the theorisation of poverty dynamics (Millar, 2007) complemented by a retrospective biographical research perspective which enables us to gain an in-depth understanding in the complex meaning making and welfare strategies of the actors involved (Alcock, 2004). The analysis builds on Lister's (2004) taxonomy of agency within constraints. The social investment paradigm has emphasized the role of CFSW in the fight against (child) poverty. The goals, processes or outcomes of these interventions are, however, rarely negotiated with the families concerned (Lister, 2006). Moreover, the interactions between strategies developed by parents and professionals in realising their welfare rights are underexplored. We address these issues from a theoretical framework that prioritises the right to a dignified existence. Together with parents from 10 families in poverty, we (re)constructed their life trajectories and interpretations of welfare and support. Key notions were used as 'sensitizing concepts' (Blumer, 1954). In the analysis, we related their perspectives and strategies to those of significant professionals. Informed consent was (re-)negotiated during the research process. Besides procedural research ethics, we also considered situational and socio-political issues. The contribution discusses some of the main results of the research venture. Implications for practice and/or policy are included.

Keywords: (child)poverty, social investment, interpretations of support, welfare strategies, retrospective biographical research

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

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

In this contribution we discuss the development of integrated ECEC services in relation to child poverty, in the context of economic downturn and political austerity, and what this means for child and family social work on a local policy level. The research relates to a broad international interest in integrated ECEC systems for children and families on a policy level (OECD, 2001, European Commission, 2013) and on an academic level (Anthony, King & Austin, 2011, Broadhead, Meleady & Delgado, 2008). Within a changing socio-economic and socio-political context, a movement towards integrated ECEC services can be noticed internationally as a way to support all families with children, especially families at risk (Broadhead, Meleady & Delgado, 2008, Kekkonen, Montonen & Viitala, 2012, OECD, 2006). A multi-level analysis combining an international literature review and document analysis, together with first impressions from interviews with local policy makers is conducted in regions with increasing (child) poverty rates. We ensured a fair representation of existing research and policy documents. For all interviews, informed consents in which confidentiality and anonymity are ensured, were provided and negotiated with local policy makers. Approval from the ethical commission was obtained. Preliminary findings show that current ECEC interventions are rarely negotiated with the families involved.

Consequently, there is a lack of knowledge about the contextualised experiences of parents and their possible (new) emerging concerns which raises questions about the usefulness of integrated centres from the families' point of view. Implications for social work practice, policy and research are discussed.

Keywords: ECEC, economic downturn, integration, quality, parents

SYMPOSIUM SET E/ 13

LEADERSHIP AND LEARNING

Individual Papers

CHAIR: YNGVE SKJÆVELAND

Queen Maud University College (QMUC), Norway

Leadership and learning in ECEC centres in Norway related to school

KARI HOÅS MOEN, Queen Maud University College, Norway

The aims of the study are to uncover to what extent directors of ECEC centres perceive expectations from schools and attempt to influence schools regarding children's learning, and to what extent the directors perceive consensus or conflict with schools. The study is a part of the project 'Leadership for learning: Challenges for ECEC institutions in Norway' funded by the Research Council of Norway. One theoretical approach is leadership as functions where 'external leadership' (Børhaug & Lotsberg, 2010) in ECEC centres might be a function directed towards schools. The school system and ECEC system are viewed as different 'fields' (Dahl Jacobsen, 1978) that might send and receive premises about children's learning to each other. The study has a combination of quantitative and qualitative design. Data is collected through a national survey with 1310 directors and through in-depth interviews of 16 directors. The study was conducted with institutional ethics approval and participants' informed consent. The directors perceive to a large extent expectations from schools regarding learning in the centres, but are moderately offensive in attempting to influence the schools. Directors of public centres perceive most expectations and are the most active towards schools. Most of the directors perceive consensus with the schools in learning matters, directors of private centres in particular. It seems to be need for a two way clarification of expectations between school and ECEC centers about school preparation.

Keywords: leadership, external leadership, school preparation, leadership for learning, early childhood leadership

Leadership of learning in ECEC- National Guidelines and Local Interpretations

YNGVE SKJÆVELAND, Queen Maud University College (QMUC) Norway

Early Childhood Education and Care (ECEC) centres in Norway have in recent years felt an increasing pressure to make learning a higher priority; at the same time the authorities have imposed requirements on good leadership in the centres. This is the background for the research question of this study: How do ECEC centres perceive and interpret the governmental guidelines on leadership of learning in ECEC? This study is a part of the ongoing research project 'Management for learning: Challenges facing ECECs in Norway'. Some research has been conducted on governmental guidance in ECEC, but there is a lack of research on how ECEC centres perceive and interpret signals from the authorities. Translation theory (Røvik 2007) is the overarching theoretical perspective, and is used to analyse knowledge transfer between organizations. This is relevant to understand how ideas about leadership and learning are spread from national to local level. The data material consists of annual plans from ECEC centres in three Norwegian municipalities, and the method used is document analysis based on hermeneutical methods. Based on basic research ethics obligations and verifiable documentation. There is considerable variation in the ECEC centres interpretations. All centres express a holistic view of learning, closely interlinked with care and play, and connected to formation and children's participation. However, findings on leadership and organization of learning are far more varied and interpretations of leadership responsibilities and assignments are ambiguous. There is a need for greater clarity in the guidance on leadership of learning in ECEC centres.

Keywords: leadership, learning, translation theory, government guidelines, planning in ECEC centres

Pedagogical Axes Influence Leadership Behaviour in Early Childhood Settings in Saudi

LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom.

This research aims to examine what factors influence leadership behaviour and inform the practice of early childhood settings in Saudi. It builds on recent research about pedagogical leadership (Cecchin and Johansen, 2009, Wilkinson, et al., 2010, Heikka and Waniganayake, 2011, Male and Palaiologou, 2013, and Alameen et al., 2015) Leadership is perceived as a praxis (Wilkinson, et al., 2010) and pedagogy as a triangulated concept, including theory, practice and a set of social axes. The latter is concerned with the creation of learning environments, and recognises the importance of interaction in the ecology of the community and the interaction with external aspects to jointly construct knowledge. A set of internal and external pedagogical axes which influence leadership practice were identified in the literature (Male and Palaiologou, 2013, Alameen et al., 2015). An interpretive inductive approach and qualitative methods was employed. Twenty four leaders were interviewed. Field notes were taken and all interviews were audio recorded. NVivo software was used to manage the data. The university ethical procedures were followed and ethical approval was obtained through the Saudi Ministry of Education. In terms of participants, informed consent, the right to withdraw, confidentiality anonymity and access to their interviews were considered. Results revealed a number of internal and external factors that influence leadership behaviour such as personal factors, religion, decision making process, school motto, managerial factors, policies, staff and the nature of ECE. Advocating the importance of the ecology of the community and sustaining equilibrium between pedagogical axes to ensure the best practice for children.

Keywords: pedagogy, leadership, pedagogical axes, early childhood, Saudi Arabia

SYMPOSIUM SET E/ 14

HOW ABOUT TEACHING YOUNG CHILDREN MATHEMATICS THROUGH CHALLENGING PROBLEM SOLVING?

Self-organised Symposium

CHAIR: HANNA PALMÉR

Linnaeus University, Sweden

A considerable amount of research shows that it is both possible and plausible to teach young children mathematics. However, there is less agreement regarding the content and the framing of such teaching. In this symposium we will present and discuss possibilities with teaching young children mathematics through challenging problem solving. Based on empirical studies of children 3-6 years old we will imply that it is both possible and plausible to teach young children mathematics through challenging problem solving. This since the children in the presented studies both learn a lot of mathematics and enjoy the activities they are involved in.

Giving young children a mathematical challenge

JORRYT VAN BOMMEL, Karlstad University, Sweden

This paper shows the implications of children (age 6) working with challenging mathematical problem-solving tasks in statistics. Historically mainly arithmetic has been taught in preschools (Saracho & Spodek, 2008) and Sarama & Clements (2009) state numbers and quantitative thinking as the main area of research for young children. The study presents results of a design-research project with the purpose of innovating and improving classroom practice (Cobb & Gravemeijer, 2008). The design was both process and utility oriented (van den Akker, Gravemeijer, McKenney, Nieveen, 2006) aiming at developing design theories regarding the learning in these designed settings. The task was to determine; What will the outcome be when I draw two beads out of a bag with two red and two yellow beads? First the children were to predict the outcome resulting in a bar-chart. The beads were then drawn thirty times while they, based on own strategies, documented the outcome. Finally the mathematical outcome was discussed and an explanation was found. Furthermore the documentation per se was focused on. The ethical regulations for research in Sweden were followed, where guardians and children approved the participation. The results of the documentation showed the following: The children had used a diversity in their documentation, corresponding to levels of abstraction. Few children managed to document both outcome and number of draws. During the discussion, they explored and tried to understand each other's

documentation. This task and children's documentations supports the idea that challenging mathematical problem-solving tasks can (ought to) be used in early childhood mathematics education settings.

Keywords: problem solving, mathematics, probability, pre-school, documentation

Combinatorics in pre-school; is it possible?

ANDREAS EBBELIND, Mathematics Education Linnaeus University , Sweden

This study was part of a project focusing on teaching and learning mathematics in preschool. The aim was to explore children's systematized search for combinations. In a Swedish context combinatorics is elaborated on in grade 4-6 (10-12-year-olds). However, even though there are few studies concerning young children and combinatorics (Sarama & Clement, 2009) there is research supporting combinatorics as a meaningful topic for young children in preschool (English, 2005). This study draws on social semiotics (Leeuwen, 2005) recognising children's learning as multimodal. The major objectives were to explore combinatorics through an multimodal activity, explorative study, with children (3-7-year-olds) and pedagogues using an interactive software (Highfield & Mulligan, 2007). 30 children in Sweden were involved. One researcher conducted the activity together with children and pedagogues and the other researcher wrote field notes. In the activity, Cars in a Garage, children were acting cars and the mathematics content was re-presented on the interactive whiteboard to support the systemized search of combinations when three cars of different colours were supposed to be parked in as many different ways as possible. The activity created a multimodal dimension that empowered children's contribution to the activity (Kress, 2010). The ethical regulations for research in Sweden were followed, where both guardians and children approved the children's participation. The results show that they were able to document and engage in mathematical discussions that led to conclusions related to subject matter. As such, it seems to be both possible and useful to teach young children combinatorics.

Keywords: mathematics, combinatorics, pre-school, interactive whiteboard, multimodality

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

HANNA PALMÉR, Linnaeus University, Sweden

The aim is to investigate possibilities and difficulties when implementing problem solving with young children, and to develop knowledge of how young children learn and perceive problem solving in mathematics. Young children spontaneously engage in problem-solving activities outside formal schooling (English, 2004) and develop their mathematical competence they need to face diverse and challenging mathematical problem solving activities in preschool (Seo and Ginsburg, 2004, Casey, 2009). The study adopts a sociocultural approach which implies that children learn mathematics by participation and social interaction in a culture of mathematics (Vygotsky, 2012, Wertsch, 1998). Problem solving is connected to the zone of proximal development where the mathematical problem solving tasks are within reach but challenging, where the children have to figure new things out. 145 children from eight preschool classes (6-year-olds) in Sweden were involved in five lessons within a design research study (Anderson & Shattuck, 2012). The children were interviewed before and after the intervention. Further they evaluated each lesson regarding its degree of difficulty and their own mood. Analysis was made of regularities between lessons, solutions and interviews (Cobb and Gravemeijer, 2008). The study was conducted in line with the ethical regulations for research in Sweden where both guardians and children were to approve participation. The result showed positive learning outcomes and the children evaluated the lessons as different, demanding and fun. As such, based on both learning outcomes and children's perceptions, it seems to be both possible and plausible to teach young children mathematics through problem-solving.

Keywords: mathematics, problem solving, preschool, design research, intervention

SYMPOSIUM SET E/ 15

MENTORING IN ECE

Individual Papers

CHAIR: JANE MURRAY

University of Northampton, United Kingdom

Mentoring and Early Childhood Professional Development in Nepal

ASTRID HALSNES, NLA Høgskolen, Norway, PITAMBAR NEUPHANE, Early Childhood Education Centre, Nepal.

Nepal is a developing country where formal education for general public was introduced after 1950. Enrolment of children in Preschool is increasing day by day. However quality improvement and effective Early Childhood Professional Development is still a huge challenge. Early Childhood Professional Development in Nepal is started by Early Childhood Education Centre (ECEC) in cooperation with NLA University College, Norway and Kathmandu University. A one year diploma course for early childhood teachers has been running for the last 6 years. NLA University College runs work place - based early childhood education and mentoring courses for teacher trainers at ECEC. Reflection is seen in the light of Donald Schön's Reflective Practitioner (1983) and Handal & Lauvas' (2014) Action and Reflection on action. Methodology involved focus Group interviews with preschool teachers, teacher trainers and students, written material collected from mentoring courses, students' practical assessment, and evaluation papers. Condition of anonymity is taken care of. We will be presenting the evaluation, success stories and learned lesson from this cooperative approach of early childhood teacher development in a developing country as Nepal and how this model can be used in other developing countries. One focus is the use of reflection in mentoring as a tool for teacher trainers. Implications on practice and policy are based on how this course is helping Early Childhood Teachers in their personal and professional development. At the same time this study also evaluates the effectiveness of this diploma Course based on NAEYC 6 Standards for Early Childhood Professional Preparation Position Paper (NAEYC 2009, naeyc.org).

Keywords: education, mentoring, professional development, reflection, teacher education

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

MIKHAIL GRADOVSKI, Telemark University College Norway, KARI SØNDENÅ, University of Stavanger, Norway.

The aims are to discuss how Bakhtin's aesthetical object can be used to analyse the meaning-producing activity behind the creation of pre- and post-texts in mentoring practice of the newly qualified professionals, and thus to contribute to a deeper understanding of didactical processes that take place in mentorship. Bakhtin's concept of aesthetical object is used to describe the interactions between various visual media and spectators. However, this concept has never been used to analyze the meaning-making activity behind the production of pre- and post-texts in mentorship. Following Thune (2012), we consider mentees' pre-texts and mentors' post-texts to be aesthetic utterances realised as aesthetic objects and define these as entities interwoven by ethical and epistemological conditions and aesthetic forms. To illustrate the application of the concept in an analysis of the mentoring practice of the newly qualified professionals, the mixed method approach based on phenomenological methodology is used. We analysed 12 pre-texts by mentees and 12 post-texts by their mentors. The identities of all the respondents have been anonymised. Results show that the mentees use pre-texts to express beliefs, hope, uncertainty and anxiety. The analysis of the post-texts is aimed at analyzing how utterances articulated in pre-texts are interpreted by the mentors. The use of the concept as an analytical tool illustrates the process of change in understanding of meanings and highlights the role of mentors as superaddressees. This will allow a new understanding of the mentoring practice with newly qualified professionals including preschool teachers that goes beyond its instrumental elements.

Keywords: mentoring of professionals, Bakhtin's aesthetic object, pre-text, post-text, preschool teachers

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

DEBBIE MULLEN, Early Childhood Ireland, Ireland

This paper considers the process and outcomes of a curriculum mentoring programme in early childhood settings, focussing on change stories and how they reflect the changing perspectives of Educators and Mentor. This research aims to identify the most successful strategies in generating change in practice and perspective among Early Childhood Educators and to profile their achievements and challenges. Early Childhood Ireland has been involved with the National Council for Curriculum and Development and with a range of programmes in evaluating longer term mentoring approaches. This research builds on their findings and looks at implementing the most effective strategies over a shorter and less intense programme. On-site mentoring is a way of bringing theory and research together in everyday practice. It supports educators in engaging with new ways of thinking about education and implementing curriculum (Weaver, 2004). A mixed method approach designed to gain greater insights into the process, impact and effectiveness of the mentoring programme was adopted and includes evaluations, change stories, interviews. Permission was granted by participants who engaged in the research and featured in the videos. The mentoring process positively impacted on practice by using a range of mentoring supports, including group workshops, room observations, modelling, facilitation, video and feedback sessions. The most significant outcome is the impact of small changes on Educators' understanding of children's learning as exemplified in changes to learning environment and how educators subsequently think about children and their play. This research suggests that onsite-mentoring can impact and improve the quality of practice.

Keywords: mentoring, quality, change stories, environment, early childhood educators

SYMPOSIUM SET E/ 16

UNDERSTANDING YOUNG CHILDREN WITH CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

Individual Papers

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

This study investigated how discourses of a black child in an American preschool served to establish her sense of racial constancy, as well as that of her peers. Foundational research by scholars such as Goodman (1952) and Stevenson and Stewart (1958) has focused on racial identity with regards to formal, staged perspectives of cognitive development that often preclude youngsters from having a comprehensive understanding of race. This study joins the works of more contemporary authors (e.g., Quintana et al, 2006), indicating that children negotiate important discussions and develop an understanding of race through socially mediated interactions. Bakhtin's notion of multi-voiced discourses (1992) and positioning theory (Harré & van Langenhove, 1999) are used to explore how children engaged others as racially diverse and conscious individuals. This ethnographic study was conducted in a preschool classroom with students of varied racial backgrounds. Children were observed in the classroom over a period of nine months. Observations were coded and analysed using a grounded theory approach (Harry, Sturges, & Klingner, 2005). Parental consent was obtained for voluntary participation. Participants' confidentiality was protected with pseudonyms. Data analysis revealed three major themes: (1) over time, discourses reflected an evolution of concretized racial understanding, (2) parental conversations about race were introduced into classroom discussion to substantiate racial discourses, and (3) children often negotiated discursive topics of race, much to the discomfort of adults. The presentation will discuss these themes and offer strategies for classroom teachers and parents to facilitate conversations surrounding race as a 'hot lava' topic (Glazier, 2003).

Keywords: racial constancy, cultural and linguistic diversity, positioning, discourse, early childhood education

A diverse child's socialisation in a new language environment across contexts of school, home, and community
ERSOY ERDEMIR, Boğaziçi University, Turkey

This study investigated how a culturally and linguistically diverse child attending a Universal Pre-K classroom in the U.S. navigated home, school, and community settings as he socialized in this new language environment. Research has examined diverse children's socialization in formal or informal educational settings (García-Sánchez, 2010, Moore, 2006). This study extends the existing research by examining adaptation and socialization across contexts of home, school and community together. This study draws from language socialization theory (Schieffelin & Ochs, 1986) and views children's socialization as an interactional process by which children become competent members of their social groups through the mediating role of language. This was a case study of an immigrant child from Turkey who was an English-language-learner. The child was observed in his preschool classroom, home, and various community settings across 9 months. The child, classroom teachers, and parents were interviewed. Observation and interview data were coded for analysis. Parental consent was obtained for voluntary participation. Participants' confidentiality is protected with pseudonyms. Data pointed to three major themes that affected the child's adaptation and socialization process: (1) types of contexts and situations that presumed Turkish vs. English use determining the extent of socialization, (2) layers of social competence and participation from being an onlooker to rule maker and communicative language proficiency, and (3) linguistic and cultural accommodations provided by classroom teachers, parents, and community members. The presentation will discuss these themes and offer strategies for classroom teachers and parents to facilitate and enhance diverse children's socialization process in new language environments.

Keywords: diversity, socialisation, adaptation, Immigrant, English language learner

Multilingualism in Swedish suburban preschools

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

The aim of the study is to examine current discourses on linguistic diversity in Swedish preschools. Questions of interest are: How do teachers in preschool articulate linguistic diversity? How do adults position children when they speak of linguistic diversity in preschool? Earlier research examine children's code-switching in play (Abou-Touk, 2006), and later what communicative function children assign the mother tongue (Abou-Touk, 2009). In the study, language is viewed as a form of social action, and by doing a discourse analysis important knowledge are provided to understand the social construction of linguistic diversity in Swedish preschools. An ethnographic study were conducted by participating in two different suburban preschool groups. Field-notes, observations, and semi-structured interviews were used to construct data. During the research process the ethical guidelines outlined by the Swedish research council were taken into account. A written consent form were signed by participants, and information was given to all the participants in multiple languages. The preliminary results show that the majority language was regarded as vital as a means of being an active member of Swedish society. Linguistic diversity became an issue of strengthening and developing the Swedish language in preschool. Consequently, children were positioned as lacking Swedish language, which subsequently were generalized to general knowledge. The study will facilitate the understanding of how linguistic diversity can be articulated by teachers in Swedish preschools, and implemented in the daily routines. More interestingly, the implications of the study show that by privileging Swedish linguistic skills, other goals in the curriculum can be overlooked.

Keywords: multilingualism, suburban preschool, discourse analysis, ethnographic study, early childhood education

SYMPOSIUM SET E/ 17

TOOLS FOR QUALITY ASSESSMENT IN ECE

Individual Papers

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

The research aim of the paper is to investigate if quality assessment in ECEC settings has actually an effect on quality improvement. Previous research showed that high quality ECEC has a positive impact on children's academic achievement and socio-emotional development (Burchinal, Kainz, & Cai, 2011). Therefore, policy makers try to increase quality in ECEC. One strategy is the implementation of quality assessment. However, little research investigated the impact of quality assessment systems on quality. This paper draws on the theoretical framework describing quality in ECEC as consisting of two components: structural and process quality (Pianta et al. 2009). Furthermore, it is assumed that quality assessment increases quality in ECEC. We want to explore if assessing ECEC contributes to quality improvement, existing international literature is reviewed critically. The review is supplemented by an empirical investigation of the Berlin monitoring system. Therefore, interviews with staff and ECEC experts are conducted and analyzed qualitatively. Our research follows ethical principles of the APA. Participants sign an informed consent form describing the study. Confidentiality is guaranteed and data is kept anonymously. Participants can withdraw from the interview any time. The paper shows that quality assessment is a highly complex process involving different stakeholders aiming to improve ECEC. Comparing their experiences on quality assessment, assets and drawbacks are revealed and discussed in the context of quality improvement. In most countries assessing quality is a new way of improving ECEC. To gain better evidence on the impact of assessment on quality improvement further research needs to be conducted.

Keywords: quality assessment, monitoring, early childhood education and care, Berlin Educational Program, quality improvement

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

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

The aim of this paper is to discuss a participatory approach in assessing quality combined with the use of a structured standard-based instrument, the CLASS Pre-K (Pianta et al., 2008), in 3-6 ECEC services. In Italy, quality evaluation in ECEC is traditionally based on a participatory, negotiated approach (constructivist framework, Becchi, 2000; Bondioli, 2003; Bondioli, Ghedini, 2000; Bondioli, Savio, 2010; Cipollone, 2001; Di Giandomenico, Musatti, Picchio, 2008). Teachers are involved in processes of sense-making in observing and evaluating themselves, their schools and classrooms, and evaluation data are co-constructed by observers and teachers in order to acquire a real meaning. Often this approach led to the development of local assessment tools (e.g. AVSI, DAVOPSI). Instead, internationally widespread and validated assessment systems are very rarely used and even regarded with suspicion. This study proposes a tentative integration of these two different approaches of quality evaluation: a standard-based instrument, the Classroom-Assessment-Scoring-System Pre-K, has been proposed to groups of Italian preschool teachers, involved in exploring and discussing the tool, observing videos and reflecting on their relationships with children using CLASS dimensions and indicators. The study was conducted within a participatory framework. We adopted a qualitative research design and collected data through focus-group interviews with 38 preschool teachers. Participants were informed of the goals of the study. Their voluntary consent was elicited. Data analysis is currently on-going. Preliminary findings suggest that teachers recognise both strengths and limits of the tool, as well as the advantages that the opportunity to reflect starting from data elicited by CLASS entails. This study may offer a valuable perspective to look at standardised tools and of their possible use to foster teachers' reflectivity and awareness.

Keywords: participatory research, teachers' reflectivity, quality evaluation, standard-based assessment system, preschool

Quality Reform in the ECEC Sector in Norway

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

The research aims to understand how efforts to define quality and introduce assessment tools affect management practices in ECECs. Many reforms in the ECEC sector have development of quality as an objective. We examine how reform ideas translate into various understandings of quality and assessment. We use the

terms 'master idea' and 'translation' to explore how reform ideas shape and change as they are interpreted and redefined at various levels in the ECEC sector (Røvik 2007, 2014). A master idea is an idea that has been given a lot of attention in a field, and that as it is distributed provides legitimacy for local reforms in organizations and sectors. In this paper we ask: To what extent is the focus on quality in the ECEC sector an example of a master idea? What different translations of this reform idea do we see in the field, and how have these various interpretations impacted the distribution and use of quality assessment tools in ECECs? Methodology has included analyses of policy documents, national survey data and interviews with ECEC managers. Anonymity has been secured in interviews. Analyses show that reform translates into various conceptions of the use of quality tools in ECECs, and that various actors (national, municipal, ECEC owners and managers) are involved with producing and refining quality tools. While some simply reproduce standardized tools, others modify both content and structure of quality tools, and some even make radical change. Findings are interesting to all who seek to implement quality assessment tools to monitor and document ECEC learning outcomes.

Keywords: quality, assessment, management, leadership, learning outcomes

SYMPOSIUM SET E/ 18

AGENCY AND RESILIENCE IN ECE

Individual Papers

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 research focuses on early childhood student teachers' perspectives on strategies that promote their own self-regulation skills, as well as the children's. It explores the interrelationships between these processes, and their influence on students' sense of self-efficacy. Research shows that young children who engage in self-regulation learning activities achieve higher learning outcomes in the future (Blair and Diamond, 2008). Therefore, it is essential that early childhood educators be given instruction that supports these children meaningful learning experiences. Self-regulation is a multidimensional process allowing children to appropriately respond to their environments (Bronson 2000). The main aim of promoting self-regulation in the early childhood is to design a process that focuses on the children's agency, enabling them to act as autonomous human beings, making decisions and constructing their own moral identity (Porter, 2003) The study is of a qualitative nature involving various means of documentation (written reflections, lesson plans and pictures), collected by 20 early childhood student teachers in their first year of practicum. Students and kindergarten teachers were notified of the research aims and procedures, and promised anonymity. Students describe that promoting self-regulation in the kindergarten empowers children's involvement and autonomous behavior as well as their own self-regulation and sense of self-efficacy. Enhancing self-regulation skills enables a clear focus on children's emotional and social development. Self-regulation instruction in early childhood teacher education is essential since, it enhances both children and students sense of self-efficacy and metacognitive abilities.

Keywords: self-regulation, early childhood education, self-efficacy, metacognition, early childhood teacher education

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

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

This study aims to investigate the influential elements of fostering children's resilience in the two Taiwanese preschools. This study highlights the focus on the influence of social media and cultural issues, in macrosystem in Bronfenbrenner's Ecological Systems Theory (EST), on the development of children's resilience. There are two gaps in resilience research. Firstly, resilience research in Taiwan has been neglected in a fundamental stage of early childhood. Secondly, cultural differences in resilience studies have been overlooked in Western nations. An adaptation of EST was to frame this qualitative study as EST provides the comprehensive analyses of the

interactions in children's lived experiences of resilience within the five systems. Narrative approach contributes to the interpretivist paradigm. The study was mainly based on video recording of children's lived experiences in the two public preschools. The participants are preschool children (aged 5-6) whose custodian have consented, and maintaining confidentiality. The findings revealed that although the components of microsystem were influential factors of children's resilience, the use of social media was increasingly dominating children's resilience learning. Young children's conversation at preschools was full of app games and their role-play was as the characters of the Disney movies. Additionally, this study also uncovered the importance of how Taiwanese grandparenting styles and multiple religious traditions influence the development of resilience. As the findings uncovered, the influence of social media and Taiwanese diverse cultures on children's narratives of resilience is as important as the components of the microsystem. This study critiques Bronfenbrenner's principle of proximal processes.

Keywords: young children, resilience, narrative, Bronfenbrenner, ecological systems theory

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

This study aimed to explore young children's exercise and development of a sense of learning agency during their transition from kindergarten to first grade through their own perspectives. Previous work in the field of transition suggests that listening to young children can inform better policies and practice to address this issue as well as contribute to support their learning potential. This research studied the development of children's sense of learning agency in its three dimensions - self, social and relational – during pedagogical practices by adhering to a cultural-historical approach, theories of self-regulation and of social learning. The study was qualitative with a socio-constructivist paradigm and with a multiple methods design (visual participatory and non-participatory) and followed a listening and a rights approach to be aligned with human agency perspectives. Ongoing informed consent was asked from children at every stage of the data collection and informed consent was also sought from parents and practitioners, all with the right to anonymity, protection, and withdrawal. Findings related to the type of interactions identified in the video recording of classroom activities showed that the transition period can affect children's development of a sense of learning agency. In contrast, data collected with children outside the classroom followed by photograph interviews, showed that children keep developing as learner agents through this transition period. Implications for policy and practice were evident through this study. Pedagogical practices and policies for both educational levels ought to be designed including young children's perspectives to promote a better transition experience.

Keywords: early transition, children's voices, sense of agency, rights' perspective, cultural-historical approach

SYMPOSIUM SET E/ 19

INNOVATIVE RESEARCH METHODS

Individual Papers

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

In a practice-based research, we aimed to adapt the Playing-2-gether intervention as a preventive tool to improve teacher-child interactions for preservice teachers and preschoolers. Playing-2-gether is an indicated intervention. In 1-on-1 play sessions with a preschooler, the teacher practises skills to improve teacher-child relationship quality and behavioural management. A randomised controlled trial has shown the efficacy of this intervention amongst preschoolers at risk for externalizing behavior (Vancraeyveldt et al., 2015). Playing-2-

gether is based on attachment (Pianta et al., 2003) and learning theory (Cowan & Sheridan, 2009). A research-based on-line course for preservice teachers was developed, consisting of good practice videos and assignments for students' internships. This course was complemented with group coaching sessions, which included feedback on videos of students' implementation of Playing-2-gether. To investigate the perceived efficacy of the course and coaching, students (N = 8) completed an on-line questionnaire immediately after submitting their assignments. This questionnaire consisted of rating scales and open questions. Both quantitative and qualitative (thematic analysis) data analysis was used. Informed consents of the parents of the preschoolers were requested. EECERA research practice guidelines were followed. Results indicated a high user satisfaction for the online course and positive ratings for all coaching sessions (particularly for videofeedback). Currently, we are investigating the long-term effects of the course and coaching, as well as the implementation of Playing-2-gether by students in a blended learning trajectory (N= 15). This research demonstrates possibilities for teachers to practice complex interaction skills while participating in an online course and face-to-face coaching.

Keywords: preservice training, online learning, preschool, coaching, intervention

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

My objective is getting knowledge about the staff's use of mealtimes to promote food as a pedagogic activity. I also want to get part time preschool teacher students to recognize their own importance as role models and facilitators in the pedagogic meal. Sansolios & Mikkelsen (2010). PERISCOPE: Report on the interventions in Danish kindergartens. Department of Development and Planning. Aalborg University Copenhagen. Sepp, Abrahamsson & Fjellstöm (2006). Pre-school staffs' attitudes toward foods in relation to the pedagogic meal. *International Journal of Consumer Studies*, 30 (2), 224-232. Sansolios & Mikkelsen (2010) and Sepp et al. (2006) argues that the staff are important as role models during meals to learn children about a healthful diet. Meals are opportunities for the children to learn new words and expressions related to food and sensory experience. Thus, it's important that the employees are sitting and eating with the children and talking about the food. During meals, the students collected quantitative information in their ECEC about the staff's participation to sit, eat and talk about food with the children. The students were using observation schemas with fixed categories. 430 meals from 90 ECEC are analyzed using SPSS. NSD (Norwegian Social Science Data Services) has approved of the study. The results indicate that the staff's use of mealtimes as an opportunity to promote food as a pedagogic activity are limited. The results and feedback from the students suggest that the observation schemas were good tools to start reflecting about their own attitudes toward foods and mealtimes in the ECEC.

Keywords: mealtime, food, pedagogic activity, preschool teacher education, quantitative research

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

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

Concerns about presence of technology on children's play and how it displaces traditional play prompted this project. The research looks at the impact of technology on traditional culturally-based play activities with a group of immigrant Hispanic and Haitian preschoolers in South Florida and how loss of cultural-traditional play would affect children's emerging sense of own cultural ties. Tenets from sociocultural theory and Moll's funds of knowledge on elements supporting culturally-diverse children's ties with own heritage are addressed. Passing of traditions and culturally-bound learning and expectations happen as children play (Roopnarine and Johnson, 1994). Considering perspectives on funds of knowledge and from sociocultural theory, traditional play constitutes source connecting immigrant children with their roots and reaffirming their heritage while adapting to new cultural environments. Traditional play seems to fade as presence of technology increases in children's play experiences. While relevance of technology is undeniable in today's context, the need exists for preserving culturally-based play given its role supporting cultural heritage. Erosion of traditional play places at risk essential experiences supporting cultural ties and development particularly for immigrant children (Gonzalez, Moll, Amanti, 2005) Interviews with teachers and parents, observations of children's play conducted in classrooms serving immigrant children and qualitative data analysis. Participants were invited and selected from those agreeing to participate. Outcomes showed a need for balancing use of technology to support culturally-based children's activities. The framework was anchored on Moll's funds of knowledge and sociocultural tenets for

balanced and appropriate use of technology that intentionally supports culturally-based traditional play activities provides guidelines for appropriate practices

Keywords: diversity, play, technology, culture, immigrant children

SYMPOSIUM SET E/ 20

DIALOGUES, DISCUSSIONS AND INTERACTIONS

Individual Papers

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

The aim of this study is to analyse the changes in the utterances of five-year-old children participating in class discussions on problem solving via nine months of observation . Previous research indicates the importance of problem solving discussions for five-year-old children. However, the characteristics and the changes in the five-year-old children's utterances were not clarified. Therefore, this study uses discourse analysis from social-cultural perspective (Sawyer, 2002, Mehan, 1985) and focuses on children's utterance sequences. The discourse analysis was based on the data from naturalistic observations. Participants included a class of five-year-old children in a certified nursery school in Tokyo, Japan. This class has 9 children (3 boys and 6 girls, M=69.9 mos.). Naturalistic observations were carried out once a week for nine months . Permission for observations, recording, and data use was acquired from the nursery school and the parents. Privacy of children was strictly protected and the data was only been used in research. Evidence indicates that the discussions changed from teacher leading to children leading gradually as the children changed to start the discussions and make a decision by themselves. The interactions of children during the discussions increased as the children denied and persuaded other children as well as helped each other. While children learn from each other during problem solving discussions, teachers need to provide more chances and enough time for children to think and ask more questions about the problems.

Keywords: 5-year-old children' utterances, class problem-solving discussion, children's interaction, changes in discussions, discourse analysis

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

LILIAN JOYCE, Early Childhood Ireland, Ireland

The quality of early childhood settings directly relates to the quality of interactions, particularly between educators and children (Hayes 2007, EPPE, 2008). In collaboration with Marte Meo Centre Ireland, Early Childhood Ireland has developed two Marte Meo programmes to support early childhood educators, a generic Communications Programme and a mentoring programme targeting early childhood educators. Videos are used of children and adults in everyday situations to a) identify elements of supportive interactions that activate and develop children's learning and development, and b) provide clear, manageable strategies to support children in free play and structured situations. The research aims to show the impact on children and educators. This programme supports the research on supportive relationships underpinning Aistear (NCCA 2009) and Síolta (CECDE 2006), the national frameworks for early childhood in Ireland. Marte Meo is based on the work of Maria Aarts (2001) and links to the work of Stern (1976, 1985) and Trevarthen (1979, 1984). The research is action research, informed by McNiff (1998) and Schon's (1986) concept of the Reflective Practitioner. Methods include questionnaires, focus groups and structured interviews. Permission has been given by participants engaged in the research and featured in the videos. The findings are positive and concretise what is meant by good interactions, building the confidence of educators to implement the strategies and generating a sense of the

critical importance of their work. The mentoring programme had an immediate impact on children. This small investment has a significant impact on both educators and children.

Keywords: Marte Meo, interaction, reflective practice, communication, mentoring

Dialogues in preschool

MARIA FREDRIKSSON SJÖBERG, Höskolan Dalarna, Sweden

The overall purpose of the study is to gain knowledge about dialogues in the preschool. The more in-depth purpose is to highlight what happens in dialogues between a teacher and a child when more children join the situation of interaction in which the dialogue is taking place. Previous research implicates the importance of present teachers and an interaction between teacher and child of high quality for children's learning. The studies specific definition of dialogue derives from a combination of Martin Buber's philosophy of dialogue and aspects of interaction that earlier research found to be significant for children's learning. The study is based on video observations from a preschool, 10 teachers and 50 children between the ages of one and six took part in the study. A consent and information form was provided to teachers and parents. Informed consent was negotiated with the children during the whole study. Pseudonyms have replaced the names of participants. All participants were given the opportunity to withdraw from the study at any time. Four different aspects of what happens when more children join the situation of interaction were presented in the result of the study. How the teacher acts when more children join appears to be significant in terms of what happens with the dialogue. In those situations where the teacher begins talking with a number of children about different subjects, the dialogue ceases. On those occasions when the teacher listens to the joining child and the participants take turns speaking the dialogue develops.

Keywords: Interaction, early childhood education, dialogue, teachers role, complex practice

SYMPOSIUM SET E/ 21

THE CONCEPT OF CARE IN ECE

Individual Papers

CHAIR: ANNICA LÖFDAHL HULTMAN
Karlstad University, Sweden

Care in terms of learning and knowledge

ANNICA LÖFDAHL HULTMAN, Karlstad University, Sweden

The aim of this presentation is to discuss and examine the notion of care as it comes up in the preschool's work of systematic documentation of quality. The presentation is part of a project designed to study changes in the teacher profession in today's Swedish preschool. Previous studies within the project have focused on local quality accounts from preschools, interviews with teachers and case studies. Common to these sub-studies is that the notion of care has been given a peripheral position when projecting the preschool and the teachers' work. The project is based on theories of teacher professionalism, combined with education policy. These theories deal with how education policy is handled in the local context by the teachers, thereby affecting the teacher profession. The empirical material consists of talks during staff meetings with preschool teachers and meetings with preschool teachers and their managers and of individual interviews with nine managers and two preschool teachers. All participants gave their informed consent and were aware of their rights to withdraw. All data is anonymous when presenting the results. Our results show that the preschool staff rarely talk about care and that difficulty in describing and documenting the meaning of care leads them to use various professional strategies whereby they escape the challenges and transform care into children's learning and knowledge. Reflections and discussions on the meaning of care need to play a significant role in the education of practitioners, in order to become integrated into teachers' professional identities.

Keywords: care, quality documentation, professional strategies, preschool teachers, performativity

Care – a vague and poorly defined concept?

KRISTIN R. THOLIN, Buskerud and Vestfold University College Norway

The topic of this paper is care. Care is a basic value in Early Childhood Education (ECE) and a key word in The Norwegian Kindergarten Act (Kunnskapsdepartementet 2010). However, care is also a vague and poorly defined concept. Therefore, we need to explore the concept and discuss what can make it more apparent. The project involves students at Early Childhood Education. The research question are: What kind of discourses can we identify about care in student texts? How do students at Early Childhood Education interpret this task of caring? The aim of this research project is to contribute to a sharpened and more explicit content to the understanding of care in early childhood. In this subproject, I wish to gain knowledge about student's thoughts about care. Otterstad & Rhedding-Jones, 2011, Tholin, 2013 The theoretical framework is related to perspectives on care (Noddings, 1984, Dalli, 2006, Rockel, 2009) and view of children (Cockburn, 2005: Dencik and Schultz-Jørgensen, 1999, Kjørholt, 2010). The research project is text analysis based on deconstructive criticism (Faircloughs, 2008). The data is based on texts from our students at Early Childhood Education. The students should fulfill the sentence: "I thinks that caring in pre-school is about...." As researcher, I am responsible for safeguarding the student's personal integrity. This includes ethical principles, such as anonymity and autonomy. It is a bit early in my analysis to point out findings, but this will be clear to the Conference. The project will point out some challenges for Early Childhood Education (ECE) regarding to care.

Keywords: care, care relation, care ethic, early childhood education, deconstructive analysis

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

GERRY MULHEARN, Charles Sturt University, Australia

This research uses the ethics of care to illuminate aspects of policy practice involved in the development of the national Australian early years learning framework. Ball (1993) contends that policy is much more than 'things' or artefacts, but also includes processes and outcomes. Taylor et al (1997) promote contexts, texts and consequences as crucial components of policy analysis. Adding to these concepts, this paper promotes policy development as a set of practices rather than a technical activity. Joan Tronto's phases of caring and her concept of care as 'both a practice and a disposition' (1993, p. 104) are key reference points in understanding the effects of rapid early childhood policy development. A new framework for policy analysis informed by Tronto, Ball and Taylor guides analysis. A critical perspective focused on the phenomenon of ethics of care provides insights into interests being served and how they are served in the development of the learning framework. An 'insider' perspective through practitioner research uses the new framework for analysis to consider qualitative data gathered from texts related to the learning framework. Ethical challenges of simultaneous roles of policy practitioner and researcher, such as the use of privileged and internal government information, are discussed. The framework for analysis provides insights into strengths and difficulties of the policy process, stakeholders' diverse perspectives and silences that may be overlooked. This new framework, if applied iteratively, stimulates new perspectives on policy analysis that can enrich policy development processes as temporary settlements and multiple pathways towards emerging destinations.

Keywords: policy analysis, ethics of care, context, text, consequences, early learning, policy decision-making

SYMPOSIUM SET E/ 22

MORALITY, ETHICS AND SPIRITUALITY IN ECE.

Individual Papers

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 aims of this presentation are: 1) to show evidence of improvement in student teachers' and teachers' MCM competencies, 2) to explain how theory and research tools applied in understanding and reflecting upon practice contribute to the improvement of MCM competencies in teachers. It is an extension of case studies and MCM (Tal 2010) using repeated narrative writing as a tool to cope with stressful situations (Smyth & Pennebaker (1999) and challenging behaviours Tal, 2005). The theoretical and conceptual framework is based on ecological models of classroom management (Doyle 1986/2006, Kounin, 1970) and the MCM model (Tal 2010) seeing "good" MCM as equivalent to adopting an Action Research approach (Nofke, 2009) as a way of life in ECE. It is based on a multiple case study. Content analysis related to components of MCM was performed on extensive documentation included in the following cases: A/2 cases dealing with transformations in ways of coping with children's challenging behavior, B/2 cases focused on learning science and MCM, C/ showing emergence of MCM in 2 cases of diversity. Participants gave consent and their identity will not be revealed. We found mental transformation in participants focused on taking responsibility and leading, proactive thinking, reflected in: 1) a keen observation and understanding of situations ecologically, 2) "courageous" decision making that takes into account multiple interrelated factors, 3) improved planning, 4) accepting own mistakes and the fact that practice is never perfect. This research underscores the need to employ value led research tools based on documentation to improve practice. It contributes to the validation of the MCM model and underscores the need to be involved in life-long-learning.

Keywords: classroom management, professional development, action-research, early childhood education, challenging behaviours

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.

The spiritual dimension of early childhood is embedded in a range of international curricula. However, lack of clarity over what spirituality is, both within and across cultures is an enduring issue. This research exemplifies the inherent conceptual and methodological complexities involved in researching the spirituality of young children, illustrated through a case study of a set of twins in the UK. The paper synthesises literature on spirituality in middle childhood (e.g. Hay and Nye 2006, Hyde 2008) with that on young children (e.g. Giesenberg 2007, Bone 2008, Goodliff 2013) to identify theoretical commonalities and differences. Conceptually, it challenges the approach which defines spirituality (Giesenberg 2007) to argue that it is best suited to being described rather than defined given its intangible nature (Best 2000). A qualitative case study of a set of twins is detailed. It adopts the Mosaic Approach, using a range of participatory methods including the children taking photographs, preparing a digital book on who they are, interviews with their primary carers and analysis of documentary evidence. Ethical considerations include ensuring continued assent from the children and the collection and recording of the darker sides of spirituality which present in the data. The discussion explores the methodological challenges faced by researchers in trying to effectively capture young children's spirituality. The paper concludes that the field of children's spirituality requires a larger body of empirical evidence than currently exists. Furthermore, it would also benefit from more rigorous methodological developments in order to inform policy and practice more effectively.

Keywords: spirituality, mosaic approach, methodology, twins, participatory

Ethical aspects in the kindergarten teacher profession

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

The aim of this comparative study is to examine the aspects that the kindergarten student teachers and the kindergarten teachers connection to the kindergarten teacher's professional ethics. The identified questions deal with values, objectives, and code of ethics. The research is one part of the teacher professional ethics. The theoretical framework consists of the consideration of professional and ethical issues in the kindergarten teacher profession (Colnerud, 1997, Campbell 2002, 2003). The qualitative case study research consists of 30 Finnish kindergarten student teachers of the final year and 30 Finnish kindergarten teachers. Data are collected

with open ended questions and data analysed by a systematic comparison method (Strauss & Corbin, 1990). Research complies with the ethical principles (Cohen & Manion, 1997, Kuula 2006). Data collection is in progress. Analyses of data will be performed in the spring and the results will be presented in the conference. The findings will be meaningful in developing both student teachers and kindergarten teachers' professional ethics.

Keywords: professional ethics, kindergarten teach, kindergarten student teacher, qualitative research, case study

SYMPOSIUM SET E/ 23

INCLUSIVE WORKING

Individual Papers

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

This research seeks to shed light on the kaleidoscopic picture of family and children's multiple identities as they intersect with the school system. The tensions, dilemmas and opportunities of belonging to diverse communities are explored in this case through the multi-layered experience of British Muslim families as they encounter the education system. The foundations of a previous study into the complex language identities of children in two Inner London preschool settings (EECERA 2014) are built on for further exploration. The study draws on Garcia's (2009) view of monoglossic and heteroglossic settings, and on Drury's proposition of the superdiversity of inner city experiences. Case studies of individual families are used to create a picture that refracts the complexity and shifting nature of cultures, languages and identities in present day Britain. Video and tape interviews are used and data coded and analysed to identify prevailing themes. The families and schools participating are active participants in the research process, giving informed and ongoing consent, and having control of the resulting findings. Parents and children's perceptions and experience have evolved in complex ways across the generations, and in ways that challenge the stereotypes prevailing in media portrayals. Early findings suggest that existing paradigms for discussing identity fail to capture the increasingly complex and superdiverse realities. In a world where xenophobia currently fuels rigid and stereotypical views of cultures in general and Muslim cultures in particular, it is important that the complexity of families' identities and relationships to the existing systems is seen, heard and appreciated.

Keywords: identity, diversity, culture, family, Muslim

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

The aim of this study is to gain a better insight into professional challenges and practices in ECECs, having children and staff representing a cultural and language diversity. What kind of practical intercultural competence do teachers and directors of ECECs possess, enabling them to develop an including linguistic and cultural environment? Our project is a part of the project "Intercultural competence in schools and early childhood centres in the middle and northern parts of Norway", conducted in collaboration with the Universities of Nordland and Tromsø, and integrated in the nationwide and state funded project 'Competence for diversity'. The concept of intercultural competence, implying diversity as enrichment, constitutes the core concept and a vital part of the theoretical framework (Østberg 2013, Edwards 2010). Intercultural competence includes a holistic view on educational practices, relating to the whole group of children, as a community. This is a qualitative study, applying informal observations as a background for semi-structured interviews with strategically chosen teachers and directors. The study has been acknowledged by the Norwegian Social Science Data Services (NSD), implying a written informed consent from the participants. The data collection is still ongoing, but we already see how the importance of close collaboration with parents are underlined by

informants. Further detailed analyses will be conducted prior to the presentation. The results will give insight into what may be important competences for ECEC practitioners and directors to develop, competences important for developing a high-quality ECEC. Results may have an impact on policy making in the ECEC field.

Keywords: intercultural competence, linguistic and cultural diversity, enrichment, qualitative study, professional practices

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

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

This presentation highlights Year1 data from a longitudinal study of Chinese and Mexican immigrant parents of young children. Study aims focus on immigrants' traditional cultural models of parenting and child development, including interpretations of readiness and parent involvement, in response to children's early childhood transitions. The study builds on research on early transitions and parent involvement and problematizes notions of 'risk-free' ECE. Results suggest Western norms of optimal child development and 'developmentally appropriate' educational practices contribute to deficit perspectives of diverse cultural models of parenting/child development. The conceptual framework is guided by theories of cultural models of child care (LeVine, 2003) and learning (Li, 2012) in which cultural values are instantiated in routinized socialisation practices (Rogoff, 2003) and "priming" (Corsaro & Molinari, 2005) for transitions. Immigrant parenting is hypothesised as a dynamic process of cultural models-in-transition for children and parents in new sociocultural settings. This longitudinal study entails ethnographic and interpretative research methods. Data collection/analysis focus on parental beliefs, socialization practices and family life. Ethical considerations include fears of un-documented immigrants about being reported. This study is motivated by the ethical imperative to better understand cultural models of immigrant families of children growing up in pluralistic democratic societies. Our discussion highlights the resilience of cultural models in two immigrant populations at extremes of the achievement continuum, and the collective nature of acculturation as immigrant parents and children jointly transition to U.S. schools and society. Findings will be discussed in relation to teacher education/school reform initiatives directed to increased educational equity

Keywords: immigrants, cultural models, ethnography, transitions, parent involvement

SYMPOSIUM SET E/ 24

INDOOR ENVIRONMENTS: EXPERIMENTATION AND RELATIONSHIPS

Self-organised Symposium

CHAIR: TERESA GODALL CASTELL
Universitat de Barcelona, Spain

This symposium considers a comparative debate among different indoor environments in day care centres and family centres. All these innovative experiences have common points of view : a) commitment to spontaneous and free play's experimentation of children b) the educational potential of space and aesthetic sensibility and c) value of relationships suggested by qualities of materials and spaces and children (even parents with social and attachment problems). The interdisciplinary team who has driven this project gathers researchers from universities: University of Barcelona; University of Balearic Islands and Universidade Federal do Parana. The findings of these studies reflect the power of design indoor environment's approach through natural exploration and relationship types, especially when quality conditions spaces and materials make it possible to develop methodologically this research. We have used narrative and ethno-methodological observational analysis with pictures as well as video recordings.

Looking for transparency in layout of spaces

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

Traditional schooling, even in early childhood has sought to focus children's attention. Our research aims are to understand the meaning and function of presence of transparencies in space layout. We wonder how children live and explore the transparencies and how children focus their attention by themselves. Our references are the works about art, spaces and documentation of Reggio Emilia's Methodology (Vecchi, 2013) and, especially works from Hoyuelos (1995, 2006) and Cabanellas, (2005) in relationship to this methodology. The theoretical framework for this study draws upon current theories of narrative experience of teachers and teachers' training (Contreras & Perez, 2010) and as well as general methodology of Reggio Emilia (Hoyuelos, 2005) and Emmi Pikler's theories of free playing and autonomy of motor development. We work with photographic sequences to discover moments of relationship between children and holes or transparencies. Narrative Interpretation and observational research are our methodologies. Our intention is not to investigate the development of perception and the occupation of space in children without acknowledging contributions of other disciplines such as architecture, neuroscience, etc. We understand that education should know and investigate these contributions. We are convinced that is necessary to learn from the spontaneous action of children in order to discover their own strategies of knowledge and how they dwell the world. In order to develop the concept of transparency in the provision of educational space helps us to design interactive environments.

Keywords: environment, space layout, transparency, early childhood, narrative

Sand atelier. The kitchen of physics and symbolic learning

CLÀUDIA SALAS VALLS, ELISABET TAPIAS AND TERESA GODALL CASTELL, Universitat de Barcelona, Spain

The research aims to: a) identify handle actions, sensations and ways of playing in the sand workshop b) recognize space and materials functionality to foster cognitive experience, sensory and symbolic. The strict selection of the characteristics of the sand and also the tools is a very important detail. That conditions will be explained in our communication paper. Our first reference is the theory of free play of Ute Strub (Henstenberg) based on sensory awareness and evolutionary theory of handling in the first infancy. Our research starts in 2011, during the master studies at the University of Barcelona. (Tapias, 2015) The theoretical framework is her studies and her practices about play and theoretical approach about the origin of free play and handling development from Emmi Pikler's method. Our research start as a master's research work for Barcelona university (2011-2013). We are still developing 5 different categories to analyses with observational methodology according with Strub and others day care centres in a bigger study carried out by Godall. The sand and all utensils used in the workshop have been reviewed to avoid any risk and to preserve the health and safety of children. The activity has some rules in those unsafe actions such as launch sand up, for example a) To analyse the handling movement coordination if it is possible b) Children explore the mathematical foundations and the physical laws c) The relationship with the adult during the game allow us to think about the evolution of symbolic play. Sand atelier is a current daily workshop at our centre.

Keywords: free play, handling, symbolic learning, coordination, indoor environment

Reflecting on the spaces of services for families

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

This communication follows a line of work related to reflection and analysis in relation to the design of environmental contexts in working with families in early childhood. The work is based on previously published research (Ferrer & Riera, 2003, Riera, 2005, Ferrer, 2009, Riera, Ferrer & Ribas, 2014) The references that guide this work are based on Bronfenbrenner (1987) ecological perspective, the model of Reggio Emilia (Ceppi & Zini, 1998) in relation to the concept of architecture and spatial design, and model Pikler (2008, 2010) in relation to space and equipment to respect the free movement of children. The fundamental tool of this research is the observation, reflection and dialogue of professionals from the paradigm of reflection-action. Visual documentation showed the evolution and changes that have been made in the design of spaces and materials selection on work done for 12 years pondering the implementation of different services and support programs for families. Participants were informed about protecting personal data and consent was provided. The images were carefully taken avoiding interference and their use is only permitted for research and educational purposes. The paper presents how the space environment determines and promotes the social climate of the group, as the quality of space influences the relationships between parents and children and how care in organizing the space and selection of materials and equipment game offers models parents in the family. This study may contribute to improving design quality programs with families.

Keywords: physical space, programmes with families, design, quality, documentation

SYMPOSIUM SET E/ 25

QUALITY ENVIRONMENT AND OUTDOOR LEARNING

Individual Papers

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

The research aims to explore the idea that in England changes and choices in the school curriculum meant that a generation of adults had little contact with elements of geography and botany that would help them to see, describe and understand the physical world around them. As a consequence, some of those who work with young children may lack the vocabulary and conceptual knowledge to help young children to see and describe the natural world in detail. Yet there is scope to increase children's learning when practitioners can effortlessly introduce subject-specific language and concepts. In short, the processes of seeing and describing the natural world in all its detail are supported through the carefree acquisition of relevant vocabulary. This study is to run in parallel with that of a colleague in Denmark and we would welcome the involvement of additional European partners. The research will draw upon theories of language development and learning, play theory, and concepts in the natural world. The research is multi-layered, using biographical interviews to ascertain the prior awareness of early years practitioners, observations of practice, and workshops to develop new learning. Researchers will be bound by university ethical procedures. The findings will centre on how to adapt practices within the university and among local practitioners to enable new generations of children to re-engage with nature, whatever the limitations of the school curricula. It is unrealistic to expect that small-scale research will influence national policy but it is expected that the findings will have implications for school curriculum design.

Keywords: children, nature, adult role, specialist vocabulary, conceptual development

Effectiveness of outdoor exploration on preschooler's learning of insects

LEE-FENG HUANG, National Ping Tung University, Taiwan

Because of urbanisation in Taiwan, preschoolers' knowledge of nature usually comes from reading books or watching television, but not from exploring the natural environment immediately. This study aims to explore learning effectiveness of different learning environments on preschoolers' knowledge of insects. During a fourteen-week period, a group of preschoolers explore the insects outdoors once a week, the other group learn about insects from lectures in the classroom. Wilson (1995 & 2008) indicates that experiences in a natural environment foster children's development in all domains, including adaptive, aesthetic, cognitive and socio-emotional. Based on Kolb's experiential learning theory, children learn from real experience and through the sharing and co-operation each other, and learning in the natural environment provides all of these for preschoolers. This study used Quasi-Experimental Design. All preschoolers were assessed with one-on-one interviews. The assessment includes questions about features and habits of insects as well as process skills. The collected data from pre-test and post-test were analysed using paired sample tests. This study began after receiving the parental consent. The study concludes that outdoor exploration enhances preschoolers' learning about insects. In the field of cognition, affection and skill, the outdoor group is significant better than the indoor group. Outdoor exploration establishes preschoolers' knowledge on insects, as well as their record and observation skills, more than learning in the classroom. Based on these findings this study recommends that kindergarten teachers should provide young children more time to explore the natural environment, allow them research freely and foster them to share their finding with peers.

Keywords: outdoor exploration, knowledge on insects, quasi-experiment design, preschoolers, experiential learning theory

Quality environment for movement activities in Greek Early Childhood Education

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

This project is implemented through the framework of the Operational Programme 'Education and Lifelong Learning' and co-financed from the European Union (European Social Fund) and from national sources. The aim of this study was to investigate the relationship between the quality of Early Childhood Education & Care environments regarding gross motor play and the quality environment for movement activities. An active lifestyle during childhood is beneficial to physical, cognitive and brain health. Greece is among the countries with the highest percentages of obesity in young children. A representative sample of 535 Greek ECEC classrooms and their teachers participated in the current study selected by a multistage sampling technique. The quality of ECEC environments regarding the gross motor play, equipment and activities was measured with three items of the ECERS-R (Harms et al., 2005). These items were: Item 7 'Space for gross motor play' Item 8 'Gross motor equipment' and Item 29 'Supervision of gross motor activities'. The quality environment for movement activities provided in ECEC classrooms was measured by the 'Movement-Play' scale (Archer, & Siraj-Blatchford, 2012). The Greek Ministry of Education provided official permission regarding ethical considerations, and all of the participants (assessors, early educators, parents etc.) provided written consent for their participation in the study. Results demonstrate a positive relationship among the quality of ECEC environments regarding gross motor activities observed, and the quality environment for movement activities in the Greek ECEC. Practical implications regarding the quality of ECEC environments regarding gross motor play, and children's physical activities are discussed.

Keywords: movement-play scale, gross motor activities, early childhood education, educational evaluation, quality of ECE environment

SYMPOSIUM SET E/ 26

SIG OUTDOOR PLAY & LEARNING: EARLY CHILDHOOD EDUCATION FOR SUSTAINABILITY

Self-organised Symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR

School of Education, Culture and Communication UKK, Sweden

This symposium organised within the EECERA SIG group Outdoor play and learning has focused on Early Childhood Education for sustainability. The aims of these qualitative and quantitative studies are to develop understanding of education for sustainability in early childhood from different perspectives. The three presentations present research; i) focusing children as important stakeholders; ii) preschool cultures; iii) practices and objectives.

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

This study is a step towards better knowledge of attitudes about sustainable development and how sustainability is perceived and practised in the early childhood context. In addition, the research attempts to reveal the available learning environment in teaching for sustainable development. The research is part of an international comparative study in this field involving partners in Sweden, Australia, Japan, Korea, Singapore. The study is based on the work of Ärlemalm-Hagser (2014): Participation on 'Taking Part In' education for sustainability in Swedish Preschools, *Global studies of Childhood* 4(2). This study has a socio-cultural perspective on learning as well as a critical approach with regard to the positions and attitudes related to sustainability, while recognising the multicultural reality of the Norwegian society. An electronic questionnaire was submitted to 300 staff at Norwegian preschools all over the country. They were all preschool staff that has participated in one or more conferences on science in kindergarten arranged by the Norwegian Centre for Science. Ethical issues were taken

into consideration according to the guidelines of the Norwegian Social Science Data Services. Information was given to preschools about the aims, design, methods, confidentiality, handling and use of data, and their participation was confirmed when starting/accepting the questionnaire. The findings of this survey are currently being analysed and preliminary findings will be reported at the EECERA conference 2015. This study has implications for the research fields environmental education and early childhood education for sustainability, and for teachers and students in early childhood education and care.

Keywords: early childhood education, sustainability, multicultural, nature, outdoor

Early Childhood Education for Sustainability: The OMEP World project

INGRID ENGDahl, Stockholm University, Sweden

The international project is aimed at collecting information about young children's thoughts and understanding related to a sustainable society. It involves enacting projects for a sustainable lifestyle and reaching out to the local community. The project is founded within the World Organisation for Early Childhood Education (OMEP). Previous research works were conducted by Davis, J. (Ed.). (2015); *Young children and the environment*. Cambridge: Cambridge University Press, Engdahl, I., & Ärlemalm-Hagsér, E. (2014); *Education for Sustainability in Swedish preschools: Stepping forward or out-of-step?* and S. Elliott & J. Davis (Eds.) London: Routledge ; A child oriented perspective focusing child participation. The enactment of transformative, empowering education around sustainability aims towards deep learning, where values, attitudes and behaviour are significantly shifted (Davis 2015, Sterling 2014) and to the recognition of conflicting values and children's rights (Hägglund and Johansson 2014). This project is a combination of action research and development projects. The project gave high priority to ethical consideration, specifically those involving young children (Harcourt and Quennerstedt 2014). The results show a large interest among teachers, families, and the broader community to engage in sustainability work. The most important result, however, is the number of ideas the children came up with which oftentimes were carried through in local projects that directly reflected on the children's lives and thus addressing the political ambition with education for sustainability, to empower and to educate for change. The OMEP world project with its deliberately designed child oriented methods seems to have initiated a more conscious approach towards ESD among all participants, children, teachers, family and community.

Keywords: education for sustainability, child oriented perspective, children's participation, ESD, 35 countries

Measuring education for sustainability –dilemmas and understandings

EVA ÄRLEMALM-HAGSÉR, School of Education; Culture and Communication UKK, Sweden.

The aims of these qualitative studies were to critically evaluate an instrument for measuring education for sustainability in early childhood education, using The OMEP Environmental Rating Scale for Sustainable Development in Early Childhood. This study is part of an international research project involving eleven countries over the world. Previous work on this theme was carried out by Siraj-Blatchford, J. Park, E & C. Mogharreban (in press) A critical theory approach and an ecofeministic perspective have framed the studies (Mellor, 2005, Fraser, 2003, 2009) acknowledging current social reality constructs and that institutions have political, moral and ethical values embedded in their practices created in a specific historical and cultural context (Dahlberg & Moss, 2005). The method in the first study was deep interviews with two Swedish preschool teachers and the second study draws on a content analysis of thirty student teachers reports about having used the instrument. Ethical issues were taken into consideration according to the guidelines of the Swedish Research Council (2011). Information was given to the participants about the aims, design, methods, confidentiality, handling and use of data, and their participation was confirmed by an informed consent. The findings of the first study showed that the instrument created possibilities for teachers to reflect about their practice but it also revealed several dilemmas related to a transformative whole institution approaches. The content analysis of the students' texts is currently on-going and the results will be reported at the seminar. This study has implications for the research fields' environment education and early childhood education for sustainability, for teachers and student teachers.

Keywords: sustainable development, sustainability (ECEfS), ecofeminism, critical theory approach, play and learning

SYMPOSIUM SET E/ 27

PARENTS: WORK LIFE BALANCE AND EDUCATOR COLLABORATION

Individual Papers

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 study examined parents' views of the IEP (Individual Educational Plan), especially, the functions of the IEP from their viewpoint. In Finland, each child in early childhood education and care (ECEC) is provided with an IEP. The IEP is drafted in a meeting with parent(s). Previous research shows that parents emphasise the importance of this encounter. There are still unclear issues linked to the IEP as a tool; a written pedagogical document that should comprise the basis for the child's early education (Alasuutari & Karila, 2009, Markström, A-M. 2010). Following the framework of social constructionism, the meaning and function of the IEP are considered contextual and as produced in particular discursive, interactional and material practices. The responses are seen as resources to produce descriptions about the issues and phenomenon (Wood & Kroger 2000, Smith 2005). The data of the study included 559 responses to two open-ended questions in an online survey that aimed at getting parents' feedback on ECEC. The analysis draws on content and discourse analysis. The research has followed the ethical rules and principles of social scientific investigation. The respondents have given an informed consent for the data collection. In their responses, the parents primarily considered the IEP from the viewpoint of discussion with the educator. References to the written IEP were less frequent. IEP discussion is primarily seen as a means of parent-educator collaboration but the meaning as a tool is unclear. There is a need for more thorough consideration of the appliance of the IEP and its further development.

Keywords: individual educational Plan (IEP), early childhood education and care, parent-educator collaboration, assessment, social constructionism

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.

This presentation discusses a research on the challenges advanced to Early Years provision by the emphasis of 2014 'Children and Families Act' (CFA) on more flexible childcare. The model sketched by CFA is also compared with the Italian model. This research explores a new issue for provision. However, new trends in Case Studies Analysis on Educational Organizations (Fumasoli & Stensaker, 2013) were considered in its design. Although the research used a transdisciplinary approach (de Freitas, Morin & Nicolescu, 2002), it was based on Sociology of Educational Organizations (Meyer & Rowan, 2008). CFA requires provisions to offer extended and high-quality childcare to support parents' life-work balance. Four provisions (two London, two East Cheshire) were researched as a case-study to observe settings' preparation to meet CFA's expectations. Data from the case-study was utilised in a comparative analysis with the Italian case. In Italy, reconciliation of work and family life is now encouraged by making provisions closer to families, with the organization of home nurseries for little groups of children, in the presence of a mother and of an educator (National Family Plan, 2012). The research is motivated by an ethical drive towards the analysis of educational policies for the benefit of professionals, families and children. The risks and the opportunities of the English provision-based model and the Italian family-based model are discussed. The provision-based model is demanding in terms of staffing and organization. The family-based model raises issues about the quality of provision, mainly regarding parents' training. This presentation contributes to the debate on life-work balance involving policy-makers, educational managers, professional and families.

Keywords: Children and Family Act 2014, work-life balance, education policies, early years provision, Italian National Family Plan

Teachers and parents together: developing children's resilience

RENATA MILJEVIC-RIDICKI AND DEJANA BOUILLET (1) AND CARMEL CEFAI (2)

(1) Faculty of Teacher Education, University of Zagreb, Croatia (2) University of Malta, Malta

The main aim is to present key aspects of the project 'Resilience Curriculum for Early and Primary Schools in Europe' (RESCUR) which is carried out in the frame of the EU Comenius Multilateral Project. Six partners of the project (Malta, Croatia, Greece, Italy, Portugal and Sweden) have been developing the Resilience Curriculum in Europe through intercultural and transnational collaboration among the partner institutions (universities) since the year 2012. The curriculum was developed on the basis of current social, economic and technological needs and challenges of the partners involved. Having in mind that resilience is the ability to rebound from crisis through strengths under stress and overcome life challenges, the curriculum consists of six connected themes: Developing a positive mindset, Building strengths, Developing self determination, Enhancing communication skills, Building and maintaining healthy relationships and Turning challenges into opportunities. For each theme, 27 activities were developed and evaluated through their pilot implementation in kindergartens and primary schools in 6 of the project's partner countries. Along with the curriculum, the parents' manual has been developed as well. Parents will be informed about the curriculum. The manual is culture-friendly and developmental, with the main goal of empowering the parents' role in resilience building. Various aspects of the Curriculum and Parents' manual will be presented, with special attention to their components which concern early childhood development. The objective therefore is to help parents develop and reinforce the resilience skills children are learning at school through various activities included in the main curriculum.

Keywords: early childhood, resilience, parents' manual, resilience curriculum, development

SYMPOSIUM SET E/ 28

PLAY AND SOCIAL INTERACTIONS

Individual Papers

CHAIR: SARA TOURS

Florida State University, United States

A multimodal perspective on child-initiated play

KATE COWAN, UCL Institute of Education, United Kingdom

This research adopts a multimodal perspective on communication in child-initiated play, aiming to unravel its complexity in an educational climate where play-based approaches are under threat from more formalised learning agendas. It is increasingly acknowledged that children communicate in a wide range of forms, such as gesture, image, gaze and movement, but that education and research have tended to privilege the importance of language (Kress 1997). Using a multimodal social semiotic theory of communication (Kress 2010), this doctoral research considers how child-initiated play unfolds moment-by-moment in multiple modes, as a means of recognising how children communicate the message. Other research includes 'This is play' (Bateson 1972). Video recordings from a UK nursery school provide rich multimodal records of a range of play types, with multimodal transcription supporting detailed, fine-grained analysis. Informed consent for recording and sharing video was negotiated with the children, their parents and the school. Children's consent was taken as provisional and re-negotiated carefully during data collection (Flewitt 2005). Through case studies of four different play episodes (computer play, block play, running games and role play), this research uses multimodal transcription to reveal the subtle and sophisticated ways children make meanings in multiple modes. Transcription is proposed as a device for re-presenting, and so recognising, the rich complexity and creativity of children's play. This not only develops new theories and methods for researching play and learning, but also has implications for practitioners observing and recording play in practice, supporting respectful recognition of young children's communicational capacities in modes beyond language.

Keywords: play, multimodality, social semiotics, video, transcription

The effects of play on social development in American children

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

The aim of this literature review paper is to evaluate the research findings on the role of play in the social development of American elementary school children. The literature indicates that children who engage in play have greater language skills, creativity, and more empathy. School readiness is a blend of cognitive skills, social development, and motivational need for children to thrive in the American educational system. According to the social interaction theory by George Herbert Mead, children develop through language, play, and games. This theory allows children to gain a different perspective other than their own. This is a literature review summarizing research findings which explores the role of play in social development for American children. Due to the nature of the literature review, there were minimal ethical concerns. Research shows that children who play have a distinct academic advantage over those who don't have the opportunity to attend a play-based classroom. The implications of this current literature review illustrate the value and need of play in the American classroom. Teachers need to give more opportunities to engage in play activities.

Keywords: play, social development, early childhood, American education, play based education

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

POLLY BJÖRK-WILLÉN, Linköping University, Sweden

The aim with this paper is to analyze and explore what the changes between tenses actually do in children's pretend play. Play, and especially pretend play, at preschool is a breeding ground for children's everyday (peer) socialisation (Björk-Willén & Cromdal, 2009, Danby, 2000, Maynard, 1985). To accomplish the switches between the 'make believe' and 'the real' domains, children use a variety of linguistics means. The use of past tense signals to the co-players that this is a matter that cannot be altered. In contrast, the use of present tense is utilised to make bids for upcoming events (Björk-Willén, 2012). The theoretical framework of the study is influenced by ethnomethodological work on social actions which means that the focus in particular is on participants' methods of accomplishing and making sense of social activities (Garfinkel, 1967). The present data are drawn from a video-study of preschoolers' everyday interaction and talk during the so-called free play periods in a Swedish preschool setting. The transcriptions are informed by conversation analysis and work on talk-in-interaction (Jefferson, 1984). The educators, parents and children were informed, and asked to participate, in the study. When children switch between tenses in pretend play, they perform the dynamics between factual and upcoming events. It can also be a powerful device in establishing the frame for the play and thereby who is the decision maker. To get acquainted with detailed analyses of children's pretend play can be useful for preschool teachers' understanding of how children build relationships within the play.

Keywords: pretend play, social interaction, conversation analyses, free play, preschool

SYMPOSIUM SET E/ 29

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

Self-organised Symposium

CHAIR: GILLES BROUGÈRE

Université Paris 13 Sorbonne Paris Cité, France

A French-German research team funded by the French-German Office for Youth made a study during the spreading of a pedagogical resource for preschool designed by this institution; the German-French Kidsbox. It was intended for the discovery of German language and culture in French preschools (écoles maternelles) and of French language and culture in German preschools (Kindergarten). The originality is the fact that the same material is used in the two countries: two puppets (a French girl and a German boy), flashcards and poster, games and a song's CD, pedagogical guide in the two languages. The study we have done allowed, among other things, to understand the intercultural dimension of the situation: the differences between the two preschool

systems characterized by different expectations and pedagogy, the first learning of a second language; the knowledge of cultures by children, the representation of the others.

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

GILLES BROUGÈRE, Université Paris 13 Sorbonne Paris Cité, France

The use of the German-French Kidsbox gives the opportunity to analyse the question of cultural and intercultural dimension inside the French preschools (écoles maternelles). It allows, because the uses are different in German Kindergarten, to understand how this resource gets used to the French pedagogical practices and gives the possibility to expand the repertoire of practices (Rogoff et al., 2006) introducing a second language, using puppets and fiction to learn, highlighting songs, authorising activities in large groups. This research completes previous research comparing French preschool and American ones (Brougère, Guénif-Souilamas, Rayna, 2008) or German ones (Brougère, 2010). The main concept (and theory) used in this research is the notion of 'repertoire of practices' (Rogoff et al., 2006) in connection with the notion of 'frame' from Goffman (1974). The research uses observations inside the classrooms, individual and collective interviews with preschool teachers and focus groups with children. The study was done with volunteer teachers, using for the films the parental authorisations and for all the activities the agreement of children who like these activities and the coming of the researcher to speak about it. The German-French Kidsbox, although it moves towards cultural clichés, brings an original device in the French context, opening a space for the language and culture diversity which is appreciated by the children; a kind of pedagogical and cultural breach. In the French context the openness to the cultural diversity supposes the transformation of a pedagogy which gives no room to the children initiative and otherness.

Keywords: second language, intercultural, école maternelle, diversity, repertoire of practices

The German-French Kidsbox: Discovering Intercultural Education in Preschool Classes

DOMINIQUE MACAIRE, Université de Lorraine France.

The study focuses on examining the foreign language learning conditions in pre-school groups and addresses the following questions: How do children learn with the "German-French Kidsbox"? Are some resources more suitable than others and if so, why? What role does this experience play in the development of the children's intercultural awareness? This study is part of research works on multilingual education (Macaire, 1998, 2008), very early language learning (Putsche & Macaire, 2014), and inclusion of allophone children (Macaire, 2015). Learning is a social process in which the adult expert plays a key role. However, in pre-school groups, the learning situation appears more complex, especially in the field of intercultural education (Dervin, 2011). Tasks (Willis, 1996) and meaning making (Potts & Moran, 2013) are embedded in usages (Tomasello, 2003) and peer interactions. This ethno-methodological study, based on a 3-year research project, uses videos, classroom observations and interviews in a mixed-methods qualitative approach to analyse the different activities and themes through which the children exchange, and which in turn determine their language, acts or beliefs of the other language and culture. All videographed data were collected with the agreement of educators and parents. Strict data protection procedures were followed, especially concerning anonymisation of schools' or children's names. In addition to 'teaching', other factors seem to have greater significance such as the kind of activities carried out by children and their interactions with their peers. The data show that the children discovered new worlds and created a kind of 'German-French In-Between'.

Keywords: intercultural awareness, pre-school classes, learner activities, German-French educational resource, communication

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

ANGELIKA KUBANEK, Technical University of Braunschweig, Germany.

The overarching research aim was to shed some light on the geographical dimension of emergent intercultural awareness as it occurred within the educational context of the German-French kidsbox. There were three subordinate research aims: a) to investigate what educators consider teachable to 4-7 year olds within this bi-cultural/bi-national learning situation, b) to investigate spatial cognition as related to the neighbouring country (prepositions and geographical terms are being used), c) to investigate the use of simplified language (mother tongue, foreign language). I have investigated intercultural learning in the context of early foreign language learning since 1995. The study tried to delineate the field, drawing on insight from SLA research, foreign language

teaching research ,studies about emergent intercultural awareness and about spatial cognition. The study used a hermeneutic and mixed-methods approach to describe and interpret the field and qualitative methods to investigate the children and the educational situationstrict data protection procedures (for all research participants) were followed, especially concerning videographed data of children and educators, anonymisation of the locations, creating a sense of equality between observed and interviewed inservice trainers and university researchers and openness about the concept of quality in intercultural awareness. Raising Intercultural learning in a bi-national or bi-cultural context is a complex phenomenon especially if it occurs partly in the foreign and simplified language. The geographical dimension of intercultural learning needs to be investigated in more detailMore attention needs to be drawn to intercultural comprehension processes of children when in-service training and pre-service training for educators is given. More research is needed.

Keywords: spatial cognition, intercultural learning, German-French educational material, innovative teaching material, pre-school children

SYMPOSIUM SET E/ 30

REFLECTIVE PROFESSIONAL DEVELOPMENT

Individual Papers

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,

How do university teachers in early childhood teacher education facilitate and strengthen their students' reflective thinking? This presentation is part of a Ph.D. project in progress. This paper builds on different theories about reflection (eg: Dewey, 1933, Lenz Taguchi, 2004, Schön, 1995, Søndena, 2002). The purpose of the presentation is to discuss how teachers in universities in Norway introduce their students to reflection. It also ponders on how reflection will strengthen the student teachers' future professionalism. Today's professionalism requires high levels of professional judgement and accountability, which includes the ability to make decisions, and take responsibility. The paper has a qualitative approach, and builds on semi-structured interviews with pedagogy teachers in universities. It also refers to classroom-observations of these teachers. Ethical considerations including demands for anonymity, and the approval of the use of information from sources are considered throughout the presentation and in the paper. Institutional and national ethical procedures regulating research in Norway (NSD) are followed. The preliminary findings suggest that there exists a genuine belief among the informants about the importance for their students to reflect. In some of the interviews, the informants say that they use professional judgment as a concept to justify the importance of reflection to their student, whilst others report that they neither explain why reflection is important nor what they expect when they instruct students to reflect. It is hoped that this research will strengthen the abilities of ECE students to use their reflections might influence their critical awareness and future professionalism and professional judgement.

Keywords: reflection, professional judgment, professionalism, critical awareness, education

Reflective practice with early childhood undergraduate students - challenges and possibilities

MARTINA CARTER, Early Childhood Ireland, Ireland

This paper examines challenges facing students regarding reflective practice and considers the possibilities to further support them in becoming competent reflective educators. This research intends to promote other ways of seeing, doing and knowing, specific to reflective practice. The research draws on Schon (1983:80) who writes "competent practitioners usually know more than they can say. They exhibit a kind of knowing-in-practice, most of which is tacit." Reflective practice is important to early education (Dahlberg et al., 1999, UNESCO 2004). It is linked to quality practice and is considered critical to professional competence. It entails the need to act and

think professionally whilst integrating theory with practice. Linked to professional identity, it is about educators connecting what they do with what they know. This research is based on a qualitative methodology and included focus groups and questionnaires. A constructivist paradigm supports the seeking of multiple truths. Cohen, Manion and Morrison (2000) state that the interpretivist tradition is based on a belief of shared cultural understanding of situation. Informed consent was obtained from students participating in the research. For undergraduates, reflective practice is often seen as separate to academic thinking and professional practice and may not always be given due prominence. Reflection in practice is highly context-specific, while some students are supported in their work practice setting to apply their learning other students are not. Providing a platform for students to assess the challenges they face and a support framework to alleviate these challenges serves to promote reflective thinking in practice.

Keywords: professionalism, early childhood, ethics, reflective practice, professional identity

Adult Learning and andragogy at Pen Green: The praxeology of reflection and action

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

The research explores the experiences of a group of students who studied for a Foundation Degree in Early Years. The role of the tutor is considered in some depth, as are Weil's ideas about Disjunction, Integration, Equilibrium and Self-Validation (1992), Allman's 'plasticity' model (1983), Knowles' Six Principles of Adult Learning (1970), Mezirow's Stages of Perspective Transformation (1981). My study is praxeological; the process and outcomes of are 'dependent on the agency of the person's involved and their life learning stories' and phronetic, focusing on practitioners' reflections on their praxis, i.e. practice 'infused with beliefs and values, based on educational theories and situated in specific contexts (Formosinho and Formosinho, 2012) My study is rooted in a collaborative practitioner action research approach (McNiff, 2010) using semi-structured interviews and participants' own reflective accounts to construct in-depth case studies. The Pen Green Code of Ethics (Whalley et al, 2007) ensured the process was positive for participants, data was open to and interpreted by them, addressed questions they were interested in, was based on relationships of trust and was intended to improve practice. Initial findings produced a cluster of related themes including the critical importance of 'significant others' and 'significant moments' in the adult learning process and how these influence a learner's self-belief and identification of their optimum learning environment. Key findings are being used with the participants to assess and evaluate how their andragogical development has impacted on their settings and what differences this may have made for the children and families they work with.

Keywords: andragogy, praxeology, phronesis, reflection, action

SYMPOSIUM SET 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

CHAIR: KAREN HANSON

University of Worcester, United Kingdom

This symposium draws together findings from praxeological research into the use of problem based learning (PrBL) as a vehicle for enhancing learning and teaching in relation to integrated working. The use of the Problem Based Learning approach allowed students to gain an experiential understanding of the challenges and benefits associated with integrated working. Furthermore adopting the PrBL approach for the module gave the teaching team an opportunity to develop reflective pedagogical conversations as a teaching and learning tool within the Institute of Education. The symposium will firstly consider an overview of PrBL within the centre's wider learning and teaching approach. Secondly the outcomes of the research will be presented using the reflective pedagogical conversation. Finally, wider implications for teaching and learning in Early Childhood Studies will be critically examined, with an opportunity for discussion.

Problem based learning as an approach to facilitating student understanding of integrated working with children and families

JACKIE MUSGRAVE, University of Worcester, United Kingdom.

The aim is to introduce participants to the concept of problem based learning and its application to engaging students with the complex issues surrounding integrated working. The research builds upon a small scale action research project undertaken by Musgrave and Prowle in 2014 (unpublished). It also draws upon the following: Biggs, J. and Tang, C. (2011) *Teaching for Quality Learning at University*. 4th Ed. Maidenhead, Open University Press Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco, Jossey-Bass. Elliott, J. (1991) *Action Research for Educational Change*. Buckingham, Open University Press Moran. The presentation is based upon principles of heutogy and co-construction of learning within a multi-disciplinary community of practice. It explores the value of problem based learning to improve the quality of student experience and bridge the gulf between theory and practice. It uses action research methodology using a four-stage process which requires the researcher to reflect, plan, apply and evaluate. (Biggs and Tang, 2011). A range of qualitative research methods was used including content and relational analysis, surveys and focus groups, reflecting the student voice within the research. Ethical protocol was established via the university ethics committee. Problem based learning provides a useful vehicle for enhancing student engagement and in particular understanding of the complex issues surrounding integrated working. The research has implications for teaching and learning strategies in Higher Education, workforce development and employability.

Keywords: Higher Education, problem-based learning, integrated working, reflection, pedagogy

Exploring the research findings using reflective pedagogical conversations

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

The aim of the research is to present the findings of a research project evaluating problem based learning within a module on Integrated Working and Leadership. The research builds upon a small scale action research project undertaken by Musgrave and Prowle in 2014 (unpublished). It also draws upon the following published works: Prowle, A., Murphy, P. and Prowle, M., (2014) *Managing escalating demands for public services in a time of financial austerity: a case study of family interventions*. *The Journal of Finance and Management in Public Services* 12 (1) Reflective practice theory Reflective lenses (Brookfield, 1995) Professional and management theory is related to integrated professional practice. The research paradigm is interpretivist/ constructivist and reflects an ethnographic approach. The research is based on a sample of 75 students engaged in a module on Integrated Working and Leadership. The research uses a range of qualitative research methods. The data was analysed using triangulation within and between methods. The research was subject to approval by the University of Worcester Ethics committee and was underpinned by the UW ethics policy and conducted in line with BEWRA (2011) Guidance. A consent form and information sheet was provided to all participants. Informed consent was negotiated with the students involved. Reflective pedagogical conversations can enhance reflection on teaching and learning and act as a useful vehicle for sharing practice within academic and professional communities of practice. There are implications for practice or policy related to teaching and learning in Higher Education and workforce development within the wider children and families workforce

Keywords: problem based learning, student engagement, integrated working, reflection, pedagogical conversations.

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

The presentation builds upon on the first and second segments of the symposium. It seeks to reveal the multi-dimensional qualities of Problem Based Learning; in particular, the way its pedagogy allows students to acquire knowledge and construct knowledge and leads to reflective activism. (Hanson and Appleby, 2015). The presentation aims to involve participants in a discussion of these issues. Earlier research includes Walker, R., & Reed, M. (2012): *Early Childhood Practitioners Developing an Academic Voice and Tutors Making Sense of the Research Process*, *NZ Research in Early Childhood Education Journal*, 15 pp. 137 – 151. Kubiak, C., Fenton-O’Creevy, M., Appleby, K., Kempster, M., Reed, M., Solvason, C. and Thorpe, M. (2014) ‘Brokering boundary encounters’ In: Wenger-Trayner, E. and others, eds. *Learning in Landscapes of Practice*, Oxon: Routledge. (pp

81-97) University of Worcester, FdA Hanson, K and Appleby, K (2015) Reflective Practice In: Reed, M and Walker, R. (eds) *A Critical Companion to Early Childhood*, London, Sage Publications, pp. 24-36. The presentation is based on the first and second segments of the symposium. The theoretical base is underpinned by a number of interrelated published works. A range of qualitative research methods has been employed, using content and relational analysis, surveys and focus groups. Published work has been scrutinized by a university ethics Committee. Implications for practice are based on teaching and learning strategies that invoke a multi-dimensional voice and reflective engagement with practice, as well as developing ways to promote a multidimensional professional voice in higher education programmes. The research poses the question: Is this a useful framework for teaching?

Keywords: Problem Based Learning, learning, reflective practice, constructing knowledge, community of learners

SYMPOSIUM SET F

WEDNESDAY 9th SEPTEMBER

15:00 – 16:30

SYMPOSIUM SET F/ 1

EMERGENT MATHEMATICAL THINKING IN THE CONTEXT OF PLAY

Self-organised Symposium

CHAIR: BERT VAN OERS
VU University, Netherlands

The aim of this symposium is to foster educational imagination and conceptualisation about the beginning of mathematical thinking in children. The symposium explores processes and possibilities to promote emergent mathematical thinking in young children (3 to 6 year olds) in the context of their play. During play, children encounter situations, events and conversations that they explore, want to make sense of, and want to communicate about with the notions and artefacts that are readily accessible and available to them at that moment. The presentations in this symposium unpack and analyse some of these processes which occur in young children's play. In each presentation, activities of playing children are observed and discussed to explore how they make mathematical sense through their experimentation, movements, wit, and how they invent multi-modal ways to communicate about numerical and spacial aspects of their reality, using words, gestures and self-invented graphicity.

50 wheels? What can we do?

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

Are five year old children able to solve problems (with high quantities) when these problems are linked to their reality? How does the play help in solving problems with high quantities to five-year-old children? Following Van Oers and collaborators (1994, 1999 and 2003) we understand the play as an activity that guides the learning process in ECE. We investigated the role of symbolic game in the learning of mathematics in preschool pupils (Edo, Planas & Badillo, 2009). We draw on sociocultural research (Edo, Planas & Badillo 2009) in the area of mathematics education at an early age. We integrate the notions of play and social interaction (Vygotski). We think the learning of mathematics depends on the pupils' participation in processes of collective construction of reality. This study was carried out following a case-study methodology. Five class sessions were registered and later transcribed for its further analysis. This study we present focuses on childrens conversations while playing, without any adult intervention. Families authorized the recording and showed conformity both to the treatment and the purpose of the data recorded. Five year old children are able to cope with complex questions when they act in a group. They show the ability to analyse different solutions from a physical material which they are allowed to freely manipulate as a game. At school there should be more time to play. Not only free game and symbolic game conduct the learning process, but also does the exploratory game that comes from questions that involve the children.

Keywords: early years education, mathematical thinking, context of play, problem solving, play areas

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

BERT VAN OERS AND MAULFRY WORTHINGTON, VU University, Netherlands

This study investigates young children's informal mathematical representations in pretend play contexts, and their contribution to children's understandings of the abstract symbolic language of mathematics. Building on research into children's early mathematical representations (e.g. Hughes, 1986), it extends research by Carruthers and Worthington into children's mathematical graphics (e.g. 2005, 2006, 2011), further developing recent research by Worthington and van Oers (e.g. 2016) into pretend play and the cultural foundations of mathematics and children's social literacies. This research draws on cultural-historical and social-semiotic theory (e.g. Kress and van Leeuwen 2001; Kress, 1997; Vygotsky, 1986) and research into pretend play (e.g. Rogers,

2011; Brooker and Edwards, 2010; Harris, 2000), and highlighting children's 'intent participation' (Rogoff, 2003) as a powerful means of learning. The study conceives of children's mathematical representations as emergent, originating in their need to communicate meanings. Analysis follows an interpretive, social-semiotic paradigm. Individual representations are analysed using Carruthers and Worthington's (2003) taxonomy, and features that later support calculations are identified (Poland, van Oers and Terwel, 2009). BERA's (2011) ethical research guidelines were adhered to. Participants were consulted and informed at every stage and gave their informed consent. Participants were able to withdraw at any point throughout the study. Affirming spontaneous pretend play as a valuable context for meaning making, the findings highlight the importance of children's verbal and graphical exchanges, indicating progression towards increasingly mature symbols. The findings underscore the importance of children's early mathematical graphics in pretend play contexts and have significant implications for early childhood teachers and policy makers.

Keywords: informal maths representations, emergent learning, social pretend play, intent participation, progression

SYMPOSIUM SET F/ 2

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

Self-organised Symposium

CHAIR: JIM ELICKER

Indiana University, United States

Three papers will be presented from U.S. researchers who will report recent studies of continuity of care and primary (key) caregiving practices in infant toddler care

Perspectives of practitioners and families on relationship-based practices in infant/toddler continuity of care programmes

JIM ELICKER, Purdue University, United States

The purpose of the study was to examine professionals' and parents' perspectives of relationship-based practices in infant/toddler childcare. Related research concerns sensitive-responsive caregiving and long-term relationships in group care. Bronfenbrenner and Morris' (2006) bioecological model was used to frame relational transactions between/among individuals within social, physical, and psychological care spaces. This qualitative descriptive study involved individual interviews and focus groups interrogating perspectives of 29 infant/toddler and preschool practitioners, parents, and administrators concerning their experiences in two birth-three programmes that focused on relationship-based practice (e.g. primary caregiving, family-centred care, and sensitive-responsiveness) within the context of continuity of care. The authentic voices of individual participants are used to 'tell the story' of their experience of continuity of care, the identity of settings and participants are protected. Key findings include: increased knowledge (overall understanding of individual children facilitating responsive caregiving), stable communities (decreased disruption, renegotiation of relationships), 'family-type atmosphere' (promotion of trust, warmth, and affection), primary caregiving (changing roles over extended period), effective partnerships (caregiving relationships between/among caregivers and parents), and transition to preschool (increased social ability and self-help skills). Implications for practitioners, teacher educators and policy-makers include importance of: empowering partnership relationships (professionals and families), maintaining continuity of the caregiving team, keeping children age birth-to-five together in one setting, and investing in long-term relationships. Also, findings suggest the nature of primary (key) caregiving evolves within the context of long-term continuous care. Finally, the researcher concludes continuity should be implemented only in programmes already engaging in other relationship-based practices.

Keywords: infant/toddler, continuity of care, primary (key) caregiving, families, practitioners

Continuity of care, caregiver interactions, and toddler social competence and problem behaviors

KAREN RUPRECHT AND JIM ELICKER, Purdue University, United States

This study examined caregiver interactions and toddlers' social development in 59 rooms in child care centres in the United States practicing continuity of care, compared with those in centres not using this practice. Previous research found programmes with more caregiving stability and consistency were beneficial (Owen et al., 2008; Raikes, 1993; Ritchie & Howes, 2003). However, the continuity of care practice has not been systematically studied. One theoretical basis for continuity of care is attachment theory, positing that experience with a stable, sensitive, responsive, and consistent caregiver over time will result in a secure attachment relationship (Bowlby, 1969/1982; Raikes, 1993; Howes, 1999). This quasi-experimental study involved observing caregiver-child interactions with 115 toddlers (12-24 mo) in 30 continuity and 29 non-continuity rooms. Teachers rated children's social development. Parents and child care programmes voluntarily consented to participate. The identity of settings and participants were protected. Toddlers in continuity rooms experienced higher levels of interactive involvement with their caregivers and were rated as having fewer problem behaviors compared with toddlers in non-continuity rooms. Toddlers in rooms with higher staff-child ratios experienced more involved caregiving. Caregivers who practice continuity of care may become more involved with toddlers and attuned to their development and behavior, reducing perceptions of behavior problems. Child care centres should consider continuity in caregiving and when possible implementing higher staff:child ratios for toddlers.

Keywords: infant/toddler, continuity of care, primary (key) caregiving, families, practitioners

How does continuity of care in infant/toddler programmes impact age 3 outcomes?

NANCY FILE (1), DIANE HORM (2), DONNA BYRANT (3), ALAN COBO-LEWIS (4), NINA FORESTIERI (5) AND AMY ENCINGER (6), (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 North Carolina-Chapel Hill, United States; (6) University of Nebraska-Lincoln, United States

The purpose of this study was to examine age 3 outcomes for children enrolled in infant/toddler programmes relative to their experiences of continuity of the adults caring for them. Although continuity of care, defined as remaining with the same caregiver(s) throughout the infant/toddler years, is endorsed in the United States (Zero to Three, 2008), it is not the norm in practice. The research base is sparse with mixed findings (Cryer, 2007; Owen et al., 2008) regarding potential benefits. Typically, the samples involved have been limited in size. Continuity of care is based on the significance of attachment relationships (Raikes, 1996) and relationship-based caregiving (Howes & Spieker, 2008). Data was collected from 11 early care and education programmes on a total of over 500 children enrolled for at least 18 months. The identity of adults and children within classrooms was recorded twice per year. Continuity was operationalised four different ways, as classrooms averaged three teachers at any one time. Children's receptive vocabulary was assessed at age 3, and teachers rated the children's social-emotional development. Each data collection site participated in consent processes. Regression analyses revealed that some operationalised measures of continuity predicted children's outcomes while others did not. Support for the benefits of continuity of care for children's outcomes was limited. Implications for researchers will be drawn from our work toward operationalising a continuity measure. Examining continuity's relation to children's outcomes will help the field to consider how ensuring continuous relationships among children and staff fits into notions of quality care.

Keywords: infant/toddler, continuity of care, primary (key) caregiving, practitioners, child outcomes

SYMPOSIUM SET F/ 3

ECE TEACHERS' PERSPECTIVES ON DIGITAL TECHNOLOGIES

Individual Papers

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

Various media are part of children's everyday life. In Finland, the need to promote media education (ME), i.e. pedagogical promotion of media literacy, is often brought up in early childhood education and care (ECEC) context. This research asks, what are the important aspects of professionals' educational consciousness in early years ME? Previous Finnish research (e.g. Vesterinen, 2011) implies that teachers' reasoning regarding ME doesn't fall easily into the common categories of professionalism, e.g. subject or pedagogical knowledge. Hence, this presentation construes the phenomenon with the concept "media educational consciousness". The concept of educational consciousness, as examined by Finnish educationist Hirsjärvi (1981), refers to educators' awareness of acting as an educator and of rights and responsibilities bound to that role. A suggestion for a framework of educational consciousness in early childhood media education has been comprised of studies of educational consciousness (e.g. Hirsjärvi, 1981) and media education (e.g. Buckingham, 2007). Attention is paid to ethical aspects of theoretical research by careful referring. The suggested framework will be tested with empirical data. The framework suggests that media educational consciousness in ECEC includes conceptions of: ECEC's aims and values in relation to ME, young children's growth and the nature of man, media(culture), self as an educator and of significance of educational interaction's quality for children's growth in media culture. This study contributes to the sparse field of theoretical research of early childhood ME and provides implications for ECEC professionals' training and development of pedagogical ME materials for ECEC.

Keywords: media education, early childhood education and care, educational consciousness, media literacy, professionalism

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

KELLY BITTNER, Macquarie University, Australia

The aim of this research was to explore educator values and beliefs regarding technology and how this presents in praxis, with a focus on the facilitators and hindrances to integration of digital technologies. This research extends on the work of Plowman and Stephen (2007, 2005) that espouses the value of interactions and discourse to support successful integration of technology in prior-to-school settings. Technology is a ubiquitous presence in everyday life. To best support children in their development as digital citizens, pedagogical approaches and curriculum frameworks must be authentic and relevant to their lived experiences, reflecting a sociocultural perspective. This presentation draws on findings of a doctoral research project conducted in three prior-to-school settings in New South Wales, Australia. Pivotal to the research was participant involvement in a practitioner inquiry project supporting educators to explore interests and options in relation to integrating technology into their curriculum, with a focus on the Australian Early Years Learning Framework. This project had ethical approval from Macquarie University and written consent from all participants. The findings demonstrated that educators benefited from support, guidance and information on preparing children for digital citizenship. Educators were encouraged to integrate technology as a tool to support and extend children's thinking, learning and explorations. When most successful, technology was used contemporaneously with more traditional tools to provide a complementary range of resources for children. Implications for practice include further consideration of over reliance on technology and whether it compromises critical thinking skills by providing answers rather than encouraging questioning.

Keywords: digital technology, prior-to-school settings, educator values and beliefs, critical thinking, early years learning framework

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

IOANNA PALAIOLOGOU, Canterbury Educational services, United Kingdom

This project examined early childhood teachers' perspectives on the use of digital technologies in early childhood education in four EU countries: England, Greece, Malta and Luxemburg. It investigated whether ECE teachers are using digital technologies in their classrooms and for what purposes, and what digital technologies provide to their pupils to promote experiential learning. This research project is based on previous research done by Marsh et al., 2015; Edwards, 2013; Aubrey and Dahl, 2014; and Palaiologou, 2014, 2015a & 2015b. The work is based on ideas of pedagogy in participation (Formosino and Formosino, 2011 & 2012), Daniels (2001) and the

idea of praxis as described by Freire (1970). This is a mixed methods project. It used a questionnaire and focus group interviews with early childhood teachers in order to collect data. The EECERA (2014) ethical code are followed alongside the work of "collective praxis approach" (Cahill, 2007) and ethical helix (Palaiologou, 2014 & 2015). The key findings revealed that teachers agonising towards the following tensions: child active vs passive, child as independent learner vs dependency, child's safety vs risk/danger, child as natural explorer vs non inquisitive, child as social learner vs isolation, child initiated play vs directive play, child's self directive dispositions to learning vs mediating mechanical learning. Teachers feel that they are "ill" equipped to deliver a play based curriculum incorporating digital technologies, thus it is important to explore the role of digital technologies in ECE to offer high quality opportunities to support children to grow as competent and confident digital technologies users.

Keywords: digital technologies, education, learning environments, learning and play, play based curriculum

SYMPOSIUM SET F/ 4

PRESCHOOL TO SCHOOL TRANSITIONS

Individual Papers

CHAIR: JOHANNA EINARSDOTTIR
University of Iceland, Iceland

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

JOHANNA EINARSDOTTIR AND HRÖNN PALMADOTTIR, University Of Iceland, Iceland

The aim of the study is to shed light on preschool children's views on the role of their preschool teachers in the daily life of preschool. Previous work focuses on children's perspectives that are seen as providing valuable information and identifying important aspects of their lives, education, and participation in society (Einarsdottir, 2007 & 2014). The theoretical framework of the study are childhood studies that emphasise the importance of listening to children and taking note of their views (James & Prout, 1997; Jenks, 2004; Qvortrup, 1994). Data was gathered with children from the ages of one to five through observations, videos, and photos taken by the children. Ethical issues will be acknowledged: the issues of consent and confidentiality, power inequality between the adult and the participants, children's right to privacy, the notion of normality, and who is heard and who is not heard. The findings reveal what the children appreciated and found important, including issues as caregiving, interaction, support, participation, and decision-making. The children seemed to acknowledge, to a great extent, the role that the preschool teachers played, but they also challenged their roles. By listening to the voices of children as they talk about their teachers, valuable information about their views will be gained and will be an important source for providing quality early childhood education.

Keywords: children's perspectives, participation, transitions, childhood studies, Nordic

Daycare centre, preschool and primary school for children from 0 to 10: 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), FRANCA GIULIANA MARIA ANTONIA ZUCCOLI (4), (1) UFSCAR, Brazil; (2) UNICAMP, Brazil; (3) UNIMIB, Italy; (4) Università degli Studi di Milano-Bicocca, Italy

This study aims at bridging the gap, sanctioned by school organisations and educational institutions, which artificially fragments children's growth experiences and knowledge into rigid, discrete segments. Existing research suggests the need to overcome a rupture, caused by schools, which artificially segments children's experience from birth to ten years (Cecconi, 2012). We reflect on how to accommodate children's own pace of development and ways of getting to know the world. For this research we use theoretical multidisciplinary paradigms: childhood sociology (Fernandes, 1944; Corsaro, 2011), pedagogy of early childhood (Dewey, 1949; Edwards, Gandini & Formann, 1995; Serio, 2013), and education and the teaching heuristics (Rosa-Vignali, 1981). We use qualitative approaches which make use of several flexible tools to explore the cultural dimensions that emerge, through images and 'declarations', as well as investigation of educational and teaching practices related to relational dynamics between adults and children and the behaviors adopted by educators in the field. The

conduction of the investigation meets legal precepts with due authorisation of 'responsible adults' of the children. The consent was also negotiated with the children, seeking respect of their cultural codes and the uniqueness of each individual involved. The results point to the need to overcome a fracture that divides the experience of children in hard and not communicative segments, excluding the times and genuine ways of children to be and understand the world. The intention of the research is to enable the recognition, registration, and access to knowledge dissemination originated between children and with children in educational institutions.

Keywords: continuity/discontinuity, educational institutions, pedagogy of process, children 0-10 years old, pedagogy non prestatonal

Supporting children's identity and agency as they start school

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

To investigate the impact of processes and structures in the school setting that support or disrupt children's identity and agency as they start school. The study links to bio-ecological research relating to the transition to school of children, in particular the impact of the changing processes and structures they experience in the school setting. The research uses a bio-ecological framework, specifically Bronfenbrenner and Morris' 'Person-Process-Content-Time' (PPCT) model. A participatory research approach was used by a team of educators, conducting the research in their setting. A critical theory perspective was taken to analyse existing processes and structures in the school setting. The main ethical considerations were ensuring informed consent for all participants, the fair and just representation of the participants, and the maintenance of confidentiality. The ethical requirements and regulations of the state education department were met. As children moved from the prior to school setting into the school environment many of them displayed regressive behaviours and reduced competencies. Educators were challenged by these changes. The prior to school and school settings were co-located. The research involved assessment data, observations and extended dialogic inquiry. Ongoing analysis and dialogue over a twelve month period led to an awareness of the impact on children's participation of the scheduling and structures within the school setting. The research highlights the importance of reconceptualising the structures and processes in the school setting to support continuity of participation and learning.

Keywords: transition, prior to school, dialogic inquiry, structures of school, reconceptualise

SYMPOSIUM SET F/ 5

TECHNOLOGY AND ART

Individual Papers

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

The research presented here aimed to explore how parent-child closeness manifests in the context of art-making when different technologies (digital and non-digital) are involved in the interaction. Concerns have been raised that digital technologies might impact negatively on parent-child closeness, offering fewer opportunities for careful cooperation and intense communication (Turkle, 2011). On the other hand, research on children's interactions with technologies has demonstrated a wide range of situations in which the use of digital technologies supports young children's social interactions (e.g. Kucirkova et al., 2014; Sakr, in press). A social semiotic perspective was adopted in order to profile the different technologies available for art-making and how these may afford distinct forms of parent-child closeness. A three year old child and her father were observed across eight episodes of art-making in the home, using a range of four technologies (two digital and two non-digital). Research followed the British Educational Research Association (BERA) ethical guidelines and the National Centre for Research Methods (NCRM) guidance on visual research. A multimodal interaction analysis of the video data suggested that the different technologies did indeed afford different forms of closeness

between the child and parent. However, these differences did not correspond to a digital/non-digital divide, but instead related to specific material and social factors 'at work' in each technology. We argue that the concept of 'semiotic resources' (van Leeuwen, 2005) enables us to engage with this level of nuance and to consider more carefully how particular digital technologies might be shaping parent-child interactions.

Keywords: parent-child interaction, digital technologies, social semiotics, semiotic resources, multimodality

Tablet mediated art activities in preschool

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

The aim of this study is to investigate whether, and if so how, the introduction of a new technology in the form of a tablet computer transforms a well-established early childhood education practice: an art activity. The point of departure for the study is to investigate an area of research that is as of yet underexplored: art activities mediated by tablet computers. The theoretical framework for the study consists of sociocultural theory (Vygotsky, 1997 & 1998). This paper is based on an observation of a four-year old girl who engages in an art activity together with a teacher, using a tablet. Interaction analysis (Jordan & Henderson, 1995) is used as an analytical framework. The study is conducted in accordance with the ethical guidelines of the Swedish Research Council, which includes that all participation being voluntary and all participants having signed an informed consent to be part of the study. The results show that the hardware and software of the technology delimit the art project and that the participants have difficulties establishing intersubjectivity due to them being engaged in partly different projects. The technology is used in accordance with an established tradition rather than engendering a new kind of art activity. The study has significance for an informed discussion of the use of tablets in early childhood settings, including the role of the teacher in technology-mediated art activities.

Keywords: tablet, digital technology, art activity, app, sociocultural theory

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

LAI HA CHEUNG, Hong Kong Institute Of Education, China

This doctoral study aims to investigate what young children's development is, in and through visual arts activities, and how it can be assessed. It is a response to the mandatory Hong Kong Performance Indicators (Pre-primary Institutions): Domain on Children's Development (2003). Pluralism is adopted in this study because it allows the coexistence of multiple perspectives in which no single approach gains all the support or attention (Lankford, 1992; Atkins, 1990). Qualitative case study on five four-year-old children was conducted for seven months in an early childhood institution. Direct observation on a 30-minute visual arts activity was recorded weekly in digital format. The children's various areas of development were presented with reference of evaluation frameworks suggested by Lowenfeld (1957), Fox and Schirmacher (2012), and Eisner (1978). This research obtained approval from the UTS (University of Technology, Sydney) Human Research Ethics Committee (HREC) in December 2006, before the start of data collection in January 2007. Different growth rate and patterns of children's development are found among the five children, and presented in written and visual forms. The portfolio assessment can be regarded as one of the appropriate methods for assessing aesthetic development as well as development in other aspects in early childhood settings. The study is the first in-depth research in assessing preschool young children's development in and through visual arts activities in Hong Kong. It may serve as a reference for preschool teachers in assessing children's development in aesthetic or creative areas, as well as others aspects.

Keywords: visual arts, assessment, preschooler, case study, portfolio

SYMPOSIUM SET F/ 6

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

Self-organised Symposium

CHAIR: STIG BROSTRÖM

Aarhus University, Denmark

The aim of the international study is to investigate how preschool teachers, leisure time teachers, kindergarten class teachers and primary class teachers understand children's learning in preschools, leisure time centres and schools in Sweden, Denmark, Estonia, Germany, Greece, Australia and Russia. The study is a continuation of previous studies started in 2010, out of which the latest publication is "Preschool teachers' views on children's learning: an international perspective" (Broström et al., 2014). This allows for a comparison between how professionals in school and preschool teachers understand children's learning. The theoretical background of the study is a complex of social-cultural oriented learning theories reflecting activity, participation and social interaction (Vygotsky, 1978; Stetsenko, 1999; Saljö, 2005; Carlgren & Marton, 2000; Damasio, 2004; Lave, 1993). The research was conducted as a quantitative study using a structured questionnaire in order to generate frequencies of response amenable to statistical treatment and analysis (Oppenheim, 1992).

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 FRÖKJÆR (4), (1) Dept of Child and Youth Studies, Sweden; (2) Aarhus University, Denmark; (3) Mälardalen University, Sweden; (4) Professionshøjskolen UCC, Denmark

The aim is to investigate Swedish and Danish preschool teachers and teachers view on school children's learning (5-8 years old children), and to compare the findings. This study builds on previous studies on preschool teacher's views on children's learning and also a study on children's view on own learning done by this international research group (Broström et al., 2014; Sandberg & Eriksson, 2010). The study is based on learning theories, mainly social-cultural theories of learning (Säljö, 2005), collective learning processes among children (Williams, 2001) and the relation between learning and participation. The research has a comparative approach using a qualitative questionnaire. The survey focuses on the questions: 'what is learning and how do children learn in school seen from the professionals point of view?', 'what are the best conditions for children's learning?', and 'how do the professionals in school understand the participation related to children's learning?'. The items in the questionnaire were organised rank ordering, which enabled a relative degree of preference priority, intensity etc. to be charted, and not using too many priorities (Wilson & McLean, 1994). The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items. Preliminary findings suggest some variation between Swedish and Danish teachers. However, the study is in progress so the final findings will be presented at the conference. Probably the findings will open for new discussions on children's learning in preschool and in school. This might contribute to innovation in preschool and school.

Keywords: children's learning, preschool teachers, school teachers, curriculum, comparative research

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

The aim is to investigate how primary school teachers reflect and describe children's learning and participation. The study is a continuation of previous Swedish and Danish studies (cf. Johansson & Sandberg, 2008; Broström et al., 2012) and studies of the same international research group, which investigated children's view on learning (2014) and preschool teachers' views on children's learning (2011, 2012 & 2013). The research framework is social-cultural with reference to Dewey, Vygotsky and Rogoff. A quantitative study using a structured questionnaire (based on an earlier survey on preschool teacher's views on children's learning and participation) in order to generate frequencies of response amenable to statistical treatment and analysis. Ethical considerations included non-maleficence, confidentiality, anonymity and the possibility to withdraw items. The German primary school teachers (in Bavaria) consider activities directed to children's acquisition of knowledge (e.g. literacy related activities) very important. Further, they see the role of a teacher as a creator of the best conditions for learning. According to the statements of the Greek primary school teachers, it seems that the teacher is in the centre of the educational process. He/she offers challenges in the sense of goal oriented activities for developing reading and writing in a climate of active group interaction, respect, security and

support. The Estonian primary school teachers, while believing more in the pupils' active participation in knowledge creation, do not directly contrapose it to the direct transfer of knowledge. The importance of the teacher is highlighted in organising the children's everyday life and in involving children in various different activities. Implications for new discussion on learning and participation.

Keywords: professionalism, learning, transition, pre-school, primary school

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

BERENICE NYLAND (1), NIKOLAY VERAKSA (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

The aim of this paper is to examine the views of teachers who work with children aged 5-8 years in Australia and Russia and to compare similarities and differences in perspective. This study is the third that has investigated early childhood teachers' views of children's learning (Nyland, 2010) with this groups of researchers. Previous research has been presented at EECERA 2012 and 2014, and published in the journal Early Childhood Development and Care, Brostrom et al. (2014). Scholars from a number of countries are participating in this research and the framework has been socio-cultural theories of learning, participation and social mediation. Vygotsky's (1978) theories of how learning and development are related and the role of others in the environment are central to the research. Those who have extended Vygotsky's work (eg, Stetsenko, 2008) to examine collaboration and co-construction of meaning have been utilised to explore the question of why teachers' perspectives of how children learn will have a profound influence on children's learning. This research is comparative. A structured questionnaire was developed (Oppenheim, 1992) to acquire information on teachers' theories of children's learning. Sharing data collection techniques and data analysis across contexts gives the research added veracity (Bird, 2008). Ethics approval was gained through the university ethics committee and the Department of Education and Training. We compare teachers' perspectives for children in the early years of school to identify similarities and differences in the contexts studied. This research has value for teaching practice, policy development and pre-service teacher training.

Keywords: early childhood teachers, children's learning, teacher's perspectives, learning and participation, children 5-8 years

SYMPOSIUM SET F/ 7

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

Self-organised Symposium

CHAIR: JÈSSICA PÉREZ

Universitat Autònoma de Barcelona, Spain

This symposium presents an ongoing international collaborative project in a field that is quickly spreading and that has opened new opportunities for research. The purpose of the project is to explore the interaction between the children and the app built around 'The Carnival of the Animals' by Saint-Saens as the central musical theme. During one month, each researcher has done home weekly visits to two children from the same age range (2 to 8 years old) in order to collect data about their interaction with the app following a common protocol. The data has been collected using camera recordings and a tracking tool that records the screen activity. The three presentations complement each other, showing different parts of the project. The symposium addresses the conference themes by drawing different strands from the project itself giving insights into the 'digital childhoods'.

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

MARKUS CSLOVJECSEK (1), JÈSSICA PÉREZ (2), MARCEL SOLEDA (3), (1) University of Applied Sciences and Arts Northwestern Switzerland, Switzerland; (2) Universitat Autònoma de Barcelona, Spain; (3) UIUX analyst, Spain

The purpose of the study is to know about the interaction and approaches the children keep with the 'Carnival of the Animals' app. This first presentation will cover the specific aims and the method, and will focus on the analysis process and developed tool. This work is inspired by two projects that also tackle the research from the voice of the children and capture global-local perspectives (Gillen and Cameron, 2010; Young and Ilari, in press). The theoretical framework is based on the theory of young children's creative thinking (Fumoto and Robson) and the role of music making and music education in a digital world (Gouzouasis). Development of the analysis tool and a qualitative research constructed from multi-case studies. The protocol of the study and a consent form was provided to the families involved in the research. Informed consent was negotiated during the first visit. The research is at the data collection stage. Main points for discussions include: 'Is the use of the app with tracking and analysis tool of interest for other researcher or practitioners?' and 'What can be shown with this method, what are the challenges?'. Since the use of tablets among children is a fact, this project wants to study how this interaction takes place. Our key element is that using a tracking device that records the screen activity gives us precise information about how children interact with apps. The following presentations will illustrate this taking into account different areas of study.

Keywords: interaction, tablets, multimodality, music, tracking

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

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

This presentation will illustrate two of the different aims of the project: to collect information on children's modes of representation preferences offering a multimodal range of options, and to understand the individual choices and strategies the children follow when interacting with a multimodal app – with the data from the case study of the two-year-olds. The outputs from the studies of Gower and McDowall (2012) and Harpstead, Myers and Alevén (2013) give insight into the analysis process. There is scarce literature on the use of tablets and music education, none in early childhood. This work takes evidences from multimodal researches on education (Bezemer, Kress and Norris), multimodality and music education (Tomlinson) as well as from music education and IT (Miralpeix and Tejada). Since the method has been covered in the previous presentation, this time the focus will be on the analysis process, the results and the discussion of the implications of this part of the study. The analysis tool developed to help us to automate the interpretation of the data will also be shown in further detail. The protocol of the study and a consent form was provided to the families. Informed consent was negotiated during the first visit with the families involved. The participants have decided to show their first names. The research is at the data collection stage. We hope that the results will guide us in the development of educative apps that really suit children's choices and will give insight into the integration of IT in music education.

Keywords: interaction, tablets, multimodality, music, tracking

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

KAARINA MARJANEN, Laurea University of Applied Sciences, Finland

This presentation illustrates two of the specific project aims – the interaction with the app with social interaction, and the degree of enjoyment and level of interest in the app. Interaction creates a solid basis for learning in general. These learning processes are holistic (Hannaford, 2004), based on the use of all the 12 prenatal senses, functioning already before the birth (Chamberlain, 2003). Sound experiences have a strong effect on the child's learning (Trevarthen, 1999/2000). In this study the theoretical understanding on music and languages (Brown, 2001; Patel, 2008) with the theories on speech and vocal development supported by music education and flow helps us to interpret the musical-linguistic experiences and expressions. The pilot study has revealed the potential of the use of technological tools for the analysis, such as the tracking tool, combined with video analysis and interviews. A consent form and information sheet was provided to all participants. Informed consent was negotiated with the children involved and re-negotiated during the time the research was carried out. Pseudonyms have replaced the names of participants. The children only participated as long as they wanted to. The degree of enjoyment affects the qualities and ways of interaction and the level of the child's interest for the app, shown in many factors, such as the durations of the interaction episodes and the choices made by the child, and the productive and the receiving behaviours. Our aim is to develop educative apps, honouring the child's nature with the transversal learning processes.

Keywords: flow, interaction, learning, musilanguage, tablets

SYMPOSIUM SET F/ 8

DEVELOPING INNOVATIVE LEARNING ENVIRONMENTS IN THE EARLY YEARS

Self-organised Symposium

CHAIR: SHIRLEY ALLEN

Middlesex University, United Kingdom

This symposium is centred on innovation in the design of learning environments in the early years, focusing on professional practices. teachers' identity and teachers' training. The first presentation discusses as a case-study the unique outdoor approach, designed to fit with city spaces developed by The London Early Years Foundation (LEYF). The second presentation argues, on the basis of recent research, the need to include a preventive analysis of capabilities, attitudes, concerns and expectations of early years practitioners in the preparation of training for outdoor education. Observing creative and critical thinking, as a prerequisite for the design of effective indoor and outdoor learning environments. The third presentation investigates the promotion of those thinking skills in teachers' education, with regard to an Early Childhood Studies BA. The symposium argues for a global approach to pedagogical innovation in the design of learning environments, including teachers' education, training and a continuing research on practices.

The LEYF approach to the urban outdoors

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

To develop a learning environment which falls under LEYF pedagogy of 'enabling environments'. This action-research aims to discuss how practices of outdoor urban education in LEYF settings ensure that children experiences include opportunities for risk management. Outdoor urban education aims to enable risk taking, promoting children's autonomy and sense of responsibility in making choices. Research by Percy-Smyth (2002), Mitchel and Popham (2007) and Kenny (2010) suggests that outdoor education can promote childrens' social development in urban areas. Dewey's cycle 'experience-reflection-meaning making' (Dewey, 1938/1998) suggests that risk taking is a crucial aspect of the educational experience towards autonomy and self-determination (Holdsworth, 2005; Baraldi & Farini, 2013). Action-research methods were adopted to monitor the implementation of outdoor education towards the achievement of LEYF's 'enabling environment' pedagogy. Urban outdoor activities in 27 LEYF nurseries across London have been monitored and reflected upon following the action-research cycle. The ethical principles of human subjects research are the foundation of the work. Participants in the research are observed as active participants in meaning-making with a right to be heard and having an impact in their work experience. At the same time, they are reassured that their professional practices and choices would not be stigmatised. LEYF approach to outdoor urban education can transform urban spaces in 'enabling environments', however, this demands staff to trust children and promote their autonomy. Therefore, staff's expectations and attitudes need to be considered by specific training programmes. Outdoor urban education can promote children's ability to manage risks and understand safety within nursery settings and in urban outdoor spaces.

Keywords: urban outdoors, space, nutrition, environmental studies, resilience

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

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

The drive to raise standards of children's well-being via access to outdoor learning is growing. This presentation discusses the results of a research on practitioners' attitudes and expectation towards outdoor learning activities in London provisions. Research by Kenny (2010) and Knight (2009, 2010 & 2011) suggests that Forest School contributes to the improvement of 3-5 year olds well-being and educational involvement, as measured by the Leuven Scale. Ord & Leather (2011) and Leather (2012) argue that a successful Forest School experience

underpins the role of the teacher as an organiser of activities to support children to discover their own learning. This is in line with Dewey's cycle 'experience-reflection-meaning making' (Dewey, 1938/1998). Outdoor educators should be creative, trust children's agency and facilitate experiences rather than control them (Holdsworth, 2005). Two practitioners in four early years settings were interviewed to explore their expectations and concerns towards outdoor education. Data was analysed within an interpretative paradigm, considering practitioners' representation of their educational role while discussing their attitude about outdoor teaching and learning, risk-taking, trust and child's autonomy. Ethical procedures were implemented to ensure participants' consent, confidentiality and right to withdraw (BERA, 2011). Data suggest a limited confidence of practitioners in using local space to enhance outdoors teaching and learning activities. Support in assessing risks, benefits and sustainability of using outdoor space is needed as it is underpinned by a positive attitude towards creative planning. The research evidences the importance of including a preliminary exploration of practitioners' perspectives and attitudes towards Forest School training in the design of programmes.

Keywords: forest school, children's agency, creative teaching, risk management, children's well-being

Nurturing thinking skills in early years professionals

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

This research aims to examine the integration of students' critical and creative thinking skills within a BA Early Childhood Studies course. Research suggests that students and professional trainees benefit from teaching which is focused on critical thinking skills, whether delivered in an explicit or embedded way (Behar-Horenstein and Niu, 2011). Literature suggests that transformative practice occurs through experiential learning, reflection and collaboration (Schon, 1987; Moon, 1999). The ability to think critically and creatively is important for early years' professionals, in order to provide effective indoor and outdoor learning environments. It is important to analyse how a BA course embeds opportunities for teaching and assessing thinking skills, and to model them to their students. The research uses mixed methods within a case-study. Data was collected via semi-structured interviews with BA Early Childhood Studies tutors to explore: how tutors incorporate pedagogies related to these thinking abilities into their modules, where tutors envisage opportunities for nurturing skills in the revalidated course. Content analysis is conducted on existing and proposed module outlines to determine where critical and creative thinking is evident. Participants were informed of the research and its purpose including their rights (BERA, 2011) in the research process. Data suggest that critical and creative skills are integrated in the programme. It is envisaged that reflection on the provision will lead to further opportunities for encouraging students to enhance their thinking skills in their professional practice. Continuation of the research aims to further identify how students' creative and critical thinking skills are promoted in real teaching practices.

Keywords: early years professionals, thinking skill, enabling pedagogies, enabling environments, reflective practice

SYMPOSIUM SET F/ 9

DIVERSITY IN EARLY CHILDHOOD SCIENCE EDUCATION - CHALLENGES AND ADVENTURES

Self-organised Symposium

CHAIR: SUSANNE KLAAR
Högskolan i Borås, Sweden

During the last ten years there has been an increased interest in early childhood science education both in research and in practice. The interest concerns what science education in preschool entails and how science teaching is performed. This themed symposium sets out to explore and present different ways to highlight, handle and scrutinize teaching about natural science in preschool practices. The first paper presents different epistemological and educative moves that preschool teachers use to guide children's nature learning processes. The second paper elaborates on the potential of using everyday verbs (eg. rolling, spinning, mixing) as a starting point for inquiry-based science education in preschool. The third paper focuses on possible challenges and adventures when preschool teachers teach about scientific phenomena (e.g. sound and density).

To challenge: one of many aspects when teachers teach science in preschool

SUSANNE KLAAR, Högskolan i Borås, Sweden

The overarching aim is to deepen the understanding about teaching processes when preschool children learn about nature. Research into the teaching and learning of science in the preschool tends to either focus on teaching for children's conceptual development (Charlton, 2003; Zembylas, 2009) or practices that prioritises child-centred activities (Garbett, 2003; Thulin, 2011). Nature content in these practices can be either everything or nothing, but still, preferably cognitive. However, in my previous research into preschool children's learning about nature, I show that teachers guide towards learning contents that intertwine cognitive, moral, aesthetical and practical learning qualities (Klaar and Öhman, 2013). In this study, teaching processes are investigated by the use of a methodology based on John Dewey's pragmatic philosophy and the concept of transactions (Dewey and Bentley, 1949/1991; Garrison, 2001). Outdoor nature experiences of preschool children (aged one to three) were video-recorded, transcribed and analysed by the use of 'epistemological move analysis' (Lidar et al., 2006), here oriented towards teaching processes and teachers' guidance in children's nature learning. The preschool teachers and the parents gave their written approval and the participants were told that they could withdraw at any time during the recordings. The analyses show that the relations between teaching and nature-learning processes are intertwined and include education and care. The teachers' guide towards different qualities in learning about nature by challenging, admonishing, instructional, confirming, generative, reorienting and reconstructing moves. The results contribute to nature-oriented teaching practice and nature-oriented preschool research when critically discussing teachers' guidance in learning processes.

Keywords: science education, teaching processes, pragmatic philosophy, epistemological move analysis, educare

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

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

Our aim with this project is to facilitate inquiry-based science learning in preschool (school form for children aged 1-5 years). The project is conducted in a design-based form, where researcher and practitioners share the problem formulation. Models for teaching are developed in close relation to practice, through several action research cycles. This study ties to Sikder and Fleer's (2014) research on young children's developing knowledge in science through everyday concepts. Further, it draws on Lenz Taguchi and Hultman's (2010) emphasis on children's powerful relations to places and things. Data is collected through recorded project meetings as well as photos, movies and accounts from practice, and group interviews with teachers. This is analysed in relation to the research question: "what are the characteristics of a model for teaching that facilitates inquiry-based science learning in preschool?". We have informed the caretakers about the project and they have given their written consent to our recording children's activities. Our main finding is the vast range of exploring phenomena in science that teachers have come up with by working with everyday verbs. Starting from verbs appear to help teachers in recognising the scientific phenomena involved in children's interplay with the physical world. Further, the verbs help in formulating questions that can be answered by scientific inquiry, such as: "what factors are important for how something melts/rolls/blends/glides/sticks?". Due to these results we aim to further develop the model of verb-based inquiry for the benefit of preservice and inservice teachers.

Keywords: inquiry-based science education, preschool teachers, everyday verbs, scientific phenomena, design-based research

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

JONNA LARSSON, University of Gothenburg, Sweden

This paper aims to highlight challenges and adventures with children in a preschool context, with physical phenomena as focus for pre-planned activities. The study involves two teams of preschool teachers' who, independently, organized thematic work with preschool children. With the intention to let children explore, elaborate and extend their experiences and knowledge about sound and density. The paper relates to previous research made by Larsson (2013a & 2013b). The study takes a cultural-historical perspective grounded on Vygotsky (1934/1999) and Hedegaard, Edwards & Fleer (2012). With the use of qualitative methods, the data is

handled as case studies and analysed with the use of a content analysis (Graneheim and Lundman, 2004). The preschool teacher's roles in relation to scientific, as well as everyday concepts, will be in focus for analysis. The study follows the Swedish research council guidelines and ethical rules in social science research. The results implicate that the challenges when approaching young children and a content as sound and density, which can be regarded as abstract, lies in the way the preschool teachers relate to children's experiences and existing knowledge and how activities are organised. The concepts used during the sessions implicates that challenges also may be found according to the teacher's own knowledge bases about science and scientific concepts. The results generate knowledge about the importance of viewing children's learning in science as emergent and important and combining knowledge about science, learning, children and childhood, when organising activities in preschool.

Keywords: preschool, physics, emergent science, children, teachers

SYMPOSIUM SET F/ 10

A BETTER GENDER BALANCE IN ECEC: RESEARCH AND STRATEGIES

Self-organised Symposium

CHAIR: KARI EMILSEN

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

Researchers and policy makers in many European countries have agreed for more than a decade that a better gender balance in the ECEC work force is crucial for the further development and quality of ECEC. Nevertheless, proportions of male workers remain low. This symposium sheds light on the reasons behind this situation. Peeters, Rohrmann and Emilsen draw on recent gender theory to explain the limited results of strategies for more men. In an Austrian action research project on strategies for more men, Koch found "glass doors" hampering participation of men. Finally, Brody highlights the role of centre directors and school managers for achieving a better gender balance. It can be concluded that, for the aim of achieving a better gender balance in ECEC, it is necessary to put into question established gender regimes in institutions, as well as deep-held beliefs about men and women in general.

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

This article questions the persisting gender imbalance in ECEC and analyses ambivalences regarding more men in the field. Research from many countries worldwide shows that in early childhood care and education (ECEC), male workers are welcomed by female colleagues and parents. In the last two decades there have been initiatives for more men in ECEC in several European countries, nevertheless the proportion of male workers ECEC remains low worldwide. This presentation is based on recent gender theory. The presenters will give an overview of research and actions that have been set up in Belgium, Norway and Germany and will analyse the efforts and limits of strategies for more male students and workers in ECEC. Individual interviews were conducted following ethical approval and further to gaining each participants informed consent. It is concluded that deeply held gendered attitudes and practices in the field of care and educational work with young children have to be put into question. More space in ECEC for embodied subjectivities is needed to overcome essentialist conceptions of differences between body and mind, women and men. The gender imbalance will not be improved without a radical shift in the policy towards ECEC. More space in ECEC for embodied subjectivities is needed to overcome essentialist conceptions of differences between body and mind, women and men.

Keywords: gender, professionalism, embodied subjectivities, men in ECE, gender theory

Challenging gender policies in ECEC: the glass doors concept

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

This paper presents final results of a project funded by the Austrian Science Foundation FWF (2012 – 2015) on “Strategies to increase the number of men in ECEC”. The research project aims at jointly developing, adopting and analysing measures for increasing the proportion of male child care workers, involving all stakeholders. The study is a follow-up study to the research project “Elementary - Men in Early Childhood Education and Care” (2008-2010). The theoretical and conceptual framework is based on action research. The findings lead to the “glass doors” concept. The project involved ECEC providers, training facilities, male career-changers, young men, male and female ECEC workers, gender experts, public employment agencies and politicians. The study also included a panel-design. Interviews (N=34) and focus groups (N=10) were conducted. A total of 750 people responded to questionnaires. The reactions of policy makers regarding proposals for measures were analysed in interviews. The ethical principles include the categories harm, autonomy, privacy, reciprocity and equity. Traditional views of gender roles and policies may play a part in failure to translate the ‘welcome men in ECEC’ sign into effective action. Strong tendencies of inflexibility clearly exist both within the ECEC system and with gender policies in government and the public sphere as well. It appears that the implementation of gender policies can be hampered by fears of ‘men taking over’. Six main glass doors can be found. The findings will help to put the issue of “gender balance” on the political agenda in ECEC and gender policy.

Keywords: men, women, child care worker, gender, policy

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

DAVID BRODY, Efrata College of Education, Israel

This research examines attitudes of ECEC leaders around the world towards men's participation on their staff and identifies cultural influences related to hiring men. Cushman (2006) found that New Zealand principals favoured male candidates in order to improve achievement for boys. Brookings (2004) showed that principals discriminated against equally qualified females. This study extends these questions to daycare directors and lower elementary principals. The claim that male teachers improve achievement and provide positive role models is widely debated (Carrington & Tymms, 2005), yet principals and directors enlist these arguments for their pro-male hiring practice. The qualitative study uses semi-structured interviews of six daycare directors and principals from different countries. Thematic analysis employing grounded theory produced categories of analysis. Interviewees granted permission for digital recordings and inspected and corrected transcriptions prior to analysis. A generally positive view of men's participation was found, although widely different motivations were expressed for hiring men, including role model, individual competence, and achieving a just society. Beliefs about men's unique contribution ranged from no particular benefit to humor, authoritarian influences, conflict resolution, pragmatism, reflective thought, and providing challenging curriculum. Cultural influences were revealed. In Norway, where gender-equality is a national priority, the director actively recruits male staff. While in the UK, where rigid bureaucracy drives decisions, the director does not recruit, rather, adheres to non-discriminatory practices for male applicants. Policy makers need to consider attitudes of school and daycare leaders and encourage their active recruitment of men in ECEC.

Keywords: gender balance, hiring, daycare directors, school principals, ECEC workforce

SYMPOSIUM SET F/ 11

DRAMA, THEATRE AND ROBOTICS AS PEDAGOGICAL TOOLS

Individual Papers

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

The purpose of this small-scale study was to evaluate the effects of employing drama for the teaching of Greek vocabulary to a group of early years (English) children. There has been an increasing volume of research indicating the positive effects that drama can have in the learning of new vocabulary. Drama seeks at ensuring that all children reach their full potential and successfully conquer new vocabulary, either in their native or in an additional language (Giebert,2014). According to semiotics, 'signs acquire meaning' (Wilhelm,1995). For this study a representation is an "artistic and dramatic representation" which readers can use to create meaning (Smagorinsky & Coppock,1994). The children were interviewed before and after two lessons, one of which used drama. One researcher was conducting non-participant observation while the second one was delivering the lessons. The focus was to compare the number of new words the children learnt and their ability to use them in sentences co-related with their lesson engagement.All relevant ethical issues were addressed (BERA,2011). The researchers gained permission from the head-teacher along with the parents' and children's informed consent ,informing participants of their right to remain anonymous and withdraw. The initial analysis indicates a higher probability of children learning new vocabulary and being able to transfer that knowledge and use it in different ways when drama is used as a teaching method. The study draws attention to the benefits of drama in language teaching and the need for teachers to be familiar and comfortable with using drama.

Keywords: drama and language, learning an additional language, new vocabulary, experimental design, dramatic representations

Standing on the shoulders of giants: innovative robotics education in the spirit of ECE tradition

KYUNGHWA LEE, University of Georgia, United States

This study explores robotic manipulatives as tools to revive the field's tradition of object-based teaching and learning. Froebel's "gifts" and Montessori's "didactic materials" reflect the field's long history of using objects to help children learn about advanced concepts and skills. However, many of today's classrooms have moved away from this tradition. In the U.S., pressures for standardized tests have increased teacher-directed instruction, and young children are expected to do seat-work using worksheets for extended periods of time (Brown, 2007; Dyson & Genish, 2012). Miller and Almon (2009) worry that this regimented curriculum has increased children's physical and mental health issues. This study examines robotic manipulatives for both engineering education and recuperating the field's tradition. This study is framed by Fisher et al.'s (2011) idea about playful learning and Latour's (2005) Actor Network Theory. A qualitative study was conducted in a summer robotics camp in 2014. Fifteen African-American and Latino-American children from working-class families in a southeastern town of the U.S. participated, and 25 hours of video-recorded observation data were used for the study. Given the few studies on robotics education for young children from cultural/linguistic minority and working-class backgrounds, this study deals with the issue of educational equity. Robotic manipulatives prompted the participating children to use their bodies (e.g. imitating robot movements) while acquiring new concepts. The children also demonstrated their understanding while building models rather than using words. The findings help early childhood teachers appreciate embodied learning and reconsider their practice, which often subjects children's bodies to discipline and control.

Keywords: object-based teaching and learning, playful learning, children's bodies, robotics, STEM education

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, Faculty of Education and International Stu, Norway

I wish to produce new curriculum shaped to fit ECE-students taking specialisation in Drama. This literature production aims to strengthen student's dramatic skills and awareness, creating facilitated artistic expressions for a young audience. I choose theater-conventional forms from certain theater-historical epoch to inspire children-theater productions. As Guss's study 'Drama Performance in Children Play-culture: The Possibilities and Significance of Form' compares child drama and theatre expression forms, I relate my research to it. Another actual study based on the EU2000 financed International Glitterbird project is Os, Hernes & Selmer-Olsen's 'With Love to the Public' (2010). My conceptual material is based on Csíkszentmihályi's Flow and Gadamer's on Art as a Play. I use action research considering self-reflective teaching practice, reception analyses and empirical research beside literature research. Full anonymity is necessary when video and photography is taken to ensure

children's public privacy. Parental permission is needed in advance for visual documentation. I delete video-materials at the end of research. I wonder: Can I influence ECE drama-students to be better, high qualified theatrical communicators towards the youngest by this research based teaching-method? I am a co-teacher on "Dramatic play & Learning" specialisation course autumn 2015 where the students are also my informants. I lead them through theater-historical studies to create theater performances for children age 1-6. During this semester I am going to try out my concepts and evaluating the artistic results of student production. During 2016 I intend to write my "own" theatre-history for use for future students as their curriculum on this course.

Keywords: theatre for the youngest, theatre history, teaching methodology, producing new curriculum, aesthetic communication

SYMPOSIUM SET F/ 12

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

Self-organised Symposium

CHAIR: RENATE ZIMMER
University Osnabrück, Germany

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

Parental involvement in early language promotion

NADINE MADEIRA FIRMINO, University Osnabrück, Germany

The study examines the effects of a movement-based language promotion on the linguistic and pragmatic abilities of toddlers (n = 114). The study is based on a nine-month long intervention, during which the educators and parents were qualified. This project is developed as a new approach to the original one published by Zimmer (2009). Powerful scientific evidence has proven that parents have significant impact not only on the child's developmental process, but especially when involved in early language acquisition support (Manolson, 1985). Simultaneously, language is the key factor to children's social participation and their future educational biography. Language skills were measured in a pre-post-test design using standardised tests as well as qualitative methods (e.g. expert-interviews) in order to gather far-reaching phenomena (e.g. sustainability). For the purpose of analysing the effects of several independent variables (language promotion, parental involvement) on one specific dependent variable (language acquisition), two separate intervention groups and a control group were formed. Children were only tested and observed with parental consent given. The children themselves had the right to withdraw from the study at any time. The main findings constitute the increase of comprehension and encoding of semantic relations. Our data confirms the assumption of the importance of movement as a medium for promoting language skills in 2 year old children. Furthermore, the importance of parental involvement can be affirmed in the present study. Parental involvement in promoting early language skills needs to be recognised to a greater extent, as well as put into practice and policy.

Keywords: language promotion, parental involvement, movement-based approach, toddlers, early intervention

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 TØNNESSEN, University of Stavanger, Norway

The aim is to examine the relations between early skills in language and everyday motor life skills in toddlers (T1) and preschool children (T2). Previous studies have shown that motor skills might be related to language skills (Hill, 2001; Krombholz, 2006; Oja & Jürimäe, 2002; Wang et al., 2014; Webster et al., 2005). The study

builds on a social-cultural (Edwards, 2003; Fleeer, 2002) understanding of learning and development implying that children are observed in their natural interaction (Bagnato, 2007) in everyday activities and environments. Motor and language skills of about 660 children attending ECEC institutions in the municipality of Stavanger were observed in play and everyday activities by the staff at age 2 ½ (T1) and 4 ½ (T2). Participation was based on the parents' voluntary and written consent. The study has been approved by the Norwegian Social Science Data Services. Data analysis is still ongoing and current results are: there are statistically significant correlations between language and motor life skills at age 2:9 and 4:9, the strength of the relation between motor skills and language skills varies depending on the type of language skills, the correlation between language skills from T1 to T2 is stronger than for motor skills, the correlation between motor life skills at T1 and language skills at T2 is almost of the same size than for motor life skills between T1 and T2. Weak motor skills in young children may have potential as an indicator for the risk of suboptimal development of language skills.

Keywords: early language skills, early motor skills, developmental domains, toddlers, preschool children

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

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

The aim of the research is to evaluate the effectiveness of a daily motor-based program related to socio-emotional skills and evaluate the effectiveness of a long-term training on educational quality of educators. The study is based on a newly developed approach published by Bischoff et al. (2011). In German kindergartens, the educational staff particularly described the need for intervention and prevention measures to appropriately deal with children with socio-emotional behavior problems, since they trigger a psychological strain and thus trade pressure on educators (Denner, 2003). Movement offers many links to promote SES in day care (Zimmer, Dzikowski & Ruploh, 2007). The training project "SESIM" responded to these demands and tries to support educators by means of a skills-based training to ensure educational quality (Tietze, 2003). This longitudinal study aims to encompass children's socio-emotional skills. Data of 177 children from different disparities were collected taking into account the perspective of educators, parents and children. On three distinct measurement time points, qualitative semi-standardised interviews were conducted with participating educators about the changes in dealing with the children and their socio-emotional skills. Contents of interventions and qualitative effects are presented in this paper. Children were only tested and observed with parental consent. Children and educators themselves, had the right to withdraw at any time. The results indicate that long-term staff-training appears to be an effective form of professional development for early educators. By long-term and demand-oriented training of educators, the process-quality and the educator-child-interaction can be improved. Children benefit from this program on a social and emotional level.

Keywords: socio-emotional skills, movement-based approach, staff training, educator-child-interaction, educational-quality

SYMPOSIUM SET F/ 13

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

Self-organised Symposium

CHAIR: SANDIE MOURÃO

FCSH, Universidade Nova Lisboa, Portugal

There is a fairly evident worldwide trend to lower foreign learning to pre-primary, on a European level. The most recent Eurydice report (2012) shows that by September 2015, just over a third of the European community will officially implement second or foreign language teaching to children of six years and under. In the main, the chosen language is English. There is also evidence that foreign language programmes are widespread unofficially. This symposium discusses the diversity of practices in early foreign/second language learning in Europe, bringing representatives from three countries together with a view to describing how language learning is organised and highlighting implications for practice, policy and teacher education.

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

SANDIE MOURÃO, FCSH, Universidade Nova Lisboa, Portugal

The aim of the research is to understand the extent to which early language learning (ELL) is organised in Portuguese ECE contexts and to define a typical pre-primary ELL teacher's profile and associated practices. The scant research (eg Černá, 2015; Rokita-Jaśkow, 2013) describes ELL projects in English organised around a teacher-led, education-focused approach related to school readiness skills. Children's ELL should not be seen as language specific, but rather as a communication tool to be used in other activities, resulting in language learning becoming integrated into everyday or playful situations (European Commission, 2011), and emulating good pre-primary practices where children learn through play-based activities (Moyles, 1989). A country wide scoping study was implemented collecting data from ECEC institutions in Portugal using online survey software. This was followed by interviews and observations with selected ELL teachers and pre-primary educators. Children's opinions about their ELL experience were collected through annotated drawings. The ethical principles of social sciences research were adhered to. Results confirm that ELL projects in Portugal involve peripatetic teachers, who plan with a view to developing discrete language skills, resulting in language learning being disassociated from other learning processes. Few cases involve collaboration with the children's educator and there is little consideration of how languages might contribute more widely to other aspects of the children's learning. Implications focus on a set of guidelines for setting up ELL projects, the role of the educator in planning and implementing an ELL project, the inclusion of pre- and in-service training for educators and language teachers in ELL.

Keywords: early language learning, English, teacher profiles, practices, collaboration

Foreign language teaching/learning in pre-primary education: the case of the autonomous region of Madrid

TERESA FLETA, Complutense University of Madrid, Spain

This presentation aims to investigate the present situation of foreign language teaching/learning in the pre-primary schools of the Autonomous Region of Madrid, where bilingual/CLIL programmes have been on the increase in the last decades. The information reported in this paper has pedagogical implications for teachers' education at both pre- and in-service levels. The bilingual/CLIL programmes were implemented in response to the recommendations of the European Commission (2002). Findings of previous investigations of the bilingual/CLIL projects reveal the importance of an early start for succeeding (Johnstone, 2010; Madrid Comunidad Bilingüe, 2014-2015). The bilingual/CLIL programmes use foreign languages to teach academic subjects (Genesee, 2008; Dalton-Puffer, 2011; Do Coyle, Hood and Marsh, 2010). This paper reports on the results of a study carried out using online survey software among pre-school and primary teachers of foreign languages, working both in private and public schools. This was followed by observations in the classrooms and by interviews with teachers. Methods for collecting and processing the data are based on the legal and ethical guidelines regulating research. Findings show that bilingual/CLIL education is the focus of the educational policy of the Madrid Autonomous Region. The paper discusses to what extent the bilingual/CLIL programmes are supported by the pre-primary curriculum and to what extent there is a need to redefine the starting age and the methodologies. The implications point out that foreign language teaching and learning in pre-primary education can be a catalyst to successfully address barriers to high quality bilingual education in primary education.

Keywords: foreign language, bilingual education, CLIL, student teachers, teacher training

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

JOANNA ROKITA-JASKOW, Pedagogical University, Poland

The goal of the research is to reveal teacher beliefs and practices about the goals of early foreign language learning among YL teachers of foreign languages in Poland. It aimed to find out whether the teachers are aware of the assumptions of the European language policy and what measures they take to pursue it. Recent research in language pedagogy shows a link between teacher beliefs and teacher practices (e.g. Barcelos and Kalaja, 2011; Bastrurkmen, 2012; Farell and Tan Kat Kiun, 2007), yet no similar work has been conducted on pre-primary foreign language teaching (i.e. to children aged 3-6) as so far the process has been beyond ministerial regulations. The study looks at early foreign language learning from the perspective of implementing the guidelines of the European policy (e.g. in Barcelona Presidency conclusions (2002), Language learning at pre-primary school level: making it efficient and sustainable. European Commission, 2002). The paper reports on the

survey results carried out among kindergarten teachers of foreign languages (n=97), working both in private and public kindergartens. The surveys were sent out to all kindergartens in the region with a self-addressed stamped envelope attached to guarantee confidentiality and self-selection for research participation. Teachers need thorough training in the guidelines of the European language policy and means to implement it. Recognition of high status and professionalism of this group is also advocated. The conclusions and implications will focus on further provision into foreign language teachers of young learners.

Keywords: early foreign language learning, teacher beliefs, teacher practices, language policy, English

SYMPOSIUM SET F/ 14

SYMBOLS, ILLUSTRATIONS AND OBJECTS: LEARNING AFFORDANCES

Individual Papers

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

The purpose of this study is to answer two questions: 1) What is the nature of young children's collaborative design-and-make thinking? 2) What role is played by acts of showing objects during the collaborative design-and-make process? In design-and-make activities, interaction with tools, concrete objects, materials, and products offers opportunities for role differentiation, helping to make tasks shareable (Hennessy & Murphy, 1999). Seitamaa-Hakkarainen & Hakkarainen (2013) indicate that elementary school children's collaborative design thinking is multi-modal, materially mediated, and embodied. To clarify the nature of peer interaction mediated by objects in early childhood, this study focuses on children's acts of showing objects. From the socio-cultural perspective, which emphasises the role of mediators in human actions, this study investigates peer interaction mediated by objects in the embodied dimension (Patel, 2008) represented by the design-and-make process. Children's acts of showing objects were collected by means of participatory observation in Japanese kindergarten classes of 4-year-olds. The data was analysed quantitatively and qualitatively. I informed both participating teachers and parents of participating children of the purpose of this study and gained their consent. Children shared their design thinking with peers and built and arranged their peer relationships through their acts of showing objects. In early childhood education, children's non-verbal interaction with objects and their embodied design thinking should be paid more attention, alongside their talk.

Keywords: peer interaction, design-and-make process, socio-cultural approach, acts of showing objects, collaboration

Making meaning of illustrations: a study of primary school students and affordances in mathematics textbooks

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

Education has a long tradition in the use of illustrations. The aims of the illustrations are to make it easier and to clarify for the students. But is that really the case? The topic of this study is to generate knowledge about how children make use of illustrations in mathematical textbooks in primary school. Little has been written about how students make use of illustrations in mathematics book, especially concerning younger children. This is therefore of great importance. The empirical material was analysed using affordances (Gibson, 1986) and subtraction situation (Fuson, 1992). This study focuses on Swedish primary school in year one (7 years old) where video observations from twelve students were made. The survey was conducted in accordance with the Swedish Research Council's ethical principles in the humanities and social sciences, which have four main demands according to information, consent, confidentiality and utilisation. The analysis showed that the students sometimes discover the aimed subtraction situation and/or affordance and sometimes not. This affects how students handle the mathematical operations. The results also showed a number of variables that effected how

the students made use of the illustrations. A conclusion of this was that the teacher plays an important role when students work with their textbooks. We live in a visual world and the ability to read illustrations is today of great importance. What is more, the mathematics education is a textbook controlled subject.

Keywords: mathematics education, primary school, textbooks, illustrations, affordances

Pre-schoolers' 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

This study investigates how 3-4 year-old children (n=40) from two pre-schools in Johannesburg, South Africa, performed on a set of tasks that aimed to elicit descriptions of their conceptual understanding of number words. Research on core mathematical cognition presents convincing evidence that core knowledge of number is shared by all human infants (Carey, 2009; Feigenson, 2012) and some animal species (Dehaene & Brannon, 2012). There is still, however, an on-going search for theories to explain the transition from core knowledge, which is pre-linguistic and therefore pre-symbolic, to symbolic knowledge of magnitude (or number), geometry and other aspects of mathematics (Fias, van Dijk & Gevers, 2012). This is a qualitative field laboratory study, conducted in the clinical individual interview genre. The University of Johannesburg's ethical committee approved this study and informed consent was obtained from parents. Task output results show evidence of: 1) How far they count verbally and note their responses to the "give me n" test (Wynn 1992; Carey 2009; Huang et al., 2013), 2) How they express their identification of small sets verbally, and 3) How they relate number words to Hindu-Arabic symbol counterparts. Preliminary findings indicate that language could serve as combinatory agent in assembling knowledge to form concepts and that children lodge their early understanding of maths (in the forming of concepts) in their use of language. In a country such as South Africa, where pre-school education ensues in any of the 11 official languages, these findings will inform current developments in the ECE curriculum.

Keywords: mathematical cognition, core knowledge, conceptual development, symbolic learning, representation of number

SYMPOSIUM SET F/ 15

CONFLICT RESOLUTION

Individual Papers

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

Investigating early childhood parents' perceptions on what they perceive as behaviour problems. The literature review shows clear confusion and a lack of clear understanding about behaviour problems (BP) in preschool children in Saudi Arabia. A code of practice or policy on BP is not yet issued in the country. Consequently, this study is based on western literature (Woololk et al., 2008; Timimi, 2005; Sutton et al., 2006) to study BP, and provide a new definition of BP. This research is based on Vygotsky's (1978, 1986) socio-cultural theory that suggests that behaviour and family life are social constructions. Thus, behaviour is constructed through culture and should be viewed in the child's social and cultural environment. A questionnaire is being developed to identify BP in children from the parents' perspective. Data is analysed using t-test and analysis of variance. An ethical approval was obtained from the Faculty of Education, Ethics Committee at Canterbury Christ Church University and a consent form and information sheet is provided to all participants. They will be given the opportunity to withdraw from the study at any time. Number will replace participants' names. The work is in progress. The key finding so far is that there is a lack of clear understanding of the meaning of BP in Saudi Arabia. Enabling further the understanding of children's behaviour in the Saudi context and shows the need for a code practice to deal with BP. Helping parents and teachers in their communication for smooth transitions of children from home to school

Keywords: behavioural problems, socio cultural theory, learning environments, quantitative methods, parent's perspective

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

The New Zealand Early Childhood (EC) sector has had guidance about how to deal with difficult situations in daily practice through the EC Code of Ethics for Aotearoa New Zealand, launched in 1995. The research projects reported here sought to understand practitioners' experiences of difficult situations, and how these were addressed within their EC contexts. The development of the Code, led by a national working group, included a postal questionnaire sent to a random stratified sample of EC settings across New Zealand. Using a phenomenological approach, practitioners' responses to questions about situations of ethical difficulty encountered in practice were gathered. Thematic analysis of these situations contributed to identifying the values articulated within the Code. Since the launch of the Code, two follow-up surveys have been conducted at ten year intervals resulting in three data sets that illustrate some of the complex and troubling situations that New Zealand EC practitioners face in their practice. Ethical approval to conduct the three surveys was granted by the Human Ethics Committee of Victoria University of Wellington. This paper presents an analysis of practitioners' stories from the three data sets to trace shifts and similarities in the content of difficult situations reported, and in how practitioners have responded to these challenges over the last two decades. We situate this analysis alongside changes in the New Zealand ECE policy context during the same time-frame, in order to explore the influence of policy on teachers' understandings of, and engagement in, ethical practices within their daily practice.

Keywords: ethical situations, code of ethics, NZ early childhood education, early childhood policy, ethical practices

Negotiating norms and values in conflict situations in kindergartens

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

Conflict situations are part of everyday life in kindergartens. These can be seen as expressions of (perceived or actual) incompatible values and goals. Conflicts appear between children, and between adults and children, and between adults. In this project we seek to explore conflicts which appear in a kindergarten setting, and study these as arenas of value negotiations. This project builds upon the PhD Research of Skreland, discussing values and norms in kindergartens. It also refers to work done by Johansson (1996) and Corsaro (2003). The project is inspired by Erving Goffman who understands norms as important to social interaction (Goffman, 1991). Johansson's theories of children and ethics are also essential. She sees norms and values as an important part of children's lives in kindergartens (Johansson, 1999). This is a qualitative study and data will be gathered in two kindergartens. We plan to do participant observations and interview 30 children and adults to shed light on the above questions. Entering the life world of small children demands ethical reflections to secure the participants rights to anonymity and their right to withdraw from the project. It is a precarious balance between approaching children and respecting their communication and reactions to the researcher's presence. The responsibility for creating this relation always falls to the researcher. The project aims to unveil how conflicts are arenas of value negotiation, where some values and approaches might be more acknowledged than others. Also to encourage policy options where children's perspectives are more acknowledged.

Keywords: kindergartens, social interaction, conflicts, value negotiations, policy options

SYMPOSIUM SET F/ 16

PERSPECTIVES ON CHILDREN'S HEALTH AND VULNERABILITY

Individual Papers

CHAIR: ALYSON LEWIS

Cardiff University, United Kingdom

Self awareness on children who smoke

ADE DWI UTAMI, Universitas Negeri Jakarta, Indonesia

This study aims to describe the 7-8 year old children's self-awareness who smoke in Jakarta, Indonesia. Despite research on parents' smoking behaviors' influence children's health (Winarni, Ummah and Salim, 2009) and teenagers' smoking behavior (Aeni, 2009), there is still a lack of studies focusing on smoking children's self awareness. The theoretical framework for this study is drawn from current theories of self awareness (Sanderson, 2010), three source of self-awareness (Morin, 2003), and characteristic of self awareness (Sanrock, 2010). Goleman theory of Emotional Competence Inventory subscales was also used as a tool for understanding about self awareness (Hersen, 2004). This is phenomenological research using a qualitative approach to examine 4 children who smoke. Data was collected by observation, focusing on children's smoking behavior, interviews with the children and local community, and documentation. It is important to establish the trust of research participants. It was achieved by ensuring anonymity and confidentiality to all respondents, carefully explaining research processes, accurately presenting the data, and not forcing anyone to answer the questions. The main findings show that children do not show self-awareness. Establishment of self-awareness of children who smoke is influenced by internal factors such as curiosity and external factors such as role model. Lack of knowledge and information make the children think that cigarette and smoking behavior is normal and does not endanger them and others as long as there is no direct impact received. Implications: Government run the 9 year compulsory education to reduce number of street children. Giving counseling to smoking children. Banning cigarette sales freely.

Keywords: self-awareness, smoking behavior, early childhood, children, cigarette

Determining Child Vulnerability: An International Perspective

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

The aim of this study is to identify and compare the most important indicators of children's vulnerability and wellbeing. The importance of child wellbeing has been receiving growing attention in recent years (Ben-Arieh & George, 2006; McLellan & Steward, 2014). Children are considered by international social policy to be a highly vulnerable group in almost any population (Gabel, 2014). The concepts of vulnerability and wellbeing tend to be socially constructed (Heaslip and Ryden, 2013). In order to develop an understanding of children's vulnerability, in such a way so as to effectively develop policy and programmes, one needs to formulate a holistic understanding of the social, physical, emotional and environmental needs and areas of risk which generate vulnerability and/or wellbeing for children, at an international, national and cross-cultural level (Healy, 2009). Data was collected from international databases and models including: The State of the World's Children in Numbers (2014), The Child Development Index (2012), The Multi-National Project for Monitoring and Measuring Children's Wellbeing (2001) and Cain's Life-cycle model (2009). Although this research is a literature review, and therefore based solely on secondary data, ethical consideration has been given to ensuring fair representation of literature from a wide range of sources, with identification of funding sources where possible to avoid possibility of bias. The most significant and effective way to measure vulnerability and wellbeing is by using indicators which also measure child development and happiness. The authors hope to open up a critical dialogue on understanding child vulnerability and wellbeing at the international level.

Keywords: children, vulnerability, wellbeing, holistic, indicator

Examining preschool children's health perception

GAMZE BILIR SEYHAN AND SIBEL SÖNMEZ, Ege University, Turkey

The aim of this study was to examine health perception of preschool children to increase awareness of academicians, parents and teachers. Although there are health perception studies with adults in Turkey, no studies with preschool children are found. In this study, the theoretical framework draws upon theory of cognitive development (Piaget), and ecological system theory (Bronfenbrenner, 1979). 62 five-year-old children were included in this qualitative study. The "Health Hunter Children Follow Health" interview form (designed by researcher) and health related photos (taken by children) were used as instruments. Children were asked to take photos of healthy and unhealthy conditions, objects, actions, things in their schools. 1067 photos were taken by children. In this way, children actively participated in the study. The data was analysed via content analysis. Before the study, parents were asked to sign an informed consent form if they permitted their children to participate. Children perceived health by associating healthy behaviors, functionality, well-being, living creatures, factors affecting health negatively and physical characteristics of school. In addition, photos related to functionality and living creatures were found among photos. The study states that children can make sense of health multi-dimensionally at the knowledge level, however, they focus mainly on the physical dimension of health at the application level. For teaching health as a holistic concept, preschool education institutions should provide education on health and health activities covering physical, emotional, psychological, mental and social aspects of health.

Keywords: preschool children, health, health perception, qualitative study, perception

SYMPOSIUM SET F/ 17

PEDAGOGICAL PROCESS, AGENCY AND PROJECTS

Individual Papers

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

The aim is to investigate the perspectives held by teachers about the changing practices and pedagogical approaches and interactions in the sixth year (P6) of primary school, where the children had experienced an active learning pedagogy at the start of their formal schooling in the first year of primary school (P1). This further inquiry was prompted by an earlier study (Stephen, Ellis & Martlew, 2009). Research was based around Laever's involvement scales (Laevers, 1994) and actions of teachers and children categorised using coding from earlier study (Stephen et al., 2009). Occurrences of specified and coded actions were recorded in a quantitative manner. Highlighted themes from the data were further examined. The data was collected using a variety of methods in order to collect reliable data, including interviews with the teachers involved in the study. The study was subject to scrutiny by a university department ethics committee. Informed consent of the adults and the children who took part was sought and was subject to review throughout the project. Plans for dissemination were clear in advance and pseudonyms were used to maintain the anonymity of the settings and participants taking part in the study. The impact of this developing curricular approach will be explored in relation to the transitions experienced by the professionals leading the learning as children become more responsible for initiating, planning and controlling their own learning. Findings will influence current post graduate course content, Early Years Pedagogy and be disseminated within the university and externally through conferences.

Keywords: pedagogy, curriculum, professionalisation, active learning, transitions

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

The aim of this presentation is to conceptualise pedagogy and pedagogical process of Early Childhood Education (ECE). The study defines what ECE and pedagogy are. Conceptual determination of pedagogy and pedagogical

process are created as synthesis. Pedagogical process of ECE is described in its various components and phases. This subject is researched by Hujala et al. (1998, 2007 & 2011), Karila & Lipponen (2013) and Härkönen (2009) in Finnish ECE context. The theoretical framework for this study draws upon the idea that pedagogy of ECE is determined in relationship with historical, cultural, societal aspects (Karila, 2013). The theoretical framework is based on concepts and determinations of ECE (Hujala et al., 1998 & 2007; Broström, 2006), pedagogy (Siljander, 2014) and pedagogical process (Helenius, 2008; Alila, 2011). Methodology of this study is theoretical literature analysis. The method conducted is qualitative meta-analyses (Finfgeld, 2003). This research is based on relevant documents and research. Ethical consideration has been given to ensure fair representation of literature from a wide range of sources. The sources are identified to avoid possibility of bias. The main findings are the definitions of pedagogy and pedagogical process in ECE. Perceptions of pedagogy and pedagogical process forms the core of professionalism. This is needed in the work of managers, educators, researchers and decision makers. Discourse of these themes in ECE are strongly emerging in the international context while ECE is looking for its place as a discipline, subject, practical activity and decision-making. The purpose of this presentation is to bring proposals of these definitions into the national and international reflective discussion.

Keywords: early childhood education, pedagogy, pedagogical process, pedagogy of ECE, conceptualisation

‘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

This paper investigates the role of the teacher within ‘projects’ in Welsh Early Years (EY) settings as the Foundation Phase curriculum was introduced to children aged three to seven. Projects’ have historically been viewed as progressive pedagogical practices which facilitate levels of child autonomy (Plowden, 1967). Teachers have traditionally observed and then supported exploration of child-led enquiries through collaborative problem solving activities (Rinaldi, 2006). The study was underpinned by a constructionist position and the research process viewed as dialogic in nature. Reggio Emilian pedagogical documentation was used to explore project observations, documentation and ‘conversational’ interviews in a cycle of ‘meaning making’ (Dahlberg et al., 2007). Bernsteinian classification and framing and Foucauldian discourses were later used to analyse interpretations. Informed consent was continually negotiated with participants who were given the opportunity to withdraw at any point; pseudonyms were used to protect anonymity. Findings suggest that whilst teachers employed progressive language to describe projects, the pedagogy noted was often constraining with limited space for children to direct project themes/activities. Teachers acted as ‘gate-keepers,’ tightly controlling the direction of learning. Practices often resonated with a discourse of regulatory modernity (Moss, 2007) in which outcomes and targets were prioritised as participants succumbed to the ‘regulatory gaze’ (Osgood, 2012). It was subsequently theorised that pedagogical terms are both context and value laden. This research is seen as significant within Wales where Foundation Phase policy attempts to balance teacher and child agency, whilst at the same time retains a focus upon pre-specified outcomes (Maynard et al., 2013).

Keywords: projects, child-led, pedagogy, control, teacher agency

SYMPOSIUM SET F/ 18

SPECIAL EDUCATIONAL NEEDS

Individual Papers

CHAIR: COLETTE GRAY

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

The school medicalisation: the diagnosis of ADHD functioning as the epidemic of our time

CLAUDIA FREITAS, Universidade Federal Do Rio Grande Do Sul, Brazil

This research analyses the several discourses that identify a significant number of children as hyperactive in child education in the schools of the City of Porto Alegre. The concept of ADHD is examined, looking for possible effects on school relations and learning. The school discourse results in diagnosis and refers to doctor's offices,

but with what purpose? What changes in educational organisation with the diagnosis or medical report? This analysis is part of a larger study, started in 2013. The empirical data was collected and discussed from the framework above. The discourses and counter-discourses are defined based in Foucaultian assumptions and also from some researchers that follow Foucault's approach. It is also presented a case study in a Brazilian public school, considered representative and thus proposing materialisation of evidence found. The research highlighted small children, through attention to discourses of educators who provide care to these children. All ethical guidelines were taken. Informants have formally declared their willingness to participate. The research concludes that the supposed disorder argument is out of control and multiplies itself in the school setting. It is possible to recognise the medical discourse present in the practices and in the data collected. These give clues about school relations established with that diagnosis.

Keywords: ADHD, school life medicalisation, normal and abnormal, child education, special education

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

This study explored relationships between positive perceptions, control perceptions and Family Quality of Life (FQoL) reported by families with children with intellectual disabilities (IDs) in early childhood. The aim was to assess if positive perceptions and control perceptions were predictive variables of FQoL. Researchers have recognised the presence of positive perceptions and control perceptions in families raising a child with IDs (Hastings et al., 2005; Vilaseca et al., 2013). Those perceptions seem to help generate a closer parent-child relationship, and also a greater psychological family wellbeing. Some authors suggested a significant association between the presence of positive perceptions and FQoL (Bayat, 2007). A sample of 88 families who had children with IDs between 12 and 60 months from Spain completed KIPPs to measure their parental perceptions, and the Spanish FQoL Scales to assess their levels of FQoL. A lineal regression model was then applied to identify which of these variables might be significant predictors of FQoL and its dimensions. Ethical approval was obtained from the Network of Ethics Committees in Universities and Public Research Centers in Spain. The predictive analysis of FQoL showed that families who reported higher levels of positive perceptions, presented higher emotional wellbeing, health, social inclusion and adaptation to disability. Families who showed more control perceptions indicated higher satisfaction with services were their children were attended to. These results may help early intervention centres to develop new intervention strategies for families with children with IDs, fostering their positive perceptions and perceived control, ultimately, promoting their FQoL.

Keywords: intellectual disabilities, positive perceptions, control perceptions, family quality of life, early intervention centres

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) AND GERALDINE HAYES (2), (1) Stranmillis University College: A College of The Queen's University of Belfast, United Kingdom; (2) St Patrick's College Drumcondra, Dublin, Ireland

This paper reports findings from a study undertaken in two jurisdictions (Northern Ireland and the Republic of Ireland) which sought to explore teachers' experiences of the transition processes in place for young children with additional needs. It also examined the policies that direct and influence the transition process and their impact on school and classroom practice. Given the immensity of challenges encountered during the transition to school, it is not surprising that many children experience a dip in confidence (Fabian & Dunlop, 2007). This is particularly true of vulnerable groups, including children with additional needs. The findings reported here extend and inform this aspect of the transition literature. The study is underpinned by theoretical and rights based perspectives and is explored through the bio-ecological lens. A mixed method (questionnaire survey and interviews), multi-stage approach was employed to address the study aims. Prior to undertaking the research, ethical permission was sought from, and granted, by the Research & Ethics Committees in both host institutions. The majority of teachers in both jurisdictions were satisfied with current policies and practices. Teachers in Northern Ireland enjoyed greater communication and collaboration with preschool settings. In both regions, however, teachers noted the lack of training opportunities available to them on managing early years transitions, particularly for children with additional needs. They also identified lack of time, poor communication with other

agencies and parents, as barriers to successful transitions. Key hallmarks to successful transition policies are identified and discussed with a schematic model proposed to inform practice.

Keywords: transitions, early years, additional needs, teachers, policy

SYMPOSIUM SET F/ 19

MANAGING BEHAVIOUR, ANGER AND SELF-REGULATION

Individual Papers

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

The field of early childhood education has witnessed the arrival of manual based programmes, aiming to develop their social and emotional competences. The programmes share the idea that children need to manage 'strong emotions' through instilment of self-regulating techniques. They take special interest in problems concerning expressions of anger and ways of managing this particular emotion. Anger is said to threaten social order, individual well being and success. Anger can be described as a 'hyper-cognized' emotion (Levy, 1984; Middleton, 1989). This paper aims to analyse conceptualisations of anger, and techniques to manage this particular emotion, as presented in two manual based training programmes used in two early childhood education settings. The study is a qualitative contribution to a field of research much dominated by evaluative studies. Theoretically the paper departs from a sociological perspective of contemporary society as a therapeutic culture (Furedi, 2004; Illouz, 2008; Madsen, 2012; Ecclestone, 2012) and a social constructivist perspective on emotions. This is an ethnographic study based on participant observations during 2011-2012 with a group of preschool children (3-5 years-old) and a preschool class (6 years-olds) within the Swedish educational system. Programme material used in these settings has been analysed. All participants have given informed consent and are not appearing with real names in the paper. A central finding is that the programmes represent an institutionally stylised form of anger and that children are constructed as amoral and apolitical subjects. The study highlights questions concerning the use of manual based programmes in relation to teacher professionalism.

Keywords: childhood, emotions, anger, therapeutic society, manual based programmes

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) AND NATALYA MCCOMAS (2), (1) Chongshin University, South Korea; (2) Early Childhood CARES, United States

The purpose of the proposal is to introduce effective ways to support young children's social and emotional competency and effectively respond to challenging behaviors using the systematically-based pyramid model approach. When social-emotional difficulties and challenging behaviors are not addressed early, children are more likely to have social-emotional, behavioral, and academic difficulties later in school and into adulthood. Effective teacher practices, to address young children's social-emotional competence and challenging behaviors, shared with parents, can change this trajectory. The theoretical framework draws upon social learning principles (Bronfenbrenner, 1979), transactional theory (Sameroff, 2010; Sameroff & Chandler, 1975), and dynamic skill theory (Fischer & Bidell, 2006). Many innovative and effective strategies developed through several years of field training experiences in the US and Korea, using the evidence-based pyramid model of Positive Behavior Support (PBS) for challenging behavior, is introduced. Ethical considerations were employed to develop all of the strategies and methods of this proposal with sensitivity to the primary caregivers who have implemented it. The success of implementation of an effective intervention approach is linked with the level of systematic supports. Various innovative tools can enhance teacher's success in using and implementing the intervention. Connecting the information presented with local and cultural resources is shared. Discussion is provided on practices that

have been developed in one nation, but used in others countries. An approach that has been developed in the US as evidence-based practice can be imported to different cultural contexts with appropriate adaptations. Possible challenges and issues related to cultural adaptation will be discussed.

Keywords: social-emotional competency, challenging behavior, multi-tiered intervention, pyramid model, administration support

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

NINA SAJANIEMI, University of Helsinki, Finland

The effects of mindful (MF) practices on self-regulation, attention and interaction skills are explored. Preschool children participate in an age-appropriate training program for 30 weeks. MF practices support self-regulation by targeting top-down processes, while lessening bottom-up influences (anxiety and stress reactivity) to create conditions conducive to reflection, during problem solving and in play (Zelazo & Lyons, 2012). Studies have shown that teachers and parents reported changes in executive functions after MF-practices, indicating improvements in behavioral regulation (Flook & Smalley, 2010). Intervention provides a model to develop ECE to better support self-regulative, attentive and social skills. Case-control design provides information about possible effectiveness of MF-practices shown in previous studies (Schonert-Reichl et al., 2014). This is a prospective controlled pilot study with 80 preschool children participating in MF-program. Self-regulative skills, attention and social skills are evaluated before and after program with PreBERS, SDQ and ACT. Participants have given written informed consent (parents on behalf of children). Study subjects are given personal ID code and all data are handled by using this code. PIs and selected members of the research group gain access to the ID coding keys. We assure that the participants are aware that they participate voluntarily. The findings are analysed when the after training results are done in May. Expected results are enhanced self-regulation, attention and social skills in study group. Implementing MF-practices as a part of every day ECE practices might be a cost effective way in supporting academic, social and emotional well being and in preventing social exclusion.

Keywords: mindful practices, prechool children, self-regulation, attention, social skills

SYMPOSIUM SET F/ 20

EQUALITY, QUALITY AND THE IMPACT OF ECE

Individual Papers

CHAIR: CHRISTIAN MORABITO

Faculty of Psychology and Educational Sciences, Belgium

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

CHRISTIAN MORABITO (1) AND MICHEL VANDENBROECK (2), (1) Faculty Of Psychology and Educational Sciences, Belgium; (2) Ghent University, Belgium

The aim of this research is to explore the thesis of early childhood care and education policies as the 'greatest of equalisers', by examining the equalising effects of pre-school, from a developing perspective. Mainstream literature argues that inequalities in children's education are associated with conditions, prior to school entry. This narrative engenders a plea for a shift in redistributive policies, from schooling to investing in early childhood care and education. The research adopts an equality of opportunity approach, by comparing education gains of children 'at risk' enrolled in pre-school to their better off peers. This study uses data from the Joint Child Health Project Mauritius longitudinal cohort, composed by 1,795 children tested on a number of demographic, socio-economic and educational outcomes from 1970's up to today. The paper assesses: 1) whether inequalities in school performances are associated with early factors, and 2) whether these inequalities might be reduced through participation to pre-school settings. Permission to use the data has been granted by the JCHP's research board. Findings highlight that inequalities in school performances are significantly associated with sex, socio-economic status of parents, ethnicity, housing conditions, malnutrition and temperament during tests at age 3. However, equalising effects of preschool are partial and limited in size. The results of the study actually leave

the debate open about what intervention might better tackle inequalities, whether focusing on early years – that is before schooling – or possibly changing the structure of school systems to accommodate children from poor families.

Keywords: inequality, education, early childhood, longitudinal, sub-Saharan Africa

Predicting children's outcomes from classroom quality in kindergarten

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

To examine links between quality of classroom climate in kindergarten and children's social, emotional, and cognitive outcomes. Higher levels of emotional support have been previously linked to higher levels of children's social and emotional outcomes, and higher levels of instructional support have been linked to higher levels of children's cognitive and academic outcomes. Our conceptual framework lies in the Classroom Assessment Scoring System (CLASS) (Pianta et al., 2008) approach which emphasises interactional processes in the classroom. The CLASS is based on prominent developmental theories: attachment theory, self-determination theory, and theories emphasising the power of adult mediation such as Vygotsky's and Bruner's. Classroom quality was observed in the beginning of the kindergarten year using the CLASS in 50 classrooms. Multiple outcomes were measured in 230 children via direct assessments and teachers' reports at the beginning and end of the same year. Parents signed informed consents and children gave their verbal assent. The study was approved by multiple ethical committees. Results suggest that children in higher quality kindergarten classrooms fare better in multiple social, emotional, and cognitive markers compared to children in lower quality classrooms. The stronger predictor of children's positive development was the level of emotional support provided by the kindergarten teacher, but instructional support and classroom organisation also predicated more positive children's outcomes. Findings strongly demonstrate the importance of the kindergarten's ecology to children's development. The implications to policy and practice are high, both in terms of the need for assessment of quality and in terms of the need for specific teachers' training.

Keywords: kindergarten, classroom quality, interactional processes, children's social skills, children's cognitive skills

Universal access = universal testing?

SANDRA HESTERMAN, Murdoch University, Australia

The aim of this qualitative research is to investigate the tensions that exist when educators, seeking a paradigm shift from focusing on individualistic developmental programming of literacy instruction to recognising the socially constructed nature of learning literacy, do so in an education system unreceptive to cultural and linguistic diversity. Western Australia leads the nation in universal access to Early Childhood Education (ECE), however, this does not mean that high quality programmes are provided (Hesterman, 2014). On entry to school, children's rich and diverse ways of knowing, thinking and doing are increasingly overlooked by educators as they prepare children for standardised achievement tests (Jay, Hesterman & Knaus, 2014). Theoretically, the paper applies a social constructivist approach to examine educators' understanding of quality curriculum and assessment within the context of universal access to ECE. This project investigates notions of 'quality' from the perspective of ten early childhood educators. Yielding rich descriptive data collected during semi-structured interviews, findings suggest that universal access to ECE is followed by universal 'teaching to the test'. The study adheres to the ethical principles, values and behaviours set by the Murdoch University Code of Ethics (2010). Principles of justice, respect and responsible care have guided this research project. The design of learning programmes has changed to match the narrowly defined developmental pathway represented in standardised tests. This has implications for the rights of the child. Back-to-basics-teaching 'intensity' for the purposes of 'hurrying the child' raises serious questions concerning the educational cost of universal access to ECE.

Keywords: assessment, curriculum, diversity, value, literacy

SYMPOSIUM SET F/ 21

SOCIAL INTERACTION AND DEVELOPMENT - BIRTH TO 3

Individual Papers

CHAIR: DAG NOME

University of Agder - Department of Education, Norway

Studying social relations among toddlers in a Norwegian kindergarten

DAG NOME, University of Agder, Norway

This paper presents an ongoing ethnographic fieldwork in two Norwegian kindergarten-groups for children under 3 years of age. The aim is to investigate how friendship-relations occur among toddlers. Similar noteworthy research from a Norwegian context on this topic is Anne Greve`s work on early childhood friendship and Gunvor Løkken`s research on toddlers` peer-culture. The basis for analysis is a phenomenological life-world approach that connects to Merleau-Ponty`s notion of the body as a locus of communication and processes of sense-making. Through video recordings and systematic field notes, the observations focus on bodily movements, musical and rhythmical communication and the use of material artefacts. The ethical considerations of doing field-observations require a high degree of responsibility on the part of the researcher, especially when the object of study is small children who are not able to foresee the consequences of participation. In order to ensure children a real opportunity to withdraw from the project, I have developed an approach to systematically attending to children`s expression of well-being, as well as worked closely with parents and staff more familiar with the individual child. Preliminary analyses show that friendship among toddlers varies between initial volatile and flexible relations based on shared activities, and relations tentatively made stable through the creation of bonds of intimacy with some children and the exclusion of others. The paper will end with a discussion addressing how the various forms of friendship-relations give children different opportunities for participating and engaging in social relations, thus leading to diverse social experiences.

Keywords: peer-culture, toddlers, friendship-relations, phenomenology, inclusion

Born to socialise: what does research tell us about babies` interactions?

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

This paper investigates what recent research tells us about babies` interactions with their environment and explores how these findings can be made available for the early childhood practitioner. The study builds on the findings of Van Elk and Hunnius (2010). The theoretical framework draws from attachment theory, social-constructive theory, developmental psychology, and psycholinguistics. We performed a literature study, focusing on the growing body of research that has been collected in babylabs and specialised research centres across the world. We selected those studies that deal with babies` socio-emotional, socio-cognitive and interactive propensities in the first year of their lives. Additionally, we looked at the same topics in popular publications and handbooks for early childhood practitioners. We used attachment theory as a starting point to define infant-adult interactions. The study reveals both similarities and discrepancies between the findings of applied research and the ideas that are put forward in popular publications. First, we will explore the results of the literature study. Second, we will take a closer look at the similarities and discrepancies. Finally, we will explore how babies` interactions can be observed, interpreted and encouraged. Based on the findings of the study we will create a manual for a pedagogical coach, working in daycare settings. The manual will consist of a brochure and a set of posters and will describe some inspiring studies about babies` interaction styles. The posters can be used to elicit team discussion and reflection.

Keywords: child-adult interactions, foundations of language, exploratory drive, socialisation, reflective dialogue

Empathy in 2-3 year-olds` interaction

KARI NERGAARD, Queen Maud University College, Norway

This study focuses on social learning and empathy development in play and interaction. Earlier research shows that measures intended to support the child`s empathy development will act as a preventative against bullying

and aggressive behaviour, and have a positive effect on the individual empathic development and the social environment (Roland og Idsøe, 2001; Roland og Vaaland, 2003; Alsaker og Nägele, 2008; og Tremblay, 2010). The development of empathy is contingent of the ability to centration, mentalising and intersubjectivity (Mead, 1934; Fonagy & Target, 1996; og Stern, 2004). Research done by Trentacosta and Fine (2009) shows that children who are able to read other children's emotional signals will adapt better in social relationships, while children who do not pick up others' emotional signals will do little to adjust their own behavior in relation to others. Data is qualitative and collected through an ethnographic study done by video observations that show how empathy is expressed between a group 2-3 year-old children in a Norwegian kindergarden. The study is approved by the Norwegian Social Science Data Services (NSD). Full anonymity and confidentiality is secured for the participants. Children in this study show empathy through physicality and empathic acts are contextual. One important finding in this research is that children show empathy through renegotiating in situations where one of them is upset. Children develop their social and relational skills through their interaction and renegotiation in play. Kindergarden staff have an important role as rolemodels and by creating an empathic environment through recognising and supporting children's empathic expression.

Keywords: social learning, empathy, play, interaction, staff

SYMPOSIUM SET F/ 22

DEVELOPMENT OF PERSONALITY, VOCABULARY AND SOCIAL COMPETENCE

Individual Papers

CHAIR: KATE LUCY SMITH

Canterbury Christ Church University, United Kingdom

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

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

The aim was to analyse the characteristics of early vocabulary development and the predictive value of early vocabulary for toddler's grammar. We also aimed to establish the effects of proximal (parental education) and distal (frequency of shared reading) factors of home environment on toddler's vocabulary development. Research shows that vocabulary does not develop independently of grammar (Bates & Goodman, 1997). Family literacy activities represent an important predictor of child's language development (Sénéchal, Thomas & Monker, 1995). The theoretical framework draws upon the sensitive-period hypothesis, emphasising the importance of the first few years of life for language acquisition (Heckmann, 2006; Pinker, 1994), and the socio-cultural view of development (Bronfenbrenner, 1989; Vygotsky, 1978). The sample of this longitudinal study included 51 toddlers, aged 16 months at the first and 31 months at the last assessment. Toddlers' language was assessed six times in three-month intervals by their parents, using the Slovenian adaptation of the CDI (Marjanovič-Umek et al., 2011). Parents gave a written informative consent and were free to terminate their participation at any time. Vocabulary increased as a linear function of time. Vocabulary scores in different time points were highly correlated. Vocabulary size at 19 months proved to be an important predictor of sentence complexity and mean length of utterance at 31 months. Path analysis showed an indirect effect of parental education on toddlers' vocabulary through the mediating effect of the frequency of shared reading. The importance of encouragement of early vocabulary development, especially through the process of shared reading, is discussed.

Keywords: longitudinal study, vocabulary development, sentence complexity, parental education, shared-reading

Speech as a psychological mediator in personality development

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

Our research allows us to say about speech as a mechanism of transformation natural functions into cultural in comparison with other agents via concept "psychological mediator". We identified characteristics of speech as

a psychological mediator which allows for a new approach to the understanding of the mental and personal development in the early stages of ontogeny. Our data illustrates the existence of three lines in the speech development from birth: physiological, psychophysiological and psychological. Presented empirical material was collected on the basis of the previous research, which has examined infant's vocalisations and mother's behavior in dyads (37 children were videotaped). (Mishina G.A. approach to concept and periodisation of speech from birth to 3 years from the standpoint of the theory of Vygotsky /G. Mishina // Conference Education from birth: research, practices and educational policy. 21st EECERA Annual Conference (Geneva-Lausanne, 14.09-17.09.2011); Мишина Г.А. Вокализации младенцев: теоретическое и эмпирическое изучение//Педагогический журнал Башкортостана, 2011. №4, 2011. – С.74-84). Own research was carried out in the framework of cultural-historical psychology of Vygotsky. Higher mental functions are considered as the highest form of behavior and the active form of the personality in its manifestation. All participants were informed about how their data will be used, what will be done with case materials. Speech as a psychological mediator is a link between affective and cognitive sphere. The training program should contain two directions: to develop speech as a mean of communication and as a psychological mediator

Keywords: speech, early stages of ontogeny, psychological mediator, cultural-historical theory, personal development

Risk, resiliency and protective factors: building a bio-ecological model for understanding school readiness and social competence in young children

DOMINIC GULLO AND MICHEL MILLER, Drexel University, United States

Research aims were to (a) determine which personal, home, and community factors contribute to school readiness, and (b) build a statistically valid model to predict at-risk children's academic success and social competence. Understanding risk, resiliency and protective factors is important for developing educational and intervention experiences for at-risk children. Studies on resilience have shown that even those children from highly stressed families or resource deprived communities can become academically and socially successful. Bronfenbrenner's bioecological model of human development serves as the theoretical and conceptual framework for this study, which posits that a child's biological disposition converges with environmental forces to shape his/her development. Thus, one cannot study the child in isolation from those forces that affect academic and developmental trajectories. The Early Childhood Longitudinal Study (ECLS-B) data set was used, which included a nationally representative sample of 14,000 children. Structural Equation Modeling was applied to variables reflecting individual characteristics of children, their home, school, and community to determine what factors predict children's school readiness. The ECLS-B data were de-identified. The IRB approval classification was exempt. Analyses revealed that family risk factors and the child's health at birth significantly contribute to school readiness. Birth weight, APGAR score and weeks of gestation were all strong indicators of well-being at birth, mother's age, education level, marital status and SES were strong indicators of family risk. Knowing the risk factors for early academic difficulty can lead to practices and policies that ameliorate the negative effects of these factors, including early intervention and parent education.

Keywords: at-risk, school readiness, resiliency, structural equation modeling, bioecological systems

SYMPOSIUM SET F/ 23

INCLUDING AND SUPPORTING YOUNG CHILDREN WITH HIGH ABILITY IN ECE

Self-organised Symposium

CHAIR: VALERIE MARGRAIN

Australian Catholic University, Australia

Young children with high ability have the right to supportive, responsive early education, yet research indicates a gap between inclusive discourse and implementation of appropriately differentiated programmes for all. Characteristics of giftedness are often unrecognised or misunderstood, children and families rejected or encouraged to "normalise". In this symposium we argue that the specific needs of young children with high ability must be acknowledged as part of EC sector intent to recognise competence, use strength-based practice,

include all, and build respectful partnerships. The symposium includes: experiences of children and their families, characteristics of giftedness, examples of inclusion and rejection, teacher approaches to identification (including at-risk learners), and programme differentiation and documentation. We draw on research and policy from Australia, Hungary, New Zealand, the UK and USA in our advocacy for young children with high ability, focusing on strategies and approaches that support inclusion with "mainstream" ECE, for high ability, but often-marginalised learners.

Case studies of young children with high ability in ECE: New Zealand stories of inclusion, exclusion and action
VALERIE MARGRAIN, Australian Catholic University, Australia

What can we learn from young children with high ability, their families and Early Childhood (EC) teachers? New Zealand (NZ) case studies (Margrain, 2005, 2010/11/12) and book (Margrain, Murphy & Dean, 2015). High ability or giftedness is innate, but realisation of potential and development of talent are influenced by environment (Gagné, 2012). Teachers influence the extent to which all children are accepted and respected, and programmes differentiated. The United Nations (1990) Convention on the Rights of the Child (UNCRC) asserts that all children have the right to have their educational needs met and to be treated with dignity. Case studies of eleven 3 and 4 year old children included observation of play, parent and teacher interviews, literacy tests, and document analysis. Narrative learning stories were gathered from NZ EC centres as examples of quality assessment, profiling competence and characteristics of giftedness. Qualitative analysis of all data involved inductive and deductive themes. Research ethics approval from Victoria University of Wellington and Massey University (NZ) ensured informed consent, confidentiality, and strength-based assessment. The research supports advocacy. Characteristics of giftedness are often unrecognised or misunderstood, children and families rejected or encouraged to "normalise". The stories of inclusion and exclusion shared will highlight effective and practical strategies and differentiation practices that can be utilised in mainstream EC settings. Ignoring or rejecting the needs of young children with high ability fails to meet UNCRC article 3 (best interests of the child) and article 12 (a voice). "Including all" and responding to diversity must include young children with high ability.

Keywords: early childhood, high ability, giftedness, inclusion, differentiation

An early identification tool to support the inclusion of able and creative children: Nebraska Starry Night Observation protocol and its adaptation in Hungary
SZILVIA PÉTER-SZARKA, University of Debrecen, Hungary

Experts in gifted education often acknowledge the weaknesses associated with traditional identification procedures, relying mostly on the use of IQ and achievement test scores. As a result, programmes for gifted students often have an underrepresentation of culturally different and economically disadvantaged students. Our aim is to translate and adapt a tool that can be used as a less biased method for high-ability assessment in Hungary. Nebraska Starry Night Observation (NSNO) protocol was developed in the 1990s in the USA to provide K-2 grade classroom teachers with a means of early identification of able and creative students, in particular traditionally underserved student groups. Research data suggests that teachers using the NSNO could identify potentially gifted students from traditionally underrepresented populations (Callahan, 1993; Griffin & McKenzie, 1993). NSNO is quite innovative and important in several ways: it recognises the multiple manifestations of giftedness, focuses on observable characteristics, and is developmental and process-oriented (Han & Marvin, 2000; Passow & Frasier, 1996). The translation of NSNO has already started, the first investigations will be carried out in the second half of 2015, with 1000 participants aged 5-8, and their teachers. A consent form and information sheet will be provided to all the parents of participants, as well as an opportunity to discuss the results. The presentation introduces the method and the advantages of the NSNO, as well as the ongoing process of the adaptational procedure in Hungary. NSNO can be used as a framework for supporting the inclusion of able and creative children at an early age.

Keywords: early childhood, high ability, assessment, inclusion, behavioral characteristics

Getting it right for every child: early years, legislation and high ability in Scotland
MARGARET SUTHERLAND AND NIAMH STACK, University of Glasgow, United Kingdom

This paper will explore how Scottish legislation can be used in early years settings to offer educational high-end challenge to highly able young children in an early years setting. Building on the findings from an early years

report (Sutherland and Stack, 2013) and work in Scottish early years education centres, it will consider how existing legislation and documentation translates into practice in the early years setting. The work presented is rooted in a social constructivist approach to learning and teaching and uses ecological systems theory to examine the impact of legislation on practice. Document analysis will be used to explore the possibilities offered through the legislation. This paper presents a document analysis and human subjects were not part of the research process. Legislation that is concerned with education for all has to consider the needs of highly able young children if it is to include all learners. Considering the policy/practice nexus is a crucial component of effective learning and teaching for all in the early years setting. Drawing on work carried out in nurseries in areas of deprivation in central Scotland it will examine how the creation of challenging learning activities and children's responses to these might contribute to the growth and development of the young child, and how this information might be used to address their educational needs and improve their well-being.

Keywords: early childhood, high ability, inclusion, policy, legislation

SYMPOSIUM SET F/ 24

CHILDREN'S TEACHERS

Self-organised Symposium

CHAIR: KERSTIN BÄCKMAN
University of Gävle, Sweden

Children's teachers are important parts in children's learning and teachers can be understood in different perspectives. One perspective is aesthetic learning process as teacher. Another perspective is preschool teacher as creators of the preschool activities and the professional knowledge needed in teaching. Birgitta Silfver and Hanna Ahrenby discuss how Haiku (poem) can be understood as a method for increasing the use of aesthetic learning process in schools. They present results from a project with teacher students. Kristina Walldén Hillström and Gabriella Gejard present a study that focuses on how preschool teachers organise digital activities and how children make sense of institutional frameworks in these activities and how children access and organise their participation in digital activities. Kerstin Bäckman, Anna Eriksson and Annie Hammarberg discuss preschool teacher's professional knowledge when they teach mathematics and use documentation as a tool for sustainable learning. Curriculum theory is used as frame factor in the analysis.

Aesthetic learning processes

BIRGITTA SILFVER AND HANNA AHRENBY, University of Gävle, Sweden

The aim with our ongoing research is to find out what primary school teacher students (working with 6-8 year old pupils) thought of the meaning of aesthetics in teaching. What are the benefits of an aesthetic learning process? Previous research that we refer to is the dissertation of Tarja Häikö (2007). She investigates how aesthetic learning processes are used in school and preschools. Boberg & Högberg (2015) have investigated how aesthetic learning processes are used in schools and teacher education. Chemi (2012) has investigated the relationship between art, emotions and learning. Our framework is socio-cultural theory in accordance with Vygotsky (1995). The work of Gardner (2009), Hethland (2013) and Lindström (2010 & 2012) provides us with tools for analysis. The work has an hermeneutic phenomenologic research approach, using narratives (poetry as method). The participants were informed of the study and its aims. The confidentiality of the informants was secured. Consequences for informants were considered. A story can be a powerful way of reporting the results in research. How about using an even more condensed form, like a poem? We assume that the poetic language communicates with the reader in a more sensitive way than other research languages. Can the creation of the haiku in itself be a tool for discovery? We hope that the students will become aware of the usefulness and meaning of aesthetic learning. We also hope for increased use of aesthetic learning processes in schools.

Keywords: aesthetic learning process, poetry as a method, socio-cultural theory, art-didactic work, teacher student

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

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

This study explores how children and teachers interact with tablet computers in everyday activities in preschool. The study focuses on how teachers organise the digital activities, how children make sense of institutional frameworks when interacting with their peers in these activities, and how children access and organise their participation in digital activities. Research illustrates how the use of digital tablets can provide opportunities for preschool children to engage in useful interactions (Sandvik, Smørđal & Østerud, 2012). Theoretically the study is based on an ethnomethodological (EM) and conversation analytic (CA) perspective. The empirical data was collected during an eight-month video ethnographic study of children between the ages of three and five at a Swedish preschool. The video recordings and field notes were collected during participant observations and analysed using an ethno-methodological approach to conversation analysis. Detailed attention was given to embodied features of interaction, which was critical for the analysis. Applicable ethical guidelines of CODEX have been followed. In terms of findings, the study shows that when participating in collaborative interaction with tablet computers the children also oriented themselves towards - and renegotiated - the institutional conditions they found themselves in. The children were found to have developed access strategies for their participation in digital activities. This study demonstrates that the introduction of tablet computers in a preschool context involves complex interactional work for teachers and children alike. The children also oriented themselves to socially expected ways of participating in the activities.

Keywords: tablet computers, preschool children's agency, interaction, access strategies, video ethnography

Preschool teachers and their professional knowledge – teaching mathematics in preschool

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

The aim of this paper is to discuss the knowledge preschool teachers need when they teach mathematics. The study focuses on how the knowledge from curriculum affect and is transmitted to teaching and how content is selected, valued and organised when they work with mathematics and documentation. Earlier research shows that the official curricula are important and have impact on how teachers organise the practice (Carr, 2007; Clements & Sarama, 2007). This paper is discussing preschool teacher's professional knowledge in relation to mathematics and documentation and curriculum. Curriculum theory is used as frame factor in the analysis (Dahlberg et al., 2005; Lundgren, 1972; National Agency, 2010 & 2012). The empirical data drawn from a larger study in Sweden (Bäckman, 2015) include interviews with 19 Swedish preschool teachers. Focus was on their understanding of knowledge and strategies in teaching mathematics. Analyses also consist of frame factors like policy documents and the national preschool curriculum. The ethical considerations follow the rules from The Swedish Research Council (2011). The main findings of the analyses concerning preschool teachers' professional knowledge in relation to teaching mathematics are that policy documents and the national curriculum are strong frame factors and also support different educational strategies. The teachers want to design learning environments that supports children's mathematical exploring and learning. In that work they used documentation as a strategy to organise the teaching. Children's teachers need knowledge of the frame factors, both international and national, when they create participatory practice and learning opportunities for children.

Keywords: preschool, mathematics, preschool curriculum, documentation, professional knowledge

SYMPOSIUM SET F/ 25

OUTDOOR AFFORDANCES, SUSTAINABILITY AND PRACTITIONER PERCEPTIONS

Individual Papers

CHAIR: RUTH DAVIES

Glyndwr University, Wrexham, United Kingdom

The path to discovery: practitioners' perceptions of Forest Schools

RUTH DAVIES AND DUANE CHONG, Glyndwr University, United Kingdom

The research aims to raise undergraduate students' awareness of the potential the outdoor environment provides for the development of cognitive learning, creativity and play. Estyn (2011) identifies that insufficient training for both managers and practitioners may negatively impact on their confidence to fully utilise the outdoor environment, be it outdoor classroom or woodland area. This interpretivist study (Cohen et al., 2011), prompted by students' perceptions of the outdoors as a place of risk rather than learning (Tovey, 2007), draws on current outdoor learning theories (Waite, 2010; Knight, 2013) and experiential learning theories (Dewey, Kolb). Action research was carried out as part of a longitudinal study, implementing an interpretative paradigm and a mixed methods approach. The primary data was based on students' experiences at a Forest School setting. Adopting a self-evaluation methodology, students completed quantitative questionnaires and qualitative reflections. Secondary data was obtained from a review of pertinent literature. Students' engagement with the research was voluntary, therefore no ethical issues were encountered. Findings showed the experiential learning experience enabled students to distinguish between various pedagogical approaches, identifying how the practitioner influences the learner and learning experiences. Analysis of primary data indicates that this experiential learning activity raises students' awareness of the potential the outdoor environment provides for children's play and holistic development. University staff reflected on how this cross-modular approach could be adopted, and implemented, to enhance students learning opportunities. The Forest School experience led to increased collaboration, between Natural Resources Wales and Glyndwr University, regarding the role of the practitioner as a facilitator of learning.

Keywords: Forest School, outdoor learning, pedagogy, practitioner perceptions, undergraduate students

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

CAROL DUFFY, Early Childhood Ireland, Ireland

As an early childhood specialist, I regularly experience the reality of outdoor provision within the sector as poor and perturbing, particularly for children under three. A longitudinal case study from birth to three years was undertaken to research the impact of outdoor affordances on development. To maximise utility, data was developed into a training film and resource. Action research underpinned a critique to assess the film's effectiveness as a mentoring tool. This research relates to previous work by the presenter on nature and outdoor play. Research consistently reflects the importance of quality outdoor play and experiences in the lives of children (Moore, 2014; Lester & Maudsley, 2007). Affordance theory (Gibson, 1979; Kyttä, 2004) offers a coherent framework to analyse outdoor provision. Utilising ethnographic methods located within a naturalistic paradigm, digital data, interviews, and observations were collated. Gorman's (2007) four principles of autonomy, beneficence, non-maleficence and justice underpinned ethical considerations. Sharing a strong relationship of trust, our joint commitment to the rights and protection of the child was paramount. Foregrounding the affordances of nature and the outdoors within Isabelle's bio ecological system (Bronfenbrenner, 1979) her embodiment of experiences, developing competencies, and growing funds of knowledge (Hedges, 2011) are demonstrated within this paper. The evidence forms a rich and engaging tapestry of an outdoor childhood. It offers a potent testament to nature's affordances, and to the consistently powerful effect of outdoors on young children (White, 2014). The implications of these findings for the wider early years sector are discussed.

Keywords: outdoors, under-3s, affordances, movement, funds of knowledge

Promoting early childhood education for sustainability (ECEFS) in outdoor learning spaces in a majority world context

VALERIE HUGGINS, Plymouth University, United Kingdom

This study aims to develop the outdoor learning opportunities for children aged 4-6 in schools in Nekemte, Ethiopia through knowledge exchange between local early childhood education (ECE) practitioners and a UK Lecturer in early childhood studies. There is long-standing research on the benefits of young children learning outdoors. This is now being linked to the promotion of education for sustainability. In the Ethiopian context, ECE is being introduced into government schools and practitioners are considering the potential of their outdoor

spaces for learning. This study takes a critical literacy approach to view outdoor learning spaces through the lens of the three pillars of sustainability; environmental, economic and social/cultural. It is a case study of a group of urban schools. Interviews with practitioners provide insider perspectives and observations of the children in the outdoor spaces are evaluated through the sustainability lens. The resulting data is discussed by the participants, generating new understandings and approaches for all. Any research project conceived and led by a minority world academic in a majority world context faces ethical challenges. I adopt a postcolonial, participative approach and remain constantly self-aware of my outsider status. Outdoor spaces can be used for developing ECEFS that is relevant and meaningful to the children, through sharing and developing the practice that is emerging from the local community. The involvement of minority world educators in developing educational provision in majority world contexts should be upon the basis of genuine partnership and negotiation, always building upon existing local practices and cultural values.

Keywords: education for sustainability, outdoor learning, Ethiopia, majority world, postcolonial

SYMPOSIUM SET F/ 26

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

Self-organised Symposium

CHAIR: TIM WALLER

Anglia Ruskin University, United Kingdom

This symposium is organised by the Outdoor Play and Learning SIG. The theme of the symposium concerns curriculum, policy and discourse, democratic engagement and movement in outdoor play spaces. The first paper focuses on comparative research in ECEC between England and Wales. Helen Bilton and Jane Waters will consider the extent to which practitioners' stated aims for outdoor learning differ between England and Wales and reflect respective curriculum frameworks and academic discourses. In the second paper, Tim Waller reports on the first phase of a project taking place in England, Italy and Sweden to promote preschool children's engagement in public spaces. The final paper, given by Aida Figueiredo, will report on research carried out in 4 preschools in Portugal investigating how children's movement in the outdoor playgrounds can be promoted.

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

To what extent do practitioners' stated aims for outdoor learning: a) differ between England and Wales, and b) reflect respective curriculum frameworks and academic discourses? Two extensive primary reviews suggest a curriculum needs aims (Alexander, 2010; Rose, 2009). The theoretical framework draws upon the sociocultural activity theory (Rogoff, 2003) and Gibson's (1979) affordance theory. Online questionnaires, directed to teachers of children (4-5years), were sent to schools in England and Wales. The resulting data for each country was analysed using a constant comparison coding method against pre-determined categories, identified from academic literature, and categories constructed to reflect the data. The outcomes of the analyses were compared and considered in the light of the respective curricular frameworks. The surveys were voluntary and anonymous, the BERA ethical guidelines for education research (2011) have been adhered to. Initial findings indicate that practitioners' stated aims for outdoor learning reflect respective curricular documents rather than broader and well-established discourses, those working in England and Wales appear to hold different views related to the value of outdoor learning. England and Wales are close neighbours geographically and, until the turn of the century, shared an educational historical legacy. This research indicates how the divergence of education-related policy and curriculum appears to have impacted upon the way in which practitioners express their aims for outdoor learning. The values underpinning the relative curricular documents appear to emerge in the practice of those involved in early years provision. Implications for teacher development and the place of international discourses about outdoor learning are considered.

Keywords: outdoor learning, curriculum, aims, England, Wales

The young children, public spaces and democracy project (BRIC)

TIM WALLER, Anglia Ruskin University, United Kingdom

Research aims are: 1) An exchange of 'good practice' between preschool teachers in Italy, Sweden and England, 2) Systematic education and training around democratic engagement in public spaces, 3) The development of open educational resources and targeted activities to engage early childhood professionals, parents, the local community. The BRIC project evolved from a successful pilot carried out in 2013 and is funded by the EU. The project draws on previous outdoor research by Waller (2007, 2010, for example) and young children and democracy (Fabbi, 2013). The theoretical underpinning for the project is sociocultural (Rogoff) and also draws on the sociology of Corsaro. BRIC methods are 'polyvocal' (many voices) and are adapted from the well-known studies by Tobin and colleagues (Tobin, Wu and Davidson, 1989; and Tobin, Hsueh, and Karasawa, 2009). The project was approved by a university Ethics Committee and careful reference was made to ethical guidelines (BERA, 2011) to consider the balance of harm and effect on the children in the setting, confidentiality and issues of informed consent. Findings will be discussed following the initial BRIC actions involving democratic engagement around three specific 'Focus Spaces': the pavement (or equivalent), an indoor space (not a preschool) and a green outdoor space (such as a park or woodland). The BRIC participants agreed that the starting point is the dialogue with children and that for the project to succeed it is important for the children to leave traces of their engagement and the project must involve and inform parents, local politicians and policy makers.

Keywords: public spaces, democracy, professional development, relationships, pedagogy

Characteristics of children's movements and kindergartens' outdoor spaces

AIDA FIGUEIREDO, Aveiro University, Portugal

The aim was to investigate the characteristics of children's movements in kindergartens' outdoor spaces. Studies made by Fjortoft (2000, 2004 & 2007), and Storli and Hagen (2010) placed the hypothesis of the existence of quality in motor activity when it shows low intensity. The society led to inevitable changes in children's lifestyle: the children's daily lives came to be characterised by a high level of physical inactivity and little opportunity to free play activities in outdoor spaces, creating a sedentary motor and play cultures (Neto, 2007) with implications for children's health. One of the many implications is the high levels of childhood obesity, identified by the WHO as the greatest public health challenges of the 21st century - the number of cases tripled since the 80's, and it is estimated that in 2010 the number of children under the age of 5 years, overweight and obese, was 42 million in the world, 35 million of them in developing countries (2009). A selection of 16 children, 4 in each kindergarten, aged 4 years, was made. Observations of each group of 4 children were made for 3 weeks, in outdoor free play. During that time we made video recordings and behaviour mappings. Children were given information of the study's aims, we requested their authorisation to participate and they could quit at any time they want. Results show outdoor spaces don't promote high levels of motor activity, being the most frequently motor actions "stand" and "walk". Reflect about practices and resize outdoor space in childhood contexts.

Keywords: outdoor spaces, affordances, early childhood, innovative practices, motor activity

SYMPOSIUM SET F/ 27

PARENTS CHILDCARE CHOICES

Individual Papers

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

This study aims to advance the understanding of the distinctive traits of families who choose a determined type of child-care in Chile. Parent's preferences in regard to child-care have mainly focused on studying the factors (e.g work, education, SES) that determine the choice of sending the child to centre-based care over parent-based care. Fewer studies have focused on different types of child-care, like grandmother care or neighbour-based care. These kinds of child-care are relevant in settings like Chile, where extended families are very common. Parental use of child-care seems to be a multifaceted phenomenon, which includes factors such as SES, sociocultural and demographics, as well as habits and beliefs. Research on child-care preferences has focused on SES and demographics and barely on the influence of family habits and beliefs. This study used data from the Chilean Longitudinal Early-Childhood Survey (2012) which includes 18,000 children aged 0-6, and their families. Multinomial regression was used for the analyses. All families signed informed consent forms. Databases did not include children identification information. Results show that families with traditional values take care of their children at home. Mother-care was more likely for children with a mother with lower education levels and unemployed. Children who attended early childhood centres tended to go to bed earlier and brush their teeth more often than children cared for by family members. No significant difference was found on mothers' time engaged with their children by type of care. Results can inform how to better target early childhood policies.

Keywords: child care, family values and beliefs, choice, preferences, socio- demographic factors

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

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

In Britain's increasingly marketised and privatised system of preschool childcare, this paper examines the types and combinations of childcare being used by parents, in order to critically examine their childcare needs. The analysis carried out between 2005 and 2014, comes from an Economic and Social Research Council funded study entitled 'Provision and use of preschool childcare in Britain'. It complements other research showing that formal and informal childcare in combination supports maternal employment (e.g. Glaser et al., 2010). The House of Lords select committee on affordable childcare (2015) and the Barcelona Childcare Targets (2002) espouse the importance of access to good quality affordable formal childcare, which is viewed as an important vehicle for increasing female employment and reducing family poverty, as well as contributing to child development. A secondary analysis was conducted of the Family Resources Survey, Millennium Cohort Study, Understanding Society and the Childcare and Early Years Survey of Parents. Using anonymous data, the study posed no ethical risks. This study's findings show that despite policies to increase the use of formal childcare, parents continue to be reliant on informal care, especially grandparents (a third of all childcare usage), to supplement their childcare needs. Childcare use is not equally distributed, but is related to family circumstances. For example, formal care is used more by employed, higher income families, whilst informal care is used more by mothers who are not employed and by younger mothers. The findings are important for understanding current and future childcare needs in Britain and Europe.

Keywords: childcare usage, informal childcare, formal childcare, grandparents, preschool childcare

Parenting in hindsight

MARIE LAVELLE, Plymouth University, Plymouth Institute of Education, United Kingdom

This study aimed to explore what, if and how we can learn from the process of looking back with hindsight at experiences of parenting. Problems of society are often located within the parent-child relationship which is seen as lacking (Gillies, 2007). Formalised, 'professional', uni-directional forms of knowledge neglect or undermine the value of other forms of knowing which is given less status (Haynes, 2014). Parental knowledge is the point in case presented here. The work is informed by the ideas of Mannion (2012) on intergenerational learning, and Foucault's 'normalising discourses' and 'critical ontology of the self'. In-depth interviews with parents of children aged 18-30 years old were conducted. Objects parents kept from when their children were young were used by participants to explore and 're-understand' past experiences in light of their life course journey. Consideration was given to the potential sensitive nature of remembering what might have been forgotten. Ensuring that participants were forewarned of this possibility was a priority. Findings illustrate how

the objects contributed to a narrative which parents formed of their memories of their children past, and with their understanding of their children present. The objects offered a physical presence of the past, but also a means for re-narrating that past in the present. They also enabled new insights into prior experiences of parenting. This study contributes to understanding of the long term experiences of parenting across the life course, and the value of sharing what can be learned in hindsight with current parents of young children.

Keywords: parenting, childhoods, memories, objects, inter-generational

SYMPOSIUM SET F/ 28

TRANSNATIONAL EXPLORATIONS OF PROFESSIONAL IDENTITIES THROUGH THE VISUAL

Self-organised Symposium

CHAIR: CHRISTINE WOODROW

University of Western Sydney, Australia

Despite international recognition of the importance of the early years for children's development and learning, researchers have found that the work of early childhood educators remains undervalued and misunderstood (Osgood, 2010). This symposium showcases professional identity research across two southern hemisphere countries undertaking reform agendas in early childhood education. The research employed an innovative visual methodology involving participants as co-researchers documenting, analysing and sharing their everyday work and identities. This collaborative approach encouraged educators to articulate and represent the complexity of their work multimodally. The findings indicate that early childhood professional identities continue to be 'fragile and contested' (Zembylas, 2004). Key challenges emerge for early childhood educators regarding their articulation of the complexity and rigour of their work and advocacy for their profession. The first paper outlines the methodological approach, the second presents the findings from one Chilean research cohort, and the third presents findings from the Australian cohort.

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

The research aimed to develop a capacity building methodology to engage Chilean educators in participatory processes for researching their own practice. It aimed to explore professional identity both within the profession and within the community. In response to Moss's (2006) call for early childhood educators to develop and articulate research dispositions, we contribute to expanding the repertoire of practitioner research strategies. This builds on previous research showing that, although early childhood work is multidimensional (Dalli, Miller & Urban, 2012), professional identities remain framed by traditional discourses (Galdames, 2011; Pardo & Woodrow, 2011). The work is informed by visual methodology and professional identity research and previous research in Chile and Australia. The research conceptualises digital images as cultural-historical tools for ethical, iterative, collaborative analysis - culturally, historically, and ecologically (Fleer & Ridgway, 2014) within learning communities (Lave & Wenger, 1991). It fits within a critical interpretive qualitative research paradigm, using visual methodology, incorporating photo elicitation and photostory. A rigorous review as part of university human ethics approval processes, underpinned an interruption to traditional power relationships between researchers and participants, to provide meaningful opportunities for practitioner voices. The methodology presented unique opportunities for the participants to collaborate as co-researchers and to develop shared meanings about professional practice and implications for identity formation. The photo elicitation and photostory methods provided a vehicle for reflective, in-depth conversations and broadening perceptions of professional identity. Visual methods provide a powerful means for the critical exploration of professional identities, supporting reflection, advocacy and professional growth.

Keywords: professional identity, participatory research, visual methodology, collaboration, research dispositions

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

MARCELA PARDO, Centre for Advanced Research on Education, University of Chile, Chile

The research explores Chilean early childhood teachers' professional identity, regarding their understanding about their work and how they are seen by families and the community. It is part of a comparative study conducted in Chile and Australia. The study builds on a body of international literature about early childhood teacher professional identity, continuing previous work on the subject by the author (Pardo & Woodrow, 2014). The research incorporates a sociocultural approach to early childhood teachers' professional identity, focusing on the interplay between their beliefs and experiences at work, and the education system as the wider context. It draws on relevant literature analysing both teachers' (Lasky, 2005) and early childhood teachers' (Woodrow, 2011) professional identity. An exploratory qualitative research approach, involving early childhood teachers working in Santiago publicly funded educational centres as practitioner researchers, was used. Data was collected through focus group and photo documentation and the analysis used a constant comparative method. Standard university ethics approvals processes assured informed consent, confidentiality and voluntary withdrawal from the research. The methodology aimed to create teachers as co-researchers. Participants indicated an ambivalent professional identity, within the context of the formal school system. On the one hand, being part of schooling represents social recognition of the relevance of early childhood education. On the other hand, they perceive the school system pressures them to relinquish the fundamentals of early childhood education, undermining their professional esteem. Further research needs to explore how early childhood teachers manage the implications of professional identity ambivalence in their everyday practice.

Keywords: professional identity, esteem, scholarisation, professional beliefs, ambivalence

Professional identities: contested discourses

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

This paper reports on an investigation of how values shape professional identity and how early childhood educators represent, understand and value their work. It builds on previous professional identity research conducted in Australia (Ortlipp, Arthur & Woodrow, 2011), England (Osgood, 2012) and Chile (Woodrow et al., in press). It sits within a sociocultural theoretical research framework which foregrounds collaborative learning communities (Wenger, 1998). The research employed an innovative, democratic methodology that involved auto-driven photo-elicitation to capture educators' everyday professional lives. Educators, in communities of practice, used this visual documentation to create photostories and generate and analyse their perceptions of their own professional identities. Standard university ethics processes, involving informed consent and confidentiality, framed the research. The findings highlight the competing discourses through which early childhood professionals are defined. They include the re-emerging dichotomy of carer/educator and the ways in which these aspects of practice intersect with the central, but contested, importance of play-based pedagogies and the documentation of children's learning and with familial and legislative expectations. The research found that the national curriculum framework provides educators with a shared language and sense of solidarity, while also requiring educators to negotiate the tensions between mandated principles, practices and learning outcomes, as well as the need to create a curriculum that is locally, socially and culturally relevant to the children and families in their service. Photostory methodology, in the context of communities of practice, has the potential to foster educators' critical reflection and their capacity to articulate the complexity and multilayered nature of their work.

Keywords: professional identity, photostory, visual methodology, communities of practice, discourses

SYMPOSIUM SET F/ 29

OFFICIAL GUIDELINES AND IN ACTION PLAY PRACTICES IN DIFFERENT COUNTRIES

Self-organised Symposium

CHAIR: SOFIA AVGITIDOU

University of Western Macedonia, Greece

This symposium aims to present perspectives on play in early childhood education from three different countries, focusing on three aspects: a short description of the prescribed status of play in the official ECE curriculum, an analysis of different ECE teachers' play practices, and a recognition of the effects of these practices have on young children's play. The three presentations conclude with two main findings. First, that ECE teacher's play practices can vary and may depend upon the specific context of ECE settings, practitioners' goals and roles during play. Second, that practitioners' practices during play may affect the quality of children's learning experience within play. Thus, despite how open or prescribed is the status of play and the practitioner's role within each ECE curriculum, it is important to deepen our understanding of the factors and conditions that affect play practices among young children.

ECE teachers' practices during play in relation to curriculum guidelines.

SOFIA AVGITIDOU, University of Western Macedonia, Greece

This study examines case studies of practitioners' practices during "free" play in ECE settings and analyses them in relation to the curriculum's guidelines and the effects they have on children. Previous research has shown that practitioners' play practices vary within the same ECE curriculum and affect children's play in different ways (Loizou & Avgitidou, 2014). ECE curricula are not just implemented by practitioners but interpreted by them and transformed into practice (Bae, 2009). An analysis of the ECE curriculum references to play was initially made in relation to the ways it is proposed to be enacted in ECE settings. Three different practitioners were chosen as case studies. Each was observed ten times and observations were qualitatively analysed (Miles & Huberman, 1994) according to practitioners' organisation of children's play and practitioner's role during children's play. Children, families and ECE teachers were all informed about the purpose of study and gave their consent. Results showed that while play is presented as the core of the curriculum, ECE teachers' practices vary. Specifically, play practices varied from restrictive to open regarding limitations of space, use of materials, time to play and themes/activities to play. These practices affected the opportunities children had to participate in decision making and shape their everyday experience in ECE. These findings stress the need to organise teacher education programmes that assist them to rethink and revisit play as a context where children make decisions and co-construct meaning and action with their peers.

Keywords: children's play, ECE curricula, ECE teachers' play practices, children's participation, early childhood education

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

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

This exploratory study examines play guidelines in Quebec's childcare services curriculum and explores the quality of early childhood educators' (ECE) and home childcare providers' (HCP) "interactions valuing children's play". Play is the centre of many ECE curricula (OECD, 2012). However, observations have suggested that adults' interactions supporting children's play seem rather scarce (Bigras et al., 2014). Interactions valuing children's play rely on Piagetian (e.g. organising the physical setting to promote exploration) and Vygotskian (e.g. interacting to sustain development and learning) approaches to child development. Data was gathered from two projects conducted in Quebec (Canada). The participants are the ECEs and HCPs who worked with 72 children when they were 18, 24 and 36 months-old (first sample) and 170 newly recruited children aged 48 months (second sample). Each time, process quality was observed using the Educational Quality Observation Scales (Bourgon & Lavallée, 2004 a, b, c). The "interactions valuing play" subscale is composed of 8 items addresses whether the practitioner's interventions respect and sustain children's play. All participating families were informed and signed a consent form. At each time point, cross-sectional analysis revealed unsatisfactory quality regarding 7 items of the full subscale. The "respect children's play" item was one of the only exceptions, with scores in the satisfactory range. This study suggests that, while adults respected children's play, their interventions might not support their initiatives, create a playful climate, etc. Discussion stresses the need to improve ECEs' and HCPs' interactions sustaining young children's development and learning during play.

Keywords: Quebec (Canada), early childhood education, childcare process quality, practitioner's interactions, children's play

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

In the Netherlands, play is regaining value in ECE. However, many ECE-practitioners are unacquainted with stimulating children's play. The aim of our paper is to study how the addition of different materials to young children's outdoor play may enrich the process of their play, as well as stimulate make-believe play. There are limited studies about how materials enrich play. Leong & Bodrova (2012) state that inexperienced players benefit from realistic materials to enhance make-believe play. McLoyd (1983) showed this effect for 3,5 year olds. The Vygotskian approach suggests that children's engagement in make-believe play stimulates their development most (Bodrova, 2008). This paper has a quasi-experimental design. Three boys and three girls (age 3) played outdoors in settings with different materials: 1) their normal toys (tricycles), 2) low-structure materials, 3) high-structure materials, 4) all materials. Children were filmed for 20 minutes. Each video was coded regarding social level of play (solitary, parallel, group), kind of play (make-believe or not), and amount of verbal interaction. Written consent from parents was obtained. In settings 2 and 3, children enacted more make-believe play than in setting 1. High-structure materials generated more make-believe play than low-structure materials. In setting 4, children appeared very attracted by input from nature. These findings suggest that the exploration of different materials leads to different types of play. It is therefore important to ensure different materials, including high-structure materials, in outdoor play to increase opportunities for make-believe play and support children's development through play.

Keywords: outdoor play, make-believe play, materials, interaction, learning environment

SYMPOSIUM SET F/ 30

EXPLORING PROFESSIONAL IDENTITY AND SELF EFFICACY

Individual Papers

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

To explore relationships between reflective writing and self-efficacy in early childhood pre-service teachers in two cultures. Research demonstrates that high sense of self-efficacy contributes to higher performance amongst teachers, enabling effective management of complex and uncertain teaching-learning situations (Gavora, 2010). Reflective writing has been identified as an appropriate tool for teachers to enhance the effectiveness of early childhood teaching practice (Thomas and Packer, 2013). This is a qualitative research study conducted at two colleges in Israel and one in the United States. Participants included 15 early childhood students randomly chosen from a group of 45 students. Data included 90 written reflections from 15 participants. Reflections content was analysed for recurring patterns (Corbin & Strauss, 2008; Creswell, 2014). Faculty researchers in position of power, participants are students. Identities were protected with pseudonyms, but risk in small study. Two main categories were recognised: self-efficacy components and resources that promote self-efficacy. The first category included managing children's behaviors, lesson design, curriculum development, and supporting the child's development. The second category included mastery, experiences, vicarious experience, social persuasion, physiological and emotional states, knowledge, and sense of belonging. Although found across all cases, these categories differed across cultures. Cross-cultural differences related to the different focus of teachers' professional roles in Israel and the United States. Implications of this cross-cultural study, lead to the universal values and importance of reflective writing as related to self-efficacy in early childhood programs (across cultures) to improve and develop teaching practice and highlights cultural influences on the development of pre-service early childhood students.

Keywords: international research, pre-service teachers, reflection, self-efficacy, cultural Influences

Pre-service early childhood teachers' self-efficacy

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

The overarching aim of the study was to investigate the ways to nurture efficacious pre-service early childhood teachers, the role of self-referencing and social comparison play in teaching related efficacy and the role of physio-emotional arousal play in promoting academic and teaching-related self-efficacy. A host of studies on self-efficacy indicated that the influence and measurement of self-efficacy should be domain specific and multidimensional, rather than a generic measurement that can be generalised to other settings and contexts (Kieffer, Haley and Henson, 2000). Domain specific self-efficacy therefore needs to be explored. Perceived self-efficacy is a major determinant of what one will do (intention) with consideration of the involved contextual demands (Bandura, 2006). The influence of perceived self-efficacy is not unitary and is subject to contextual factors. Printed surveys were sent to a total of 509 students from a university in Hong Kong. The survey was designed to understand pre-service early childhood teachers' beliefs in general academic terms and in their teaching. All participants were well informed about the study's aim and their right to withdraw from the study. Informed consent was obtained before the participants responded to the survey. Group comparisons using a MIMIC approach found that healthier students tended to be higher in academic efficacy, whereas students who had practicum experiences were higher in mastery/vicarious teaching efficacy. The study highlights the importance of promoting domain specific, rather than a general, self-efficacy in vocational training programmes. The findings contributed significantly to the curriculum design of vocational training programmes.

Keywords: early childhood education, teacher self-efficacy, academic self-efficacy, competence beliefs, practicum

Life stories and professional identity

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

How to strengthen professionalism is an ongoing and contested debate within the early years community. Creating a strong professional identity is a constant process of re-construction. Recently, in-service coaching has been introduced as a means to foster professional practice and enhance the pedagogical quality of services. The research explores a narrative coaching method to enhance professional identity and improve the quality of provision from birth to three year-olds in group day care. Building on previous research we assume that identity is the core of professional development. Kelchtermans (1994) states that a personal interpretative framework, and the vision of the professional on what his job contains, has a direct effect on the quality of the pedagogical climate. Pedagogical didactic handling is a complex combination of past, present and future. To understand actions and beliefs we have to take into account the life history and narrative of the early child professional. "Was der Mensch ist, sagt ihm nur seine Geschichte" (Wagener, 1987). Narrative coaching is an holistic approach on people and their life stories. Professional development is re-creating stories about oneself. While professional growth often focusses on behavioral change, changes in beliefs and attitudes are more likely when narrative patterns and narration strategies are addressed (Drake, 2007). Data was collected via biographic interview. Hermeneutic method (narrative analyses) is used to interpret diachronic data. Consent of early childhood professionals was obtained, guaranteeing confidentiality. Narrative analysis shows a relationship between personal and professional identity of early childhood professionals. Presenting stories as a starting point to create a narrative coaching method.

Keywords: narrative coaching, professional identity, professionalism, life stories, professional growth

SYMPOSIUM SET F/ 31

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

Self-organised Symposium

CHAIR: LIBBY LEE-HAMMOND
Murdoch University, Australia

In this symposium, researchers will share their work in early childhood settings in Inuit and Sámi communities. The papers explore inclusive practices that honour eldership and the importance of lived experiences and values.

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

The purpose is to investigate how stories and livelihood experiences facilitate access to indigenous knowledge, and how early childhood teachers' experience work with outdoor livelihood activities. Balto (2005) revealed Sámi traditional child-rearing practices, the main goal is to raise self-esteem and zest for life and joy. Storytelling is an important part (Nergård, 2006). Jannok Nutti (2010) presented how a teacher brought grandmothers' experiences into an indigenous early childhood setting by firstly sharing their stories and thereafter incorporating the narratives into a preschool activity. The theoretical framework draws upon socialisation theories (Hoëm, 2010), social constructive theories in early childhood research (Dahlberg, Moss & Pence, 2003), and an intersectional framework with culture and gender issues (Yuval-Davies, 2006). During livelihood activities, knowledge and values is passed down from one generation to another (Balto, 2005; Oskal, 1999, Porsanger & Guttorm, 2010; Sara, 2004). Post-colonial indigenous focus-group interviews (Chilisa, 2012) with early childhood teachers, their interviews and analysis based on the four quadrants as context, mind, body and spirit (Mertens, 2009). A consent form and information sheet was provided to all participants. Participants were given the opportunity to withdraw from the study at any time. One early finding is that the focus of livelihood activities, like grouse hunting, can be successfully incorporated into preschool programming. This facilitates access to indigenous knowledge. Stories function as an important catalyst for teachers choosing to reinvent the activity in preschool. Strategies for incorporating indigenous knowledge in early childhood education need to be supported in practice and in policy documents.

Keywords: post-colonial indigenous interviews, outdoor activities, early childhood teachers, indigenous knowledge, Sámi preschool

Fishing with nets under the ice - working with elders in weaving contemporary pedagogy with Sami traditions

LAILA A. NUTTI, Sami University College, Norway

The purpose is to investigate how documentation project creates opportunities to rethink and redefine ways of incorporating Sami traditions in the contemporary early childhood education. Jannok (2010) presents ways of how grandmothers are included in early childhood education curriculum and work. Keskitalo (2009) and Keskitalo (2010) raise questions about how to incorporate Sami ways and tradition into Sami education. Balto (2008) and Aiko (2010) established how Sami content in education strengthen cultural identity. Post colonial research is now a part of the field of early childhood education (Canella and Viruru, 2004; MacNaughton, 2005; Rhedding-Jones 2005) and used by many early childhood educators to draw attention to parts of the educational process that have been overlooked (Viruru, 2005). Traditional content and activities is part of passing knowledge and values from one generation to another (Balto, 2005; Oskal, 1999; Porsanger & Guttorm, 2010). Brikolage gives the opportunity to combine many different research methods and strategies (Kincheloe, 2008). Participating, conversations and critical reading of pictures and text's are used strategies. A consent form and information sheet was provided to all participants. Participants were given the opportunity to withdraw from the study at any time. Documentation can make visible traditional ways and understandings that has an impact on newer strategies. Grandparents and elders are of great importance for incorporating Sami traditions into early childhood education. Strategies for incorporating indigenous knowledge in early childhood education need to be supported in practice and in policy documents.

Keywords: Sámi traditional knowledge, documentation, children and nature, regulations and security, indigenous and Sámi worldview

SYMPOSIUM SET F/ 32

WELL-BEING: IDENTIFICATION AND PEDAGOGY

Individual Papers

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

This paper reports on the first phase of a project on children's well-being, in which the aim is to investigate parent and practitioner understandings of well-being in young children. The project relates to earlier phases of the Froebel Research Fellowship which have considered young children's cognition and social relationships. In focusing on well-being, this phase considers emotional/motivational aspects, which almost certainly underpin these other dimensions. The study draws on a number of fields, notably positive psychology. Seligman and Csikszentmihalyi (2000) suggest that thinking about mental health has been dominated by a 'deficit' view: that the job of psychology is to address the problems that arise in people's lives. By contrast, positive psychology focuses on the importance of well-being and quality of life. A mixed methods approach is used. This paper reports on findings from online and paper-based questionnaires for parents and practitioners. BERA ethical guidelines (2011) were followed. In many areas there was congruence between parents' and practitioners' views: notably about the importance of children feeling good about themselves, experiencing fun and laughter, and good family relationships. Interestingly, children's peer relationships were not rated highly by either group. There were also clear differences, particularly in each groups' views about the importance of parent/professional and child/professional relationships. There is clear value in parents and practitioners knowing about each other's views, whether these are shared or not, and in having a shared language for discussing young children's well-being. In addition, findings here may be used to inform practice in supporting children's well-being.

Keywords: well-being, parent perspectives, practitioner perspectives, relationships, pedagogy

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

International policy on publicly funded education has increasingly linked quality assurance to accountability and measurement of children's progress. In England, children will be baseline assessed on entry to school from 2016 and scores will be measured against national tests at the end of their primary schooling (age 11) to determine school effectiveness. This presentation examines the perspectives of teachers' and head teachers' involved in piloting an observation-based on-entry to school assessment grounded in well-being and the characteristics of effective learning. The research builds on existing research into children's transition and on-entry-to school assessment (Kyriakides, 2002; Drummond, 2003; Basford & Bath, 2014). The study draws on current theories linking self-initiated activities, sustained shared thinking, motivation, self-regulation and well-being as pre-requisites for young children's engagement in learning (Gutman & Vorhaus, 2012; Niehaus & Adelson, 2013; McClelland et al., 2013; Montroy, Bowles, Skibbe & Foster, 2014). Data was collected in semi-structured interviews with 12 exception/foundation stage teachers and 5 head teachers, from schools in the south of England. BERA ethical guidelines (2011) were followed. The findings suggest that this assessment process helped the participants to get to know the children during the settling in period. However, concerns were raised about using a binary scoring system to assess children's attainment. The value of baseline assessment for

accountability purposes continues to be questioned. However, observation led assessments of well-being and the characteristics of effective learning may provide pedagogically useful knowledge on children first starting school.

Keywords: on-entry-to-school assessment, well-being, teacher's perspectives, observation, pedagogy

Preschool teachers and children of divorce

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

To determine what preschool teachers do for the children of divorce to help them adjust to their new situation. Literature review showed that few studies focused on the preschool teachers' practice for children of divorce in Turkey. Divorce profoundly influences the lives of young children. It is often associated with behavioral, emotional and academic issues that affect their school success, and has been linked to learning difficulties and pre-literacy problems. Part of the blame for this has been ascribed to teachers paying less attention to the children of divorced parents. The age of the child also plays an important role in these effects, with younger children experiencing more adjustment problems than older ones. As such, it is suggested that better support from their preschool teachers may play a significant role in helping children cope with school-related problems that may arise in the wake of a parental split. The theoretical framework for this study draws upon research related to children of divorce and some intervention programs (Adams, 1982; McDermott, 1967; Root, 2010). The participants in this qualitative study were 12 preschool teachers working in public schools in Turkey. Data were collected through a semi-structured interview protocol developed by the researchers. Prospective participants were informed about the study, and volunteers signed a consent form. The findings of the study will be presented at the EECERA 2015 Conference. This research will contribute to the related literature and help increase Turkish preschool teachers' awareness of the special issues confronting young children with divorced parents.

Keywords: divorced parents, young children, preschool teachers, preschool education, qualitative research

SYMPOSIUM SET G

WEDNESDAY 9th SEPTEMBER

17:00 – 18:30

SYMPOSIUM SET G/ 1

DIGITAL CHILDHOOD - IMPLICATIONS FOR LEARNING AND ASSESSMENT

Individual Papers

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

The need for innovative teaching methods in the trilingual education system of Luxembourg as well as the lack of applied research in the field of oracy in diverse multilingual settings led us to research the use of the iPad application iTEO, which records and edits oral text (Gretsch 2014). The author has carried out work on the importance of the role of TCI in written and oral language development. iTEO's in-built automatic playback materialises and objectifies the oral language, thereby providing opportunities for reflection of the language and for a dynamic assessment (Lantolf & Poehner, 2014). This reflection fosters the development of metalinguistic skills (Gretsch, 1994). The theoretical framework relies on sociocultural theories of learning and actor-network-theory. Using video and audio recordings, observation and interviews, we have investigated how nursery and primary school children develop oracy in multiple languages through collaborative storytelling with iTEO. We focus on the analysis of the dynamic assessment of the learning processes. We discuss how teachers use the collection of the children's oral stories with children and parents in order to discuss learning and to reflect on learning processes. The research complies with the ethical rules and regulations of the University of Luxembourg. The data has shown how children collaboratively construct and transform oral texts and assess their productions while listening to the recorded texts. The findings should provide insights into the areas of oral assessment (e.g. range, fluency, accuracy, product, process, translanguaging) and the way this dynamic assessment complements more traditional methods used in schools.

Keywords: dynamic assessment, collaboration, storytelling, ICT (iPad), oracy

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

ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

This study investigates the collaborative responses and discourses young children develop while using concrete and virtual manipulatives in probabilistic tasks. Previous research (i.e. Antle et al, 2009; Sarama & Clements, 2009) has explored how tangible interactions, direct handling and 2D versus 3D manipulation of objects encourage varied aspects of learning and thus propose a combination of both, especially in enhancing mathematical and probabilistic notions (Nikiforidou et al, 2013). Manipulatives allow children to grasp mathematical operations and concepts and connect mental images and abstract ideas with the real, physical world (Rosen & Hoffman, 2009). At the same time, probabilities tend to be introduced in many mathematical Early Childhood curricula worldwide, as young children have shown evidence of probabilistic thinking. In the current mixed approach study, young children (N=30) aged 4-7 years, engage with the notion of the likelihood of events through the use of both virtual and physical manipulatives in a counterbalanced order. In groups of 3, children are observed on the narratives used and how they make predictions of the most/least probable in games with discs and cards collaboratively. The study has ethical clearance as well as both parental and child consent. The recorded responses and collaborative problem solving discussions show how both virtual and real manipulatives can support probabilities in different ways, fostering exploratory learning, trial-and-error and verbal communication. The study supports the view that both virtual and concrete manipulatives can enhance collaborative learning, a point that could advise Early Childhood mathematics curricula.

Keywords: virtual manipulatives, concrete manipulatives, probabilistic thinking, collaborative learning, discourses

ICT and Emotional Contagion

JAN PETTERSEN, Dublin Institute of Technology, Ireland

This research aims to describe how Emotional Contagion can be associated with children's interaction with technology (Emotional Contagion by Hatfield, Cacioppo & Rapson, 1994). The research is framed in social constructivist theory (Vygotsky, 1978; Bruner, 1990; Halpenny & Pettersen, 2014) and in an ecological model (Bronfenbrenner & Morris, 1998), working from the premise that children's development is embedded within the social and cultural context they inhabit and that the relationships within these contexts are all important. The research methods applied in the project are theoretically rooted in Ethnography and employ a triangulation approach by way of field observations and focus groups. The study has been afforded ethical consideration and clearance by all parties involved, including children. The findings point to correlation in observations of the participating children with regards to what the observers describe as 'a noticeable and rapid change' in a number of emotionally linked behaviors as a result of playing computer or console games. Examples of emotions observed were experienced as both positive and negative. The discussion explores how the child is 'tuning in' to the emotional state of the games in a context of the theory of emotional contagion. The paper does not intend to draw conclusive evidence from the findings. However, as the findings converge around particular trends with regards to changes in children's emotional state as a result of interaction with computer games, it should contribute to widen the pool of knowledge and understanding around the topic of how children are affected by technology.

Keywords: emotional contagion, ICT, ethnography, gaming, social constructivism

SYMPOSIUM SET G/ 2

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

Self-organised Symposium

CHAIR: SIGRUN SLETTNER

Buskerud and Vestfold University College, Norway

We will explore the possibilities of bringing back research material to the research participants. The participants have actively contributed in the ongoing analyses. In order to incorporate corrections from the participants' perspective, the data from the fieldwork has been brought back to them as much as possible. This approach raises ethical questions such as how the participants are viewed and presented in the research report. In this context, ethics is about benefits for both the researchers and participants with a premise of mutual trust. The methodological questions relate to our roles as ethnographers. It also corresponds with the overall aim of qualitative research; to get deeper knowledge of the participants' views by multiple meetings in their everyday lives; as for children in their institutions; as for teachers in their professional work. This way of conducting research might enrich the ongoing processes of analysis.

Talking of talk

SIGRUN SLETTNER, Buskerud and Vestfold University College, Norway

My project is a case study of early literacy talk in preschool. I will let the participant read the transcripts, see the video clip, and give response to the data. This will hopefully inform the analysis further and bring in the participant's view. The presentation of this paper is a part of my PhD project in progress, and I draw upon the works of Dickinson and Tabors (2001), Ninio and Snow (1996) and Blum-Kulka (2010, 2011). Theoretically I am inspired by socio-pragmatic approaches by Ninio & Snow (1996); Hamo (2004) and Vygotsky (1978), who underpin the social process of knowledge construction. I use a holistic approach to literacy (Street, 2001), and a pragmatic approach. I have used video observations, field notes and interviews, combining conversation analysis with ethnography. To ensure validation and reliability it is important that the participants recognise their

portrayal; as qualitative research depends on interpretations of linguistic interactions (Silverman, 2011), in this case everyday talk in preschool. Participation is voluntary and the consent is ongoing, meaning participants can withdraw from the project at any time. Full anonymity is provided. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). This is an ongoing process and I expect to get a deeper understanding of my data material as the participant contributes with an attentive analysis of his/her own talk. This approach will hopefully close up a gap between research and research participants, as research is totally dependant on the involvement of research participants.

Keywords: conversation in preschool, micro-ethnography, socio-pragmatic analysis, participants in research, validity

Listening to children's voices in research

HILDE DEHNÆS HOGSNES, Buskerud and Vestfold University College, Norway

To involve children's voices in research is important in light of the UN's Convention on the Rights of the Child, which states that the child has the right to be heard on issues that involve them in society. Different methods have been used in order to highlight children's voices in research. This presentation is a part of a PHD project in progress, inspired by Alison Clark (2005, 2010) and Johanna Einarsdottir (2007). The study has a social constructivist theoretical approach. Inspired by Dewey (2004) and Vygotsky (1978), children as well as the researcher, play an active role in constructing knowledge. The PhD project utilises an ethnographic approach while the design is inspired by the mosaic approach (Clark, 2005). The approach combines observations and communications with participatory tools. The children's own photographs are used as a tool to help the children express themselves and their experiences. Observations of and conversations with the children have been conducted with the intention of gathering information about the children's points of view (Clark, 2005, 2010; Einarsdottir, 2007). Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD). Children's consent to participate is seen as an ongoing process. Allowing children to participate in the data collection may help the researcher in seeking to understand the children's perspectives. Bringing the data material back to the children for analysis along the way may contribute to coherent interpretations. To bring out children's different voices in research requires participation from the children during the entire research process.

Keywords: ethnography, children's voices, participatory tools, interpretations, ongoing analysis

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

ANNA R. MOXNES, Buskerud and Vestfold University College, Norway

This paper aims to explore the question of how to get deeper into research material through bringing back excerpts of transcriptions from interviews and field notes from classroom observations. This presentation is part of a PHD project in progress, which builds on different theories about reflection such as Dewey (1933); Lenz Taguchi (2004); Schön (1995) and Søndena (2002). The paper addresses issues of methodology in a study of how teachers in early childhood teacher education facilitate and strengthen their student teachers' reflections. The paper operates within a framework of co-construction of narratives (Ochs & Capps, 2001; Ellis & Berger, 2003) and dialogical narrative analysis, how to speak with the participant and aims to hear how multiple voices find expression within a single voice (Frank, 2012). The paper has an ethnographic approach, and builds on semi-structured interviews with pedagogy teachers in universities. It considers the ethical dimensions of how to bring back their stories and get their views and thoughts as new levels in the research (Ellis & Berger, 2003). The ethnographic understanding is based on contexts in teaching and contextualisation of reflection, while the interpretation focuses on what the teachers does and says. Ethical considerations including ongoing consent, demands for anonymity and the approval of the use of information from sources, are considered both throughout the presentation and within the paper. Institutional and national ethical procedures regulating research in Norway (NSD) are followed. The preliminary analysis suggests that reflections and room for co-constructing narratives creates different knowledge. Bringing the data material back to the participants for analysis can help their different voices to be heard.

Keywords: co-constructed narratives, reflection, professional judgment, ethical considerations, education

SYMPOSIUM SET G/ 3

MUSIC, SINGING AND YOUNG CHILDREN

Individual Papers

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

I will review recent and ongoing studies of what activities evolve when children interact with and around a new music technology, a kind of computationally augmented instrument. Children's musical playground has changed with the advent of digital music media and new technologies. The presentation relates to children's music experiences in contemporary childhood and how teachers in early childhood music education can respond to these (Harwood & March, 2012; Vestad, 2014). The theoretical framework for the study consists of sociocultural psychology, derived from Vygotsky's theories, with participation and intersubjectivity (Rogoff, 1990; Lave & Wenger, 1991) as important analytical concepts. I provide an analysis of empirical data from video-recorded sessions with 6-year-old children (and occasionally a teacher) interacting with and around the music technology. The study was conducted in accordance with the ethical guidelines of the Swedish Research Council. All participation was voluntary and the parents of the children have signed an informed consent for the children to be involved in the study and to be video-recorded. Music-making performance is shown to be part of the children's make-believe play, where they actualise and use some of their experiences from other activities. To be engaged in children's play as a co-founder requires the teacher to be aware of and notice children's experiences and to take a starting point for teaching by framing a meaningful activity in connection to children's preferences. The study has significance for an informed discussion of the role of the preschool teacher to enrich children's experiences in both musical and make-believe playing.

Keywords: music technology, early childhood, music education, play-based participation, teachers as co-creators

Perspectives on the best practices for singing in Early Childhood Education

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

The research aims to identify/meet with experts in Music Didactics, currently working in Galicia, to understand how singing didactics is being done in Early Childhood Education and how it should be done. Different Galician research indicates that music teachers are not prepared to accomplish their job as expected (Gillanders, 2011; Vicente, 2010; López, 2007), pointing to training faults, so it is time to analyze each discipline. This research focuses on singing. Singing and songs are useful interdisciplinary didactic resources when working with children, who learn basically by imitation. The voice is the teachers' main tool of work: if they cannot properly dominate it, children will receive unhealthy and incorrect voice models. Besides, dysphonias affect half of children of school age as well as teachers, so we need to understand singing teaching practices. The sample was divided into three professional profiles, all specialised in Music Education: professors and teachers of secondary schools, conservatories and schools of music, and Early Childhood Education teachers. Using qualitative methodology, the statements (expert judgment through semi-structured interviews) of the three groups were categorised. An oral ethical agreement was established with each interviewee. The practices are diverse according to the field of work of the professionals, but teachers do not normally go deep into the vocal technique/education because they think they do not have sufficient skills. The practices fit with the considerations of the scholar curriculum, but it is not enough; therefore we must train the teachers more deeply in voice skills.

Keywords: singing, vocal education, curriculum, good practices, early childhood education

Singing with babies: whose tune shall we use?

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

The research explored beliefs about singing with groups of 'carers' who work with babies (3 to 18 months) in group-care settings in England. The project aimed to provide a dialogic space for practitioners to (re-)construct the philosophical underpinnings of work with babies, using singing as pedagogical device and dialogic prompt. This project built on our previous baby room work (e.g. Gooouch and Powell, 2013) and relational pedagogies and ethics (e.g. Degotardi and Pearson, 2014, Noddings, 1986). The core theoretical basis was 'Ethics of Care' (Dahlberg and Moss, 2005; Tronto 1993, 2013). We employed an interpretive approach using narrative methods, drawing on critical, feminist perspectives. A key consideration was how to support participants following exposure to discourses that challenged the ideological status quo in their workplaces, leading to emotional and cognitive dissonance. Singing is predominantly employed as a functional act of 'care-giving' rather than a manifestation of 'caring about' ('attentiveness', Tronto, 2013) babies. Although babies invariably influence the nature of singing practices, the canon of songs sung and the adult-led pedagogy are more frequently driven by external agendas than spontaneous responses to babies' cues. Consequently, 'caring for' (responsibility) is enacted in these terms and 'caring with' becomes constructed within the boundaries of undemocratic arrangements, with practitioners' beliefs constrained by others' expectations and babies' wishes subsumed within practitioners' agendas. By attending closely to babies' cues, pedagogies of care may encompass five aspects of the Ethics of Care and elevate interpersonal and emotional features.

Keywords: babies, daycare, singing, caring, pedagogy

SYMPOSIUM SET G/ 4

CHILDREN'S PERSPECTIVES

Individual Papers

CHAIR: CHRISTINA PERNSTEINER
University of Graz, Austria

Children's Perspectives on the world of work

CHRISTINA PERNSTEINER, University Of Graz, Austria

The dissertation aims to contribute to the understanding about how children see work, especially the link between education and career. Work, paid or unpaid, has a great impact on the human life course. Depending on the historical, social and cultural context it can take very different forms. In previous research adolescent and adults and their perspectives have been in the centre of attention (Porfeli, Erik J./Lee, Bora, 2012). At first it seems reasonable not to ask children what they think and feel about it as they are excluded from employment by law since the beginning of the 20th century in many countries. Moreover, the current understanding of childhood is as a special protection/learning phase of life where education comes first, not work. However, this approach neglects the fact that children's daily lives are largely shaped by work. This includes social and monetary resources and risks as well as the use of time and space in families. Additionally gender and generational orders are created (Alanen 2009). Now the lack of interest in children's perspectives on these themes is criticised. This appeal matches the so-called new childhood research in which girls and boys are regarded as important subjects with specific knowledge, skills and abilities (Honig 2009). Challenges about the participation of children at this age in research will be especially discussed. The analysis of semi-structured interviews and drawings of children aged 5 to 8 will be presented. The aim is to include the children's perspectives and ECE into research and policy about work.

Keywords: children, work, generational order, gender, participation

“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

Our focus is on how children narrate meanings related to their everyday life through interviews based on photographs taken by themselves. Everyday life has previously mostly been from the point of view of adults (Rönkä et. al. 2009), despite the fact that each family member generates a different kind of agency. Thus the routines and traditions of every family are both unique and culturally constructed. Everyday family life consists of humdrum day-to-day practices in which intimate relationships are the central elements. It is also filled with rhythms, emotions and actions (Felski 2000). Photo-narrative research enables insight into children’s lives, their experiences and their emotions (Rose 2012). When taking and looking at photographs, informants reflect on their subjective situation (Wang & Burris 1997). This presentation focuses on the results of a photo-narrative research project conducted with ten children (aged 4-15 years) from various family settings. Each child took photographs pertaining to his or her daily life and was interviewed twice. Informants who take photographs that are later to be looked at and discussed in an interview are seen more as active agents (Einarsdottir 2005, 2007; Punch 2002). Principles of ethical researches were taken into account throughout the research process (e.g. informal consent, voluntary participation and anonymity). The results show how the children emphasized relationships, intergenerational ties and connections to home. The emotions observed seemed to vary from joy and happiness to tiredness and annoyance. Both the method and results offer tools that can be used in fieldwork (e.g. by family professionals).

Keywords: children, emotions, daily family life, relationships, photo-narrative

Representation of cyclic processes and executive functioning in preschool children

NIKOLAY VERAKSA, Russian State University for the Humanities, Russia

We assume that knowledge of cyclic processes allows a child to prepare for the changes ahead and adapt his/her behavior. Thus we expect that those children who possess developed ideas about cyclic processes will demonstrate a higher level of executive functioning. According to our research, representation of cyclic process is challenging for the child (Veraksa, 2010, 2012). In the perception of the cycle there is a collision of two logics organizing the reality, formal and dialectical. Formal logic assumes that the object remains the same throughout the observation. In dialectical logic, the object is considered as a variable and at the same time as equal to itself. Consider as an example the daily cycle. Its fragments are: day, night, morning, evening. For many children fragments of the cycle are considered as independent or partially related to each other. The work was based on Vygotsky, Davydov, Ilyenkov, Losev approaches. A special method, aimed at (Veraksa et al., 2013; Veraksa, 2014) analyses of representation of cyclic processes by preschool children was carried out together with NEPSY-II tests (Cheie et al., 2015) on 100 children aged 5-6 years. The research was carried out in accordance with Russian Psychological Society Code of Ethics. Significant correlations between level of cyclic representation development and executive functioning were found. We assume that representation of cyclic processes development fosters executive functioning of preschool children. Cyclic processes are considered to be an important aspect of educational work with preschool children, which should be reflected in discussions with children and organized play.

Keywords: cyclic representation, dialectical representation, formal logic, dialectical logic, executive functions

SYMPOSIUM SET G/ 5

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

Individual Papers

CHAIR: 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, Halmstad University, Sweden

The aim is to highlight what kind of play and learning is constituted in situations where preschool children are involved in activities with digital media. This paper presents the results from a research project of children encountering computer tablets in preschool settings. The study is located in a contextual perspective on play (Edwards, 2013), building on earlier studies of digital play and learning (Plowman, McPake & Stephen, 2008) and of digital media and popular culture (Gutnick, Robb, Takeuchi & Kotler, 2011). The theoretical framework for this study draws upon a sociocultural perspective on play and learning (Vygotsky, 1933; Wertsch, 1998), as well as the perspective on participation as a process where both activity and to join in a social practice are components (Lave & Wenger, 1991; Wenger, 1998). Two Swedish preschools with a total of 35 children aged 3-5 years old participated. The material consists of video recordings followed by interaction analysis. Ethical standards were assured through written informed content by all parents and personnel, and oral consent from the participating children. Main findings show that within this specific context both play and learning takes place in parallel in relation to closeness and distance: on one hand in form of joint activities and mutual enjoyment, and on the other in form of struggle of power and strategies for cheating. Finally, in the children's activities with digital media, popular culture is abundantly present as a facilitator for play and learning, hence should be taken into account in the didactical practice.

Keywords: actorship, computer tablets, learning, play, preschool

The use of iPad by Children with Special Educational Needs

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

This research aims to analyse the role of iPads in promoting children's motor and cognitive development. Although several studies report the benefits of using iPads in education with children with SEN (Melhuish and Falloon, 2010), there are few linked with their use in early ages. This study draws upon on the children as an active agents in their own learning (Dewey), as well the role that technologies plays to improve the participation and development of children with SEN (Conley, 2012; Hansen, 2012; Kagohara et al., 2013). Subjects were 9 children, 9 parents and 1 occupational therapist. The children were between 19 and 49 months of age and have cerebral palsy, Down Syndrome, spina bifida, polimaformative syndrome and unknown aetiology. We use 8 games from 4 free applications (Injini Lite, Kids Memo, Match it up2 and Animals Puzzle) to engage children in cognitive and motor activities on the iPad, during 10 individual sessions of occupational therapy. We collected data through interviews, documental research and naturalist observations. Sessions were videotaped to support the analysis of two dimensions; the child's engagement and activity and participation levels in: Intentional sensory experiences, application of knowledge, fine hand movements and use of hand and arm. Parents gave informed consent for their children to participate in the study. Results show positive reactions of children in the use of the iPad, emphasizing high levels of involvement with the applications. Parents and the professionals also highly rated the use of the iPads by the children. The iPad could support motor and cognitive development.

Keywords: activity and participation, special educational needs, cognitive and motor development, involvement, iPad

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

This study contributes to a deeper understanding of the ways and extent to which the shared reading of interactive picture book apps (i.e. adults reading them to and with young children) can support early literacy development. It draws on research showing that the long-established benefits of shared reading depend on the quality of the book/s being read and the presence of dialogic interaction between adult and child/ren that employs literacy-oriented language and extends beyond the text (e.g. Torr, 2004), and builds on advances in critical multimodal discourse studies in the social semiotic tradition (Djonov & Zhao, 2014). Adopting a critical multimodal perspective, I explore the relationship between: (i) the use of literacy-oriented language in the shared reading of the print vs. iPad app version of an award-winning picture book, *The Fantastic Flying Books of Mr. Morris Lessmore* (Moonbot Studios, 2011; Joyce, 2012), and (ii) the interaction of different communication modes and media used in each version. Specifically, I conducted detailed comparative analyses of the two

versions and the naturalistic shared reading interactions with each version of 16 mothers and their 4-5-year old, preschool children. Consent was obtained from both mothers and children prior to video-recording these interactions. The paper suggests that some multimodal design features of interactive picture book apps can encourage higher use of literacy-oriented language in their shared reading. The study has implications for picture book app designers and for educators' selection of such apps and ability to develop effective pedagogies for supporting preschoolers' digital literacy.

Keywords: shared reading, interactive picture books, smart technologies and literacy, multimodal discourse analysis, social semiotics

SYMPOSIUM SET G/ 6

TEACHING DIGITAL COMPETENCE

Self-organised Symposium

CHAIR: MARGARETH EILIFSEN

Bergen College University, Norway

The three papers of this symposium will investigate teachers' attitudes towards digital tools and their use in Norwegian and Australian early childhood settings. We will have two presentations from Norway and one from Australia. The general theme for this symposium is ICT in Education; Learning and Socio-Emotional Outcomes. The theme can be categorized under the strands: "Play and learning"; "Professionalism & teachers' role" ; "International Research in ECEC". Following a Vygotskian perspective, the first two papers will focus on ICT in Early Childhood Education and Early Childhood Training Students creating an e-book with tablets in Praxis related to Norwegian context. Embracing cultural-historical theory, the third paper will present research from Australia focusing on computer use and associations with socio-emotional outcomes in the longitudinal study of Australian children.

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,

This study aims to explore teachers' perceptions about the relationships between the use of ICT and the development of children's digital competence in Norwegian early childhood education settings. The increased presence of technology in children's everyday life has led to public debate. On one hand, there is concern about young children's use of technology and how it may affect childhood and children's cognitive, emotional and social development negatively (Christakis, 2014; Plowman, McPake & Steven, 2010). On the other hand, many researches observe technology as a positive approach to children's play, learning, and development of literacy (Johnson & Christie, 2009; Klerfelt, 2007). However, there is a lack of research on how Norwegian kindergarten teachers meet children's digital experiences and how they understand the concept of digital competence in early childhood education settings. A cultural-historical framework underpins this study (Vygotsky, 1978) and will underline the importance of adopting a holistic view to the integration of digital tools in early childhood settings. Overall, this understanding of digital competence is in line with the definition from the European framework (Ferrari, 2012). Data in this study is going to be obtained through a questionnaire and analysed using both quantitative and qualitative methods. The NSD (Norwegian Social Science Data Services) has approved the content and methodology of the Survey. We hope that this study will provide insights into the pedagogical use of ICT in Norwegian kindergartens. The study can contribute to the development of a theoretical framework for digital competence in early childhood education settings.

Keywords: ICT, early childhood education, digital childhood, digital competence, teachers' role

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

KATRINE TUFTA, Høgskolen i Bergen, Norway

I am studying the development of digital competence within our University College. The aim of this research is to seek knowledge of how and if students can develop both ICT competence and skills in co-creating by using tablets and the drawing application "Paper by 53". This work/research is a part of a national tablet relay. We do not know of any research on this particular application; but we discuss recent research related to tablets in Kindergartens. The students have been exploring the tablet alone, in groups and together with a selected group of children. By using the model of Malcolm Ross, 'The good enough teacher' they have, at different stages of the project, reflected upon their own role in the children's creative processes. Data consists of dialogue between teachers and students, anonymous questionnaires, students' verbal reflection in lectures, reflection notes and interviews. The project has been approved by Norwegian Social Science Data Service (NSD) and follows the ethical considerations instructed by them. We consider what type of digital competence the students developed through their work and how they reflect upon the concept of "digital professionalised ICT competence". Depending on my findings I may discuss improvements to the ECTE program.

Keywords: tablet, creative processes in kindergartens, professional ICT competence, digital drawing book

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

This study examined five different types of computer use (accessing information, keyboard skills, creative uses, developing specific skills in academic areas, enjoyment) and their associations with general and peer self-concept (Marsh, 1990), emotional problems (Goodman, 1997) and attitudes towards school (Ladd & Price, 1987). A large body of research has examined associations between computer use and academic achievements (Bittman, Rutherford, Brown & Unsworth, 2011). However, very limited research has been conducted in the socio-emotional arena (Fiorini & Keane, 2012). The study is underpinned by a cultural-historical framework (Vygotsky, 1978). Using data from the Longitudinal Study of Australian Children (LSAC), we examined how different kinds of computer use may be associated with children's socio-emotional outcomes at eight years of age (N = 4082). Data was collected via structured interviews with children and parents and through teacher questionnaires. Data was analysed with SPSS (correlations and cluster analysis). The Australian Institute of Family Studies Ethics Committee approved the content and methodology of LSAC. Only authorised persons have access to the data. Results showed that teachers are using computers in a very similar way, with an emphasis on academic skills and less on creativity and enjoyment. However, creative uses of computers were significantly associated with children's self-concept. Time of computer use at school and at home, gender, age or parents' educational background were statistically insignificant. This study provides insights on how computers are used and underlines the importance of adopting a holistic view to the integration of new technologies.

Keywords: computers, socio-emotional, creativity, cultural-historical, self-concept

SYMPOSIUM SET G/ 7

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

Self-organised Symposium

CHAIR: MARGY WHALLEY

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

Effective professional practice in ECEC is best developed and improved when educators engage in emancipatory practitioner research. Through the Early Years Teaching Centre initiative (DfES 2012-2015) Pen Green has developed leadership networks which promote system change. These networks are led by outstanding nursery

schools/children's centres/primary schools and are designed to support the ECEC sector through a very focused professional development research-in-practice approach. This themed symposium explores the views and contributions that nursery schools/children's centres/primary school leaders have made; working with Pen Green to develop a systemic leadership approach within their own organisations and through leadership networks designed to build leadership capacity in other settings and across communities.

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

In this study, interviews with nine leaders of outstanding nursery schools/children's centres/primary schools who have built significant networks to support private/voluntary settings within each of their localities were conducted. The aim was to elicit the impact of the project on leadership engagement with the sector, the impact on leaders themselves and on the performance of their teams. Previous research referred to includes Whitaker (2009); Whalley et al (2012); Boog (2003); Jackson, D (2002) and the National College for School Leadership (2006). This study is both praxeological, focusing on leadership learning stories and concerned with the agency of participating ECEC educators, and phronetic, focusing on practicing leaders reflecting on their own engagement with others (Formosinho & Formosinho, 2012). The paradigm is interpretive, the methodology is qualitative. The research was conducted as a collaborative enquiry using semi-structured interviews with leaders and staff focus groups. Pen Green's ethical framework prioritises the ethical encounter between the interviewees and the interviewer. The nine outstanding settings were recognisable but partner PVI settings were anonymised. Interview transcripts were shared with participants who had the right to withdraw. Key findings are that significant levels of participation and reported improvements in practice have been sustained over time. All leaders commented on increased staff reflexivity and greater understanding of the change process involved in improving practice. With the huge reduction in local authority support to public, private and voluntary ECEC settings the adoption of a systemic approach to leadership, where outstanding centres with well qualified staff reach out to support other local settings, has significant policy implications.

Keywords: systemic, leadership, emancipatory, networks, collaborative

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

As leadership is acknowledged as the key to successful collaboration, this research explores the challenges of leading integrated children's centres; combining education, health and social care services, and the leadership strategies and approaches that contribute to the development of an effective culture of working together. Related works include Whalley (1999); Anning et al (2010); Bertram & Pascal (2002); Whalley et al (2008) and Pascal & Bertram (2012). This research focused on understanding social reality through the interpretation of those being studied and the meanings they made of their world. The research paradigm for this study is located within critical theory and constructivism and the researcher adopted a qualitative approach exploring the 'real life' of the participating leaders. Action learning sets were established with ten leaders engaged over an extended period. Focus groups were set up with five strategic managers in the local authority. The anonymity of all participating centres and staff was secured. The data was open to and interpreted by all participants. The research contract with participating leaders was that the research addressed questions that were critical to them and that sustains and improves practice. Four leadership processes were developed which could help leaders to enable integrated working to flourish. These were: thinking systemically, building and rebuilding relationships, nourishing self-actualisation and utilising alternative approaches to solving complex problems. Early, effective and integrated public services continue to be a cornerstone of national policy. This study supports leaders of integrated settings to test out and explore new approaches in the context of constant change.

Keywords: integration, children's centres, leadership, learning sets, collaboration

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

This research aimed to (a) develop a learning community in a primary school and (b) explore an approach to pedagogical leadership in a multi-functional, multi-professional children's centre. Previous research includes Marshall (1999); Whitaker (2009); Senge (2003); Fuller (2005); Jaworski (1996); McNiff & Whitehead (2002); Marshall (2004) and Urban (2010). The study is qualitative, encompassing two evaluative case studies, one underpinned by practitioner based action research principles and approaches, the other a narrative representation of developing school leadership within a systemic approach. These collaborative and responsive projects inquired into action research as a sustainable approach to the development of the integrated early years setting. Participants kept research journals and focus groups and semi structured interviews were undertaken. Data was open to and interpreted by the participants while anonymity of individuals was achieved- as was the right of participants to opt out at any stage. The main discussion in the primary school included: 'living life' as a teller of tales, leading-learner and learning-leader; the school community reflecting the world we live in and the practitioner leader as researcher. Discussions in the integrated early years setting included: challenges that arise when developing an inquiry-based culture within a largely non-graduate workforce- how adult learners are intrinsically motivated to engage in a workplace learning culture. In the primary school collaborative and responsive approaches led to trusting relationships, confident learners, improved academic achievements and informed consideration of school leadership within a systemic and praxeological approach. In the integrated early years setting, 100% are participating in collaborative practice based research and 81% access the centre's professional development library compared to 11% and 9% respectively beforehand.

Keywords: collaborative, action research, learning, community, leadership

SYMPOSIUM SET G/ 8

EARLY CHILDHOOD MATHEMATICS

Self-organised Symposium

CHAIR: OLIVER THIEL

Queen Maud University College of Early Childhood Education, Norway

Mathematics is an important part of everyone's life – including in the early years. There are different ways of working with mathematics in preschool. Everyday experiences and play as well as preschool mathematics intervention have a value; and the teacher's beliefs about mathematics are of importance. Kerstin Bäckman discusses play as an arena for mathematical learning in preschool. She presents results from a larger study in Sweden that used video observation to explore 4 year old children's play and everyday mathematics. Robert Perry presents "Let's Count", a preschool mathematics intervention which has been trialled across Australia. It is based on the notion of all participants 'noticing' the mathematics in their lives, exploring, and talking about it. Oliver Thiel compares preschool teacher students' beliefs about mathematics and learning mathematics in preschool. He presents results from a larger study in Germany and compares them with his own explorations from Norway.

Play and Everyday Mathematics in Preschool

KERSTIN BÄCKMAN, University of Gävle, Sweden

The aim with this paper is to discuss play as an arena for mathematical learning and children's everyday mathematics in preschool. The study focuses on what the children are doing in the play activities and how they express their everyday mathematics. Play can be a mathematical activity (Bishop, 1992) and children's mathematical formation in play shows their everyday mathematics (Ginsburg, 2006). This paper discusses play and everyday mathematics from a sociocultural perspective (Vygotskij, 1990) and in relation to curriculum (National Agency, 2010, 2012). The empirical data is drawn from a larger study in Sweden (Bäckman, 2015) and video observation is used as a method to explore 4 year old children's play and everyday mathematics. The examples used in this paper were chosen because they are common play situations in the participating Swedish

preschools. The ethical considerations follow the rules from The Swedish Research Council (2011). The parents have given permission for the video observations and research to be conducted. The results of the analysis of children's mathematical formation show two main categories: Exploring mathematics through play and children comparing mathematical experiences. Exploring mathematics through play consists of five sub-categories: experiencing volume, exploring geometrical shapes, discerning weight, discerning quantity and acting for positioning. The category children comparing mathematical experiences consists of four sub-categories: experiencing and comparing size, creating and comparing patterns, comparing proportions and counting and pair production. Implications for practice is that the preschool teachers should have knowledge to design a learning environment that support children's mathematical exploring and learning through play.

Keywords: preschool, play, everyday mathematics, learning mathematics, preschool curriculum

Preschool educators working with parents to help children notice their mathematics

BOB PERRY, Charles Sturt University, Australia

Let's Count is an Australian preschool mathematics intervention based on all participants 'noticing', exploring and talking about the mathematics in their lives. This presentation reports on the 2013-2014 evaluation of Let's Count with overall research question: How does participation in Let's Count impact on children's, educators and families' mathematics knowledge, attitudes and dispositions? 'Noticing' has become a critical part of mathematics learning for young children (Sherin, Jacobs, & Philipp, 2011; Wager, 2014). This project builds on this notion and previous work by the presenters (Gervasoni & Perry, 2015). The evaluation framework uses constructivist grounded theory (Charmaz, 2014) and simple statistical analysis. The conceptual framework relies on Bronfenbrenner's (2005) bio-ecological theory. A multi-methods evaluation generated data from adult participants through surveys and telephone interviews and from children through an individual mathematics interview. Adult data was analysed using constructivist grounded theory. Child data was analysed statistically to gauge growth in mathematical knowledge of the Let's Count cohort and to compare them with a quasi-experimental 'comparison' group. The evaluation was approved by the university Ethics Committee and the settings. Children, educators and parents completed expressions of consent. The Let's Count children showed noteworthy growth in their performance in mathematics from the beginning of their preschool year to its end and outstripped the comparison group on almost every measure. Educators reported many opportunities to enhance the mathematical outcomes, dispositions and confidence of children, their families and themselves. Parents saw the positive impact on their children's mathematics learning. Let's Count is being expanded across Australia in 2015.

Keywords: mathematics, noticing, preschool, educators, families

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

Regarding mathematics education in early childhood, there are so far hardly any studies where the ECEC teachers' mathematical beliefs are measured. We investigated beliefs of more than 2200 ECEC teacher students in Germany and Norway before and after teacher training. The aims are to describe and to compare the beliefs of German and Norwegian teacher students, and to analyse the impact of teacher training on ECEC professionals' beliefs. The research is based on work by Thiel (2010) and Dunekacke et.al. (2013, 2014). Van Oers (2004) has proven that teachers would support the mathematical development of children only on the basis of their mathematical epistemology. The mathematical epistemology includes objective knowledge and beliefs. This is a longitudinal study that compares Norway and Germany. Although the ECEC institutions in both countries belong to a social pedagogy tradition (OECD, 2006), the Norwegian and German views on childhood and learning are different (Korsvold, 2008). Analyses of the impact of a wider range of contextual conditions of teacher training can therefore be made. To measure the students' beliefs, instruments developed by Thiel (2010) and Benz (2012) as well as an adapted version of a questionnaire by Grigutsch, Raatz, and Törner (1998) was used. Following a quantitative empirical paradigm of research t-tests, variance analyses, correlations and regression analyses were calculated. Students' participation was optional and anonymous. Findings show that, to a certain degree, teacher training can change students' beliefs. Teacher training is needed that focuses on both mathematics education, mathematics itself and beliefs about mathematics.

Keywords: teacher beliefs, mathematical epistemology, early mathematics, mathematics education, teacher training

SYMPOSIUM SET G/ 9

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

Self-organised Symposium

CHAIR: LURDES MARTÍNEZ-MÍNGUEZ

Universitat Autònoma de Barcelona, Spain

This symposium pretends to analyse the factors key to acquire the professional competences related to psychomotor education in initial teacher training. Psychomotor is a discipline that; based on a holistic vision of the human being is concerned with the interaction established between knowledge, emotion, body and movement. The research team is constituted of psychomotricists, school teachers and university teachers. The research methodology is mixed. The sample is composed of 168 students and 6 teachers evaluated through a self-administered scale and reflective diary. The first results indicate that the teaching methodology and intervention activity facilitate the acquisition of psychomotor professional competences; that the self-administered scale and diary allow reflecting and awareness about your own learning process and gives insight into the competences that were achieved and the role of the accompanying teachers. The conclusions show seven key factors for the acquisition of professional competences in the psychomotor initial teacher training.

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

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

This research aims to establish competences that define the professional profile of the psychomotrician in the educational domain and to determine a system to assess them. Psychomotricity has increased its presence in the educational domain through its importance in the comprehensive/global development of children. Despite the key role of the psychomotrician in education, the technique, competences and specific training required for this position causes complexities in its implementation. The theoretical framework describes the relationship between Psychomotricity and the school, the role of the psychomotrician, their formation and professional profile. It then delves into the competences and their relationship with the teacher and the psychomotrician. This shows the relationship between the assessment of competences of the teacher and their professional development. The research methodology is a triangulation between the qualitative methods of Grounded Theory and Action Research. The results were obtained using a theoretical and strategic sampling of the elements of this study, and through a triangulation of data which used qualitative and quantitative instruments. Ethical principles and the anonymity of the data have been respected during the whole study. The results of the categorization process establish the psychomotrician competences in the education domain and specify an assessment system for them to promote their professional development. This research concludes with a proposal of an instrument designed to assess the competences of the psychomotrician as well as a guide which defines them, their categories and indicators, in order to assist the implementation.

Keywords: psychomotrician, competences, assessment, assessment of teacher competences, professional development

Self-assessment of professional psychomotor competences

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

This study tries to analyse the suitability of a self-assessment scale, ad-hoc elaborated, so that future teachers are able to evaluate their level of acquisition of professional psychomotor competences (PPC) during their initial teacher training. For Francino (2010) and Martin (2010), education is key, as within schools there are several factors that complicate the development of psychomotricity. Which PPC should the teacher acquire? In order to obtain professional competences, it is essential to design and evaluate the subjects through a dialogue between academic contents and practical competences (Cano, 2007; Fernández, 2014) that can only be obtained in real situations of intervention (Rodríguez, 2004). The research methodology used mixes and combines quantitative and qualitative data in a sample of 168 students from two universities. Ethical principles and the anonymity of the data have been respected during the whole study. The students feel that they have assimilated the PPC very well (an average of 3.43 out of 4) and that the self-assessment scale has been very useful to realise it (3.27 out of 4) because it facilitates the recognition of the outcomes achieved, helps students become conscious about the academic evolution made in different phases of the subject through the self-assessment and allows them to detect improvements by recognising strong and weak points and encouraging the reflective capacity. The self-assessment scale used is the most appropriate in order for the students to be conscious of their level of PPC acquisition during their initial teacher training. It is recommended to use these types of scales in other subjects, degrees and universities.

Keywords: professional competences, self-assessment, students, early childhood teacher education, higher education

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) AND MAR PÉREZ (2), (1) Universitat de Girona, Spain; (2) Universitat Autònoma de Barcelona, Spain

This study hopes to analyse the type, characteristics, strong and weak points and improvement proposals of the accompaniment that the teachers-psychomotricists carry out in schools for the students. This is in order for students to obtain professional competencies, by bringing an investigation project into practice in a theoretical-practical subject in the studies of teaching. According to Tejada (2012), the professional competences that need to be obtained in the superior formation must be related to the action, the experience, and the socio-professional context. Martín and Rodríguez (2010) detected that the formation is essential in order for the teachers to feel ready. The accompaniment on the part of the teachers of the school allows the students to put their expectations, their knowledge and their way of learning into practice, encouraging the identification of their own potential in the real context of a class (Puig Cruelles, 2004). The methodology employed is qualitative, analysing the answers from a sample of 96 students (UAB) and 72 students (UDG) to one open question about an auto-evaluation scale and of the reflective diary of 6 psychomotricians (NudistVivo. c 8). The data is shown following ethical principles of selection and of anonymity. The results obtained from the students as well as from the teachers show positive appreciation, emphasising the importance of the interaction as a promoter for a constructive and reflective development. It is recommended to do more studies in order to see the effects of collaborations between teachers in the schools and university students that are not in the practicum.

Keywords: initial formation of the teacher, psychomotor competences, educational accompanying, cooperative learning, formative evaluation

SYMPOSIUM SET G/ 10

BILINGUAL AND MULTILINGUAL PRACTICES IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

CHAIR: GUNHILD ALSTAD
Hedmark University College, Norway

Questions concerning bilingualism and multilingualism in early childhood education are related both to macro-context such as language situation; language policy; language ideology and educational policy and to micro-context such as teaching and language practices. While there are a growing body of research contributing to insight into bilingual or multilingual practices in school and classroom contexts; there has been less research

concerning bi- and multilingual practices in early childhood education. Bi- and multilingual practices comprises language events and knowledge; perceptions; understandings of and attitudes to bilingualism and bilingual language use. This symposium investigates three different contexts for and aspects of bi- and multilingual practices in early child education in Israel and Norway; highlighting how bilingual practices are embedded and negotiated in sociocultural contexts.

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

MILA SCHWARTZ, Oranim Academic College of Education, Israel

The aim of this study was to investigate how teachers in a Arabic-Hebrew speaking bilingual kindergarten explain the observed flexible language practices and how they rationalise the modifications in these practices over time. We examined how teachers negotiated and reconsidered an initial language model during its implementation in the bilingual classroom. Up to now little research attention has been paid to provide bilingual teachers with deeper understandings of their agency and critical role in negotiating, constructing and reconstructing of their classroom language practices. Ricento and Hornberger (1996) claimed that teachers are at the very heart of language policy making. Our participants were two kindergarten teachers; a native Hebrew-speaking teacher and a native Arabic-speaking teacher who worked together and teach of 5-6 years old children. We applied a combination of linguistic and ethnographic methodology since it allowed us to analyse the teachers' reflections. The study was permitted by the Israeli Ministry of Education. At the beginning of their teaching, the teachers were instructed to separate languages by teachers, namely, each teacher spoke her native language. However, they realised that this parallel monolingualism was not working. The language separation model resulted in children's passive waiting for translation and in disengagement, instead of active involvement in L2 learning. The teachers modified their instructional approach to code-switch strategically for different reasons: to negotiate meaning, to highlight the semantic closeness between the languages, to pool children's attention and keep them involved in L2 acquisition. The study has significance for bilingual teachers and practitioners.

Keywords: flexible language practices, early bilingual education, bilingual teachers' reflections, Arabic, Hebrew

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

KATRINE GIAEVER, KARI BRATLAND ELENA TKACHENKO AND BUSHRA FATIMA SYED, Oslo and Akershus University College, Norway

The aim of this paper is to explore the role of bilingual staff when they are strategically implicated in creating a positive linguistic environment for pre-school children (aged 1-6). We highlight how bilingual staff work with the children with emphasis on nurturing the child's home language as well as support the development of the majority language. Previous research highlights the importance of the children's home language for their identity, and L2 development (Thomas & Collier 2002). However, little has been done on how bilingual staff can potentiate children's agency as linguists as well as assist them to broker cultural borders between the home and the school community. Our research is located within theories of multilingual language practices (Chumak-Horbatsch 2012, Garcia 2009), and anchored in previous research on bilingual children in Scandinavian preschools (Palludan 2007, Gulløv/Bundgaard 2008). The paper is based on two studies which combine a number of different methods: interviews, survey and observations of bilingual staff interacting with bilingual children. The research is conducted following all ethical requirements for Early Childhood Education Research. Our analyses imply that preschools' focus on the bilingual competence and linguistic resources of the bilingual staff positively influences the linguistic environment: the children use both L1 and L2 more actively. Although Norwegian preschool curriculum values bilingualism, the children's mother tongues are primarily used to support the majority language development. Our research shows that it is necessary that preschools work strategically with bilingual staff so that they can contribute with their competence to multilingual practices

Keywords: multilingual practices, multilingual staff, linguistic environment, bilingual education, language learning

Raising Children Multilingually

HEIN LINDQUIST, Buskerud and Vestfold University College, Norway

What characterises the language interaction between “multilingual” toddlers at home and in kindergarten? The research provides new insights into the parents and teachers’ thoughts about the multilingual situation. Toddlers acquire SLA in routine activities in kindergarten (Kultti, 2014). In multilingual families toddlers address their parents using their respective languages (Lanza, 2004). Multilingualism cannot be seen just as parallel language competences. Code-switching can have an elaborative role in communication (May, 2014). Language and communication can pragmatically have different functions (Halliday & Webster, 2004). It is important to pay attention to meso-level, collaboration between parents and teachers. Language policy will influence language-use (Spolsky, 2004). Methodology included a case study, conversation analysis of dialogues from daily-life activities in home and kindergarten and qualitative interviews with parents and kindergarten teachers. Participation was voluntary. Written permission was obtained from participants and parents on behalf of their children. Standard procedure is to anonymise all data. Participants approved recordings for presentations. Qualitative interviews provide insight into the adult’s reflection and expectations about toddler’s language acquisition and use. CA analysis detects the patterns in turn taking, and use of language code. Curriculums and guidelines need to include multilingual toddlers.

Keywords: multilingual, bilingual, early childhood, toddler, kindergarten

SYMPOSIUM SET G/ 11

EARLY CHILDHOOD INFLUENCES

Individual Papers

CHAIR: KATHERINE BUSSEY

Australian Catholic University, Australia

Care as Curriculum: Investigating the Learning in Care

KATHERINE BUSSEY, Australian Catholic University, Australia

This research investigated the phenomenon of ‘care as curriculum’. This construct was brought to the research process as a result of influences on infant and toddler pedagogy in New Zealand through the introduction of the philosophical approaches of Emmi Pikler and Magda Gerber. The research provides a descriptive account of the teachers’ perceptions. This Masters research study draws on growing interest internationally in the further development of infant and toddler curriculum (Dalli et al, 2011) and pedagogy (Rockel, 2009, 2010). Broadly, constructivist and co-constructivist approaches shaped the conceptual framework of the study. The methodology of phenomenology was used in this research and data consisted of semi structured interviews, based on questions used to encourage conversation and narrative. Four teachers in two different care and education settings were interviewed. Ethics clearance was obtained through the University of Auckland’s Human Research ethics committee and all data was de-identified. The notion of a community of practice (Wenger, 1998) was communicated through the participants’ stories. The participants clearly expressed their place in their community of practice as ‘insiders’, their journey to becoming ‘insiders’, and their hunger for new information on the care as curriculum approach. These approaches contributed to theorising the teachers’ practice. This research has implications for early childhood teachers and early childhood policy by highlighting the complexity of infant and toddler curriculum and pedagogy. The notion of care as curriculum may help shape curriculum and pedagogy for infants and toddlers in care and education settings.

Keywords: infants and toddlers, care, curriculum, infant and toddler teachers, Gerber and Pikler

Safety work in Swedish preschool

LENA OLSSON, ANNICA LÖFDAHL AND MARIA HJALMARSSON, Department of educational studies, Sweden.

This paper deals with safety work practices and study how different actors work with children’s safety in the Swedish preschool. Research has shown a stricter control policy towards children in the Nordic countries during

the 1990s (Harrikari, 2004). In addition, the curriculum for preschool (Lpfö-98, 2010) stresses that children should be offered a secure care. In relation to this, in a governmental report on the topic we notice a suggested pressure on the teachers to document and report on children's injuries (SOU: 2013:26). Educational policy theories (Ball, 2006) will be used in order to research on how safety work is enacted in preschool. Data is planned to be collected through participant observation, interviews, field notes and diaries. Informed and written consent will be collected from preschool teachers, parents and children prior to the study. Preliminary results show that child safety work in Swedish preschool puts a lot of responsibility on the individual teachers to enact supervision and prevent accidents. By arranging a physical safe environment and by telling the children to be careful we assume the preschool setting to be less physically challenging. In the discussion we could raise the question of what effect the result may have on children's opportunities for physical development as we can expect children to be less physical active in such preschool environments. The results from the study will be presented and discussed in relation to possible implications for child safety and safety work in Swedish preschool.

Keywords: safety work, policy enactment, injuries, secure care, educational policy theories

SYMPOSIUM SET G/ 12

CHILDREN'S LEARNING AND SOCIAL RELATIONSHIPS

Individual Papers

CHAIR: CAROLYN MORRIS
United Kingdom

Pre-and primary school teachers' views on children's learning: A critical appraisal of the Greek case
KALLIOPE VRINIOTI AND IOANNIS THOIDIS, University of Western Macedonia, Greece

The aim of this study is to compare the views of the Greek primary school teachers with those of preschool teachers on children's learning in pre-and primary school, by aiming at a critical appraisal of the subject. This study expands on earlier research of Sandberg & Eriksson, 2010 and Broström, et al., 2014 which investigated preschool teachers' views on children's learning. The theoretical framework of the study emerged out of social-cultural learning theories whose main analytical concepts are "actors", "activity", "participation" and "social

interaction" (Vygotsky, 1978, Rogoff, 1990, 1993, Lave, 1993, Lave & Wenger, 2005). The data have been collected with a structured survey questionnaire developed by a Danish-Swedish research team (Broström et al. 2012), in order to generate frequencies of responses amenable to statistical treatment and analysis (Oppenheim, 1992). All participants provided their written consent for their participation in the study and were assured of confidentiality and anonymity of the data. A comparison between the views of the two groups has shown that both share common perceptions of the importance of children's participation and of the necessary preconditions of learning. On the other hand, the views of the two groups diverge in respect of specific aspects of learning as well as regarding the teacher's role. The results have important implications in creating effective teaching and learning environments and especially for teachers professional development.

Keywords: professionalism, learning, transition, preschool, primary school

Retrospective narratives of childhood learning

CAROLYN MORRIS, United Kingdom

The study explores young people's retrospective narratives of their learning experiences 0-10 years. It focuses on the values, goals and learning practices of their families, the relationships and communities that influenced their learner identities, involvement and participation in learning. It is informed by socio-historic and cultural theory Vygotsky (1987), Rogoff (2003) narrative method, Clandinin and Connelly (2000) and Gonzales, Moll and Amanti (2005). The theoretical and conceptual framework is based on Glaser and Strauss's (1967) 'grounded theory'. The data is grounded in participant's experiences. An emancipatory paradigm underpins the work and children and young people are acknowledged as social agents, James, Jenks and Prout (1999). The exploratory, qualitative approach gave freedom to participants to communicate their experiences through written narrative. Semi-structured interviews followed, giving participants a voice to co-compose their story with the researcher. University ethical approval was gained and BERA (2011) guidelines followed. Information sheets on participants' rights and consent forms were distributed before commencing the research. Participants were assured that pseudonyms would replace their names to maintain confidentiality, that it was not part of any assessment, that they were not obliged to participate and could withdraw from the study at any time. The research is ongoing, but some themes emerging include the significance of the child-primary carer relationship, the contribution of nursery, school and community initiatives to the language and learning of ethnic minority children. Understanding the diverse realities of children's lives is necessary to support children's learner identities to strengthen their learning relationships and dispositions.

Keywords: learning practices, learning experiences, learning relationships, learner identities, learning dispositions.

Power and Socialization in Early Childhood Education

CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

This paper presents some of the findings obtained in Galicia (Spain) from action research on social relationships in early childhood education. I propose to explore whether social justice and shared responsibilities are actually put into practice in the school environment. Our research project is interested in working towards change. We must avoid using this Project as a platform for promoting only one point of view. We must accept responsibility for producing a project in which discussing values is essential. Through different types of strategies, children learn to submit themselves to power relationships and accept these as inevitable. We use authors, among others, as important as Feire, Kincheloe, Steinberg, McLaren, Nussbaum, MacNaughton, Moss, Dahlberg and JJ. Schostak. It is a case study within the limits defined by action research. The researcher is never the organiser but rather allows the participants to act and make their own decisions. The participants as a group explore the problem with the help of the researcher. The responsibility for a child's education must be a shared responsibility (participant and researcher). It implies listening to each other and taking each other's reasons, interests and needs. The children's individual problems and conflicts must be transformed into collective ones so that the whole group may feel affected by them. The aim of our research project is to work with the teacher to make the classroom one united body and not merely a group of individuals.

Keywords: early childhood education, qualitative research, social justice, power, democracy

SYMPOSIUM SET G/ 13

INTERNATIONAL MODELS OF TRANSITION

Individual Papers

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

The purpose of this study was to examine local transition practices, perception of these practices and children's readiness skills for primary school as perceived by teachers and parents with Kindergarten 2 children proceeding to Primary 1. This study adds to the minimal local data on this topic currently. Successful transition to school has positive impact on children's academic and social performance in their school years (Ahtola et al., 2011). A total of 295 questionnaires were collected from parents, preschool teachers and primary school teachers to gather an overview, followed by more in-depth data gathered through semi-structured interviews with 21 parents, preschool teachers and primary school teachers. Participants who did not agree to participate in the study were excluded from the study. Findings indicated that most local transition practices conducted by parents and preschool teachers took place before primary school started and revolved around class discussions about primary school and orientation visits to primary schools. Only 7.5% of preschool teachers and 15.4% of primary school teachers reported visiting each other's classrooms to observe each other's work and educational practice as compared to 70% of parents who appeared to favour such collaboration initiatives. Adaptability, independent skills and social competence were gaining increasing focus as readiness skills perceived by teachers and parents pertinent for coping in primary 1. Key directions emerged from this study include establishment of programme continuity between preschools and primary schools, collaboration among preschool teachers, primary school teachers and parents and for preschools to conduct transition programmes to aid transition process.

Keywords: transition, preschool, school readiness, Singapore, primary school

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

This research investigates how the Free Pre-school year (FPSY) supports children's transition to primary school. A recent Irish study by Mary Immaculate College, Limerick and Dublin Institute of Technology (2014) highlighted a lack of correlation between participation in this FPSY scheme and children's readiness for school. It found little curriculum continuity across early childhood settings. A child's transition to primary school is potentially one of the biggest challenges s/he will experience in the early years (Fabian & Dunlop, 2007). Curriculum continuity between pre-school and primary school is well documented (Fabian and Dunlop, 2007, MIC/DIT, 2014, NCCA, 2009, McGettigan and Gray, 2012). This research also explores these issues through investigating early childhood educators' perspectives on the FPSY and how it supports children's transition to primary school. This qualitative study utilised telephone interviews and focus group discussions. Telephone interviews were undertaken with 20 early years educators at pre-school and primary level. Focus group discussions took place with participants from 2 pre-school provider networks. This study complied with principles of best ethical practice with regard to informed consent, anonymity and confidentiality, participant withdrawal without consequence, privacy of research findings and transparent use of data. This research presents evidence from a cluster of early childhood settings into perceptions of the FPSY and how it supports children's transition to primary school. Within the MIC/DIT national study there was limited focus upon the transition to primary school. This study augments the findings of the national study with regard to how the FPSY supports transition to primary school.

Keywords: supporting children's transitions, seamless transitions, preschool experiences, infant classroom experiences, curriculum continuity

SYMPOSIUM SET G/ 14

POLICY INTO PRACTICE

Individual Papers

CHAIR: WENDY GOFF

Monash University, Australia

The municipal organization and pedagogical development

CATHRINE FROGH, Telemark University College, Norway

My Ph.D. project aims to contribute to the understanding of the dynamics between different levels of organisation within the municipal ECE sector. I explore the municipal ECE authority's ability to reach policy goals at a local level. The study relates to classical organisational studies and leadership and organisational studies on the ECE sector. This project's theoretical foundation is situated in organisational theory. I apply three theoretical perspectives, an instrumental perspective, a cultural perspective and a myth-perspective. The data material presented is part of an explorative case study. This presentation will examine some preliminary findings from the in-depth and focus group interviews with ECE directors in two Norwegian municipalities. The project is compliant with The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) guidelines and is registered with the Norwegian Social Science Data Services (NSD). I will discuss to what extent integrative efforts from the municipalities are achievable, given the degree of privatisation. I will also question whether a common perception of values across the private public sphere is within reach. I also debate the gap between coordinative talk and action. As a policy area, the Kindergarten sector is characterised by extensive autonomy at the municipal level, while at the same providing the municipalities with limited formal authority. Investigating the interaction between the local government and the practice field, this project can contribute to enhancing our understanding for policy-making and implementation at the municipal level.

Keywords: organisation, governance, leadership, policy-making, privatisation

Systematic quality work – policy into practice

KARIN LAGER, University of Gothenburg, Sweden

This paper explores how systematic quality work (SQDW) is organised and recontextualised in Swedish institutions and aims to explore the policy process of SQDW into practice. It departs from an increasing standardised childhood concerning curriculum and assessment activities (Ball, 2003, Beach, 2010, Ozga, Dahler-Larsen, Segerholm & Simola, 2011). In Sweden SQDW is mandatory and stipulated in the Education Act. National objectives form the direction and focuses on how educational practices work to give children possibilities to learn in line with objectives. From a Swedish perspective, quality issues are foremost associated with development of quality (Sheridan, Williams & Sandberg, 2012, Åsén & Vallberg Roth, 2012) while an Anglo-Saxon perspective of quality is more associated with control of individual skills. New institutionalism (Czarniawska, 2005, Powell & DiMaggio, 1991) and enactment theory (Ball, Maguire & Braun, 2012) are used, both focusing on processes, where interpretations and translations actors do in daily practice of policy in text and practice are hard to predict. A policy ethnographically inspired fieldwork with combined methods as interviews, observations and text documents is used as a whole and are analysed as an entity. All persons, preschools, leisure-time centres and municipals have given access to be followed in their work. No real names are used and everyone who participated did so on a voluntary basis. Preliminary findings highlight different discourses of knowledge and traditions where the enactment and reproduction of a social pedagogical approach is emphasised. In practice different discourses of quality, learning and knowledge formulation are mixed.

Keywords: Quality, policy, preschool, enactment, leisure-time centre

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

Mapping the international field of early childhood research aimed to reveal emerging trends in the theorisation, conduct and impact of early childhood research. The work builds on previous analyses of early childhood research conducted in light of particular jurisdictions and policy contexts. The international research compilation drew upon a range of theoretical perspectives: the social sciences of education, sociology and economics, the health sciences of public health and human development, and the neurobiological sciences. A project adopted a systematic approach to incorporating, into a single volume, key work of leading and emerging researchers, from a range of theoretical, methodological, analytical and policy-to-practice contexts. Attention was given to sourcing work from researchers operating in the Global South as well as those typically included from dominant Global North contexts. Ethical considerations included seeking to represent researchers, research traditions and bodies of work, according them due respect and integrity. The project reveals: (i) the theoretical and methodological breadth of early childhood research, (ii) the challenges of interdisciplinary dialogue, (iii) the predominance of quantitative over qualitative research, and (iv) and the geo-political divide between the Global North and Global South in early years research. Given international and national agendas for the early years, it is timely to consider and question trajectory of early childhood research for its methodological and theoretical gaps as well as its strengths. A key implication is to examine how the breadth of research and researchers can systematically interact with policy and practice.

Keywords: early childhood research, early years, theorisation, early childhood policy, practitioner research

SYMPOSIUM SET G/ 15

CHILD SEX ABUSE, FAMILY LIFE EDUCATION AND RELATIONSHIP NORMS IN ECE

Individual Papers

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, Stockholm University, Sweden

A pedophile case at a Swedish preschool in 2014 led to a national discussion on how such abuse could take place, which role the employed staff played and more generally which responsibilities the preschool and its personnel had in this particular case. The objective of this review is thus to synthesise research regarding child sexual abuse, preschool and preschool teachers and it focuses on issues and dilemmas relevant for the preschool teacher profession. The review will provide an orientation and is presenting and discussing examples of research. The review is based on existing research about sexual abuse in preschool. The review provides an orientation, and therefore no specific theoretical framework is used. The review, however, describes the theories in the included set of articles. The search strategy aimed to find peer-reviewed articles, which were published between 2000-2015, written in English and available in full text. The included articles were read through and categorised according to the topic dealt with. Issues and dilemmas relevant for the preschool teacher profession and gaps in knowledge that need to be further addressed were identified. No ethical considerations are made concerning the method. The review identifies three themes: the importance of listening to children and avoiding false allegations, the preschool teacher as a safe guarder or a potential abuser and the importance of preventing CSA and providing qualitative care of children. There are Implications for the profession, the education of preschool teachers and the need for more research are addressed in the concluding discussion.

Keywords: child sexual abuse, child abuse, preschool, preschool teachers, research review

Children's Understanding of Norms in Relationships with Others

MACHIKO TSUJITANI, University of Tokyo, Japan

This study aims to reveal how pre-school children develop their understanding of norms and the necessity of norms, based on the experience of relating to others. Pre-school children obey rules (Yamamoto, 1991), enforce social norms (Schmidt&Tomasello, 2012), and can tell moral rules from conventional rules (Smatana et al., 2012). Social domain theory (Turiel, 2010) and domain specific approach (Grusec&Davidov, 2010) are referred to. Children from 3-5 years old are observed at a kindergarten and a nursery school in Japan, and 150 children ages 3-6 are interviewed about scenes of moral transgression. Notes of observations were analysed, and the results of interviews were scored and compared by ages and social skills. The purpose of study was explained to the principal teachers and they gave permission for the research to be conducted. The names of children were written in pseudonym. This study suggests that children develop the competence for considering others when judging norms between the age of 3 and 4. From the results of observation and interviews, two models are shown: (1) a model of how children understand the necessity of norms and represent norms based on their understanding in their relationships with others, (2) a model of development of understanding norms in relation to others at the age of 3 to 4. It is important for teachers to study how pre-school children understand the necessity of norms according to developmental stages, the types of norms, and the situations with others that children experience.

Keywords: norms, moral development, relationship, understanding, developmental stages

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

This paper explores specialists' attitude towards the importance of providing family life education in the early years' system in the Kingdom of Saudi Arabia (KSA). Family life education is a significant issue when identifying the different impact on children and society. Parents and teachers are the prime educators, but what are their attitudes for providing family life education in childhood? Dilworth (2009) discusses family life educators as aiming to improve overall wellbeing through addressing sexuality and family life. In the KSA, sex education would be more likely delivered as part of family life education, emphasizing the religious dimensions of these roles and the religious law that underpins all aspects of society (Al-Qadi, 2006). The research is interpreted from a sociocultural theory perspective. This is a qualitative study with interpretive paradigm. Data has been gathered through interviews with policy makers and specialists in social, health and religious fields in the KSA. Approval was obtained from the University of Sheffield Ethics Committee. A full information letter was provided to all participants, assuring them that their participation in the study would be kept completely confidential, and that

all the data would have identifying information removed before analysis. Children need to learn about sex education, which is very important for them, for parents and for teachers. There was strong agreement from specialists that this topic should be provided for children in the educational system of KSA to raise awareness and protect children. Early years education should provide sex education topics within family life education curriculum.

Keywords: early childhood, life of inquiry, early childhood professionalism, sex and gender, curriculum

SYMPOSIUM SET G/ 16

TRANS-DISCIPLINING AND CO-TEACHING PEDAGOGIES

Individual Papers

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

This study aims to investigate teachers' pedagogical practices and perceptions regarding co-teaching in a Chinese-English international kindergarten in China. The research focuses on Western and Chinese teachers' perspectives on the influence of co-teaching on their pedagogical practices. There is an emerging shift that co-teaching has mainly been researched in the context of English as Second Language Learning (ESL) (Feng, 2012, Tobin, 2005). Few studies of co-teaching in early childhood education focus on teachers' personal experiences (Shim et al., 2004, Kim, 2010). Situated within a constructivist paradigm, this inquiry is more specifically shaped by two sets of theoretical understandings including communities of practice and the ecological system. Emerged from a constructivist paradigm, qualitative case studies will be used to generate insightful understandings of co-teachers' pedagogical practices and perceptions on co-teaching. The participants are three pairs of co-teachers. Interview, classroom observation and field notes will be used to collect data. Consent form for participants will be provided. All collected data will be confidential. Pseudonyms for the school and participants will be used in the research. The findings in the pilot study show that both Western teachers and Chinese teachers believe that co-teaching is beneficial for improving teaching practices and professional development. However, there are conflicts and challenges faced by culturally different co-teachers. Implications for teachers and administrators include but are not limited to teacher preparation, administration support and ongoing in-service training.

Keywords: co-teaching, International kindergarten, bilingual education, pedagogical practices, Western teacher

Layers of Listening: Creating a Collaborative Culture

ESTELLE MARTIN AND RUTH HUNT, University of East London, United Kingdom

This research aims to reflect on the process of a trans-disciplinary team evaluating Babywatching interventions through a cycle of reflective dialogues in collaboration with university researchers. This research intends to build upon existing models of communities of practice (Wenger, Schon) to establish collaboration between agencies. We draw upon models of reflective practice (Brock) in order to support group reflective inquiry. The research is informed by socio-cultural theory, in particular the work of Malaguzzi, Vygotsky and Bruner in conjunction with approaches from therapeutic paradigms such as humanistic traditions and the person-centred work of Rogers and Geddes. Rinaldi argues that practitioners need opportunities to be open to other ways of being. Echoing this, through the vehicle of Babywatching, staff are facilitated to do so through reflective dialogues. This process reflects an interpretivist paradigm and methods which allow the generation of a listening culture. through action research. The project will be approved by the university ethics committee. This collaborative project has evolved through mutual respect and informed consent which reflects the aims of enhancing the listening culture. We argue that there are advantages of promoting a listening culture through the use of reflective dialogues. The benefits to practitioners include the creation of a formalised space to listen to each other and to reflect upon how this influences listening with children. This discussion promotes the use of collaborative methods to assess

and extend practice within educational settings by the bringing together of trans-disciplinary dialogues, in this setting that of therapists, educators and researchers.

Keywords: listening culture, trans-disciplinary, collaboration, dialogue, reflection

SYMPOSIUM SET G/ 17

SOCIAL AND EMOTIONAL COMPETENCES

Individual Papers

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.

The aim of this scientific work is to search methods of development of social competence of the child at early age through the organization of interaction with the mother. Research approaches the social and emotional development of the child at early age and assay of the characteristics of programmes and methods. At the heart of the work is the search of new methods of organising complicated interactions between mother and child. The theoretical and conceptual framework of the study is to communicate the concept of ontogeny Lisinoy, M.I., the activity approach of Elkonin, D.B., and Galperina, P.Ya. and the psychoanalytic theory of Freud, A., the attachment theory Boulbi, J., the concept of Spitz, R.the theory of interaction , J.Bowlby's attachment theory and the cultural-historical concept of L.S.Vygotsky. The study will involve specially organised episodes of mother-child interaction, based on the methods of contact improvisation.The study will be used for special tests of child-parent interaction. It will give psychological help for mothers in interaction with the child through the use of the special processes that are based on methods of dance therapy. Most of the methods of social competence development are not able to combine this goal with overcoming the problems of interaction between the child and the mother. Our method combines the solution of both problems and also solves the problem of adaptation of children. These methods can be used in public institutions for children who are experiencing difficulties in adaptation, as well as having problems with emotional development.

Keywords: social competence, technology development, early childhood, psychological support, art therapy

Learning stories: making empathy and social relationships visible

WENDY LEE, Educational Leadership Project (Ltd), New Zealand

This paper is about the ways in which assessment influences children's empathy and thereby strengthens social, emotional and relational dispositions. We illustrate how teachers' work on assessment can strengthen children's identity around empathy in order to improve these other dispositions. This paper is part of coordinated research around assessment and curriculum in NZ including Centre of Innovation projects, the Kei Tua o te Pae Assessment Research Project and Action Research projects. The Educational Leadership Project (ELP) uses an action research approach, in which the focus is on practitioners researching and investigating their own practice in order to make changes and improvements. Learning Stories (Carr 2001) provides the platform to challenge and explore assessment as shown by Carr and Lee (2012). This demands an holistic approach to learning and teaching, with curriculum being co-constructed between teachers and children (Lee et al. 2013). We analyse data collected from teacher's interviews, documented assessments, written reflections, and self-review documentation. All teachers, families and, where possible children, provided their permission for this research. We present results focussed on teachers' reflections around pedagogy in relation to empathy and social relationships and show how strengthening assessment documentation and its revisitation by the learning community develops empathy and improves social dispositions. Current research indicates that children are less empathic today. This has huge ramifications for their learning. Teachers need to provide children with opportunities to develop and strengthen dispositions like empathy as part of their pedagogical outcomes.

Keywords: empathy, social relationships, assessment, learning Stories, dispositions

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

The aim of the study is to describe how preschool teachers in Norwegian daycare centre assess children's social and emotional competences, at the age 2:8 years on the basis of a standardised rating scale, and evaluating the psychometric properties of this rating scale. The study builds on the project Effective Provision of Pre-School Education (EPPE) in England and the Norwegian BOND study. It is based on a social-cultural theory the children are observed by preschool teachers in everyday activity settings. The study is a part of the longitudinal project «Better provision for Norwegian children» (BePro) studying the effect and relation between center quality (structure and organization, pedagogical processes), and children's wellbeing, socio-emotional development and learning. The project applies a rating scale developed by Lamer (1997) based on Gresham and Elliot (1990), consisting empathy, play, assertiveness, self-control and prosocial behavior as key elements of social competence (a total of 36 items). Furthermore, 10 items on behavioral and emotional self-regulation from the EPPE study (2003) are included. The selection is 432 children. Exploring psychometric properties principal factor analyses, reliability control and descriptive statistics are applied. Norwegian Data Protection Authority has approved the study and participants' confidentiality is considered in all situations, and anonymity is guaranteed. Preliminary findings reveal that empathy is the element that has the highest mean at 3.76 and a Cronbach Alpha at 804. The ongoing study will contribute with new knowledge about variation and stability in young children's competences related to quality of Norwegian daycare centers, and evaluation of the rating scale.

Keywords: social and emotional competence, factor analyses, reliability, daycare centre, structured observation

SYMPOSIUM SET G/ 18

INSIGHTS INTO PRACTITIONERS' AND PARENTS' REFLECTIONS ON LANGUAGE PRACTICES THROUGH VIDEO-CUED ETHNOGRAPHY

Self-organised Symposium

CHAIR: ELLY SINGER

University Utrecht, Netherlands

Our symposium presents findings from three qualitative studies carried out with practitioners and families in formal and non-formal educational institutions in Luxembourg, Germany, France and Spain. A common theme of these studies is the challenge to support young children of migrant background in their effort to integrate into early year's settings that tend to privilege the language(s) and values of the dominant society. Video-recordings of the practices were used to stimulate reflection of the practitioners and parents. The individual presentations will contextualise the studies, detail the language policies and practices, discuss the practitioners' and parents' perspectives and offer some implications for practice.

Language learning through storying on iTEO in a nursery school

CLAUDINE KIRSCH, University of Luxembourg, Luxembourg.

Luxembourg is a trilingual country and the EU state with the highest percentage of foreign residents. Currently; 62% of nursery children do not speak Luxembourgish as their first language. They learn Luxembourgish in the nursery aged 4. Like the project "iTEO"; "iTEO" aims at developing multilingual oracies through collaborative storytelling in nursery and lower primary schools. 'Storying' is a leading activity because it activates cognitive; social and emotional processes. It capitalises on children's resources and encourages them to narrate; draw; play; read and write stories. The iPad App iTEO is designed to record and edit the spoken word. The automatic replay promotes reflection on language and encourages autonomous language learning. The project draws on social constructivist learning theories and on Bakhtin's theory of dialogism. The qualitative longitudinal study (2013 – 2016) relies on several methods including regular observations, video-recordings, interviews with the children, the teachers and the parents and the collection of material. Teachers and parents gave written consent for the video-recordings to be used for educational purposes. Our presentation focuses both on the various ways the teacher uses storying to give children a voice and on the multiple ways a Portuguese child learns to use iTEO. She sings, reports on events, retells stories and transforms and invents stories based on an action-hero. She uses translanguaging to get her meaning across, develops language skills through collaboration and reflection and develops a secure sense of identity. The practices of the teacher and the children promote inclusive education programmes.

Keywords: iTEO, Luxembourg, multilingualism, language learning, identity

Educators' and teachers' understanding of developing multilingual oracies

CLAUDINE KIRSCH AND KATJA ANDERSEN, University of Luxembourg, Luxembourg

In trilingual Luxembourg, sixty percent of children do not speak Luxembourgish, the national language, as a first language on school entry. Recently, early childhood education has seen the development of non-formal educational institutions in response to societal and political pressures that demanded a greater focus on language development, school preparation and social inclusion. The exponential growth requires staff training. Therefore, we offered professional development for both educators and teachers working with 3 -to 6- year-olds aimed at the development of the children's multiple languages through the use of books, pictures and rhymes. The aim of the research project was the analysis both of (changing) language practices and of the practitioners' perspectives on language development. There are few studies on the use of multiple languages in ECEC settings in Luxembourg (Neumann, 2015; Seele, 2014) and few language development programmes based on pictures (Duncker & Lieber, 2013). Our project is underpinned by sociocultural theories of learning and of language learning (Swain et al, 2010; Vygotsky, 1978). The qualitative study is based on visual ethnography, interviews and a survey. During and after the training, the practitioners video-recorded their practices and collaboratively reflected on these. All participants provided written consent for the use of the videos for educational purposes. The presentation shows how the practitioners occasionally underestimated the children's

language efforts, misinterpreted translanguaging, and were unsure of their structuring of activities. The collaborative reflections enabled them to develop new practices that capitalise on the children's languages. A need for more professional development was voiced.

Keywords: Luxembourg, multilingualism, reflection, practices, teachers, educators

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

Several concerns relating to diversity and inclusion are discussed in the following paper, while focussing on the teachers' responsibility to take into consideration children of immigrant origins and their diverse needs. In the last fifteen years, cultural diversity has increased significantly in Catalonia (Spain), demanding more attention to diversity and language policies in early educational stages. Investigation follows research developed by Tobin (1989, 2009). Conclusions contribute to the few investigations in Spain regarding early childhood education and immigration (Bertran, 2005) and also adds new data to investigations on immigration and education (Garreta, 200, Jordán 1994, Leiva, 2010). Research is underpinned by investigations on intercultural education (Ogbu, Osborne, Jordán), early childhood education (Bennett, Moss, Bertran) and language immersion policies (Cummins, Vila). Focus group discussions were conducted following 'video-cued multivocal ethnography'. Comparative data was provided by the Children Crossing Borders project. The sample was represented by four schools differing in their pedagogy and number of immigrated children they had. An Ethical Code was elaborated prior to filming and shared with the participants. Use of data was accepted for educational purposes. Findings highlight weak points related to early childhood education that should be addressed before focussing on cultural matters (analysis of ECE settings, school and family relationships and use of Catalan as a learning language). The paper then analyses the consequences of these factors concerning immigrant children and their education. Creating opportunities for reflexive enquiry is suggested as an empowering tool to address some of the weaknesses of Early Childhood Education.

Keywords: video-cued multivocal ethnography, children of immigrant origins, Catalonia, teacher perceptions, reflective enquiry

SYMPOSIUM SET G/ 19

VALUES EDUCATION IN NORDIC PRESCHOOLS. SYMPOSIUM NO II: CARING VALUES

Self-organised Symposium

CHAIR: ANNA-MAIJA PUROILA
University of Oulu, Finland

This symposium is the second from two symposia; organized by the research project 'Values education in Nordic preschools: Basis of education for tomorrow'. The project; funded by NordForsk; aims to deepen understanding of the fostering of values at the theoretical; methodological; and empirical levels. The project applies Habermas' (1995) theory about communicative action, life-world and system. This allows for explorations of values education from both the participants' point of view and a broader societal context. Davies' (2003) concepts of category-maintenance and transgression inform the project in purpose to understand gender patterns in relation to values. The project is based on a participatory action research model which aims both to create knowledge and contribute to a change. Data was gathered through multiple methods: documents; interviews; observations; and diaries. A variety of qualitative analysis methods were flexibly employed. The presentations of this symposia focus on caring values in a preschool context.

Prioritized values in an Icelandic preschool

INGIBJORG SIGURDARDOTTIR AND JOHANNA EINARSDOTTIR, University of Iceland, Iceland

The aim is to shed light on what values are prioritized in one Icelandic preschool, what values the preschool teachers deem important to foster in children, their ideas about values education and their own role in it. Values

education remains one of the most neglected areas in early childhood education while there is strong focus on subject areas and academic learning (Biesta, 2010). The teacher's role is crucial in values education (Brady, 2011, Gary, 2010) and values that teachers prioritise reflect the kind of people they want children to become (Emilson and Johansson, 2009). The study utilises definitions by Halstead and Taylor (2000) where values are understood as principles that guide human actions and by which those actions are judged to be good or desirable. Values education refers to educational practices through which children are assumed to learn values (Halstead and Taylor, 2000, Thornberg, 2008). The study is an action research in one preschool in Iceland. Data is gathered through interviews, audio recordings and journal writings. Thematic analysis is used for analysis. Participants signed informed consent and were given opportunity to withdraw from the study at any time. All were given pseudonyms. The findings reveal three value fields that are prioritized in the preschool: care, respect and discipline. Participating in this process opened new possibilities for professional development and how to work with values education. The study contributes to the fields of values education and early childhood education. The findings raise questions about how preschool teachers communicate values to children.

Keywords: values education, values, action research, preschool, professional development

Communication of caring values

KRISTIN FUGELSNES, University of Stavanger, Norway

The aim of the research is to deepen the understanding of values education in Norwegian preschools. The research question is: How are caring values communicated in ECEC-settings? Researchers have pointed to the fact that practitioners in early education base their work on values for care (Broström & Hansen, 2010; Dahlberg & Moss, 2005). It is expected that preschool teachers create a caring, affirming, and nurturing ethos (Gannerud & Rönnerman, 2006) and caring values have high priority (Emilson, 2008). Noddings' (2003) definition of care as a reciprocal relation has been adopted to interpret the communication of caring values between practitioners and children. This theory allows for the analysis of caring values from both the "one-caring" and the "cared-for" points of view. Data consists of video observations of interactions between practitioners and children (age 1-2) in one ECEC-setting and has been analyzed according to the practitioners' communication patterns and the children's response of the communicated caring. Ethical considerations have been addressed to Norwegian guidelines and have been conducted cautiously during the project. All participants have given informed consent. The communication of caring values seems to be related to context and the participants' different interpretations and goals. The caring intentions communicated by teachers are received and approved in various ways by the children through bodily and emotional tuning. The cared-for (children's) perception of the communicated caring provides important information about the recipients' apprehension of the care being communicated. The project will inform educational policy and teacher education about dimensions of importance in the prioritizing and communication of values.

Keywords: values, caring, pre-school, ECEC, children's participation

Arm chair pedagogy – living through the values of caring

ANNA-MAIJA PUROILA, ELINA VILJAMAA, EILA ESTOL AND JAANA JUUTINEN, University of Oulu, Finland

The study aimed to generate knowledge and develop values education in Finnish preschools. This paper focuses on one preschool where the emphasis was on caring values. What kinds of practices were developed to promote the realization of caring values? Until recently, values have remained an underrepresented area in early childhood education research. A growing body of research calls for approaching early childhood education as a site for ethical practice (Dahlberg & Moss, 2005, Pascal & Bertram, 2012). The theoretical and methodological framework combines participatory action research and narrative approaches. There is research evidence that narratives promote ethical reflection (Rabin & Smith, 2013) and contribute to change (Pushor & Clandinin, 2009). The study is based on an action research model where action, reflection, and evaluation are intertwined (Somekh, 2006). Throughout the process, space was created for the practitioners to share, reflect, and co-construct narratives. The research material consists of (video)observations, tape-recorded conversations, and diaries. All participants were provided a consent form and an opportunity to negotiate the study with the researchers. Participants could withdraw from the study at any time. Their anonymity was ensured by using pseudonyms. Two different types of collective narratives were identified. First, the practitioners' efforts to develop their practices in line with caring values crystallized into 'armchair pedagogy'. Second, there were counter narratives, emphasizing the hurry, tiredness, and increasing challenges in the practitioners' work. The

study provides a concrete example of living through caring values and calls for critically discussing the pressures of early childhood work.

Keywords: values, values education, caring, narrative, action research

SYMPOSIUM SET G/ 20

FLOURISHING IN THE EARLY YEARS: CONCEPTS; PRACTICES AND FUTURES

Individual Papers

CHAIR: ZENNA KINGDON

Newman University, United Kingdom

The Creative Curriculum: flourishing in the play environment

ZENNA KINGDON, Newman University, United Kingdom

This paper critically addresses the need for young children to be offered a creative curriculum in which they are enabled to explore, to be curious, and to develop appropriate skills, knowledge and attitudes that support their on-going development. The research draws on literature that recognises the essential nature of play and playful pedagogies in young children's learning. This paper is framed by socio-cultural theories of child development. It sits within a paradigm of critical theory. This paper draws on existing research that considers theoretical perspectives which contribute to our understanding of child development and the links to the paradigm of early childhood that provides for children as agents in their own lives, capable beings who are able to participate and comment on their experiences, able to act, able to flourish (Hyde et al, 2010, Mayall 2002, James and Prout 1997). It would seem that politicians and those in positions of politically conferred authority are persistent in their refusal to acknowledge the research evidence that shows that children in early years settings do best when they are given creative opportunities to play and explore for themselves not focussing on being school-ready. Performativity agendas necessarily link with deficit models of early childhood services in which intervention agendas are intended to resolve societal ills (Apple 2013). We need to consider how those agendas may be subverted in order that the children are provided with the most appropriate creative opportunities that allow them to flourish (Moss 2014 Seligman 2010, Robinson 2011, 2013, Waters 2013).

Keywords: flourishing, creative curriculum, playful pedagogies, child as agent, beings

Parent Partnership for Flourishing in an Age of Austerity

MICHAEL GASPER, Starfish Enterprise United Kingdom.

This paper critically addresses the value and importance of creative partnership with parents to identify and nurture characteristics enabling them and their children to flourish (Seligman 2011). It draws on literature recognising the value and importance of working with parents to support young children's development and learning and the intended and unintended consequences of changed Government policy. This paper is framed by socio-cultural theories of child development and of multi-agency working. It sits within a paradigm of critical theory and 'critical theory's dialectical concern with the nature of social experience.' (Kinchelo J. L. and McLaren P.) This paper is grounded in the notion of 'an ethics of care and ethics of encounter' (Moss 2014). Parents are a child's first; most significant support in developing the skills and attitudes necessary to flourish. The quality of parent - child relationship is enhanced by sensitive, insightful early intervention by skilled professionals. Government policy using austerity measures has reduced Local Government; Health and social care funding has meant shifting the balance to a narrower focus on a smaller number in greatest need, preventing the development of previous good and effective practice. There needs to be a better understanding of these consequences. This paper recognises the challenges created by reduced resources and persistent re-organisation and the need to make best use of the remaining resources, in particular by improving multi-agency working. It calls for a better understanding of the harmful reality of the effects of austerity on parents and their children.

Keywords: parent partnership, children flourishing, multi-agency working, equality, ethics of care and encounter

Performativity in early childhood education

ANNA KILDERRY, Deakin University, Australia

This paper aims to examine how accountability and performative measures have affected early childhood teaching and curriculum. The accountability discourse, and all its associated language, policy technologies and social practices, have been steadily increasing within early childhood education in Australia (Fenech, Sumsion, Robertson & Goodfellow, 2008, Woodrow, 2007) and in other countries (Duhn, 2010, Osgood, 2006, Robert-Holmes, 2014). Critical theory (Adorno & Horkheimer, 1979, Gramsci, 1971, Marcuse, 1964) was the main underpinning conceptual framework used for the study as it enabled taken-for-granted understandings to be uncovered within the data. Three early childhood (preschool) teachers were interviewed over the duration of a school term and curriculum-related policies were analysed. The data was analysed using critical discourse analysis (Fairclough, 2001, 2003) along with drawing on Ranson's (2003) typology of accountability regimes. Acknowledging my responsibilities to the educational research community was ensured by undertaking appropriate ethical conduct and procedures throughout the study. At the forefront, guiding my ethical conduct as a researcher, was my responsibility to the participants in the study. The findings from the study, affirmed by others in research literature, illustrate that performativity has increased in its intensity in early childhood education in Australia over the past two decades. Findings reveal that early childhood teachers have different ways of responding to performativity, with the teachers featured in this paper displaying three types of performative accountability: anxiety, confidence, and disregard. An implication arising from the study's findings is that the effects of performativity on teaching and curriculum can be complex, contradictory and at times, unintended.

Keywords: early childhood education and care, performativity, curriculum, teachers, critical discourse analysis

SYMPOSIUM SET G/ 21

EDUSTEPS

Self-organised Symposium

CHAIR: PÄIVI PIHLAJA

University of Turku, Finland

EduSteps –symposium is focused on a longitudinal research that is going on in South-Western Finland. The aim is to follow children's social, emotional and cognitive development and difficulties and to study cooperative impact of different factors on development. We are also following contextual factors (home;ECE) that affect to children's development. EduSteps is part of a large cross-disciplinary study, focusing on the well-being of children and their families. The aim is to produce comprehensive information about the interplay of health-related; psychological, social, economic; educational, and other factors in development. In this symposium we focus on day-care choices and ECE-contexts; play and special educational needs. In this symposium the data is from pregnancy to the age of six, when children are in pre-primary education. To this study take part 1832 children and their families.

Association between infant daycare & parent's working in Finland

TEIJA HOLST, University of Turku, Department of Teacher Education in Turku, Finland.

Institutional early childhood education is supporting the view that child development and infant daycare has an important role in education. The aim is to follow parents' choices and preferences concerning the day care and early childhood education of their child (0-3 years old) and search for the associations to parents' employment situation. The current situation in society has meant that there is a weakened economy and intensified competitive work-market in dealing with day care and also parents' situations. The starting age of daycare is fragile for these socio-political changes (Sylva, Stein, Leach, Barnes & Malmberg 2007). In Finland from 1 to 3 year old children attend typically in kindergarten group of 12 children where works 1 qualified person for every 4 children. At the age of one 29% and at the age of two 52% participate to day care in kindergarten or family day care (THL 2013). A relevant research question is: What is the association between infant daycare and

parents' working? This is a longitudinal quantitative follow up study of a birth cohort of 1827 children until 36 months of age. Data has been collected and SPSS-analyses are in progress, after which preliminary results will be presented. The study protocol was approved by the joint commission on ethics of the Turku University. Written informed consent was obtained from the parents or guardian of all children before their enrolment to the study. The analysing process has started and it will be completed until September of this year. Implications for the study on practice or policy is to promote equal opportunities for all to make their own daycare and working choices.

Keywords: early childhood education, daycare, infant, parents' choices and preferences, parents working

Children's Gendered Play Practices at Home

ANU WARINOWSKI, University of Turku, Finland

The aim of this research is to reveal whether Finnish children's play practices at the age of three are gendered in the home context. Gender-typed play can be seen as problematic because children function in gender-integrated settings (Martin 2013). While gender differences in play activities have been well-documented, little recent attention has been paid to study thoroughly those differences (Francis 2010). The play research has especially been focused on the kindergarten context overlooking the home context. In this study, children's playing is investigated from a cultural perspective to everyday activities. Gender-typed play is seen as a form of cultural learning and the home is seen as a community of practice (see Lave & Wenger 1991, Wenger 1998, see also Francis 2010, Martin 2011). The study is a part of the vast longitudinal, multidisciplinary STEPS Study in Southwest Finland. It is a quantitative study of a birth cohort of 1827 children until 36 months of age. (Lagstrom et al 2012.) The survey questionnaire data were gathered from the parents of three-year-olds (n = 947). SPSS-analyses are in progress. The Ministry of Social Affairs and Health and the commission on ethics of the University of Turku has approved the STEPS Study. Before enrolment to the research, parents gave written consent. The study is in the stage of analysing the data. According to preliminary findings, gender-typed play dominated also in the home context. The implications of this study can confirm the meaning and support of crossing gender borders in play.

Keywords: play practices, gender, home context, cultural learning, three-year-olds

Support steps in pre-primary education in Finland

HELI KETOVUORI, University of Turku, Finland

The aim of this study is to examine how the pupil's individual special needs at the age of four predict the support children are receiving at age of six? The support system is new in Finland and there is a lack of studies. The Finnish education system is based on International agreements, programs and declarations that promote inclusive values and rights (UN, 1993, UNESCO, 1994, Finnish National Board of Education, 2010). Pre-primary education is a part of the Finnish basic education system. At the present 98 % of children attend it. Pre-primary education is based on the national and local curricula that both have been under changes. One of its goals is to promote children's development, learning and healthy growth (FNBE, 2010). Early identification of developmental difficulties enables effective and early support. All children in pre-primary and compulsory education are entitled to a three-level inclusive support system; general, intensified and special support. Questionnaires were filled up by the parents (N=1797), when their child was 4-year-old focusing on special needs and disabilities of the child and 6-year-old focusing on the level of support the child is attending. By using SPSS we are searching for congruence between these two age groups and studying what kind of needs at the age of 4 predict the need of an intensified and/or special support at the age of 4. The study is a part of longitudinal quantitative research. The Study has parents' written permission. Analysis is still going on. The study may have implications in finding new information of how new legislation is working.

Keywords: pre-primary education, inclusion, early childhood education, special education, support

SYMPOSIUM SET G/ 22

CARE AND COMMUNICATION IN DIVERSE NORDIC PRESCHOOLS.

Self-organised Symposium

CHAIR: FRIDA BJARNEY JONSDOTTIR

School of Education - University of Iceland, Iceland

The concepts of care and communication are highly relevant issues for discussion in early childhood educational research. In this symposium we will present findings from the Nordic research project 'Learning Spaces for Inclusion and Social Justice: Success stories from immigrant students and school communities in four Nordic countries' (2013-2015). In the three presentations, the focus will be on the voices and experiences of children, teachers and parents. Findings taken from interviews and observations in preschools in Finland, Iceland and Norway indicate that preschools have the capacity to facilitate linguistic development, communication and educational care within the preschool communities, although there are challenges that need to be addressed. Findings have revealed that when preschools succeed in creating inclusive and socially just learning spaces, they play a vital role in being the stepping stone for immigrant and ethnic minority children and their families into the community at large.

Challenge and success – Norwegian kindergartens as learning spaces for cultural inclusion and social justice

KIRSTEN LAURITSEN, Nord-Trøndelag University College, Norway

The research aims at describing some conditions for a positive development ('success') for minority language children, in the Kindergarten, academically and socially. Former research and theoretical influences include James Banks, Sonja Nieto, Johannes Lunneblad, Charlotte Palludan and Geert Biesta, in addition to my own previous Research of Cultural complexity in the kindergarten. Lenses of critical multiculturalism (May, 1999) and the development of multicultural learning communities (Banks, 2007, Nieto, 2010) will be applied in order to understand both challenges to and success with educational work for inclusion and social justice in the kindergarten communities. The data has been collected through a combination of observations, interviews and study of presentations on the internet. All informants and the kindergartens have been anonymised, and names and pictures of the children or staff are not used in the presentation. Findings of research in all four countries in the project 'Learning Spaces for inclusion and social justice' has revealed marginalisation of students with an immigrant background, but has also shown examples of particular schools that have succeeded in creating a good educational arena for all individual students. This presentation will focus on teachers' experiences with the kindergarten as an arena for inclusion and social justice, with a particular focus on the kindergartens' educational work with minority language children. The findings will be illustrated by a few very different cases that show how a focus on care and communication for each individual child, may create a foundation for learning experiences and feelings of safety.

Keywords: kindergarten, cultural diversity, social justice, inclusion, teachers

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

The aim of the research is to identify how three preschools in Iceland perceive and practise inclusive and multicultural work with children and families of diverse linguistic and cultural background in relation to communication and care. Research has repeatedly shown how children with immigrant background are marginalised in education and not given equal opportunities to participate and communicate with other children and teachers. Hence there are indications that some preschools are developing successful practices to sustain the participation and linguistic development of immigrant children. Critical multiculturalism, culturally responsive pedagogy, critical multicultural education, language appropriate practices, educational care (Banks, 2007, Brooker, 2002, Cummins, 2004, García & Wei, 2014, Gay, 2000, May & Sleeter, 2010, Noddings, 1992, 2005, Parekh, 2006, Roma-Chumak, 2012). The research is a qualitative case study. Sampling is purposeful in that the three preschools have succeeded in implementing social justice and creating inclusive learning spaces for all children. Semi-structured interviews were chosen to elicit the views of the participants as clearly and accurately

as possible and observations, video clips and photographs were used to form a better understanding of daily practices. The teachers and parents participated voluntarily and signed an informed consent after receiving information about the research. Parents gave permission on behalf of their children to participate. Findings indicate that preschools have facilitated linguistic development, proactive communication and educational care although some challenges need to be addressed. Findings from the research show how challenges and successful practices can improve understanding useful for school development and policy making

Keywords: diversity, social justice, learning spaces, multilingual communication, participation

Everything is good – Immigrant parents voices on success; justice and inclusion in early childhood education in Finland

HEINI PAAVOLA AND HEIDI LAYNE, Univeristy of Helsinki, Finland

The purpose of this study is to investigate what kinds of opinions immigrant parents living in Finland have on education. The aim is to identify and illustrate the ideas of successful education and experiences of education. According to Finnish research results in education (e.g. Riitaoja, 2013, Paavola, 2007, Lappalainen, 2006) there seem to be inequity and marginalization of the immigrant students. Besides inequalities there is also a will to support immigrant students' sense of belonging and success. Previous research in Finland on the inclusion of the immigrant students is lacking parents' point of view. Inclusion is seen as an on-going process focusing on increased participation, decreasing exclusion in education for everyone involved with (Florian & Black-Hawkins, 2011). In this paper we present interviews with six parents whose children take part in preschool education, and one family whose child has gone through preschool and is now on the second grade. The data was collected during autumn 2013 and analysed by content analysis. The parents participated voluntarily and signed an informed consent after receiving information about the research. The anonymity of the participants is respected in the study, names of the schools and participants are not revealed. The research results show that education was highly appreciated by the parents. Parents also brought up that the preschool staff mastered their work well and they were knowledgeable and trustworthy. The study is part of Nordic Research Project. The aim is to collect good practices in education supporting success of immigrant students.

Keywords: immigration, inclusion, social justice, early childhood education, success

SYMPOSIUM SET G/ 23

SIG OUTDOOR PLAY & LEARNING: TRANSFORMING PRESCHOOL TEACHERS' PERCEPTIONS AND PRACTICES ON OUTDOOR PLAY

Self-organised Symposium

CHAIR: SHIRLEY WYVER
Macquarie University, Australia

Knowledge and understanding about outdoor play has changed significantly in recent years. This symposium examines both the perceptions and practices of teachers with respect to outdoor play and learning.

Teachers professionalism and outdoor experience

MICHELA SCHENETTI, Department of Educational Sciences - University of Bologna, Italy

Preschools in Emilia Romagna Region (Italy) are provided with extensive outdoor space. Nevertheless outdoor space is only used for limited periods of time and outdoor play is considered more as a recreational rather than educational activity. This paper seeks to demonstrate that supporting teachers in rethinking educational activities in the outdoor space produced an increase competence in the management of activities. Waters & Maynard (2010) findings suggest that a natural outdoor space can provide opportunities for teachers to respond to child-initiated interaction and build on children's interests. Working with teachers means to generate critical reflection on their role in allowing or forbidding experiences. The study is informed by a participatory action research model aimed both to create knowledge and to contribute to a change with a project that involved teachers in the reflection (Schon, 1993) about outdoor education in a sustainable

perspective (J. Davis, 1999) The meanings, the needs and the opportunities connected with outdoor play were explored. Children's observations in outdoor space were carried out and reflected upon by teachers in order to stimulate meta-reflection on the role of teachers in outdoor experience. This led also to a participated process for re-designing the preschool garden. Conformed to EECERA (2014) ethical guidelines. The heuristic process has raised interest and attention in the teachers involved in the project, as to the importance of enabling children to connect with nature. The findings of the present study open up a number of potential avenues for further research on outdoor context, experiences of co-planning with parents.

Keywords: professionalism, experience, participatory research, outdoor education, meta-reflection

The Effect of outdoor activities themed lessons in universities to practice

MEHMET MART (1) HICRAN MALIYOK (2) (1) Plymouth University, United Kingdom; (2) The University of Bristol, United Kingdom

The aim of research is to produce the influence of outdoor themed lessons in universities to practices of teachers. Some research such as Mart and Bilton (2014) exhibited the less usage of outdoor, and Yurt, Cevher-Kalburan and Kandir (2010) suggested in their research the necessity of courses for university students to improve environmental awareness. Imposing figures on outdoor play such as Froebel, Montessori, Rousseau, Pestalozzi and Dewey (Wellhousen, 2002) have emphasized that children learn through nature and should have a chance to explore, observe and experience the natural setting. ECE teachers have a significant roles to provide opportunities for children to benefit from outdoors. Supporting teachers to acquire knowledge and understand the importance of developing environmental conscious in early years is crucial (Yurt, Cevher-Kalburan & Kandir, 2010). Vygotsky's (1978) Sociocultural theory was used to frame the research as it emphasises teacher's role in scaffolding children's learning during outdoor play. Qualitative research with interpretive approach was used in this research. 10 pre-school teachers in Turkey were interviewed and data is analysed using Content Analysis. During the constructing of ethical issues, EECERA's Ethical code (EECERA, 2014) and Plymouth University Ethics Policy (Plymouth University, 2013) have been considered. Regarding them, all participants were informed about the confidentiality and anonymity of data. The research is still in progress. It is expected to find out the relationship between the studied lessons in universities and the practice of teachers so that the lessons in the universities can be used to increase the quality of outdoor activities. Regarding the findings, an improvement for outdoor lessons in universities will be suggested to develop teacher candidates' attitudes for carrying out qualified outdoor activities when they start working.

Keywords: outdoor activities, university lessons, teachers, practice, Turkey

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

We describe a process of transforming pedagogical knowledge and practices concerning the outdoor potentialities, in a Portuguese early childhood setting. Outdoors spaces in Portugal are given little investment, exhibiting a reduced and standardised supply of stimuli. As the pedagogical practices are still focused on what happens inside the classroom (Figueiredo, 2015, Neto, 2005), it's important to transform this situation. The theoretical framework relates to professional development research (Pramling-Samuelsson & Pramling, 2011) and children's learning in the outdoors (Waite, 2011). As Fullan and Hargreaves (1992) state, teachers are the indispensable agents of educational change. Reflection on pedagogical knowledge and practices are the main way to sustain a process of innovation (Wood & Bennett, 2000). Understanding the importance of outdoor play for children's development and innovating practices demands an attitude of critical thinking by early childhood teachers (ECT). Using a qualitative approach, five ECT were challenged to analyse their practices, by observing children in the outdoor. In team meetings data collected was shared and discussed. Information concerning ECT, children and the educational setting was maintained confidential, only used for research purposes. The results showed difficulties in transforming rooted practices and habits. ECT considered they had gain a new perspective about the importance of outdoor play but they didn't feel so secure about their role outside, as they did inside. This project created a connection between research and practice, essential to introduce learning dynamics in educational settings. Outdoor play is a subject that needs to be invested during initial and in-service training of ECT.

Keywords: outdoor play, improving practices, early childhood teachers, adult role, training

SYMPOSIUM SET G/ 24

AN EXAMINATION OF REFLECTIVE PRACTICE IN AUSTRALIAN EARLY CHILDHOOD EDUCATION AND CARE SETTINGS

Self-organised Symposium

CHAIR: NATALIE ROBERTSON

Deakin University, Australia

In Australia, reflective practice is considered essential for the ongoing improvement of quality in early childhood education and care settings. The Respect, Reflect Relate tool was introduced in 2008 to serve as an instrument to facilitate educators reflective practice (DECS; 2008). The tool examines four areas of classroom practice; including; relationships, child wellbeing, the active learning environment and child involvement. This symposium will examine the implementation of the tool and also critically analyse how it is currently being used by educators as a method of quality improvement in the state of Victoria; 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

This research aimed to examine the Respect Reflect Relate (RRR) tool (DECS, 2008) as an instrument for reflective practice and quality improvement in early childhood education and care (ECEC) settings. Relationships and wellbeing levels were examined as part of this process. The provision of quality ECEC is a national agenda in Australia (COAG, 2009). The NQS (2009) and EYLF (2009) were designed and implemented to achieve a higher standard of quality and to guide educators practice. The importance of relationships on children's wellbeing and development is well established (Cugmas, 2007, Howes, 2000), resulting in these quality indicators being imbedded within the NQS and EYLF documents. The RRR tool was developed in Australia, and provides an instrument for identifying relationship and wellbeing levels, and a form of reflection, in order to improve quality. Attachment theory (Bowlby, 1969, 1973, 1980), together with ecological systems theory (Bronfenbrenner, 1979), provides the theoretical framework that informs and supports this research. This case study used a mixed methods approach, combining the RRR scales with naturalistic observations. There were 11 educator and 92 child participants. Informed consent was gained from all participants before research was undertaken. Pseudonyms replace names of participants and the option to withdraw was given. The findings revealed the levels of educator-child relationship and child wellbeing were satisfactory. RRR being used as a reflective tool was found to be an efficient, effective, and tranquil process. Implications upon educators reflective practice and quality improvement based on current levels of relationships and wellbeing will be discussed.

Keywords: relationships, wellbeing, reflective practice, quality improvement, education and care

An investigation of educators' engagement with the Reflect; Respect; Relate instrument for reflective practice

NATALIE ROBERTSON, Deakin University, Australia

This research aimed to examine how early childhood education and care (ECEC) settings are using the Respect, Reflect, Relate scales as a tool in their reflective practice. Also, this research aimed to discover educators' and directors' understanding of the document. The quality of ECEC has become a National agenda within Australia. In order to provide equal access to quality ECEC, the Australian Government implemented a reform of the field, including a new benchmark for quality standards. To guide educators in ongoing quality improvement, the Reflect, Respect, Relate tool (DECS, 2008) was developed as an instrument for reflective practice in Australian early childhood education and care settings. International research (Ebbeck & Yim, 2008, Laevers, 2005, Pascal, 1999) proposes that positive levels of adult-child relationships, learning environments, child wellbeing and child involvement is an indicator of quality within the early childhood classroom. This case study adopted semi-structured interviews with 21 educators and 12 directors working in 12 ECEC settings across Victoria, Australia. Informed consent was gained from all participants before the research was conducted and re-

negotiated during the time the research was carried out. The option to withdraw was given. Pseudonyms have replaced the names of participants. It was found that educators and directors had a limited understanding and engagement with the Respect, Reflect, Relate scales. Furthermore, the process from development to implementation of the tool was found to be unsatisfactory. This paper will discuss the findings in relation to the implications upon educators' practice and the future development of professional learning.

Keywords: early childhood education and care, reflective practice, quality practice, quality improvement, children

Measuring child involvement as an indicator of quality processes within early childhood classrooms

NATALIE ROBERTSON, Deakin University, Australia

This research aims to examine the relationship between the quality of pedagogical practices within early childhood education and care (ECEC) settings and the child's level of involvement within classroom play activities. A child's classroom involvement is an observable quality indicator of their learning process (Laevers, 2003). In recognising the influence that pedagogical practice has upon children's involvement, the Australian Government provided all ECEC settings with the Respect, Reflect, Relate (RRR) tool (DECS, 2008) to assist their reflective practice in regards to their provisions of quality programming. Vygotsky's (1978) socio-cultural theory and experiential learning theory (Kolb, 2014) provide the theoretical framework of this research. This research employs a quantitative method to examine the research issue in four ECEC centres in Melbourne, Australia. The RRR involvement scale was adopted to examine the involvement of 101 preschool children, during periods of free play. The ECERS-R (Harms, Clifford & Cryer, 2005) was employed to examine the global quality of each ECEC centre. Informed consent was gained from all participants, including children and their families, before the research was conducted. This was re-negotiated during the research process. The option to withdraw was given to all participants. Pseudonyms have replaced the names of participants. A positive relationship between the quality of pedagogical practice and children's level of involvement was found. The findings indicate that the involvement scale is a legitimate method of assessing the ability of educators' pedagogical practice to meet children's learning needs. The implications upon educator training and professional learning opportunities will be discussed.

Keywords: early childhood education, involvement, quality practice, reflective practice, children

SYMPOSIUM SET G/ 25

SUPPORTIVE FATHERS AND FAMILIES

Individual Papers

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.

The aim of this study is to examine the possible effects of supporting networks on paternal involvement in Finnish two-parent families (n=1069) who were classified in three family types. This study uses a part of the follow-up data from Finnish STEPS study (Lagström et al., 2013). Our study focuses on paternal roles in the family and supporting networks of fathers. Previous findings in a smaller group prove that majority of the fathers (n=443) received help from their relatives (Lähteenmäki & Neitola 2014). Theoretical framework is based on Lamb, Pleck, Charnov and Levine (1985) theory of paternal involvement and Doherty, Kouneski and Erickson conceptual model of responsible fathering (1998). Researchers have argued that high paternal involvement is more likely to occur, when fathers are encouraged by fatherhood. In this process social support plays an important role. Cross-sectional surveys were used to evaluate fathers' source of support and their interaction with their 1-year old children. Data were analysed via series of tests on SPSS-program. The STEP study was approved in 2007 by The Ministry of Social Affairs and Health and the Ethics Committee of the Hospital District of Southwest Finland. Currently the statistical analysis is still on process and the dynamics between different sources of

support and paternal involvement will be investigated for a better understanding. It is needed to recognize fathers without any support but who might benefit from father groups and such, moreover knowing how fathers participate family life and childcare in 21st century, the ways of helping fathers can be discovered.

Keywords: paternal involvement, social support, families, toddlers, Finnish context

Rethinking the everyday interactions between children; fathers and teachers in contemporary ECEC settings. A preliminary study in an Italian Infant-toddler centre

SILVIA CESCATO, Università degli Studi di Milano Bicoccaltaly

The research is an extension of a previous work on interactions between children, parents and teachers during the daily transitions from home to the infant-toddler center (Cescato, 2012), with a particular focus on the figure of fathers. The aims of this preliminary study include: observing the various verbal and non-verbal interactions between fathers, children and teachers in the infant-toddler centre, exploring the fathers' and teachers' perspectives on how to stay together and separate, enlarging our knowledge on the impact of an increasing presence of fathers in contemporary ECEC-settings. Many psychological studies focused on the role of fathers, also revealing differences between maternal and paternal styles. Few have explored these dimensions from a pedagogical point of view, analyzing the specificity of paternal behaviors and ideas, in the encounter with the childhood services. The study refers to: the ecology of transitions (Bronfenbrenner, 1979), studies on the father-children relation (Lamb, 1986, Kyle, Pruett, 1998), the microanalysis of adults-children interactions (Stern, 1995, Fivaz et al. 1999). A multimethod approach combined data from video-observations, interviews and focus groups with fathers and teachers. Ethics committee approvals included parents and teachers informed consent for audio-videotaping. Findings include: some gender specificities in the way in which fathers act and think about their role in educating their children, new questions, on the part of teachers, about their everyday practices and interactions with families. Implications include the need to develop new methods for involving fathers and teachers in experiences of analysis, dialogue, reflection, and de-automatization of their practices and implicit pedagogies.

Keywords: fathers, early childhood education, interactions, micro-analysis, participatory inquiry

Mathematics in kindergarten. What do parents know about what their children do?

MONTERRAT PRAT (1), ISABEL SELLAS, AND ERICA VERDAGUER MÁRQUEZ (1) Universitat Autònoma de Barcelona (UAB), Spain; (2) Universitat de Vic, Spain

The purpose of this paper is to share an ongoing project about the family knowledge of what means doing mathematics in kindergarten. For us, teachers and researchers, it is key the parents' involvement in the school, especially in Early Years Education. So, to be able to involve the parents in mathematical activities in the kindergarten, we must start identifying what they know about it. The aims of the project are: (a) to define the key mathematical concepts in Early Years Education, (b) to identify what the parents' knowledge about what means to learn mathematics in Childhood Education, and (c) to discover if the family knowledge about mathematics in kindergarten is about having sons and daughters in these schooling period. After an extensive search of literature about mathematics and family in Early Years Education, we have not found published literature. Authors such as Díez-Palomar, Civil and Molina, among others, have done research on mathematics and family but focused on Primary and Secondary Education, and even adults. This was a limitation to elaborate a theoretical framework. This research has a descriptive design, focused on an interpretive paradigm. Data was collected through an open-questionnaire and analysed qualitatively. The sample is a convenient and voluntary sample. The anonymity of the participants has been preserved. The findings of the research provide evidences that families has a similar knowledge about mathematics in Childhood Education, although they have or not children in that specific schooling stage. The findings encourage researchers to follow this research.

Keywords: mathematics, families, kindergarten, early years education, childhood education

SYMPOSIUM SET G/ 26

PLAY TOOLS, PLAY BLOCKS AND PLAY TOYS

Individual Papers

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

The main research question is 'How do the Play Tools shape in-service and pre-service teachers' practices. Specifically, we explore the use of the Play tools by one teacher during a research play program, 15 student teachers during their school experience program and six in service teachers in a university-based school. We are drawing on the work of Vygotsky on scaffolding play and the work of Trawick-Smith, and Dziurgot, 2011 regarding teacher intervention. Current research on how children need to develop mature forms of play (Leong & Bondrova, 2012) guided our development of Play Tools which unfold the expected framework in reference to the children's role and scenario development and teacher's intervention schema during play. This is a qualitative study. Data is collected through planning documents, journal reflections, interviews and videos. All the participants were informed of the aims of the research and voluntarily participated in the process of data collection. Findings suggest that the specific Play tools were used in a threefold way by the teachers: a) reflecting on their own ways of participating in children's play and how they guided children towards more mature forms of play b) employing the Play Tools as a means to document children's learning and development, specifically focusing on their role and scenario development abilities and c) planning how they can enhance children's abilities through focused action during play and/or during other activities. This study provides practical guidelines in supporting teachers to observe, scaffold and assess kindergarten play in order to enhance their learning and development.

Keywords: play tools, role and scenario development, teacher Intervention, mature forms of play, teacher reflection

How provisioning in the block area affects quality of play

DAVID BRODY, RONIT BEN HEMO AND RUTI NEEMAN, Efrata College of Education, Israel

This study aims to determine if provisioning in the block area relates to complexity of building and sociodramatic play. Observations of block building complexity (Phelps and Hanline, 1999) extends Harriet Johnson's stage paradigm of block building. By examining effects of quantity and types of blocks and props on play, this research extends previous research about quality of block play. Block play enhances spatial and mathematical reasoning (Ramani et al., 2014) and increased verbal interchange (O'Brien and Bi, 1995). It also fosters language development through socio-dramatic play (Heisner, 2005). Children from three kindergarten classes, ages 3-6, were observed playing under two conditions: a reduced and expanded set of wooden blocks. Video recordings were analysed quantitatively according to Johnson's seven stages of building for comparison of the two conditions. Parent and child permission was obtained for video recording and use of the anonymous data. Play with the reduced set of blocks was characterised by piling, bridging and enclosures, while the expanded set was associated with advanced building stages including patterning, naming, and replication of known structures. The quantity of blocks was not found to influence the balance of activity between building and sociodramatic play with toy props, which constituted half of activities recorded. Gender was not correlated with stages of building, regardless of the quantity of blocks. Provisioning the classroom with expanded sets of building blocks is related to positive play outcomes such as complexity of building. The presence of varied props supports dramatic play, thus enriching language and social problem solving.

Keywords: block play, quality of play, complexity of play, provisioning, gender

SYMPOSIUM SET G/ 27

PLAY DEVELOPMENT AND SELF REGULATION IN PRESCHOOL AGE

Self-organised Symposium

CHAIR: PENTTI HAKKARAINEN

University of Educational Sciences, Vilnius, Lithuania

The symposium is composed from reports of the research project carried out at Lithuanian university of educational sciences. It focuses on narrative play interventions in two types of site: ordinary early education institutions in three Lithuanian cities (Vilnius; Kaunas and Klaipeda) and play laboratory at LUES. Methodologically two steps are realised in all sites: the state of play development is observed; interventions carried out and effects of play enhancement on children's self-regulation are charted. Development of self-regulation is connected to the development higher mental functions

Theoretical model of intervention to play and self-regulation in preschool age

PENTTI HAKKARAINEN, university of educational sciences, Vilnius, Lithuania

The research aimed to construct a model of intervention to play development and its impact on self-regulation in preschool age. Previous research was carried out in Finland from 1996 on developmental play pedagogy in play worlds. The study is based on cultural-historical approach to child development, putting emphasis on parallel emergence and divergent functions of different types of play in the development of self-regulation. Self-regulation is understood intimately intertwined with the development higher mental functions and cannot be separated from them. The model is an attempt to combine available knowledge on qualitative changes of the relation between different play types and self-regulation. Ethical problems are minimal because data is not collected from live subjects. We trust on ethical consideration in earlier studies. The model changes our understanding of the development of self-regulation and its relation to play. Self-regulation is mediated by different psychological tools, which are in the first stage not connected to clear play types. They are prerequisites of play. More direct causal connection between self-regulation and play becomes possible after the development of child's self-awareness and transition to motivational regulation. Motivational regulation is closely related to personality formation, goal orientation and ideal forms as play content. Play development and its prerequisites are a necessary element of today's ECEC. Developmental play pedagogy is much needed in teacher education instead of administrative knowledge adopted from business models of ECEC. 'Teacher in role' is a necessary basic competence of today's preschool teacher

Keywords: self-regulation, make-believe play, child development, co-regulation, developmental play pedagogy

Play as a mediator of the development of self-regulation

MILDA BREDIKYTE AND GIEDRE SUJETAITE-VOLUNGEVICIENE, Lithuanian University of Educational Sciences, Lithuania

The aim of the research project is to test a set of interventional strategies (NPIT – narrative play intervention toolkit) supporting development of play and self-regulation abilities and skills. The research team carried out research on children's play and development since 2001. 'Development of Self-regulation in Play' project started in 2012. The NPI toolkit was created in the frame of cultural-historical child development theory. The main claim of the approach is that all higher mental functions are the results of social interactions between people. The aim of our intervention is to start developing play and self-regulatory skills first playing with adults and later with children. In this project, we took insiders' perspectives and carried out formative experiments. In daily educational settings (Kindergarten classrooms & university play laboratory) through intervention (adult in-role participation) we made an attempt to promote the development of more complex make-believe play and self-regulatory skills in children. Appropriate permissions and consents were obtained from participants in all settings. Narrative interventions (teacher-in-role) invited whole classroom to take part in play events. Even the first interventions launched individual attempts to repeat the most attractive narrative events. Children's participation has motivated providers to use more time to narrative activities, to enhance indirect guidance of play through narrative interventions. Changes on group and individual level were documented. Ability to observe, evaluate and support children's play, using the whole variety of strategies is among the basic

competencies of ECEC teachers. This competence should be acquired during initial training phase of ECEC professionals.

Keywords: cultural-historical approach, higher mental functions, make-believe role-play, self-regulation, narrative play intervention

The 'real' situation of play in ECEC classrooms

AGNE BRANDISAUSKIENE, Lithuanian University of Educational Sciences, Lithuania

The aim of the research project was to investigate 'real' situation of play in ECEC classrooms. This is a continuation of research project. Our understanding of play development and main concepts of play are based on cultural-historical (Vygotsky, El'konin) play theory. At this stage we have chosen an outsider perspective for our investigation. Our initial aim was to get 'objective' information on the current situation. We have used: 1. Surveys and observation checklists to collect data about make-believe play in Lithuanian preschools, 2. Questionnaires with open-end questions about teachers' understanding of play, 3. Checklists for the evaluation of the level of children's play and certain aspects of self-regulation skills, 4. Videotaping. Ethical principles of psychological investigation ensured the protection of rights and dignity of research participants. Our data revealed that in spite of stressing the importance of play in early age in the ECEC curriculum, very few teachers have reserved time for children's free play. As a result children's play episodes are short and rather accidental. This might partly explain the fact, that mature forms of play are very rare. It is more usual that teachers tend to observe and control children's play activities but lack specific knowledge and competencies to support the activity. Teachers also lack good intervention strategies and sufficient skills to participate in children's play. A deeper and more unified understanding of the meaning and benefits of play activity for child development is needed. ECEC teachers need practical skills for observing, evaluating and supporting children's play.

Keywords: ECEC teachers, ECEC curriculum, make-believe play, intervention strategies, ECEC classroom

SYMPOSIUM SET G/ 28

PROFESSIONAL IDENTITY

Individual Papers

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

The research followed a small number of the first intake of trainee Early Years Teachers (EYT) on undergraduate and postgraduate courses at two English universities. The aims of the research were to explore: what attracted them to becoming Early Years Teachers, how they understood professional status in work with children, how their beliefs about young children influenced their practice, the significance of previous experiences, academic qualifications and current training to success in achieving EYT Status. A longitudinal study carried out by the University of Wolverhampton (Hadfield et al, 2012) together with small scale research by Simpson, 2010, Lloyd and Hallet, 2010, McDowall Clark and Bayliss, 2012a, b, Roberts-Holmes, 2012, Hevey, 2010) has begun to explore the professional identities of experienced early years teachers. This paper draws upon on Holland et al's (1998) concept of 'figured worlds' as well as Foucauldian ideas about power. The small scale qualitative study involved 16 trainees in three semi-structured interviews each over the course of their training. Since some of the researchers were also involved in assessing the students, trainees were informed that participation or non-participation would not affect course results. A neutral person was identified for students worried about participation/non-participation. Postgraduate trainees demonstrated a level of criticality which they found difficult to reconcile with professional training requirements and which their university-based tutors were not able to help them resolve. This difficulty was less apparent amongst undergraduates. University-based tutors appear to need to support postgraduate trainees in reconciling previous academic studies with subsequent professional training.

Keywords: trainee early years teachers, figured worlds, power, qualitative research, policy

Kindergarten student teachers' metaphorical conceptions of the profession at the beginning of kindergarten teacher education

ANNELI NIIKKO, The University of Eastern Finland, Finland

The aim of this qualitative study is to examine metaphorically kindergarten student teachers' conceptions of becoming profession. The study questions are relation to the children, the kindergarten and the teacher. This study is one part of larger metaphor research which examines kindergarten teachers (practice) and student teachers' (teacher education) metaphors. The study is based on the comparison theory of metaphors that emphasizes on the use of a simile when an abstract thing is compared to a more concrete thing (Fogelin, 2011, Searle, 1993). Comparison does not create similarity but refers to an existing similarity by adding 'like' or 'as' between two things (Ortony, 1993, Saban, 2006). The study took place in the teacher education, in a Finnish university in the autumn 2013 when 60 kindergarten student teachers started their study program. 54 voluntary student teachers participated in this study. Material collected with open ended questionnaire. The content analysis method was used to analyse data implicitly and explicitly. The research complies with the ethical principles of good scientific practices (Cohen & Manion, 1997, Butler-Kisber, 2010). Preliminary results reveal among other things, that the students' metaphorical conceptions of preschool are in relation to home-like environment (preschool is like a second home). The students' conceptions of children connect to developing organism (children are like wild flowers). The students' conceptions of the self as becoming teacher relate to a family (I am like the mother of a large family). Metaphor study offers an interesting perspective on the development of kindergarten teacher education and practice.

Keywords: metaphor study, kindergarten student teachers, teacher education, qualitative study, content analysis

From theory to practice: the placement journey of level four childhood studies students

TRACEY EDWARDS AND ZETA BROWN, University of Wolverhampton, United Kingdom

This study considers the development of student's professional identities in their level four studies Influenced by Egan's (2004) research the study investigated student's perspectives on their personal attributes, personal interests and values, theoretical knowledge and professional knowledge at three key stages in one academic year. Reed, Tyler and Walker (2015) state it is necessary for practitioners to reflect on their own personal values and experiences. These reflections should accompany wider professional reflections from practice. As such, students need to regard both their lectures and placement as learning experiences (Dyer and Taylor, 2012). The study focuses specifically on students' perspectives on their developing professional identities and links made between their theoretical and practical experiences. The study's design is a mixed-method piece of action research as the findings will contribute towards further developments in the level four course design (McNiff, 2013). The study had three stages of data collection throughout the academic year that included questionnaires, observations in practice and semi-structured interviews. The study focuses on students' perspectives and concentrates on our level four students at UOW. Students were invited to be participantS in the study, but informed that participation is voluntary and students decided pseudonyms on completing the questionnaire. From the current analysis of this data these students expect to see clear links made to their placement experiences in theoretical taught sessions and summative assessments. Implications to practice appears to be a need to intrinsically link students' placement experiences to all level four modules taught content.

Keywords: early childhood, practice based inquiry, knowledge, learning environment, professionalism

SYMPOSIUM SET G/ 29

TRANSNATIONAL EXPLORATIONS OF PRACTITIONER RESEARCH: PERSPECTIVES FROM THE NORTH AND SOUTH

Self-organised Symposium

CHAIR: LINDA NEWMAN

The University of Newcastle, Australia

Practitioner research has become a legitimate form of professional learning for teachers; and has been identified as a 'paradigm shift gathering momentum'. It is increasingly known in quality improvement and teacher growth and empowerment in schools. In early childhood contexts, practitioner research, whilst growing, is still relatively unknown. Given the increase in human capital discourses, we advocate for strengthening pedagogical quality and 'growing' the profession; through the use of practitioner research. Methodologies and methods are discussed ranging through communities of practice, collaborative practitioner research, epistemic disobedience, appreciative inquiry, agentic knowing and the (Nordic) concept of *bildung*. We bring together a range of research stories, from South Africa, Chile, Australia and Sweden to demonstrate the methodologies in action. Through case studies we raise significant and sometimes-contested issues, for example voice and power, the nature of partnership, leadership development, strengthening pedagogical practices and promoting the quality of early childhood practice.

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

This paper aims to explore emergent forms of collaborative practitioner research developed in different northern (Nordic-*bildung*) and southern (Freirian, Australian) traditions, contributing to expanding the range of practice-based methodologies available to the field. The presentation draws on previous research about teachers as researchers (Cochran-Smith & Lytle, 2007) and practitioner research as vehicle for change (Somekh & Zeichner, 2009) to provide an analysis of case studies from the perspective of different research traditions in Norway and Australia (Rönnerman 2014, Woodrow 2015). "The theoretical framework draws on theories of professional learning (Vescio, Ross & Adams 2008), and action research theory (Kemmis, 2014, Groundwater Smith & Mockler, 2008), to explore how social, cultural and historical forces shape collaboration within communities of practice (Wenger 1998). The paper illustrates how Practitioner Research invokes democratic ideals to produce locally relevant knowledge involving systematic data collection through culturally relevant Inquiry based interpretive methodologies, using photostory and mind-mapping. Ethical imperatives are implicitly and explicitly a part of PR. Issues of power relationships, who can create knowledge, and informed consent are exposed and made transparent. We compare southern hemisphere traditions and experiences of collaborative field based PR research with Nordic traditions of action research, considering their contributions to empowerment of teachers, the sustainability of change, and the relationship between the academy and the professions. We consider how practitioners hold significant knowledge from inside practice that enables sustainable change. We consider the implications for developing professional learning programs that value knowledge produced from inside practice to resource sustainable change.

Keywords: practitioner research, knowledge production, mindmapping, photostory, practice based research

Resisting and re-imagining dominant discourses through practitioner research

LEONIE ARTHUR(1) OZNUR AYDEMI (2) Australia, FATIMA MOURA (3) JAN SKATTEBOL(4)(1) University of Western Sydney Australia (2) Primary School Teacher, Sydney (3) Teacher/Director of an Early Childhood Centre, Sydney, Australia (4) University of New South Wales, Australia

This paper reports on data from a practitioner research project that investigated the types of environments that support Muslim educators to research their own practice dilemmas and produce their own contextually relevant knowledge. It builds on the work of Zine (2006) and Menon (2011) to consider how value dissonances and professional identities are negotiated by Muslim educators in everyday practices. Collaborative practitioner research (Skattebol & Arthur, 2014) was combined with postcolonial theory (Rizvi, 2004) to enable the contestation of dominant discourses of early childhood education and academic/practitioner and Muslim/non-

Muslim dichotomies. Collaborative practitioner research as a methodology was used to build communities of learners that broke down the isolation that many Muslim educators experience. Interviews and focus groups were used to collect data from the Muslim educators engaged in practitioner research in their own settings. The research had university ethics approval and the researcher practitioners obtained informed consent from participants in their settings. Islamophobia had a direct impact on the Muslim educators in the study, who foregrounded or backgrounded aspects of Islamic practice and beliefs depending on the context. When combined with postcolonial theory, collaborative practitioner research enabled the creation of 'Insider Islamic Spaces of Inquiry' that provided a safe environment where Muslim educators could resist dominant discourses and cultural assumptions and re-imagine professional identities and pedagogical practices. Insider spaces of inquiry can support educators in marginalised groups to transcend forces of isolation, reflect critically on practice dilemmas, critique dominant pedagogies and take steps towards transforming practices and creating new knowledge.

Keywords: practitioner researcher, insider spaces of inquiry, epistemic disobedience, knowledge production, Muslim educators

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; (5) FME Jardin, Chile

The paper explores practitioner research for productive collaborative pedagogical change in two countries; Chile & Australia. We investigate changing participation in the sociocultural activity of shared and evolving communities of learners. We build on previous studies to bridge the academic-practitioner divide (Gore & Gitlin, 2004, Newman & Mowbray, 2012) and to create deeper understandings about pedagogical change, and the significance of sociocultural framings for improving quality in children's and practitioners' learning and participation (Newman, Keegan & Healy, 2014, Newman, Woodrow, Rojo & Galvez, 2014). The theoretical framings informed the formation of communities of learners (Lave & Wenger, 1991), positioning practitioner researchers as co-constructors and capable knowers of their work and context. We sought to better understand sustainable professional learning and long-term educational and social change. Methodological assumptions included the points that practitioners are knowledge producers rather than merely transmitters of other peoples' knowledge, take on roles as researchers, and knowledge is contestable, provisional and contextual. Data collection and analysis cycles were the core of the change process. Methods included action research, interviews and focus groups, documentation of classroom change visually and as narrative. There was transparency in addressing issues of power and agency as there were potential risks of replicating hierarchies of hegemonic early childhood knowledge. Practitioners increased their competence and confidence. Quality ratings in both countries improved. Ongoing collaborative learning models allowed educators to demonstrate deeper understandings of contemporary practice. Important issues associated with collaboration are illuminated. Academics and practitioners can benefit in their research and sustainable change efforts.

Keywords: practitioner research, collaborative research, sustainable change, pedagogical change, communities of practice

SYMPOSIUM SET G/ 30

MEASURING AND MONITORING QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION FOR 0 TO 3 YEARS IN FLANDERS (BELGIUM)

Self-organised Symposium

CHAIR: BART DECLERCQ

Centre for Experiential Education, Belgium

This Self Organised Symposium focuses on: The pedagogical framework, the observation tools on pedagogical quality and the questionnaire on parents' views of pedagogical quality

In the Flemish Community of Belgium, there was no uniform method of measuring and monitoring quality in ECEC-settings for children of 0 to 3 years. Therefore, in November 2013; MemoQ (Measuring and Monitoring Quality project) was launched. A pedagogical framework (thus a framework for upbringing and education) is developed that takes into account the economical, educational and social objectives of ECEC-settings. It articulates what settings have to mean for children, families and society, which tasks relate to that and which principles will guide these. A scientific instrument, linked to this framework, is compiled. It measures pedagogical quality and will provide an indication of overall national quality. Data is collected through questionnaires on context-variables and parents' views and through observation of interactions. There are implications for well-being, involvement and the learning environment.

A new curriculum for child care in Flanders

MIEKE DAEMS (1) FERRE LAEVERS (2) (1) Centre for Experiential Education, Leuven University, Belgium (2) KU Louvain, Belgium.

Measuring and monitoring child care quality is not possible without defining what quality is. And defining quality is only possible when discussing what the societal functions of child care might be. We made a critical analysis of 11 curricula and discussed critical points with a large group of stakeholders, in order to build a dialogical vision on quality. The vision builds on previous work on wellbeing and involvement of children (by Ferre Laevers and colleagues) as well as on the social implications of inclusion and diversity (by Michel Vandenbroeck and colleagues). Several conceptual frameworks are combined in this work, including (but not limited to) wellbeing and involvement (Laevers), respect for diversity (Vandenbroeck), zone of proximal development (Vigotsky), and areas of experience (Katz). In a first phase, 11 curricula from 9 countries were analyzed. In a dialogue between research, diverse stakeholders and the governmental organisation, a curriculum was built that focuses on the societal missions of child care, not only for children, but also for parents and society in general. We carefully considered the voice of diverse stakeholders, including minority and majority groups. The final curriculum will be presented, along with its construction process. Trainers, large child care organizers and parent organisations have signed a commitment to implement the curriculum in Flanders.

Keywords: educational quality, areas of experience, parent participation, curriculum, inclusive dialogue

Giving a voice to parents in the quality debate through a parental survey

JEROEN JANSSEN, Ghent University, Belgium

As part of a larger research project on measuring and monitoring quality in Flemish childcare, this study examines parents' perspectives on childcare quality. The study relies on insights of a pre-report on the necessity of a pedagogical measurement tool in Flemish childcare sector (Vandenbroeck, Laevers, de Droogh, & Declercq, 2011). The survey was inspired by work from Musatti and colleagues in Italy (ISTC-CNR, 2008) and our own developed pedagogical framework (MeMoQ, 2014). Childcare quality is considered a multidimensional concept, which can be understood from diverse perspectives (Ceglowski & Bacigalupa, 2002, Katz, 1993). Consequently, it is important to take into account parents' viewpoints in analyzing the quality of early years services (OECD, 2001, 2006, Scopelliti & Musatti, 2012). The survey is an attempt to address parents' perspectives, reaching beyond the traditional measurement of satisfaction. A questionnaire was developed to explore the expectations, experiences and satisfaction of parents in relation to the upbringing of their child and the working together with the childcare service. The survey was tested in a pilot study, with a response of 762 parents from 120 different childcare services. Parents are children's first educators and therefore are considered as important and competent partners in the construction of childcare quality. The vision on pedagogical quality within the framework was supported by most of the parents. However, parents also valued other pedagogical aspects as important. Insight in parents' perspectives on childcare quality can broaden our understanding of 'quality' and 'partnership' on the level of practice.

Keywords: parents, childcare quality, participation, survey, curriculum

Measuring 'pedagogical' quality with an observation tool: Insights from the pilot study

BART DECLERCQ AND FERRE LAEVERS, Centre for Experiential Education [C-ExE], Leuven University, Belgium

This research is part of an ongoing project on Measuring and Monitoring ECEC Quality in Flanders. The aim is to come to a scientific observation-tool that measures pedagogical quality and provides an indication of overall national quality for ECEC settings (0-3 years). It builds further on insights of a pre-report on necessity of an ECEC-curriculum framework in Flanders (Vandenbroeck, Laevers et al, 2011), European literature reviews (Unicef, 2008, OESO, 2012, 2013, European Commission, 2012) and the developed pedagogical framework (MemoQ, 2014). The observation-tool is underpinned by the social-constructivist paradigm: a child-centered approach and the importance of children's active and intrinsically motivated initiatives in constant interaction with others. The focus is process-quality (Lamb, 1998), measured with CLASS (La Paro, 2012) for interactions, SICS (Laevers et. al., 2005) for wellbeing and involvement and MemoQ rating-scale for learning environment. A pilot in 120 units (60 childminders and 60 group settings) is executed to optimize these instruments. Fifty units are visited by two observers to check interscorer-reliability. The whole process is discussed with EY-experts and EY-stakeholders. Insights of the pilot will serve as base for the baseline study in 400 units. Respect for children as unique, powerful and full of potential and appreciation for ECEC-practitioners are guiding principles. The pilot study supports (1) the conclusion that valid and reliable observation is possible but also that (2) some adaptations in the tools are necessary for the baseline. Based on the scientific tool, a monitoring instrument (for Inspection Agency) and self-evaluation instrument (for ECEC-settings) will be developed.

Keywords: curriculum, educational quality, national research, ECEC, scientific observation tool

SYMPOSIUM SET G/ 31

SCIENCE PROGRAMMES AND APPROACHES

Individual Papers

CHAIR: MANDY ANDREWS

Plymouth University, United Kingdom

Toddlers exploring natural phenomena with teachers as co-researchers

SOFIE ARELJUNG, Umeå University, Sweden

The aim of this study is to describe and examine the teachers' strategies when it comes to science education for the youngest children (aged 1-2 years). The study relates to Klaar's and Öhman's (2012) research on toddler's physical, non-verbal, experiences of phenomena in science. Further the study draws on the concept "emergent science" that has been promoted by Siraj-Blatchford (2001) to frame a science education for the youngest that includes providing children with a range of experiences, with phenomena and material. Siraj-Blatchford argues that these experiences are essential to later understanding of scientific explanations. The analysis is based on observations of preschool practice, video recordings, field notes, individual interviews with teachers and a video-stimulated focus group interview with all teachers working in the preschool unit. We have informed the caretakers about the project and they have given their written consent to our recording children's activities. The main finding of this study is the teachers' 'co-researching' strategies: their holding on to children's discoveries, their helping children to draw attention to finite parts of the world (such as focusing on the sound of walking on snow), their making way for comparisons (such as the difference between blowing dry and wet autumn leaves away from the palm of your hand), and their ways of interpreting children's non-oral actions in terms of reasoning and drawing conclusions about relationships in nature. Thereby, the results give important contributions to the field of science education for the youngest children and to what non-verbal science learning could be.

Keywords: science education, toddlers, teaching strategies, non-verbal, co-researching

Adaptation of EARTH-2 Scale for Turkish Kindergartners

SINEM GÜÇHAN ÖZGÜL AND MESUT SAÇKES, Balıkesir University, Turkey

This study aims to examine psychometric properties of EARTH-2 scale developed by Straatemeier, Maas and Jansen (2008) in a sample of Turkish kindergartners. EARTH-2 is a nonverbal paper and pencil test which aims to assess children's knowledge about the earth. Much research has been conducted to examine preschool and elementary grades, and children's conceptual understandings about the earth in different countries and with children from different backgrounds. The present study adds this body of literature by describing Turkish Kindergartner's understanding of the shape of the earth. Vosniadou ve Brewer (1992, 1994) investigated the mental models held by children about the shape of earth. Vosniadou ve Brewer asserted that children might have initial mental models of science phenomena at first, and as they came across scientific (model) knowledge in and out of school context, children might develop synthetic and scientific mental models. A total of 95 kindergartners (60-72 months) participated in the study. The data obtained from EARTH-2 were analyzed with Rasch analysis to examine the unidimensionality and the difficulty level of items. Written permission from Balıkesir Directorate of National Education and verbal assents were obtained. Results showed that Earth-2 items measure a single construct. The examination of the difficulty level of items demonstrated that the most difficult item for the children was the question about the 9th and the easiest item was the question that the 8th. The finding of this study may provide perspective about the mental models of Turkish kindergartners about the shape of Earth.

Keywords: earth, day and night cycle, preschoolers, mental models, EARTH-2

A longitudinal proposal about light and shadow for 3-6 years old children

SABRINA ROSSIMONICA CHIARA ONIDA AND ENRICA GIORDANO, Milan-Bicocca University, Italy

The research aims are: investigating how children explore physical phenomena and make sense of their findings, searching for appropriate learning environments to support their mastery's growing about basic concepts, scientific procedures and multi-representations, and designing longitudinal proposals about specific topics that support all development dimensions. The actual study investigates how light and shadow's topic might be introduced and developed with 3-6 years old children. A variety of studies conclude that preschool children are eager to learn and able to benefit from environments providing opportunities to exploring scientific practices (NRC, 2001). Moreover, the actual science education scenario suggests K-12 learning progressions based on few core ideas and scientific practices (NRC, 2012). Recently literature shows that children are far more competent in scientific reasoning than thought before and might be successfully engaged in learning science since early childhood (Science, 2011, NRC, 2007). The study is based on a cross-section analysis of our prior research experiences in ECEC field. We analysed different sets of qualitative data (photos, audio-video recording, field notes), using the looking and listening-in approach proposed by Sumsion & Goodfellow (2012). We provided consent forms and information sheets to all research participants. In the actual study we considered only consenting ones, replacing their names by pseudonyms. Here, we present the main steps of a hypothetical 'light and shadow' longitudinal proposal for 3-6 years old children designed through the cross-section analysis. The proposal might inform preschool teachers and caregivers' training programs aimed to develop an aware and responsive behaviour about early childhood science education.

Keywords: ECEC, caregivers and teachers training, science education, children's ideas, light and shadow

POSTERS

TUESDAY 8th SEPTEMBER 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

The aim was to investigate cross-cultural differences in classroom discourse of ECEC and primary school in Japan, Belgium, and US. Previous researches on cross-cultural differences indicated the transition from ECEC to primary school is less continuous in Japan, though Belgium and US have differences in the transition. It is important for smooth transition that teachers approach students in similar ways. Six teachers participated; one kindergarten teacher and one 1st grade teacher for each of the three countries. Six classes were audio-recorded, where teachers' initiations were analysed in terms of Mehan's (1979) IRE sequences. The whole process was conducted with explicit permission by participants and organisations. The study found three different types of initiation were observed, Type M (Initiations that teachers weren't certain whether students could answer correctly), Type G (Initiations that teachers were certain that students could answer correctly), and Type R (Initiations as Type M which teachers failed to scaffold, so that students couldn't answer). In Japan, both type G and M were observed in ECEC, whereas in 1st grade type M decreased. In addition, in 1st grade they spoke in a typical format as follows, students raise their hands, the teacher chooses one of them, student stands up saying "yes" and answer. In contrast, in US and Belgium type M was prominent in both ECEC and 1st grade. These findings suggested cross-cultural differences in educational practice for transition from ECEC to primary school. Prominence of type M might help to smooth transition.

Keywords: cross-cultural differences, smooth transition, ECEC, primary school, teacher

A garden, infinite game spaces

SANDRA SANZ FONTÁN AND MARIBEL CUSCÓ I BARCELÓ, Escola Bressol Municipal Els Pinetons, Spain

We designed a garden with a wide range of play areas that allow multiple discoveries and possibilities of play for children. Motion spaces, experimentation spaces, observation spaces, collaborative game spaces. Mauricio and Rebecca Wild experiences, the lines of the active school and the freedom of movement of Emmi Pikler, Rebecca Wild writes, "Some environments are prepared to develop the human potential with relaxed and spontaneous autonomous activities where children find what they need for their development. Activities that go from the concrete to the abstract, of the unstructured to the very structured. The adult must be present in the activity of the child, perceiving but not judge by showing interest, not directing or organising, "The garden becomes the centre of outdoor experiences and in the garden are developed; discoveries, movement, creation and enjoyment. From this conception, Philippe Meirieu writes "keeping alive questions and let everyone search their own answers triggers curiosity". Think motivating spaces for all children and with high quality. The garden is a source of unique experiences. The concept of the garden as a space more than a school aims to provide an identity and an undeniable character. A garden full of different play areas where children can circulate freely at all times and choose the type of games they want to develop. It provides essential ethical elements in our profession, leaving aside the schoolyard and walking toward a large garden. Towards a new conception of the early childhood education.

Keywords: garden, experiences, free movement, play, open air

A new educational policy: "SPAZIO GENITORI-FIGLI" the relationship between peers and adults as a factor of wellness

CRISTINA FERRERA, Comune Fiumicino, Italy

Fiumicino is a large city without housing reserved specifically for families. Many of the social issues can be improved by supporting improved parental capacity. Families benefit from environments where parents and children can improve their well-being through creative workshops with educator support, building emotional intelligence (Goleman,1995), self control, empathy, and effective communication (Gordon,1970), influencing learning and preventing social issues. Play activities involve all aspects of child's development:- physical,cognitive, emotional, relational, and family environments all provide children with experiences of crucial importance to their cognitive and affective development (Bronfenbrenner, 1979). Theories used include the preventive and available resource-enhancing approach (Gamelli, 2011), the ecological paradigm of education based on cultural identity, community sense, and participative education in which parent is partner in the child's growth. Aesthetic experiences are offered where senses are operating at their peak. Children need environments where they feel free to move their bodies and hands in order to be more aware of bodyschema, are able to relax, and can make their first cognitive discoveries. Creative workshops offer games and art opportunities. Adults make direct and participant observations, listen to the children within the educational relationship, read and share stories and cartoons. Research findings suggest that child wellbeing is strongly associated with psychological welfare. Theme meetings with professionals also highlight an innovative approach to education, with children as real participants during their growth. Participant satisfaction feedback suggests that young families have benefited from opportunities to meet and exchange ideas around the issues and challenges of parenting. Additionally, a book documenting the experiences of over 200 children and families who participated in the project has been produced. This is new educational policy for the city of Fiumicino.

Keywords: *parent participation, context, innovative practice, belonging, peer relationships*

Action research project focusing on bringing up children's empathy and social morality: Through lesson study and family involvement

SACHIKO KITANO, Kobe University, Japan

Recently, ethics amongst young children and families has become a big issue in Japan. ECE settings are expected to provide an environment where children can build a sense of trust, empathy and social morality. This paper introduces our 3 year action research project aiming to build children's social morality. Comparing with the results of Central Educational Council (2005) and Kitano, Mimura, and Yoshitomi (2006), we gathered data and found that our children are down skilling in:- (1) fundamental living habits, (2) emotional intelligence, and (3) morality and sense of discipline. The concept of action research was introduced by Levin. This project followed a 6 step action research format. The study used the Family Involvement Conceptual Framework (Epstein, 2011) and PTA (2009). Over the 3 years we studied 4-6 full day lessons per year. We examined the research topics, planned the practices, and evaluated through observation, practice records, and questions. We also tried to involve families through parent meetings, newsletters, parent-school Q & A. All individual data was confirmed by the letter of acceptance. We developed a way to (1) evaluate children, (2) make a plan, (3) setting classroom environment, and (4) evaluate the practice through co-observation and discussion between classroom teachers and researchers. Our findings were that children became more eager to express and share their feelings, empathise, and listen to others. Parents' moral attitudes were also changed. The study suggests that the preschool teachers have significant role to play in supporting the development of children's sense of trust, empathy and social morality.

Keywords: *action research, in-service training, moral education, family involvement, lesson study*

An autistic child's play behaviours in the inclusion setting

LEE-FENG HUANG, National Ping Tung University, Taiwan

The purpose of this study was to explore whether autistic children's play skills could be enhanced in the inclusive environment. Play can be seen as a feature of early childhood development. All children have play behaviours, whether normal children or children with special needs. The concept behind the inclusion is that the children

with special needs can imitate normal peers. However, autistic children often avoid eye contact and are not willing to interact with other people. Can they learn new playing skills in the inclusion? Wolfberg's peer play program for autistic children (2003) showed that autistic children can enhance their play skills in the inclusion contexts. The concept of inclusion is based on children's imitation ability and social learning. This study conducted a qualitative survey. A five-year-old child with moderate autism was the research object of this study. His play behaviours in the inclusive environment were observed during two semesters. Teachers who also participated in the inclusion were interviewed. This study obtained the permission from children's parents and teachers before it began. The results of the study found that the play skills of the autistic child developed from low-level to high-level gradually and that the autistic child showed more and more willingness to interact with their peers. Normal children's demonstration and teachers' randomly scaffolding were important reasons for the study results. According to these findings, this study recommends that government should support the policy of full inclusion and teachers should provide more interacting opportunities for children with and without special needs.

Keywords: autistic children, inclusion, play skills, play behaviours, normal peers

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

An outdoor school experience for kindergarten children was the focus of this research. The pedagogical approach built upon the work of Forest / Beach Schools. This research aimed to identify the benefits and possible challenges that this innovative approach provides. The emphasis was on the child and parent perspective. The benefits and challenges of outdoor learning for early education, including positive parental disposition and impact measurement of the forest school experience (Elliot 2014) (Slade 2013) informed the research. The philosophy of 'Pedagogy of Place' provided the research framework, emphasising the key relationships between the individual, local environment and social /psychological cultural heritage, and with the environment acting as the third person in key relationships. This was a qualitative small-scale case study located in an interpretative paradigm using the method of portraiture (Lawrence-Lightfoot, 1997). Respecting the rights of all participants was foremost in adhering to BPS ethical research standards (2009). The study found that outside school provides a level of freedom to children where the boundary between play and learning is diffused, offering the benefits of greater freedom and connectivity to the local environment and peer group. Increased risk-taking requires tacit agreement and consent from parents, and trust in the staff team. Parents need to agree the value of the natural environment and support this innovative approach. Meaningful relationships are paramount to outside learning, professionals therefore need to create strong relationships with both children and parents to deliver the reality of natural learning/schooling and tangible holistic development for children.

Keywords: outside school, natural learning, pedagogy of place, risk taking, relationships

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

Media and information and communications technology (ICT) are a part of children's everyday life. However, this cultural change has had only a modest effect on early childhood education and care (ECEC) pedagogies in Finland. The need to enhance educators' competences has been acknowledged, although it hasn't been studied. How does kindergarten teachers' education promote the key ECEC competences for media education (ME) and ICT? This poster presents the preliminary results of the first study on Finnish university bachelor's degree programmes that offer the kindergarten teaching qualification. It draws from previous curriculum research targeting teachers' training programmes (e.g. Korhonen & Rantala 2007) and from ECEC professionalism studies (e.g. Karila & Nummenmaa 2001). The question of relevant ME and ICT competences is topical with the new national curriculum for pre-primary education (2014) including transversal competence areas "ICT" and "Multiliteracy", which includes media literacy. How they are linked with general ECEC competences: competences for education, care and pedagogy as well as cooperation, interaction, reflection and information

management and knowledge of ECEC's contextual framework? The primary data consists of contents of training programmes' curricula, which are scrutinised through the competences needed in ECEC as described by Finnish educationists Karila and Nummenmaa (2001). From an ethical perspective, study programmes are discussed without direct connection to specific institutions, to avoid ranking the universities. The study aims to discuss the competences that teachers need in order to promote children's media literacy and digital skills with professional early childhood pedagogy. Implications are provided for development of basic and in-service training of ECEC teachers.

Keywords: early childhood education and care, media education, ICT, teacher training, curriculum

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

This paper explores teachers' responses towards the possible questions from young children about sex and the significance of sex education in the early years curriculum in Kingdom of Saudi Arabia (KSA). Information given to children at this age, it is argued, should focus on developing a healthy and positive understanding of gender, sex and sexuality, including human relationships (Chrisman and Couchenour, 2002). Milton (2003) argues that some teachers fail to see its importance, or are uncomfortable addressing this in early years. It is necessary to point out that there is a lack of information and limited studies on the subject of sex education, especially in early years in Saudi Arabia. The research is interpreted using a sociocultural theory perspective. Data was gathered by questionnaire and interview, and a mixed methods approach used to collect and analyse the findings. This research interprets social perspective towards the importance of sex education in early years education in the KSA. In terms of research ethics, prior to the start of the study, full written permission was obtained from the Ministry of Education in the KSA to approach educational organisations. A consent form and information sheet was provided to all participants, who were given the opportunity to withdraw from the study at any time. The project's findings highlight a consensus regarding the need for training courses and a booklet to answer children's questions, alongside high levels of disagreement amongst participants that the curriculum answers them. We recommend that early years settings should include sex education in the curriculum.

Keywords: early childhood, personal, social, emotional development, children's questions, sex and gender, curriculum

Comparison of maternal behaviour strategies in mother-child joint activity in correlation with attachment patterns

ELENA GORLOVA, Russian State University for the Humanities, Russia

The purpose of this research is to study maternal behaviour strategies within mother-child joint activity. We investigated specific characteristics of the correlation between mother-child interaction and level of manipulative skills of children. (Gorlova E.L. Psychological conditions for developmental work parents and young children (21st EECERA Annual Conference. Geneva-Lozanna, 2011). The study of patterns of attachment shows that three types of attachment in actual behaviour does not exist (Waters E., Beauchaine T.P. Are There Really Patterns Of Attachment? *Developmental Psychology*. Vol. 39 (3), May 2003). This study made possible to envisage special aspects of an emotional bond formation in the "mother-child" dyad through the prism of the cultural-historical theory (L.S. Vygotsky, 1984) and theory of attachment (J. Bowlby, 1958, M. Ainsworth et al., 1978). Attachment behaviour was studied by means of the method called "Strange situation". Quality of maternal relationship was assessed with the use of the observational scale. Strategies of maternal behaviour within a context of joint activity were studied by means of standardised observation. In terms of ethics, all participants were given details of the research procedure, and after the initial interview they gave their consent to participate in the research. The findings of this experimental study revealed that the percentage of the children with "pure" types of attachment were a small proportion of the sample group. Strategies of maternal behaviour within the context of joint activity differed depending on what group of attachment behaviour the child belonged to. Ways to support the development of the child are also discussed.

Keywords: *psychological neoformations, attachment behaviour, manipulative skills of children, maternal behaviour, child's initiative*

Creating in childhood education

MAR MORÓN AND GEMMA PARÍS, Universitat Autònoma de Barcelona, Spain

Invent, speculate, make decision, test, doubt, be excited and build are verbs that we want to find in schools. Space and time where children try out, research, discover and create in freedom, where they can develop skills related to creativity, imagination, making decisions, autonomy, self-regulation, work cooperatively and express themselves through artistic language. Artistic spaces where they develop cognitive, personal and social skills, which are essential for the formation of the person. By means of artistic creation the child generates a unique product - in the form of an idea, an object, a project etc. - that comes from within, from their own experiences, knowledge and needs, and which is capable of giving it form and content, in a space of freedom and encounter with himself. The creative experiences allow children to have an understanding of their own characteristics, of others and of the environment, and these allow a more intense adaptation, participation and involvement in life. Art is a unique oasis that allows us to do all that, and the artistic creation is a fantastic adventure to live it. If artistic creation by his idiosyncrasies incorporates new ways to make education in general, we must ask the school to change their awareness towards education through the arts. As said, Anne Bamford (2009) is necessary to warn educators and policy makers of the importance of the arts in education.

Keywords: *artistic creation, creativity, imagination, freedom, self-determination*

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

This research poster aims to identify critical aspects in professional development of those who take care of children in vulnerability situations, describes professionals' isomorphisms with the attended population, and assess the benefits obtained from participating in professional team supervision devices. There's a vast scientific literature evidencing the existing relation between supervision activities and educators' healthy professional development (Arandia et al, 2012). Isomorphism is defined as the relations' correspondence within the different systems that share the same context: behaviour, rules, myths, and communication styles, begin to resemble or become the same (Lernoud, 2005). Evidences have been collected through supervision sessions' ethnographic records, participants' diaries of these sessions, and ad-hoc created instruments. The gathered information is triangulated with existing instruments to observe the benefits that group-analysis devices provide (Yalom, 2000). The narratives' confidentiality inherent to the supervision devices is transferred to the research, preserving both the children's and professionals' identity. The value of care and sensitivity in the treatment of the professionals' discomfort situations is highlighted, as it's the material from which the intervention and the research are done. Some of the findings are related to the important difficulty in the management of labour's emotional burden (that personal stuff affected by the professional), and with the possibility of bringing to conscience deep aspects through experiencing useful strategies that promote coexistence. Competent government's policies on health and continuous training of educators can be improved according to the contributions of researches relating to team supervision devices conduction and the benefits generated by these.

Keywords: *professional teams supervision, professionalism role development, children in vulnerable situations, quality standards, ethnographic research*

Cultures of service in commercial, high-priced daycare centres

MARIUS MADER, Martin-Luther-University Halle-Wittenberg, Germany

German ECEC mainly consists of publicly funded daycare centres. In contrast to these, the difference of recipient and payer does not exist in the niche of commercial centres that are solely financed by parental fees. On a relationship level this may lead to considerable shifts between professionals and addressees in the performance of services. Therefore I ask if and how parents and children are constructed differently as (co-)producers of the

service in commercial and state funded kindergartens. Focusing on the microlevel of organisations I relate to studies on interactive work that aim for service relationships (Dunkel & Wehrich) and studies on ECE-professionals that take interactions between teachers and addressees into account (Fröhlich & Gildhoff). Social service production is understood as an interactive process in which production and consumption coincide (Dunkel). Therefore, service production has to be analysed as a coproduction in which addressees become active producers of their own (Schaarschuch). By using the documentary method (Bohnsack), I focus on organisational contexts as conjunctive realms of experience, in which common orientations are produced and reproduced (Mensching). Based on interviews with professionals and parents I reconstruct the particular service culture of a centre, as part of the organisational culture. Ethical principles of confidentiality, respect and justice have been applied. All participants provide informed consent. Data are reported anonymously. Possibilities of a structural shift concerning the relationship between addressees and professionals of daycare. The emergence of new forms of relations between ECE-professionals and their clients, as part of the recent proliferation of commercial providers in Germany.

Keywords: commercial daycare, service cultures, welfare production, parents participation, children's participation

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

The purpose of this paper is to describe the process of developing ICT for the different themes of images together with participating young children with urinary malformation. Research that highlights the use of SKYPE in young children's participation in a learning situation is limited. When SKYPE's pros and cons are described it is usually in connection with older pupils and adults. I take starting point in socio-cultural theories and the ecological model which describes interactions of systems developed, coupled with a programme of learning, communication, participation between preschoolers and web-school. A qualitative exploratory research method was applied to interviews via SKYPE between children and their web-teachers. A pedagogic method with communication support, have been developed at individual and group level for children and family. The method involves talking and using different cartoon images about experiences, memories, thoughts, feelings and can be used from 3 years of age and in younger school age. Informed consent was obtained from the children and the parents. Parents and children knew they could withdraw their participation whenever they wished and that confidentiality was assured. All data are protected by professional secrecy, no unauthorised person has access to the material and no individual child or family can be identified. The analysis revealed that web-based learning via SKYPE identified themes that discovers, reflect, participation, understanding, identifying resources, documentation, and responsibility for learning. The programme was made for use in home settings, preschools, and was user-friendly and an important factor generally in the health care system.

Keywords: web-based learning, Skype, pedagogic method, children, chronic illness

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

Aim of the study is to broaden current understandings surrounding migrant children's negotiations of status, identity, and power when entering Norwegian daycare. Evaldsson et al. (2009) recognise that children create social hierarchies, which can lead to the formation of discriminating practices (Devine et al. (2008). Drawing upon current theories of peer culture (Corsaro, 2015) we explore migrant children's need for negotiating social position (Davies et al 1999) furthermore by juxtaposing the concepts of 'sharing' (Katriel 1987) and 'silencing' (Taylor et al. 1999). We investigate how gift exchange situations can become sites for social exclusion. Embedded within Childhood studies this ethnography recognises children's agency (James, Jenks & Prout, 1998) by using participatory sensitive research methods (Clark & Moss, 2009) supplemented with open video-observations (Goodwin, 2006) to reflect children's particularities. By creating a framework of listening a heightened sensitivity was developed to the spoken and unspoken, constantly re-evaluating participants assent,

simultaneously creating an awareness amongst the children that at all times they could withdraw themselves from participation. Findings reveal that overtly sharing/gift exchange can appear to be a moral ongoing, yet fine grained analysis reveals that such situations were used to covertly silence migrant children, refusing them from speaking and acting within the peer group. Through the study we hope to contribute to the debate on early childhood and migration calling for awareness amongst educators, researchers, and policy makers that focus on language is important yet resettled migrant children likewise face challenges related to peer culture which can contribute to social exclusion.

Keywords: *peer group, daycare, migrant girls, silencing, sharing*

Early Childhood Teachers' Social-Emotional Capacity in the United States

CYNTHIA BUETTNER AND LIENY JEON, The Ohio State University, United States

The goal of this study was to establish a conceptual model capturing the relationships between teachers' social-emotional capacity, classroom quality, and children's development. Early care and education teachers are key architects of childcare environments (Jennings & Greenberg, 2009, Denham et al., 2013). However, little is known about early childhood teachers' social-emotional characteristics (Rimm-Kaufman & Hamre, 2010). We defined this as social emotional capacity (SECAP), a teacher's potential to create better social-emotional learning environments and to stimulate positive child outcomes. We conceptualised four components of teachers' SECAP: psychological well-being (e.g., stress and depression), emotional health and mindfulness (e.g., coping and emotion regulation), work-related beliefs (e.g., efficacy), and professional orientation/engagement (e.g., motivation and commitment), which are expected to be related to social emotional learning outcomes as defined by the Collaborative for Academic, Social, and Emotional Learning (2013). The components/indicators of SECAP were identified using 9 papers on teachers' well-being. Using the indicators as the keywords, we found 28 articles eligible for our meta-analysis. This study only included published/unpublished manuscripts, which are available online. We did not collect data from human subjects. In the meta-analysis, we found that emotional health and professional orientation/engagement were comparatively understudied. The analysis also revealed that teachers' psychological well-being and child-centred beliefs were moderately associated with observed classroom quality and child outcomes. We expect that the quality of early childcare can be maximised through understanding teachers' SECAP. The results also suggest that considering teachers' SECAP in professional development will benefit both children and their teachers.

Keywords: *early childhood teachers, social-emotional capacity, teacher's psychological wellbeing, early childcare quality, meta-analysis*

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

Along with the directive adopted by the EU in early childhood education, the research aims to identify the main educational models used in early education services and possible tools for the analysis and early diagnosis of disorders or difficulties. We have considered the achievements of different studies and research centres. We analysed the recent acquisitions in the field of music, linguistics, mathematic and neuromotor education. The recent studies in neurosciences have promoted a better understanding of development of brain structures, leading to profound changes in relationship with babies and children. This project aimed to understand the effectiveness of different approaches analysing the theoretical and practical foundations that guide teachers' educational practice and carrying out a qualitative analysis methodologically based on innovative pedagogical framework. The early years are critical for the cognitive, linguistic, emotional and relational development. The effectiveness of preschool education is a topic of great interest for parents who want to ensure all opportunities for their children, and for a society investing in future generations' education. The results demonstrate the need to invest on the definition of educational projects targeted both on the formation of several educators who are related with children of 0/6 years, in order to allow the realisation of educational projects and targeted early in the definition of disorder or difficulties. The achieved results pointed out the need of enhancing educational projects dedicated to training early years school teachers in order to fulfil an educational path for early diagnosis of disorder or difficulties in preschool children.

Keywords: *early diagnosis, in-service training, early intervention, educational responsibility, special education*

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

To examine the professional and personal development, including leadership skills, of BA Childhood Practice work-based students in Scotland. Sylva et al. (2004) and Oberhuemer (2013) argue that better qualified people educating and caring for children in the early years results in better outcomes for children and society. The conceptual framework is based on Cherrington and Thornton's (2013) characteristics of effective professional learning, Mitchell and Cubey's (2003) 8 characteristics of quality professional development and SSSC's (QAA, 2007) professional development model. The research used a phenomenographical approach to focus on the perceptions of learning and affective experiences identified whilst undertaking the degree. It draws upon data from three Scottish Universities, documentary analysis of 35 research assignments, 12 questionnaires and 9 interviews. Above mentioned conceptual frameworks were used to analyse the data. Subsequent to university ethics approval, informed consent was obtained from all participants. Findings revealed that the characteristics of effective professional development were evident in the degree. The most influential aspects were knowledge and understanding, critical awareness and changes to values and beliefs. These aspects promoted leadership and quality and underpinned increased self-confidence. Issues emerging from this study are the significance of a work-based model which promotes the development of higher level skills, this is relevant across professions. Cherrington & Thornton (2013); Mitchell & Cubey (2003); Oberhuemer (2013); QAA (2007); Sylva et. al. (2004).

Keywords: professionalism, leadership, quality, continuous professional development, work-based learning

Experimentation and adventure in Early Childhood

MÓNICA MORALES AND LORENA GONZÁLEZ, Universidad Autónoma de Chile, Chile

To promote significant learning through the development of scientific spirit in children under 6 years old and educators of initial stage through an active innovative and mediated education environment. Currently it is possible to state that children in early childhood may understand basic aspects of any field of science. The implementation of this project promotes the development of various skills and abilities in the children, promoting research, experimentation, curiosity, all essential conditions to develop scientific and critical thinking from an early age, (Albornoz y otros, 2008). The knowledge emerges from an inseparable interaction between real experience and reason (Pinto, 2010). The Interactive Room is based on moulds to organise the sensorial, structural, psychological and cognitive stimulus that permit mediating the environment where the educational experiences will be displayed. This environment will act as a collaborator of the mediator adult. Through scheduled visits to the Interactive Room in its different areas and resources, children achieved scientific learning, being the main characteristic of the possibility of being themselves, organising and implementing autonomously their experiences, without needing the instruction of an adult as they were accustomed to. The interactive room has been certainly set up in the community as an innovative educational space, open to create situations that promote the connection, exchange and coordination between the academic and school fields. The new education demands urge the institutions, and in particular, teachers to seek pedagogic strategies more actively, where children are the true protagonists of the learning process.

Keywords: interactive room, mediated environment, experimentation, significant learning, science

Good practices in child education: learning environment

MARIA FERRER, MARIA SERVERA LIZARBE AND CATALINA RIBAS MAS, University of Balearic Islands, Spain

The paper presents examples of good practices analysed in the framework of the project "Curriculum design and good practices in Early Childhood Education", national research programme, the best practices of two schools exposed in Mallorca with different population characteristics using the methodology: the work environments. The objectives were to - collect examples of good practice in early childhood education that integrate the following criteria; innovation, evaluation and satisfaction. - To promote reflection in the schools and generate processes of evaluation of educational innovation. The work builds on previous research published (Ribas, 2011, Riera, Ferrer & Ribas, 2014) and in a competitive national research project I+D+I (EDU2012-30972). The research

is based mainly on theoretical references such as Vygotsky's social constructivist perspective and the model of Reggio Emilia. The criteria to identify "good practices" were founded on regulations and official guidelines applicable, the results of research and international literature. The methodology of action research and evidence collected through different instruments, such as, interviews, video recordings, descriptive narratives, field notes and photographs. The priority criteria were: innovation, improving the scientific bases, evaluation and satisfaction. The images were carefully taken avoiding any interference, and their use is only permitted for research and educational purposes. The good practices analysed show how this proposed innovation is to reorganise the space, time and resources in the schools achieving a richer space, small and heterogeneous groups, expanding opportunities for experimentation, research, play and respect. The transferability of this methodology to other centres highlights the need to provide support for innovative educational experiences.

Keywords: good practices, early childhood education, educational innovation, learning environments, flexible groups

Happy parents make happy children or vice-versa – What do early years professionals think?

LEEN DOM, Karel de Grote University College, Belgium

This poster investigates how early years professionals in different settings experience parent participation and how they relate it to children's wellbeing. The study builds on the findings of international studies about effects of parent participation in child daycare (CoRe), residential childcare, Affronti & Levison-Johnson, 2009; Geurts et al., 2012; Walter & Petr, 2008, and schools, Pirchio, 2012; Smit, 2012. The theoretical and conceptual model is based on the framework of parent participation by Bouverne De Bie & De Visscher, 2008. We performed field research in Daycare Centres, Family Daycare and Centres for Childcare and Family Support. In each of these settings we interviewed professionals and parents. Participants in all settings were informed of the goals of the study, their consent received. Caregivers in residential childcare report that a good relationship with parents has positive effects on their relationship with children. If the children feel caregivers respect their parents, they will more likely accept the caregiver's authority. Childcare workers stress the importance of happy parents and children, they link the child's wellbeing to that of parents especially when things go rather difficult. Family daycare workers put the child's happiness first and do not always link it to parent participation. However, they often define their relations to parents in terms of friendship. Based on the findings of the study we created two practice-oriented books about communication with parents for daycare centres and for family daycare workers. We also wrote a brochure to inspire professionals of residential childcare.

Keywords: parent participation, child's wellbeing, early years professionals' views, daycare centres and family daycare, residential childcare

How Do Students Think Their Documentation Can Be Useful?: A Study on Active Learning for Japanese Teacher Training

TAKAKO NOGUCHI, Jumonji University, Japan

The purpose of this study was to reveal the students' learning through writing their documentation to be useful for improving their own practice of early childhood care and education. The quality of ECEC is an issue in Japan due to the continuous turnover in jobs and the lack of ECEC teachers. Therefore, the transition from learning in a teacher training course to learning in practice is very important. Students were asked to collaborate with group members on thinking about what documentation can be useful, writing tags, making a conceptual map. Thirty-five students were divided into groups. One session was held for one and a half hours. At the end of the session, students conducted a presentation and shared with each other. Three to four sessions were conducted for each group. After each session, students were required to answer questionnaires. Researchers informed the students about the purpose of this study and asked participants to allow records to be opened only for use in this research project. First, students shared their feelings about the difficulties of writing the documentation, making their collaborative work more enjoyable. But there were few ideas on how to write the documentation to be useful. Researchers instructed students to talk frankly, to think about the theme, and to give them feedback, encouraging students to find appropriate words to express their own feelings about the documentation.

Students started to actively think about what they wrote, its meaning, and how to improve it for the next teaching practice.

Keywords: documentation, Japanese teacher training, active learning, quality, students' learning

Indicators of educational quality during meal times at Early Childhood schools (0-3-year-olds)

ROSER VENDRELL AND ÀNGELS GEIS, Universitat Ramon Llull, Spain

The aim of this study is to define an observation pattern to assess educational quality during meal times at Early Childhood schools (0-3-year-olds). This study springs from the doctoral thesis: Development and validation of a protocol to assess educational quality of dining halls in nursery schools, Geis (2014), as it adapts one of the instruments of this protocol, the observation pattern, for Early Childhood schools (0-3-year-olds). We start with the conviction that the duration of the children's time spent at school is educational. Thus, meal times go beyond meeting just their physiological needs, as during meal times, such processes as bond establishing, socialisation, and acquisition of cultural patterns are also developed. The method chosen was observational as we considered it appropriate given the multidimensional characteristics of simultaneity, immediacy and unpredictability that take place during meal times. Six experts participated to validate the content of the observation pattern, and two trained observers carried out the non-participatory observation at the school, with the aim of checking for its reliability. The objectives and aims of the research were always clearly set out, and the observers respected the principle of confidentiality, privacy and non-maleficence. Data obtained in the process were analysed both qualitatively and quantitatively, and allowed us to define the observation pattern in all the areas: autonomy, communication, and physical and material aspects. Thus, this instrument can be useful for schools as it can help them improve the educational quality on a daily basis, particularly during their meal times.

Keywords: school dining hall, educational quality, 0-3-year-old education, daily nature, assessment

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

Distributed pedagogical leadership is regarded as a contributor to quality improvement in ECEC. This study aimed to examine family day care educators' epistemological beliefs (EBs, about knowledge and knowing) and ontological beliefs (OBs, about the nature of reality and being) when they participated in a series of professional conversations on topics associated with pedagogical leadership knowledge and skills. Core beliefs have been shown to underpin educational thinking and practice. For example, Brownlee and Berthelsen (2006) highlighted the influence of EBs on educators' pedagogical decision-making and practices. Schraw and Olafson (2008) illustrated that EB/OB worldviews similarly contribute to pedagogical decisions. They also showed that changes to beliefs can occur when educators engage in professional learning. The design of this study adopted a socio-constructivist approach (Cresswell, 2008), and is informed by learning frameworks underpinning relational professional development strategies. A mixed-methods, embedded case study methodology used EB/OB scales, interviews and pedagogical leadership surveys to gather data on changes that occurred when 6 family day care educators engaged in a series of 6 researcher-facilitated professional conversations. Participants received information and consent forms and could withdraw from the study at any time. Participants checked transcribed data for accuracy, and pseudonyms replaced participants' names. Findings showed both consolidation and shifts in individual educators' worldviews. Those with sophisticated EBs and OBs held more constructivist representations of their interpretations of pedagogical leadership. By exploring family day care educators' participation in 'relational' professional conversations this study informs current international quality priorities from those whose voices are little heard.

Keywords: personal epistemology, ontology, pedagogical leadership, professional development, family daycare

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

To investigate relations of combinations of students' intervention strategies and predicted strategies of experienced teachers to students' work values and the possibility of modifying these strategies in a hypothetical problem-solving situation by children. Students' strategies were: (A) promoting children's social skills, or (B) promoting reconciliation between children. Nair and Ngang (2012) proposed that co-curricular activities play a role in enhancing pupils' problem solving skills. Stage-4 social information-processing model, Crick & Dodge (1994), proposes that children access possible responses from memory, or construct new behaviours in response to immediate social situations. However, it is possible that most young children have not acquired adaptive social-cognitive skills and depend on teachers' support. Female Japanese undergraduates (N=128) completed questionnaires that assessed their intervention strategies, predicted strategies of experienced teachers (identical or different), work values, and possibility of modifying strategies based on additional information. Participation was voluntary and anonymous. Participants could withdraw from the study at any time. All participants gave their informed consent. Students conceiving Strategy-A had a higher work values score than students conceiving Strategy-B. Moreover, students predicting that experienced teachers would use identical strategies had higher work value scores and tended not to modify their strategy based on additional information. Students' work values are related to activities for developing children's social and cognitive skills.

Keywords: social problem-solving situation, intervention strategies, possible modification of strategies, work values, Japanese

Kanvas Foundations' Industrial PhD on Risky Play

ROBERT ULLMANN, Kanvas Foundation, Norway

The purpose of an Industrial PhD is to strengthen the link between research and practice in the ECEC sector for the benefit of a research-based development of teachers' education and practice. Aim of the current project is risky play in the age one-to-three years old. This is the first known project in Norwegian ECEC organised as an Industrial PhD. However, the project draws on previous, similar experience within Kanvas and other organisations. The project is organised as a traditional PhD research, but with strong links to practice field, drawing on theories from Schwab's reflection-in-action (1969) and Rickinson, Sebba & Edwards' (2011) feedback loops. The project is an empirical, observational study. Kanvas has established a system of feedback loops together with the candidate. The purpose of the feedback loops is to organise arenas for discussing research related questions, test methodological issues and face validity of findings. Ethical considerations are related to the company's result-expectations, the academic freedom of the candidate, publications and ownership of the results. Main findings and discussion are twofold. The research results itself, and the impact that the research is initiated from the practice field. Expected benefits: The company acquires new expertise and network with academia; The degree-research institution obtains new, sector-relevant knowledge and connections; The doctoral candidate completes a doctorate and gains research-related work experience. Project findings will be used to strengthen the understanding of the youngest children's needs and development in ECEC. New knowledge will provide a better basis for facilitation and lead to improved practice.

Keywords: industrial PhD, risky play, children under three years, innovative research practice, professional development

Linking adventure, kindness and caring to stretch learning to the edge and beyond!

LORRAINE SANDS, Educational Leadership Project, New Zealand

Teacher researchers at Greerton Early Childhood Centre, inside a context of learning and teaching as 'collaborative endeavour' wanted to track the possibilities offered in a farm/forest setting designed to take everyone out of their comfort zones into adventurous learning that relied on a growing sense of fair mindedness, on care and kindness to stretch learning to the edge and beyond. This research builds on the Centre of Innovation

research (2006-2008) into exploring the ways teacher/researchers work to build an investigative learning/teaching culture inside a collaborative learning community. This research stretches ideas around the role of thoughtful risk and challenge as children and teachers together, search for meaningful contexts that are ‘irresistibly engaging’, Fullan, Michael (2013). A socio-cultural view underpins the framework and learning story documentation provokes a ‘meaning-making discourse’, building dialogue around the Principles of Te Whāriki, the New Zealand Early Childhood Curriculum (1996) – a lense that is visible and accessible to children, teachers and families. The research uses narrative methodology to gather documented evidence. All teachers, families and children gave their informed consent. As children build their ideas about risk and challenge they start from where they feel comfortable, then stretch the edges of their competence. They practice. It is when they are crew members rather than passengers that children ramp up their capacity for social learning. This research offers an insight into the ways a teaching team, over time have developed a community of learners who collaborate together to foster successful learners now and into the future.

Keywords: democracy, risk and challenge, collaborative community, teacher researchers, farm/forest adventure learning

‘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

We undertook this work to observe different things, such as the pleasure of playing with the sand, the movement that it generates and its implicit manipulation. We were also concerned with the similarities between children’s style of play and the way that adults manipulate the food in the kitchen. Our main reference is a Berlin centre called ‘Strangurt’. It’s a house of free play for children and their families. One of the rooms, a special atelier (or area) with beach sand was created by Ute Strub, a specialist in the human sense of play. The theoretical framework is based in our studies and our practices about playing together with the theoretical approaches about the origin of free-play and handling development from the Emmi Pikler (1979) approach. Our methodology involves taking pictures of the children while they play on their own on the sand atelier. The beauty of utensils and the quality of the sand encourage the children into an apparently simple activity filled with deep possibilities and a range of valuable manipulation. Thanks to the videos and toddlers photos, we’ve been able to observe how children manage to handle and coordinate different movements while they play with the sand. Time in the sand atelier is a daily activity at our centre.

Keywords: free play, handling, symbolic learning, coordination, concentration

Making mathematics accessible to English Language Learner students: Project-Based Instruction in Early Childhood Education

JUDITH FABREGA, University of California - Berkeley, United States

The project presents the mathematical work of 30 kindergarten students using “the professions” as a guiding theme, and their mathematical exploration for the different careers. Mathematics education literature highlights the importance of a project-based, real and interdisciplinary approach to learning, Donovan & Bransford, 2006. It discusses the effectiveness of using Problem Based Instruction (PBI) and inquiry-based instruction to provide equitable learning opportunities to students learning in a second language, Lee & Fradd, 1998. In this case study, students were divided into four different groups to work as architects, artists, chefs and veterinarians. They completed a project relevant to the respective job: constructing a building, creating an art piece, preparing a snack for the rest of the class, and taking care of the classroom pet (hamster). Students worked collaboratively, and were observed for their use of academic language (English) and their own language (Spanish) in conversations, and how they incorporated the new mathematical concepts taught in English in their discourse. PBI takes advantage of what students already know in their native languages and provides opportunities for them to show the knowledge by “doing”. The study found high level of student engagement, as each student was assigned a role (by the group) to contribute to the group effort. Students used complex mathematical reasoning and revised several math concepts as geometry, number sense and measure, among

others, in the projects. It was observed that students used English and Spanish interchangeably, often combining English mathematical terms with everyday Spanish words.

Keywords: project based instruction, mathematics education, equity, english language learners, early childhood education

Male-teachers in Early Childhood Education in Estonia

MAIRE TUUL, TIIA ÕUN AND EVELYN NEUDORF, Tallinn University, Estonia

The aim of this study was to find out what motivated men to choose the pre-school teachers' profession and what teachers thought about men working as pre-school teachers? Most people in this profession agree that there is a need for the increased involvement of adult men in the lives of children, Rodrigues, 1997. Male teachers are seen as role-models for those children growing up only with mothers, Blanchard, 2005. In 2014, in Estonia, there were only 9 men working as a pre-school teacher. An increase in the share of men working in pre-schools will promote their contact with children and contribute to changing gender-stereotypical expectations that women are best suited to care for children, Equality, 2014. The research methods used an online-survey with 383 pre-school teachers and interviews with 6 male teachers. Taking part in the study was voluntary. The interviews revealed that male-teachers chose the profession randomly. They are satisfied with a fixed salary and monitoring the progress of children, but unsatisfied with the low wage, paperwork, the fast pace of the kindergarten and society's negative preconceptions about male teachers. According to the online survey, 17% of teachers thought that there wasn't a need for male-teachers and 45% of teachers agreed that male-teachers are role-models for boys, and 18% of teachers agreed with the statement that 'pre-school teachers' job is too difficult for men'. Research results can be used in teacher training, and also to produce a project males in the early years teaching profession is popularised.

Keywords: early childhood education, male teachers, gender role, stereotypes, Estonia

Materials: enablers of discoveries

SANDRA SANZ FONTÁN, Escola Bressol Municipal Els Pinetons, Spain

This research is about the use of different materials and prepared environments. Nonspecific materials open up a wide range of learning based on individual freedom and rhythms. Mauricio and Rebecca Wild (2000) created the concept of the active school developing the fundamentals of Maria Montessori. The materials are the mediators between children and the environment, between the children and the adult and between the children and the experiences. We can create cosy atmospheres, safe yet with freedom, where children can make, as Myrtha Chokler says, the great task of building themselves, accompanied by the adult and from various experiences. Whilst referencing the experiential education and the pedagogy of discovery (Aucouturier and Lapierre), we start from spontaneous, changing situations that accompany the personality and motivations of each child, as well as their differing degrees of abstraction. This makes learning be unique to each individual. Professionals have an ethical duty to provide environments and the most suitable materials according to the needs of each child. This provides an extra degree of quality, yet follows the course of everyday life, taking care of the little details and places us as available adults. We explore a paradigm that must provide early childhood education of its own identity, differentiated from other educational levels. And claim a new educational approach that should translate into an update of the training of professionals and the social and institutional recognition of early childhood education.

Keywords: materials, innovation, processes, singularity, discovery

Multilingual children in kindergarten – collaboration with parents focusing on children's language development

ANJA PESCH, UiT The Arctic University of Norway, Norway

This study discusses opportunities for collaboration between parents of multilingual children and staff in kindergarten, focusing on the children's language development. The main focus is on everyday contact between

staff and parents. How can kindergarten – home collaboration contribute to the children’s development in both/all languages? Which aspects might be important to focus on in collaboration with parents? The study relates to research on multilingual children in kindergarten and collaboration between kindergarten/school and parents, e.g. Cummins, Ahrenholz, Röhner, Tomter Alstad, Gjervan, Giæver. The study has a sociocultural framework (Vygotsky, Bakhtin). It is based on Cummins’ theory which states that bilingual children’s languages have a common base and points to the importance of developing both languages. A holistic view on multilingualism underpins the study (Grosjean), suggesting multilingual children’s language competence is compound and cannot be evaluated only through one language. The study is based on an ethnographic approach in a Norwegian kindergarten, with observations over a period of 8 months, as well as interviews. The study follows the rules for research ethics of the Norwegian Social Science Data Services (NSD). The discussion focuses on different aspects that may connect work with language development in kindergarten to language use at home and how these contribute to integrate minority languages into everyday activities in kindergarten. Discussing opportunities for collaboration between parents and staff in kindergarten regarding multilingual children’s language development is relevant for work in kindergarten and Early Childhood Teacher Education.

Keywords: multilingualism, early childhood, kindergarten-home collaboration, multilingual language development, minority language

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

This study examined educator-child and educator-parent relationships in Finnish kindergartens as narrated by the parents where the child had self-regulation difficulties (i.e. control their behaviour and emotions). This study asked what and how was the parents’ narrative of the educator-child and educator-parent relationship. Educators’ good quality relationships with children (Howes & James, 2002) and families (Bromer et al., 2011) are key elements of high quality in early childhood education and care settings. Relationships have been the focus of several studies in school and ECE contexts. However there still is need for further research, especially to examine the relationship between teachers and at-risk children and to examine this relationship in a broader context (Sabol & Pianta 2012). The relationships are examined from the perspective of developmental systems theory (DST) (Sabol and Pianta 2012). The data consists of semi-structured interviews of 21 parents. The study was carried out with great ethical sensitivity, which is important when doing narrative research, and included information about the study, interviews of the parents, the analysis and the research report. The anonymity of the participants was guaranteed. The main results of the narrative analysis of this study are presented. This study emphasises the centrality of meaningful relationships when supporting child’s self-regulation. This study aims to promote family sensitive early childhood education (Bromer et. al. 2011) and it emphasises the importance of listening to the voice of the parents in a daycare centre.

Keywords: relationships, narrative research, self-regulation, quality, parents

Open school: an opportunity to think about the educational relations in space/environment the childhood school

DANIELE MARQUES VIEIRA, Universidade Federal do Paraná, Brazil

This study presents visual photographs of the Open School in Bressol L'Arboç and data from subsequent meetings with the teachers in order to present these images and then think through the relationships involved in what each of them sees and what it makes them think about education. It forms part of the deepening of an ongoing PhD research that approaches photography, educational experience and spaces in the environment. Its theoretical references are based on the perspective of thinking about education as experience, through the relations that are implicated in the educational practice (Contreras, 2010) and of photography as a cultural object that is interpreted by a phenomenology focused of the image receptor (Barthes, 2014). By observing photographs, it seeks to go beyond the evidence, which are problematised in order to find the non-visible on the image and establish relations as an interpretative form of educational practice that results in experience. Special permission was requested to make use of the photographic documentation of Open School from the parents of the children to fulfill the purpose of the study. The photograph showed a cultural facilitator object to

promote discussion on the educational experience from a common context which allowed numerous interpretations. The reflections raised from this proposal evidence that the Open-School promotes rich opportunities in which teachers can observe the space-environment. Based on these impressions, perceptions and relations established from what they have seen, questions arise about the interests and the needs of the children, challenging the teachers to reflect on their own educational practices.

Keywords: *space/environment, photograph, relationships, experience, childhood school*

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

This on-going study focuses on children’s possibilities to participate in education processes in day care centres. Aim of this research is to understand children’s perception about participation and their interests and strategies to take part in decisions and arrangements in learning. Of particular importance are children’s strategies to insert their own interests and needs into communication and collaboration, if they are not yet highly accomplished in speech. Empirical studies reveal the necessity of children’s perspectives to evaluate education processes (Kordulla 2015, Krappmann 1997). The paradigm of children as competent actors implies opportunities and free space to pursue their own interests and needs (Schäfer 2005). An unreflected transmission bears a high risk to idealised motivation and performance of children and may overburden child’s competences in interaction (Büker 2015). The study explores everyday life in a day care centre, which works with a concept of participation. By a combination of ethnographical (Breidenstein 2013) and video observation in multi-aged groups (1-6) and interview responses and group discussions with children about their attitudes and feelings, we want to work out children’s perceptions about their participation (Heinzel 2012). The EECERA ethical code (2014) was followed in the conduct of the study. First results show heterogeneous strategies in the interaction processes, but also sustainable interests to participate. The abilities of children for taking part in the participation processes depend on their individual interests and social position but also on communication skills. Results of the study support the context of child’s linguistic, social and personal requirements and suggest possibilities for bringing in their interests and needs and for participation in general.

Keywords: *child’s perception, child’s perspective, participation, interaction in multi-aged groups, methodological triangulation*

Perceived differences in the behaviour of mothers and fathers

ZLATKA CUGMAS, University of Maribor, Slovenia

We performed two research studies in which parents of pre-school children evaluated the differences in the behaviour of mothers and fathers towards children and expressed their beliefs related to the families of same-sex parents. Numerous studies (reviewed in Verissimo et al., 2011) show that modern fathers are playing an increasingly important role in the upbringing of their children. Nevertheless they differ from mothers in some behaviours towards their children (Rosen & Rothbaum, 1993). We expected that parents who perceive fewer differences in the behaviour of mothers and fathers to their children would have a more positive opinion on same-sex parent families than parents who perceive more differences. The first study included 146, and the other 83 parents of pre-school children. We compiled a questionnaire of demographic variables and three questionnaires about the differences in the behaviour of mothers and fathers, and used two questionnaires on beliefs about same-sex parent families. We considered ethical principles. The results confirmed the hypothesis. The more differences the parents perceived in the behaviour of mothers and fathers, the less they agreed with the adoption of the new family code in Slovenia and the more expressive was their belief about the negative behaviour of peers to children of same-sex parents. The results showed that the perceived differences in the behaviour of mothers and fathers and the beliefs about same-sex parent families are associated with the level of religiousness, education and sex of parents. The results have some policy applications.

Keywords: *behaviour, mothers, fathers, pre-school children, peers*

Perceptions of noise among young children

CLODIE TAL AND GILA RUSSO-ZIMET, Levinsky College Of Education, Israel

This research aims to reveal how five-year-old children perceive the concept of noise. Even in early childhood, it is already possible to observe a difference in the manner in which children relate to noise. The most commonly observed difference, for example, is between children who do not react to noise and those who are highly sensitive to noise (Bistrup, 2001). This research was conducted based on a qualitative paradigm that explains the perceptions from the child's point of view (Clark, 2004, O'Kane, 2000) using metaphor as a research tool (Chesley et al., 2008). The research participants included 65 children. The research data were analysed based on qualitative content analysis and para-linguistic and linguistic analysis. The children choose to participate in the study and their names have been changed. The findings indicate that the children exhibited understanding of the following: A. Noise as a sound waves concept: (1) movement of noise (running, turn around), (2) sound energy (activity as a source of noise, for example from machines, playing, walking), (3) volume of noise (high, low). B. Noise as a negative phenomenon that children generally deal with by ignoring it or by talking loudly or quietly. The research contributes to an understanding of the boundaries of the ability of five-year-old children to comprehend the concept of noise. The tools children use to cope with perceptions of noise are relevant in designing means for confronting children's perceptions.

Keywords: noise, child perception, metaphor, research tool, perspectives and practices

Professional Training and the Corporeal in initial studies of Early Childhood Education teachers of Catalonia.

LAURA MOYA, Universitat Autònoma de Barcelona, Spain

This study explores professional training and corporeal awareness in the initial studies of Early Childhood Education teachers in Catalonia, on transition from Diploma towards a Degree. The results come from research undertaken for a Master of Education in 2014 at UAB. Zabalza (2004) suggests the training of future teachers of Early Childhood Education should be based on three aspects, the theoretical training, the practical and the personal. The personal training allows students to develop social and affectively (Fernandez, Palomero and Teruel, 2009). To achieve this, they must realize corporeal activities involving all dimensions of the person. The methodology follows the interpretative paradigm: a mixed approach that uses the technique of content analysis. The study sample are 68 subjects programs that are related with corporeality studies in 7 Catalan universities. Initially, subject programs were public and available to everyone on the Internet. However some programs were not available. The Universities supported me after that I explained my research intentions. At a qualitative level, the programs of the university subjects contemplate the self-awareness of the corporeal and the development of a system of attitudes. In quantitative terms, the number of subjects and credits related with the personal training has decreased on the change from Diplomature towards the Degree. The number of credits is the same when students realise optional subjects. This study has implications for all universities that train Early Childhood Education teachers and specifically, for the programs of university subjects related with corporeality, University teachers and the futures teachers of Early Childhood Education.

Keywords: corporeality, personal corporeal training, teacher, university education, diploma-degree

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

In the context of current developments (staff professionalisation, increasing research) a conference was held aimed at mediating the approach of evidence based practice and policy to young researchers in early childhood and to enhance their knowledge and competencies in this field. The evidence based approach adopted a medical paradigm increasingly discussed in early childhood as a strategy of an efficient theory-practice-transfer and in developing measurement in educational programmes. Evidence-based policy and practice refer to policymaking and practice development that is informed by the best possible research evidence (Lloyd 2014). Within workshops and fora young researchers presented their research in early childhood and discussed them with international experts within the context of the evidence based approach. All participants gave their informed consent for publication of their conference contributions. The conference showed a very heterogenic picture of

contentual and methodical approaches in early childhood research. Under consideration of this thematic and methodical diversity, the adequacy of methodical standards in regard to an evidence based approach were discussed. Special attention has to be paid to the successful transfer of empirical findings into practice. Regarding the conception and validation of research studies it is recommended to consider practice orientation, transferability and acceptance and to include these aspects in the empirical analyses. The views of practitioners should be considered in the definition of criteria both for study conception and systematic reviews. Furthermore, barriers in the access to scientific knowledge should be diminished and appropriate methodological expertise should be imparted in scientific education.

Keywords: evidence-based practice, early childhood education, research synthesis, professionalisation, evidence-based policy

Pre- school Children`s experiences on daily living

TAINA KYRÖNLAMPI, University of Oulu, Finland

The data of this study consists of interviews with 29 children (aged 5-7). The research aims are: developing a combination of work and family life from a child's perspective, and advancing child research by developing the child interview. This study is a part of multidisciplinary and wide field of child research. In our culture, a child is regarded as a 'Person in need', but a child's rights to be heard in the matters concerning himself as suggested by the United Nations agreements on human rights is rarely recognised (Qvortrup, 1994; Alanen, 2009.) This study used a phenomenological method and its aim was to describe how the experiences of the child appear to him or her self (Giorgi, 1994). The child interview posed two main problems and challenges as a method: the first is that it is adult centric, the second is that children may find it difficult to tell about their own experiences. Entering the children's experiences necessitates equal, confidential and open interaction and co-operation between researcher and children (Corsaro, 2005; Kvale & Brinckman, 2009). A researcher has to make ethically sustainable choices in every phase of the research process. When doing research on children, a researcher must understand and protect the child's privacy, and the child's development must not be endangered at any point. (Einarsdottir, 2007; Leeson, 2007). This study shows how flexible and unhurried child's everyday life is. Can the adults be elastic and take into consideration child's tact?

Keywords: childhood, play, everyday life, parent, home

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

The present study tests the predictive power of six capacities, tapping different aspects of social-emotional competence of preschoolers (e.g. self-regulation, interpersonal skills) with regard to social integration and academic performance in primary school. Children's social-emotional competence is assumed as crucial for both concurrent and later well-being as well as learning and academic success (Malti & Perren, 2008). For example, von Suchodoletz et al. (2009) proved the impact of early self-regulation on classroom behaviour and academic performance. The theoretical framework for the study is based on the integrative tri-level model of social competence and psychosocial adjustment developed by Perren and Malti (2008). Kindergarten teachers rated their preschool children's social-emotional competences with an observation instrument. These children appraised their social integration in 1st and 2nd grade in primary school by a standardised self-questionnaire and completed tests that measured their reading and mathematical skills in 2nd grade. Data was collected was anonymised. The participants had the opportunity to withdraw from the study at any time. The results reveal that only two of the six checked capacities support social integration and academic performance after transition to school. Children, who were rated high in self-regulation and task orientation by their kindergarten teacher, were evaluated on their social integration during 1st grade more positively and achieved better reading and mathematical skills in 2nd grade. According to the present study, self-regulation and task orientation are the most important aspects of social-emotional competence. Thus preschool programs that seek to promote various social-emotional skills should focus on these capacities.

Keywords: *social-emotional competence, kindergarten, rating, social integration in school, academic performance in school*

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

This study aims to contribute to knowledge of preschool teacher students' reflections on young children's play, and beliefs regarding children's development in early childhood education. Our study is based on analysing student's written texts, their "Pedagogic Creeds", focusing on play. The study has connections to research investigating children's play and formation, and to our previous work in the field (Akslen & Saele 2014, 2015). Our work is theoretically linked to concepts of children's wellbeing seen as interaction between children and their environment, and related to the work of Bollnow and Buber, as well as Charles Taylor's theories of self-formation and authenticity. This research uses a combination of qualitative and quantitative methods in analysing written texts, "pedagogic creeds". Material is collected over years at our university college, analysed by choice of terms and values of children's play. Our study is within a social constructivist approach, and in the field of ethics linked to Charles Taylor's thinking on developing an authentic identity. Conditions of anonymity of participants are taken care of. The individual student's integrity will be an important part of the approach to the task. Our main findings are linked to students' thinking about values in children's spontaneous play. Our findings also show how preschool teacher students develop authenticity related to their future role, and academic language during their educational program. The knowledge gained will shed some light on preschool teacher student's understanding of young children, and the findings have important implications in improving the quality of our preschool teacher educational program.

Keywords: *pre-school teacher student, children's play, formation, moral, authenticity*

Problem-solving strategies in an experimentation proposal addressed to 5 years old children

GABRIEL LEMKOW-TOVIAS, CARBALLO-MARQUEZ, JORDI CANTONS PALMITJAVILA, CARME BOSCH-JORBA, IMMA BRUGAROLAS CRIACH AND SILVIA MAMPEL ALANDETE, UVic - Universitat Central de Catalunya, Spain

This research aimed to observe the spontaneous strategies, and their evolution, of a group of 5 year old children attempting to solve an experimentation proposal. Experimentation activities in early childhood education begin by identifying a problem to be solved. This promotes a search for possible solutions, leading children to act upon reality. Many of these actions and strategies are related with executive functions (EF) such as hypothesis-generation, planning, anticipation or self-correction. Recent studies show that many EF begin their development during childhood and that their reinforcement is related with school success during late childhood and adolescence. This is a qualitative study elaborated with non-participant observations of 5 year old school children (n=20) during 4 sessions. The children were observed either individually or in small groups. The proposal required children to control the path of a ball by creating a circuit using wooden pieces on a leaning surface. The difficulty of the circuit is increased across the sessions. Number of trials, strategies used, strategy shifts, and errors were taken into account. An information sheet was given to the adults responsible for the child participants whose names were anonymised. Preliminary findings show that children use different strategies, based upon EF, to solve their task. These strategies evolve along the sessions and their evolution depends on whether the task is realised individually or in groups. These results imply that experimentation tasks could be pedagogically useful for preschoolers to promote EF development, although further investigations are needed.

Keywords: *experimentation, cognitive development, executive functions, early childhood education, science education*

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

The purpose of this presentation is to discuss findings from a case study about quality in early childhood education and care in Japan. The importance of the quality of ECEC is a major issue internationally (OECD, 2006). Sylva et al. (2003) argue that “quality is not a universal concept but depends on national curricula and cultural priorities”. Japan is different from the Anglo-Saxon countries and Nordic countries in cultural belief. The activity in ECEC is based on free play and teacher focus on the interaction of children in play groups (Akita et al., 2011). The conceptual framework is the “discourse of meaning making” (Dahlberg et al., 2007). This study examines the interaction or process quality in free play in Japan by using and exchanging diaries and discussion among day care centre teachers. Theoretical underpinning came from the “Learning Story” (Carr, 2001) and “SICS” (Laevers, 1994). Ethical approval from participating teachers was sought before the study commenced. Our findings have two points. First, teachers repeatedly reflected the process of children’s play and their interaction with children by using an “exchange diary” because teachers have to reread former records to describe the continuance of the play. Second, teachers were able to cooperate easily because they could really discuss after having understood other teachers’ perspectives through exchanging diary. We will argue in this presentation that the quality of teachers is relevant to the quality of children’s play. Teachers have to continue thinking by exchanging perspectives with each other. This is professionalism.

Keywords: quality, Japan, play, meaning making, exchanging diary

Read, write and create with Joan Miró

MAR MORÓN AND GEMMA PARÍS, Universitat Autònoma de Barcelona, Spain

As artists, teachers and researchers in the field of art and art education, we consider art (or work of art and artistic processes) as the undisputed and indispensable source of knowledge for training the whole person. We also realised that the presence of works of art that represent the history of mankind in schools are almost inexistent (usually in formal education), and, on the contrary , we see that these areas of teaching and learning, for all languages, are invaded with stereotypical images. When we learn how to read, letters, words and figures come to form part of a marvellous multifarious universe that is open and free of all prejudice. This offers art as knowledge and as a provocative association of thoughts that enrich the creativity, imagination and fantasy; develops skills for the knowledge of different artistic techniques, such as sculpture, painting, drawing, photography, engraving; through different materials and media, pigments, earth , wood, wall; to promote the importance of the cultural and artistic heritage, creating links between school and Museum. We all need to continue being artists, to foster the investigative and enterprising spirit of our childhood. And the childhood needs to fearlessly experience the techniques employed by the artist, giving new forms to ideas and feelings. The idea for this work arose from a desire to bring art to curious hands itching to touch everything, to discover the world.

Keywords: art, heritage, read-write, creativity, imagination

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

The aim of the present study is to examine child play and peer social interactions when sand is introduced in asphalted pre-school playgrounds. There is a consensus regarding the importance of including natural resources in playgrounds design. Moreover, evidence from research studies has shown that there is a positive impact in daily contact with nature on several aspects of child development, such as quality of play or social peer interactions. It has been shown that sand play enables not only contact with nature, but also encourages various types of play with an open-ended material in a social setting such as a playground. Sand was introduced in an experimental and exploratory way in 5 asphalted preschool playgrounds following the same procedure. Participants, aged between 2 and 6 (n= 103), were free to play and interact. Data were gathered using direct observation, recordings and photographs. Supervisors, caregivers, and parents granted approval for this study procedure to be carried out. This implied informing the participants about the research aim and presenting the results. The results obtained indicate that sand improves children play and peer social interactions’ quality. Children were highly involved in functional, constructive and dramatic play. Besides, child experimentation,

pleasure, creativity and collaborative behaviours were fostered by means of involvement, while disruptive behaviours were not seen. Results suggest that sand should be included in asphalted pre-school playgrounds designs in order to enrich child play and peer social interactions.

Keywords: sand, pre-school playgrounds, play, peer social interactions, nature

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

The present study investigates the screen media use of children under six years. The results of the survey provide the basis of a forthcoming intervention study, which aims to support parents in reducing children's screen media use. Except for Feierabend et al. (2013) there is no data on screen media use of children under six years in Germany. Considering possible negative consequences of an increased screen media use like obesity (Halford et al., 2003) and aggressiveness (Centrewall,1992), the study intends to help close this research gap. The theoretical framework of the study refers to the displacement theory of McCombs (1972). In view of this theory, increased screen media use could replace activities, which nurture children's development (e.g. playing). Parents filled out a questionnaire about screen media use of their child and rules with regard to content and duration. After providing an information sheet, data was collected anonymously. Already a third of the 2-year-olds uses screen media for at least half an hour daily. Screen time increases with age, while other activities decrease. Nevertheless parents report they are content with the screen media use of their children. There exist more rules for content than for duration of use. Children's screen time is associated with parents' screen time, educational background as well as having older siblings. Parents don't seem to be worried about (an increased) screen media use of their children. Therefore day care centres should raise parents' awareness regarding potential consequences of an increased screen media use in early childhood.

Keywords: screen media use, children 0-6 years, survey, guidelines, daycare centre

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

This study seeks to clarify the significance and identity of the "boundary place" in the early childhood care and education environment by comparison with the piazza. In Japanese kindergartens and nursery schools, there is a "boundary place" to connect the inside and outside. The function and the characteristics of these places (Sakai 2010), but their originality was not considered in comparison with other places. Viewed as an architectural territory, the difference between Japanese "boundary place" and piazza or square in Europe is pointed out (Kurokawa 1997). In the "boundary place" and square, there is a common aim to create a community by connecting some different places. Therefore, first, we seek to clarify the constructs of "boundary place" in Japanese ECEC environment by qualitative analysis of observation data. Next the identity is considered by comparing with the Piazza emphasised in ECEC in Italian Reggio Emilia (C. Edwards et al., 2011) as one of the square. Observations were carried out at four facilities by obtaining the agreement of the director and teachers. As a result of the analysis, the following basic concepts of the "boundary place" emerged: a junction of life and activities, a relationship not too close and not too far, a flexible activity place, a periphery of life and activities. While the characteristic of the square is centrality, the characteristic of the "boundary place" in aspect is peripheral. There is significance which protects children's privacy in a group life and promotes free choice in the "boundary place".

Keywords: boundary place, piazza, ECEC environment, centrality, peripheral

Study on Preschool Children's Learning to Read at ECEC.

YOSHIKO SHIRAKAWA (1), TAKAAKI 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

This study aims to clarify the frequency that ECEC teachers read books to their pre-school children, and the degree that they learn to read and write words. Previous research on the cooperation between kindergartens and primary schools indicated that unconscious learning through activities in early childhood led to conscious learning. It must be important in the ability to read and write in elementary schools that teachers read books to pre-school children in ECEC. The survey respondents were 101 ECEC teachers who were asked about 3 to 5 year old children's learning to read at ECEC. Survey response rate was 49.8 %. The University Ethics Committee approved the project design and permission was obtained from participants. More than sixty percent read books to children in early childhood at ECEC. Frequency varied: "everyday" (3 years old: 66 teachers, 65.3%; 4 years old: 65 teachers, 64.4%; 5 years old: 65 teachers, 64.4%), "almost everyday" (3 year olds:23, 22.8%; 4 year olds: 28 teachers, 27.7%; 5 year olds:28, 27.7%) or "sometimes" (3y:5, 5.0%; 4y:5, 5.0%; 5y:6,5.9%), while a few percent answered "not often" or "not at all." We also asked for the evaluation (five-point scales) of eight reasons for reading. High evaluated reasons were "to enjoy the world of books (4.87%)," "to use imagination and have a dream" (4.63%), and "to interact with children through books (4.29%)." It indicated that ECEC teachers don't read books just for learning words. We'd like to clarify the quality of children's education by examining the relationship between the results of ECEC learning environment, and first grade students' ability to read and write.

Keywords: ECEC, pre-school children, literacy, smooth transition from ECEC, reading picture books

Teaching ECEC professionals students in natural scientific literacy

DORIS DREXL AND JUDITH DURAND, German Youth Institute, Germany

This project intends to create and implement a concept for school instruction in scientific literacy in ECEC. Resulting from this students' development of reflection skills and teachers' attitudes towards natural science will be assessed. Empirical studies reveal the necessity of domain-specific didactics (Sylva et al. 2004) for early childhood education, especially scientific literacy (Steffensky et al., 2012). The development of scientific literacy starts in early childhood and is promoted in kindergarten. Studies have shown that pre-school children have already built up an ability to work with basic scientific strategies (Fthenakis, 2009; Sodian et al., 2006). The enhancement of scientific literacy in kindergarten requires a transformation of the professional competencies of ECEC professionals starting with their formation. A constructivist approach of learning constitutes the theoretical framework (Möller, 2001). In addition to theoretical expertise, on the basis of videotapes students will reflect the pedagogical practice of natural sciences education and experience the potentials of self-reflection processes. To investigate the educational results this video analysis will be documented by portfolios, which will be analysed under control of further variables. Following the ethical principles of APA, consent forms were obtained from all participants with details of the research process and confirming confidentiality. We expect our results to identify the benefit of the student oriented qualification concept in natural science education and in the competence of students' self-reflection. This project contributes to the necessary transformation of educational systems with regard to professionalisation of ECEC professionals, starting with the enhancement of scientific literacy in ECEC.

Keywords: scientific literacy, professionalisation, qualification concept, early childhood education, constructivist instruction

The children at Nursery choose

MARIBEL CUSCÓ BARCELÓ AND SANDRA SANZ FONTÁN, Escola Bressol Municipal Els Pinetons, Mollet del Vallès, Spain

This study explores a model of teaching and learning using children's personal items as the starting point. Children learn when they are offered free play opportunities, choices, and are supported to make their own decisions. The role of the adult is to support and scaffold this. Theories used are Montessori's 'adequate environment', Malaguzzi's 'image of the child', Pikler's work around the child's need for relationships and autonomy, and Wild's work on accompaniment and free movement spaces from the alive and active school. One of Wild's texts serves as a theoretical framework for this study, "prepared environments for promoting human development are relaxing spaces of autonomous and spontaneous activities, in which children find what they

need for their development ..". The teaching and learning approach focuses on children from 4 to 36 months, using games and daily incidental learning opportunities. We understand time as a continuum, where the children are entitled to feel comfortable, safe, accompanied and loved. The work is based on the child's right to choose and define play, objects, and spaces. We offer attractive materials, stimulating indoor and outdoor spaces that support the free movement, interests and needs of every individual. The research findings suggest a need for an alternative approach to learning in which the child is the protagonist and the adult supports and scaffolds. This would entirely transform the traditional educational model.

Keywords: respect, game, to choose, rich environments, materials

The dialogical self of the learner. Voices and positioning within learning activities of early childhood students
ANDREA TURES, Justus Liebig University Giessen, Germany

The study addresses the professional development of students pursuing degrees in early childhood education (ECE). It investigates the learning activities during the reflection on their own pedagogical practices with young children in the curriculum area of language and literacy. The research is based on my previous findings and conceptual work within the current international and German debate about quality in ECE. The study is situated within the framework of Psycholinguistics of Alterity (Bertau 2014) and Dialogical Self Theory (Hermans and Gieser 2012). Hence professional development is viewed from a perspective that is sensitive towards its specific form, dialogicality and multi-voicedness within the learner. The study was conducted as an embedded mixed methods design. Qualitative research strategies were used to elicit and investigate the positioning processes within the dialogical self of students. On a quantitative level the "Teacher Interaction and Language Rating Scale" (Girolametto et. al., 2000) was used to measure the interaction quality of the language activities in the students classroom. Researcher and participants negotiated consent together. A consent form with the consensus agreement was provided. Participants were able to withdraw from the study any time. Pseudonyms were used. The findings demonstrate the ambivalence within the dialogical self of learners and point to a genetic relationship between self reflective and social positionings within the ECE community. Based on the findings it is argued for the need of an approach to professional development that is grounded on an alterity-based paradigm and acknowledges the fundamental situatedness and dialogicality of any learning activity.

Keywords: professional development, university training, psycholinguistics of alterity, dialogical self theory, language and literacy

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 research aim is to identify the disciplinary dialogue elements (Calafell, 2010) that trainees add to their learning, and characterise how to express it on transference to the school once they become teachers of childhood education. The teachers formation has being converted in one of the principal investigation fields about didactic. In particular, in the Didactic of the Experimental Science, the investigations show the deficit of traditional formation models and the need to innovate on new formative proposals. The research presents the disciplinary dialogue as a formative proposal in order to teach science from the complex, interdisciplinary and transformative action perspective. Specifically it adapts an activity designed from this approach (Bonil, 2004) that joins science and dance in order to work the waste management into the subject from the grade of childhood teachers. The method used was a programme evaluation. The pupils' productions and semi structured interviews of the work teams are used as strategy to collect data. Speech was analysed and the disciplinary dialog grade assessment tool on pre-communication was implemented realising the research objectives, involvement of pupils, confidentiality, and dissemination of results. The results show that: (1) the future teachers learn how to teach science from an interdisciplinarity; (2) the transference on their future professionalism is varied and shows several profiles; (3) elements like the emotions, the connections in the class and the natural word or the relation between curricular areas are crucial to the implementation of the disciplinary dialogue in the early childhood school.

Keywords: interdisciplinary, complexity, teaching of experimental sciences, teachers formation, environmental

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

There are over 22,000 children waiting to enter authorised day care centres in Japan (Ministry of Health, Labor and Welfare, 2013). Thus, although unauthorised day care centres (UDCC) don't meet several regulatory conditions (the size of facility, number of licensed staff etc.), they are expected to receive these children. Despite growing interests in UDCC, little is known about their features. The purpose of this study was to report the features of UDCC focusing on "Baby hotels" in Japan. Although we reported UDCC in Japan played an important role in ECEC and the family care setting at EECERA 2014, that report was only an outline of our findings. In our current study we reported more details about ECEC and the users of "Baby hotels". This study was conducted from the standpoint of the primary environment of ECEC and family support. We analysed user records and data from semi-structured interviews conducted with managers of "Baby hotels". We explained the purpose and the procedure of the study to the participants and obtained informed consent. Results were: 1) the percentage of 0-3 year old children was higher in day time, the percentage of children 7 years old and over was higher at night time, 2) attendance was irregular and the ages varied, 3) the occupation of many parents was night club hostess. Our findings suggest that children who are left at "Baby hotels" and their parents are within high risk groups and have special support needs, and "baby hotels" provide special support to them.

Keywords: UDCC in Japan, baby hotel, temporary childcare, family support, interview and observation

"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

This poster aims to show the main competences that the students of Universitat Autònoma de Barcelona have acquired during the creation of an experimentation space called the 'Hipatia laboratory' in the Gespa school. There is limited previous research in this specific area. This is an innovative practical experience that has been carried out as part of a new curriculum. The learning environment supports the child's natural exploratory drive, and the Hipatia laboratory is the ideal framework to put scientific thinking into practice. There is a feedback loop between theory and practice, and an empirical and reflective learning model (Vila & Cardo, 2005) in which the student can build their knowledge (acquisition of skills and values) in collaboration with the university and the school. The methodology used is action research, and the instruments analysed are the teacher-tutor's practice assessment report and the five students' final reflections. A team work approach has been used with the aim of benefiting both the students and school. Analysis of the instruments shows that the main competences acquired are: observation and detection skills, design and implementation of the project, children's increased autonomy in the learning process, and students' increased reflective capacity in relation to their own practice. The new Hipatia laboratory has highlighted the importance of effective collaboration between school and university in initial teacher training, and the importance to dispose maximum sensory testing proposals available to children that will remain at school when the students leave.

Keywords: initial teacher training, skills acquisition, learning environments, innovation and learning, natural necessities

The Meaning of “Pretend Play of School” in Preschool Years : Sociocultural Approach for Transition to School.
KIICHIRO OKAHANA, Fukuoka Jo Gakuin University, Japan

The purpose of this study is to theoretically and practically examine the possibility of play in terms of preparation for school. Transition to school is a key theme in ECE (OECD, 2006). While play remains important in ECE, it has never been studied in terms of transition to school. It has been argued that ‘play’ is in opposition to ‘learning’, which is seen as the dominant activity in school. Vygotsky(1978) claims that play is the "leading activity" for children in early childhood education, and he argues that play creates the 'Zone of Proximal Development'. According to Bozhovich(2009), children's activities are linked to the social situation for development. Within this framework, the social situation of development includes both the social context and children's reaction to this context. We have applied these theories to practice with an examination of "gakko gokko" (Pretend play of School) at a childcare centre in Japan. They played at studying school subjects such as science and mathematics, and doing homework. During "gakko gokko", children performed the role of school student, and the teacher's role become more instructive than usual. Children's emotional experiences reflected the activity and the setting. Analysis found that the children learned to use cultural tools and take expected action in specific settings through "gakko gokko". Their behaviour reflected a type of school habitus. "Gakko gokko" does not mean that children master language and number learning. 'Gakko gokko' allows children to experience going to school through play, and possibilities.

Keywords: transition to school, Vygotsky, pretend play of school', play and learning, school habitus

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 purpose of this study was to examine the ideas of multicultural children about their own families in an effort to understand multicultural families from the perspective of multicultural children. This study was under the influence of earlier studies that examined the family environments of preschoolers from multicultural families from the perspective of their own specificity. The multicultural children are the primary environments that lay the foundation for their development and have a decisive impact on their cultural identity building (Rodriguez, Talyor, Smith & Johnson, 2009). The subjects in this study were nine selected multicultural children in a class of age 5 in a daycare centre. They read books and talked in small group during July to October, 2014. They were observed in that period, and the collected data were analysed by using a qualitative research method. Before this study was implemented, the parents of the preschoolers were reassured about the ethics of this study, and then their written consent was obtained. The multicultural children took a dual view of their families in that they celebrated the differences caused by their characteristics of multiculture and regarded the differences as a factor of conflict at the same time. The findings of the study suggest that in order for multicultural children to take a positive view of their own families, they should be exposed to the cultures of their mothers native countries, and the kind of family climate that receives biculturalism in a positive manner should be created. In addition, there should be positive feedback from others.

Keywords: multicultural children, multicultural family, multicultural education, child welfare, multicultural

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 present study, placed in the Basque Country, is aimed at analysing the quality of 19 preschool's outdoor environment. Preschool infant education is an important out-of-home environment for young children. Moreover, evidence from research studies has documented the impact of child care environments on child development. Outdoor environments have also become important resources in infant education (for an overview, see EECERA Journal's Special Issue: Outdoor play and learning, 2010) as they have an important role in promoting child play and learning. That is why a growing body of research has focused on outdoor environment quality because of its impact on several aspects of child development, such as play and learning. The sample consisted of 19 child care centres placed in the Basque Country, involving 1156 children, aged between 3 and 6 years, and 51 caregivers. The outdoor environment was assessed using the Preschool Outdoor Environment Measurement Scale (POEMS). Direct observations and semi-structured interviews were also conducted. Supervisors, teachers, and parents granted approval for this study procedure to be carried out. This implied informing the participants about the research aim and presenting the results. The results indicate that the average quality of the outdoor environment could be considered as moderate. The child care centres have an optimal physical space with potential to enable social interactions. However, it is not used as a pedagogical environment to maximise playing and learning opportunities. The need to reflect on outdoor environment as a part of the curriculum and educational project is highlighted in this paper.

Keywords: *outdoor environment, learning environment, quality, infant education, POEMS*

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 objective of this study is to get to know the perception of teachers about play areas in Early Childhood and Primary Education schools. This study is part of a wider research project with the aim of contrasting to what extent the children's right to play is exercised in the schools of Catalonia. In previous research we already advocated play as a natural environment for the child's development. It is from this conviction that we propose a new vision, by linking it to children's rights. This study is set in the constructivist paradigm, which understands play as the basis for the child's integral development from a context that offers them the chance to exercise autonomy and the capacity for decision making, and conflict resolution. This is a descriptive, qualitative study. Participants are teachers from nursery, early childhood settings, both state and private, from different socio-economic contexts in the city of Barcelona. Data collection was carried out with the Focus Group (FG) method. Anonymity, confidentiality and respect for the opinion of participants were valued throughout the entire study. Data obtained allowed us to have a first contact with the perceptions of teachers about the children's right to play at school. Participation in FG was a chance to think about the real offer that schools have in relation to the children's right to play. From the gathered information, it is expected to elaborate a questionnaire to assess the status of the issue. These final results will allow us to present the corresponding educational proposals.

Keywords: *child play, development, children's rights, education, role of educators*

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

The purpose of this study was to examine the relationships among Japanese teacher's time to spend on their work tasks including teaching and care, assessment and recording, planning and preparation, and so on, in their centre. We had reported already that 28.7 % of the teachers spent no time for assessment and recording, and that 45.0 % of the teachers spent no time for planning and preparation. The Carroll model emphasises the importance of quality of instruction (Carroll, 1989), and teachers' time use is one of the crucial issues for improving the quality of instruction (Rice, 1999; Vannest & Hagan-Burk, 2010). A total of 1160 teachers from 565 centres were asked to record the time spent on their work tasks in a certain day. Prior informed consent

was obtained from their centre managers. The time for teaching and care was negatively correlated with the time for the other work tasks, which suggested that teaching and care would prevent teachers from the other work tasks. The correlation coefficient among time for the work tasks depended on years of experience of nursery teachers. For younger teachers, time for meetings was not correlated with the time for the other work tasks. For older teachers, time for assessment and recording was negatively correlated with the time for paperwork, and was not correlated with the time for teaching and care. These results were discussed in relation to teachers' role, ability for time management by teachers and developing the ability with teacher training.

Keywords: Carroll model, teachers' time management, quality of teaching and care, assessment and recording, planning and preparation

Theory of attachment and kindergarten practices

ZLATKA CUGMAS, University of Maribor, Faculty of Education, Slovenia

The aim of the research was to develop a questionnaire on applying the attachment theory within Slovene kindergartens. Mardell (1992) reported that fostering secure attachments in kindergartens should be a primary goal of kindergarten teachers. Children's secure attachment in kindergarten is associated with more play with peers, greater empathy and independence, and higher achievement orientation. Good kindergarten teachers are aware of the significance of child-teacher attachment. The attachment paradigm is seen as providing a powerful theoretical basis for improving kindergarten practices and provides a conceptual framework for understanding children's behaviour in kindergarten. It is very important to stimulate children's development of secure attachment to their kindergarten teachers, because secure bonds with kindergarten teachers can help compensate for insecure attachments with parents. The poster presents the results of the Questionnaire on application of attachment theory in kindergarten that was completed by 139 female students from the Preschool Education Department at the Faculty of Education in Maribor, Slovenia (23 % of them are employed in kindergartens). The students assessed the importance of different activities of application of attachment theory in kindergartens. We considered ethical principles. The results show that there were significant differences in opinions on the use of the theory of attachment in kindergartens among students who work in the kindergarten and those who are not employed. The former mentioned are more aware of the importance of children's secure attachment than the latter. The questionnaire used in this research could be one of the instruments for evaluating kindergarten practice.

Keywords: attachment, children, teachers, kindergarten, practices

"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

This study explores children's perspectives on mixed-age institutional learning groups in transition processes (Griebel/Niesel 2011). Children were asked to describe both their participation experiences and strategies used. These statements were used to develop child-perspective quality criterion and then compared with and used to broaden adult perspectives. Ascertaining the child's perspective (Heinzel 2012) to optimise learning in transition periods and establish democratic structures in daily preschool routines (Priebe 2007/Büttner 2006) is viewed as critical in German educational settings. Mixed-age peer learning processes also offer extensive transitional opportunities (Kordulla/Büker 2015). Based on theories of basic human needs (Ryan/ Deci 2000) and the communicative model of Watzlawick et al. (2011), the transition was examined from the perspective of Open Learning (Peschel 2002) and a special relationship model as an interdependent dovetailing (Bethke/Kordulla 2014). Within the framework of qualitative research, 26 children (single: n=4, four group discussions) were interviewed based on guideline support. The researchers developed the PiVisCo-questionnaire (communication about items visualized by pictograms) as a new democratic action research methodology. The study adheres to the principles and practice described in the EECERA Ethical Code (2014). The survey shows children's capability to evaluate determined and meta-reflected aspects of organisation, methodology, content, and social level in transitional activities. The possibility to participate in those processes, to realise one's own ideas spontaneously, and to be asked for enhancements are essential quality criterion. Study outcomes and recommendations include

recognising children as transition experts and keeping them involved in the process. This requires children's continuous feedback and reflections on these participatory processes.

Keywords: transition, participation, peer-group-education, children's view, quality criteria for transition

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

This study focused on the promotion of inclusive practices through training in professional education context and was aimed at innovative interventions based on scientific knowledge and reflection on practice. This project was conceived by a group of teachers and funding was approved by the Calouste Gulbenkian Foundation, within the program, 'Special education, 2014'. The inclusive education paradigm challenges schools that they should be prepared to strengthen their action and to train all teachers to work with difference in the classroom, in the sense of a flexible guidance that contributes to an improvement to all students with the collaboration of the community (Ainscow et al, 2012; Correia, 2008; César, 2003). In the logic of training as an investigative process centred on practice training, we had two types of objectives: understanding the professional culture in the field of special education and changing some aspect of the practice, once the necessity of this change identified and established. In implementing a collaborative and reflective methodology regarding pedagogical practice learning becomes significant. Confidentiality was assured. The main discussion focus of this project was the identification of good practice of inclusion and to use it on the ground within the school communities. This practice-based research is likely to set up a dynamic for promoting schools own training in context, especially through a network of collaborative work between professionals who work on a daily basis in the areas of early intervention, special education and regular education.

Keywords: inclusion, training in context, differentiated pedagogy, practice based research, teacher training

Transformation outdoor area at friendly zone

CAROLINA PALACIOS, MARTA DEL OLMO AND ANGELINES SANCHEZ, Escola Bressol de Cervello, Spain

This initiative emerges from the desire of considering the nursery as a generator of great learning places. The need to integrate outdoors in the school project has motivated the educational team to start a transformation process of open-air zones into friendly and inspiring areas, with plenty of life. We need to find harmony between outdoor and indoor zones for integrating in the school project. The influences of Penny Ritscher invite us to change our point of view of outdoor zone to a place where the children can imagine, explore, invent, play, find him/herselves and act free. Heike Freire in his book, "Educate on green", allows us to reaffirm that open-air activities in natural environments increase the wellness sensation and self esteem. The observation of children playing outdoors and the feelings of the educational team has procured the need of change. In July 2014 we started a research using photographic and written documentation, that is helping us to detect the real needs and wishes of the children. It will allow us to extract first conclusions at the end of this course. Considering the child as a subject with rights and taking it as the spinal cord of the research, we welcome and respect it with a willingness to comprehend it. The educational team are agreed on the need to change outdoor zones. There is a willingness to implicate all the educational community in the transformation and "co-creation of creative, green and safe open-air zones" project. It is an active project to devise a high quality outdoor zone.

Keywords: the right of living greenly, moving free, the possibility of feeling, family involvement, welcome, respect and comprehend

Try it with Music! - lingual development through music activities in Norwegian kindergartens

ELIN THORESEN AND INGER-LISA MØEN, NLA University College, Norway

The poster will present the purpose, the meanings and the processes of a developmental project as well as how the use of music prompted new knowledge among children and adults. This study is informed by music researchers such as Anna Ehrlin and Nora B. Kulset who, in various studies, have focused on how singing and other musical activities stimulate multilingual children's language and social participation. Our study additionally focused on the role of the adults and their learning processes. The project will attempt to view the empirical material from three different perspectives: Language Learning, Learning in Music and Project Management in Educational settings. The organisation of the project as well as the knowledge received is knowledge retrieved within the social constructivist paradigm. It is a hermeneutic study, and its empirical material (project plans, reports, written evaluations and documented reflective conversations) was accumulated over 2 years. As observers and participants among various groups of children and kindergarten practitioners, we were privy to sensitive information. For all publications, sensitive information will be anonymized. The knowledge derived will be presented through the following headlines and categories: (1) The purpose of a project plan, (2) The purpose of communal educational meetings, and (3) The purpose of situated guidance in a conversational form. In a growing multicultural society, kindergarten practitioners need to have knowledge about and engagement in language learning. We have found a way to reach language by combining language and music activities with planned, focused and situated kindergarten projects.

Keywords: music, language learning, multicultural, development project, kindergarten

What can the children 'tell' us today about what activities to do with them tomorrow: Supporting creative learning with meaning in mathematics

MARIANNA EFSTATHIOU, ANDREA ELIADOU AND CHRYSTALLA PAPADEMETRI-KACHRIMANI, European University Cyprus, Cyprus

This study seeks to identify and describe the conditions under which early childhood educators can support creative learning with meaning in mathematics through the analysis of data collected from their practice. It draws on a number of paradigms within the literature (modeling-based learning, Papert's constructionism, literature on Play, Complexity theory, and the Reggio Emilia approach) which are different and distinct but share many common ideas about the diverse, rich and complex texture of creative learning with meaning which requires practices which seem difficult for teachers to handle. The pre-specification of learning outcomes and the articulation of comprehensive lesson plans can eclipse the richness embodied in any moment of engagement with a subject matter and are incommensurate with the diversity and complex texture of activity present in any learning story (Davis and Sumara, 2000). By describing specific learning stories, we outline the conditions that are necessary in order to support teachers to promote creative and meaningful learning in their classrooms. This includes procedures of data collection and analysis and continuous reflection. Parents' consent for using children's pictures and documentations was obtained ethically. Findings reveal insights with respect to applying a methodology which includes open-ended/dynamic material during free play, giving access to children to powerful ideas and incorporating procedures of data collection, analysis and reflection in everyday practice. The subsequent data support the idea that innovative approaches could be activated only when teaching is meaningful for children. Nevertheless this demands supporting learning in a manner that seems difficult for teachers to comprehend and handle which is the main issue addressed in this poster.

Keywords: modeling-based learning, constructionism, creative learning/ play, early childhood education, mathematics activities

The difference between reflection patterns of different kindergarten and nursery school teachers by cluster analysis

RUTSUKO UYAMA, Hiroshima University, Japan

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