

20th

EECERA ANNUAL CONFERENCE

KNOWLEDGE AND VOICE IN EARLY CHILDHOOD:

Who knows, who speaks, who listens?'

Birmingham, UK 6th – 8th September 2010

ABSTRACT BOOK



EECERA

European Early Childhood
Education Research Association



CREC

Centre for Research in Early Childhood

ACKNOWLEDGEMENTS:

EECERA 2010 and CREC would like to thank the Scientific Committee for their freely given time, diligence and scholarship.

Caroline Sharp, National Foundation for Educational Research;
Professor Christine Pascal, Centre for Research in Early Childhood, Birmingham;
Professor Christine Skelton, University of Birmingham;
Dr Judy Whitmarsh, University of Wolverhampton.
Dr Margy Whalley, Pen Green Research Base;
Martin Needham, University of Wolverhampton;
Professor Philip Gammage, Centre for Research in Early Childhood, Birmingham;
Dr Tim Waller, Wolverhampton University;
Professor Tony Bertram, Centre for Research in Early Childhood, Birmingham;

CREC gratefully acknowledges the support in the staging of this conference by its major sponsors:

Birmingham City Council
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Taylor & Francis



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ENGLISH:

The conference language is English but, as we all know, there are many different forms of English, even in written English where American and UK conventions differ, e.g. Color' (US) or Colour' (UK), and organization' (US) or organisation' (UK). Most English speakers in most countries use the US conventions but in this Programme Book we have compromised. American conventions are only used within abstracts where authors, themselves, have used them. To keep consistency all the rest of the Programme including Titles has adopted English conventions.

**KEYNOTE I
MONDAY, 6TH SEPTEMBER 2010
09:45 -10:45**

GUNILLA DAHLBERG

Professor of Early Childhood Education, University of Stockholm, Sweden

Something in the world forces us to think

In my keynote speech I will problematise the theme of this years EECERA conference 'KNOWLEDGE AND VOICE IN EARLY CHILDHOOD: who knows, who speaks, who listens' by exploring and experimenting with ontological, epistemological, ethical and didactical perspectives not so commonly used within the field of early childhood education. Starting out from work that we recently has carried out in our research-group in relation to the French philosopher Gilles Deleuze's rhizomatic image of thought and Spinoza's idea of "what a body can do" subjectivity and learning is understood as a relational field (Dahlberg, Moss & Pence, 2007; Dahlberg & Moss; Olsson, 2009). Thought, according to Deleuze, is neither innate nor stirred by the reassuring familiarity of encounters with the known. It is an involuntary activity that takes place when the mind is provoked by an encounter with the unknown and the unpredictable. This thinking calls for a willingness to experiment and to explore creative processes and productions. It also calls for a pedagogy of welcoming and listening – a pedagogy that can go beyond representing and recognizing the Other. Pedagogical documentation and networking have proved to be important procedures for constructing such a pedagogy and for liberating difference as a potential for learning.

KEYNOTE II
MONDAY, 6TH SEPTEMBER 2010
14:15 -15:15

AMITA GUPTA

Associate Professor, School of Education, City College of New York, USA

The power of knowledge and voice: Contextualizing research to reflect early childhood realities more accurately and inclusively

The paper emphasizes the critical relationship between voice and knowledge, and the issue of whose knowledge and whose voice contribute to the construction of the dominant discourse in early childhood education. Voices that are heard often assume power and privilege over those that go unheard. For the longest time it has been ~~w~~estern” voices and research that have dominated early childhood educational discourses. Highlighted here are educational traditions that are different from ~~w~~estern” educational ideas but that are inherently contextualized in the cultural realities of the ~~n~~on-west”. In order to more accurately reflect the lives of children and teachers everywhere ~~v~~oice” needs to be made more inclusive and multi-layered. It is in the exploration of diverse worldviews which shape people’s behaviours and attitudes that educators confront the concept of ~~s~~elf” and the ~~e~~ther” and begin to grapple with the differences seen in the similarities and the similarities seen in the differences. Examples of education and schooling from different regions in Asia help emphasize the dissonance between the local realities of children and teachers and the core ideals of the dominant early childhood education discourse, as well as the two-way transactions between the two. The paper concludes with a reminder that voices which are not heard and realities that are not researched do not become integrated in the body of knowledge that educators draw upon and thus tend to remain excluded and marginalized from the discourse of early childhood education.

**KEYNOTE III
WEDNESDAY, 8TH SEPTEMBER 2010
09:30 – 10:30**

JUDI MARSHALL

**Professor & Programme Director, Department of Management & Leadership, Lancaster University,
UK**

„Living Life“ as inquiry challenging methodological thinking

Judi Marshall work has contributed to the fields of self-reflective, action-oriented forms of inquiry and action research. With Peter Reason and others she explored how people take on leadership and seek to act for change. Judi also explored the educational forms and characteristics which foster people's engagement with and learning about sustainability, social justice and corporate and individual responsibility.

**KEYNOTE IV
WEDNESDAY, 8TH SEPTEMBER 2010
11:30 – 12:30**

TESSA LIVINGSTONE
Executive Producer & Researcher, BBC, UK

Narratives from „A Child in our time“

Dr Tessa Livingstone, creator and producer of the BBC's 'Child of Our Time' project, will show, with telling film clips, what children say to each other, how parents talk with their children and how, in times of duress, trained adults can use silence and listening skills to draw out very young children's hidden beliefs. Child of Our Time is a landmark BBC One series that has followed the development of a group of 25 children from a range of genetic, social, geographical and ethnic backgrounds since their birth in 2000. The latest series explores the influences that shape personality and invites the British public to get directly involved in groundbreaking science with the Big Personality Test. Tessa holds a degree in psychology, philosophy and physiology from Oxford University and a PhD in neurophysiology, and wrote the BBC's policy document on the protection of child contributors in the context of the ever-increasing spread of information and comment through the Internet. A mother of two children, her book 'Child of Our Time: how to achieve the best for your child from birth to five years' was published by Bantam in 2008.

SYMPOSIUM SET I/1
MONDAY, 6TH SEPTEMBER 2010
11:30 – 13:00

SYMPOSIUM SET I/1

CHILDREN AS LEADERS, FOLLOWERS AND DECISION-MAKERS: DEVELOPING A 'PEDAGOGY OF AFFORDANCE' (GIBSON, 1979)

Self-organised symposium

CHAIR: MARGY WHALLEY

Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

This symposium looks at current research at the Pen Green Centre for Children and Families in England. The research draws on 'mastery orientation' (Dweck, 2000), early years leadership (Whalley and Whitaker, 2005), collaborative play (Bruner, 1983), 'learning through companionship' (Trevarthen, 2002) and the 'togetherness of children' (Singer, 2001). The papers critically examine how children's autonomy, agency and leadership can be pedagogically supported at Pen Green. Presentations will look at: what adults do when working with babies and toddlers to support them as leaders and decision-makers, developing a sense of mastery within their environment; how children learn through collaborative play to accumulate 'negotiation capital' and how this process shapes their autonomy, agency and 'leaderfulness'; the identification of the pedagogy which supports children's autonomy and agency to negotiate the changes when the physical boundaries between pedagogical spaces are removed.

Keywords: children's autonomy, children's decision making, children as leaders, collaborative play, children's agency

Babies and toddlers as leaders and decision-makers: Children making sense of who they are and being all that they can be

MARGY WHALLEY, Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

Children's leadership emerges when they experience a sense of injustice or when they are trying to master their possibilities and develop agency. Early years workers can adopt positions which are conflict-avoidant and risk averse. Affordance needs to be given to children so that they learn how to challenge adults and peers and their leaderfulness can emerge. The research has drawn on theories about adult leadership (Whalley and Whitaker 2005) and adult pedagogical strategies (Whalley et al, 2007). Practitioners and researchers have explored concepts which are significant in adult leadership and Dweck's concept of 'mastery orientation' (2000), to see if they can be applied to the development of leadership in children. Co-constructed practitioner-based research was employed. Video of children was analysed in terms of how their leadership emerged in their behaviour and how others reacted. The Pen Green Code of Ethics (Whalley et al 2007) was used. Permissions to video were sought from children on a daily basis. Which adult behaviours support children to challenge the actions of others? Is leadership and leaderfulness in children encouraged? If so, how is this behaviour socialised? Can a child's enjoyment of 'troubling', destabilising and disequilibrating others be a leadership quality? If so, can it also be generative as well as dysfunctional? How do we develop a pedagogy which supports children to become leaderful and effective advocates for themselves and their peers? How can practitioners actively critique their own practice and provide more affordance for children's emerging leaderfulness?

Keywords: leaderful, agency, critical pedagogy, children's leadership

Collaborative play, children's leadership and 'negotiation capital'

KATE HAYWARD, Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

How do children develop their 'leaderfulness' through accumulating 'negotiation capital' in collaborative play? The Pen Green Centre has explored learning through Companionship (Trevarthen 2002, Norton, 2008) and developed professional programmes on the leadership of adults (Pen Green/NCSL, 2004) This study draws upon these themes in focusing on children's leadership and how this manifests itself in their collaborative play. Drawing on the work of Athey and Vygotsky, this study is informed by a socio-constructivist theory of

children's learning. Considering Bruner's assertion (1983) that 'the infant's principal tool of achieving his ends is another person', this research looks at how 3 and 4 year olds achieve their own ends through collaboration and negotiation. Using an interpretivist methodology incorporating narrative and video observations at home and in the nursery, 3-4 year old children's interactions and collaborations over three months were recorded and analysed. An ethical contract was drawn up by participating families, nursery workers and researchers according to the Pen Green Code of Ethics (Whalley et al 2007). Permissions to video and observe were sought daily from children. The ability to lead the direction of collaborative play appears to be dependent on the amount of 'negotiation capital' held by each child. Children seem to engage in a process of 'brinkmanship' enabling individuals to assess the amount of 'negotiation capital' they hold at any given time. How do we support and encourage children to learn through collaboration? What supports individuals to accumulate 'negotiation capital'?

Keywords: collaborative play, 'brinkmanship', 'negotiation capital'

How do adults support children to autonomously negotiate changing physical boundaries and pedagogical spaces?

FELICITY NORTON, Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

How do adults support children to be autonomous through physical boundaries and pedagogical spaces? The researcher's intention is to identify the pedagogy involved in supporting the autonomy of children when physical boundaries are removed between different pedagogical spaces in a children centre. This work has drawn on previous research by the author into children's 'companionship in involvement' and the facilitation of critical and reflective pedagogy in two different environments within the same organisation (Norton, 2008 & 2009). It also draws on research into adult leadership (John et al, 2004) and Singer's conceptualisation of the 'togetherness of children' (2001). This research used the psychodynamic concepts of attachment, autonomy and agency to explore and analyse the intentions and actions of adults and children during their interactions. A practitioner research model was employed using both narrative and video observations and interviews with practitioners to produce case studies of children negotiating different pedagogical spaces to which they had previously not had access. The Pen Green Code of Ethics (Whalley et al, 2007) guided all ethical considerations in this research. Adults entered into negotiated ethical agreements about their participation and children were asked for their permission to observe and video them on a daily basis. This research focuses on how children and adults explore, use and negotiate different pedagogical spaces and how these processes support children in developing autonomy, agency and leaderfulness. The research comments on the development of adult pedagogy which supports children's autonomy and agency.

Keywords: pedagogical spaces, pedagogy, autonomy, agency

SYMPOSIUM SET I/2

RESEARCHING WITH CHILDREN: LISTENING AND HEARING IN PRACTICE

Self-organised symposium

CHAIR: DEBORAH HARCOURT
Australian Catholic University, Australia

Over recent years, there has been increasing attention to the importance of involving children and listening to their voices and perspectives in research. The purpose of two symposia presented by the SIG "Children's Perspectives" is to highlight exemplary research with young children that is being undertaken in partnership with academics across the globe. The presentations will address critical issues and ethical dilemmas in research with young children from diverse settings which includes England, Iceland, Italy, Northern Ireland, United Kingdom and Australia. The underlying philosophy of each paper is that all young children have the competence to engage in research as sophisticated thinkers and communicators and that the inclusion of children's views are pivotal if we are to understand their life worlds.

Keywords: listening to children, children's voices, researching children, transitions, emotional development

Voices of children in transition to school

BOB PERRY, Charles Sturt University, Australia

How can young children be involved in planning and implementing their transition to school programs? Over a 3 month period, in 14 Australian schools and prior-to-school settings, young children and their teachers planned, implemented and documented their transition to school programs. Children's voices were paramount in these activities. After this period, a children-led Voices of Children Expo was held at the local council. Children participated in this project as part of their normal setting activities. However, they were able to choose how they recorded their thinking and activity, to whom they made these recordings available and whether or not they would participate in the Expo. There were many outcomes from the project. Key were: The changes made to transition programs as a result of children's input; The affirmations that young children are competent and capable and have the right to be heard and; The marked value adults reported in talking and listening to children. The major implications for practice from this project are strategies to promote listening to children's perspectives and adults' ability to listen and respond to these.

Keywords: children, voice, starting school, transition to school, Australia

Looking back to preschool

JOHANNA EINARSDOTTIR, University of Iceland, Iceland

The aim of the study is to increase knowledge of the perspectives of first grade children on their preschool experience and to elucidate the meaning they constructed about their lives in preschool. Forty children in Grade one in Reykjavik participated in the study. The children's preschool teachers participated in the data gathering and were at the same time participants in the study. They conducted interviews with the children and invited them to draw pictures from their preschools. The teacher's views on their encounter with the children and how the children recollected their playschool lives were also recorded. Children's assent was gained through methods understandable to them. The results show that the participating children saw social interactions and playing with other children as most important part of preschool and they were able to communicate what they had learned in preschool and were able to express their personal feelings and views. The study has methodological implications for research with children as well as implication for policy and practice.

Keywords: children, preschool, qualitative methodology, Nordic, childhood

Listening to children speak about emotion

LUIGINA MORTARI, University of Verona, Italy

To give children in Italy an opportunity to give voice to their emotional life. Because of children are familiar with narrative thought, I narrated to them some stories of animals, and then I invited children to speak about the emotion lived by the animals in the stories and what they feel about the feelings of them. How to enable children to contribute in the promotion of their emotional well-being. From the research emerged that the young children are capable of recognizing the emotions and the sentiments in other subjects, revealing themselves capable of empathy. The findings of the research break down the tendency to consider children not very competent about issues, which require a sharp thinking.

Keywords: children, emotional life, narrative, research, reflection

SYMPOSIUM SET I/3

EARLY INTERVENTION AND POLICY

Individual paper

CHAIR: JOHN BENNETT, IRELAND

Visiting Fellow, Thomas Coram Research Institute, London, United Kingdom

The right to early childhood care and education in European societies

ANA ANCHETA ARRABAL, University of Valencia, Spain

This work builds on previous studies on ECEC throughout western European societies considering ECEC as the long life learning base, analysing its impact in equality of opportunity, and discussing the implications for inter-generational exclusion. The phenomenon of discrimination and social exclusion poses more complications to young children's lives, more concretely in the case of the UE distinctive degrees of equality exist now among the vulnerable groups who suffer as a collective in function of their status. The extent of provision by the ECEC systems in the EU over the last years has converted itself in a content of discussion within the comparative research field. To interpret policies according to relevant context and outcome criteria, and also to assess the relative positions, the study explores the available cross-national data and policies on ECEC in the European countries to construct a comparative analysis. Inequality limits the arduous work that is now supposed to guarantee the child wellbeing, and the education and care for all children as ratified rights of the UN Convention on the Rights of the Child by all European states. This work pretends to examine how in different European policies the attention and development to the equal rights of quality ECEC are considered. The integration of vulnerable groups in the EU on a general level, and especially inside the education and social systems, has converted itself in a matter of interest for those politicians involved in the inclusion processes of young children suffering social risk and exclusion.

Keywords: children's rights, early childhood education, European Union, strategic framework, international policies

The Baby Room

KATHLEEN GOOUCH, Canterbury Christ Church University, United Kingdom

This paper is an examination of how babies are being looked after in baby rooms in nursery and day care settings and the knowledge, understanding and aspirations of the practitioners assigned to care for them. Examination of care of babies in nursery and day care settings and the knowledge, understanding and aspirations of the practitioners assigned to care for them. The project is responding to an urgent need for information about what is actually happening in baby rooms and who is caring for babies. Anecdotal evidence, gathered through professional and academic networks, suggests that practitioners with the least experience and fewest qualifications are often placed in the baby rooms of day care and nursery settings. This group of practitioners may themselves have low aspirations in relation to their continuing education and development and are frequently isolated in settings where professional development may not be common practice. Practitioners have been provided with a netbook and access to a network of practice through a 'ning'. Data is being collected from interviews, observations, video, professional development sessions as well as the ning. We have employed a collaborative research style, obtained informed consents from practitioners, managers and parents. Ethical issues presented relate to establishing and maintaining a trusting relationship with participants. Although this is research in progress, findings to date include issues of communication, relationships, information and status. Serious implications exist in relation to professionalisation of practice.

Keywords: baby rooms, knowledge for practice, practitioner voice

Parents' satisfaction with early intervention in Estonian day care centres

TIINA PETERSON (1), MARIKA VEISSON AND SILVI SUUR (2), (1) Ministry of Education and Research; (2) Tallinn University, Estonia

The aim is to find out how satisfied parents are with the situation of early intervention. This is the first study on this topic in Estonian day care centres. According to Feldman (2004), Shonkoff and Meisels (2000), early intervention comprises a set of support, services, and experiences to prevent or minimize long-term problems as early as possible and parent-teacher partnership to support children's development and needs

of families. Researchers composed and distributed 5-point Likert-type questionnaires to 396 parents in all Estonian counties, 20 % of whom were parents of children with special needs. Questions were about availability and proximity of support, funding, interdisciplinarity and variety of services. Data were analysed in the university. Anonymity of respondents was ensured. Parents' knowledge about the goals and support for children with special needs is somewhat better in cities and they think that support services are available near to their place of living. Information about specialists is easily available for half of the parents of children with special needs. Most of the parents are satisfied with monitoring of their child's development in day care centres. Half of the parents of children with special needs take part in creating an individual development programme, but they need more special training programmes to support the development of children with special needs. The movement of information between educational, medical and social institutions is judged insufficient.

Keywords: parents, satisfaction, early intervention, day care centres, training programmes

SYMPOSIUM SET I/4

MULTI PROFESSIONAL WORKING

Individual paper

CHAIR: MIKE GASPER

Starfish Enterprise, United Kingdom

Concepts of multi-professional/disciplinary working on an Early Childhood Studies course

CAROLINE BATH, Sheffield Hallam University, United Kingdom

This paper aims to explore democratic values in higher education pedagogies, as related to an Early Childhood Studies (ECS) degree course. It seeks to find out what constitutes a multi-disciplinary course from both student and tutor perspectives. The study built on previous work done by the author in the field of participatory pedagogy (Bath, 2009). It also provides a specific example of how different understandings from different discourses relate to ideas of professionalism' (Moss, 2006: 31). The paper focuses on concepts of participation which derive from the idea of deliberative democracy (Young, 2000). It seeks to establish how these ideas could contribute a strong ethical focus to the concept of multi-disciplinary study and multi-professional working. The students and tutors in the study were involved in the second year of the ECS course. The study was designed within the paradigm of participatory action research: focus group activities were conducted with student participants and interviews with some tutors. All participants were invited to contribute to the data analysis process. Participation in the study was optional and data was anonymised, though tutors were made aware that their identity might be derived from the data given. Initial findings suggest that, although students make links between different disciplinary discourses, tutors feel that their professional identity and knowledge can be constrained by the course structure. The paper suggests that more work needs to be done on the validation of early childhood courses that allow opportunities for multi-professional working to be modelled.

Keywords: higher education, early childhood, multi-disciplinary, participation, action research

Multi-agency working in the early years: challenges and opportunities

MIKE GASPER, Starfish Enterprise, United Kingdom

This paper examines the challenges and opportunities of multi-agency working which have developed over the last decade in England and Wales and how these might affect future practice. The paper uses themes from a recently published book the sources for which were grounded in research and examples provided from Health (Freeth et al (2005)), Social work (Weinstein et al (2003)), Early Years Education and Care (Siraj-Blatchford et al (2008)), Anning et al (2006) and Maynard and Thomas (2008). First hand evidence is also provided from a survey of Children's Centre leaders in England in Spring 2008 (unpublished paper EECERA 2009). The paper is based in essentially interpretive research and recognises the importance of reflexive interactions. The approach used a mixture of methods including reflective discussion of the writer's first hand experience supported by practitioner and administrator interviews, practitioner provided case studies and a small scale survey of practitioners. The research elements complied with the ethical code of practice of the British Educational Research Association. All contributors were aware of the purpose of their contributions and gave express permission for the use of their contributions. All had the freedom to decline.

The paper identifies the key issues involved in successful multi-agency and key attitudes characterised by: openness, mutual respect, non-judgemental approaches, active listening, flexibility, innovation and creativity, integration. The paper advocates better understanding of: The necessity of multi-agency working, the complexity of multi-agency working, the future of multi-agency working.

Keywords: multi-agency working, early years, integration, partnership, leadership

A teacher regulatory body listening to the sector

DEBORAH WANSBROUGH, New Zealand Teachers Council, New Zealand

The aim of the policy/strategy work undertaken by the NZ Teachers Council, following a call from its ECE Advisory Group, is to establish a vision and framework for leadership development for ECE teachers. The Council's first step was writing a discussion paper to provide an overview of the state of leadership in ECE, identifying what was available to develop leaders, and summarising key elements necessary in leadership development programmes (Thornton, Wansbrough, Clarkin-Phillips, Aitken & Tamati, 2009). Some recent research in NZ settings has attempted to highlight the role of pedagogical leadership (Bary et al., 2008; Clarkin-Phillips, 2007; Sigley, 2006; Te Kopae Piripono, 2008) and the connections to improved relationships for all involved. The exploratory work takes a socio-cultural view of leadership and while acknowledging the centrality of the nominal leader seeks to position leadership as embodied in all participants in an ECE service. The Teachers Council has engaged with the diverse sector groups in ECE in NZ through hosting a workshop and establishing a writing group to progress the work. Ethical considerations have been explored with participants around the place of a regulatory body progressing a framework for the sector. Leadership development needs to include all teachers and begin with a focus on self knowledge, building learning communities, a focus on teaching and learning with children and their families central to their purpose and vision. The vision and framework developed by the Council can be used to identify appropriate leadership development programmes for ECE teachers.

Keywords: leadership, strategy, socio-cultural, framework, vision

SYMPOSIUM SET 1/5

MYPLACE:MYMUSIC: AN INTERNATIONAL STUDY OF CHILDREN'S EVERYDAY MUSICAL ACTIVITIES IN DIVERSE LOCATIONS

Self-organised symposium

CHAIR: SUSAN YOUNG

University of Exeter, United Kingdom

This study, being undertaken by an international collaborative team of 14 researchers, is exploring everyday musical experiences in the home among seven-year-olds in diverse locations. Each researcher has visited one or two seven-year-olds at home to collect information about their musical activities and experiences. This data is being collated on a wiki for central access and collaborative working.

The symposium addresses the conference themes by drawing different strands from its project method and emerging interpretations. One presentation will discuss the wiki and how technologically mediated processes may facilitate changes to conventional conceptions of academic knowledge production. Another presentation explains how the principle of children taking an active role as interviewees has been challenged by experiences in some of the visits, prompting some rethinking. The final presentation offers some emerging interpretations of musical childhoods.

Keywords: music education, research methods, children's voices, comparative ECE, creativity

Webbed Feat: Using a wiki to enable collaborative research

JÈSSICA PÈREZ (1) AND SUSAN YOUNG (2), (1) Universidad Autonoma de Barcelona, Spain; (2) University of Exeter, United Kingdom

This presentation will introduce the project, explain its aims and methods, and then tell why a wiki was adopted to collect the data and facilitate processes of collaborative research. Early childhood music education is a small field of internationally dispersed, often quite isolated, researchers. Research in this field, given that we are most interested in studying sound and action, is increasingly taking advantage of digital technologies for capturing and working with data. For both these reasons, to connect in time and

space and to manage mixed media digital data, web 2.0 enabled processes are a boon. A brief demonstration of the wiki will accompany the presentation. The use of the wiki in this project is progressing reciprocally with our theorizing of the process – a kind of reflective practice. However, these sources are deliberately, in keeping with our emerging philosophy, not confined to the usual ‘academic’ literatures but also mixed media sources of wikis, blogs, TV programmes, journalism and popular ‘new ideas’, social commentary books. We will present this theorizing drawing on notions of ‘we-think’ by Leadbetter, Wenger’s ‘digital habitats’ in relation to communities of practice and Livingstone’s analysis of social networking sites. Our key proposition is that using the wiki for collaborative research among a large, dispersed team challenges conventional conceptions of ‘academic’ knowledge production as the work of one individual and the notions of ownership of knowledge, originality and prestige that underlie this.

Muddying the waters: Problematising ideas of „voice“ in research with children in diverse locations

CHEE HOO LUM (1) AND SUSAN YOUNG (2), (1) Nanyang Technological University, Singapore; (2) University of Exeter, United Kingdom

This presentation gives more detail of our method. Central to the home visit was a ‘show and tell’ session in which the children were invited to talk about their musical activities at home. Inviting the children’s participation conformed to now familiar methodological principles of giving children an active role as the subjects rather than objects of research. Contemporary minority world views of childhood conceive children as individuated and with increasing rights to express their ideas. In planning the project we visualized confident, talkative children who would present us with coherent accounts of their activities and experiences. However, in practice, the ‘show and tell’ sometimes foundered when children were reticent. Our methods unwittingly projected normative ideas of voice/silence and autonomy/inter-dependence that did not conform to the way children are seen in many parts of the world and risked being culturally insensitive. In searching for tools to help us think in less individuated ways, beyond culturally dominant centres, we draw inspiration from Erica Burman’s recent work. Minority world children are viewed as individuals moving towards increasing autonomy, a quality which is prized and encouraged, whereas many cultures construct children as fundamentally part of a family; the development of autonomy is relatively unimportant. For example, we had expected that the parents would withdraw or be silent during the ‘show and tell’, but some contributed; actions we initially interpreted as ‘interfering’. However, these phenomena are now becoming part of our analytic field from which we are forming interpretations of musical childhoods.

Many Streams: Musical Childhoods

BEATRIZ ILARI, Federal University of Parana, Brazil

This project aims to move beyond ideas of universally applicable models of musical development which have been much criticized and to generate interpretations around a core conceptual idea of musical childhoods. The children’s musical childhoods are orientated and constructed in relationships with parents and siblings, peers, school and the wider community and all of these, in turn, intersected by technologically mediated and commercially produced music. Our data shows how particular childhoods are produced through specific social structures – economic structures, family, communities, and global issues. The emergence of favorite pop and European children’s songs in English in some countries like Brazil and Kenya illustrates well the forces of political and colonial issues on the musical worlds of children. Children’s repertoires and practices, and thus musical worlds, are also influenced by how their societies see them musically – as having musical futures, as perpetuating musical traditions, as innocent, as potential profit-makers, or as mere listeners. These cultural resources that children draw on, tells them who they are meant to be musically and obviously bear on their personal identities as a whole. From a methodological standpoint, the presence of the parent during the interview caused some children to refract certain aspects of their musical selves. Conventional research methods might seek to remove these influences in an attempt to seek out an ‘authentic’ voice from the child, yet, in a constructionist view, all ‘voices’ are mutual constructions, all musical selves contingent upon environments.

SYMPOSIUM SET I/6

PROFESSIONAL DEVELOPMENT AND DISCUSSION BETWEEN PEERS

Individual paper

CHAIR: JÚLIA FORMOSINHO
University of Minho, Portugal

Students supporting students in higher education

CAROLYN SILBERFELD, University of East London, United Kingdom

This study evaluates an initiative designed to encourage peer supported learning through a series of six workshops with students undertaking the BA Early Childhood Studies. Builds on previous 3 years study identifying students' perception of their learning needs and how they have been met. Student-centred teaching and deep approach to learning (Gibbs, 1992). Transition into higher education and ownership of learning (Collins & Cook, 2001). Improving student learning (Entwistle & Entwistle, 1997). Evaluation research, using mixed methodology; data collection – questionnaires; focus group interviews; individual interviews; evaluations following each workshop – written and recorded. Analysis - descriptive statistics and NVivo. Informed consent by those on steering group and by students who participate in workshops. Ten students and three staff volunteer members of the steering group aim to facilitate further development of learning, plus an exploration of the ways in which they and their peers can make use of the skills which they have brought with them to higher education. The structure, content, process and marketing of the workshops have been developed for implementation in March and April 2010. The themes for the workshops include – Learning Strategies; IT Skills Support; Peer Learning; Writing Skills Development; Developing Independent Learner Skills. Over the past four months the students on the steering group have grown in confidence and have expressed (initial evaluation) how they can use their voices to articulate their ideas and contribute to the discussions and debates. The implications relate directly to students' experience of learning in higher education and the ways in which students can facilitate and support their own and peers' learning.

Keywords: early childhood, students, learning, support, peers

Comparing didactical approaches between kindergarten teachers and assistants in Norwegian kindergarten

LIV INGRID HAABERG, Volda University College, Norway

The main focus is the similarities and differences between kindergarten teachers and assistants in the way adult-led activities, initiated and planned by the staff with a view to facilitating the children's learning, are implanted. The Ph.d-project is a part of a research project titled Coping with the role of kindergarten teacher in a field dominated by laymen (MAFAL). The didactical approach is based on the didactic relation model, modified according to Bjørndal & Lieberg (1978) and the didactical triangle with its key components of child – adult – content. These present pedagogical work as relational and contextual processes. In 2009 quantitative data were collected with the help of a nationwide questionnaire survey to a representative sample of 1000 kindergartens. In the qualitative data collection, observation and interviews of kindergarten teachers and assistants are used with the purpose of gathering information about both the actions and the intentions behind these actions. Ethical considerations is taken care of through institutional ethical procedures (NSD) and ethical reflections during the research process. What types of learning activities are emphasised, the content of these activities and what similarities and differences are to be found in the way kindergarten teachers and assistants work with the children. The Norwegian Government offers nearly all children in age 1-5 a place in kindergarten. About a third of the staff are educated kindergarten teachers. The others are assistants lacking formal pedagogical training. Which qualities might kindergarten offer to children considering the staffs competence?

Keywords: kindergarten, learning, didactical perspective, adult-led activities, staffs competence

SYMPOSIUM SET I/7

MULTICULTURAL AND MULTILINGUAL PRACTICES IN KINDERGARTENS IN NORTHERN NORWAY

Self-organised symposium

CHAIR: CAROLA KLEEMANN
Finnmark University College, Norway

The cultural and linguistic situation of Northern Norway is historically that of three peoples, the indigenous Sami, the Norwegians and the Kvens, living together. After the borders opened, there is now also a considerable new population of Russians. The studies we present, explores how the visions of e.g. Parliamentary reports and national curriculum correspond to the practice in kindergartens, and also how bilingual children use their languages together. Each presentation discusses questions concerning one of the main minority groups in this region. We discuss how everyday life in Northern Norwegian kindergartens reflects this multicultural and multilingual community the children live in.

Keywords: multicultural, multilingual, role play, cultural diversity, Norwegian kindergartens

Sami-Norwegian codeswitching in role-play

CAROLA KLEEMANN, Finnmark University College, Norway

How do bilingual children use Norwegian and Sami in daily interaction with each other in kindergarten? There have been no previous studies on Sami-Norwegian codeswitching. The sociolinguistic perspective is choice of language and code-switching as a culturally rational act, from Carol Myers-Scotton's "Social motivations for codeswitching". In addition, I will use an interactional perspective, as any single interaction creates its own sphere of meaning. This perspective of conversation analysis in bilingual conversation is in the tradition of Peter Auer. The important issue is to answer the "how" question before the broad "why". To know how language is used, one has to observe language in its natural setting. I film the children at play in their ordinary kindergarten routine. For ethical reasons, I film when the children allow me, because it is important that they are empowered in this research. Since the children are Sami, an indigenous minority, and this indigenous people has experienced negative consequences of research in the past, it is imperative to be sensitive and to maintain a good relationship and dialogue with parents and teachers also. I will discuss the possibility of how an alternation between two languages in an interaction could be one code. The implication of this is that the young language users are creating, acting, their own code of language use in their own multicultural and multilingual community. This research could give new perspectives on ways of being Norwegian and Sami in a multicultural society.

Keywords: bilingual, minority language, multicultural, indigenous, codeswitching

Revitalisation of Kven culture and language in kindergarten – Do visions meet reality?

LEENA NIIRANEN, Finnmark University College, Norway

The cultural and linguistic situation of one Norwegian national minority, the Kvens, is discussed in official documents such as Parliamentary Report 35 (2007-08) and National Curriculum for Kindergartens. This study explores whether the visions in these documents correspond to the practice in kindergartens. The main questions are: who are the main actors, what are the main challenges, and how do the different actors work together? There are many investigations of language revitalization in kindergartens, but there has been little research on Kven revitalization. I study this revitalization from the perspective of the activity theory presented by Engeström (1987). Revitalization forms an activity where the actors work towards the same goal. The progress of the activity depends on the actors' ability to agree on the development of the activity. The analyses are based on document analyses and interviews with parents, kindergarten teachers, and municipal authorities. Guaranteeing the full anonymity of the participants can be a problem because the communities are small. The study concludes that the visions in the official documents do not correspond with the practise in kindergartens. Some local kindergartens in Northern Norway have initiated the introduction of Kven language and culture; however, resources are scarce, and the communication between different actors does not always work optimally. The results may draw attention to such problems, but they also suggest solutions that can be of use to kindergartens in their revitalization process.

Keywords: multicultural, multilingual, language revitalisation, minority language, language politics

Cultural diversity in kindergartens with Russian immigrant families

HANNE KIRSTEN NILSEN, Finnmark University College, Norway

How do visions of multicultural education meet reality in kindergartens with Russian immigrant families?

The national curriculum requires that education in kindergarten reflect the cultural, linguistic, and religious diversity in the community and in the children's families. This is to be done with the understanding and collaboration of the children's parents. My study takes place in a region traditionally populated by people with a mixture of Norwegian, Sami and Finnish/Kven ancestors. Russian immigrants are now becoming quite a considerable group in this region. To my knowledge, there have been no previous studies about Russian immigrant children in Norwegian kindergartens. Social-cultural and post-structural theory. This is a qualitative study using interviews with Russian immigrant parents and teachers in kindergartens, in addition to document analyses. The methods for collecting and processing data are based on the legal and ethical guidelines regulating research and are assessed by The Norwegian Social Science Data Services. I will discuss visions of cultural diversity in kindergarten in official documents and from the perspective of Russian immigrant parents and teachers in kindergartens. I also will discuss the implementation of a multicultural kindergarten in everyday practice. The study can bring some new perspectives on the content and tasks for a multicultural kindergarten.

Keywords: multicultural, cultural diversity, Russian immigrants, parents' influence

SYMPOSIUM SET I/8

OUTDOOR PLAY AND LEARNING – PEDAGOGY, CURRICULUM AND PRACTICE

Self-organised symposium

CHAIR: TRISHA MAYNARD

Christ Church Canterbury University, United Kingdom

This symposium explores outdoor play, learning and development in early years settings in three countries: Wales, Norway and Ireland. Issues to be considered are: children's agency in child-adult interaction; environmental conditions that enhance or restrict possibilities for play, learning and development; and changes over time in practitioners' attitudes towards outdoor play.

Keywords: outdoor play, outdoor learning, early years curriculum, early years pedagogy, outdoor space

Hearing and „seeing“ the voice of the child in the outdoor environment: A route to developing enquiry-based early years curriculum experiences

JANE WATERS (1) AND TRISHA MAYNARD (2), (1) Swansea University, United Kingdom; (2) Christ Church Canterbury University, United Kingdom

The material presented here is related to, and extends from, the specific doctoral research question: What is the contribution of the environment to the nature of children's initiations? The curriculum context for the study was the introduction of the Foundation Phase in Wales (DCELLS 2008) and the proposed model adopts the concept of curriculum generation set out by Van Hoorn et al (2002). The paper seeks to address some of the tensions identified by Wood (2007) inherent in different conceptualisations of the Early Years curriculum. It is also underpinned by a requirement to acknowledge and respect the agency of young children within educative interaction. The socio-culturally framed research adopted a grounded theory approach (Glaser and Strauss 1967) for the analysis of video and audio data of all the interaction that took place between three classes of children (aged 3-7 years) and their teachers during free play on each of four monthly visits to a country park over one academic year. The study took place in one early years setting in South Wales. The BERA (2004) ethical guidelines were adopted throughout. The analytical process allowed children's agency within child: adult interaction to be made visible. The capable way in which children directed, shaped and maneuvered within the talk is demonstrated in the paper. A theoretical model for considering the potential of the environment for enquiry-based curricular experiences in the Early Years is proposed.

Keywords: child agency, outdoor environment, listening, curriculum, enquiry-based learning

The outdoor environment in Norwegian kindergartens as pedagogical space for toddlers" play, learning and development

THOMAS MOSER (1) AND MARIANNE TORVE MARTINSEN (2), (1) Vestfold University College, Norway; (2) Norwegian Centre for Child Behavioural Development, Norway

The main purpose of the presentation is to identify significant environmental conditions in kindergartens that may enhance or restrict the youngest children's possibilities for play, learning and development (especially development of social competence and skills, as well as preventing behaviour problems). The study is part of the research project The Behaviour Outlook Norwegian Developmental Study carried out by the Norwegian Centre for Child Behavioural Development and builds on a Nordic tradition of education in outdoor environments. Action-theory; Socio-cultural approach; Social learning. Cross-sectional survey study; 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. Additionally a visiting interview (semistructured and structured interview; observation; photographic documentation) in all the institutions has been conducted. The project is approved by the Privacy Ombudsman for Research (Norwegian Social Science Data Services). For the time being we are working with the data analysis. In our contribution and the main results concerning the outdoor-environmental aspects will be presented. Our findings may contribute to a broader and deeper understanding of the importance of outdoor environments for children's play, learning and development in early childhood education institution.

Keywords: outdoor environment, play, learning, development, kindergarten

Rethinking outdoor play in Ireland

MÁIRE CORBETT (1) AND MARGARET KERNAN (2), (1) National Childrens Nurseries Association, Ireland; (2) International Child Development Initiatives, The Netherlands

To explore childcare practitioners' in the South West of Ireland attitudes regarding outdoor play. Builds on earlier research conducted in 2005 by one of the authors which explored adult's views (parents, practitioners, trainers, regulatory authorities) outdoor provision in ECEC services in Ireland (Kernan and Devine, 2009). Key underpinning concepts: Access to time and space outdoors; autonomy/freedom versus one of protection/safety (Moore, 1997; Zeiher et al. 2007). Key context considerations: Children's rights to play outdoors. Since earlier research took place, two key policy documents have been published in Ireland (CECDE, 2006; NCCA, 2009) which have highlighted the importance of access to high quality learning environments outdoors for young children's development and learning. In Spring 2010 practitioners in the South West of Ireland were surveyed regarding children's access to time and space outdoors, play opportunities available, and practitioner views regarding weather, risk and safety. A follow-up action research study in a small number of services is also being planned. At all stages of research fundamental ethical principles and procedures were followed including participants being adequately informed about purposes of research, its outcomes and dissemination and confidentiality. Presentation will focus on the differences (if any) in outdoor provision and practitioner attitudes evident in the 2005 and 2010 survey findings. Presentation will also focus on strategies employed with practitioners to critically reflect on outdoor play provision in daily practice.

Keywords: outdoor play, practitioners' attitudes, time and space, risk and safety, weather

SYMPOSIUM SET I/9

HOME LEARNING ENVIRONMENT AND ITS CONTRIBUTION TO SETTING

Individual paper

CHAIR: JUNE O'SULLIVAN

London Early Years Foundation, United Kingdom

Contexts of creative thinking: Children's and parents' perceptions

SUE ROBSON AND SUE GREENFIELD, Roehampton University, United Kingdom

How do children express their creativity at home and in settings? How do parents and practitioners view their roles in this process? Reports on Phase 5 of Froebel Research Fellowship: The Voice of the Child, and investigates how children express creative thinking at home and in settings, in order to understand how

parents/carers and practitioners can work together to support this. Draws on socio-cultural theory developed from Vygotsky, Rogoff, and Lave and Wenger, and builds on ideas that children's learning experiences are culturally diverse (Kagitçibasi). Video-recordings of children's play episodes in settings are analysed using the Analysing Children's Creative Thinking (ACCT) framework developed in Phase 4. Episodes of video are used in Reflective Dialogues between keyworkers and children, and between researchers and parents. Access to, and informed consent from, participants. Avoiding intrusion by observer in normal operation of setting. Video-recording children and practitioners. Confidentiality and anonymity of the data. Research currently in data collection phase. Data from previous phase suggests: a) teachers and parents exchange information, but communication may not be reciprocal, b) information about children's creative thinking is rarely shared, c) parents may lack confidence in their ability to support children's creative thinking at home. This is collaborative research with a Children's Centre in England which has identified Relationships with Parents, and Children's Creative Thinking, as priorities for development. Outcomes may impact directly on practice here, and have potential for wider implementation.

Keywords: creative thinking, parents, parent/practitioner communication, relationships, video

Parental influence on the development of children's storytelling

LJUBICA MARJANOVIC-UMEK, URŠKA FEKONJA-PEKLAJ, ANJA PODLESEK AND SIMONA KRANJC, University of Ljubljana, Slovenia

The study examined the role of children's exposure to joint reading at home and parental educational in the development of storytelling. The age differences in storytelling in the period of early childhood were also analysed in connection to child's gender. Storytelling has been cited as an important aspect of child's language and early literacy development. The early language development is effected by different aspects of family literacy environment, including joint reading. The sample included 90 children, aged 3 to 6 years and their parents. The Storytelling test was used to estimate children's storytelling ability. The stories, told by a wordless picture-book, were assessed regarding their syntax and contents. Exposure to joint reading was assessed indirectly using the Check list of titles and authors of children books, which was filled out by children's parents. The parents gave written consent for the participation in the study. The findings indicate the important age differences in storytelling of children aged three, four and five years, regardless of their gender. Parental education was positively related to the complexity of the stories' contents, especially to the frequency of the mental state references. The path analysis showed that this relation was mediated by parental knowledge of children books. Namely, the parents with higher education knew more titles and authors of children books than parents with lower education. Implications are discussed for joint reading representing an important context for scaffolding child's storytelling, which develops rapidly in early childhood.

Keywords: storytelling, age differences, parental education, exposure to joint reading, gender

Can intergenerational working benefit young children?

JUNE O'SULLIVAN, London Early Years Foundation, United Kingdom

This paper argues that intergenerational working in nurseries and children centres is beneficial for the children, their families and the communities in which they live. It argues that intergenerational working generates positive social capital which has a beneficial impact on everyone in the community. The paper draws on the theme of culture, community and society through the contested concept of social capital, the importance of trust (Morrow 02, Putnam 2003, Seldon 2009, Bridge et al 09) and the notion of connecting generations through exchange and support. (Ulhenburg & Riley 2000). The project is framed within a qualitative paradigm and shaped within an action research perspective. (Stringer 99/ Carr and Kemmis 86). The data were collected through semi structured interviews and questionnaires from a group of 20 practitioners at the London Early Years Foundation, a group of community nurseries and Children's Centres in central London. The project also emphasizes the value of listening to children as a worthwhile process and considers our ability to create a pedagogy based on listening. (Roberts, 00). The paper examines the conceptual and practical basis for applying intergenerational working with a view to increasing engagement opportunities, for developing social capital to help make communities more connected, reducing society's decline and doing so in a way that puts the child's voice at its heart. Findings from this research will further inform the debate about the role of nurseries and Children's Centres within the community and using examples demonstrate the benefits of intergenerational working.

Keywords: intergeneration, trust, social capital, listening, connection

SYMPOSIUM SET I/10

PRACTITIONERS PROFESSIONAL DEVELOPMENT
Individual paper

CHAIR: IRENE GUNNING
Irish Preschool Play Association (IPPA), Ireland

Defining quality: Who decides? Creating a shared understanding
LYNN BECKETT, University of Birmingham, United Kingdom

To engage with children, parents and practitioners to explore emotional well-being in relation to improving the quality of early learning and care. Previous studies into the quality of early learning and care, include the Effective Provision of Pre-school Education (Sylva, 2003). This research is building on a previous pilot study based on the use of the Early Childhood Environment Rating Scales (Sylva, 1997) and a pilot training programme on emotional well-being. The theory behind the research is to involve children, parents and practitioners in co-producing the data and to be involved with the evaluation process, within the conceptual framework of activity theory . With the intention that this will provide the catalyst for improving the quality of learning and learning environments within childcare provision. The assumption is that the quality of early education is dictated by the qualification levels of the staff working with pre-school children. The methodological approach is a mixed design of quantitative and qualitative methods. The triangulation principle of multi-vocality is key to design. Involving children and their parents in the research has influenced methodology with informed consent as a key aspect of the process. Acknowledgement of the possible conflicts between job role and researcher role. If childcare practitioners achieve a greater understanding of the concept of quality in relation to emotional well-being ,can the gap in children's attainment can be narrowed? Changes to both practice and local authority policy, relating to the Early Years and Childcare Quality Improvement Strategy.

Keywords: emotional well-being, quality, early learning and care, co-production, multi-vocality

Constructing the early years professional: Voices of early years' practitioners in higher education in the UK

RUBY ANNE OATES, University of Derby, United Kingdom

To provide a space in academic discourses for the voices and experiences of early years' worker in higher education during a period of the professionalisation of the sector in the UK. There is currently very little research about early years' workers in higher education while a small number of studies do exist about early years' workers experience in further education. This section of the workforce is overwhelmingly female and low paid yet it is important to the success of current Government policies tackling social deprivation, safeguarding children and improving the quality of early years care and education in the UK. It is a sociological study using the concepts of structure and agency to explore and analyse women's position in the workforce. Critical realist, post structuralist. Mainly qualitative i.e. focus groups and informal interviews plus quantitative via a follow up postal questionnaire two years after the original research. The project worked within the British Sociological Association's ethical research code. The main findings present the voices of practitioners in terms of their experiences of the workplace and the current professionalisation agenda and the impact of higher education in relation to practitioners' personal and professional development. The findings suggest that the construction of the early years' professional does not fit into dominant sociological models of professionalism. The findings explore how higher education provides agency for practitioners in terms of their practice and career progression. The findings raise a number of questions about how the current professionalisation agenda.

Keywords: practitioners, voices, professionalism, professionalisation, higher education

The use of video-narrative as a professional development tool of early childhood teachers
MARY JANE MORAN AND NANCY CAROW, The University of Tennessee, United States

This participatory action research focused on the co-construction of knowledge between preservice teachers and researchers toward the development of critical reflective practice. The joint creation of video-narratives in which edited video clips of classroom practice are embedded in analytical text generated a professional

development tool based on shared knowledge and authority. This study extends the work of video research in education to exemplify participant-researcher partnerships that make visible teacher practice through coupling text, talk and tape. The conceptual framework builds upon key tenets of situated learning and socio-historical theories of development by ensuring shared participation and co-mingling of the semiotic channels of video tape, narrative and discourse to represent and examine classroom teaching and collaborative inquiry. The methodology includes video case construction (e.g. video narrative), video stimulated recall work sessions, interviews, and iterations of analytical texts and edited tapes of classroom practice. Protocols include university institutional review board approval, participant consents, and freedom to withdraw from the study at any time. Preliminary findings include (a) participants' application of theory to practice, (b) the generation of "local knowledge" that validated the worth and work of their "coming to know" with knowledge from the field, and (c) the value of a flexible research framework that coupled choice and freedom of focus by participants with scaffolds from researchers. This study supports the coupling of a multi-modal experiences toward collaborative inquiry that levels the playing field between the "researched" and the "researcher".

Keywords: collaborative inquiry, participatory action research, shared power and authority, critical reflective practice, multi-modal representation

SYMPOSIUM SET I/11

INITIAL PROFESSIONAL LEARNING

Individual paper

CHAIR: JANET MURRAY

University of Worcester, United Kingdom

Becoming an early years professional developing a new professional identity

JANET MURRAY, University of Worcester, United Kingdom

To generate knowledge and understanding of professional identity development in undergraduates aspiring to EYPS. Cultivating Leadership conference presentation University of Worcester 2009. Marques (2006) connects learning mentalities with workplace behaviours, specifically for leadership and Gill (2006) identifies intrinsic leadership as a key disposition for success. The paper is based on periodic interviews with pilot participants in a new training pathway which is an element of a larger multi-method research project which draws on humanist and sociocultural traditions, taking account of the learner's individuality (Knowles 1998) and multi-voiced learning processes (Lillejord and Dysthe 2008). BERA guidelines have been observed. University Ethics Committee approval was gained; full participant consent obtained and intellectual property agreed with CWDC. The presence of positive learning dispositions and elements of intrinsic leadership were found at the mid-point of the pilot. Particular experiences were found to be contributing factors. The outcomes could be significant in the selection, development and future success of newly qualified leaders of early years practice.

Keywords: professional identity, professional learning dispositions, early years professional status, leadership learning, learning

Dynamics and dilemmas - professional dialogue between supervisor and student teacher in Early childhood education

CARITA SJOBERG LARSSON AND ANN STEEN, Krisitanstad University College, Sweden

The research aim is to study how knowledge is constructed in supervised discussions between student teacher and supervisor in the social practice of pre-school. This paper presents an ongoing study with implications for quality and progression within current preschool teacher education. The theoretical framework is participatory study and integrative pedagogy. Participants are students, supervisors and teacher educators who take part in developing the project to study contents, form and function in the professional dialogue at practice placement in education. The study has been conducted in three steps - the first step was authentic professional dialogues between supervisors and student teachers during work placement that were audio taped. In the second step stimulated recall was used and supervisors were asked to reflect on the taped dialogue in order to create new aspects of knowledge. Third step - themes derived from the taped dialogue and the analyzed material/results were discussed in focus groups of supervisors. The character of the study is to attempt to maintain participation. In the paper we will present

the main results of step one and two. Ethical guidelines have been taken into consideration such as voluntary participation in all steps of the study. Main preliminary findings are four themes that appear to be of importance: Work conditions at the placement, supervisors professional authority, autonomy of the student teachers and assessment/examination. Guidelines for supervised discussions between student teacher and supervisor.

Keywords: early childhood teacher education, participatory study, professional dialogue, supervision, integrative pedagogy

„He who pays the piper...“: Teachers’ „voice“ and agency in 19th century infant school teaching
JANE READ, Roehampton University, United Kingdom

This paper explores pedagogical practice in 19th century British infant schools to identify constraints on teachers and reasons for the maintenance of formal teaching. It raises questions about the construction of dominant discourses in early childhood education and how those constructions are challenged. This paper builds on literature on practice in infant schools (Morley, 1897; Maclure, 1970; Read 2006) and on reminiscences of HMIs (Gautrey, 1937) by focusing specifically on the issues of voice and agency on the part of teachers. The exercise of power – over teachers and children – in a gender and class stratified society is the central organising framework. The lowly status of infant teachers was a significant factor in constraining teachers’ ability to challenge hegemonic discourse emerging from a privileged male Inspectorate. The research is based on interpretive analysis of documentation to interrogate differing views of appropriate infant school practice. Critical reading of archive sources is supported by a survey of secondary literature: accounts of school practice and reminiscences of children and HMIs. Explicit consideration is given to attempts by teachers to exercise agency and give voice when invited to do so. The voice of children is sought through later written accounts. The findings suggest that despite attempts to stifle creative teaching teachers took opportunities to express discontent with the regimes imposed on them and to express their view of appropriate pedagogy. The research suggests continuities and discontinuities between the historical experience of infant school teachers and current measures to police practice through statutory guidelines.

Keywords: teachers' voice, HMI, infant school pedagogy, rote learning, play/active learning

SYMPOSIUM SET I/12

EVERY CHILD A TALKER IN ENGLAND - WHOSE VOICE COUNTS?

Self-organised symposium

CHAIR: SUE ELLIS
National Strategies, United Kingdom

The four National Strategies symposia are based on national programmes which empower children practitioners and parents (Every Child a Talker, Communities of Learning) or on materials which unpack the role of the practitioner in supporting children’s agency (Learning, Playing and Interacting, Starting with the Child). All 4 are located in the overarching philosophy and practice of the Early Years Foundation Stage and all are presented with LA partners who are reporting on their local research and on how these initiatives have improved quality of provision and empowered children, parents and practitioners.

Keywords: language development, language programmes, children's voices, programme implementation, children speaking.

Every child a talker in England
HELEN MOYLETT, National Strategies, United Kingdom

Every Child a Talker (ECAT) is a government funded programme aiming to improve children’s early language development (birth to four) through increasing practitioners’ and parents’ understanding and improving practice. ECAT is part of the British government’s response to the Bercow review (2008) and to previous reports on children with speech, language and communication needs. The National Strategies team reported on some early findings related to issues of provision for boys, bi-lingual assessment and black children’s achievement at EECERA 2009. The research context is national policy and the research is funded

by the policy makers. Within that context the overarching research framework is qualitative involving the co construction of knowledge between practitioners, children and parents. Local authorities are funded for one full time Early Language Consultant who supports an Early Language Lead Practitioner (ELLP) in 20 settings. These ELLPs work with others in their own setting on small action research projects. They then move on to action research with linked settings. This is a national programme and part of the Early Years Foundation Stage(EYFS). The behaviour of all those involved is governed by the requirements of the EYFS and national safeguarding regulations. All publications are subject to DfE permissions and copyright requirements. ECAT has been successful in improving practitioners' knowledge and confidence in assessing children's early language and led to increased involvement of parents. Early national data collection indicates that there are now fewer children at risk of language delay. ECAT needs to be sustainable after government funding finishes.

Keywords: national policy, early language, impact, practitioner skills, parents and children's voices

On your Marks - Building on the ECAT experience in Luton

MICHAEL JONES (1) AND DIANNE BORIEEN (2), (1) Luton Borough Council, United Kingdom; (2) National Strategies, United Kingdom

Developing engagement, involvement, and creativity through mark making with children who are reluctant to engage and need support to link language and writing. The National Strategies ECAT programme in Luton. Foundation Stage Profile results reveal that achievements are consistently low in writing, and particularly for boys. When children play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. In the most effective settings practitioners support and challenge children's thinking by getting involved in the thinking process with them. Mark making helps to make these processes visible. Children aged 4 to 5 years in six Luton settings engaged in a wide range of mark making activities. Adults were involved in training, through jointly exploring activities with children, to raise awareness of mark making development. Funding was provided for resources. Areas selected for exploration including role-play, outdoor play, woodwork, fine-motor skills, movement and making marks to music. This is a national programme and part of the EYFS. As such the behaviour of all those involved is governed by the requirements of the EYFS and national safeguarding regulations. Adults' confidence in developing activities linking language and creativity in mark making, and an understanding of the various stages of early writing increased, with associated improvement in children's involvement and achievement. Children encouraged to link language, creativity and mark making can make associated progress in writing.

Keywords: language, markmaking, play, creativity, involvement

Hearing myself think: Using video to support child level reflection in dialogic narrative chains within the Every Child a Talker programme

JENNY MARSHALL, National Strategies and Nottinghamshire LA, United Kingdom

Can dialogic narrative of actions captured on video footage, significantly enhance early language skills and support early development of private speech? This work extends existing studies lead by Nottinghamshire Speech and Language Therapists, where data shows positive impact from intervention from narrative groups . It also draws on findings of the development of private speech in pre-school children. (Ferryhough et al 2009; Winsler 2004; Vygotsky 1987). The research context sits within ECaT which is national policy and is funded by the policy makers. The overarching research framework is qualitative involving the co construction of knowledge between practitioners, children and parents. Within the action research element of the ECaT paradigm, Early Language Consultants have supported Early Language Lead Practitioners (ELLPs) to establish narrative groups to support children at risk of early language delay. ELLPs have used video footage of the same children's play to support enhanced vocabulary development, modelling of private speech and enhance parental understanding of language acquisition. This is action research as part of ECaT within the Early Years Foundation Stage (EYFS). The behaviour of all those involved is governed by the requirements of the EYFS and national safeguarding regulations. All publications are subject to DfE permissions and copyright requirements. The use of personalised video footage has empowered children to vocalise inner narrative to 'hear themselves think'. Early indications show that this has had impact on the rate of language development. Place of child's inner voice in language intervention strategies.

Keywords: child's voice, dialogic narrative, private speech, play, vocabulary development

SYMPOSIUM SET I/13

IDENTITY AND BELONGING: YOUNG CHILDREN'S VOICES

Self-organised symposium

CHAIR: DORIAN DE HAAN
Utrecht University, The Netherlands

Identity and belonging are main issues in young children's social lives. This symposium explores these issues from different perspectives. Two papers report about educational practices. The first one focusses on the emergence of children's voices in a collective routine of the childhood center vis-à-vis the language format of the event. The second paper is about a design-based research to support children's social competence by language- and ICT-education: how written texts, classrooms meetings and digital products create room for children's voices at intra- and interpersonal levels. The two other presentations focus on children's inter-group identities: on their attitudes and opinions in relation to their social groups: gender and ethnicity in multi-ethnic schools in The Netherlands and the main religious communities in Northern Ireland.

Keywords: gender, ethnicity, children's voices, children's perspectives, children's citizenship

The emergence of children's voices in early childhood centres' routines

HARTMUT KUPFER, Lebenswelt gGmbH, Germany

The aim of the research is to develop a deeper understanding of the processes through which children become strong, authentic, self-reliant speakers. Some examples from practical work with young children and their teachers are examined. Children's, parents' and teachers' permission for using the videotaped examples was given. The emergence of children's personal voices in different language games of counting is described in an interplay of different features such as voice of place, voice of other, voice of game. A deeper understanding of the multilayer structure of children's activities may contribute to enhance responsiveness in educational strategies.

Keywords: child's voice, language game, participation, dialogicality

I am special, we are proud – Children's voices in the classroom

ELS SCHELLEKENS, INHolland University of Applied Sciences, The Netherlands

The aim of the design-based research project Our Classroom, My World is to develop a series of good practices supporting the social- emotional development of 6-8 year old children and the use of ICT in primary school. The project is meant to design meaningful changes in practices of guiding the social competence of children, connecting theory and responding to actual classroom practices. The teachers are interviewed before, during and after the project. Before we started filming in the classrooms, the teachers asked all parents for their consent. We did not videotape children whose parents objected. The teachers took the privacy of families in consideration in publishing children's products on the internet. The teachers stated that they were surprised about the children's digital skillfulness, their insight in self and others and their clearly motivated opinions. In the presentation the results will be discussed on the basis of the children's texts and the teacher's evaluations. Results are implemented in primary schools and teacher training institutes by means of a book, a website, trainings and integration in teacher training modules.

Keywords: social emotional development, meaningful language, ICT, citizenship, literacy

Children talking about gender and ethnicity

DORIAN DE HAAN, Utrecht University, The Netherlands

The aim of the research is to have more insight in 6-8 year old children's thinking of the concepts of gender and ethnicity in relation to the social context of their school. The research is part of 'Our Classroom My World'. Children (N=162) in five schools varying in the multi-ethnic population are interviewed in pairs about their attitudes to and knowledge of gender and ethnicity and the relevancy of those concepts. The interviews are analyzed in a quantitative as well as qualitative way. Informed consent of the parents for videotaping and publication was obtained. The quantitative analyses reveal differences related to the context of the school

age, age, gender and ethnicity of the children; the qualitative analyses provide a deeper insight into children's voices. The results offer starting-points for educational activities in school.

Keywords: social identity, gender, ethnicity, children's thinking, social context

SYMPOSIUM SET I/14

RELATIONSHIPS IN TRANSITION

Self-organised symposium

CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, United Kingdom

In this symposium three participants in the EECERA Transitions SIG explore ECE contexts, transitions and practices. The first paper focuses on the methods used to explore children's social behaviour as an important element of social and cultural capital as Malaysia moves to Unity preschools. The second paper considers the transitional relationships between parents of very young children and professionals in an English context, whilst the third paper considers the opportunities afforded to parents in a German Kindergarten to participate in their child's transition to school. The balance of relationships and the voice of participant children and adults surface in these presentations.

Keywords: school transition, children's voices, parent/practitioner relationships, parent participation, power

Children's social behaviour: A qualitative investigation among ethnically diverse families in Malaysia
NORDIN MAMAT, University of Strathclyde, United Kingdom

This paper draws from a PhD study in progress that explores the children's social behaviour in an ethnically diverse pre-school in Malaysia, and focuses principally on the research methods used. Family, home environment, social and cultural worlds interact with each other at a various level in ways which affect the child and family (Bronfenbrenner, 1979). The design and methodology in this study have been guided by the Bronfenbrenner Ecological Theory which investigates the contextual domains affecting children's social behaviour. The study involved 25 children and their parents, and teachers from one Tabika Perpaduan Negara (National Unity Pre-school) in Malaysia. A qualitative methodology had been applied because of its appropriateness in acquiring and analysing the data in question and the focus on social behaviour. The direct observations were done during classroom activity and free plays were recorded through field notes and digital camera to gain understanding of the children's social behaviour over 12 weeks. In-depth interviews were conducted with the children, parents and teachers. This research methodology has come up with a three dimensional perspective of commonality of social behaviour from researcher, parents and teachers. The home and pre-school settings are perceived to provide the most significant contexts for children and the most relevant contexts affecting behaviour. A model of social behaviour based on ethnic diversity has emerged from this research.

Keywords: children's social behaviour, ethnically diverse families, qualitative methods, cultural, teachers

Constructing the triangle of care: Power and professionalism in practitioner/parent relationships
LIZ BROOKER, Institute of Education, University of London, United Kingdom

This study explores how the 'triangle of care' (Hohmann 2007) is formed between children, parents and practitioners when children under 3 make their first transitions into group care. It builds on data gathered in English children's centres and described in earlier studies of transitions (Brooker 2008a) and of relational pedagogy (2008b). The exploration is based in feminist re-definitions of 'care' and 'caring' (eg Noddings 1992, Tronto 1993) in both adult-child and practitioner-parent relationships. The data collection and analysis derives from semi-structured interviews and observations, and adopts an interpretative approach, identifying the themes which are of most importance to members of each group, and the great diversity of needs, desires and beliefs which are expressed. The reporting of findings, which offers anonymity to both parents and key workers, who are describing matters which are sensitive for them, also aims to be non-judgmental in its discussion of their contrasting views and expectations. A range of perspectives is identified in relation to several key nursery practices (home-visiting, home-school communication, and the role of the key worker). It is argued that social class and ethnic differences, as well as different understandings of 'professionalism', are important in enabling or impeding the development of supportive and trusting relationships, with

consequences for the care and welfare of the small child on whom the relationship is focused Enhanced training opportunities may improve the reflective practice which is shown to underpin the most successful relationships reported.

Keywords: care, relationships, power, professionalism, transition

Parental perspectives of children's transition from kindergarten to school. Involvement or participation?

MADLEN RADTKE, University/ EMEC - European Master in ECEC, Germany

This paper focuses on parental perspectives, involvement and participation in the transition process of their own child, through two questions: –Can and do parents want to participate or be involved in the transition process of their child in cooperation with the kindergarten and the primary school? and –How?” The study was informed by prior transitions research (Fabian and Dunlop, 2005; Niesel & Griebel, 2007). A combination of ecological (Bronfenbrenner, 1979) and co-constructivist approaches Griebel and Niesel (2004) provided the theoretical background. The evaluation was inspired by –Grounded Theory” (Strauss & Corbin, 1990). A qualitative research approach using guided interview was selected. The random choice of 2 participant parents was drawn from a sample of 28 parents representing 14 prior to school primary entrant children. The interviews took place at a local urban kindergarten in Germany, where the author combined roles of employee and researcher. Informed consents were sought and given. It was established that the parents are offered hardly any active participation possibilities by either kindergarten or primary school, although this is desired and parents are being passively involved. Preparation for school in the family environment takes place in parallel to the activities at the kindergarten and the primary school. Kindergarten (and primary school) should be required to become permanent local democratic spaces for the participation of parents and other transition participants.

Keywords: involvement, participation, transition, diversity, parents

SYMPOSIUM SET I/15

OUTDOOR PLAY AND LEARNING – PRACTITIONER’S AND PARENTS’ PERSPECTIVES

Self-organised symposium

CHAIR: TIM WALLER

University of Wolverhampton, United Kingdom

This symposium will critically reflect on research in outdoor environments from England and Norway investigating the perspectives of practitioners and parents. In particular, papers will focus on parent’s perceptions of a ‘child-led’ pedagogy outdoors and their role in supporting this approach to learning, practitioner’s views on safety and risky play outdoors and conditions for rough and tumble play in kindergartens in both indoor and outdoor environments.

Keywords: outdoor play, parental involvement, outdoor learning, risky play, children’s autonomy

„The children are in charge today“ – An investigation of parental involvement in an outdoor learning project in England

TIM WALLER, University of Wolverhampton, United Kingdom

The focus of the enquiry for this paper is to investigate how parents and children interact with the natural surroundings and engage in the shared construction of narratives around these outdoor environments. The paper draws on findings from a long-term project investigating young children’s learning and the outdoor curriculum. Previous conference and published papers have explored participatory methodology, children’s narratives co-constructed with practitioners in outdoor spaces and gender. The paper will analyse the research findings from a socio-cultural perspective focusing on transformations of participation and understanding arising from outdoor experiences. For the first time in seven years parents have been involved in every outdoor session and their perspectives of this experience have been documented through focus groups around visual data recorded by both children and parents, following in the ‘polyvocal’ method (Tobin, Wu and Davidson, 1989). In the initial design of the project, careful reference was made to ethical guidelines (BERA 2004) to consider the balance of harm and effect on the children, confidentiality and issues of

informed consent (Alderson 1995). Reference was also made to the principles and ethical guidance developed by the National Children's Bureau (2002, 2003) applying particularly to research with children. The project is ongoing and further data and evidence is currently being collated and analysed. The paper will discuss some provisional implications related to parental involvement in outdoor learning drawing on frameworks developed by Whalley (2006), as well as reflecting on the benefits and limitations of polyvocal methods.

Keywords: outdoor learning, parental involvement, polyvocal methods, narratives, socio-cultural

Restrictive safety or unsafe freedom? Norwegian ECEC practitioners' opinions and reflections on children's risky play

ELLEN BEATE HANSEN SANDSETER, Queen Maud University College, Norway

The focus of the research is on how ECEC practitioners perceive the risk in children's play, and how they handle children's physical risk-taking. This study is a follow up study of a PhD work on children's risky play in the preschool setting (see e.g. Sandseter, 2007a, 2007b, 2009a, 2009b, 2009c, 2009d, in press). There is a growing debate on the balance between on the one hand making sure our children are safe, and on the other hand letting the children play in stimulating and challenging environments. This study is theoretically and conceptually situated within this debate. Qualitative semi-structured interviews with seven preschool practitioners with the aim to gain insight in their reflections on children's risky play. The study complies with Norwegian research ethics, and the practitioners gave informed consent to partake in the interviews. At this moment the data are being analyzed. The preliminary analysis indicates that Norwegian ECEC practitioners consciously give the children good opportunities for exploration and challenges because they thought that was important for children's development. The evaluation of what risks to be allowed is made instinctively in the play situation, and common boundaries or rules are rarely discussed within the staff group. The practitioners clearly express a worry of the risk in several kinds of risky play, because of a fear of children being injured. Still, the practitioners seldom restrict children's play, apart from some occasions of climbing and rough-and-tumble play. Implications of the results both for preschool practice and play safety policy will be discussed.

Keywords: risky play, practitioners, risk perception, risk managing

Conditions for rough-and-tumble play in kindergartens' indoor and outdoor environments

RUNE STORLI, Queen Maud University College, Norway

This presentation will focus on children's rough-and-tumble play (RTP) in kindergarten. The aims of the planned study are to investigate the relationship between frequency of RTP and size of play area (indoor versus outdoor) in children's free play and to see if kindergarten staff respond and act differently to children's RTP in different locations. This study follows up previous research on young children's activity levels in outdoor environments and gender differences in activity outdoors. Research carried out on children's RTP indicates that this play creates valuable practice scenarios for complex social interactions that children need to undertake in order to become competent, socially mature adults (Pelligrini and Smith, 1998). Environmental factors such as large areas available and sufficient time for free play is reported to support RTP (Smith and Connolly, 1980). In accordance with this, Smith (1977) found that in some kindergarten environments, teachers and playgroup leaders often intervene to stop or calm down RTP. The reasons for this is often because RTP involves noise and vigorous play, but also because adults often misinterpret RTP to be aggressive (Eide-Midtsand, 2007). The available methods considered for this study are different kinds of observations. The study complies with Norwegian research ethics. The paper will discuss findings concerning the relationship between the frequency of RTP and size of play area (indoor versus outdoor) in children's free play and also the responses of the kindergarten staff to children's RTP in different locations. Implications of the methodology and initial results will be discussed.

Keywords: rough-and-tumble play, social competence, kindergarten play environment, observations

SYMPOSIUM SET I/16

THE POSSIBILITIES OF THE IMPOSSIBLE: ENDEAVOURING TO UNDERSTAND INFANTS' LIVES IN EARLY CHILDHOOD EDUCATION AND CARE FROM THE PERSPECTIVES OF THE INFANTS THEMSELVES

Self-organised symposium

CHAIR: JENNIFER SUMSION
Charles Sturt University, Australia

This symposium reports on work-in-progress in an Australian Research Council-funded investigation of the lives of infants in early childhood settings. From the conception of the study, we wanted to try to understand their lives from the perspectives of the infants themselves but recognised that we would be working at the limits of the knowable (Lather, 2007). By using multiple interpretative frames to dislodge ourselves from the 'certainties' of our habitual reference points, we are trying to create new spaces for 'listening' to infants' 'voices' (Clark & Moss, 2001). Through a mosaic of interpretations generated from multiple theoretical perspectives, we are beginning to glimpse some of the possibilities of the impossible. In this symposium, we elaborate on some of the impossibilities of the study and the potential of using different theoretical lenses in endeavouring to understand the perspectives of one infant about his life in a family day care home.

Keywords: infant voices, infant lives, infant perspectives, research methods, citizenship

Infants' looking and listening-in behaviour: Gathering insights into infants' experiences in family day care

JOY GOODFELLOW AND JENNIFER SUMSION, Charles Sturt University, Australia

Using a Mosaic approach (Clark, 2005), our group of researchers with differing disciplinary expertise has come together to create a collective of understandings that have the potential to shed light on the illusive nature of infants' experience in a social group. This paper highlights two areas of interest – infants' social looking and listening in' and our own looking and listening-in. Social cognition (Williams, Ontai & Mastergeorge, 2006; Clearfield, Osbone & Mullen, 2008) provides a context for interpreting infants' social competence with peers. The pedagogy of listening (Rinaldi, 2005) offers a way of acknowledging the multifaceted nature of children's voices. Video data analysed through Studicode software provides opportunities to view and re-view frame by frame social episodes and assists in exploring interpretative possibilities. Emerging questions include: How can we purport to know what it is impossible to know? How helpful is a mosaic approach in gathering insights into infants' lives? The paper draws attention to the need to be aware of the history and context of infants' experiences before considering any interpretation of observed behaviour; acknowledge that interpretation opens up many possibilities; and be transparent with respect to one's interpretative stance.

Keywords: infant looking, family day care, Mosaic methodology, listening, social competence

Exploring an infant's sense of belonging in a family day care setting

JENNIFER SUMSION, Charles Sturt University, Australia

This paper attempts to explore an infant's experience of 'belonging' in a family day care home, as a small piece in the much larger mosaic we are creating in our endeavours to understand and convey what life is like for infants in Australian early childhood settings. It draws on the same data as the previous paper in this symposium but offers a different interpretive lens. Heeding Woodhead and Booker's (2008) call for interconnections between different theorisations of belonging to be teased out and made visible, the lens is constructed from different theoretical perspectives on belonging, including those centred on relationships, participation and place. Through its use of multiple theorisations, the paper, in its own right and as part of the symposium, illustrates what we refer to as mosaic methodology, derived from Clark & Moss' (2001) mosaic approach. Any exploration of belonging invokes the possibility of not belonging and so is likely to arouse sensitivities, especially where infants are concerned. This paper briefly addresses some of those sensitivities. It emphasises the interconnected aspects of experiences of belonging (structures, spaces, actors, practices, symbols, artefacts) and the 'texture' of those interconnections (Gherardi, 2006).

The paper concludes by noting that the complexities associated with infants' experiences of belonging highlight the inappropriateness of relying on intuitive, un-examined or romanticised notions of belonging when considering infants' lives in early childhood.

Keywords: infants, belonging, family day care, Mosaic methodology, theorisations

SYMPOSIUM SET I/17

INFANTS AND TODDLERS AS LEARNERS: TEACHER AND RESEARCHER VOICES

Self-organised symposium

CHAIR: CARMEN DALLI

Victoria University of Wellington, New Zealand

Three linked papers will be presented from an ongoing two-year qualitative case study project which is investigating how teachers understand, enact and articulate their infant - toddler pedagogy. The papers will address aspects of two key questions: (i) how do teachers construct infants and toddlers as learners?; (ii) what are infants and toddlers experiencing as learners in early childhood centres? The New Zealand curriculum document, Te Whariki, describes the education and care of infants and toddlers as "specialized" and "neither a scaled-down three- or four-year old programme nor a baby-sitting arrangement" (p.22). Nonetheless, an understanding of the infant and toddler as learner remains a challenging paradigmatic shift for many teachers. The papers address this challenge using a shared conceptual framework and methodological position. Each paper draws on different aspects of the project data to present emerging insights and to identify spaces for ongoing critical engagements with the study questions.

Keywords: infant learning, infant voices, infant wellbeing, teacher narratives, toddler learning

Infants and toddlers as learners: Mapping themes and discourses

CARMEN DALLI, Victoria University of Wellington, New Zealand

To provide an overview of emerging themes and discourses within a two-year qualitative research project investigating infants' and toddlers' experiences as learners in early childhood care and education centres. Research investigating the specialist nature of infant and toddler pedagogy (eg: Dalli, 2000; 2006; Goldsmeid, Elfer & Selleck, 2003; Rockel, 2004; Rofrano, 2002). Uses sociocultural conceptualisations of learning and teaching (Fumoto, Hargreaves & Maxwell, 2004; Rogoff, 2003); phenomenological approaches to understanding lived experience; and poststructural discourse analysis. A qualitative multiple case study methodology with five researchers each working with teachers in one of five infant and toddler centres. Data was collected through entry interviews with teachers; slice-of-life video-recording of children's experiences in early childhood centres; teacher narrative interpretations of children's learning; and focus group discussions. Teachers and researchers undertook to cease data gathering if infants and toddlers showed discomfort; teachers had the right to withdraw at any time; names of participants have been disguised. All video footage is approved by parents before it is used in public presentations. For infants and toddlers, learning: is everywhere; depends on relationships of trust and security; cannot be planned long in advance; teachers' discourses about learning link to multiple theoretical frameworks; and participation in the study enhanced teachers' awareness of learning. Creating a reflective community of teachers around practice is enhancing critical engagement with practice. This has implications for policy support to enable continued criticality, and for teacher education and professional development initiatives.

Keywords: infant/toddler pedagogy, teacher discourse, learning in childcare, early childhood learning, learning stories

Unpacking discourses of (un)happiness in infant and toddler teacher narratives

JANITA CRAW (1) AND JEAN ROCKEL (2), (1) AUT University, New Zealand; (2) University of Auckland, New Zealand

To open up the theme of happiness as a pedagogical aspiration of teachers of infants and toddlers. This is a component of a qualitative multiple case study research where five researchers are working with teachers in five infant and toddler centres examining how teachers understand the infant and toddler as 'learner' and multiple pathways of learning. This paper draws on theories that offer ways of understanding teachers' and parents' (as well as perhaps children's own) aspirations for happiness as different 'desiring forces working in

an assemblage' that affect teachers', parents' and children's capacity to be actively involved (Deleuze and Guattari in Olsson, 2009) in learning, in life outside the home, in infant-toddler care and education settings (Colebrook, 2002; Haybron, 2003; Olsson, 2009; Sandvik, 2009). A poststructural methodology that invites a democratic and negotiated sharing of perceptions underlies this research. Data used is drawn from entry interviews with collaborating teachers, teacher narrative interpretations of children's learning, and focus group discussions. This study has ethics approval. The teachers' identities are protected with the use of pseudonyms. Notions of (un)happiness emerged in discussions on pedagogy during the analysis of themes in the first phase of the project which included an investigation of teachers' understandings of parents' aspirations. Incorporating different desires for children into an ethic of care, teachers articulated pedagogical goals for infants to be "really happy here". This notion was extended to include provision of an environment for infants to "feel safe" and "free to learn the way they want to", giving the basis to pedagogy that values a sense of well-being and risk. The analysis suggests that teachers need to be purposive about pedagogical choices and build on an emerging body of knowledge of infant pedagogy.

Keywords: happiness, infants, childcare, pedagogy of care

Who cares?

IRIS DUHN, University of Auckland, New Zealand

How does an ethics of care govern relationships in infant and toddler pedagogy? This question focuses on an aspect of a broader question. This paper investigates an aspect of a broader research question ("How do teachers' constructions inform their pedagogy with infants and toddlers?") within a 2-year study on of infant and toddler pedagogy. The framework for this paper draws on Foucault's notion of governmentality (Foucault in Burchell, 1997) and incorporates literature from the field of governmentality studies (Rose, 1999; Dean, 1999). Ethics of care are analysed from a theoretical governmentality perspective; data from a focus group with teachers forms the basis for analysis. The study has ethics approval; teachers' identities are protected through the use of pseudonyms. Teachers' diverse understandings of pedagogy is a clear theme in the project. This paper discusses how teachers' perceptions of learning determine their pedagogy in relation to notions of primary caregiving and collective approaches to care/education. Discussion focuses on how different pedagogical practices create specific subjectivities, both for teachers and children. Making the effects of different pedagogies visible, opens spaces for critical engagement with the structures of teacher/child power relations.

Keywords: ethics of care, governmentality, subjectivities, power relations, primary/collective care

SYMPOSIUM SET I/18

CHILDREN'S PARTICIPATION

Individual paper

CHAIR: ROSEMARY PEACOCKE

Centre for Research in Early Childhood (CREC), United Kingdom

Every Child Matters: What matters to children?

CATHERINE MEEHAN, Canterbury Christ Church University, United Kingdom

Central to all current legislation, policy and curriculum frameworks related to children in the United Kingdom, is children's rights and participation. The government in the United Kingdom has enacted its obligations under the United Nations Convention on the Rights of the Child in all policies related to children and young people. The rights of children appear to be paramount. However, in practice there may be different levels of participation employed to engage children's views and opinions in the development of policy about them. This paper aims to explore the question with children: What matters to children? This is a pilot study conducted with a group of ninety final year Early Childhood Studies students. The study was conducted within a Contemporary Issues module using Hart's ladder of participation to explore the way in which children's participation is evidenced in policy and practice. It adopted an interpretivist paradigm, within a child-centred approach within a qualitative framework. A range of methods to collect data from children including observation, role-play, interviews, collection of drawings and artefacts, video-stimulated recall and story telling. Children's participation was of paramount concern, they were asked to participate in this project and indicated their willingness to each student researcher. Findings reveal that people, places, routines and

things are important to children. Children have some sophisticated understandings about their lives and their voices should be heard in policy.

Keywords: children's voice, contemporary issues, government policy, practice, participation

Toddlers' interactions in play

HRONN PALMADOTTIR, University of Iceland, Iceland

The focus of the study is on toddler's interaction in play in an Icelandic preschool. The aim is to analyse and understand children's interaction and meaning making in movement and play. The study builds on and adds to studies carried out in the Nordic countries on toddlers interaction and the culture they create in their everyday live in preschools (Lökken, 2000; 2004) and their active cooperative co-construction and meaning making in movements and play (Rutanen, 2007). The study is conducted under the influence of postmodern views of children and childhood where the emphasis is on children's participation and their right to have their voices heard. Children can give important information about their lives and insight into their peer culture (Corsaro; 2003; Qvortrup, 2004). The research was carried out in two classrooms in one preschool in Reykjavik. The participants, altogether 28 children, were from twelve months to three years old and data was gathered by video observations. There are various methodological and ethical matters concerning research with young children which deals with informed consent, access, relations, interaction and the children's privacy and security (Dockett & Perry, 2007; Einarsdóttir, 2007). Some preliminary findings will be presented which illustrate: the structure in the children's actions i.e. how they negotiate structure in their interactions and play, and the children's bodily expressions. The number of children attending early childhood institutions has been growing in the last years. Thus, it is important to shed a light on.

Keywords: toddler, interaction, movement, play, children's perspective

Companionable learning: A process of holistic wellbeing development from birth

ROSEMARY ROBERTS, Centre for Research in Early Childhood (CREC), United Kingdom

This research explored two questions: what are the interdependent components of young children's holistic wellbeing? and what does wellbeing development look like in practice? Building on a range of previous work (Underdown 2007) this paper presents selected findings from my doctoral study, Companionable Learning: The Development of Resilient Wellbeing from Birth to Three; and from a series of subsequent studies carried out in English settings. The emphasis is on a social construction of child development from birth (Trevarthen 2002, 2005; Bronfenbrenner 1979, 2005), proposing 'companionable learning' as a development mechanism for a concept of holistic wellbeing made up of agency, belonging-and-boundaries, communication and physical wellbeing. Two questions have been explored: firstly, what are the interdependent components of young children's holistic wellbeing and, secondly, what does wellbeing development looks like in practice? Data were collected in 3 cities from 100 mothers with children under 5, from 9 case study families, and from groups of practitioners and managers. Grounded theory was used to generate data and to test, explore and extend an 'a priori' theory. Using video and interview data involved a range of ethical issues: for instance obtaining properly informed consent; and the researcher's role within the families. Main findings presented here are a new conceptual model for wellbeing, and the notion of companionable learning as a powerful mechanism for its development. These findings raise pedagogical and curricular questions in relation to current practice. Many situations and experiences identified may be more characteristic of education and care in home settings than currently in institutions, generating a strong rationale for supporting high quality home-based early childhood education and care.

Keywords: wellbeing, agency, family day care, companionship, pedagogy

SYMPOSIUM SET I/19

CORE – COMPETENCE REQUIREMENTS FOR STAFF IN EARLY CHILDHOOD EDUCATION AND CARE
Self-organised symposium

CHAIR: MATHIAS URBAN

University of East London, United Kingdom

This session presents an ongoing pan-European study on 'competence requirements of staff in early childhood education and care'. The research, funded by the EU Commission, is conducted by a consortium of two European universities in collaboration with key professional networks. The session gives an overview

and invites critical discussion. Early childhood education and care (ECEC) has been, since the 1992 Council Recommendations on child care, a recurring topic on European policy agendas. In recent years the importance of high quality services for young children has been further emphasised. Socio-economic, educational and civil rights based rationales for investing in high quality services for young children and their families have been laid out in European and international policy documents. Throughout the EU, there is a consensus on the need for more and higher quality services, increasing integration of 'childcare' and 'early education', and enhanced training and status for the workforce whose members are seen as essential to quality provision. But this consensus does not extend to how to achieve these goals: national strategies and approaches vary and is a lack of common understanding of the competences of practitioners working with young children, and their relationship to the outcomes for children in high quality early childhood services. The session presents an ongoing comprehensive study of the competences required by staff working in ECEC. The study is grounded in international research on quality, competences and professionalism in early childhood. At European level, a wide range of member states and candidate countries are included in the survey and the detailed case studies that are being conducted. The project aims at developing a framework for competences and at providing recommendations for action at professional and national and European policy level.

Specific objectives of the project are:

1. To produce a summary of current evidence about the competences required by ECEC staff, based on a systematic, comprehensive and critical literature review.
2. To provide a comprehensive summary of the competences

ARIANNA LAZZARI (1), MICHEL VANDENBROECK, KATRIEN VAN LAERE (2) AND JAN PEETERS (3), (1) University of Bologna, Italy; (2) University of Ghent, Belgium; (3) VBJK – Resource, Training and Research Centre for Early Childhood Care and Education, Belgium

SYMPOSIUM SET I/20

PROFESSIONAL VOICES
Individual paper

CHAIR: LUDO HEYLEN

University Leuven, Belgium

Listening to and learning from the voices of practitioners and professionals in the Early Years

MARY WILD AND HELENA MITCHELL, Oxford Brookes University, United Kingdom

To explore experiences and perceptions of practitioners in early years settings who have recently undertaken substantive professional development. The need for raising the qualifications level of early years workers has been highlighted by the EPPE study (Sylva et al 2004) and has been progressed at UK policy level in a range of initiatives designed to improve the qualifications of the early years workforce. This paper builds on previous work by Aubrey (2004) emphasising and highlighting the need to ensure the voice of practitioners is heard in such policy developments. Mitchell has previously (2006) explored the opportunity and challenges of providing a conduit for the practitioner voice to be heard and valued within the early years. Drawing on the work of Wenger (1999) regarding perceptions of professional identity together with the work of Einarsdottir (2003), acknowledging the significance of recognising practitioners as co- constructors of knowledge and practice in the Early Years. A mixed methodology was used considering questionnaire and interview data from practitioners currently undertaking professional training as well as those who have successfully completed this training. Ensuring respect for practitioner views and voices. Increased awareness of the theoretical underpinning of their practice has contributed to a sense of empowerment. Practitioners feel they have gained a voice in decisions and practices that directly impact on their professional identity and pedagogical approaches. Practitioner voice must be taken into account if significant professional development is to be achieved.

Keywords: early childhood, professional identity, practitioner voice, empowerment, reflexivity

Preschool teachers' professional narratives – four and twelve years after their examination

INGER HENSVOLD, Didactics and Pedagogical Work, SU, Sweden

How do three preschool teachers describe their professional work with children - four and twelve years after their examination. The purpose is also to identify some important factors concerning their professional development and identity. I have not found any earlier research with preschool teachers, using a longitudinal approach. Hoekstra & Beijaard (2006) have made a summary from three studies of primary-school teachers in the Netherlands. Richardson & Placier (2001) have made a summary of international research of teachers' professional development, but none of the studies includes preschoolteachers. The narratives are considered, according to Giddens (2008), as an expression for the teachers' professional identity. My starting point is, that human beings construct their identity from reflections – in relation to a social whole. The Professional Identity is regarded as a relational concept and deals with the ability to be occupied with a specific narrative (ibid). The processes of identity take place in the daily activities in the preschools within their specific cultural patterns. The preschools self- narratives are from the beginning models for the teachers identity processes (Hundeide, 2003). My empirical data is the narratives of three Swedish preschoolteachers, four and 12 years after their teacher exams. The teachers describe their professional development and factors important to that in interviews, that were transcribed and then analysed. Twelve years after their exam I also observed and documented the teachers' acting and talking towards the children and the documentations have been reflected on by the teachers. The analysis however is based on the teachers' descriptions. All the teachers have admitted to participate and the results have been presented so none can be identified. I have identified three recurrent themes in the narratives. The first describes a changed professional identity in relation to the preschools self- narratives. Concepts used are: adaptation, challenge and keeping the differences. The second theme describes a changed professional identity in relation to the content of the professional work. Concepts used are: care, education and compensate. The third theme describes a changed professional identity in relation to the teachers' vision of the children. Concept used are: "listen and follow", "challenge and support". Because this study is the first longitudinal study of preschoolteachers it will be of great interest for the teachers themselves and for programmes for further education.

Keywords: professional identity and change, developing professionalism, professional narratives, educate, Swedish preschool teacher

From leadership to management

GRY HJORTDAL AND ELIN ØDEGÅRD, Telemark University College, Norway

The main goal in the study is to get a view at leadership in kindergartens in Sweden, Denmark, Iceland and Norway. What do the heads in the study tell us about leadership, and what kind of leadership is required in kindergartens in the future? How do the leaders understand their new roles as heads in kindergartens? Has there been any change of policy in the structure of leading in ECEC? Leadership and management studies: Louise Hard, Charles Sturt University, Arna H Jónsdóttir, Iceland University. Qualitative research and social cultural theory is the framework in the study. The study applies different methods like individual interviews of heads in kindergartens, analyses of national curriculums and observations in kindergartens. The ethical considerations in the study is how we as researchers bring the voices of our informants and the main findings into the ECEC field. The ECEC field has been altered in many ways within the Nordic countries, especially within the perspective of leading and leadership in kindergartens. There is more administration, documentation and control in their work as heads. The heads' responsibility as managers and leaders have changed from being close to the staff to a role as a distant leader. Does this lead to more management and less leading? The implications of this study are that practice and policymakers of the ECEC field will be made aware of the importance of leadership and not only management.

Keywords: leadership, qualitative research, management, kindergarten, heads

SYMPOSIUM SET I/21

FORMS OF KNOWLEDGE TRANSFER

Individual paper

CHAIR: PAUL WATLING

Centre for Research in Early Childhood (CREC), United Kingdom

Communities of practice, knowledge sharing and the experiences of early years professionals in the North East of England

DONALD SIMPSON, Teesside University, United Kingdom

In the context of recent reforms requiring professionals to work in new ways, the concept of 'communities of practice' is being advocated as an organising design through which previously split and hierarchical team working arrangements can be remodelled and transformed in English early years contexts. This is because the communities of practice model suggests an evolving, fluid and more collective team working reliant on the sharing of knowledge and expertise. This paper aims to explore evidence for the emergence of such team working through analysing data from a recent research project focusing upon Early Years Professionals (EYPs) in the North East of England. Findings from this research project exploring EYPs experiences have recently appeared in the European Early Childhood Education Research Journal and the Journal of Early Childhood Research. The research reported in this paper revolves around the concept of communities of practice and incorporates this with insights from a wider critical realist perspective. 1) Interpretive paradigm; 2) qualitative methodology; 3) phenomenological research design and semistructured interviews. Informed consent; confidentiality; anonymity of EYPs. The concept of communities of practice offers insights when used as a heuristic tool for researching workforce changes and knowledge management in early years contexts. But as a concept that can be practically applied to achieve new team working arrangements and knowledge sharing, the paper raises doubts regarding its transformative capacities and several challenges are identified. The paper offers insights for early years stakeholders about evolving team working and EYPs' roles in knowledge sharing.

Keywords: communities of practice, early years professionals, knowledge sharing, multiprofessional working, team working

The Scottish early level teacher and professional voice

GRACE PATON, University of the West of Scotland, United Kingdom

The presentation explores the processes which allow student teachers to construct professional knowledge, professional values and become aware of their professional voice. The Scottish government aspires to "Extend the approaches which are used in pre-school into the early stages of primary, emphasising the importance of opportunities for children to learn through purposeful, well-planned play" (Review Group, 2004). Evidence from pre-school inspections has been positive about observed developmentally appropriate practice, but has identified a need to improve practice to empower children as learners. The introduction of a revised curriculum (Curriculum for Excellence) now expects early childhood centres to attend to subject-based outcomes and experiences, marking a shift from a holistic, developmental framework. The research examines student perception of practice informed by socio-cultural theory. Data collected from focus groups of teacher education students who had experienced contrasting approaches to learning about early childhood pedagogy will be compared. One cohort was subjected to a directed model of learning. The other engaged in collaborative approaches to learning using academic literature and research. Informed ethical consent was obtained and sensitivity shown to the power dynamic between students and lecturer. The ability to articulate professional knowledge and values appears to be related to the approaches to learning and teaching experienced by the students. Findings suggest that when teacher educators commit to a role where they socialise students as collaborative critics of policy and research, the professional voice of teacher students can emerge.

Keywords: professional voice, teacher education, socio-cultural theory, curriculum, Scotland

SYMPOSIUM SET I/22

YOUNG CHILDREN'S PERSPECTIVES

Individual paper

CHAIR: SHEILA THORPE

Centre for Research in Early Childhood (CREC), United Kingdom

Young children, constructing knowledge through children stuff

THORDIS THORDADOTTIR, University of Iceland, Iceland

The aim of this study is to understand the impact of children's literature and popular culture on young children's construction of knowledge and shed a light on the importance of different genre, gender, ethnicity and mothers' education for young children's education. The study is a part of research on cultural literacy in Iceland and here the focus is on early childhood education. Preschool children's cultural literacy is defined as a part of cultural capital and consists of necessary knowledge on literature and popular culture, to participate in preschool activities (Thordis Thordardottir, 2007, 2008a, 2008b). The study is based on Bourdieu's theory of practice, mainly his concepts of cultural capital and habitus along with the concept of respectability as defined by Skeggs (1997). Holistic approach is used to spotlight the complicated contextual systems of young children's knowledge construction. Sixty-eight children were interviewed in groups of four, and 8 preschool teachers and 11 mothers were interviewed individually. The data analysing is multiplex, rooted in phenomenology, discourse- and narrative analysis. The main ethical issue is related to the children's informed approval, particularly to their possibilities to affect the process, different power relationship and experiences. Key findings indicate that children's gender and ethnicity are important for the knowledge construction and different genre are diverse source for knowledge constructing. The conclusions can be helpful for preschool teachers and policymakers to understand how inequality is invisible embedded into daily activities in preschools.

Keywords: children's literature, popular culture, cultural literacy, early childhood education, habitus

What comes next with the image and the text?

ELENI DIMITRIADOU, Aristotle University of Thessaloniki, Greece

This presentation represents an attempt to investigate: the ways kindergarten teachers can be inspired from books that use text as an image to design activities aiming to the development of children's visual perception; the means by which the knowledge regarding non-verbal codes which can enhance the text's meaning (type, size, position, orientation, shape of print etc.), could be transferred. According to previous studies children's books exploit many different kinds of visual narration. However, little attention has been drawn to children's books exploring the text's potential to become expressive visual form. Transforming written text into expressive visual form is not an innovation of nowadays. Expressive visual texts appear also in children's literature - Lewis Carroll being the first to use a typographic image in "Alice's Adventures in Wonderland". Today there is an increasing use of visual means to convey the meaning of a text. This is a case study. The activities have been implemented in a kindergarten class with twenty-two children of 5-6 years. The active participation of the children has been considered very important. This presentation draws attention to children's books that use text as an image. Including such books in the kindergarten contributes to creating a "rich" environment that gives children the opportunity to develop visual literacy abilities and imagination. Children who become familiar with such ways of expression develop visual literacy abilities. This research will be continued in cooperation with teachers in kindergartens and university students.

Keywords: visual literacy, non-verbal codes, expressive visual text, typographic image, active participation

Exploring young children's achievements in imaginary perspective transformations

ILIADA ELIA, MARJA VAN DEN HEUVEL-PANHUIZEN AND ALDINE AATEN, University of Cyprus, Cyprus

The present study aims to give further insight into the development of imaginary perspective transformations (IPT) by kindergartners. Previous studies have shown various results about young children's ability of considering a spatial situation from another perspective (Sarama & Clements, 2009). In investigating IPT, we made a distinction between imagining whether an object is visible from another viewpoint (Competence 1) and imagining how an object or scene would look like from another perspective (Competence 2). The study addresses the following research questions: How able are children who are not yet involved in formal mathematics education in these IPT competences? How are these two IPT competences related? How are

the IPT competences related to other child characteristics (age, gender, mathematics score)? The participants were 109 4-year-old children and 199 5-year-old children from the two corresponding kindergarten grades in the Netherlands. A paper-and-pencil test of various perspective-taking pictorial tasks was developed and administered to the children. Statistical implicative analysis showed that Competence 1 is more easily achieved than Competence 2 and that children's success in Competence 2 tasks implies success in Competence 1 tasks. Older children's performance on both IPT competences was significantly higher than the younger children's performance. Although low mathematics achievers' performance in Competence 1 was lower than the performance of children achieving higher in mathematics, performance in Competence 2 did not vary with children's mathematics score. Boys and girls exhibited similar levels of performance. Further research is needed into children's IPT competences and other child characteristics in a wider scope of perspective tasks.

Keywords: kindergartners, mathematics, perspective tasks, assessment, competence

SYMPOSIUM SET I/23

FORMS OF LITERACY AND SYMBOLIC REPRESENTATION

Individual paper

CHAIR: ANETTE SANDBERG
Mälardalen University, Sweden

Experimental study into the effects of a computerized reading program on the acquisition of reading skills in kindergarten children

JANNET DE JONG HEERINGA AND LYSET REKERS-MOMBARG, GION rijksuniversiteit Groningen, The Netherlands

Our hypothesis is that the use of an intensive reading program will improve the language acquisition of children with a lower social background when they have reached the age of seven. Systematic reading of picture story books may be a powerful way to enhance the literacy skills of young children as it creates opportunities for contact with language features typical for written texts (Verhallen, 2009; Bus, 2001, Frijters, Barron & Brunello, 2000; Sénéchal, LeFevre, et al., 1998). This study investigates the effects of this program on the development of the vocabulary and reading comprehension of kindergarten children. Six primary schools with a high proportion of children from lower social background are participating. This means that in total seventeen classes with about 300 children in the age groups of 4-5, 5-6, 6-7 years enter the study. Within the classes the children are randomly assigned to the experimental or control group. In the experimental group the children follow the intensive reading program: video storybook readings, computer exercises and promotion of story understanding during half an hour per day, three times a week and six months a year. The reading program lasts for three years. At the same time the children in the control group follow the regular program. At the moment we are about to begin with the reading program. Coming summer we will analyse the first results. If the results are in line with our expectations, primary schools are advised to implement this method of language instruction.

Keywords: story books, kindergarten, literacy, vocabulary, reading comprehension

Mathematical education in German nursery schools

OLIVER THIEL, Humboldt-Universität zu Berlin, Germany

What sort of conditions at the nursery school have a positive effect on the development of children's mathematical competence? The Programme for International Student Assessment (PISA) has proved that in Germany the family background has a strong impact on pupils' mathematics achievement in secondary school. The Progress in International Reading Literacy Study (PIRLS) and my own study confirmed this fact for primary school and nursery school. A framework model adapted from PIRLS is combined with a general model from the research on the development of qualities. At the sociological level we consider the family background. At the input level we look at the structural conditions of the nursery school and the teachers' attitudes and beliefs. At the appropriation level the interactions of the children are analysed. At the psychological level the children's mathematical competence was measured in two test intervals with an interview by Ricken and Fritz (2007). Finally, at the output level we look at the development of children's mathematical competence. Following a quantitative empirical paradigm of research t-tests, variance

analyses, correlations and regression analyses were calculated. The participation in the investigation was voluntary for teachers, parents and children and the data was collected anonymously. The investigation shows that structural conditions only have a small impact on children's mathematical competence, but there is a remarkable impact from teachers' beliefs. Thus, to improve the early and individual mathematical education it is more important to enhance teacher education than to change structural conditions in nursery school.

Keywords: early childhood education, mathematics learning, structural conditions, teachers' beliefs, preschool

Who knows, who speaks, who listens during six-year-olds' math lessons

TEIJA HILTUNEN, University Of Turku, Finland

The aim of the study is to investigate how teacher-, shared interaction and learner oriented classroom interaction dimensions appear in math lessons. Berk, L.E. & Winsler, A. 1997. *Scaffolding Children's Learning: Vygotsky and Early Childhood Education*. United States of America: National Association for the Education of Young Children.

Pollard, A. 1997. *Reflective teaching in Primary School. A handbook for the Classroom*. Third Edition. Cassell Education. Trowbridge, Wiltshire: Redwood Books. Pollard, A. (Ed.) 2005. *Readings for Reflective Teaching*. Bath: CPI.

Pollard, A., Collins, J., Maddock, M., Somco, N., Swaffield, S., Warin, J. & Warwick, P. 2006. *Reflective Teaching (2nd edition)*. Chippenham, Wiltshire: Antony Rowe Ltd. This research is an international, comparative, cross-sectional case study, which investigates multiple theoretical aspects of classroom interaction styles (Pollard 1997;2006; Berk & Winsler, 1997) and reports how these multiple theoretical aspects of teacher-learner classroom interaction styles appear in the classroom interaction of formal learning environments for six-year-old learners in 3 European samples. The analyze is based on video-observations of all math lessons during one study week from each pre- and primary school sample (total 880 min) and the data is analyzed minute by minute. The participants were samples of 6.5 year-old-learners: (sample Pre1-3) from kindergarten and (sample Sch1) first grade of primary school from Finland, (sample Sch2) second grade of infant school from England and (sample Sch3) preschool in primary school from Sweden. The mean, figure and profile results are presented sample by sample and of all samples. This study takes a closer look at possible quite common types of classroom interaction dimensions in pupils and teachers own environments, which may differ in these 3 European samples and individual participants should be protected carefully. Classroom interaction analyses indicated to 44% theoretical aspects of teacher orientation, 32.5 % theoretical aspects of learner orientation and 17.2 % theoretical aspects of shared interaction during one study week in all these samples and only to 6.4 % off-task behaviour (Pearson Chi-Square Sig. .000). What are the main implications for policy and practice of who knows, who speaks, who listens during six-year-olds math lessons. The focus of this study is on group level classroom interaction research, based on a socio-cultural perspective.

Keywords: teacher orientation, shared interaction, learner orientation, on-task behaviour, off-task behaviour

SYMPOSIUM SET I/24

CHILDREN'S VIEWS AND EXPERIENCES OF PLAY AND PLAY SPACES

Individual paper

CHAIR: CHRIS JENKIN, AUT University, New Zealand

Role play at Key Stage 1: Children's perspectives

ZENNA KINGDON, University College Plymouth St Mark & St John, United Kingdom

To consider the use of role-play in Key Stage 1, in English mainstream schools, its impact and uses for children, specifically in Year 1. The literature review demonstrated that little research focussing on role-play specifically within Key Stage 1 exists. Broader literature regarding both play and role-play was used to situate the research. The study is concerned with curriculum approaches, the use of role-play in the co-construction of knowledge and its role in kinaesthetic or active learning. Two cohorts of Year 1 children each in mixed year classes, one with Foundation Stage children, one with Year 2 participated. Using the framework of the Mosaic Approach (Clark and Moss 2001) a multi-method qualitative approach was adopted

using tools that attempted to ensure that children could clearly demonstrate their views and opinions. The ethics of working and researching children's perspectives are considered throughout. Power dynamics of researching within an educational setting is a key consideration. A key theme which appeared to be significant and warranted deeper analysis is the inclusion of 'doors' in many of the children's drawings and maps, particularly for those children who were in a mixed Year 1, Year 2 class. Armitage's (2005) research into architecture's impact on children's play is considered. The findings also indicated the importance that children place on where play actually occurs, with particular emphasis on the outdoor areas. The research concludes that both children and their teachers value role-play experiences and that there is a need to consider extending role-play experiences beyond Year 1.

Keywords: role-play, listening, children's perspectives, key stage 1, doors

Outdoor environment: children's views and preferences

KRISTIN NORDDAHL, University of Iceland, Iceland

The aim of the research is to enhance the understanding of young Icelandic children's views, preferences, and use of the outdoor environment. Earlier research indicate that children prefer to play in natural environment and their play and explorations is enriched in such environments (Malone and Tranter, 2003; Waller, 2006). The study employs post-modern theories where children are regarded as capable and having something special to offer that we can learn from. Also they stress that children are able to participate in decision about their lives and circumstances (Dahlberg and Moss, 2005). Twelve, four, five and seven years old children were interviewed for this purpose. Observations were made during sessions where the children participated in decision making about a common schoolyard. Children's drawings and models of the schoolyard were also collected. Children's teachers were interviewed about the work with the children regarding the schoolyard. Children were asked if they wanted to participate in the research but were made clear they could quit when they wanted. To protect children pseudonym are used. The main results show that the children preferred natural phenomena and variation in the landscape as well as in play equipments. They prefer places where they could be alone, in small groups and large groups. The children wanted to play, explore the environment, and take risks when they were outside. Children had good and practical ideas about how to make their outdoor environment more exciting and safe and they commented on what aspects of their environment.

Keywords: young children, children's preference, decision making, outdoor environment, school outdoor environment

SYMPOSIUM SET I/25

EQUALITY, FAMILIES AND INCLUSION

Individual paper

CHAIR: LINDA MITCHELL

University of Waikato, New Zealand

Migrant pacific children and families and their participation in ECE

LINDA MITCHELL (1) AND DIANE MARA (2), (1) University of Waukato, New Zealand; (2) Eastern Institute of Technology, New Zealand

This paper presents findings from a longitudinal evaluation of New Zealand's ten-year strategic plan for early childhood education (ECE). It focuses on bilingual and immersion Pacific Early Childhood Centres (PECCs) and children from Pacific families in relation to the research question "To what extent, in what ways, and how effectively has the plan increased participation in ECE?" The authors have undertaken several policy evaluations, national surveys and research investigating quality in PECCs. Findings are contextualised and interpreted across the eight localities in the study, ECE service type, and children attending the services. Parent surveys, observations of process quality and interviews with teachers and management were undertaken in the same 46 ECE services in 2004 and 2006, and 33 of these services in 2009. To address the research questions, we developed a set of indicators and rubrics around the plan's three major goals and the intermediate outcomes that were the target of government actions. For each set of indicators, we analysed levels and patterns of change from 2004 to 2006 to 2009, and the factors that may make a

difference in relation to the achievement of the strategic plan outcomes. Research ethics approval was gained from the University of Waikato. The main discussion will be about the sustainability of PECCs and the responsiveness of general ECE services to children's language and culture. The paper will discuss policies and systems that might strengthen PECCs, and how pedagogical responsiveness to linguistic and cultural diversity might be enhanced.

Keywords: participation, sustainability, responsiveness, policy, linguistic and cultural diversity

Investigating community perspectives on integrated children's services for Aboriginal families in Western Australia

LIBBY LEE-HAMMOND, Murdoch University, Australia

The research question guiding the project was "What types of cultural and program considerations are necessary in the development of an integrated children and families centre for Aboriginal people?" The project involved community consultation with Aboriginal people and mainstream service providers regarding the development of an integrated children and families centre for Aboriginal people in Western Australia. A former children's home is to be redeveloped for the Nyungar community. Prior studies of integrated services are located in the UK and Europe, the notion of an integrated service is relatively new in Australia, although Multifunctional Aboriginal Childcare Services currently operate integrated services. Mosaic approach (Clark & Moss, 2001) and research with Maori communities focussed on valuing cultural wealth (Bishop & Glynn, 1999). It also draws on national priorities for Aboriginal children including support for families, value and respect for Aboriginal culture (SNAICC, 2009). It is a qualitative study drawing on grounded theory, focus groups, interviews, children's drawings, informal dialogue, site visits. Sensitivities regarding the history of the site being a former residence for children who were members of the 'stolen generations' required specific methodological and cultural protocols to be observed. Informed consent was obtained from all participants. Main findings are stated as priorities for the development of services. Including observing cultural protocols, employment of Aboriginal staff and provision of holistic services. Findings will be used in advancing a set of recommendations for service providers wishing to develop productive partnerships with indigenous peoples in integrated services for children and families.

Keywords: aboriginal, integrated, culture, children, families

SYMPOSIUM SET I/26

CHILDREN AS RESEARCHERS

Individual paper

CHAIR: JANE MURRAY

The University of Northampton, United Kingdom

Valuing, visioning and voice: Exploring young children's potential as researchers

JANE MURRAY, The University of Northampton, United Kingdom

1. To explore constructions of children's personal epistemologies and their manifestations in three English ECEC settings for children aged 4-8 years.
2. To explore how English educational policies and practices affect and validate young children's constructions of knowledge. This study builds on Clark and Moss, (2001), Fielding (2001), Kellett (2005), Bancroft et al (2008) and Murray (2009), exploring children as researchers. Emancipatory approaches are explored within an English ECEC context viewing children as deficient (Brown, 2007; Pimentel, 2008). Montessori (1916), Isaacs (1930) and Piaget (1963) brought scientific rationality to early childhood research, creating new ways for young children's thoughts, actions and voices to be captured. ECEC research has developed exponentially, increasingly acknowledging young children's capable constructions of knowledge in matters affecting them (UNICEF, 1989; Christensen and James, 2008) and building a view of the child as whole and capable (Dahlberg et al., 2007). Drawing on emancipatory discourses (Denzin, 2005), this small-scale qualitative study is located within a constructivist grounded theory approach (Charmaz, 2006) and engages in ethnographic case studies. Ethical developments in the field of emancipatory research with young children are acknowledged and addressed (BERA, 2004; Alderson and Morrow, 2004; Flewitt, 2005). Findings empirically establish 'academy' characterisations of 'research' and demonstrate children's owned constructions of knowledge as authentically manifested within this framework. However, such constructions are frequently disregarded by those influencing children's experiences in English ECEC settings. The

potential for young children's personal epistemologies to provide warrant for policy decisions in England would benefit from further exploration.

Keywords: early childhood, epistemology, children's rights, warrant, children's voice

Children's storytelling in day care centre context

ANNA-MAIJA PUROILA, EILA ESTOLA AND LEENA SYRJÄLÄ, University of Oulu, Finland

In this paper, our aim is to explore the nature of children's storytelling in the context of day care centers. In the study of narratives, the traditional focus has been on the contents of the stories. Recent views on narrative research highlight the need to expand the focus to the processes of story-telling. In our concept of narrativity, we are not only interested in children's oral stories. Children also narrate with their actions, for example at play and in arts and crafts. We have collected data in three Finnish day care groups following Gubrium's and Holstein's (2008) ideas on narrative ethnography. Children's drawing and photographing followed by interviews have been important data collection methods. The participative observation method has been used throughout the data collection as well. Our research is connected to a moral perspective that considers children as subjects of value and persons with rights. We aim to promote listening to children's voices in scientific research and in educational practices. The preliminary findings of our research illuminate the contextual and interactional nature of children's storytelling. Children's stories are personal though they are told to audiences – factual or imagined. In social situations, storytelling is a shared activity in which the child and the audience collaborate while creating the story. Drawing on our material we discuss how the institutional and cultural conventions of day care centers frame the contents of children's stories and the practices of storytelling.

Keywords: children, storytelling, narrativity, narrative research, narrative ethnography

SYMPOSIUM SET I/27

GLOBAL CONSTRUCTION OF KNOWLEDGE

Individual paper

CHAIR: NANCY BARBOUR
Kent State University, United States

Global and local storylines of early childhood in a valued Australian national research journal

KERITH POWER, Monash University, Australia

The Journal of Australian Research in Early Childhood Education began in 1994, ending in 2009, an era paralleling important international trends. Outgoing editor Power (2007-2009) asks how key global and local Australian storylines and discontinuities in the early childhood field have been evidenced over its fifteen year life. Notwithstanding forty years of prior Australian publishing in ECEC (Waginayake 2001), government fellowships awarded in 2000 to early childhood researchers Bridie Raban, Marilyn Fleer and Nicola Yelland signalled re-awakening Australian interest. The 2004 mainstream Australian Educational Researcher, edited by Sue Dockett and Jennifer Sumsion, foregrounded early childhood research. Meanwhile, Power (1998-2003) analysed subjugated storylines of Indigenous women and feminists in early childhood. This paper constructs a genealogy of key discourses in early childhood research in Australia, tracing how major storylines intersected with turning points in the fields of early childhood and teacher education. From a feminist poststructuralist perspective this paper traces three key storylines evident in the field of early childhood education and care in Australia and Europe from 1994 to the present by analyzing the editorials of the ARECE Journal in relation to concurrent events. The views of previous editors were sought. At present, marketisation (Woodrow & Brennan 1999), criteriology (Dahlberg 2003) and medicalisation (Oberklaid 2002-2008; Stanley et al 1999-2009) have allowed Australian early childhood education discourses to be subsumed under health, welfare and workforce planning. While criteriology reigns supreme internationally and nationally, collaborative forums and a collective voice are crucial for ECEC researchers.

Keywords: early childhood research, teacher education professionals, genealogy, storylines, discourse analysis

A Turkish school and American university partnership: A collaboration based on relationships

NANCY BARBOUR, OZLEM CENNETOGLU AND FRANCINE LASLEY, Kent State University, United States

Meaningful partnerships often begin in unexpected ways. This paper explores a partnership between a private Turkish Primary school and an American University that grew because they believed that they could create change together. The desire to explore innovation became a common goal for the Turkish and American educators. In the seeds of the partnership, we saw opportunities to enhance our teacher preparation curriculum by engaging in activities that would increase internationalization of our students and faculty, a priority described in a previous paper (Davis & Barbour, EECERA, 2009). We rely on the wisdom of Knight (2003, 2004), Leask (2008) and others who describe the complex nature of developing international-minded educators. We also took the stance that professional development must occur via sustained effort over time (e.g., Barbour & Lash, 2008; Zaslow & Martinez-Beck, 2006). Constructivist education was the desired educational paradigm for both the classrooms and the professional development. All parties (parents, teachers, children, administrators, college faculty) needed a voice in the collaboration. Through conversation, electronic communication, and formal meetings all voices have been included. Listening, responding, expressing concerns and desires have created trust and understanding. This six year collaboration has helped the teachers and faculty to deepen their understanding of constructivism, professional development, and globalization as well as helped raise a number of scholarly questions. This international partnership has progressed to a point of needing deliberate qualitative study: How do we facilitate lasting pedagogical change? How do we develop international-minded students, parents, and teachers?

Keywords: internationalization, partnerships, professional development, constructivism, turkish education

Mentor & preservice teacher's voice: A critical altering of community engagement in high-poverty urban schooling

JANICE KROEGER, CASEY MEYERS AND SHANE WILLIAMS, Kent State University, United States

The aim of research was to enhance parent-community-teacher partnerships and support teachers as they re-created effective outreach with low-income families. This paper extends previous works with emphasis on listening to voices of practitioners and parents—the research utilized civic engagement, teacher inquiry, and critical action. Using theory from critical pedagogy, teacher teams created projects to emphasize the powerful knowledge of community partners. Study participants met over the course of six months to plan and flesh out more productive family engagement opportunities utilizing a teaching action research approach. Bi-monthly reading groups functioned as a study circle/focus group with the researcher facilitating a planned method of building the voice of community into teacher's decision making. Sessions were audio-taped, transcribed and analyzed using a combination of discourse and conversational content analysis. A core group of teachers and researcher worked together to create community action projects. This outreach effort shifted the one-way school-to-home power dynamics shown in the literature and re-engaged in-service and pre-service teachers simultaneously. The collaborative working group reconstructed deficit views of poor families throughout the project, as they crafted more effective actions with families. The excerpted findings of teacher talk demonstrated the struggle and control of meaning surrounding social issues, equity, racism, classism, and privilege. Findings revealed that university students and mentor teachers willingly adjust their actions to meet economic and structural variations in families, but structured support of teacher networks was crucial.

Keywords: change in teacher practice, teacher's voice, parent's voice, altering Practice, critical pedagogy

SYMPOSIUM SET I/28

CHILDREN'S VOICES AND POWER

Individual paper

CHAIR: EDDIE MCKINNON

Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

Wondering together – A study about preschool-children's philosophizing upon ethical issues

INGRID LINDAHL, University Kristianstad, Sweden

The objective of the study is to describe and interpret what takes place in dialogues among children and between children and educators in dealing with the questions: Who will decide those who are younger or older? Should one always tell the truth, how do people come to an agreement? This study is part of a larger project named "Doing Democracy; Combining Scientific and Philosophical Explorations in Early Childhood Education". The project started 2007 and this paper focus on children's philosophical exploration upon ethical issues identified by the children. A post-modern perspective forms the basis of this study. The child is seen as a competent citizen having opinions that are worth listening to. Everything can be considered from other angles, and something new unexpected might occur, a shift of meaning "differance" which comes about when we can think something quite new and different. The dialogues were filmed with a digital camera. The films were transcribed and analysed in the light of the theoretical framework. The Children and their parents have all agreed to the study. The study indicates that children listen to the other's meaning in a mutual process of deconstruction. It is important that the question chosen need to be one that matters to the children. The acts of the educator characterized by a sensitive ear, tolerance and a critical mind are named "situational sensibility". The study is practice oriented and is supposed to inspire educators to encounter questions that matter to children in preschool.

Keywords: pre-school, philosophical dialogues, deconstruction, situational sensibility, listen

Children's rights & participation in the decision making process

AZORA HURD, University of Birmingham, United Kingdom

How effectively do children and young people engaged in the decision making process in public and third sector organisations? The research is located within the children's rights agenda particularly Article 12 of the UNCRC within the British context. The main publications by others include: Taking Part – Children's Participation in Decision Making by G Lansdown; Listening to Young Children – The Mosaic Approach by A Clark & P Moss; Children & Citizenship edited by A Invernizzi & A Williams; Empowering Children & Young People – Promoting Involvement in Decision Making by L. Fajerman & P Treseder; Children's Participation from Tokenism to Citizenship by R Hart & Participation in Practice by C Willow. Hart's Children's Participation from Tokenism to Citizenship; Prout and James Constructing and Reconstructing Childhood; Leira & Saraceno Childhood- Changing Contexts; John's work on Children's Rights and Power, Beyond Early Childhood Education and Care by G Dahlberg form the back drop of the conceptual and theoretical framework for the research. The main paradigm comes from the work of A James and A Prout on Constructing and Reconstructing Childhood literature in order to help understand issues around the maturity of children as biological factors and that childhood is in essence a construct which is a negotiated set of social relationships. The work of R Hart is also a useful assessment tool for helping case study organisations to judge their standards for involving children/young people in the decision making process. The ethical considerations form a critical part of the research because of the direct interactive group work sessions undertaken with children/young people from the ages of 11-14 years. I have complied with both the University of B'Ham and a large LA's scrutiny processes to conduct the research. I am half way through the field work programme. The immersing issues have begun to challenge the way adults respond, respect and relate to children/young people and the need to equip young citizens with the appropriate skill base to enable them to take their place as equal and valid partners at the decision making table. The final PhD thesis should contribute to the wider policy and practice agenda about how adults work co-productively with children/young people in the decision making process which fully utilises their unique capabilities, knowledge, skill base and enthusiasm.

Keywords: participation, respect, relate, respond, engagement/Involvement

Children's rights in policy and in practice

SARAH TE ONE, Victoria University of Wellington, New Zealand

To investigate children's, teachers' and parents' perceptions of children's rights in three New Zealand early childhood education settings. This research adds to a growing body of research investigating children's rights in early childhood settings and provides case study evidence of how children's rights are perceived in the sector. An integrated theoretical framework designed to investigate participants' perceptions of children's rights and how they were enacted in three early childhood centre case studies combined socio cultural theories, ecological theory, childhood sociology and the United Nations Convention on the rights of the Child. Qualitative data generation methods included focus groups, individual interviews with adults, conversational interviews with children and observational field notes and photographs. A researcher-journal documented insights and reflective comments which augmented the analysis phase of the project. A participatory research approach, with a focus on children's voice, guided this study. For example, an information booklet and assent form was prepared for child participants. The researcher sought informed, voluntary consent from adult participants. More awareness of children's rights in early childhood settings would support a children's rights-based pedagogy. The dialectic between practice and policy in different settings would be enhanced by considering the relationship between policies and practices. Even though existing policies support children's rights, further research is needed to investigate specifically how teachers uphold children's rights and the effect of policies intended to enhance quality, provision and participation in early education.

Keywords: children's rights, curriculum, policy, participatory research, perceptions

SYMPOSIUM SET I/29

CONTEXTS FOR PEER RELATIONSHIPS

Individual paper

CHAIR: ELLY SINGER

University Utrecht, Th Netherlands

Building cross-age friendship in a child care center

KYUNG-HEE PARK AND JIN-HEE LEE, Keimyung University, South Korea

This study explored how young children can build cross-age friendship and what this friendship would mean to them. Although a number of studies about children's friendship (e.g., Deegan, 1991; Ladd, Kochenderfer, & Coleman, 1996; Lavalley, Bierman, & Nix, 2005) have been conducted, development of friendship among cross-aged young children has been rarely paid attention to. This research was conducted within the frameworks of interpretive methodologies (Denzin, 1989; Erickson, 1986; Graue & Walsh, 1998). Cross-age buddies were grouped with 24 children from 4-year-old classroom and 19 children from 5-year-old classroom in a child care center in Korea. Beginning from the late March of 2009, they met twice a week for 16 weeks and participated in a variety of cross-aged buddy activities. Participants were informed of their rights including a right to terminate their participation in the research and agreed to participate. Both 4-year-olds and 5-year-olds began to be aware of and showed interests in each other, while some children experienced interpersonal conflicts which eventually assisted them to understand differences and find ways to compromise and collaborate. Through shared activities and problem solving experiences, they developed cross-aged friendship, which helped them to become more prosocial and care for others. The results suggest the potentials of cross-age transaction experiences, such as buddy programs, as a way to develop children's social skills and prosocial tendencies.

Keywords: friendship, buddy program, social skills, learning community

Working together: fostering peer collaboration in practice

CHRISTINE SUCH, Anglia Ruskin University, United Kingdom

The paper will report on research which explores the role of peer collaboration to develop practitioners' confidence in their knowledge and understanding of 'wise' practice in early years settings. Research builds upon previous work by the researcher and colleagues into undergraduate students' learning and how knowledge is created and co-constructed. The concept of 'community of practice' is used to examine how to engage learners. The use of participatory and active approaches to develop shared knowledge and

understanding through the use of appreciative inquiry. Using appreciative inquiry approach to action research a model for learning about practice was developed by the researcher and used by undergraduate students investigating early years settings. Data was collected from class discussion using affirmative questioning, content analysis of students' observation plans together with their reflections on their learning and a questionnaire reviewing their experience. Explores the use of insider knowledge and how it informs researchers' and practitioners' inquiry into practice. Research was supported by a small university grant. Ethical approval was gained by the researcher and in a parallel process used by students. Using a structured approach to develop and sustain practitioners' own inquiries into their practice helps to frame their expertise. How opportunities are structured needs to be carefully considered in context. Practitioners did share their findings and showed greater confidence in their use of skills to develop professional knowledge. Practitioners are able to show, and explain, what works well in practice. This promotes confidence and supports professional learning.

Keywords: peer learning, early years settings, appreciative inquiry, collaboration, community of practice

A comparative study of activity on differently designed playgrounds

ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

We conducted a comparative study on differently designed playgrounds to further explore early childhood activities on these places. The focus of the study lies on assessing the diversity in activities detailing the categories of play (functional, role, competition, combination, others) and the number of play episodes. Recent works have already studied how children use their playgrounds. However, almost all of the studies define the outcome of playground activity either by frequency of play area preferences or by physical activity monitored as intensity. Getting closer to the child's perspective also means to get more information about the activity itself. Instruments considering different environmental characteristics on playgrounds should also focus on the diversity in play. Children growing up in cities spend a considerable amount of time on playgrounds. Therefore, knowledge about the impact of different playground concepts on the activities of children is important. Especially the emerging concept of naturally structured playgrounds requires more research. Using a non-participatory observation protocol, we recorded activities on a naturally structured and a contemporary playground. Each of the 49 preschool children was observed 30 minutes. Parents gave their consent to the study. Our results show that children on contemporary playgrounds have significantly more play episodes and play relatively more competitive games than children on naturally structured playgrounds. Whereas children on naturally structured playgrounds more often combine the categories of play within single play episodes. Further research and planning of playgrounds should consider what environmental structures and playground equipment affords what kind of play.

Keywords: playground, activity, play, observation

SYMPOSIUM SET I/30

DEVELOPING PRACTITIONERS

Individual paper

CHAIR: GERRY MULHEARN
University of South Australia, Australia

Coaching for professional development in early years settings

SIGRID BROGAARD CLAUSEN AND ELISE ALEXANDER, Roehampton University, United Kingdom

The main aim of the research to explore the use of coaching techniques as tools for professional development in private nurseries. The research was conducted with six nursery managers who were taught coaching techniques to develop observation skills in nursery staff. This presentation will focus upon issues of professional roles and power. The research builds on Dr Alexander's recent research into early years practitioners' understandings of quality, and the implications of these understandings for staff training and development. The research draws upon Lave and Wenger's (1991) influential work on situated learning and Goodson's (2003) interpretations of professional identity and power in educational settings. A qualitative symbolic interactionist perspective was adopted, with data analysed using the constant comparison method advocated by Miles and Huberman (1994). Data were collected through practitioners' use of reflective journals, interviews with these practitioners and observations conducted in their settings. Ethical

considerations were observed in accordance with Roehampton University guidelines, with specific attention paid to issues of professional roles and power. The discussion focuses on the creation of professional knowledge in an ethos of dialogue, constant review and challenge in the settings, and an exploration of issues of power and control of this knowledge. The outcomes from this work point to the imperative to reform and reshape attitudes and practices to staff development in ECE settings, and to the importance of new understandings of the interaction between professional and personal relationships.

Keywords: knowledge, power, coaching, training, professional roles

Analysis and perspectives on the transition processes of a kindergartener

MARC SCHULZ (1) AND MIRIAM SITTER (2), (1) Universität Hildesheim, (2) Stiftung Universität Hildesheim, Germany

The current German public discussion of early childhood education opens a new discourse of effective educational (care-)programs. As a consequence the work of kindergarten should focus the needs of the individual child, supported by methods of monitoring of self-learning and reducing inequality early on. However these methods try to establish holistic and co-constructive educational processes, these practices are always conducted by the conflicting idea how „getting the children ready for school—The current development in this regard leads to the issue, in which way the process of transition from kindergarten to school constructed a specific status of a „self-learning school child—The presentation will exemplify the results of two projects, which are focussing the work in day-care centres. The studies are imbedded in the current discourse about the new sociology of childhood and pedagogical ethnography. Both studies developed a heuristic theoretical framework which refers to discourse analysis, ethnography and educational theory. As these are the results of two research activities, both projects related to Grounded Theory, analysing the documents which are interviews with the professionals, protocols from the participant observation and presentation papers. The research activity must have a look on these forms of practices, who construct normative patterns of a „self-learning school child—These normative goals provoke the ethical issue whether the needs of the individual child are actually considered. First, we will show the intrinsic logic of the kindergarten and its action structure. Second, we will show how the discourse of the support of the children's self-learning process determines the pedagogical sphere of activity. Based on first analysis the presentation will discuss consequences and perspectives of these vigorous efforts in early childhood education.

Keywords: early childhood education, transition, discourse analysis, ethnography, self-learning process

SYMPOSIUM SET I/31

TRANSITIONS

Individual paper

CHAIR: STIG BRÖSTROM
Aarhus University, Denmark

Researching and developing transition from preschool to school - three perspectives focusing on generating new models for flexible transition

KAISA KOPISTO, HEINI PAAVOLA AND ANNU BROTHERUS, University of Helsinki, Finland

The main purpose of this project is to develop and to test new models and methods in in three multicultural preschools and primary classes (grades 1 and 2) with an idea to anchance children's (general) learning skills (especially social, linguistic, working and thinking skills) and thus enabling them pass on to preschool and elementary school within two to four years. This also prevents children's transference to special needs education. This project is connected to 'The organisation and effectiveness of preschool education in the city of Helsinki' which was a follow-up study extending from 2001 to 2003 (Hytönen & Krokfors 2002; Brotherus 2004; Hytönen 2004; Ojala 2004 and Paavola 2007). This is a three-year (2007-2010) qualitative research and development project. The flexible transition from preschool to school is viewed from three perspectives: children, adults and environment. The data was collected by applying action research approach using mixed methods (interviews, surveys, observations etc.). In the research have been used methodological and research triangulation. Through the whole research process the ethical considerations are taken care of. The research will continue until the end of May 2010.

The aim of this research is to find and develop flexible models for transition.

Keywords: preschool education, primary education, action research, inclusive education, multicultural education

The children's voices in the transition between kindergarten and the 1st grade

MARN-LING SHING, CHAO-MING LEE AND YU-PEY CHOU, Taipei Municipal University of Education, Taiwan

The study investigated children's voices about the transition, by asking children to draw pictures and interviewing children to know their concept of school. Scholars in different countries have the same topic. We would like to see whether there are cultural differences. "Connectivity to school" comes from "transition". Children need to understand the new context in many aspects, for example: the contents of learning, the ways of teaching, the peers in the school etc. The most important part is children themselves. While children are in the new context, they have different expectations for themselves, and they are expected to behave differently as well by others. Under the conditions, children need to adjust themselves and need the help to adjust themselves. Therefore, "transition" is not an event only. It is a dynamic phenomenon, involving different roles playing in the context. In the context, parents play a very important role because parents rear, observe, educate and help their children to pass through the transition. Longitudinal data were collected. There were two data collection time for each child. The 1st time was in May which is at the end of K. The 2nd time was in October which is at the beginning of 1st Grade of elementary school. All children have the consensus from parents. All the results will explain to parents if they ask for them. The results of this study reveal that (1) the children's drawings in the kindergarten or in the elementary school in Taiwan contained the activities children concerned or liked to do, such as running on the playground, observing animals, and playing instruments in the classroom; (2) Children have things to worry about and things to expect for, especially in daily routines, learning tasks, peer relations, and social norms.

Children show both positive and negative feeling to the transition. Children are worried about going to another context. Teachers in both context should take seriously what children need.

Keywords: transition, school culture, peer relations, daily routines, social norms

SYMPOSIUM SET I/32

STORYTELLING & NARRATIVES

Individual paper

CHAIR: CLODIE TAL

Levinsky College of Education, Israel

Repeated storytelling in small heterogeneous groups as a "way of life" in kindergartens and in teacher training

CLODIE TAL, Levinsky College of Education, Israel

The goal of our presentation is to show how we used repeated storytelling of picture-books to small heterogeneous groups of children in four and two year track, early education teacher training programs at Levinsky College of Teachers Education, to promote an understanding among teachers-to-be of the importance of intimacy and children participation in enhancing learning in general and in constructing and negotiating the meaning of picture books. Research exposing the ability of young children to understand verbal and visual aspects of books and to attribute them meanings (e.g., Sipe, 2008; Keifer, 1995), we planned for turning the repeated storytelling of picture-books to heterogeneous small groups of children, into a "way of life" for all our enrolled teaching students. Based on a socio-cultural perception of the nature of learning (Vygotsky, 1978; Rogoff, 2003). Self study. The presentation will include both our definition of "repeated storytelling as a way of life", as well as the description of the processes of evolvement of the idea of repeated storytelling and its widespread implementation across the years (Tal, 2004). We will also show

how the implementation of this procedure increases children engagement in discourse with peers and decreases the teacher's control of the group discourse. The work presented in our study stemmed from three kinds of motivations: 1. the deep belief in the children's curiosity and ability to uncover and construct meanings embedded in the verbal, visual and social representations embedded in picture-books though authentic in depth discourse with peers and teachers; 2. the existing lack of in depth discourse focused on picture-books and other topics characteristic of kindergartens and preschools in Israel; 3. the intention to train teaching students to plan for teaching experiences that facilitate in depth discourses focused on picture-books as "a way of life" in kindergartens and preschools. We will also show how the implementation of this procedure increases children engagement in discourse with peers and decreases the teacher's control of the group discourse. We will comment on the importance of repeated guided experience as well as of enabling choice of books as important factors that impact the quality of implementation. Small group learning in heterogenous groups based on repeated story telling is recommended as a procedure that increases intimacy, children participation and learning.

Keywords: repeated story telling, kindergartens, small heterogenous learning groups, ways of life in kindergartens, pre-service teacher training

The world has no corners. Dialogues with children about the life and the world

EVA MAAGERO (1) AND GURI L. ØSTBYE (2), (1) Vestfold University College, (2) Høgskolen i Vestfold, Norway

Several Norwegian authors have recently published picture books where the iconotexts have many gaps and indeterminacies, and are less adapted and didactic than children's books were some decades ago. They invite children to fill in the gaps by wondering and speculating about the world presented in the books. One example is Svein Nyhus (1999): *The World has no Corners*. The aim of our research is to analyze the multimodality, esthetics and gaps of the iconotexts of a selection of such books in general and this book in particular. Research question: How do contemporary Norwegian picture books open up for dialogues between children and adults about the world and the conditions for life in this world? Reception studies (Maagerø/Tønnessen 2003), philosophical dialogues (Østbye 2007), studies of iconotexts and reading (Mjør 2009). Østrem (2007) has emphasized the importance of 'the third' in the communication between children and adults. We use this perspective in addition to a social semiotic framework (van Leeuwen 2005), reception theory (Eco 1994, Iser 1984), and discourse analysis (Fairclough 1995). A multimodal text analysis of the iconotexts emphasizing the meaning potential for the child reader. Our research is based on an empirical study of texts. The analyses show little overlap between the verbal texts and the pictures, large degree of openness and great opportunities for an active child reader to wonder about questions related to the life and the world. The books give children and adults opportunities for wondering dialogues where children's are heard.

Keywords: multimodality, wondering dialogues, children's picture books, aesthetics, iconotexts

The concept of death in preschool children

KHADIJEH ABOLMAALI, Azad University, Iran

The purpose of this research was to consider the concept of death in viewpoint of children aged 4-6 years. In previous research in Iran, researchers often investigated the effects of death of close relatives on children in different ages and the strategies they apply to cope with such event. In this research, for studying how preschool children think about death, only those children who have lost already one of their close relatives or friends have been studied. In Nagy's theory, preschool children imagine that death is a temporal and reversible event, and the dead person could sleep, eat, drink, feel and breathe and yet has been alive. A descriptive-analytic method has been applied. The sample consisted of 30 boys and girls that were selected with purposeful sampling. For gathering information a semi-structural interview is used and interviewer was free to probe for following participant's answers. participants' answers were analyzed, categorized and labeled and then the percentage of each category was measured. Only the children who had permission from their parents/caregivers were interviewed and the information gathered kept as confidential. Preschool children imagined when people are dead 1. They go to the sleep (%13). 2. They go to the sky and next to the angles and God. (%48). 3. They get destroyed (%13). 4. They take a trip to under the ground (%13). 5. They will be recovered and revive again (%13). Sleeping, traveling and going to the sky, next to the angle and God are temporal description of death. These descriptions is confirmed by Nagy's findings and indicated that there is a relationship between concepts of death and overall cognitive development. Cultural factors have significant role in children's description about death, for example Muslims in Iran believe that the dead person would become alive again in other world. Destruction of body is consistent description of death; that is seen among children who were punished by those who are now dead, and children who have

witnessed violence and traumatic death. If parents/caregivers make their children aware about death, they pay attention to their behavioral and affective reaction and help them to cope with negative mental effects of the death of their close relatives and friends.

Keywords: concept of death, viewpoints of preschool children, imagination of death, temporal description of death, consistent description of death

SYMPOSIUM SET II
MONDAY, 6TH SEPTEMBER 2010
16:00 - 17:30

SYMPOSIUM SET II/1

STARTING WITH THE CHILD

Self-organised symposium

CHAIR: HELEN MOYLETT
National Strategies, United Kingdom

All four National Strategies symposia are based on national programmes (Every Child a Talker, Communities of Learning) or recently produced materials for early years practitioners (Learning, Playing and Interacting and Starting with the Child). They all include an overview which is illustrated with case studies from local authorities and includes action research with schools and early years settings. Strong themes are the voices of children, parents and practitioners and a focus on improving the quality of provision.

Keywords: child centred pedagogy, learning stories, communication, teaching approaches, child initiated learning.

Starting with the child - National overview

JUDITH STEVENS, National Strategies, United Kingdom

'Starting with the child' pulls together present documentation around observation, assessment and planning in the EYFS guidance. The aim is to support practitioners (through LAs) to develop effective observation techniques, which start with the child and inform future planning to meet the needs and interests of the child Learning Stories: Margaret Carr (1998, 2001, 2004), Kei Tua O te Pae (2004, 2007) Observation: Accounting Early for Lifelong Learning (CREC 2009). The research context is national policy and the research is funded by the policy makers. The overarching research framework is qualitative involving the co construction of knowledge between practitioners, children and parents small action research projects by practitioners, working in collaboration with Early Years Consultants or Early Years Regional Advisers to explore learning stories with children and working in partnership with families. This national guidance is part of the Early Years Foundation Stage (EYFS). The behaviour of all those involved is governed by the requirements of the EYFS and national safeguarding regulations. All publications are subject to DfE permissions and copyright requirements. There is evidence of a move away from planning from 'topics' towards planning to meet the needs and interests, informed by observations of children – starting with the child. LA observation, assessment and planning guidance, informed by 'Starting with the child' needs to be sustainable after government funding finishes.

Keywords: observational assessment, planning, learning stories, continuous provision

Starting with the child - Learning stories

ANDREW LOCKETT, National Strategies, with colleagues from Darlington, Redcar and Cleveland and Durham LAs, United Kingdom

Darlington's research question is 'How to improve effectiveness of learning opportunities in the early years to support children's speech and language development. Redcar's research questions included, 'How to engage children more effectively?', 'How to engage boys interests?' and 'Would focus on super-hero play and opening access to outdoor provision support effective engagement with boys?' Redcar are involved in the 'Social Emotional Aspects of Development' (SEAD) programme Redcar built upon this programme to focus on underachieving boys. Durham is involved in the 'Buddying' programme which is part of the British government's response to raising achievements of children who are socially and economically disadvantaged. The research context is national policy and the research is funded by the policy makers. The overarching research framework is qualitative involving the co-construction of knowledge between local authority personnel, head teachers / managers, and practitioners. Redcar provided resources to enrich play opportunities, training and follow-up advisory support to 6 targeted schools, of which 2 formed more detailed case studies. Durham has developed their 'Learning Together' project where they have provided training and follow-up advisory support to a range of linked schools and settings. This national programme is part of the

Early Years' Foundation Stage (EYFS). Both LAs have strict policies safe-guarding children. Redcar will outline their case study entitled 'Engaging Boys Project' and how practitioners' have improved their observational assessment practices and documented the social and emotional development of underachieving boys. Durham will outline project 'Learning Together'; and how practitioners' have improved their observational assessment practices and documented children's learning to ensure smooth transitions across providers thus ensuring progress in children's learning. Emerging practices need to be disseminated more widely.

Keywords: learning stories, under achieving boys, transition, observation, assessment

Starting with the child - Early communication

ANDREW LOCKETT, National Strategies, with colleagues from Darlington, Redcar and Cleveland and Durham LAs, United Kingdom

Darlington LA is involved in the 'Every Child a Talker' (ECAT) programme. Their research question is 'How to improve effectiveness of learning opportunities in the early years to support children's speech and language development?' ECAT is part of the British government's response to the Bercow review (2008) and to previous reports on children with speech, language and communication needs. The research sits within ECAT which is national policy and funded by the policy makers. The overarching research framework is qualitative involving the co-construction of knowledge between practitioners, children and parents. Darlington appointed an Early Language Consultant to lead on their ECAT programme, who then supported 30 targeted settings. Each setting engaged on action research and were encouraged to journal their own learning stories, to develop children's unfolding language learning stories, and to engage parents in the documentation. This national programme is part of the Early Years' Foundation Stage (EYFS). Darlington has strict policies safe-guarding children. Darlington will outline the ECAT programme in their Local Authority; how practitioners' have improved their observational assessment practices and documented children speech and language learning; and engaged parents with their children's learning through the process. Emerging practices need to be disseminated across the Borough via training and Local Authority Guidance, and have relevance to a wider audience.

Keywords: observation, assessment, language learning stories

SYMPOSIUM SET II/2

RESEARCHING WITH CHILDREN: LISTENING AND HEARING IN PRACTICE

Self-organised symposium

CHAIR: JOHANNA EINARSDOTTIR
University of Iceland, Iceland

Over recent years, there has been increasing attention to the importance of involving children and listening to their voices and perspectives in research. The purpose of two symposia presented by the SIG "Children's Perspectives" is to highlight exemplary research with young children that is being undertaken in partnership with academics across the globe. The presentations will address critical issues and ethical dilemmas in research with young children from diverse settings which includes England, Iceland, Italy, Northern Ireland, United Kingdom and Australia. The underlying philosophy of each paper is that all young children have the competence to engage in research as sophisticated thinkers and communicators and that the inclusion of children's views are pivotal if we are to understand their life worlds.

Keywords: children as researchers, children's voices, participatory research methods, mosaic approach

Inclusive voices: Young children as „researchers“

COLETTE GRAY AND EILEEN WINTER, Stranmillis University College, United Kingdom

The present study seeks to inform the debate by giving voice to the views of preschool child in Northern Ireland with and without a disability on a topic selected by them. Despite an ever increasing number of studies undertaken to 'give voice to the child' critics argue they are frequently 'tokenistic' (Kellett, 2005). Moreover, most fail to actively engage children in the research process, particularly young children with disabilities (Whyte, 2006). Framed within a social constructivist approach, children in this study are viewed as competent social actors whose lives are best understood in real world settings. The study seeks to

actively involve the children in all aspects of the research process. The participating group comprised 36 children (18 with and 18 without a known disability) between 3 and 5 years of age in 4 preschool settings (2 nursery and 2 playgroups). The children selected the topic for investigation (what they like most and least about their respective settings), the methods to be used, incorporating a mosaic approach, and reported the key findings. Permission was sought from teachers and parents for access to the children, with the assent of the participating children sought at every stage of the study. Confidentiality and anonymity were assured at every stage of the process. Results suggest that young children with and without a disability can understand and participate in all aspects of the research process, including data collection and dissemination. The policy implications will be discussed.

Keywords: children's voices, disability, participatory research, early years, assent

Breaking methodological boundaries?: Exploring participatory visual methods using the Mosaic approach for meaning-making with adults as well as with young children

ALISON CLARK, Open University, United Kingdom

There have been an increasing number of research studies using participatory, visual methods with young children. Central to these methodological developments have been considerations about knowledge and knowledge creation and about voice. These methods raise questions about how knowledge can be identified in ECEC and which voices give evidence. This paper will explore the possibilities and challenges of extending these participatory methods as tools for listening to early childhood practitioners as well as to young children. This is part of the author's on-going research publications. This research is based on a longitudinal study carried out using the Mosaic approach to involve young children and adults in the design and review of two early childhood environments in England. Documentation produced by young children and adults created the opportunity for different perspectives to be considered in designing and reviewing early childhood spaces. This brings together theoretical ideas about meaning-making from the 'pedagogy of listening' as expressed by Carlina Rinaldi discussing practice in the pre-schools of Reggio Emilia and Activity theory (Engeström, (1987). Bringing these perspectives into the public domain raised ethical questions about how far this new knowledge should travel and in what form? Artefacts produced in the research process supported 'cultural brokerage' in which those within learning communities and beyond could use these constructions as a catalyst for discussion. The findings offer possibilities for breaking the methodological boundaries between research with young children and with adults. This has implications for professional development which may be of particular value for those working in multi-professional teams.

Keywords: participatory methods, visual methods, intergenerational, listening, Mosaic approach

Cross constructions of childhood

DEBORAH HARCOURT (1) AND JONATHON SARGEANT (2), (1) Australian Catholic University, Australia; (2) University of Southern Queensland, Australia

The purpose of this study is to continue research conversations with young children about their lived experiences. This is a continuation of work by the authors on ethics and research with young children Harcourt, 2005; 2008; Sargeant, 2007; 2008. A central philosophy underpinning this work seeks an acknowledgment of the presence of children and their accounts of life, as an essential element to understanding their social worlds. The research methodology draws upon an adaptation of the Mosaic approach for data collection tools, whereby conversations, drawings, text, photographs, digital voiced recordings and interviews are used to consider current understandings of childhood (from the adult standpoint), adulthood (from the child standpoint) and the UNCROC document. Integral to moving toward developing the relationship as a research partnership, was the exploration of what is expected within the partnership. There may be a dicotomy between the observed experience and the lived experience of childhood. The wish to listen to, and involve children, originates within the context of the child as a competent and capable contributor and leads to structures and procedures that can support the involvement of children around a range of issues that impact on childhood.

Keywords: research with children, consent, ethics, UNCRC, listening

SYMPOSIUM SET II/3

RESEARCHING AND SUPPORTING THE LEARNING OF CHILDREN AND ADULTS THROUGH A RANGE OF METHODOLOGICAL APPROACHES

Self-organised symposium

CHAIR: EDDIE MCKINNON

Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

This symposium focuses on several methodologies used to research and support the work of practitioners in the early year and schools. Four presentations will look at: using polyvocal ethnography in a 0-11 school to support practitioners' critical reflections on their pedagogy and the creation of a differentiated approach to the learning of the most disadvantaged children; how leaders, practitioners and governors in children's centres and schools have developed a system leadership approach to providing services which make real differences to families; a study with teenagers and their parents who used Pen Green in the 1990s to record how their experiences affected their educational aspirations and outcomes; how Local Enabling Groups in Tasmania are shaping the services provided by Child and Family Centres in disadvantaged communities and the importance of honouring and enabling the voices of Tasmanian Aboriginal families, teenage parents, fathers and others who are most commonly unheard.

Keywords: research methods, learning stories, leadership, tracking development, assessment

Making children's learning visible in a 0-11 English school

EDDIE MCKINNON, KATE HAYWARD (1) AND ELLEN WALLACE (2), (1) Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom; (2) Woodnewton Primary School, United Kingdom

The Woodnewton Making Children's Learning Visible Project supported the school's practitioners to critically reflect on their practice so they could develop and sustain a differentiated pedagogy which supported all children's learning while focusing on that of the most vulnerable and disadvantaged. The project was influenced by the polyvocal ethnography work of Tobin et al (1995), Arnold and Brennan (2008 & 2009) and McKinnon (2009). Polyvocal ethnography was used to deepen practitioners' reflection upon and dialogue about their practice and engage in individual and collective critique of how they worked with vulnerable children. Practitioners from each of the school's year groups discussed their image of the child and their pedagogy. They watched and discussed video of child-child and adult-child interactions from their own, and from adjacent year groups, within their own teams. These meetings were videoed for later analysis. Participants gave informed consent using an ethical contract based on the Pen Green Code of Ethics (Whalley et al 2007). Practitioners sought permissions from children to video them on each occasion this was done. The paper reports on how effectively the research helped practitioners to develop a differentiated pedagogy which allowed them to support the learning of the most vulnerable. Developing professionals' and practitioners' abilities to reflect on their practice, and deepen their dialogue, are critical in developing a differentiated pedagogy which addresses the needs of the most disadvantaged children and closes the gap in educational and life chances between them and their more advantaged peers.

Keywords: polyvocal ethnography, reflective practice, advocacy

Systems Leadership in the Early Years and Primary Schools

HEATHER DONOYOU AND JOANNE ARMSTRONG, Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

In 2009 the Pen Green Research Base initiated a programme of continuing professional development which promoted a community of learning, debate and reflective practice about systems leadership with a cohort of leaders of children's centres and primary schools, practitioners and governors. Pen Green piloted, and developed the materials for the NPQICL (Pen Green/NCSL, 2004). The programme ran as a forum of continuing support and development which took into account, and built on, the learning needs and experiences of individual participants. The rolling modular programme was based on the six key areas of the National Standards for Leaders of Sure Start Children's Centres (DfES, 2007). Participants were interviewed and their responses recorded for later analysis. The key aim was to better understand the role of systems leadership in the provision of services which are critical in supporting the most vulnerable and disadvantaged children and families in the UK. All participants gave their informed consent to take part in the research. Participants reported a heightening of their awareness of the complexity of providing integrated

services and that working collaboratively was critical to ensuring that these services were accessible to the most disadvantaged families. The complex demands of running a children's centre, providing services and leading a multi-disciplinary team, requires a new focus on systems leadership if the needs of the most vulnerable and disadvantaged families are to be effectively met and children's centres are truly to be the new frontier of the welfare state (Blair, 2005).

Keywords: systems leadership, learning communities, multi-faceted

Finding out about change over time: developing methods to trace the long term impact of early education and family involvement

MARGY WHALLEY AND CATH ARNOLD, Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

This tracer study research aims to elicit information from children and parents involved in research at Pen Green more than ten years ago. We want to know whether we have made any difference to children's and families' relationships, educational aspirations and outcomes so far. This study links to several others at Pen Green of young children's development and learning but is the first to consider, and try to identify and articulate, the nature of the long-term gains for children and parents. We have experimented with using video in different ways to capture information. We have been influenced by Freire's ideas about the distribution of power and co-intentional education (1973). In the first phase we have focussed on making it possible for the young people themselves, and their parents, to identify any memories that contributed to improved relationships, increased advocacy and positive attitudes to school, education and aspirations. This piece of research was qualitative, interpretive and subjective in line with many other tracer studies. The young people and families were contacted initially to gain continued consent for using material filmed and documented in the previous study. All gave their informed consent and agreed to participate in the tracer study. Families are free to withdraw at any time. This initial part of the study discusses our value base, methodological issues and techniques used. The techniques tried could have implications for studies of other young people, including young parents using Early Years Services.

Keywords: children, parents, aspiration, education, learning

Hearing the voices of the unheard: Local enabling groups shaping the design of child and family centres in Tasmania, Australia

PAUL PRITCHARD (1), ANNA JONES (2), (1) Murdoch Children's Research Institute, Australia; (2) Geevston Child and Family Centre, Tasmania

The small island state of Tasmania (Australia) is implementing Child and Family Centres in 30 disadvantaged urban and rural communities. Working towards an integrated service framework, the purpose of the Centres is to improve the health and well being, education and care of Tasmania's very young children by supporting parents and enhancing accessibility of services in the local community. This will build on work already done to support disadvantaged families. This state wide, joint interdepartmental initiative has the immense privilege of significant lead-in time, with priority being given to community members and services participating in Local Enabling Groups and directly influencing the design of the Child and Family Centres. An externally funded Learning and Development Strategy is focusing on supporting and enabling system change at all levels and a parallel Action Research Project will embed a culture of reflective practice to support the evolution of each site. Participants gave informed consent to take part in the research. Skilled early childhood practitioners work closely with community members supporting a shared language and understanding, as well as ensuring that previously disenfranchised groups are able to meaningfully contribute to the process. Fundamental to the success of the Tasmanian Child and Family Centres project is supporting these groups to create pathways of self sufficiency and self determination. This paper will consider the subtle but important differences in honouring and enabling the voices of Tasmanian Aboriginal families, teenage parents, fathers and others who are most commonly unheard.

Keywords: local enabling groups, self-determination, self-sufficiency

SYMPOSIUM SET II/4

EARLY CHILDHOOD TEACHERS' PROFESSIONALISM: A STUDY CARRIED OUT IN BOLOGNA PROVINCE (ITALY)

Self-organised symposium

CHAIR: PATRICIA DEAN
Salisbury University, United States

The focus of the Symposium will be on early childhood teachers professionalism. This issue has become particularly relevant at European level, both in academic debates and in policy making discussions, in recent years as a consequence of growing awareness on the importance of quality services for young children.

The preliminary findings of a study carried out with pre-school teachers working in the Bologna province will be presented. The main aim of the research is to reflect on possible paths of professional development starting from teachers' views on professionalism. The process of meaning making that creates new pedagogical knowledge will be explored across different themes: supporting teachers professionalism by recognizing the specific nature of knowledge that informs their thinking, creating opportunities for professional growth by developing strategies to welcome new teachers, enhancing teachers professionalism during their first year of practice through participatory learning.

Keywords: professionalism, teacher's voices, professional development, workforce, teacher development

Reconceptualising professional development in ECEC field: Listening to teachers voices

ARIANNA LAZZARI, University of Bologna, Italy

The aim of this study is to explore the concept of professionalism in ECEC from a ground-up perspective to reconceptualise teachers' continuous professional development. This study is related to previous research carried out by the same research team within the Department of Education, Bologna University, about care in early childhood education (Contini-Manini, 2007); it takes place in the international debate on early childhood professionalism (Urban, Dalli et al., 2008). A critical interpretation of Freidson's perspective on professionalism was used as a broad conceptual framework for the study as it gives an account of recent trends occurring in the ECEC field related to the issue of professionalism. The research is being conducted using group interviews (to allow the construction of shared meanings collectively) and written interviews (to facilitate individual in-depth reflection); the data collected has been interpreted using hermeneutical analysis (Van Manen, 1990). Teachers were informed about the aims of the research; they consented the recording of focus groups and the use of transcripts for research purposes; all data were treated anonymously. The discussion on the findings will be oriented towards a critical reflection on the themes emerged: dealing with uncertainty, culture of trust and distrust across different types of institutions, ethic of care, pedagogy of listening. In order to re-conceptualise professional development, it is necessary to recognise the specific type of knowledge production and transfer among teachers in this field, which means to design professional development as a participatory process that supports pedagogical decision making.

Keywords: professionalism, early childhood education, knowledge, pedagogy, in-service training

Welcome new teachers as a practice of promoting professional development in ECEC field

LUCIA BALDUZZI, University of Bologna, Italy

The research focuses on the situated construction of teachers' professional skills and on the development of the professional Self within the workings contexts.

May we consider the arrival of a teacher in a new working context as a crucial moment of his/her professional growth? If so, how do teachers connect the practice of welcoming newcomers to their professionalism? The research is part of a larger previous study "Gares in Education" - the Department of Education of Bologna (coordinated by Contini-Manini, 2007). The research builds upon Shon's perspective in professionalism and on the role of research and reflexivity as tools for professional development and growth. The theoretical paradigm inspiring the research approach and questions is the phenomenological pedagogy that stresses the importance of constructing training models from the empirical analysis of the field and the actors involved. The research is being conducted using group interviews and written interviews; the data collected has been interpreted using hermeneutical analysis. Teachers were informed about the aims of the research and they consented the recording of focus groups and the use of transcripts for research purposes; all data were treated anonymously. The relevance of situated learning. The expert colleague as a

mentor. The welcoming as a strategy for including newcomers within the working group. The main dimensions of this process are: participation, listening, transparency and giving/taking responsibilities. Outline some —webming paths” for teachers as specific moments of teachers’ in-service training and design in-service training curriculum and didactic models.

Keywords: professionalism, early childhood education, in-service training, welcoming newcomers, participation

Making experience: Preschool teachers professional development

MICHELA SCHENETTI AND RAFFAELLA FAGGIOLI, University of Bologna, Italy

The study aims to investigate how beginning teachers in Bologna province pre-schools construct their professionalism in their first years of practice. What happens during the induction in school? How do they represent themselves as teachers? What are the elements that contribute to teachers professional development? The research is takes origin from a larger previous study “Gares in Education” - Bologna University Department of Education - and from another study of Faggioli on newcomers teachers using grounded theory method. The theoretical approach is inspired to the phenomenological pedagogy. In particular, the co-construction of meanings is considered the main hermeneutic tool for a jointly accomplished making sense of reality. Starting from the previous studies, the research has being conducted using group interviews and written interviews: the data collected has been interpreted using hermeneutical analysis. The two researchers involved gave a particular importance to the different perspective carried from their point of views: in fact one of the researchers is a teachers. Teachers were informed about the aims of the research and gave the consents to use transcripts for research purposes. The researches assumed the final feedbacks with the participants as essential in the project. The results point out to the relevance of social components of professional development. Consequently the risk is that innovation and quality of pre-school could subdue with the general decrease of social and economic school funds. The importance of build paths of professional development as participatory process that support pedagogical decision making and educational practice choices.

Keywords: professionalism, in service training, early childhood education, pedagogy, knowledge

SYMPOSIUM SET II/5

GENDER BALANCE IN THE ECE WORK FORCE

Self-organised symposium

CHAIR: JAN PEETERS

VBJK - The Resource and Research Centre for ECEC, Belgium

What status can be given to gender balance in the ECE work force in various European countries? On the basis of recent research on professionalization and positive action on a more gender-balanced work force, presenters and participants will discuss common causes and challenges we face in Europe when it comes to the gender imbalance in Early Childhood Education and Early Childhood Teacher Education. After the presentations, researchers from other European countries will give short statements about the connections between gender balance and professionalization in the ECE systems of their countries. The discussion will hopefully turn out open, innovative and will inspire for new directions of thinking, research and political action in this area. The symposium will be moderated by Jan Peeters, Gent University, Belgium, and Leif Askland, Oslo University college. It was initiated by the emerging research network KOME - Knowledge on Men in Early Childhood Education and Care.

Keywords: workforce, gender, professionalism, comparative, males in ECE

Gender and professionalisation in the Danish ECE workforce

STEEN BAAGØE NIELSEN, Roskilde University, Denmark

Despite one of the highest proportions of men in ECEs, the percentage of men in Danish ECEs has not risen over the last 15 years. Main policy focus has been on possible strategies of professionalization. The presentation explores the practical difficulties of the two different strategies and the linking of these strategies, which in the international literature is often considered two sides of the same coin. Through the narratives of men and women in the ECE workforce in Denmark the paper discusses experiences of men

and women in ECE institutions, and consequences for training and the transition to practice. The research highlights the importance of reflecting gender aspects at an important step of vocational careers. ECE research, practice and policy have to regard gender equity as a basic aspect of diversity and equality in ECE. The research explores and sheds light on the parallel difficulties of the gender equal recruitment and the strategies of professionalization. The aim is to discuss future possibilities of policies targeted at recruiting men.

Keywords: men, professionalisation, gender balance, recruitment, equality

Are 20 % men in Norwegian preschools possible?

KARI EMILSEN AND TROND LØGE HAGEN, Queen Maud University College, Norway

In Norway, gender inequalities are much in debate. The government has urged remedial action to increase the percentage of men working in kindergarten/preschools to 20% among the staff members within 2010. Today the percentage of men in preschools is "only" 9%. Different approaches and methods have been used to rise interest in better gender balance in early childhood education. Examples and results of different recruitment efforts worked out in the different counties in Norway will be presented. The research aims at a more gender equitable sharing of power, influence and resources in ECE institutions. It is reflected why it is important to have more men in the Norwegian educational system, and why there are so few men working there today. Is the governmental goal not realistic and not rooted in practice? The ongoing evaluation of the Action plan is basis for the further development of ECE recruitment strategies.

Keywords: gender balance, men, professionalisation, recruitment, positive action

From research to action: A comparison of recent research in Austria and Germany

TIM ROHRMANN, Catholic University of Applied Sciences, Germany

In Germany and Austria, major research projects have focused on men and gender balance in ECE. The presentation discusses similarities and differences between the results and the situation in the two countries. The different studies use various samples, methodologies and methods, including quantitative and qualitative data. It is analyzed whether differences in outcome have to be understood as "cultural" in the context of the different ECE systems in the two countries, and/or are related to the different research paradigms and methods that were used. It is discussed how far research strategies and results can be generalized and transferred to other countries with differing ECE systems.

Keywords: men, gender balance, cross-country comparisons, recruitment, cultural diversity

SYMPOSIUM SET II/6

PARENTAL CONTRIBUTION TO QUALITY OF SETTINGS

Individual paper

CHAIR: MARIA EVANGELOU
Oxford University, United Kingdom

Parents in partnership with practitioners: Creating a reality

CATHY HAMER, National Children's Bureau, United Kingdom

How can parents actively participate in service design and planning? What are the effects of involving parents as researchers? What are the key factors in parents and practitioners becoming partners? This study was influenced by the literature on parents of disabled children and the notion of parent partnership. Parents are on the one hand frequently an under-valued resource and yet on the other are lifelong learners. This research explored the perspectives, and participation, of people who are the recipients, or potential recipients of a service. The active engagement of the 'people of interest' in the research creates a collaborative framework. Through collaborative research action, the researcher and the participants socially construct a model of partnership for parents and practitioners. Informed consent, confidentiality and the relevance and usefulness of the research were key factors. Twenty six propositions provide the basis for five key constructs of an evolved model of parent participation in partnership with practitioners. The evolved model proposes a sequence of involvement, engagement, empowerment and contribution in promoting participation in partnership. This study provides evidence of a way of working, as a practitioner-researcher, in

forming a research and development partnership with parents within a community educational psychology context. It informed policy and practice locally and nationally through the Early Support programme and has implications for Aiming High for Disabled Children in relation to parent participation.

Keywords: parents, practitioners, partnership, evolved, model

Negotiating good parenting: parents stories of preschool choice

ANNICA LÖFDAHL, MARIE KARLSSON AND HÉCTOR PÉREZ PRIETO, Karlstad University, Sweden

The presentation aims at studying ongoing processes of privatization and marketization of preschools in Sweden, specifically parents as agentive participants. Previous studies of parents' preschool choices has emphasized the workings of gender and class structures. Research on privatization and marketization of preschool in Sweden and in other western countries show that these processes have impact on teachers work and the way the organize the every-day-practice. The theoretical and conceptual framework of the study is an approach to educational policy as social practice in which marketization and privatization is seen as processes that are simultaneously affecting and being constituted by social agents in local contexts. The empirical study is carried out within the field of research on narrative identity, where identities are conceptualized as interactively accomplished and negotiated in narrative interaction. The data analyzed in this paper draws on a study of how parents make sense of their preschool choice during life story interviews. We explore the identity generating functions of narrative interaction in interviews with parents about their past choice of a private preschool. The constructions of multiple preschool-choice-narratives display the parents' justifications of their past actions in relation to the interviewer and to master narratives. The parents volunteered to participate and were informed of their rights to withdraw and assured full anonymity. Results point at parents' part in processes of privatization and marketization of childcare deals with preschools' marketing strategies. Advertisement, utilizing local and global discourses of good parenting must be taken seriously.

Keywords: parents, preschool choice, privatization, marketization, narrative identity

Quality of early childhood settings: giving a voice to parents

MARIA EVANGELOU (1) AND MARY WILD (2), (1) Oxford University, United Kingdom (2) Oxford Brookes University, United Kingdom

The paper presents a case for further studies that would capture parental understandings of quality provision in early years. It builds on the notion of four perspectives of the childcare quality as presented by Ceglowski and Bacigalupa, (2002) that identifies a lack of a focus on parental understandings of quality. Cross-national comparative evidence (Cryer, Tietze and Wessels, 2002) that addresses parental perspectives can tend to focus on communicating professional / researchers understandings of quality to parents (top-down) as well as in relation to well-established measures of quality such as ECERS-R. The current paper will argue for the need for understandings of concepts of quality to be derived also from parental (bottom-up) understandings. Within the UK context McMillan (2005) and Robson (2006) have similarly argued for a research space where parental voices will be heard and taken into account in defining quality. Models of successful early interventions have previously highlighted the significance of a transactional nature of working with parents and children to enhance child outcomes (Sameroff and Fiese, 2000). A literature review will provide the evidence for this paper. This paper further proposes that the transactional model of relationships is also applicable to work between parents and settings in which the parental standpoint is relevant and central to what constitutes quality in the settings. Further research into parental understandings of quality.

Keywords: parental voice, early years, quality of provision, transactional model, literature review

SYMPOSIUM SET II/7

MATHS EDUCATION

Individual paper

CHAIR: MAULFRY WORTHINGTON

Free University, The Netherlands

Symbolic thought and graphical representations: What counts in early childhood education?

MAULFRY WORTHINGTON, Free University, The Netherlands

This paper explores features of children's graphicacy that mediate symbolic understanding, showing how different cultural beliefs of nursery, home and school impact on their meaning-making. It draws on data gathered in England for doctoral research, which aims to trace the emergence of children's mathematical graphics (Carruthers & Worthington, 2005) in play (Worthington, 2010a, 2010b & 2010c). Based on cultural-historical theory, it takes a social-semiotic perspective of symbolic tool-use and communication (Vygotsky, 1978). It explores the considerable shift in adult expectations that occurs when children enter school. Empirical data were gathered from 3-5-year old children at nursery, home and at school. Parents and teachers collaborated in making observations and collecting examples: the researcher also made observations, joining in shared dialogue with the children, parents, and teachers to ensure reliability. The research draws on ethnographic theory, recognizing the importance of gaining informed consent, to privacy and listening to participants' views. Analysis uncovered complex ways in which the children used graphical signs and communicated across boundaries of symbolic languages of drawing, writing and mathematical representations, showing how their own graphics contribute to their personal agency and identity. It shows how children's graphics may not always be those that are expected or accepted in school, and are likely to challenge established perceptions. Rather than 'realistic' drawings and skills-based teaching of writing and the written symbolic language of mathematics, the findings highlight the need for a significant paradigm shift in schools that acknowledges the power of young children's symbolic thought.

Keywords: graphicacy, drawing, children's mathematical graphics, thinking, adult perceptions

A comparison of mathematical teaching practice in England and South Korea

KWI-OK NAH, Soonchunhyang University, South Korea

The purpose of this paper is to examine early years mathematical teaching practice in two contrasting countries, England and South Korea. In so doing, the research addresses ways in which practitioners discourses of practice align with implementing policy into practice. Research on how children learn mathematics was previously undertaken by the author in South Korea and mainly from a developmentally approach. Using the conceptualization of children and childhood as a social construction, it outlines the current early years context in England and South Korea, and the extent to which the voices of those who implement policy are heard in enhancing the knowledge of how best children can learn mathematics. From a qualitative approach, the methodology includes interviews and classroom observation over a period of one year. Equivalent early years participants and settings were identified in both countries. However, due consideration is given to each context. In this respect, the ethical considerations address issues from the perspective of situated ethics, both from the perspectives of participants and the researcher as a foreign researcher in an English context. Ethical considerations also extend to issues of language and negotiation of meaning of equivalent concepts among participants. The main findings reveal similarities in policy conceptualisation and principles. However, the main differences are different are found in the constructions of the child and childhood and the extent to which mathematics learning is conceptualised in both countries. Finally, lessons learnt and current challenges for both countries.

Keywords: early years curriculum, teaching practice, mathematical learning, discourses of practice, practitioners voices

Pre-service teachers' engagement with 4-year-old children in mathematically-focused interviews.

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

This paper discusses the use of mathematically-focused interviews by pre-service teachers for exploring the thinking of four-year-old children. Interviewing has proven to be a most useful methods for exploring young children's mathematical thinking. The approach has been extensively applied and refined in early childhood

mathematics (e.g. Ginsburg 1997; Dunphy 2005; 2006). Indeed, many of the recently developed reform efforts in early childhood mathematics incorporates the use of interviews with children as a central aspect of their projects (e.g.; Clark et al. 2001; Ginsburg, Galanter & Morgenlander, 2004). While McDonough, Clarke & Clarke (2002) report on its use with pre-service teachers, there appears to be few reports of such work available. Theories that foreground the social and cultural nature of learning provide the framework for analysis the participants' experiences, comments and perspectives. Based on analyses of the participants written reports and reflections, the paper outlines some of the challenges reported by participants; some aspects of the children's responses which were highlighted by participants; and some significant aspects of the interactions which participants didn't comment on. Written consent was secured from the participants to use their work for the purposes of reporting on the use of the interview approach in pre-service education. Findings demonstrate how the participants encountered the range of sociocultural influences that play a part in shaping young children's learning. Conclusions are drawn with respect to the use of the interview, at preservice level, for understanding children's learning.

Keywords: early childhood mathematics, interviewing, pre-service teachers, assessment, soicocultural influences

SYMPOSIUM SET II/8

FOREST EXPERIENCES IN EARLY CHILDHOOD: LISTENING TO CHILDREN AND FAMILIES

Self-organised symposium

CHAIR: ELIZABETH CARRUTHERS

Redcliffe Children's Centre and Maintained Nursery School, Bristol, United Kingdom

These papers are based in the context of an English Inner City Nursery School and Children's Centre. The ethos and philosophy of the centre is rooted in the belief that children need real childhoods. To create this ethos children are given the opportunity to have freedom and adventure at a forest base every week. The teachers present their differing perspectives as they uncover aspects of urban children's woodland experiences.

Keywords: forest schools, outdoor play, children's voices, outdoor learning, wild outdoors

What are the similarities and differences in young children's experiences in the forest compared to their conventional English maintained nursery encounters?

ELIZABETH CARRUTHERS, Redcliffe Children's Centre and Maintained Nursery School, Bristol, United Kingdom

This study compares the cultural base of an English Maintained Nursery School and that of the wild natural environment of the forest. The children in the study have regular and prolonged experiences in a wild forest area. Their families were also an important part of the overall study. Many studies now look at children's outdoor spaces and landscapes as offering opportunities for children's ideas and explorations. For example Waller (2006) suggests that children have more scope for play in wild outdoor spaces. Tovey (2007) also commented on the importance of unmanicured areas for children to play at their optimum. This study comes from a sociocultural perspective and the concept of children as agents of their own learning. The data was collected from observations of the children at the forest and in their nursery school using a diary method over a two year period. The evidence also came from focused discussions with the staff and other professionals supporting these visits. Ethics – The Redcliffe Children's Centre 'Research with Children and Families Ethics Policy' was followed. Children adapt to the unfamiliar wild outdoor spaces in personal ways; There was a contrasting pedagogy between the nursery and the forest; Imaginary play in the forest had similarities to that of the nursery school. It exposed the importance of rough terrain as a perfect learning resource for children; The right of every child to have regular visits to a woodland.

Keywords: forest, pedagogy, cultural spaces, adventure, play

Nurturing young children's sense of wonder in the natural world while supporting their ecological enquiries: Should it be the adult or the child asking the questions?

HUGO TURVEY, Redcliffe Childrens Centre, United Kingdom

This paper outlines research into how children learn about the ecology of woodlands over the course of their nursery 'forest experience', with a focus on the role of the adult in this process. Studies undertaken by Wood, Bruner and Ross on 'scaffolding' (1976) underpin the theoretical basis of our practice. In choosing Rogoff's 'guided participation' (in Wood, 1998) for our theoretical framework, we followed an approach closely aligned to our overall ethos. Key for us in this methodology was role of the child in setting a 'shared agenda' (Wood 1998). Data was collected in the form of field notes, video footage, recordings of adults' conversations with children and transcripts of interviews with parents. The Redcliffe Children's Centre 'Research with Children and Families Ethics Policy' was followed. By allowing the children to control the discourse within their own ecological enquiries, the adults acted as the 'knowledgeable other' to support these enquiries. They also became part of a wider group, encompassing professionals, parents as well as peers. We found that while an adult might initially acts as a catalyst to stimulate awareness and interest, responsibility invariably transferred to the learner in cases where the level of learning became more sustained.

Keywords: shared agenda, interactions, guided participation, ecology, children's enquiry

In what ways does a forest environment facilitate and afford young children's representations of their worlds via imaginary spontaneous play with natural elements and minimal materialism?

EMMA HIGGINS, Redcliffe Children's Centre, United Kingdom

Theories, thoughts and questions driving this research; Affordances (Kress 2003) have been used in relation to the forest (Kyttä) with physical properties and within children's literacy (Kress 2003) less so with the imaginative affordances of natural surroundings. What can practitioners learn from observing children in their spontaneous play in a forest setting-what is the value? How can practitioners support young children in this environment? Loose parts theory Louv (2005) – does looser parts equal more potent imagination potential? Various studies that have explored children's learning through play; Anning, Edwards '06. Louv's '05 chapters about play and natural spaces. Kyttä '02; Vygotsky's 1978; socio cultural theories Loose parts theory Louv (2005) – Does looser parts equal more potent imagination potential?

Affordances (Kress 2003) have been used in relation to the forest (Kyttä) with physical properties and within children's literacy (Kress 2003) less so with the imaginative affordances of natural surroundings. Based on children's meaning making and communication via alternative meanings in a forest setting, some children frequenting the forest once a fortnight for a whole day and others every third week for a morning or afternoon. Case studies, learning stories and shorter observations from nursery staff observing children were basis of data compilation. Informal discussions with parents about the case studies and observations to help make links with the children's lives at home, their interests and experiences, also contributed to data collected. The Redcliffe Children's Centre 'Research with Children and Families Ethics Policy' was followed. Increased space and natural place allow for creative interpretation by child, with fewer influences on child in these space children able to represent their worlds. Other children (socio-cultural impacts; Vygotsky 1978) and becoming familiar with culture of woods are main influences on child, therefore tapping into rawness of child, away from interruptions of material world, allowing for periods of representation and philosophising. The timelessness and peaceful pace of the environment seem to make possible periods of reflection for children immersed in busy worlds of rapidly changing ideas. Forest play is powerful tool for listening to the voice of the child and learning about the wealth of experiecn and thoughts chidren have. Links made at forest with the home culture, as well as forest experiences becoming visible in play at home.

Keywords: forest, imagination, play, representation, cultures

What influence can regular unstructured wild outdoor forest experiences have on children with additional needs?

JEANETTE HILL, Redcliffe Children's Centre, Bristol, United Kingdom

The aim of this research was to examine what impact there would be on a group of children who had regular visits to a forest with a multi – professional team - teachers, early years practitioners, psychologist, speech therapist, child mental health professional. Looked after Children Advisory Teacher. The children aged three and four years, had a range of additional educational needs. There has been much research on the benefits of wild outdoor experiences (Louv, 2005; Gill, 2007) and also the benefits of these experiences to children with special needs. Observations previously carried out at Redcliffe Children's Centre showed a positive impact on children with additional needs. This is an ethnographic study based on natural observations of

children in exploratory play in a wild forest area. The data was collected from observation of the children in self-initiated play using a diary method. Other evidence came from focused discussions with parents and adults from a variety of professional backgrounds and reflection sessions with practitioners. The Redcliffe Children's Centre 'Research with Children and Families Ethics Policy' was followed. The main findings of the study revealed that these regular forest visits impacted on the children's emotional wellbeing, self-esteem and confidence and physical ability. The challenges presented in the forest raised the children's resilience and ability to persevere. Nature 'opened up' opportunities for emotions to be expressed, mood to be calmed and curiosity to be awakened. This has had an impact on the professionals who support these children.

Keywords: forest, unstructured, additional needs, emotional wellbeing, empowerment

SYMPOSIUM SET II/9

POLICY DEVELOPMENT/ ECEC POLICY AND PROGRAMMES

Individual paper

CHAIR: IRAM SIRAJ-BLATCHFORD

Institute of Education, University of London, United Kingdom

Teacher's voice in educational policy-making: A phenomenological exploration in the context of inclusive education in the UK

DIVYA LATA, Open Society Foundation, United Kingdom

This paper explores teacher's perceptions of their engagement with national policy-making around inclusive education in the UK. The genesis of this study lies in the researcher's observation that although teachers often have significant views on effective inclusive systems, few are aware or engaged with policies and guidelines around it. The research conceptualises policy-making as a dynamic multilevel process (Fulcher 1999); notes the marginalisation of practitioners from policy discourse (Day & Sachs, 2004; Ball, 1994) and examines diverse perspectives around the value and limitations of practitioners' participation in policy-making (Pring, 2004; Ozga, 2000; Nonaka and Takeuchi, 1995). The study adopted a constructivist paradigm and employed a phenomenological framework of analysis to explore the teachers' own construct of the challenge of inclusive education as well as their subjective engagement with policy and policymaking in this regard. Data was collected through focus group discussions and individual interviews drawing upon a sample of 7 teachers/school leaders in all. The Appreciative Inquiry approach was used to avoid the use of 'deficit vocabularies' so that participants neither feel inadequate in their role as practitioners, nor disempowered in their engagement with policy. All response transcripts were approved by the respondents prior to analysis. Analysis highlighted that current policies in the UK do not appear to address some of the critical issues that influence educational outcomes for children in mainstream as well as special education settings. Yet, despite their understanding of these issues, there are few opportunities for teachers' involvement in the critique and development of related policies. The paper not only asserts that teachers are capable of contributing to the process of policy development, but also emphasises that it is imperative to provide them the professional space to do so.

Keywords: policy-making, inclusive education, practitioners, phenomenological, United Kingdom

Irish state attitudes towards ECCE 2000-2010

LISA KIELY, University of Limerick, Ireland

This research aims to examine the State's attitude towards children as evidenced through public policy and government documents and analyse how these attitudes impacted upon ECEC development over the past ten years. Over the last decade policy debates regarding ECEC have been at the forefront of Irish politics. However this has not always been the case. From the research conducted it appears that for the first seventy years of the state ECEC development was hampered by among other things the State's attitudes towards children. While this issue may have been raised in other contexts there has been very little academic research conducted to examine its influence upon ECEC policy development. The research will operationalise a new institutionalist framework to identify critical junctures in the evolution of the Irish state's attitudes towards children, as well as the path-dependent trajectory of contemporary childcare policy. Secondary qualitative data will be used to complete this work. A desk review of all past policies and contemporary policies will be completed. While all other relevant publications and government documents will also be reviewed. There are no ethical considerations to be taken into account. The findings of this work

reveal that over the past ten years economic, social and political factors have combined to increase the states awareness of children's needs and this in turn has resulted in increased levels of ECEC provision. Attitudes towards children, amongst other factors, impact upon the development of ECEC policy.

Keywords: state, attitudes, ECEC, public policy, children

Evaluating the 'process' involved in the implementation of an early childhood care and education programme for disadvantaged families and children in Ireland

IRAM SIRAJ-BLATCHFORD (1), (2) SIOBHAN KEEGAN AND NÓIRÍN HAYES, (1) Institute of Education, University of London, England; (2) Dublin Institute of Technology, Ireland

The aim of the research is to determine the extent to which the process of implementing an Early Childhood Care and Education Programme is related to the programme outcomes. The research question asks: How is the programme being delivered? This is considered in relation to manual fidelity, quality and dosage of delivery to the target population and presence of implementation and support structures. This research is accommodated within the conceptualisation of 'process evaluations' as a discrete but intrinsic part of programme evaluation both internationally (Valentine & Thomson, 2009) and nationally (Devanney, 2009; Joyner, 2008). Inclusion of a process element in a traditional impact evaluation enhances its utility by examining the theoretical basis of the programme and the intervening and contextual factors that mediate the relationship between the programme and the ultimate outcome. Sample: Parents of programme children (n=160), preschool setting staff (n=35), members of the programme implementation team (n=5).

Methods: Research methods include semi-structured interviews, focus groups, review of documentation and observation. Researchers maintain a dosage file and keep a 'process' diary detailing key programme events. Ethical clearance was granted by the Research Ethics Committee of Dublin Institute of Technology. As research is ongoing (2008-2011), discussion will centre on the use of process evaluation methodology to add an interpretive layer to programme outcomes. Process evaluations of ECCE programmes involve identifying what makes a programme succeed or fail. This helps to ensure the replicability of programmes across comparable contexts and provides key lessons for funders and policymakers.

Keywords: process evaluation, early childhood care and education, programme outcomes, disadvantaged families and children, Ireland

SYMPOSIUM SET II/10

POWER AND KNOWLEDGE

Self-organised symposium

CHAIR: GØRIL FIGENSCHOU
Finnmark University College, Norway

The main focus of this symposium is power and knowledge. It consists of three papers, two of them discussing concepts and strategies of power illuminated by theories of Michel Foucault, and the third focusing on joy and humour as they strategically work in kindergartens, illuminated by theories of Paul Ricoeur. The first paper; "Power and power-practices in kindergartens", will discuss how power can be understood and used in the daily practices in kindergartens. The second paper; "Power and power relations between children in kindergarten", will discuss different approaches to the understanding of children's problematic relationships and the consequences for the practice in kindergarten. And the third: "Joy and humour in kindergartens", will discuss humoristic narratives and their impact on children's self-construction, and asks if it is possible to plan humour?

Keywords: power in ECE, children's relationships, humour in young children, children's interactions, peer relationships

Power and power practices in kindergartens

GØRIL FIGENSCHOU, Finnmark University College, Norway

In this paper I will discuss Foucault's concept of power, and connect the concept to practices in kindergartens. I will do that by asking questions; what is power and can we identify strategies of power in kindergarten teachers' practices? My aim is to render harmless the concept of power to improve the levels of

reflections about the concept in kindergartens. This paper is a part of an on-going PhD – project. In my main project I am working with the problem concerning categorising and classifying of children, and the consequences for children's learning in kindergartens. The theoretical framework is Michel Foucault and his concepts of power, the order of things and categorising. The project can be placed, under the paradigm of social-constructivism and post-structuralism. The method is inspired by Foucaults archaeology. It also consist of a view on children as active participants. It is ethical alarming if we deny the existence of power in kindergartens, especially if power is defined only in negative terms; therefore, I find it ethical important to discuss the concept. There are several ways to understand power, and also to use power. I will therefore discuss how power can be understood and used in the daily practices illuminated by the theories of Michel Foucault and some examples from daily practices in two Norwegian kindergartens. This paper will argue for the need of reflection concerning power-practices and understandings of power in kindergartens in order to improve reflections.

Keywords: power, categories, power-practices, kindergarten, Michel Foucault

Power and power relations between children in kindergarten

MAI BRIT HELGESEN, Finnmark University College, Norway

How can children's problematic relationships in play be understood?

Play is understood as negotiation between the participants. Play can be seen as a dialogue when the participants have the possibility to influence what to do in the play. Children's problematic relationships in play can be understood and explained in different ways. A developmental-psychological approach focuses on lack of verbal, social and intellectual skills. A social-constructive approach's understanding has another approach. Strategies of power will be an important concept I will use to explain children's difficult relationships in play. I have done a study about children and bullying in a play-context in kindergarten, and have written two reports about the theme. Here I will use examples from this study. The study is built up on concepts as power, relations, strategies of power and children as active participants. I have a social-constructive approach. The method I have used is observations of children when playing. There are some ethical challenges to discuss. What does it mean for children to have influence in their daily life in kindergarten? Are they real participants? I will discuss different approaches to the understanding of children's problematic relationships and the consequences for them. I also want to look at what consequences different understandings of children have for the practice in kindergarten.

Keywords: play, problematic relationship, developmental psychology, children as participants, power strategies

Joy and humour in kindergartens

BEATHE SÆTVEIT, Finnmark University College, Norway

The research aims are humoristic narratives and their impact on children's self-construction.

The personnel in Kindergartens have a lot of knowledge about how to struggle with problems and negative behaviour, but do they have the same consciousness about what humoristic narratives can mean for children? My research project is part of a larger project called: "The Kindergarten – an inclusive community". As far as I know the theme of my research project has not been done in the region before. Narrative is the primary form by which human experience is made meaningful. In *Time and Narrative* (vol.I-III 1984-1988) Paul Ricoeur explains how literature has a fundamental quality of instructing us in how life is lived by humans. Stories/narratives can be understood in a hermeneutic perspective. My research project is as a whole, a qualitative study. The methods for collecting and processing data are assessed by The Norwegian Social Science Data Services and are based on the legal and ethical regulating research. I have found a lot of laughter and humour among the children and the employee during my field work in Kindergartens in Finnmark. I think that joy and humour should be central elements in all sorts of pedagogical work, but what I found was that the humour that occurred was spontaneous and not a strategic part of the work. Is it possible to plan humour? The theme for my project will have relevance for the employee in Kindergartens and for the education of pre-school teachers.

Keywords: humour, narratives, jokes, children, self construction

SYMPOSIUM SET II/11

NEWLY QUALIFIED KINDERGARTEN TEACHERS: DOES THEIR KNOWLEDGE COUNT?

Self-organised symposium

CHAIR: ELIN ØDEGÅRD
Telemark University College, Norway

This symposium will present diverse perspectives on newly qualified kindergarten teachers in Norway. In Norway about 90 percent of children aged 1-6 years are attending kindergarten, spending up to 45 hours a week in the institution. Kindergarten teachers may be seen as significant in regard of offering high pedagogical quality, but only 31% of the staff are educated kindergarten teachers. The presentation is based on three ongoing Ph.D studies on newly qualified kindergarten teachers' competence and competence building during their first professional year. Three different perspectives will frame the presentation a) How do they assess their own competence building and contribution in the process of knowledge construction in kindergartens? b) Kindergarten teachers' professional qualifications - a prerequisite of quality in Norwegian kindergarten? c) Newly qualified kindergarten teachers and leadership- do we need an alternative way of framing and constructing leadership in kindergarten?

Keywords: teacher education, leadership in ECE, professionalism, professional development, qualifications

How do newly qualified kindergarten teachers assess their own competence building and contribution in the process of knowledge construction in kindergartens?

LIV TORUNN EIK, Vestfold University College, Norway

How do newly qualified teachers assess the knowledge and competence they bring with them from their studies? And how do they experience their further process of learning at their workplace? What happens in the interaction between newly qualified Kindergarten teachers and their more experienced colleagues and assistants? Are the new teachers considered as competent professionals with new interesting knowledge? The work draws on the forthcoming theories: Professional learning in practice: research on new professionals (Bayer, M., Brinkkjær, U., & Sander, S. R. 2005, Nørregård-Nielsen 2006). Historical perspectives on Norwegian kindergarten and kindergarten teachers (Korsvold 1997). The epistemology of early childhood education (Strand 2007). Social cultural theories (Säljö 2005), professional knowledge and competence (Eurát 2004, Cetina 2006), democratic education (Biesta 2007), improvisation (Steinsholt & Sommerro 2006). The study has a qualitative approach and focuses on the experiences of six newly qualified kindergarten teachers in different kindergartens. They have been observed and interviewed several times during their first professional year. All of them have been participating in a national mentoring programme. Ethical considerations were taken care of through institutional ethical procedures (NSD) and ethical reflections during the research process. My present findings indicate that newly qualified kindergarten teachers meet great challenges at their first working place, concerning lack of experience, time and support. Their colleagues and assistants seem to show little interest in their knowledge and they receive insufficient support from their leaders. The findings may have implications concerning kindergarten teacher education and mentoring programmes for newly qualified kindergarten teachers.

Keywords: kindergarten teachers, knowledge, competence building, improvisation, mentoring

Kindergarten teachers professional qualifications - A prerequisite of quality in Norwegian kindergarten?

GERD SYLVI STEINNES, Volda University College, Norway

How does the qualification process qualify kindergarten teachers for the profession, and how are they coping with their professional role in a field dominated by the unqualified? This Ph.D study is part of a research project on Kindergarten teachers at Volda University College and Centre for the Study of Professions at Oslo University College, financed by The Norwegian Research Council. The study's point of departure is that quality of professional practice is a consequence of who is recruited to the professional training and of circumstances in both education and kindergarten (Munthe 2007). It also draws on the epistemic trajectories and transfer of learning (Lahn 2008, Engestrøm/Tuomi-Gröhn 2004); Professional knowledge and competence (Eurát 2004). The study is based on a nationwide questionnaire answered by a representative sample of 1192 kindergarten teachers and 1357 assistants, and on "StudData", a database representing newly educated kindergarten teachers from four different University Colleges in Norway. Ethical

considerations is taken care of through institutional ethical procedures (NSD) regulating research in Norway. Kindergarten teachers are supposed to carry out a professional job guaranteeing the quality, simultaneously faced with challenges linked to the layman aspect. The concept 'layman' reflects the feature that the majority of the staff lack formal pedagogical training, and attitudes towards what is considered important qualifications for work in kindergarten. Kindergarten teachers work is politically generated and partially state financed and the law emphasizes the kindergarten teacher as responsible of high pedagogical quality. How can they manage these challenges faced with being a "minority" in the staff?

Keywords: kindergarten teachers, professional qualifications, laymen, coping, knowledge transfer

Newly qualified kindergarten teachers and leadership - Do we need an alternative way of framing and constructing leadership in kindergarten?

ELIN ØDEGÅRD, Telemark University College, Norway

What sort of leadership do we need in kindergarten? Do we need an alternative way of framing and constructing leadership in kindergarten? Will traditional masculine leadership theories ruin the discourse about sharing and constructing knowledge between kindergarten teachers and non - professionals? Theoretical and conceptual sources include: Leadership theories (Fuglestad & Lillejord, 1997; Møller & Fuglestad, 2006; Wadel, 2007, 2008) as situated, changing and distributed leadership (Gronn, 2003; Møller & Fuglestad, 2006; Ottesen, 1989; Spillane, 2006). Professional learning in practice: research on new professionals (Bayer, M., Brinkkjær, U., & Sander, S.) Social cultural theory, concepts borrowed from Wertsch (1991, 1998); mediated action, cultural tools, mastery and appropriation are framing the results as an alternative to traditional understanding of leadership in kindergarten. In this ethnographic study five newly qualified kindergarten teachers, their heads and their mentors have been observed and interviewed several times during one year. Institutional ethical procedures (NESH 2006). Ethical reflection during the research and in the monograph. The present findings show some challenges concerning leadership. The findings may indicate lack of leadership competence among the newly qualified kindergarten teachers or they may refer to the dominant discourse of leadership in kindergarten. In Norway we have had a lack of kindergarten teachers for many years and almost all the newly qualified kindergarten teachers are employed as pedagogical leaders. The question to the authorities is: Is it possible to be a leader the first year after graduation?

Keywords: newly qualified, kindergarten teacher, leadership, social cultural theory, mediated action

SYMPOSIUM SET II/12

TRANSITION DISCOURSES

Self-organised symposium

CHAIR: BOB PERRY

Charles Sturt University, Australia

This symposium considers a range of voices and discourses within the context of transition to school. Conceptualisations of children's voice are explored in reports of a case study of transition and in the analysis of the ways in which early childhood curriculum mediates agency. The discourses of transition, and the contexts in which these are generated, add to this analysis. The role of story, particularly the narratives that children construct about themselves within specific contexts, is complemented by reflection on historical narratives of the transition to school. Together, these papers provide a forum for investigating the transition to school across contexts and across generations.

Keywords: transitions, children's voices, participatory research methods, transition narratives, ECE systems

The balance of child and teacher voice in the transition to school

ALINE-WENDY DUNLOP, University of Strathclyde, United Kingdom

This paper explores the ways in which curriculum change influences the agency of the child in the transition to school. Against this backdrop a group of original child participants (n=10), now in their last year of secondary education, are acquiring a different voice as participant researchers in a transitions continuation study, by interrogating observation and interview approaches used in the original research and exploring

their own experiences as young research subjects. Discourse data on classroom talk and curriculum text analysed through NVivo tested the original discourse model to reveal differences in preschool and early primary practices. The juxtaposition of roles as researcher and researched creates a unique, ethical way of offering insight into early childhood experiences. Children's educational lives and early childhood curriculum move from child-centric, to child-teacher negotiated, to teacher-centric approaches. Each interpretation implies a different balance of teacher and child voice, different pedagogies and different mediations of curriculum for children. Children's agency in transitions can be promoted in a climate of curriculum change and may be realized through older and younger students sharing experiences to develop transitions guidance.

Keywords: transitions, early childhood, teacher voice, discourse, agency

Discourses to support transition

SEANA MIFSUD, University of Malta, Malta

The aim was to determine the extent to which a transition policy satisfies the needs of children, their parents and practitioners, during the preschool to school transition. The major stakeholders involved in the research included children commencing their first year of compulsory education, their parents and practitioners. Questionnaires, group discussions, individual interviews and focus groups were the main research tools used throughout the study. A range of ethical approaches was used to ensure that written and verbal consent was obtained from participants. Children were reminded that they could opt out at any time they so desired, helping to ensure that their rights were respected. The findings indicate that while several examples of good practice are evident within the case study school, the need to strengthen the relationships between home, preschool and school are evident. This research concludes that transition competence in young learners requires collaborative approaches from individuals in children's immediate environment, namely parents, preschool practitioners and compulsory school teachers.

Keywords: transition, starting school, children's experiences, collaborative practices, discourses of transition

Stories of transitions - Reflections and recollections

TUIJA TURUNEN, BOB PERRY AND SUE DOCKETT, Charles Sturt University, Australia

The aim was to explore the ways in which various contexts influence the experiences and memories about starting school. Narrative inquiry has been used to encourage participants to share their memories about starting school. The narratives of approximately 45 participants who started school in Australia across the period of 1935-1995 have been explored using discourse analysis. In some instances, intergenerational narratives have been constructed, drawing on the memories of grandparents, parents and/or their children. Research involving memories, often prompted by artefacts such as photographs, carries a range of ethical implications. Of particular note are those related to the ways in which data are shared. The results reflect the impact of contexts and experiences on individuals starting school, both in the past and the present. In the case of intergenerational narratives, parents' own experiences and expectations influence the ways in which they support their children in the transition to school. Implications highlight the influences of socio-cultural contexts for children as they make the transition to school.

Keywords: transition to school, intergenerational experiences, autobiographical memory, narrative, discourse

SYMPOSIUM SET II/13

ASPECTS OF CHILDREN'S KNOWLEDGE AND COMPETENCES IN PRESCHOOL AGE

Self-organised symposium

CHAIR: ELIN K.LIE REIKERÅS

University of Stavanger, Norway

The Stavanger project is a multidisciplinary, longitudinal study on children's development, from the age of 2½ to 10 years. The main aim for the preschool period is to generate knowledge in and between language, mathematics, movement and social competences. 1500 children in kindergartens participate. To obtain ecological valid data, authentic assessment is carried out through structured observation over three-month periods starting when the children are 2½ year and when they are 4½ year. The children are observed by

staff in the kindergartens, who have received courses on children's development and on how to use the observation material on language, mathematics, movement and social competences. Observations are done in daily activities and play. The focus is on what each child masters. Ongoing research on mathematics, language and social competence and on multilingual children will be presented in the symposium. The presentations include central research questions and their theoretical and conceptual framework.

Keywords: child development, social development, mathematics, multilingualism, children's competencies

The relationship between language and social competence in toddlers

ELISABETH BREKKE STANGELAND AND INGER KRISTINE LØGE, University of Stavanger, Norway

The aim of this study was to examine the relationship between language and social competence in toddlers, by detecting potential specific social advantages for toddlers with well developed language skills. Research on the relations between language and social competence has been predominantly investigated in older children, and in children with language impairment or behavioural problems. In this research a group of toddlers in a normal population was studied. The relationship between language deficits and behavioural problems must be considered as well documented. However, more specific relations between language and social competence in toddlers are yet to be demonstrated. Linguistic and social competences in 288 children, aged 2 years and 9 months, were studied. Language competence was based on observed skills in word production, language comprehension and linguistic awareness. Observed socio-emotional development and playing skills, reflected social competence. The children are observed during daily life activities by the staff in the kindergartens, in a non-intrusive way. The results suggest that many toddlers possess relatively advanced linguistic and social skills, and that there is a moderate relationship between language and social competence in toddlers. A rather unexpected finding was that toddlers who had an emerging linguistic awareness also possessed high social skills. This study points out new research questions that are valuable to the understanding of which linguistic competences that are important to children's social development. This knowledge will be valuable in order to detect children at risk.

Keywords: language competence, social competence, toddlers, authentic assessment, everyday situations

Children's early mathematics

TONE SALOMONSEN, University of Stavanger, Norway

In my ongoing study the aim is to increase our knowledge of Norwegian children's early mathematics. The research questions are: What are typical skills mastered when the child is 2½ and 4½ years old? What characterize a strong versus a weak mathematical development? How is development of number skills related to language development? Several studies have reported that children acquire a surprising amount of mathematical knowledge through everyday situations and play before they enter school. There is, however, consensus that more research on toddlers' and preschool children's mathematics is needed. The research in early mathematics is especially sparse concerning mathematics observed in natural settings. This is a paradox since learning is found to be an interacting process with the surroundings. Research on how children express their mathematics in play and everyday activities is therefore needed. Authentic assessment is used. The children's skills are observed by the staff in the kindergartens during everyday situations and play. The data is collected in a non-intrusive way. It is expected that we will generate ecologically valid data on children's mathematical development. The study gives valuable information about children's mathematical development. This knowledge is important for the practice field in order to adapt the mathematics better for all children.

Keywords: mathematical development, authentic assessment, toddlers, preschoolers, everyday situations

Multilingual children in the Stavanger project

ÅSE KARI H. WAGNER, University of Stavanger, Norway

The presentation focuses on the multilingual children in the Stavanger project. Research has shown important gaps in reading achievement between multilingual and monolingual students in the Norwegian school. It remains unclear, however, how reading achievement in school age relates to aspects of children's development in pre-school. The Stavanger project can shed light upon these questions. There is a need for more research related to early development and possible links between the various development areas. Research also indicates that early assistance and stimulation leads to increased coping with vulnerable children. The Stavanger-project is a multidisciplinary, longitudinal study on children's development, from the age of 2 ½ to 10 years. The observed areas are language, mathematics, movement and social competences. The children are observed during daily life activities by the staff in the kindergartens, in a non-

intrusive way. The presentation will look at parents' information about language use at home in relation to the children's mastery of the second language in early age. Interesting aspects to discuss are differences between multi- and monolingual children, and whether the children's mastery of Norwegian is related to language use at home and to the number of languages surrounding the child. The project's goal is to raise awareness of multilingual children's development at an early age. The second language is a decisive part of the child's language competence – as a foundation for learning in school and participation in the society.
Keywords: multilingual toddlers, second language, language use at home, authentic assessment, everyday situations

SYMPOSIUM SET II/14

THE COMPLEXITIES OF VOICE

Self-organised symposium

CHAIR: LIZ JONES (1) AND RICHARD HARTY (2)

(1) Manchester Metropolitan University, United Kingdom; (2) University of East London, United Kingdom

These papers are concerned with voice where it is: marginalised and silenced in policy documents; muted in terms of what can and cannot be said about the child; barely discernable amidst the silences that lie within ethnographic data.

Keywords: children's voices, participatory research methods, postmodern perspectives, power, curriculum.

Framing childhood: Disrupting mind sets, learning to stutter

RACHEL HOLMES AND LIZ JONES, Manchester Metropolitan University, United Kingdom

We argue that the possibilities for children having voice in a critical and emancipatory sense cannot be realized until we have shifted the way in which adult/ child relations are currently played out both within policy and with practice. This paper draws upon poststructuralist theory (Foucault, 1977; Walkerdine, 1988, Jones and Brown, 2002), art theory (Springgay 2008, Irwin and Kind, 2005) and image based visual ethnography (Barthes, 1993, Sontag, 1979) so as to challenge the ways in which we habitually think about the child. The paper and film has resonance with performative ethnography (Denzin, 2006) in that we deliberately try to provoke the spectator. Such provocations aim at eliciting epistemological and ontological stutters and in so doing different perceptions are allowed to surface regarding matters such as voice. Because the paper / film draws on images of children as depicted in classical paintings and contemporary photography the notion of ethics is understood as ongoing and always caught within the frames of current debates and political interests. Within the UK there is a moral panic around the child and it is therefore particularly timely for academics to be constantly thinking about how we view the child. We argue that before different conceptualizations of the child are possible there is a necessity to interfere with our own mind sets (Spivak, 1987). Overall we try to voice what is often not allowed to be said or even cannot be said about the child.

Keywords: critical theory, destabilisation, perceptions

Are there gaps in the curriculum for children's voices?

ALEX MELROSE AND JOANNE MIMNAGH, Manchester Metropolitan University, United Kingdom

This paper examines the issue of 'giving children voice' by using emancipatory discourses including critical theory (Apple 2004, Freire 1970,) and feminism (Lather 1991, Mazzei 2008). Specifically we examine the practitioner and child relationship as it is played out within the English Early Years Foundation Stage Curriculum (DCSF 2008). Here the nature and characteristics of the curriculum (where play and free choice are significant) are said to promote traits such as independence and autonomy. A question for us therefore is 'are there opportunities to provide space where children may have 'voice' and in so doing make decisions about their own learning'? Initially, we provide definitions of 'voice', examining the underlying discourses, we then deconstruct the EYFS curriculum in relation to these definitions before drawing on data from ten early years practitioners who are currently working in a range of preschool settings (private and state nurseries, outreach workers who are assigned to 'hard to reach families'). Through the data we illustrate not only how the space is created to give children voice within the curriculum but additionally how this is managed so that

children can be critical. Finally we conclude by discussing the tensions between expectations of the curriculum and the reality of the child's voice within. Here we question whether its ambitions in terms of achieving learning targets and raising standards and so on can work counterproductively in terms of promoting children's voice. Overall, does this mean that voice cannot be promoted or does it mean it can but that practitioners have to work with children so as to find the spaces?

Keywords: curriculum, critical, emanipation, respect, spaces

Contradictions of voice in early childhood

KERRY MOAKES, Manchester Metropolitan University, United Kingdom

This paper will argue that young children have become the sites of multiple tensions and contradictions, continually reconstructed by new policies and thus subjected to practices which, whilst offering spaces for some expressions of voice, simultaneously suppress others. Although policy advocates that 'Every Child Matters' (2004; 2005), I will examine how absented voices are written out of policy and thus marginalised prior to entering practice. One of the more contentious areas of interest contributing to the polic(ing) of childhood, is the sphere of sex and relationship education for children beginning at 5 years (DCSF 2010). The Department's use of particular empirical activity (MacDonald 2009) purports that by educating children from an early age about 'informed and healthy decisions' in the context of relationships and sexual activity (QCDA, 2009), they will proceed naturally and, perhaps innocently into adulthood. By adopting poststructural tools of analysis and particularly drawing upon the writings of MacLure (2009) and Mazzei (2007; 2009). I will unravel ways that silent constructions of the child are written into, yet omitted from the language of policy and attend to the silences that lie within dilemmas surrounding sex and relationship education. This qualitative enquiry draws on poststructuralism especially deconstruction in order to read between the lines of policy. Ethically challenging policy documentation. UK Labour Government policy continues to regulate and pervade the lives of children, parents and practitioners and contribute to an overwhelming 'state theory of learning' (Alexander, 2009: 2). Although policy is perceived to empower and provide for children and parental participation (Lansdown, 2009; Thomas, 2009), what seems to be occurring for many children and parents is far from this rhetorical ideal (Kellet, 2009). This paper will argue that practitioners need to open up their readings of policy in order to hear, rather than oppress the voices of others.

Keywords: sex education, policy, deconstruction, poststructuralism, contradictions

SYMPOSIUM SET II/15

OUTDOOR PLAY AND LEARNING – CHILDREN'S LEARNING, CHILDREN'S PERSPECTIVES

Self-organised symposium

CHAIR: EVA ÄRLEMALM-HAGSÉR
University of Gothenburg, Sweden

This symposia will present research on learning and involvement in preschools/kindergartens in Norway, Slovenia and Sweden. Some of the issues in focus are outdoor activities, awareness of nature, children's choices, places for playing and learning, experiential learning and child participation.

Keywords: outdoor play, outdoor learning, early years curriculum, early years pedagogy, outdoor space

When children go to sea. Sea, landscape, places and language

KARI-ANNE JØRGENSEN AND EVA MAAGERØ, Vestfold University College, Norway

In this paper we will present and discuss some results from a project in a kindergarten where children and teachers every day go out by boat on the fjord (in Norway) to spend the day on an island in all kinds of weather in all seasons. The kindergarten has no house, but a boat, and all the children's activities take place outdoor on the island and in the boat on their trips to the island. We have followed the kindergarten in winter, spring and summer, and studied the children's activities and the kindergarten's reasons and motivations for organising the kindergarten life in this way. The focus of our interest is the study of outdoor activities, awareness of nature and sea, children's choice of places for playing, and language. The theoretical basis is: Phenomenology (Merleau Ponty 1994, Chawla 1994, Bengtson 2007, Nordberg Schultz 1996, Bachelard 2000) and social semiotics (Halliday 1978, 1994, Halliday and Matthiessen 2004, Martin 1993, van Leeuwen

2005). The methods have been observations, photos, dialogues with the children, and semi-structured interviews with the teachers. We do discuss the findings in relation to these theoretical approaches.

Keywords: phenomenology, place based learning, nature experiences, language, storytelling

Child participation outdoors in the Swedish preschool

INGRID ENGDAHL (1) AND EVA ÄRLEMALM-HAGSÉR (2), (1) Stockholm University, Sweden; (2) University of Gothenburg, Sweden

The presentation reports about a three year research project (2008 - 2010), co-ordinated by Organisation Mondiale pour l'Éducation Préscolaire (OMEP), involving a multitude of preschools in around ten local municipalities. The overall aim of the project is to develop the teaching approaches and capabilities of early childhood educators, so that young children are encouraged to become active participants in matters that relate directly to them, especially Education for Sustainable Development (ESD). Regarding children as creative actors [Barratt Hacking, Barratt., & Scott (2007) Hart (2007) Shier (2001)] believes that children's experiences and involvement would be a welcome contribution to the field. The study is carried out as an action research project with systemic and socio-cultural perspectives. ESD, children's voice, gender, democracy and children's rights are important concepts in the study. The methods include observations and pedagogical documentation in, of and by the educators and the children, walk-and-talks, child interviews, video and tape recordings, focus groups and counselling led by OMEP appointed researchers. The study complies with Swedish research ethics. Preschool educators, parents and children were asked for informed consent before the project started. The result so far indicates the importance of making the outdoor environment an arena for reflected pedagogy. Methods where children are in the lead, as for instance walk and talk and group interviews may generate new knowledge about children's views, thought and wishes. A listening approach to children as well as child oriented and positive responses to the children's initiatives seems to be crucial for enhancing child participation in the outdoor play. Power relations between children and adults, girls and boys, younger and older children have been addressed.

Keywords: child participation, outdoor environment, preschool, children's views, walk-and-talk

Learning about the origin of food, in the Kindergarten and on local farms

MARJANCA KOS, MIRA HROVAT AND JANEZ JERMAN, University of Ljubljana, Slovenia

Most families buy food in supermarkets, depriving their children of any direct contact with how the food is produced. In our research we used individual interviews to establish where 4-year-olds think certain basic foods come from, such as milk, eggs, juice and beans. In the review of literature on what is known about young people's views towards and learning about food and farming (Dillon et al., 2005), the knowledge about children's learning experiences resulting from farm visits was identified as a topic that has been neglected by researchers. Through outdoor activities on small farms close to the kindergarten as well as inside the kindergaten the children learned through direct experience how food is produced. After the conducted activities we re-examined their knowledge. Prior to their experience on the farms, many children had no idea where the food came from. Other children were able to report only limited and imprecise information. On the farm the children saw a goat being milked, they gathered eggs from chicken nests, they picked fruit, which they then ground and squeezed into juice, and they picked ripe common bean pods, from which they shelled seeds and grew them into plants in the kindergarten. When we asked them about the origin of food for the second time, many children could tell us exactly where milk, eggs, juice and beans came from. The results of the Wilcoxon Signed Rank Test showed a statistically significant improvement in the children's knowledge of the food's origin. We conclude that through outdoor activities on farms even preschoolers can learn that food comes from living beings. Given the wide range of processed foods available on the market, this might help them understand the importance of fresh food.

Keywords: preschool children, outdoor learning, experiential learning, food, farm

SYMPOSIUM SET II/16

ARTS EDUCATION

Individual paper

CHAIR: CYNTHIA KNIGHT
St Thomas Children's Centre, United Kingdom

The Arts for 4-6 year olds – The teachers' voice
DEIRBHILE NIC CRAITH, Irish National Teachers Organisation, Ireland

The curriculum for 4-6 year olds in Ireland includes the Arts. According to the curriculum, children develop means of communication and expression through multiple skills and abilities, while engaging in the arts. They develop cognitive, social and personal competencies which may be applied to other aspects of the curriculum. But what is the reality regarding Arts education in the context of practice? The consideration of Arts education is part of the Irish National Teachers' Organisation's (INTO) continuous work in bringing the voice of teachers to the policy process. Bowe, Ball and Gold's policy cycle framework includes the contexts of influence, practice and text (1992). In the case of curriculum, how its text is mediated determines the experience of children in the context of practice. The INTO sought members' views regarding the teaching of the Arts with a view to identifying their successes and challenges. Questionnaires, involving both open and closed questions, were issued to a random selection of teachers. The questionnaires were completed anonymously. Findings indicate that successes include the joy and pleasure experienced by both teachers and pupils from engaging in the arts. Challenges identified include time for the various aspects of the arts, teachers' own confidence and competence in the arts, the lack of space in classrooms and the need for further professional development. The presentation will outline how the voice of the teacher influences curriculum and learning policy through a partnership process, a strong feature of the educational process in Ireland.

Keywords: arts, policy, practice, teachers, curriculum

Aesthetic orientation in Finnish early childhood education
INKERI RUOKONEN AND SINIKKA RUSANEN, University of Helsinki, Finland

The presentation concerns the early childhood arts education. Differences and equalities of the content areas in early childhood arts education are presented as a part of aesthetic orientation in early childhood curriculum. Dewey (1996) finds the core of existence in the process of human growth where experience is continually transformed into culture through communicative practice. In this presentation Dewey's practical and holistic idea of arts education is followed in context of the Finnish guide of aesthetic orientation in the early childhood. The research method is qualitative content analyze of the new Finnish guide which has been published by NIHW in 2009 for supporting education in arts in early childhood education. All articles of this guide have been content analyzed individually and then compared to find out how children's culture and voice are present the orientations? We guarantee the anonymity of the writers and writing styles. The presentation will show through objectively analyze how the aesthetic orientation of the holistic curriculum is shown in different arts forms? The results of the qualitative content analysis focus on the conceptions concerning the child, educator's identity as art educator and knowledge concerning the child, educator's identity as art educator and knowledge concerning the subject / discipline. The findings of these content areas are related to their aesthetical, cultural and creative background both with their individual and holistic aspects. Aesthetic orientation to children's cultural life helps young people to find their own way of experiencing and expressing arts.

Keywords: aesthetic orientation, arts education, children's culture, creativity, early childhood

SYMPOSIUM SET II/17

SYSTEMS LEADERSHIP IN ACTION – CHILDREN'S CENTRES IN THE LEAD

Self-organised symposium

CHAIR: PAM MUNDY

National College for Leadership of Schools and Children's Services, United Kingdom

Using a collaborative inquiry approach to gain 'in situ' new knowledge of the impact of integrating practices in early years services: a cross-case study from eight localities in UK

SVETA MAYER, Institute of Education, University of London, United Kingdom

An exploration into engaging collaborative inquiry-based learning communities into assessing impact of integrating practices in early years services was carried out. This was done through increasing participation of local communities and multi-agency partners in order to achieve better outcomes for children and families. Findings contribute to our understanding of engaging communities of practice in collaboratively inquiring into their practice (Kemmis and McTaggart, 1992; Stoll, Bolam and Collarbone, 2002, Bolam, et. al., 2005, Mayer, 2009, 2010). This is discussed in relation to understandings of impact of integrated children's services upon children and families (CWDC, 2006; DfES, 2007). The study draws upon the application of situated learning theory and increasing peripheral participation within communities of practice (Lave and Wenger, 1991, Wenger, McDermott and Snyder, 2002). This is an exploratory cross-case study (Yin, 2003) of eight research projects conducted by early years children's centre leaders to inquire into the impact of integrating their centre's practices. It draws upon multiple sources of evidence and interpretive analysis guided exploration of this evidence (Creswell, 1998). Participants' and centre's rights to anonymity and confidentiality was respected and identities protected (BERA, 2004, BSA, 2002). In conducting their research centre leaders gained new 'in situ' knowledge about engagement of service-users and service reach, community decision-making and participation at multi-level and multi-agency. Using a collaborative inquiry approach within early years integrates services and practice and impacts upon outcomes for children and families, communities of practice and multi-agency partnership.

Keywords: collaborative Inquiry, early years services, integrated services, professional learning communities, participatory action research

A study into systems leadership: an early years perspective

ROSIE RAFFERTY, Adaptive Strategies Limited, United Kingdom

An exploratory case study of ten children's centre leaders taking part in the National College, UK., Integrated Systems Leadership Programme pilot was conducted to gain insight into system leadership from an early years' perspective. Findings are discussed in relation to understanding of system leadership from school systems perspective (Collarbone and West-Burnham, 2008; Hingham, Hopkins and Mathews, 2009) and in relation to impact of integrated children's services (CWDC, 2006; DfES, 2007) upon children and families. The study draws upon current understanding of system leadership in schools (Collarbone and West-Burnham, 2008; Fullan, 2004; Hingham, Hopkins and Mathews, 2009; OECD, 2008). This exploratory case study (Yin 2003) draws upon multiple sources of evidence and interpretive analysis guided exploration of evidence (Creswell, 1998). Participants' and centre's rights to anonymity and confidentiality was respected and identities protected (BERA, 2004, BSA, 2002). Findings suggest system leadership tended towards a concept where leaders are facilitative, create and lead a vision that motivates all stakeholders to work together for the benefit of children and families. They also secure local outcomes through collaborative partnership and contribute to policy development. The application of system leadership, derived from the schools perspective, as a cadre of the best taking the lead in supporting the development of other leaders across locality is or can be problematic. Children's centre leaders prioritized integrating practices within their own settings and locality. However, following impact of their endeavours these leaders were increasingly called upon to become advocates for development across settings and locality.

Keywords: children's centre, system leadership, early years services, integrated practice, systems thinking

Implications of early years professional development: considerations from children's centre leaders
SVETA MAYER (1) AND CRIS WHELAN (2), (1) Institute of Education, University of London, United Kingdom; (2) St. Ives, St. Just and Pendeen Children's Centre, Cornwall, United Kingdom

This paper considers the perceptions of children centre leaders professionally developing themselves as integrated systems leaders and thinkers having undertaken the National College U.K. Early Years Integrated System Leadership (pilot) programme. The implications of this upon centre practices and provision is discussed. The understanding gained from centre leaders is discussed in relation to understandings of impact of integrated children's services upon children and families (CWDC, 2006, DfES, 2007). This discussion draws upon current understanding of integrated systems leadership and integrated practice in children's services (Anning, et.al., 2006, DfES, 2006, Innovations, NCSL, Demos, 2007, Warin, 2007) and systems thinking (Fullan, 2004, Senge, 2006). This is an exploratory study, following a phenomenological approach (Schutz, 1967) which aims to understand and provide an account of the perceptions of eight early years children's centre of themselves as integrated systems leaders and systems thinkers. Participants' and centre's rights to anonymity and confidentiality was respected and identities protected (BERA, 2004, BSA, 2002). Integrated systems leadership and systems thinking enabled leaders to make interconnections between socio-cultural values and belief systems within their communities and their centre's services. This led to decision-making to address community and family specific issues of urbanisation, ruralisation, family and religion, disability and availability of parents in workforce. The premise that professionally developing children's centre leaders into becoming skilled integrated systems leaders and thinkers leads to community and family specific decision making and thereby successful implementation of national policy on children's centre provision is discussed.

Keywords: professional development, children's centre provision, early year's services, system leadership, systems thinking

SYMPOSIUM SET II/18

GENDER AND DIVERSITY

Individual paper

CHAIR: ELLY SINGER

University Utrecht, The Netherlands

Boys' own voices? The uneasy marriage between early childhood studies and critical masculinity studies

MARIE NORDBERG, Karlstad University, Division for Educational Sciences, Sweden

Young children's voices, practices and institutions, dichotomies, categories and power relations that regulates and shape children's lives is today studied in two new expanding research fields, Early Childhood Studies and Critical Masculinity Studies. Although the fields have much in common, few scholars combine them. The aim of this paper is to discuss this lack and point out some ontological and epistemological obstacles that make it difficult to integrate these research fields. The analysis connects to the conference theme "Who Speaks": Exploring Innovative Paradigms & Methodologies and the strand "Paradigms, theories and methodologies". The empirical base consists of an discourse analysis of the knowledge production and assumption about boys, masculinity, childhood and children's voices presented in some British, North American and Swedish articles on young boys and masculinity published 2002-2009 and interview extracts from a Swedish research projects on young boys and schooling conducted by the authors 2005-2007. The paper takes its theoretical points of departure in Post structuralism, Critical Masculinity Studies and Queer Theory. The material have been analysed with the tools offered in Discourse Theory (Laclau & Mouffe 1985/2001). The extracts used have been proven. In the presented solution on how to integrate the two research fields in a more fruitful and less contradicting way is a methodological approach suggested which combine them with tools, assumptions and ontology's fetched from queer theory, Actor-Network-Theory (Latour 2005) and the writings of Deleuze and Guattari. Hereby can boys voices be treated in a way that make it possible to overcome the assumptions on masculinity presented in Masculinity Studies and the assumption of children's voices as specific and authentic, presented in Childhood Studies.

Keywords: voice, masculinity, childhood, boys, ontology

Status of gender equality work in Norwegian kindergartens - New kindergartens in old tracks

ANETTE HOEL, The Center for Equality, Norway

The main research question in the evaluation is "To what extent do kindergartens work systematically with gender equality?". This indicates to seek knowledge about awareness of equality amongst the staff, what kind of practical work regarding equality takes place, which actions to increase the number of men are implemented, if there is an increased awareness of equality in kindergartens with a high percentage of men. An evaluation of the Norwegian Action Plan for Gender Equality in Kindergarten. The theoretical approach is based on gender studies (e.g. doing gender) and diverse theoretical understandings of equality based on Julia Kristeva's classification of three perspectives of equality. The research design includes already existing statistics, qualitative interviews of kindergarten directors/staff, quantitative survey involving 2000 kindergartens and document analysis. Both the qualitative interviews and the quantitative survey are confidential and anonymous. These principles are applied to the documents as well. Kindergartens are randomly chosen to participate in both interviews and survey. The findings are ready for presentation in June 2010. On the basis of the survey and evaluation a new Action Plan is to be developed and possible a reconsidering of the existing framework plan for kindergartens.

Keywords: gender equality, kindergarten, action plan, men, awareness

Young children's active involvement in the formation of gender-segregated peer relationships

ELLY SINGER, University Utrecht, The Netherlands

Two- or three-year old children in group settings develop a preference for same gender playmates that cannot easily be influenced by teachers. More evidence is needed to explain the development of this preference. This study explores the differences and similarities in children's behavior when they are playing in girl-girl dyads, girl-boy dyads, boy-boy dyads. The focus is on the kind of play activities; conflict strategies; humorous communication. Most research of the development of gender differences in young children are based on comparisons at group level (averages in boys compared with averages in girls). This study is based on the analyses of children's play group structure (dyads; cliques, with and without teacher involvement). The interactions of children are conceptualized as actions to co-construct shared meanings within specific relational contexts. The data are gathered by video recording children during free play in Dutch day care groups for 2- and 3-year old children. Episodes of joint play are selected and analyzed with regard to play activity, conflict strategies and humor; and with regard to the relational situation. Both quantitative and qualitative methods are used in the data analyses. Informed consent of the parents. In our data we found a significant preference for same gender play mates. With regard to conflict strategies and play activities we found some significant differences; the analyses of humor are in process. Discussions about pedagogical goals and strategies towards gender identity formation and gender diversities.

Keywords: gender, diversity, children's play, group structures, friendship of young children

Discourse in pretend play of two and three-year-old children: gendered practices?

DORIAN DE HAAN, Utrecht University, The Netherlands

The main question is whether pretend play of two- and three-year-old girls and boys may already be understood as gendered discourse. Nicolopoulou's (1997) study of narratives of 4- and 5-year old children revealed systematic gender differences regarding a 'strain towards order' or 'disorder', harmonious social relationships or disruption and rule-breaking. Sheldon & Engstrom (2004) of children's pretend play shows that same-sex discourses show different gendered 'systems of mutual engagement'. The 'separate world hypothesis' which claimed that girls and boys increasingly come to live in different gendered worlds in their interactions, has been criticized by constructivist approaches. Constructivists propose that all behaviour has to be considered from a situated and relational perspective. Girls and boys would have a much more varied repertoire than 'separate world' theorists suggest, and are supposed to be able to adjust their language to the context. It is important to investigate what contexts children create themselves in their play and whether cultural scripts of femininity and masculinity may be recognized in their play discourses. In this paper the results are presented of a study of pretend play of 96 two- and three-year-old children from different ethnic backgrounds in 23 child care centres in the Netherlands. During free play children are videotaped and form and content of their discourses analyzed. Teacher's and parent's consent is asked for videotaping and publishing. At the moment of submitting the abstract the data are still analyzed. Pedagogical policy relating to gender.

Keywords: gender, discourse, pretend play, narrative, two- and three-year old children

SYMPOSIUM SET II/19

PARENTAL VOICE IN IMMIGRANT/ETHNIC MINORITY PARENTS

Individual paper

CHAIR: JUDY WHITMARSH

University of Wolverhampton, United Kingdom

A study of new female immigrant parents involvement in children's learning

HSUEH-SHAN CHANG, Providence University, Taiwan

(1) What are the ways of new immigrant women involvement in children's learning?

(2) What are the difficulties and factors in new immigrant women involvement in children's learning? From the study, it was found that the father is main source of economy and mother is for housework and children care. In Taiwan, the pressure of children education will heavily be on the mother. (Wang, 2003; Chen, 2004; etc). However, for new immigrant mother, the barriers of language communication and culture will affect on being motherhood and children education. Educators should understand these issues. This is why the study is being explored. Parents and teachers are partners in education. Many studies have indicated that parent involvement has a positive effect on their children. Those effects include enhancing academic achievement, reducing absence from school, good behavior, improving relationships, and supporting school activities. Through care and guidance, parents can perceive their abilities and this perception can improve children's self-concepts and inspire children to work harder (Lin, 1998; Greenwood & Hickman, 1991; etc). The research methods were: First, study papers and categorize them; second, design a semi-structural depth interview; third, interview six volunteers who are new immigrant women and their children study at a public kindergarten to understand mother's involvement in children's learning. Open coding method was used to analyze the results. Ethical issues included: (1) Consider participants' rights and interest; (2) Ensure participants' personal privacy. The study furthers understand the condition of new immigrant women's involvement in children's learning, and finds out difficulties and factors for those involvements. The results should provide useful information for new immigrant spouses, preschool teachers, and social workers.

Keywords: new female immigrant, parent involvement, female, immigrant, parent

Listening to 'British Asian' parents. Perceptions of parental involvement in children's Nursery education.

NICOLA SMITH, University of Wolverhampton, United Kingdom

This research aims to achieve a deeper understanding of the factors which impact on 'British Asian' parental-teacher interactions in order to improve practice. Research questions include discussing 'dominant discourses' with regard to parental involvement and issues of power and voice. The study builds on the work of Bhatti (1999) Crozier, (2000, 2004, 2005, 2006) Vincent (1996, 2000) and Reay (1998, 2004) in primary and secondary schools by examining relationships between parents from a minority ethnic community and practitioners in the field of early years. Identity, culture and power relationships are examined, with particular reference to the work of Bourdieu (1977, 1984, 1990, 1992) . Bhabha's (1994) notion of "third space" is examined in relation to developing more effective relationships between parents and practitioners. The research was conducted from a social constructivist perspective. Case studies were developed in two Nursery classes, using interviews, group work and documentation from the settings. Data was analysed using elements of a 'grounded theory' approach as well as the conceptual framework outlined above. Responsibility to the participants, the research profession and to the public are considered (see BERA, 2005). Particular consideration is given to the issues concerning a white researcher working with 'British Asian' participants. Whilst practitioner participants are well-intentioned in their work with parents, existing structures and power relationships make the construction of meaningful partnerships extremely difficult. The research suggests that practitioners need to move away from efforts to 'involve' parents towards more democratic notions of participation.

Keywords: parents, Asian, power, perceptions, identity

Voices of asylum-seeking mothers: parent-partnerships in the early years

JUDY WHITMARSH, University of Wolverhampton, United Kingdom

This research aims to explore how one of the most marginalised and 'hard-to-reach' groups in the UK, asylum-seeking mothers, understand and manage pre-school parent-partnership and to investigate if this is coherent with policy models. Current conception of parent-school partnership are critiqued as based on a white, middle-class, model (Levine-Rasky 2009; Crozier and Davies 2007) which positions some parents outside its parameters and 'hard-to-reach' (Hughes and Beirens 2007). Considering theoretical constructs of migration (Hamilton and Moore 2004) enabled exploration of the relationship between the asylum trajectory and the findings. A literature search identified common features of current models of partnership which formed the basis of the questioning. A key contact began a snowball technique, resulting in six mothers (from Afghanistan, Iran, Morocco) participating in a three hour, in-depth, group interview using card ranking, questions and discussion. Issues of trust, power, interpretation and representation were critical in this research. Findings highlight tensions in language learning, a lack of appropriate cultural resources and differing values as desired attributes for their children: obedience was highly ranked however child autonomy and independent thinking was ranked last. This has implications for policy. The teachers' role was clearly differentiated from the mothers' role, contributing to a different, but nonetheless valid, understanding of parent-partnership. These findings challenge perceived stereotypes of asylum-seeking mothers and current models of 'good' parenting partnerships; they give voice to a marginalised group but ask: who will listen?

Keywords: parent-partnerships, early years, asylum-seeking mothers

SYMPOSIUM SET II/20

DEVELOPING PROFESSIONALS

Individual paper

CHAIR: LUDO HEYLEN
K. U. Leuven, Belgium

The story of change: experienced early childhood teachers as novice graduate students

MIRIAM MEVORACH AND MORDECHAI MIRON, Levinsky College of Education, Israel

This paper aims to explore the perception of learning and the self definition of professional graduate students who are experienced early childhood educators (ECEs) and novice graduate students, and their process of change during advanced study in a new Master's program in ECE. This paper is based on a study of three layers of the educational system that have an impact on the development of the young child and the educational system: a) the child and the community, b) the institution and the educational staff, and c) the state policy and budgetary aspects. We focus on the role of the EC professionals and their ability to start examining their regular professional work and to discover new ways of leading to change (Schweinhart & Fulcher-Dawson, 2009), by merging the demands of the state with new high standards of children's achievements, based on up-to-date knowledge (Denton-Flanagan, & McPhee, 2009; Moss, & Dahlberg, 2008; NCLB, 2006; NCES, 2006; Sure Start, 2004). This study used mixed methods that included retrospective think-aloud protocol and a questionnaire. Both of these methods were administered twice to the participants: at the beginning of the first year of study and at the end of the second year. All the participants gave their permission to take part in the study. The findings show a change in the participants' perceptions of their professional life. They realized how different their professional discourse became and how differently they look at the children, staff and parents. We believe that this study will enable us to advance the ECE system and to promote academic research conducted by the professionals.

Keywords: advance study, early childhood practitioner, curriculum, learning, perceptions

A fourth learning network - Changing perceptions of knowledge

CAROLE GOODCHILD AND STEPHANIE WINDSOR, City of York Council, United Kingdom

The main aim of this research is to improve understanding of how knowledge acquired from a planned programme of study set within a learning network of early years practitioners impacts on children's learning. This paper builds on two previous pieces of research which focused on learning networks (Francis, M and Goodchild, C (2007) and Goodchild, C and Windsor, S (2008). It is the culmination of four learning networks of early years teachers which began in 2006/2007. Networks are increasingly being used to facilitate innovation and the exchange of ideas and knowledge, This research intends to discuss how learning networks have improved practice and supported children's learning. The research methodology and methods of enquiry used to measure the impact of the programme include questionnaires, semi-structured interviews, informal discussions and case studies. The researcher has sought and received the permission of all personnel involved in this piece of research. Any data collected will be guided by the concern to improve outcomes for all children. Discussion will focus around whether or not we are developing practitioners who are both reflective and self-evaluative. Also, if being part of a learning network helps to alleviate organisational isolation and impacts positively on adult learning. The use of learning networks is seen not only as a key driver for influencing the practice of teachers in the local authority but also an alternative model of quality professional development. Is this then a future model for all practitioners?

Keywords: learning networks, professional development, EYFS, reflective, self evaluation

Perspective taking as a key competence for effective teaching

LUDO HEYLEN, K. U. Leuven, Belgium

The aim of this study is: 1 Design of an instrument to assess the disposition for 'perspective taking'. 2. Design of an instrument to assess the power of the learning environment with regard to the enhancement of the development of perspective taking. This work is based on studies of Miller (2001), O'Keefe & Johnston (1998), Hattie (2003) Gehlbach (2004), Reiman (1999) and Järvelä & Häkkinen (2002). The development of the 'Instrument for Perspective Taking' (IPT) is inspired by the theoretical frameworks of Piaget, Vygotsky, Mead, Gendlin and Laevers and makes use of the 'Interpersonal Reactivity Index' (IRI) designed by Miller (1980, 1983), the multidimensional approach to conceptualizing an aptitude by Gelback (2004) and the Adult Style Observation Schedule (Laevers, 2005). The research sample comprised 3 institutes, 200 students. Research design: pre- and posttest of IPT and analysis of the learning environments. Perspective taking excludes prejudices and asks for an open mind. It is about teacher's responsiveness to children, about the capacity to empathize with children's feelings, perceptions, cognitions and intentions, about role taking. It respects the diversity between the children and the individual rights and needs. The construction of the final version IPT. First conclusions about the results of the IPT-survey and the possibilities to stimulate perspective taking for student teachers will be discussed. Perspective taking determines the quality of the teacher's responses when interacting with pupils. Expert teachers have the competence to take the perspective of the learners and therefore are able to identify children's interests and needs.

Keywords: perspective taking, adult style, responsiveness, empathy, experiential education

SYMPOSIUM SET II/21

CHILDREN'S VOICE AND THE CURRICULUM

Individual paper

CHAIR: JUNE O'SULLIVAN

London Early Years Foundation, United Kingdom

National and local curriculum in the Norwegian kindergarten: Understandings of children's participation in the written curriculum

RUNE HOFF JOHANNESSEN AND HILDE ELLINGSEN, (1) Vestfold University College Norway; (2) Sole Barnehave, Norway

We have two aims for our research. The process of making curriculum in the kindergarten. The main theme is participation of the children in this process. Firstly: How the voice of the children comes through and how

do children participate. The second aim is to analyze the written curriculum and focus on possibilities for children's participation. The aim of the research is how UNCRC appears in the curriculums. The work draws on: Carr and Kemmis – becoming critical (Carr and Kemmis 1986), research about Norwegian kindergarten curriculum done by Marit Alvestad and Toril Strand (Strand 1996; Alvestad 2006) school research (Bjørnsrud 2005), participation (Øverengen 2003). Our research is theoretical based on various aspects concerning the concept of participation, and the theories of Hannah Arendt and Gert Biesta. We have collected curriculums from several kindergartens and we have challenged administrators to write us a letter and tell us about the curricula process in their own kindergarten. The research is done in our own home town and administrators have given us their personal thoughts and opinions so we have to discuss the material carefully. Our study is not finished yet. The main findings still bein developed. The findings so far are that the curricula mostly maintain transcription from the national curriculum called "Rammeplan". There is a difference between small and bigger kindergartens considering their main focus. We have been aware that plans for the children aged five, are more detailed if compared with plans for the younger children. The level of detail is related to the question of possibilities for participation. We think that the kindergartens have to be aware of their responsibility for the spontaneity and expression of the children so participation can be attended to in various ways when a curriculum is prepared.

Keywords: curriculum, participation, kindergarten, curriculum literacy, UNCRC

A study of ICT literacy in the context of kindergarten

MARI-ANN LETNES, Queen Maud University College of Early Childhood Education, Norway

The aim of this study was to look at how ICT enables new forms of educational work in kindergartens, particularly in terms of children's creative processes. The research questions were: In what way does ICT challenge the play- and formation culture in kindergarten? And what is the nature of the interaction between children and adults when it comes to digital tools in creative work in kindergarten? Television and computer games and the impact these can have on children and adolescents has been the primary focus when it comes to research in this field ((Cooper & Mackie, 1986), (Cesarone, 1994)). But in England, Lydia Plowman and Christine Stephen conducted a study among three and four year old preschool children to explore how guided interaction could create opportunities for learning with ICT (Plowman & Stephen, 2007). This study has a sociocultural approach to knowledge, formation and learning. In my research I want to make a theoretical interpretive case study. The available methods considered for this study are observations and interviewing of children and preschool teachers. I wish to direct the research toward various actors' dialogue within kindergartens about the educational use of ICT. As a scientist I must respect the research participant's integrity. The individual has a need for being able to influence what happens to them. To be subject to another's observation and interpretation can be perceived as degrading. The aim of the presentation is to present the possible methods and creat a discussion on how the aims of research in this study are methodologically approached.

Keywords: ICT-literacy, social competence, kindergarten play- and formation, observations and interview, case study

Making children's learning visible: using documentation as a tool in early childhood care and education settings

RITA MELIA, National Childrens Nurseries Association, Ireland

Can the Early Childhood Care and Education Sector in Ireland, learn from the Reggio Approach? Use of documentation to make childrens learning visible. The use of documentation as a tool to make children's learning visible has been described and documented by Moss, Dahlberg, Katz, Rinaldi. The amendment of the pre school childcare regulations 2006, in Ireland placed a responsibility on childcare providers, to ensure that each child's individual learning needs are met within the daily life of the childcare service, a written record of the type of programmes provided, must be maintained. The introduction of two national practice frameworks, 'Aistear' and 'Siolta', has placed a stronger emphasis on education in Irish childcare settings. The concepts within this study will address the Irish early childhood care and education settings, recent policy changes. The study is documented using the Reggio approach and will discuss how learning is presently documented in Irish childcare facilities. The intention was to make learning visible to stakeholders, children, practitioners, parents, society. This research is exploratory and descriptive. The descriptive element describes the Reggio approach to documentation using desktop research. The research explores, the use of documentation in Irish ECCE settings, through questionnaires to a cross sectional group, using a stratified sample and through 3 informal interviews with key Irish policy makers. This provides both qualitative and quantitative results. All voluntary participants in this research signed informed consents, outlining ethical considerations to include confidentiality anonymity. The type, frequency, tools used and participation in

documenting childrens learning in Irish ECCE settings is inconsistent. By making childrens learning visible, all stakeholders, recognise and value the importance of early childhood.

Keywords: documentation, learning, reggio approach, visibility, listening

SYMPOSIUM SET II/22

BIRTH TO FIVE METHODS

Individual paper

CHAIR: ALISON STEPHENSON
Victoria University, New Zealand

A journey of dead ends, delights and detours: Talking with the youngest children about their centre lives

ALISON STEPHENSON, Victoria University, New Zealand

This paper arose from a 5-month doctoral study of the boundaries of curriculum in an early childhood education centre catering for children 0-5, and explored how children experienced, influenced and enacted those boundaries. Here the focus is on interactions with the children aged 1-3. Work by others on including children's voices (e.g., Clark, 2004; Christensen & James, 2000; Einarsdottir, 2007) provided the basis for devising participatory research strategies to use in this setting, and findings supplement those from other studies which have included children aged 3 or younger (Clark, 2004, 2007; Clark & Moss, 2001; Dalli, 2000, 2003; Einarsdottir, 2007; Farrell, Tayler, & Tennent, 2002; Flewitt, 2005; Howard, 2002). The research was conducted within the theoretical framework of critical pedagogy and informed by philosophical understandings from the sociology of childhood. Ethnographic methods were used to generate observational data. These were supplemented by a range of strategies to gather children's perspectives: child-led photo tours, a chart of centre experiences, a picture questionnaire, two unfinished story books, informal conversations, etc. A commitment to respectful relationships with child participants was fundamental. For all but the very youngest child assent forms were used, and children had control over who might see their data. The importance of prolonged engagement which allowed child-researcher relationships to develop, of letting children take the lead, and of being prepared to listen 'outside the framework' were significant.

Listening to the youngest children is achievable, and can extend understandings of their centre experiences in unanticipated ways.

Keywords: children's voices, ethics, photography, ethnography, curriculum

The Early Social Communication Questionnaire (QCSP): A professional tool for social-communicative development observation in day-care facilities

PAOLA MOLINA AND DANIELA BULGARELLI, Università degli studi di Torino, Italy

Observation is a primary competence for day-care caregivers, but tools allowing simple and effective observation, usable in everyday practice, are rare. We present a questionnaire evaluating early socio-communicative competence, usable by professional caregivers and parents: the QCSP, issued from an observational scale, the SCSP. The QCSP is based on the interactionism perspective, the Fischer's neopiagetian model and the continuity between preverbal and linguistic communication postulate. It takes into account a broad spectrum of communicative competences, 3 interactive roles the child can assume and evaluates 2- from 30-month-old children through 5 competence levels, hierarchically ordered. We validated the questionnaire comparing trained observers' SCSP and parents' QCSP, obtaining a high correlation ($r=.91$, controlling for age $r=.31$). Study 1: 232 children observed by professional caregivers during an in-service training on early communication development. Study 2: 36 children, observed by professional caregivers and parents using both the QCSP and the Italian version of the CDI-GW. QCSP allows infants' observation without interfering, and supports parent/caregiver communication. The correlation between questionnaires filled by caregivers and age is high ($Rho=.56$), and longitudinal observation on a 36 children sub-sample demonstrates a significant increase of scores by age. Correspondence between parents' and professionals' questionnaires is also very high ($r=.82$, controlling for age $r=.64$), and the correlation between the QCSP and the CDI-GW shows similar trend.

The QCSP confirms its reliability for evaluating infant development in naturalistic contexts and its utility in professional caregivers' training.

Keywords: observation, in-service training, early social development, parents, professional caregivers

Multi-disciplinary language-construction for the 0-3 year child

OLE HENRIK HANSEN, The Danish School of Education, Aarhus University, Denmark

This paper seeks to identify criteria for a multi-scientific language-concept, conceiving the 0-3 year child's language-construction as hyper-complexities between ontogenetic instincts, matter, culture and policy. To accomplish this, the paper integrates recent developments in neuroscience, post-constructivism, and critical cultural research (Barad, 2007, Burman, 2008, de Haan & Gunnar, 2009). It is a presumption that language is a consequence of emotional and cognitive needs. The paper argues that language exists as biological entities, contextualized in cultural codes, due to neural resonance phenomenon's and multi-modal perception, where face-mimic and prosodic tone of voices reveals emotions, intentions and attention, as *'a view from within.'* To outline that, it is vital to identify inter-subjectivity as pre-cursors of language using both quantitative and qualitative methods to deconstruct the context. The paper is theoretical and has no ethical considerations, beside to maintain legitimacy of diverse paradigms and anonymity of children and professionals presented. The paper suggest that children's agency and the neuronal component that constitutes the self are socio-culturally conditioned and, as such, they can show remarkably divergent characteristics depending on the environments in which they are engaged. Children from less stimulating environments will gradually experience the world incomprehensible. The distance between the children that are sufficient stimulated - one-to-one, and the less stimulated child, will become increasingly bigger

Keywords: under three, language, embodiment, diversity, inclusion

SYMPOSIUM SET II/23

CAPTURING CHILDREN'S CULTURES

Individual paper

CHAIR: TRISHA MAYNARD
Canterbury Christ Church University, United Kingdom

The secret life of objects: An artist residency in an early years classroom

CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

I reflect on an AHRC-funded practice-led artist residency spanning eight months. I ask questions about the nature of artistic practice when it encounters a schooled setting. Responding to C.Hall et al 2007, I look at what children are already doing, rather than assuming the knowing role of creative expert. I explore the potential for (re)cognising children's assiduous collecting practices as creative responses in an environment where cultural meaning is often narrowly interpreted. My interests lie in the flighty and unpredictable process of collection itself. Desires expressed through the treasuring of an object usually escape the decrees of necessity and relevance, freeing things from the "bondage of being useful" (Walter Benjamin, 1983:169). I draw from ethnographic documentation and the "reflective practitioner" (Schon, 1983) traditions, but as an artist I use these methods as the starting point for critically engaging with children in a schooled setting, rather than to speak on behalf of the child. Negotiating ethical relationships with participants is central to my practice. Running counter to the more utilitarian cultures of school where children are expected to explain and present coherent narratives about objects, I am finding that beneath the telling of such stories much remains unspeakable. Objects are often caught in webs of longing, fear and revulsion. Can these feelings be given voice and should they? Are there some things that cannot be rendered comprehensible through words, at the limits of voice? I discuss the role of the artist in an educational context.

Keywords: artist-residency, art-practice, objects, collecting, school cultures

Building the curriculum together: Perspectives on knowledge creation

MURIEL LOGAN, Stirling Institute of Education, University of London, United Kingdom

This research looks at how staff in Nursery and Primary 1/2 classrooms react to toys and other things which children voluntarily bring from home. It is associated with a series of studies about children's engagement with technology and toys at home and in preschools (Plowman, Stephens and McPake 2010). Early childhood education is conceptualized as a socially constructed, highly interactive space which includes young children as active agents in knowledge creation and transmission. The research uses qualitative, interpretive, systematic observation and structured staff interviews to consider staff practices which are initiated when children bring toys and things to Early Years classrooms. Care was taken to gain informed consent from the local education authority, staff and parents and to honor the views of the children as expressed by both body and verbal language. Commercially available images of toys were used whenever possible. By bringing toys and things from home children influence curriculum development, the timetable and the pathways their learning takes in collaboration with each other and with the staff. The patterns of staff participation reflect their different cultures of practice and training. Curriculum delivery is negotiated by the staff and pupils participating in the classroom space on the day. Bringing things to the classroom is an often non-verbal way of putting a child's experiences on the agenda as part of, or in addition to, the curriculum. The different ways staff participate appear to be related to different training routes, values and expectations.

Keywords: staff, curriculum, toys, nursery, primary ½

What makes a 'good' project? Exploring different constructions of „project work“ in the early years

SARAH CHICKEN (1) AND TRISHA MAYNARD (2), (1) University West of England, United Kingdom; (2) Canterbury Christ Church University, United Kingdom

Within early years settings the use of 'projects' have often been viewed as holding congruence with play based approaches, however, the term appears to encompass a diverse range of practices. This paper aims to investigate interpretations of 'projects' initially from a British, American and Reggio Emilian perspective. Drawing on the previous research of the authors (Maynard and Chicken, 2010). Variations between the underlying epistemologies are considered and comparisons are made between areas identified within the literature. This developing framework is used as an analytical tool within the empirical part of the research in which the practices of three settings in Wales claiming to use projects were examined. The study adopted a socio-constructivist approach; teachers were observed during self chosen project sessions; exemplar documentary evidence was collected and analysed. Participants were interviewed and issues of power discussed (BERA, 2004). Findings suggest that whilst teachers may assume that they are engaged in similar practice, there may, in fact, be significant diversity in how the project, as a pedagogical tool, is interpreted, particularly in relation to the role of the adult and child in generating and sustaining appropriate content. This appears to reflect differences in epistemological beliefs concerning where knowledge is located and how it is constructed leading to variations between the experiences offered to children. This research is seen as timely within the Welsh context where the recently introduced 'Foundation Phase' marks a shift from a subject-centred curriculum to a more holistic, play-based approach for all children aged three.

Keywords: project work, reggio emilia, foundation Phase Wales, curriculum, knowledge

SYMPOSIUM SET II/24

PEDAGOGY AND PLACE (2)

Individual paper

CHAIR: CARMEL BRENNAN

Irish Preschool Play Association (IPPA), Ireland

Teacher and child: The dynamics of listening in a Himalayan preschool

SARAH RIGDEN, Temasek Polytechnic, Singapore

A 'starter' question, 'Do we truly listen to children in our Preschool?' developed into a deeper enquiry into the dynamics of dialogue between teacher/child; researcher/researched; dominant/marginalized pedagogy in a bi-lingual/multi-cultural Preschool setting in an Indian village. The research developed from an MA assignment on teacher/child interaction during 2007. Subsequent enquiry (2010) led to Amita Gupta's work (Early Childhood Education, Postcolonial Theory, and Teaching Practices in India: Balancing Vygotsky and

the Veda, (2006). Her more extensive discussions and findings resonate closely with mine. The study employed a socio-cultural, postcolonial framework allowing emphasis to be placed on the context in which the study took place, attempting to open up multiple perspectives on the interaction process between teacher and child. Qualitative, social research. Listening' skills of teachers were addressed through cycles of Participatory Action Research. Data collected via video was translated, transcribed and analysed. Embedding minority-world academic ethical requirements into a rural majority-world environment, an Indian village - proved challenging and thought provoking. The process provoked deeper enquiry into the power' dynamic roles of researcher and researched. Teacher/child interaction patterns may best be defined from within the locality, and may defy attempts to impose dialogic norms' or expectations from outside. Teacher empowerment and professional development are inextricably linked. The research attempted to create a space' in which voices of teachers from marginalized' majority world contexts could be heard, in order to facilitate deeper respect and understanding between educators of young children.

Keywords: dialogue, teachers' voices, empowerment, listening

Global citizenship, ecological sustainability and pedagogy

IRIS DUHN, Institute of Education, University of London, University of London, United Kingdom

How can critical engagement with notions of citizenship support an ethics of care which integrates ecological sustainability into daily practice? This presentation is part of a 2 year research project, completed in early 2010. Ritchie, J., Duhn, I., Rau, C., & Craw, J. (forthcoming). *Titiro whakamuri, hoki whakamua – Caring for self, other and the environment in early years' teaching and learning. Final Report to the Teaching Learning Initiative.* Analysis draws on the notions of 'a pedagogy of place' (Gruenewald & Smith, 2008; Smith, 2001) and pedagogy of becoming' (Ellsworth, 2005). Such a pedagogy proposes a fluid understanding of teaching and learning as the interconnection of practices, ideas, desires, discourses and materiality. From this perspective, children and adults are becoming global citizens' who are engaged in transformative practices within the centre, and increasingly also outside of the centre, in the home and local communities. From the outset the methodology stressed the importance of an inclusive approach to avoid separations and categorisations, for example between data gatherers' (researchers) and data providers' (teachers). The project was based on a collaborative methodology which emphasised ethics as a guiding principle in all aspects of the research (Lincoln & Cannella, 2009). Global citizenship is about the commitment to justice and well being for all, in the neighbourhood as well as on the global scale. It is about the interrelation between self' and other' in local and global contexts (Dahlberg & Moss, 2005). Some of the key aspects of change are strong collaborative leadership and ongoing work with the teaching team.

Keywords: ecological sustainability, global citizenship, pedagogy of place, global/local, self/other

Who says what? Pre and post election coverage and sourcing of child care in four Canadian dailies

PATRIZIA ALBANESE, Ryerson University, Canada

How has ECEC been written about in Canadian dailies during a federal election campaign? What was written? Who was quoted? How? Dorfman and Woodruff (1999) analyzed coverage of childcare in American dailies, looking at the "primary subject" of news stories and who was quoted. They found advocates, parents and childcare providers outnumbered representatives from government and business. Advocates have called for universal, quality childcare in Canada since the 1970s, but the issue seldom seemed to acquire political urgency. The 2006 election campaign seemed different. We did a keyword search of four newspapers using ProquestNewstand'. We analysed articles containing "childcare" in the 1st - 5th paragraphs and once elsewhere in the story. We compared stories across papers appearing in the 55 days before, during, and after 2006 election. Documents were public and were used respectfully, legally and responsibly. We found that newspapers' ideological slants are apparent in their choice of sources and focus; political figures outnumbered activists, parents and childcare providers. Reader beware. ECEC professionals, activists and parents need to mobilize, to have their views and voices represented in mainstream press.

Keywords: content analysis, media representation, political ideology, federal elections, universal child care

SYMPOSIUM SET II/25

LEARNERS' PERSPECTIVES AND MOTIVATION

Individual paper

CHAIR: NIKLAS PRAMLING

Department of Education, University of Gothenburg, Sweden

Listening to children in music class: Theoretical, didactical and ethical issues in attending to the learner's perspectives

NIKLAS PRAMLING AND CECILIA WALLERSTEDT, University of Gothenburg, Sweden

We attend to this issue through the empirical study of teachers trying to develop children's (6-8 years old) listening skills. In more concrete terms, the teachers attempt to develop children's skills at being able to discern a particular feature of the temporal nature of music, time/metre (e.g., being able to discern and distinguish between $\frac{3}{4}$ -time and $\frac{4}{4}$ -time). Teachers and children listen to music, make rhythmic patterns (e.g., clapping, walking) and speak about what they hear. As intimated by, for example, Marshall and Hargreaves (2007), research on children's listening needs to consider the child's perspective. Previous phenomenographic research has studied other domains. The theoretical point of departure for our presentation will be in the phenomenographic tradition and its interest in how phenomena appear to others (e.g., the child). Analysing these actions and speech, the importance of attending to and being able to distinguish between the perspective of the teacher and the perspective(s) of the children will be illustrated. We will argue that attending to the learner's (in this case, the child's) perspective is also fundamentally of ethical importance in giving children a fair chance of being able to show their knowing and skills. We will illustrate what it in a concrete sense means to attend to the learner's perspective in doing research on children's knowing and skills. Finally, we will discuss why this is important for didactics, the teaching practices of early childhood education.

Keywords: classroom communication, didactics, listening, music, phenomenography

What interests seem to motivate five-year-olds to write in two Norwegian kindergartens?

MARIT SEMUNDSETH AND MARIT HOPPERSTAD, Queen Maud University College of Early Childhood Education, Norway

Our research question is: What interests seem to motivate five-year-olds to write in two Norwegian kindergartens? We benefit from the research of Dyson (1993) and Pahl (1999) on children's early writing. We pay attention to the close connection between the children's drawing and writing, the multimodal quality of their texts (Jewitt & Kress, 2008) and the role of play (Sutton-Smith, 1997, Hopperstad, 2008). We start from the socio-cultural assumption that children are meaning-making subjects (James, Jenks, & Prout, 1998) who establish knowledge in the different social contexts they participate in (Halliday, 1994). We use Kress' (2003) concept of "interest" to understand how writing becomes a meaningful activity for them, and how different interests seem to motivate different children to write. The study is built on qualitative observations for a period of one year. The data consists of children's texts (both drawn and written) and observations of the text-making process. All the children, their parents and the kindergarten staff have been informed about our study. We have been given permission to use the children's texts at conferences, including texts with names. We present four "interest"-categories to discuss our findings. In addition we discuss writing as a social activity, the role of the adults and the importance of having a physical place for writing - a table where writing can take place. How do the adults manage to observe, acknowledge and "tune in to" the children's different and varying interests for writing?

Keywords: kindergarten, writing, interests, adult role, five-year-olds

„Not what we have but what we enjoy, constitutes our abundance“ – Perceptions of children's enjoyment in their early years and primary education

KATE WAGNER, Glyndwr University, United Kingdom

To begin to understand children's enjoyment of learning in the early years requires initial consideration of two questions: What is enjoyment? and What is it that an individual enjoys? Ofsted's measurements of enjoyment are based upon intangible perceptions of children's enjoyment, thus, how can the intangible be quantified and to what purpose? Studies have examined children's experiences of enjoyment of learning, however, none of these studies have included the early years. This paper enquires into children's

perceptions of enjoyment of learning and the significance of listening to their voice in the learning process. Definitions of enjoyment are considered in government education policy and through the pillars of philosophy, psychology and sociology. Using the Mosaic Approach, case studies are modelled in a listening relationship. The children and adults were instrumental in gathering information in this process through interviews, photographic tours and observations. These case studies are revisited as the sample children progressed into Key Stage 2 providing comparative analysis of the development of their enjoyment in learning. Due ethical consideration given in respect of consent, confidentiality, reflection, together with empowerment and ownership in participation. Gaps in perceptions of children and teaching staff in respect of children's enjoyment could be ameliorated by using the Mosaic Approach to listen to the 'lived experience' of the children and to develop a new scale for measurement. From this research, this paper introduces a model of enjoyment to assist reflective practice and develop knowledge of children's enjoyment for measurement.

Keywords: enjoyment, listening, perceptions, measurement, early years

SYMPOSIUM SET II/26

PROFESSIONAL COLLABORATION AND INTERPROFESSIONALISM/MULTI AGENCY - NEW APPROACHES

Individual paper

CHAIR: WENDY MESSENGER
University of Worcester, United Kingdom

Professional cultures and professional knowledge: owning, loaning and sharing

WENDY MESSENGER, University of Worcester, United Kingdom

This research attempts to examine the relationship between professional culture and collaborative working in children's centres in the UK. It is considered with reference to professional journeys, professional values, professional identity and perceptions of knowledge. It builds upon the work of Atkinson and Downing (2008) with reference to interprofessional processes and knowledge distribution as well as previous work of Messenger (2009) in relation to common threads which draw professionals together. Socio-cultural theory, psychological theory and organisational theory form the basis of the theoretical framework. It is based firmly within a qualitative paradigm and is phenomenological in nature. Twenty five semi-structured interviews were undertaken within one region in England in order to listen to the voices of different professionals from health, education, social care and community development. Issues of confidentiality and anonymity were considered carefully within this small scale study. The research raised some questions related to 'professional knowledge' and professional culture. Who are the perceived keepers of knowledge? What knowledge is it? Is everyone's knowledge considered to be of equal value? Can knowledge be shared between different professions without perceived threat to identity? The findings of this study may have implications for working practices within children's centres. It raises questions related to how knowledge between different professionals is shared in the busy working environment of a children's centre, how knowledge can be shared equitably and how shared knowledge can genuinely lead to improved outcomes for children and families.

Keywords: professionals, culture, professional culture, children's centres, collaborative working

How can outreach workers' voices be supported?

UNA HANLEY AND JOHN POWELL, Manchester Metropolitan University, United Kingdom

In the complex context of Outreach work and 'hard to reach' families and children, how do some knowledges and practices become 'the way to do things'? The work builds on John Powell Sure Start research; Project lead 2007. Impact of 5 outcomes on Fostering; Project lead 2006. Una Hanley Practitioners and change (ESRC 2005-06). Post-structuralist perspectives (eg Bourdieu, Foucault) were employed to provide a theoretical backdrop to the dynamic between practitioner and 'institutional' structures and policy. Based on a project taking place in Manchester, the paper draws on the narratives of outreach workers who are representative of differing backgrounds and levels of experience, and who work out their practices in situ. The paradigm was qualitative and based on key questions in 16 interviews. Methods included: Recording of participant narrative using grounded Theory as methodology, (Straus and Corbin). NVivo was used to create categories for analysis. The principal ethical issue was the need for the researchers to gain agreement from

participants to be able to use and quote extracts from transcripts and retaining anonymity. Knowledges and practices co-constructed with families and developed by individuals from a wealth of experience, rarely accumulates as professional knowledge which is transferable. Additionally, knowledge developed in the field does not necessarily lend itself to the monitoring and auditing processes often associated with the official way of doing things. An equitable way of sharing and developing practice in this important area needs to be sought. The 'policy into practice' relationship is based on generalizable and transferable knowledge. 'Practical knowledge' developed by Outreach work follows a different model.

Keywords: practical-knowledge, outreach, theory/practice, experience, model

To what extent can a children's centre develop a curriculum about food and eating as well as through food and eating? (Albon, 2008)

CAROLE KEANE, Redcliffe Children's Centre, United Kingdom

To find creative solutions to encourage children into healthy eating. Issue of food and its consumption. The changes in food and food culture which have seen levels of obesity soar. The Tackling Obesities Future Choices Project report (2007) predicted that by 2050, Britain could be a mainly obese society. As part of this social context and the stark projections given we feel there is an urgency to consider the problem of eating the wrong foods and to encourage children into healthy eating. Collaborative discussion, documentation of children's thinking and learning, documentation of parent/ carer involvement, questionnaires, case studies and focus groups. The study is in its 4th year. This research is based on Albon's analysis that learning should be about food and through food. The Redcliffe Children's Centre' research with Children and Families Ethics Policy'. It is possible to provide practitioners with an alternative approach to introducing children to food and cooking that isn't based on end results. It is useful to work in partnership with other professionals from outside of the Centre who have a knowledge of food. Some issues around food are highly emotive and need to be addressed. That food is of symbolic and cultural importance in children's lives. Finally, it is possible to provide children with high quality learning experiences through the medium of food. A change in the way children have access to food and ingredients in early years settings.

Keywords: children's centre, curriculum, food, eating, partnership

SYMPOSIUM SET II/27

ENGAGING CHILDREN'S VOICE IN EC SETTINGS

Individual paper

CHAIR: CAROLINE SHARP
NFER, United Kingdom

Young children's participation in the day care centre's every day activities

TUULIKKI VENNINEN, University of Helsinki, Finland

Our aim has been to achieve a better understanding about the diverse ways in which the participation of children is understood and enacted across the Kindergartens in the metropolitan area in Finland. Our paper presents, what kind of thoughts the staff of Kindergartens have concerning the participation of children under 7-years. Harry Shier, (2001), Anette Emilson & Anne-Mari Folkesson (2006). The United Nations Convention on the Rights of the Child (CRC) asserts children's right to have a voice in decision making, as well as rights to freedom of thought and expression. At the first phase the staff wrote how they got information from children's overtures and also how their professional skills ought to be developed in order to improve children's participation. Indeed, they described, what kind of matters they found to be most important barriers when listening to children in the Day Care Center. Data was categorized via qualitative methods. Adults often underestimate children's voice, because children's skills of communication are not fully developed. We wanted to awake discussion between the staff about these themes both to empower them and make issues of CRC more visible. Different categories were created from barriers, which the staff identified to prevent children's participation. Most of the emergent categories had the capacity for the staff themselves to improve their practice – a spiral of influence. Through the categories it is possible to help employees reflect the influence of their own on the opportunities for children's participation.

Keywords: participation, professional development, common conception

The early childhood experiences of Australian children in disadvantaged communities

REBEKAH GRACE AND JENNIFER BOWES, Macquarie University, Australia

This research explored participation in early childhood services for families in disadvantaged areas across NSW, Australia. It included face-to-face interviews with 50 children and addressed the following questions: How do young children describe their daily routines, including those associated with early childhood settings? Is it possible to gather meaningful information from young children in one-off face-to-face interviews? Does Ecocultural theory provide a useful foundation for enquiry into the perspectives of children? This paper seeks to contribute to child-centered research that asks "how to do it well" (Darbyshire et al, 2005). It builds on previous research using an Ecocultural framework to understand the experiences of children (Grace & Russell, 2005; Grace & Bowes, in press). Ecocultural theory focuses on ways that families construct developmental pathways for their children within the context of their cultural settings and local ecologies (Weisner, 2002). Developmental pathways are seen to be guided by the everyday rituals and routines of families. These routines are, therefore, the critical units of analysis. Child perceptions were explored qualitatively through discussion of the routines of their daily lives, including the routines of the early childhood setting. Drawings and teddy bear cards were also used as conversation prompts. Every effort was made to ensure informed child consent. Ecocultural theory provided a useful lens through which to understand children's experiences. A strong message from the child interviews was the importance of connectedness with teachers, friends and family within early childhood settings. Understanding child experiences will influence policy and practice as we begin to see children as stakeholders in their own right, rather than as dependents of parent stakeholders.

Keywords: child perspective, early childhood services, young children, ecocultural theory, qualitative

SYMPOSIUM SET II/28

POLICY INITIATIVES

Individual paper

CHAIR: PAMELA WINTER

Department of Education & Children's Services, Australia

Knowledge and voice: using the new early years learning framework for Australia

PAM WINTER (1) AND GERRY MULHEARN (2), (1) Department of Education & Children's Services, Australia; (2) University of South Australia, Australia

How are educators supported to reflect on their understandings and practices as they implement the new Early Years Learning Framework for Australia (EYLF)? How does the recently developed Educator Guide to the framework provide a space for educators' knowledge and voice to contribute to policy development and quality practice? What difference is the EYLF making and how do we know through a practitioner research project? The Early Years Learning Framework and the Guide draw on the OECD report Starting Strong 2 (2006) recommendations that broad guidelines and curricular standards are developed with stakeholder participation broad pedagogical orientations rather than what should be taught are the focus. The approach used in developing the Guide and practitioner research project is primarily a social constructivist, underpinned by an aim of building social consciousness through practitioners critically reflecting on their work, (Pinar, et al., 1995, MacNaughton, 2003). The study used qualitative and quantitative data collection and practitioner research and was collaborative and participatory. Ethical considerations included: Respecting educators' voice and maintaining integrity through government publication processes, respecting and including diverse and divergent voices. This is work in progress. We anticipate we will be able to report a very positive uptake and engagement with the Framework and Guide. Early data from the practitioner research project will be discussed. As part of the presentation we will discuss the impact of practitioner voice on policy development and implementation, and the implications for sustainable change through professional learning.

Keywords: curriculum framework, professional learning, educator voice, practitioner research, policy development

Listening to children: How Scotland's curriculum for excellence compares with other countries

JANE STIRLING AND JEAN CARWOOD-EDWARDS, Learning and Teaching Scotland, United Kingdom

To find out how Scotland's new Curriculum for Excellence compares with curricula in 6 other European countries in terms of the relative emphasis placed on listening to children. The research focused on the following questions for each of the 6 countries: How much does the UNCRC feature in educational policies in your country? How much emphasis is placed on children's voices within their learning experiences? Do you think the majority of staff take time to ensure that children are equipped to participate in consultation? How effectively does your curriculum support and facilitate listening to children? Can you provide an example that shows how children's views are valued in the learning process in your country? Learning and Teaching Scotland is working in partnership with Scotland's Commission for Children and Young People to support the planned National Consultation. As Scotland's new curriculum is implemented, it is important to ensure that the child-centred principles and philosophy of Curriculum for Excellence and the UNCRC are embedded within policy and practice. The research methodology would include questionnaires, discussions and presentations across the different countries. The comparative study would also focus on Scotland's first ever International Early Education Summit that involved a live, online video conference within Glow (the national intranet for education). Early Education Summit Theme – Listening to Children. Participants were given the opportunity to opt in to the GLOW summit and advised that it was a closed meeting where access would be password protected. As part of the briefing, participants were reminded of the importance of not using any photographs or names of children and families in their presentation or discussion. Learning and Teaching Scotland's ethical procedures were in place at all points in the planning and implementation of the project. Each country gave examples of how they take account of young children's voices in their learning experiences. There are implications for international sharing of approaches and practice in early education.

Keywords: early education, international, consultation, video conference, listening to children

Norwegian kindergarten in a state of change?

BENTE VATNE, Volda University College, Norway

In this paper we ask if we are headed towards an "Academic day" in Norwegian kindergarten? Do the teachers experience changes in pedagogical practice after implementation of new official plans? How do kindergarten teachers and assistants emphasize these fields? This study is a part of a research project at Volda University College and Centre for the Study of Professions at Oslo University College. The main project is titled "Coping with the role of kindergarten teacher in a field dominated by laymen". This study relates amongst others to an evaluation done by Vestfold University College in Norway which suggested an increasing focus on numbers and counting in children's everyday activities (Østrem, 2009). Theoretical framework is inspired amongst others by Shulman (1986) who differs between subject matter content knowledge, pedagogical content knowledge and curricular knowledge. The study is based on a Norwegian nationwide questionnaire based on a representative sample of 800 Norwegian kindergartens, answered by 1192 kindergarten teachers and 1357 assistants. Ethical considerations is taken care of through institutional ethical procedures (NSD) and ethical reflections during the research process. Preliminary findings show that both kindergarten teachers and assistants experience more focus on formal learning after implementing the new official plans. On the other hand kindergarten teachers and assistants give different answers to how official plans influence the kindergartens pedagogical practise. The Norwegian government's policy is to strengthen the kindergarten as a learning area. One implication will be to take care of and develop the best of the Norwegian distinctive kindergarten tradition.

Keywords: formal learning, learning area, pedagogical practice, change, curriculum

SYMPOSIUM SET II/29

SPECIAL NEEDS INCLUSION

Individual paper

CHAIR: KAY MARGETTS

University of Melbourne, Australia

Identifying and supporting children with difficulties in the first years of schooling. What works?

KAY MARGETTS, University of Melbourne, Australia

What are the practices that teachers and schools use to identify and support children at risk of adjustment or academic difficulties as they commence school. This work extends the research of Margetts and others on children's adjustment to the first year of school. Little or no research exists on this particular topic. Early intervention is important for children's later school success. This requires systematic, individualised processes for identifying and supporting children at risk of, or experiencing, difficulties. This study involved 23 primary schools and 512 children following the commencement of school. Teachers participated in interviews or completed questionnaires to provide information about the identification of children having difficulty in school and the types of interventions/strategies used to support these children. Schools, teachers and parents were fully informed and their permission obtained. Difficulties for children were noted by teachers in a number of domains: social skills; attention/interest in class; behaviour; maths; literacy; physical; and disability. Teachers reported that they consulted a variety of people (between one and eight) about the concerns they had with children's adjustment or progress. A range of strategies was used with varying success to support children identified as having difficulty with adjustment, wellbeing or school progress including more formal school-based strategies and less formal strategies used by classroom teachers. It is strongly suggested that a more strategic approach is adopted to identifying children at risk in the early years of school, and in linking intervention practices with children's particular difficulties.

Keywords: starting school, school progress, adjustment to school, intervention strategies, support strategies

Visions of what education in kindergartens can be. A discussion guided by concepts of "having" and "being"

RAGNHILD ANDRESEN, Ostfold University College, Norway

What takes place in the professional cooperative work of including children with special needs in kindergartens and in counteracting exclusive processes? How are views on children and ethical thinking expressed through practice and in reflections on practice among the staff in kindergarten? Taguchi 2000, Dahlberg & Moss 2005, Kolle, Larsen & Ulla 2010. What constitutes 'pedagogical presence' (Arnesen 2004), 'attentive love' (Noddings 2002) and children's participation in developing pedagogical practice (Johannesen & Sandvik 2008). A common understanding of these concepts will be highlighted by Fromm's understanding of 'be-mode' and 'have-mode' as different modes of orientation toward ourselves and the world (1978). The paper draws on critical social theory on preschool education. It was based on ethnographic studies in kindergartens and interviews with preschool teachers and staff in kindergartens. The guidelines from National Research Ethical Committee are used. While planning and regulating the practice according to a biased view on "what children need" were earlier a main topic in the observed kindergartens, now concentration on listening to and "reading" the children is focused, and thus facilitates an expansion of the interests and questions the children themselves bring in. The new practice can be seen as a resistance movement against the growth of a technical and instrumental approach to preschool education.

Keywords: education in kindergartens, inclusion, children's participation, care, pedagogical documentation

Finding out about what helps or hinders at school: Views from reception class children

JAN GEORGESON, University of Chichester, United Kingdom

This paper examines responses of reception class children (aged 4-5) in English schools to a range of activities designed to access their views about what helps or hinders at school. The project builds on recent work into the experiences of disabled children (Lewis et al 2005) and ways of accessing pupil voice for children with communication difficulties (Lewis and Porter, 2004; 2007). It is based on findings from a national project to evaluate ways of gathering data about disabled pupils. The project adopted an interactional perspective going beyond unhelpful polarizations between the medical and social model, recognizing that disability must be identified in the context of barriers and supports yet should not underplay

the contribution of physiological symptoms. The project adopted a participative mixed methods approach to develop a variety of research tools yielding both qualitative and quantitative data. Children were invited to take part in the activities with explicit instructions that they could stop at any time, and with clear guidance about how their responses would be used. Young children were able to identify barriers and supports to learning, but those most likely to have additional learning needs responded better to activities which required the most preparation and customization. Teachers, under pressure from competing demands on their time, tended to choose activities which required the least preparation. Activities need to be customized to suit the needs of young children with communication difficulties and/or low self confidence. This takes time but can be successfully incorporated into existing activities.

Keywords: pupil voice, disability, communication needs, mixed methods, support for learning

SYMPOSIUM SET II/30

RESEARCH WITH VERY YOUNG CHILDREN

Individual paper

CHAIR: ROSEMARY ROBERTS

Centre for Research in Early Childhood (CREC), United Kingdom

Bringing holistic approach in early childhood education research

THORDIS THORDARDOTTIR, University of Iceland, Iceland

The aim of this presentation is to shed a light on the utility of an holistic approach in research with young children. Holistic approach to care and education is based on the presumptions that the whole is more important than reductionism and is related to European standpoints in the profession of early childhood education. The theoretical framework discussed is Bourdieu's theory of practice as a method to gain holistic view of social and cultural phenomena with an extension related to Skeggs (1997) concept of respectability. The focus is on mixed methods, including participant observations, video recording, interviews, case study and questionnaire. Each method mainly reflects one dimension, but they are also overlapping and ends in a holistic picture of a particular subject as indeed happened in my study of young children's cultural literacy (Thordardottir, 2005, 2007, 2008a, 2008b). Mixed methods is discussed here as methodological technique including analytical procedures which lead me to a broad perspective on how young children construct knowledge in preschool. Ethical issues are of deep concern in research with young children. One is a question of whose knowledge is published at the end. To secure that the researcher is interpreting the participant's knowledge it is helpful to use different methods on the same subject. Using mixed methods in research with young children can stabilise findings and increase credibility. The findings can contribute to critical discussions of ethical issues in research with children and on different voices in the field of early childhood education.

Keywords: holistic approach, mixed methods, early childhood, theory of practice, research with children

Toddlers in Black Box

JAN RAGNAR SETSAAS, MARIT BØE AND ÅSE ELISABETH JØRGENSEN, Telemark University College, Norway

How can we develop an ethical approach to observing toddlers, and how can we consider children's participation in research. To seek and observe small children's aesthetic actions and approach to their surroundings. The focus on practitioner research (MER, 2007) is a challenge to the pre-school teacher education (in Norway) in relation to what ways research should be a part of the study programme, and in what ways the students should get experience with research. Earlier studies included the Glitterbird project: "Art for the very young" (2003-2006). The aim of the study is to develop professionalism related to the toddlers. We will argue the importance of the students'/pedagogues' choice of theoretical approach. Theoretical choices and interests can help students in their phenomenological interpretations and analyses, and to theorize practice professionally (Merleau-Ponty). "Toddlers in Black Box" is an interdisciplinary project in corporation with Pedagogy, Drama and Arts and craft. It is a case study where students observe, interact and explore toddler's activities and relations. In seeking the children's perspectives and meaning-making, there are several ethical dilemmas we want to highlight. We introduce students to "Ethics and politics in early childhood education": Dahlberg G. and Moss P. (2005) We have come to see the value of deconstructive approach in trying to construct new knowledge, and to engage students in deconstructive talks (Lentz

Taguchi 2004). How can theoretical choices and interests limit the interpretations, and predict the findings? We will argue that a critical view is essential.

Keywords: practitioner research, participation, ethical dilemmas, critical reflections, pedagogical documentation

I know my numbers. Do you? An ethnographic account of an Anganwadi (ECCE) centre in a Saora tribal village of Orissa (India)

MINATI PANDA, Jawaharlal Nehru University, India

This paper explores the forms of manifestation of linguistic, cultural and the ethnic divides that exist in an Anganwadi (ECCE) centre in a remote tribal village of Orissa and what triggers the process of change. It relates to my own studies (Panda, 2006, 2008, 2009) and the studies by Kaul (1999), Heath (2008), NCERT (1993), MHRD-GOI (2003), Stern (1993), NCF 2005 and UNESCO report 2006. 'Community of Practice' theory by Wenger and 'Funds of Knowledge' by Luis Moll are used for analyzing the politics of identity and reification in Anganwadis in Orissa. Ethnographic methods like observation and interviews are used for data collection and discourse analysis technique was used for data analysis. Adequate ethical measures were taken to safeguard the privacy and security of children, AW and the parents. The paper provides an analytical account of most unsettling and transformative experience for an Anganwadi worker in a Saora (an Oral tribe in India with a distinct number system) village when a Saora child asked her innocently, "I know my numbers. Do you know?"; how her hitherto employed practices were founded on dismissal of the Saora children's funds of knowledge, emotion and subjectivities?; and her struggle against the impenetrable walls created by the ECCE handbook, the aspirations of Saora parents and the village head and the cultural model of a good anganwadi worker. The paper ends with few recommendations taking the philosophical lines of Gandhi's Basic Education for a more equitable ECCE system and the ECCE handbook.

Keywords: pre-number and number concepts, community of practice, funds of knowledge, children's talk, Gandhi's basic education

SYMPOSIUM SET II/31

ECEC CURRICULUM AND PRACTICE

Individual paper

CHAIR: MAELIS KARLSSON LOHMANDER

University of Gothenburg, Sweden

An exploration for predictions of US and Taiwan kindergarten teachers' practices about developmentally appropriate practice (DAP)

HUEI-CHUN LIU, NanHua University, Taiwan

The purpose of this study is to identify the salient factors related to the variability of public and private kindergarten teachers' developmentally appropriate practices in the United States and Taiwan. Rarely previous studies explored the factors that influencing public and private kindergarten teachers' DAP practices. The current study made up the gap, and also provided a starting point for further cross-cultural studies on DAP between the US and Taiwan early childhood educators as well as educators in other countries. Through identifying factors that influence different group of teachers, Texas and Taiwan educators could provide suitable pre-service and in-service curricula and training. The survey, Teachers Beliefs and Practices Survey: 3-5 Year Olds, designed by Burts and her colleagues based on 1997 DAP guidelines was used to collect data. Participants' self-reported data were gathered from March to May of 2007. All the participants in this study were volunteers. A consent form that providing participants' information about their rights and protecting them from harm was sent with the survey. This form was returned with the completed survey. For confidentiality of the research records, the consent form was kept separate from the completed survey. There were different sets of best predictors from the backward regression for different dimensions of developmentally appropriate practices. Beliefs about DAP and DIP were usually more powerful than the demographic and classroom variables in predicting teachers' self-reported practices.

Texas and Taiwan educators should enhancing teachers' skills to implement the DAP activities and decrease the DIP activities was suggested.

Keywords: developmentally appropriate practice, DAP, kindergarten teachers, practices, Taiwan

Best practice in child development assessment in preschools

KRISTINA NUGIN (1) AND ITHEL JONES (2), (1) Tallinn University, Estonia; (2) Florida State University, United States

The aim of the current study is to compare best practice in child development assessment teachers are using in two countries (Estonia, US). Child development assessment. What and how we assess affects what is taught and how it is taught (Seitz and Bartholomew 2008). Assessment is important in education to improve teaching and learning. In 2008 new National Early Childhood Curriculum was published in Estonia. It was said that at least once a year teachers must give feedback to parents about their children's development. It is argued what can be the role on the parent and child him/herself in assessment procedure. There are 18-24 children in kindergarten group per one teacher in Estonia, since the assessment is a process, it is time consuming. We want to provide some ideas for teachers about best practices and also some new ideas to use for child development assessment. The study used qualitative research with in-depth method- structured essay. 12 teachers from Estonia and 12 teachers from US. We ensured anonymity of the assessment data. We examine what could be the model to use in assessment in preschools and the role of teacher, parent and child in assessment.

Keywords: assessment, practice, model, assessment tools, child development

Early Childhood Educational policy in Greece: Empowering the intercultural nursery school

NEKTARIA PALAIOLOGOU, University of Western Macedonia, Greece, IOANNA PALAIOLOGOU, University of Hull, United Kingdom

This study focuses on Greek teachers' views concerning the functioning of modern nursery school in an intercultural approach. The main author has conducted studies in the field of Intercultural Education exploring pupils' school difficulties, the school textbooks and curricula in an intercultural dimension, also in the field of teachers' education and training in intercultural issues; these studies, which have been published, highlight the need for changes in the teaching process in multicultural classrooms, also the necessity for empowering teachers with new teaching methods and tools for teaching diverse student populations. The theoretical framework of this study is based on two axes: a) the educational policy that is followed in the domain of Early Childhood Education in Greece, b) the changes that have taken place during the last years in Greek schools because of the migrant pupils' representation. A questionnaire was constructed in order to explore the situation in the school praxis concerning the role of modern nursery school by asking teachers' views and exploring their needs. According to the results of the study, modern nursery school lacks in its infrastructure as far as its provisions addressed to different pupils are concerned. Intercultural Education should be a new dimension of the everyday activities, an integrated topic (cross-curricular approach) which means new curricula, new methods and adequate training of the teaching staff and other professionals in the field of education. In order to meet the needs of the modern nursery school, we need to be aware of its diversity, which is related both to the difference in the students' learning styles as well as to the diversity of the social and cultural groups they belong to. Finally, relevant suggestions in the domain of educational policy that is implemented nowadays in Greece are presented.

Keywords: Early Childhood Education, Intercultural Education, Nursery school, Educational Policy, School Practice

SYMPOSIUM SET II/32

LEADERSHIP

Individual paper

CHAIR: MARION BRENNAN

Irish Preschool Play Association (IPPA), Ireland

Providing a reflective space for leaders/managers

MARION BRENNAN, Irish Preschool Play Association (IPPA), Ireland

This small scale action research study explores the question 'How can a shared reflective space provide a safe and containing (Bion 1961) environment for Early Years practitioners in a leadership/management role' (Mc Niff 2000). Recent developments in Ireland, namely a universal free preschool year, the launch of the early childhood curriculum framework Aistear and the roll out of the national quality framework Síolta have impacted greatly on the level of work and accountability expected from childcare leaders/managers. In addition leaders/managers operate in a day to day environment where complexity and uncertainty is constant– an environment that Schon (1983) describes as the 'swampy lowlands', where problems of greatest human concern lie. This study set out to provide a space on the 'high ground' for practitioners to have a voice and to dialogue (Belenky et al, 1986). Practitioners meet weekly to reflect critically, question assumptions, (Meizrow 1990, Habermas 1971) share practice perspectives, co - construct solutions to problems and build their community of practice (Wenger 2005). Data is collected through interviews and focus group discussions. Anonymity is protected. The findings and implications of the study suggest that the provision of a shared reflective space (Hartley and Kennard 2009) is both supportive and challenging at a personal and professional level. The role of a skilled facilitator is key to managing the balance between support and challenge (Brockbank and McGill 2007, Daloz 1986, Heron 1999). Issues of time and commitment are key considerations. This has implications for leader/manager support services.

Keywords: leadership, shared reflective space, skilled facilitator, personal development, professional development

Mentoring early years practitioners: Listening and staff development

ANN BRADY AND LORNA MCNICOLL, Care and Learning Alliance, United Kingdom

The paper will utilise research data from the evaluation of an innovative continual professional development mentoring project to discuss how staff can be encouraged to lead and develop the work of others through processes of listening and mentoring. The project (funded by the Scottish Government and Scottish Social Services Council) developed national guidance on mentoring, constructed blended learning environments and involved a collaboration between higher education, employers, the private and voluntary sector. This project follows on from earlier research undertaken by the Social Services Service Council. The paper addresses issues within the "Who Listens": Knowledge and Voice in Action conference theme and the "How does ECEC policy and practice respond to new knowledge and voice stream. The paper will examine the practical contexts of theoretical perspectives on mentoring by considering the question what is a mentor and by employing the findings of the project to make recommendations about policies that can promote listening through mentoring. The paper will clarify the ethical considerations that have to be addressed between learning institutions, employers and childhood practice learners. The paper concludes that there is a difference between mentors who have been trained for the role and those who have not and that in depth mentoring programmes require employers/organisations to have systems and procedures that are ethical, well considered and that protect the participants. The conclusions of the research and evaluation of the practical work undertaken within the project will inform recommendations to national and local government and organisations.

Keywords: mentoring, research, policy, practice, continuous personal development

SYMPOSIUM SET III
TUESDAY, 7TH SEPTEMBER 2010
09:15 -10:45

SYMPOSIUM SET III/1

LANGUAGE DEVELOPMENT

Individual paper

CHAIR: IRAM SIRAJ BLATCHFORD
Institute of Education, University of London, United Kingdom

Fostering emergent literacy: Home and pre-school influences on development

IRAM SIRAJ BLATCHFORD (1) AND KATHY SYLVA (2), (1) Institute of Education, University of London, United Kingdom; (2) Oxford University, United Kingdom

What is the contribution of the home learning environment to children's language and literacy development? Does the quality of pre-school have a significant impact on children's progress? This research adopts a complex multilevel, interactive view of developmental change in keeping with Bronfenbrenner's ecological theory (1979) on nested social influences. The Effective Pre-school and Primary Education Project investigated the enduring effects of family and pre-school on children's literacy development from 3-11, with a key focus on the home learning environment and quality of pre-school. EPPE is a longitudinal study of developmental trajectories of 3000 English children drawn from 141 pre-schools. Its sample is nationally representative comparing 'pre-school' with 'home' children. They were tested at pre-school entry/exit on Verbal Comprehension, Naming Vocabulary and de-coding skills. Quality of pre-school was assessed on ECERS-R and ECERS-E scales. Parents signed consent and children gave verbal assent to participate. Accounting for children's prior verbal and non-verbal attainment at 3, children in higher quality pre-schools made more developmental progress by 5 at code-related skills compared to children in lower quality pre-schools. However, pre-school quality was not related to the development of oral language, which was more influenced by children's learning at home. Although pre-school children scored higher in vocabulary than the 'home' children, pre-schools did not differ in their effectiveness. This study shows the benefits of high quality early-childhood education, especially in de-coding skills. Oral skills are more difficult to foster and may require collaborative partnership with families.

Keywords: de-coding, oral language, longitudinal, quality, pre-school

The impact of teachers on young children's speaking abilities

MACHTELD VERHELST, INGE VERBEECK, SVEN DE MAEYER, RITA RYMENANS AND GRIET RAMAUT, University of Leuven, Belgium

Language is often a stumbling block for school success of children with a home language different from the school language. Research has shown the importance of good education, emphasizing the teacher's role. The central question is: What are the effects of teacher behaviour, beliefs about good education, self-efficacy beliefs and motivation, on speaking skills of 5 year olds whose mother tongue differs from the school language? This study links to a research tradition on the relation between language acquisition and powerful learning environments, and school effectiveness research. Speaking skills are seldom the focus of research. A primary source was research on effective conditions for language instruction, emphasizing motivating language education based on challenging, real-life tasks in a safe, open class climate where children are not afraid to speak or commit errors, receiving positive feedback. Second, our framework was based on school effectiveness research. We gathered data on 54 teachers using surveys. The speaking proficiency of 407 children was measured at the start and end of the last kindergarten year using a productive test in which children had to describe pictures. Video recordings of the children are never used in public. The participants' identity is not revealed. Schools were informed about the results, in order to communicate these to the parents of the participating children. From the analyses we can distinguish teacher-effects on speaking. Teachers focusing hard on correct language use make children less confident to speak. The analyses show relevant findings for didactics and policy-makers.

That teachers have a high impact on confidence to speak, supports the claim for creating a positive and safe learning environment.

Keywords: language acquisition, speaking proficiency, teacher's beliefs, learning environment, school language

Play and narratives as contexts for children's construction of meaning and identity

ANNE MCGOUGH, St. Patrick's College, Ireland

Can the facilitative aspects of adult speech to young children support their development of sophisticated vocabulary and complex sentence structures in the use of decontextualised language for discourse? The study is rooted in existing evidence from the fields of language acquisition theory, psycholinguistic and sociolinguistic research, on the effectiveness of particular adult talk strategies for early language development. This study builds on that research by extending it to explore the effectiveness of a repertoire of talk strategies as a basis for language pedagogy in inclusive early years settings. The research is based in a social-interactionist theory of language acquisition and draws also from theoretical and empirical work in language intervention. The conceptual framework includes a rationale for an inclusive language pedagogy. This is a qualitative, interactive enquiry located in the ethnographic tradition in which I act as both researcher and teacher. Data were collected over the course of one school year through weekly visits to an inclusive early years setting in a mainstream school. Children were aged 3-5 years. Entry into the setting; building relationships of trust with the children, professionals and parents; ensuring the children's wellbeing. A repertoire of adult talk strategies can support the development of a range of language skills in children who are developing at varying points along a continuum including children with serious levels of language delay. Implications for policy and practice in early years curriculum and pedagogy.

Keywords: language, discourse, early years, pedagogy, delay

SYMPOSIUM SET III/2

LEARNING, PLAYING AND INTERACTING

Self-organised symposium

CHAIR: KIM PORTER

National Strategies, United Kingdom

All four National Strategies symposia are based on national programmes - Every Child a Talker, Buddying or recently produced materials for early years practitioners - Learning, Playing and Interacting and Starting with the Child. They all include an overview which is illustrated with case studies from local authorities and includes action research with schools and early years settings. Strong themes are the voices of children, parents and practitioners and a focus on improving the quality of provision.

Keywords: learning, play, pedagogy, children's voices, multilingualism

Learning, playing and interacting - National overview

NANCY STEWART, National Strategies, United Kingdom

Learning, Playing and Interacting is a publication from the English government, aiming to support development of pedagogy in a diverse early childhood workforce through current information on how children learn, the relationship of play to learning, and exemplification of effective adult interaction across the age range birth to 5. The material draws on play research, and studies such as The Effective Provision of Pre-School Education (Sylva, K., et al - 2004), SPEEL: Study of Pedagogical Effectiveness in Early Learning. Research Report 365, DfES, London (Moyle, et al -2002), and Crisis in the Kindergarten: Why Children Need to Play in School (Miller, E. and Almon, J -2009). The publication has been disseminated through local authorities, who are using the material in a variety of contexts, including supporting action research in developing pedagogy in early years settings. Consultancy and coaching, encouraging reflective practice, and action planning to improve pedagogy and practice are described in a linked government publication. The behaviour of all those involved is governed by the requirements of the Early Years Foundation Stage (EYFS) and national safeguarding regulations. All publications are subject to DfE permissions and copyright requirements. Early years pedagogy is highly complex. Although the span of early years practice is wide, there are common principles which can be highlighted to guide good practice.

There is a need for continued professional development in the ways in which babies and children learn, and the role of the adult in providing skilful support and observational assessment to inform responses across a range of contexts.

Keywords: national policy, play, pedagogy, children and parents voices, parent voice

Listening to young children's interests

DI CHILVERS (1) AND JENNY STAINSBY (2), (1) National Strategies , United Kingdom; (2) Calderdale LA, United Kingdom

This study reports a collaborative research project - National Strategies and Calderdale LA. The project brings together early years practitioners as a community of learners undertaking action research to support boys' progress and creativity through listening to their interests. The catalyst for the research is the National Strategies document 'Learning, Playing and Interacting' and the LAs focus on creativity/creative thinking and boys progress. The research is grounded in several theoretical frameworks including the EYFS (DCSF), the theories of Dewey (1916), Vygotsky (1962), Malaguzzi (1998) and Siraj Blatchford (2002, 2008, 2009). The project uses a practitioner action research methodology which is grounded in opportunities to come together as a learning community. This work is embedded in the Early Years Foundation Stage (EYFS). The behaviour of all those involved is governed by the requirements of the EYFS and national safeguarding regulations. All publications are subject to DfE permissions and copyright requirements. How can following young children's interests support high quality pedagogy in the Foundation Stage? What are the children's perspectives as they construct their own opportunities for thinking and learning? What impact has the project had on participants' thinking and learning? The EYFS and 'Learning, Playing and interacting' support child initiated playing and learning as good pedagogical practice. However, theory into practice requires a leap of faith and is much stronger if it is a shared experience with other practitioners. The process of this action research as a community of learners will enable and empower thinking and support the development of good practice.

Keywords: community of learners, children's perspectives, child initiated play

Voices of bilingual children in the Early Years Foundation Stage: The impact of assessing young children in mother tongue on practitioner attitudes, understanding and practice

ANNE DENHAM, FRAN PAFFARD (1) AND AMANDA BAXTER, KAREN WISHART AND REBECCA CRUTCHLEY (2), (1) National Strategies, United Kingdom; (2) Waltham Forest LA, United Kingdom

This research aims to investigate methods of assessment that are effective in increasing practitioners knowledge and improving practice for children in the Early Years Foundation Stage as developing bilinguals. This research builds on research presented at ECCERA in 2009 on the learning journeys of practitioners participating in ECAT, as they began to assess children in their mother tongue. The theoretical basis for this research is grounded in the work of Siraj-Blatchford, I and Clarke, P, 2000 in respect of language and culture and the development of bilingualism, and Ferre Laevers (1993,1994) Carr, M., 2001, Dweck, C (2007) on assessment, Learning Stories, dispositions and work on children's well being and involvement. The small scale action research project includes evidence from practitioners, parents and children in addition to reviewing relevant literature. Confidentiality is ensured throughout the research with permission sought from practitioners, children and parents to participate in the research. Narrative assessments in the form of Bilingual Learning Stories and the use of the Leuven Scales of well-being and involvement support practitioners to show greater openness and confidence in understanding and supporting the development of children with English as an additional language and in discussing their learning with their parents. Assessing children in mother tongue is likely to have a significant impact on children's self esteem as well as raising practitioner expectations, improving the accuracy of assessment and developing practitioners' perceptions of EAL children and families.

Keywords: bi-lingual assessment, learning stories, well being and involvement

SYMPOSIUM SET III/3

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN

Individual paper

CHAIR: JOÃO FORMOSINHO
University of Minho, Portugal

What's love got to do with it?
MÁIRE CORBETT, NCNA, Ireland

The study aimed to examine how I as an advisor encourage and support practitioners' professional awareness of children's emotional development and the importance of this to healthy development. This study grew from a previous piece of action research carried out by myself which identified that in many cases practitioners do not understand theories such as "Attachment" and "Containment". The study is influenced by theories such as Bowlby's "Attachment" theory, Bion's "containment" theory and was carried out using the "Interaction Analysis" discourse of Jordan and Henderson (1995) as a guide. Also influenced by the work of Tobin et al (1989) and Laevers (2005). It utilised an action research paradigm, Practitioners were videoed in their settings followed by discussion among the staff group and also the staff group from another setting. All staff and parents were asked for written consent prior to being videoed or observed. Also children's consent was sought through their non verbal cues. Participants and locations are not identified in the study. In many cases practitioners are not sufficiently supported and encouraged to understand and support children's emotional needs and development. In turn children's physical care and "academic" learning may be prioritised over their emotional learning, missing the point that well being is a key indicator of quality (Laevers). Children's well-being needs to be supported and planned for to enable them to develop in a holistic manner. Practitioners themselves need to be supported so they can provide for this work which is challenging emotionally.

Keywords: emotional, containment, well-being, love, professional development

Alternative ways of listening: A consideration of whether baby signing could be an approach that could enhance relationships between key persons and infants in day nursery
AMANDA NORMAN, Roehampton University, United Kingdom

Baby signing, an approach that could enhance relationships between key persons and infants in day nursery. Key persons perspectives using baby signing as part of their practice. Studies of baby signing have been conducted by Acredolo and Goodwyn (1996) and Garcia (2005). Additional influential studies were conducted by Trevarthen, Brazelton and more recently Elfer (2006) who extensively explored the key person's role and attachments. The study was concerned with 'who listens' to pre-verbal infants in day nursery. It considered whether the approach enables babies to be active participants in the relationship between their key person. The study primarily focused on attachment theory. The research used a case study approach and the data collated included interviews, observations and documentation. The analysis of the data was informed by the principles of grounded theory and discourse analysis. The study allowed Southampton University's guidelines for EdD programmes, following the department of education ethical code in maintaining confidentiality. The main discussions included the key persons understanding of how relationships were established and developed within a nursery context. Baby signing was considered one approach that could enhance the relationship and the issues surrounding this were explored. The study explored the complexities of the key persons role working in day nursery and the approaches / training that could potentially be implemented. Alternative ways of listening to infants as part of practice and policy in the study of the baby signing approach.

Keywords: baby signing, key persons, day nursery, relationship, attachment

SYMPOSIUM SET III/4

EARLY LITERACY AND TRANSITION TO SCHOOL

Self-organised symposium

CHAIR: STIG BROSTRÖM
Aarhus University, Denmark

During the last two decades there have been increasing interests in educational transitions because the level of success during transition to school, both socially and academically, can be a critical factor in determining children's future progress and development (Fabian, 2007; Dockett & Perry, 2007; Dunlop & Fabian, 2002; Einarsdottir, 2007; Kagan and Neuman, 1998; Margetts, 2002). Thus the European research project Early Years Transition Programme (EASE) aims to create a strong and equal partnership between preschool and primary school in order to improve educational continuity and facilitate the transition process of children (5-7) and their families. This has been achieved by enabling preschool teachers and primary school teachers to develop a unified approach that can be adopted at both educational levels. The researchers have created an early literacy programme holding a progression in educational content from preschool to school documented by use of learning stories (Carr, 2001).

Keywords: early literacy, transitions, learning stories, children's narratives, children's voices

Sharing paths

JÓHANNA EINARSDÓTTIR, University of Iceland, Iceland

The aim of this project is to create a partnership between preschool and primary school and to promote educational continuity in early childhood education. A collaborative action research (Wagner, 1997) was conducted by researchers at the university of Iceland and teachers in three preschools and three primary schools in Reykjavík. The purpose of action research in schools is to develop and improve practice. New methods that are developed and records are made of the actions that are taken, and data is gathered and analyzed throughout the study period (Koshy, 2008; McNiff, Lomax, & Whitehead, 2003). Informed consent was gained from parents and teachers and the researchers were given permission to present the results. The children also gave their consent for individual activities. In this project the preschool and primary school teachers were enabled to work together in order to develop a unified approach and a common understanding of education that could be adopted within both educational levels. The participants also developed and tried out methods that formed continuity between the school levels. The different activities and ideas will be written up and published in a manual for other teachers to use.

Keywords: action research, transitions, continuity, practitioner research, early literacy

To transfer 'learning stories' into didactics

ELISABETH MELLGREN AND INGRID PRAMLING SAMUELSSON, University of Gotheburg, Sweden

The European research project Early Years Transition Programme (EASE) aims to create a strong and equal partnership between preschool and primary school in order to improve educational continuity and facilitate the transition process of children (5-7) and their families. Our presentation will focus particularly on transferring learning stories (Carr, 2001) into literacy didactical learning stories. This has been achieved by enabling preschool- and preschool-class teachers to develop a unified approach that can be adopted at both educational levels. The researchers have created an early literacy programme that is used, developed and documented in practice by use of learning stories by the teachers. Informed consent was gained from parents and teachers and the researchers were given permission to present the results. The children also gave their consent for individual activities. Since preschool and preschool classes were focussed in Sweden, the gap were already from the beginning lesser than maybe it have been between pre- and primary school. The different activities and ideas will be published in a manual for other teachers to use.

Keywords: in-service training, transitions, literacy, progression, learning story

Embracing early literacy indicators: A socio-cultural story?

ANDERS SKRIVER JENSEN AND OLE HENRIK HANSEN, The Danish School of Education, Aarhus University, Denmark

This paper examines early literacy as a question of how to use indicators to conceptualize a connection between play-oriented activities in preschool and the formal reading and writing activities in primary school. The drafting of the indicators was carried out in an action research inspired way. The practitioners participating in the study was brought in to reflect on and try out various versions. The research was carried out with attention to democratic values as teachers where involved in reflections on the research aims and methods. Voluntary informed consent was obtained from the participating practitioners and the families of the participating children. The paper argues that early literacy indicators can be problematic. Indicators can narrow down the pedagogical practices, as practitioners (and parents) might overly focus on the indicators being 'fulfilled', moving down the path of 'mechanistic pedagogy'. At the same time the teachers expressed a need to somehow be able to identify early literacy if it was not the common sense reading and writing.

Keywords: indicators, early literacy, social cultural, learning story, continuity

SYMPOSIUM SET III/5

CULTURE AND CURRICULUM

Individual paper

CHAIR: SUSAN YOUNG

University of Exeter, United Kingdom

Structural innovation in 30 schools through arts and culture

TOM OLLIEUZ, EEF THOEN AND VLADIMIR IVANEANU, Arteveldehogeschool, Belgium

How to avoid harmful cultural education? In the S.M.A.C.K. project ('Our School Is Attentive to Culture and Arts'), the teams of 30 (pre-)schools took active participation in constructing knowledge on cultural education. How to implement this in sustainable actions? Kunst- en cultuureducatie in Vlaanderen, kwaliteit en consistentie (Bamford 2007). Gedeeld/Verbeeld, eindrapport van de Commissie Onderwijs Cultuur (2008). Culture is a good starting point to answer the question of how to deal with society's complexity in education. Art allows us to ritualize and stylize aspects of our life making complexities understandable and easier to deal with (Bamford 2006). Starting from clear criteria, every school developed their own good practice of cultural education. This was evaluated by means of a dialogue between trainer and the participating schools. This critical approach, together with practical experiences, formed the basis for a vision on cultural education. The school-specific vision was a tool to identify other good practices and develop a learning pathway for cultural education. Information on internal school-specific issues was exchanged within a safe context. Therefore a secure digital environment was created. Arts and cultural education can initiate generally innovative processes in schools. How come? Linking the learning process to creativity and a cultural context can stimulate integrative, domain-general learning. Artistic media can accelerate this learning process. Knowledge along a continuum of professional growth was constructed by inductive learning. The cultural networks of the schools were supported. Critical assessments on contents and practical structures were implemented in the schools' policies.

Keywords: culture, arts education, knowledge construction, active participation, integrative learning

Creative childhood environment, a quality development programme through cooperation between culture (music and art) schools and preschools.

MORTEN SAETHER, Queen Mauds College, Norway

How to educate music and art teachers for working in preschools? As a coordinator for a culture development program for culture schools (Norwegian art and music schools) it is interesting for me to present reports and experiences from the first of three years project. In my project it is 8 preschools and 5 culture schools involved. The objective is to develop the culture school of the community into a resource centre for cultural development in preschool. Cooperation and common projects between the two different professions is the method for building the competence. The theoretical framework is based on Rollo May's theory : The Courage to Create and Bjoerkvold's theory: The muse within. The method of the ongoing project will be based on a qualitative research. It will prepared an interviews for the 12 involved leaders from

both preschools and culture schools. I will present my questions and interview so far and hopefully get some relevant feedback. The participants are true volunteers and all data will be treated anonymously. The project will be reported to Norwegian Social Science Data Services (NSD). Main impressions and some preliminary analysis will be given at the conference. The result of the three years project will hopefully give opportunity to build a new model for cooperation between culture schools and preschools.

Keywords: culture schools, music - art, cooperation, preschool teacher, culture project

Challenges to early years literacy approaches in two sites in Norway and England

PATRICIA BECKLEY, Bishop Grosseteste University College Lincoln, United Kingdom

Question 1: How does a comparative study of approaches to early years literacy improve our understanding of the challenges experienced in their implementation? Question 2: What are the resolutions for practice in the respective countries? This study has developed from research into similar global pressures on differing national contexts. In order to study this a micro focus was decided upon, based on early years literacy approaches. The empirical research considered whether similar global pressures are exerted on different national contexts. It explored the similarities and differences of the challenges posed for those who implement the strategies in the respective countries, particularly following recent national legislation in response in part to global recommendations. The methodology used case studies of the selected settings to undertake interviews, observations and scrutiny of the policies used. The study formed the thesis of a Doctoral award and therefore carefully included ethical considerations. These consisted of gaining parental consent, agreement from the settings involved and scrutiny of the transcriptions of the interviews by participants before the findings were entered into the study. The main discussion focused on the differing instructive and constructive literacy approaches in the contexts and why they had occurred. Further consideration was given to the resolution of those challenges in practice. The many challenges experienced by early years practitioners were identified from the findings and highlighted the complex work undertaken by those implementing early years strategies.

Keywords: comparative, challenges, resolutions, literacy, practitioner

SYMPOSIUM SET III/6

VOICES OF KOREAN EARLY CHILDHOOD EDUCATION AND CARE TOWARD GLOBALISATION

Self-organised symposium

CHAIR: SUN-YOUNG KIM

Myongji University, South Korea

Our group brings up three important issues regarding early childhood education and care of Korea; teacher professional development, child assessment, and parenting practices. Each study examines how three members, teachers, children, and parents, who compose Korean early childhood education and care, cope with a global trend of educational professionalism and neo-liberalism. The first paper investigates Korean teachers' perception on teacher efficacy and it's relation to professionalism in educare setting. The second paper evaluates child-assessment practices in Korean educare setting in order to meet the qualification of global standards of early childhood education and care. The third paper explores Korean parents' educational choices for their children to prepare for globalized competition. Three papers shed lights on a particular adjustment process of Korean early childhood education and care to deal with globalization.

Keywords: teacher perspectives, Korean ECE, assessment, curriculum, parent perspectives

Korean early childhood teachers' sense of efficacy toward Educare

SUN-YOUNG KIM, Myongji University, South Korea

The purpose of this study was to investigate the relative effects of self-perceived professionalism, educational background, teaching experience and work place on their teaching efficacy in terms of Educare. Previous research has found that teaching efficacy is a strong indicator of teaching effectiveness. According to the international trends, Educare is a key concept of early childhood care and education. This study was based on the quantitative research design with collecting research data with self-report measures. The Early Childhood Teacher Efficacy Scale (ECTES) that was developed on the basis of the early childhood teacher's role toward Educare and the professionalism questionnaire were administered to 598 teachers working at

child care centers and kindergartens in Korea. The subjects remained anonymous. Any information that was obtained in connection with this study will remain confidential. The regression analysis showed that the explanatory variables for teaching efficacy in order were the self-development regarding the professionalism, the responsibility regarding the professionalism, college major degree, teaching experience, autonomy regarding the professionalism, and college degree. Concerning the dichotomy of early childhood education system and professional training system in Korea, the integrated in-service teacher education program for the professionalism is needed to enhance the teacher efficacy.

Keywords: educate, Teacher efficacy, early childhood teacher, professionalism, Republic of Korea (South)

Practices of child assessment in Korean early childhood education and care settings

KWI-OK NAH, Soonchunhyang University, South Korea

The purpose of this study was to examine the practices of child assessment in early childhood education and care settings in South Korean. For this purpose, the research addressed the overall characteristics, purposes, methods, contents and usage of child assessment in Korean preschool settings. Based on a comparative study of practice between Western and Korean counterparts conducted by me in year 2008, this study was conducted in Korean settings. Informal assessment, observation, is the most appropriate procedure for obtaining information that can be used to inform instruction and to make judgments about preschool children (Morrison). However, it has little value unless it is systematic, ongoing and accurately documented. This study used qualitative methods. Through classroom observation, interviews with teachers and documentation of selected preschools in Seoul and suburb of Seoul, I collected the data. The teachers' participation in this study was completely voluntary and I kept their names and their data confidential. The practice of child assessment was varied according to the types of settings and gave broad information for children's development and learning. The main purpose of their assessment was for providing information for parents. The method the teachers mainly utilized was observation, especially incidental, and both cognitive and affective aspects were assessed. The result of the assessment was not used for the transition to primary school. The study discusses whether the way of assessment was appropriate for children or not, and the result of assessment was used to support children's learning.

Keywords: assessment, preschool, cognitive aspect, affective aspect, South Korea

Korean parents' voice toward the global spread of English

KAYOUN CHUNG, Myongji University, South Korea

The purpose of this study is to investigate the contemporary social phenomenon in which Korean parents, driven by Korean English Fever, bring their young children to the US for English education. This phenomenon, migration for their children's English education, can be explained by the global spread of English (Crystal, 1997; Kachru, 1997; Pennycook, 1994; Philipson, 1992). Some researchers (Woo, 2002; Seth, 2002) try to understand this phenomenon through Korean particular culture. By using the framework of a Figured World (Holland, Skinner, Lachicotte, & Cain, 1998), I investigate what motivates parents to undertake the seemingly extreme practice. I conducted an ethnographic study of Korean short-term resident families with 3- to 8-year-old children who live in a Midwestern university town in the U.S. The participation of the families was completely voluntary and all data from the families kept confidential to protect their privacy. Through in-depth interviews with parents and observations of their daily lives, I began to understand their belief systems regarding their children's English education and how they enacted these belief systems in daily life. For the parents, English education in the U.S. is not just for language learning, but for preparing their children for a globalized and cosmopolitan future. The parents continuously validated, altered, and reevaluated their practices in this figured world. This study illustrates how individual effort to cope with global trend of English became a social phenomenon.

Keywords: global spread of English, early childhood education, language ideology, language education, figured worlds

SYMPOSIUM SET III/7

LISTENING TO DEVELOPING PROFESSIONALS: PATHWAYS IN TRAINING EARLY YEARS PROFESSIONALS IN ENGLAND

Self-organised symposium

CHAIR: DENISE HEVEY

University of Northampton, United Kingdom

Next Steps for Early Learning and Childcare (DCSF, HMT, DWP and Cabinet Office, 2008) confirmed the UK Government's target of graduate leadership of all early years' settings by 2015 to be achieved in England in the private, voluntary and independent (PVI) sector through a multi-disciplinary professional qualification - Early Years Professional Status (EYPS). EYPs act as 'change agents' through leading the implementation of the Early Years Foundation Stage (EYFS) curriculum across the 0-5 age range and supporting other practitioners in continuous improvement of practice. This symposium explores a number of different pathways in the training of professionals who work with children and considers both the voice of the developing professionals themselves and the extent to which they are being supported to listen to and respect the voice of others, including children.

Keywords: professionalism, professional development, mentoring, early years professionalism, workforce

Undergraduate to early years professional: The place of mentoring

EUNICE LUMSDEN, University of Northampton, United Kingdom

The latest development in training for Early Years Professional Status has been an innovative undergraduate route providing an integrated Early Childhood Studies Degree into Early Years Professional Status pathway. Undergraduate students wishing to become EYPs within 6 to 9 months of graduation have little opportunity in placements to develop or demonstrate the ability to lead and support others. The aim of this research was to investigate the potential of a peer mentoring scheme to provide such opportunities. This research builds on earlier work by the same author reporting on the uses of peer mentoring in undergraduate programmes and her wider research as part of a Ph.D. thesis on the development of professional identity amongst Early Years Professionals. It draws upon the conceptual framework put forward by Terrior and Leonard (2007) concerning the taxonomy for student peer mentoring. This paper reports on an evaluative mixed methods research project into the multi dimensional mentoring process underpinning the new Early Childhood Studies Degree to EYPS pathway at one English university. Underpinned by the British Education Research Association guidelines. (Voluntary informed consent assured; confidentiality respected; no attribution of individual quotes etc). Findings suggest that strong foundations have been developed amongst undergraduate students from which to further develop the skills required to effectively lead and support others in practice. A mentoring framework has been developed that has the potential to be transferred to other professional courses.

Keywords: early years professional, mentor, mentee, early childhood studies, professional development

Who is the child? EYP and QTS students perceptions of their professional relationship with young children

ANNA COX AND KATE SMITH, University of Northampton, United Kingdom

This paper will compare and contrast the views of students in training to become Early Years Professionals (EYP) and Early Years Teachers (QTS) about the view of the child that underpins their respective practice. The two authors teach parallel cohorts on the above award. An initial comparative study of the views of trainee EYPs and trainee teachers was presented at the EECERA conference 2009. Mac Naughton's (2003) framework of conforming, reforming or transforming models of the learner will be used as the conceptual framework. The research methodology is located within an interpretivist paradigm (McNaughton, G. et al., 2005) in which the voice of participants has primacy. Two cohorts of EYP and of QTS EY students were asked to create illustrations of their individual interpretation of their future roles. Anonymized examples of this visual data are presented along with additional, verbal data from a self selected focus group. Transcripts were analysed to reveal the level and approach to children's participation and involvement. Participation was voluntary and BERA guidelines were observed, including permission to share outcomes with others. The students awareness of the challenge of working in ways that facilitate children's emerging participation are discussed and ways that the two groups propose to put child participation into action are compared. The findings have implications for the training of both types of professional and raise questions about the

importance of early exposure to alternative professional approaches in order to underpin future multi-agency working.

Keywords: early years professional, teacher, interpretivist, participation, multi-agency

Does one size fit all?: The voice of early years“practitioners on the EYPS Long Pathway

GILL HANDLEY, University of Northampton, United Kingdom

Students who undertake the EYPS Long Pathway fall into two main groups:- those with a two year Foundation Degree in Early Years who need to top up to a BA Degree; others with BA in a non relevant subject whose priority is to develop relevant underpinning knowledge in Early Years. The aim of this research was to evaluate the effectiveness of a single pathway for these distinct types of students. This research forms part of an ongoing programme of R&D, pilot work and evaluation in relation to the training and support of Early Years Professionals at the University of Northampton. The work of Biggs (2007) in relation to 'mixed ability' teaching, and Aubrey (2009) in relation to models of mentoring, provide the main conceptual frameworks. Initial evaluation was based on routine data collection for quality assurance purposes comprising student evaluations of teaching, assessment, resources and of their experience of mentoring support. Semi-structured interviews were then carried out with samples of students and mentors to explore issues arising from the initial evaluation in-depth and to allow the voice of developing professionals to be heard. The research was carried out under BERA guidelines:- participation was based on voluntary informed consent, responses were confidential and individual quotations were anonymized. A single pathway results in 'mixed ability' teaching that necessitates within-group differentiation and greater personalisation of learning. Adjustments to the current programme were suggested (such as extension exercises) and contributions made to CWDC 's national review of pathways to EYPS).

Keywords: early years professional, long pathway, student, mentor, mixed ability

SYMPOSIUM SET III/8

OUTDOOR PLAY AND LEARNING – NATURE AND OUTDOOR PRESCHOOLS/KINDERGARTENS

Self-organised symposium

CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College, Norway

This symposium will present research on nature- and outdoor preschools/kindergartens in Norway, Denmark and Scotland. Some of the issues in focus are developmental benefits of attending nature preschools, children's knowledge about nature, and health, risk and early childhood pedagogic practice in nature and outdoor preschools/kindergartens.

Keywords: outdoor play, parental involvement, outdoor learning, risky play, children's autonomy.

Outdoor preschool – Is it good for children?

OLAV BJARNE LYSKLETT, Queen Maud University College, Norway

The focus of this study is on the staff's perception of children's developmental benefits of attending an outdoor preschool. One of the characteristics of outdoor preschools in Norway is that they spend most of the time outdoor all year round at nature areas close to the preschool. Former research (Lysklett, 2005) indicates that the managers emphasize that these areas should provide excitement and challenge the children's motor-skills. Research on outdoor preschools is limited. Still, Grahn, et al. (1997) and Fjørtoft (2000) have shown that play in natural environments have a positive effect on children's motor development. Outdoor preschools are institutions in different countries using nature as a pedagogical playground for small children. During the last two decades outdoor preschools are established throughout Norway and these preschools constitute a substantial part of Norwegian early childcare. Two male and female preschool teachers and two female assistants were interviewed and the statements concerning staff's perception of children's developmental benefits of attending outdoor preschools were analyzed. The study complies with Norwegian research ethics.

The results indicate that the staff has a positive perception of children's developmental benefits of attending an outdoor preschool. In the staff's opinion a more flexible day for children and adults combined with the opportunity for spontaneous learning situations offers children proximity to both adults and nature. Freedom under responsibility and the lack of fences around the preschool make the children aware and independent. The implications of the results will be discussed.

Keywords: outdoor preschool, nature, outdoor learning, children's development, practitioners' perceptions

Discussing the concept of democracy related to outdoor kindergartens. A meeting between nature and cultural discourses

E CATHRINE MELHUUS, University of Agder, Norway

This presentation will discuss how a Norwegian outdoor kindergarten with its special organisation, supports or obstructs democratic actions. The meaning of place and space for children is in focus. Nature as a place with certain qualities is discussed and studies on the relationship of children and nature by among others Mårtensen(2004), Nilsen(2006), Jones (2000), Broch(2004) are used. Space as a phenomenological experience is the starting point. The findings are discussed with Gert Biesta (2007, 2009) on education and democracy. Architect Tschumi's (1994) understanding of how the room comes to existence through the meeting between the individuals transgressions and the boundaries of the room, expand an understanding of the dialectic relationship between places/rooms and democratic practice. A lifeworld phenomenological perspective is used to find opens up for a multitude of methods, where fieldwork and child participatory methods have been used. In addition website presentations of different outdoor kindergartens have been visited to get hold of different discourses that influence these presentations. To respect children's experiences and not overinterpretate in the process of theorization. The discourses of children and nature are part of the contextualization of an outdoor kindergarten. It is the meeting between cultural discourses that frame our expectations to nature, and nature's open qualities it is interesting to discuss outdoor kindergartens in a democratic perspective. The tendency some of the discourses have of idyllising the relationship between children and nature can prevent the adult to challenge and expand children's activities.

Keywords: outdoor kindergarden, democracy, discourse, nature, contextualisation

Nature's kindergarten: An international comparative study

CLARE NUGENT, University of Stirling, United Kingdom

In this paper, preliminary data from case studies of Nature Kindergarten settings in Scotland, Denmark and Finland are reviewed for their relevance to some of these debates. In particular, the data are interrogated for evidence of differences in child-adult-nature relations within this comparative study. Outdoor learning in its many forms continues to garner attention from practitioners and policy makers alike in many countries. Discourses of health, risk, natural childhoods and early childhood pedagogic practice all permeate these debates. These data were generated from the use of Talking and Thinking™ Floorbooks© - a participatory device to record children's ideas used subsequently within interviews with pedagogues in selected centres. This paper will define and illustrate the methodological technique alongside exemplar data. The possibilities for how the data can be interpreted and whether the approach can justifiably be considered child-led are reviewed. One possible analysis is theoretically informed by drawing on social constructivism and phenomenology.

Keywords: early childhood outdoor learning, comparative case study, participatory methodologies

SYMPOSIUM SET III/9

PROFESSIONALISM

Individual paper

CHAIR: JÚLIA FORMOSINHO
Universidade do Minho, Portugal

Context-based teacher education at the service of a pedagogy of diversity JÚLIA FORMOSINHO AND SARA BARROS ARAÚJO, University of Minho, Portugal

The authors intend to identify the main characteristics of Pedagogy-in-Participation, the pedagogical approach of Childhood Association, that are most effective in the promotion of respect for diversity, the characteristics of the context-based teacher education approach that sustain the childhood pedagogical approach and the characteristics of the transformative interventions that were carried out within a cooperative praxiological research approach. This paper analyses the topic of early diversity education, considering intervention and research that is developed by Childhood Association concerning education and care for children from 0 to 3 years old for the past 12 years. This study is grounded in a constructivist and interpretativist framework of research. More specifically, the study was carried out within a cooperative praxiological research approach. A qualitative multicontext case study aiming at researching program development and outcomes was conducted. Informant consent and participation of all actors was considered all through the study. The analysis carried out point to the important role of context-based teacher education processes in the training of early childhood teachers and in the emergence of sensitivity and respect for all forms of difference on the part of adults and children. The authors convoke the ideas of Paulo Freire, and specifically the concept of conscientização, for a deeper understanding of the processes involved in context-based teacher education at the service of a pedagogy of diversity. Relevant implications for teacher training are drawn, as well as for interventions that centrally consider early diversity education.

Keywords: pedagogy-in-participation, diversity, context-based teacher education, pedagogical dimensions

Radical reconstructions? Workforce profiles in changing European ECEC systems PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

Based on a recent review of the early childhood workforce in the 27 EU-countries (Oberhuemer, Schreyer & Neuman, 2010), this paper will raise and address questions related to changing professionalisation systems, practitioner profiles and workforce development in four country clusters: English-speaking, Nordic, Central/Eastern European, French-speaking. Research studies and international policy reviews consistently point to staffing as a key factor in the provision of quality early childhood services. However, beyond an earlier study in the EU15 (Oberhuemer & Ulich, 1997), systematically assembled data on professionalisation systems and workforce requirements across Europe has been limited. Drawing on research within varying theoretical/conceptual frameworks (comparative education, sociology of childhood, cultural psychology) the study views early childhood systems as social constructions situated within specific historical, cultural, economic and geo-political contexts. It is assumed that these 'cultural scripts' (Rosenthal, 2003) also permeate everyday conceptions of the early childhood workforce. Contextually nested data relevant to a system-embedded view of the ECEC workforce were retrieved through semi-structured interviews in 12 countries, focused exchanges with national experts in 15 countries and secondary source analysis. All interview partners were informed by a national co-ordinator in their own language about the aims and procedures of the project before consenting to participate. The changes taking place in rapidly transforming systems of early education/care are seldom radical reconstructions with a clear workforce vision. Current variations suggest the need for further cross-national dialogue and research on the necessary competence requirements for working with young children.

Keywords: early years, workforce, professionalisation systems, practitioner profiles, EU27

Beyond competence: Professional capabilities and practice-based evidence in early childhood MATHIAS URBAN, University of East London, United Kingdom

Placing early childhood high on the political agenda – for various, often contradictory reasons – national and international policies increasingly recognise the inseparable connection between 'high quality services' and the qualification of the members of the early childhood workforce. Throughout the European Union, for instance, there is a consensus on the need for more and higher quality services, increasing integration of

childcare' and early education', and enhanced training' and status' for the workforce. The consensus, however, does not extend to how to achieve the ambitious policy goals, and, in particular, what exactly the qualifications are that are needed to work in the field. National strategies and approaches vary hugely. As possibilities are sought to frame the complexity, many countries are currently aiming at defining competences' of practitioners working with young children, families and communities. This paper argues that a narrow, hierarchical and technocratic understanding of competence', which is inherent to these attempts to standardise professional practice, is by no means appropriate for the complex, relational and uncertain practices that characterise work in early childhood. It is concerned with a close – sometimes hidden, sometimes explicit – link of these definitions of competence to another increasingly influential discourse: that of effectiveness and evidence. Drawing on qualitative data from three international research projects, the paper questions the epistemological hierarchies and power inequalities that are constantly reinforced by this taken for granted connection between scientific evidence and competence

Keywords: professionalism, competence, practice-based evidence, capability

SYMPOSIUM SET III/10

FUNDING FOR INITIATIVES

Individual paper

CHAIR: LINDA MITCHELL
University of Waikato, New Zealand

Refugee families from Africa: Their aspirations for children and views of early childhood education LINDA MITCHELL AND AMONDI OUKO, University of Waikato, New Zealand

The research aims to find out about the experiences and challenges of living in Hamilton for Congolese and Somali refugee families, their expectations and aspirations for their preschool children, and the kinds of early childhood education and experiences that might contribute to family support and the agency of children and families. The academic author has led several policy evaluations and national surveys of ECE provision in New Zealand. One of her policy evaluations examined the pedagogical responsiveness of ECE services to linguistic and cultural diversity. The research is being undertaken by Linda Mitchell, an academic and Amondi Ouko, a Kenyan university student who is an "insider" in the participants' communities. We hold emancipatory aims. Key findings and challenges emerging from the focus groups will be presented to the Congolese and Somali communities so that these communities can discuss whether, and if so how, possible actions might support families' participation in early childhood education and contribute to the agency of families and children. Our choice of methodology allows the research to be related to collective action and enhancing agency of participants. This qualitative study uses interviews with key informants, focus group discussions with Congolese men and women, and then Somali men and women, and community meetings to discuss the findings. Interpreters are being used in the focus group meetings, and information sheets and consent forms have been translated into the participants' languages. The paper will discuss key findings. Implications for ECE provision that is responsive to these families will be discussed.

Keywords: refugee families, ECE provision, cultural and linguistic diversity, aspirations for ECE, ECE policy

Quality costs: paying for early childhood education and care KATE GROUCUTT, Daycare Trust, United Kingdom

The aim of this research is to identify the elements required for high quality provision of Early Childhood Education and Care (ECEC) and to establish and cost a high quality model. The Daycare Trust conducts independent and robust research on behalf of a number of government departments, charities and research councils. Our research aims to further the availability of sustainable, affordable and good quality childcare to all families. Our research proposes what a 'high-quality model' of childcare looks like, distinguishing between structural' and processes' aspects of quality childcare. We then suggest how, via financial modelling, government policy and funding can achieve this. Working with partner organisations, Social Market Foundation and Institute for Fiscal Studies, a financial model was calculated, outlining what is necessary to achieve high-quality childcare. In addition, secondary research involved a literature review and analyzing data sets. Primary research was conducted with key stakeholders. Primary research was conducted in light of the Social Research Ethics recommendations on interviewing research participants. In order to provide high quality ECEC provision, the research shows that there must be more highly qualified, better paid staff.

Improving staff qualifications and wages will increase the hourly cost of high quality ECEC for each child. The research explored the implications of these costs being met by parents or the state. Under the DaycareTrust high quality model, the costs of ECEC in full daycare and sessional settings would be considerably higher than current costs. It also has practical workforce implications.

Keywords: childcare, nursery, quality, workforce

The funding link to knowledge and voice in early childhood

JAYNE MAYER TUCKER, Good Beginnings Australia, Australia

The challenge for funding is an ongoing issue for Nonprofit organisations. It is important to note the difference between 'For Profit and Nonprofit' organisations in this matter. When a For Profit business finds a way to create value for a customer, it has generally found its source of revenue ie the customer pays for value. When a Nonprofit finds a way to create value for a beneficiary (ie integrating prisoners back into society) it has not identified its economic engine – that is a separate step. It is a fair assumption to propose that Nonprofit organisations are involved in two businesses- one related to their program activities (business model) and the other related to raising charitable subsidies (funding model). Following an analysis of the ten funding models as proposed by the Stanford Social Innovation review this paper explores by example how a Nonprofit organisation has approached this challenge. A policy analysis methodology was applied to enable a set of systematic procedures to be utilised to review the 'wicked' policy issues as referred to as beauty pageant; chaotic fundraising scramble; "non-commercial" model; testing the theory that children and their families are not commodities. Through using the policy analysis methodology there has been no requirement for separate ethics approval. Professional code of conduct has been adhered to when testing the theory with a key focus /consideration for the tendering process itself. It concludes with some clear recommendations for both those receiving and distributing funding to support the knowledge and voice in early childhood policy.

Keywords: funding, not - for - profit, business models, chaotic fundraising scramble, ten funding models

SYMPOSIUM SET III/11

WORKING WITH FAMILIES

Individual paper

CHAIR: JUNE O'SULLIVAN

London Early Years Foundation, United Kingdom

Connecting generations: The voice of the child in the community

JUNE O'SULLIVAN AND JULIE WEISS, London Early Years Foundation, United Kingdom

This paper argues that intergenerational working in nurseries and children centres is beneficial for children, families and their local communities. It suggests that intergenerational working generates positive social capital which has a beneficial impact on everyone in the community especially children. The paper draws on the theme of culture, community and society through the contested concept of social capital, the importance of trust (Morrow 02, Putnam 2003, Seldon 2009, Bridge et al 09) and the notion of connecting generations through exchange and support (Ulhenburg & Riley 2000). The theme of culture, community and society is through the concept of social capital, the importance of trust (Putnam 2003, Seldon 2009). The project is framed within a qualitative paradigm and shaped within an action research perspective. (Stringer 99/ Carr and Kemmis 86). Practitioners' views of intergenerational working are collected through semi structured interviews and questionnaires from 20 staff at the London Early Years Foundation nurseries and Children's Centres. The child's perspective is sought through observations and video recording of them engaged in intergenerational activities at nursery. (Pramling Samuelsson 2001) Since Piaget (1976) introduced the notion of children's perspectives in research pedagogical practice continues to heed children's views of different aspects of the world but there remains the dilemma of adult interpretation of their perspectives. (Pramling Samuelsson, Sheridan 2003).

The paper examines the conceptual and practical basis for applying intergenerational working with a view to increasing engagement opportunities, developing social capital to help make communities more connected, reducing society's decline and doing so in a way that puts the child's voice at its heart. Findings from this research will further inform the debate about the importance of intergenerational working within nurseries and Children's Centres especially for children.

Keywords: intergeneration, community, trust, social capital

Family-based and community-oriented best practices of rehabilitation and reintegration of the street children of Nairobi. A qualitative study

STEFANIA MEDA, Catholic University of Milan, Italy

The study is a qualitative in-depth research, aiming at pointing out and analyzing, in the light of social capital, relational best practices of family-based and community-oriented intervention for the rehabilitation and the reintegration of street children in Nairobi, Kenya. Previous studies highlighting the causes of the phenomenon (Kilbride-Kilbride 1990; Matchinda 1999; Kilbride et al. 2000; Kopoka 2002; Ruvero-Bourdillon 2003; Van Acker et al. 1999), discussing the importance of the family and community dimensions (Feeney 2005), and a major survey (KARDS 2006) on the projects for the street children in Nairobi constitute the basis for the research. The theoretical framework is that of the relational sociology (Donati 1990), which allows an understanding of the street children phenomenon as a family and community-related issue. The approach hereby employed is that of the so-called best practices and relational social capital. Three case studies were conducted, collecting data made available by the investigated NGOs and carrying out face-to-face interviews with professionals. The research takes into consideration the accounts of professional adults and analyses data made available by the organisations themselves, avoiding contacts with sensitive subjects. The investigated cases represent good practices as they are innovative; sustainable; reproducible; focused on the relational dynamics of the care; the family as a unit within the local community; sustaining the family in responding to the needs of its members; generating solidarity; adopting strategies of social governance. The issue can only be tackled by a family- and community-oriented approach.

Keywords: street children, best practice, social capital, evaluation, family

Revisiting research, policy and practice in home, school, community relations after No Child Left Behind

JANICE KROEGER, Kent State University, Unites States

Using the search terms; diversity, home-school relations, and parent involvement, I collected a sample of research literature from the period 2006 to the present day from peer reviewed national academic journals. I then interpreted how concepts from research have made their way into policy and practice, shaping the ways we think about the field with both limits and possibilities for autonomous thinking of teachers, families, and schools. How have researcher's conceptualized diversity in home and school relationships? How have concepts shaped research? And also, what are the implications of the uses of concepts in the larger literature, policy, and teacher practice? How have concepts in the literature review changed since the inception of NCLB? This research follows an earlier similar literature review and analysis from the 1990s to the early 2000s at the advent of the U.S. Law - No Child Left Behind. The conceptual framework takes a critical analysis of research and the relationship between research paradigms and policy enactments. First, the researcher catalogued the dates, names, titles, categories of articles. Second, she recorded the sampling and informant characteristics, research traditions, or design features of each study. Third, the purpose for each research article was recorded and the underlying theories of the research were examined. Fourth, the researcher extrapolated the recommended outcomes parents, families and practitioners. Lastly, the researcher determined explicit and implicit concepts shaping broader implication for educational practice. Ethical implications are raised as mainstream discourses are revealed throughout the study. Findings of this review reveal the ways that research traditions position notions of parent involvement/home school relations—thus leading to theoretical camps of practice—only a few of which are accounted for in governmental discourses. More significantly, by tracing what theoretical camps of practice and parental voices heard among the “heteroglot” of literature the researcher makes an argument that major policy about home-school-community partnerships in the U.S. has narrowed.

Keywords: parent involvement, research paradigms, critical theory, family policies in ECED, No Child Left Behind

SYMPOSIUM SET III/12

WORKING WITH PARENTS

Self-organised symposium

CHAIR: SUE ROBB

National Strategies, United Kingdom

All four National Strategies symposia are based on national programmes (Every Child a Talker, Communities of Learning) or recently produced materials for early years practitioners – (Learning, Playing and Interacting and Starting with the Child). They all include an overview which is illustrated with case studies from local authorities and includes action research with schools and early years settings. Strong themes are the voices of children, parents and practitioners and a focus on improving the quality of provision.

Keywords: parent participation, communities of practice, communication, participatory practice, parents' voices

Communities of learning

LINDA DEVEY (1), LINDA SHAW (2) AND LINDA MATTHEWS (3), (1) National Strategies, United Kingdom; (2) Staffordshire LA, United Kingdom; (3) Birmingham LA, United Kingdom

The government funded Communities of Learning (commonly known as Buddying) project aimed to drive up quality for children and capacity of the workforce by encouraging the environment and culture for leaders to collaborate with professionals and parents. Communities of Learning builds on National Strategy, Parents as Partners in Early Learning (PPEL) and the importance of effective leadership (ELEYS) (Siraj-Blatchford et al 2006). The research context is national policy and the research is funded by policy makers. Within this national and research framework outcomes are identified using qualitative and quantitative evidence. 30 local authorities (LA) were funded for two years and able to determine their own ideas and methodologies in order to meet local circumstances but within five identified areas, one being engagement with parents. Some activities are based on existing models; others test a range of models and approaches. All are part of the Early Years Foundation Stage (EYFS). The behaviour of all those involved is governed by the requirements of the EYFS and national safeguarding regulations. All publications are subject to DCSF permissions and copyright requirements. Birmingham and Staffordshire are two of the LAs which have demonstrated better parental engagement and confidence in supporting children's learning, effectively embedding the principles of parents as partners and improved links between sectors and engagement in professional discussion. The work demonstrates transferable practice and sustainability for the future.

Keywords: communities of learning, practitioners, parents, quality, transferable practice

Stoke speaks out - The parents influence on project development

ROSANNE PUGH (1) AND JANET COOPER (2), (1) National Strategies, United Kingdom; (2) Stoke LA, United Kingdom

ECAT, Every Child a Talker, is a government funded programme that aims to improve children's early language development by researching and responding to the views of parents as well as by improving the skills of practitioners. Presenters have contributed to the Bercow Review, ICAN Cost to the Nation of Poor Communication Report, and Nursery World publications on working with parents. This research uses both quantitative and qualitative approaches to data gathering. Parents are empowered to understand and apply data as well as to improve their skills in supporting their children's language. In Stoke-on-Trent 19 out of 20 wards are areas of deprivation. Concern about children's impoverished language skills and attachment has influenced research around parental support and triggered a focused multi-agency approach. In collating a snap shot of evidence of Speech, Language and Communication needs through standardised assessment, parents would not be likely to be prejudiced to prohibit or trigger intervention. Preconception would not influence outcomes. Agendas addressing change around the parent voice need to take full account of the data where professionals don't assume parental knowledge and confidence, you don't know, what you don't know. Key issues are parents influence upon the development of the workforce. Parent stories, how they found support and what they wished they had known, what they found most helpful and implications for the multi-agency view.

Keywords: language development, parents' stories, multi-agency approach

„From me to you“: One local authority’s journey on developing a citywide communication strategy for childminders

JONATHAN DOHERTY (1) AND JULIE BROWNING (2), (1) National Strategies, United Kingdom; (2) Manchester Local Authority, United Kingdom

The research aims:

1. To gain deeper understanding of young children’s needs; 2. To explore communities of learning arrangements to meet these needs in the context of transitions for children; 3. To trial and evaluate new ways of sharing information to develop a communication strategy for childminders. This paper draws upon existing research in childcare, early learning and transitions. In recent years we have witnessed significant policy developments in childcare and early years. Statutory implementation of The Early Years Foundation Stage, alongside legislation aimed at providing affordable, accessible, high quality childcare locally, have acknowledged the role that childminders play and recognised that their voice is an important one. The Communities of learning programme enables local authorities to identify models and new professional approaches that can be shared. ‘From me to you’ reports how one LA has responded to this. This project explored communication strategies across a child’s day to facilitate the voice of the childminders being heard. Innovative data collection methods included: ‘From me to you’ diaries, Communication boards, Children’s cameras, Parent/carer evaluations. In addressing ethics we ensured confidentiality and anonymity of child data; adherence to professional practice. We found deepened practitioner understanding of children’s development; Better communication between Childminders and parents/carers; Children’s speech and language improvements. Adoption of a communication strategy across a child’s day for childminders. Adoption of a communication strategy across a child’s day for childminders.

Keywords: childminders, buddying, communication, transitions

SYMPOSIUM SET III/13

DEVELOPING STUDENTS’ PROFESSIONALISM

Individual paper

CHAIR: MARY WHALLEY

Leeds Metropolitan University, United Kingdom

Practitioners’ voices regarding pre-school and professional dialogues with student teachers

MARIE-LOUISE HJORT, Kristianstad University College, Sweden

The research aim of this paper is to analyze how practitioners who also are supervisors talk about their profession in relation to supervision of student teachers. This paper presents one part of a larger ongoing project at Kristianstad University College, Sweden on professional dialogues between supervisors and student teachers in Early Childhood Teacher Education. The theoretical and methodological framework is participatory study, integrative pedagogy and discourse theory. The project has been conducted in three steps where this paper is based on analyse of the third step. The first step was authentic professional dialogues between supervisors and student teachers during work placement that were audio taped. In the second step stimulated recall was used and supervisors were asked to reflect on the taped dialogue in order to create new aspects of knowledge. In the third step themes derived from the taped dialogue and the analyzed material/results were presented and discussed in focus groups of supervisors/practitioners with 5-7 in each group. The discussions were audio taped. Ethical requirements have been considered such as voluntary participation at all stages of the project. The practitioners’ group discussions were analyzed through discourse theory. The preliminary results show how some discourses are confirmed and get legitimacy while others are questioned, reconsidered and new knowledge is constructed. One discourse that is legitimized and emphasized towards pre-school student teachers is the importance of considering that learning take place in everyday life situations. To improve supervision in preschool teacher education

Keywords: early childhood teacher education, participatory study, professional dialogue, supervision, discourse theory

Listening to practitioners: Perceptions of ECEC as a profession and career

GEOFF TAGGART, University of Reading, United Kingdom

How do early years practitioners conceptualise the notions of profession, professionalism and career? Do foundation degree undergraduates see the achievement of Early Years Professional (EYP) status as a career ambition and what impact has achieving the status had? The paper extends the 'ground-up' model of professionalism theorised by Dalli (2008), the work of Osgood (e.g. 2006) and the insights of Moyles (2001). The research team comprised an educational researcher and a post-doctoral researcher in career management, drawing on complementary methodologies which highlight the importance of narrative, firstly in understanding learning (e.g. Goodson, et al, 2010) and also in career counselling (Cochran, 1990, 1997). Twenty-two confidential, individual interviews were carried out with practitioners - 14 EYPs and 8 first year foundation degree students. They were asked to 'tell their story' about their work, their understandings of 'career' and 'profession'. Interviewees were able to withdraw their data at any time and were informed of research outcomes. Interviewees were keen for their work to enjoy the public status of a profession but ascribed their primary suitability for the work to their private experience as mothers. Graduates were unanimous in welcoming EYP status but few interviewees understood their work as a career: where they did, EYP status was not seen as sufficient on its own in terms of meeting their ambitions. The need for a career structure within early years in England. A perceived need for mothering experience is a tacit expectation which may undermine emergent early years professionalism.

Keywords: professionalism, career, practitioner, graduate, EYP

Leadership of practice: Towards a new understanding

MARY WHALLEY, Leeds Metropolitan University, United Kingdom

How is the new graduate role of 'Early Years Professional' in England perceived by the EYPs themselves? Initial research (phase 1, 2007-08) aimed to seek an emerging definition of the 'leader of practice' by EYPs themselves and a tentative definition of this new paradigm of 'leadership' was offered (Whalley, 2008). Phase 2 (2009-10) of the research has focused on 'practice' and the views of a range of EYPs on what constitutes effective practice have been gathered and analysed. This ongoing study is set in the contemporary social and policy context of the Early Years workforce in England (CWDC, 2010). There is a paucity of existing literature on leadership of practice but this study draws on the work of Muijs et al (2004), Moyles (2006), Siraj-Blatchford and Manni (2007), and Dunlop (2008). This small-scale study is aimed at offering EYPs themselves a voice in articulating this new paradigm of 'leader of practice'. Phases 1 and 2 have drawn primarily on questionnaire data; phase 3 (2010-11) will include follow-up interviews. Full ethical consideration has been given to the research, with correspondents fully aware of the purpose of the study, their rights to anonymity and to withdraw at any stage, confidentiality and safe storage of materials. Initial findings from phase 2 suggest both commonality in the understanding of the new EYP role and significant differences in how it is emerging. It's intended that this research will support the new EYP role in the Children's Workforce (England).

Keywords: early years professional (England), leadership, effective, practice, change

SYMPOSIUM SET III/14

PRACTITIONER RESEARCH AND PROFESSIONAL DEVELOPMENT

Individual paper

CHAIR: JANET MURRAY

University of Worcester, United Kingdom

From the margins: Exploring field-based early childhood teacher education in Aotearoa New Zealand

DIANE MARA (1), MARGARET BRENNAN AND LIZ EVERISS (2); (1) Eastern Institute of Technology, New Zealand; (2) Open Polytechnic, New Zealand

This small scale exploratory study explores the practice of field-based teacher education in which lecturers engage students in linking theory and practice as they follow their programme of tertiary study whilst also working in an early childhood education service. The study aims to respond to the question: What is meant by doing field-based teacher education in which student voices are heard and knowledge is co-constructed? Research in this particular field is limited and the study explores the inner processes of teaching and learning

by recording lecturer-student interactions and the realities and complexities of these interactions. This ethnographic study articulates and validates field-based pedagogical processes within the wider educational and political contexts of teacher education and the impetus for higher levels of teacher qualifications. This participatory, collaborative research records classroom interactions that are analysed according to categories that describe the ways in which links between theory and experience/practice are being constructed within the tertiary education classroom. As this was a collaboration between two tertiary institutions ethics approval was gained from both the Open Polytechnic of New Zealand and the Waikato Institute of Technology Ethics Committees. Aspects of conceptual thinking and rationale underpinning and key themes from the findings will be discussed. Further research on lecturer-student interactions could provide evidence of field-based education pedagogy that creates space for student teachers voices to be heard and in partnership with their lecturers authentically co-construct knowledge.

Keywords: teacher education, field-based pedagogy, co-construction of knowledge, classroom interaction, praxis

Early childhood student teachers and research - Are they learning to produce professional knowledge?

MARIA FIGUEIREDO (1), MARIA GABRIELA PORTUGAL AND MARIA DO CÉU ROLDÃO (2), (1) Polytechnic Institute of Viseu, Portugal; (2) University of Aveiro, Portugal

A study about professional knowledge production in teachers' education and profession in Portugal focusing on the role of research in the identity and knowledge of early childhood teachers is underway since 2006. This paper focuses on student teachers' and recently qualified teachers' conceptions about research and its role in their professional work. Recent studies in Finland (Orwehag, 2008) and in Sweden (Eklund, 2006) with similar purposes were considered. Research about academics' epistemological conceptions (Arroz, & Figueiredo, 2006) is also relevant. The discussion about teachers professional knowledge is relevant regarding teachers' perspectives about who is responsible for the production of the professional knowledge required to teach, what constitutes its specificity and how they see themselves in that process. After identifying the pre-bologna programmes which require the students to do research work (Figueiredo, & Roldão, 2007), two schools were chosen as case studies. Data on conceptions were collected by: a) open-ended questionnaire answered by 52 student teachers, in-depth interviews with twelve recently qualified teachers. The two data sets were analyzed together. A qualitative approach was taken as the point of departure and meaning categorization was used as the method of analysis. Permissions were collected from institutions and individuals. The data analysis is still underway. Different conceptions are being mapped, from an instrumental to a professional perspective. Concepts like "relationship with knowledge" (Charlot, 2000) and "wanting structure" (Knorr Cetina, 1997) are mobilized for the discussion. The production of specific early childhood professional knowledge needs to be addressed in initial teacher education.

Keywords: professional knowledge, initial teacher education, research work, research education, knowledge production

Using personal construct psychology to elicit practitioners' perspectives

CATHARINE GILSON, Oxfords Brookes University, United Kingdom

Using personal construct psychology to elicit practitioners' perspectives within the context of early years practitioner research. Ravenette (1997), Bannister (1970) and Salmon (1988) have shown how PCP can be adapted for use in educational contexts with children and practitioners to elicit underlying attitudes and beliefs shaping behaviour. The focus of subsequent studies in educational and early years research has been on using a repertory grid while this study uses a simple and less mechanistic methodology advocated by Salmon. This study draws on the personal construct theory of Kelly (1955) based on the concept that human behaviour is anticipatory rather than reactive and determined by an individual's constructs or beliefs. The notion of lifelong learning as presented by Claxton (1984) also underpins this study. This paper focuses on the personal construct psychology element of a linked case study design which included documentary evidence as well as interviews. The study involved a mixed group of practitioners, which posed the challenge of how to manage the issues raised by the personal construct psychology element in the interviews where some practitioners found meta cognition challenging. Personal construct psychology allows people to map their own constructs, enabling them to reflect at a distance on their own perceptions, the process having uncovered a layer of thinking that they were not previously aware of.

A need to take into account the attitudes to research is revealed by the tangential methodological approach.

Keywords: practitioner perspective, personal construct psychology, practitioner research, practitioner voice, professionalism

SYMPOSIUM SET III/15

MAKING SENSE OF THEORY AND PRACTICE IN EARLY CHILDHOOD: THE POWER OF IDEAS

Self-organised symposium

CHAIR: TIM WALLER

University of Wolverhampton, United Kingdom

This symposium will be organised as a roundtable presenting a synopsis of Making Sense of Theory and Practice in Early Childhood: the Power of Ideas (edited by Waller, Whitmarsh and Clarke, 2010, OUP, forthcoming). The aim of the book is to demystify the links between theory and practice and encourage investigations as straightforward narrative accounts of the phenomenon being studied. Each chapter shows how examples from practice can be linked to theories, which tell wider stories about how individuals and societies are shaped. This book offers an overview of a range of theoretical concepts, some traditionally associated with early childhood and some less traditionally, to stimulate debate and to demonstrate how theoretical thinking can inform pedagogy and research with innovative results. The theoretical concepts explored in the book, what we term powerful ideas, are discussed in relation to real-life practice.

Keywords: theory and practice, knowledge generation, professional knowledge, innovation, EC discourse

Making sense of theory and practice in early childhood: The power of ideas

TIM WALLER, JUDY WHITMARSH AND KAREN CLARKE, University of Wolverhampton, United Kingdom

The aims of the book are to demonstrate the vital role of theory and its relevance to practice in early childhood. Each chapter links theory as powerful ideas to current research and practice. A range of paradigms, methodology and methods are used – see presentations 2 and 3. All research reported in the chapters of this book was subject to approval from a university ethics committee and designed to conform to the British Educational Research Association (BERA) ethical guidelines (2004). The theoretical concepts explored in the book, what we term powerful ideas, are discussed in relation to real-life practice in early childhood settings and contexts. In order to add critical depth to such accounts, each chapter shows how examples from practice can be linked to theories, which tell wider stories about how individuals and societies are shaped.

Keywords: community, identity, structure, power and knowledge, narratives

The Power of Ideas: Community, interaction and identity

MARTIN NEEDHAM, FAYE STANLEY, LYNN RICHARDS, SUE FAWSON, GILL WOODS, JENNY WORSLEY (1) AND LIZ BROOKER (2), (1) University of Wolverhampton, United Kingdom; (2) Institute of Education, University of London, United Kingdom

Research reported has different aims related to investigating the social construction of community, interaction and identity. A range of paradigms, methodology and methods were used including ethnographic case studies, focus groups and observations of the activities of children aged 2 and 3. All research reported in the chapters of this book was subject to approval from a university ethics committee and designed to conform to the British Educational Research Association (BERA) ethical guidelines (2004). The theoretical concepts explored in the book, what we term powerful ideas, are discussed in relation to real-life practice.

It will be argued that the perspectives taken in the book help those working with children to re-examine the way they interact with children to ensure that children are being offered self-affirming personal narratives.

Keywords: social construction, community, interaction, identity, narratives

The power of ideas: Structure, power and knowledge

JANE O'CONNOR, ROHAN, JOWALLAH, MAGGIE LEESE, JO WINWOOD, TIM WALLER AND ANGELIKI BITOU, University of Wolverhampton, United Kingdom

Research reported has different aims related to investigating structure, power and knowledge in ECEC. A range of paradigms, methodology and methods were used, including 'participatory' methods to elicit the views of children, case studies in schools and an ethnographic approach to analysing the impact of discourses on the professionals that were striving to find 'new ways of working' within Children's Services. All research reported was subject to approval from a university ethics committee and designed to conform to the British Educational Research Association (BERA) ethical guidelines (2004). The theoretical concepts explored in the book, what we term 'powerful ideas', are discussed in relation to real-life practice. It will be argued that the perspectives taken in this presentation help authors to describe how working practices serve some groups and disadvantage others. Such critique is undertaken with a view to developing more equitable contexts for children.

Keywords: structure, power, knowledge, narratives, equality

SYMPOSIUM SET III/16

PEDAGOGY AND PLACE

Individual paper

CHAIR: GERRY MULHEARN
University of South Australia, Australia

Educators and parents knowing together about early learning: Whose language do we speak?

GERRY MULHEARN, University of South Australia, Australia

How can parents respond to their children's early learning? How can parents express their understandings and responses? How can children's voices be heard? This presentation draws from my doctoral research which considers the applicability of the ethics of care and justice to early childhood policy and program development. The presentation also considers evaluation data about an Australian intergenerational program focussing on learning for children under the age of four years. Joan Tronto's framework for an ethic of care and justice with its elements of Attentiveness, Responsibility, Competence, Responsiveness and Integrity (1993) underpins this work. Other key reference points are Virginia Held (2006) taking concepts of care beyond the personal to the political, and Michael Slote (2007) considering the relationship between the ethics of care and empathy. The presentation is situated within a larger critical phenomenological study. It provides an overview of qualitative data collected through semi structured individual and group interviews. It also considers quantitative and qualitative data collected through separate program evaluations. Sharing of power and information within the parent-educator relationship. Paying attention to individual parents' situations and interests foremost in a bigger program context can have significant impacts on both the parents and their children. When parents are let in to the "secret language" used by early childhood educators their confidence in expressing their understandings of their children's development can be enhanced in powerful ways. This work has implications for creating competent responses in program design and evaluation and in policy formulation.

Keywords: parents' voice, early learning, children's voice, social justice, ethical responses

Alternative voices and alternative visions: New knowledge transforming practice

JANET ROSE, LOUISE GILBERT, SALLY PALMER AND MARY FULLER, University of Gloucestershire, United Kingdom

The paper draws on a research study which investigated the experiential learning of early childhood studies degree students visiting early years settings in Sweden and evaluates the impact of the active learning process on their knowledge and understanding of early years practice, both conceptually and practically. This paper builds on the doctoral work of Rose (2001) and Mezirow's (1990) transformation theory. The research findings are also examined in relation to Osgood's notion of 'transformative agency' (2006) in the tradition advocated by post-structural feminists. This paper will report on the meaning and quality of the changes in thinking that have taken place amongst early years practitioners, evaluated against a theoretical framework drawn from Mezirow's (1990) transformation theory. The study is located in the interpretive tradition and utilised questionnaires and telephone interviews as the main data gathering techniques. Constant comparative method (Strauss & Corbin, 1988) was used with issues of validity and reliability addressed in accordance with Lincoln and Guba (1990). This paper identifies how new knowledge has been generated by actively listening to the alternative voices of early years practitioners from another country and how this knowledge has then been used to empower the participants to transform their practice and create more empowering learning contexts for the young children in their care. The implications of the study are discussed in relation to how new knowledge has helped practitioners in this study to challenge prevailing discourses and institutionalised ideologies in early childhood education and care.

Keywords: change agent, transformation theory, adult role, risk-taking, outdoor play

Aspirations for genuine representation of the teacher's voice: Research in New Zealand ECE

KAYTE EDWARDS, Victoria University of Wellington, New Zealand

This paper presents research findings and strategies used to authentically represent practitioners' perceptions of how they support children's scientific learning. The research confirmed previous findings on teacher's use of their subject knowledge (Hedges, 2002) and understanding of the Nature of Science (Heap, 2006) and adds to knowledge about collaborative teaching practices. The research was a qualitative, interpretive case study designed to authentically capture the practitioners' voice. The researcher held interviews with each practitioner who then, one after the other, gathered data about children's scientific learning in their daily activities at the centre. Following each participant's data gathering the researcher interviewed them about their data. The interviews were member checked before a focus group interview where initial research findings were presented to all teachers at the centre. This clarified and elaborated participants' ideas with debates arising in areas where there were differences in opinions. This data along with all the interview transcripts and teachers' documentation was analysed and considered in light of Rogoff's (2003) three lens of analysis. As the data collected was mainly photographic ethical consideration was given to the ownership and use of these as well as participant confidentiality and authentic representation of their voice. The main findings indicated that participants varied in their perceptions of their ability to support children's scientific knowledge but saw their collaborative practices as fostering scientific learning in a variety of ways. This has implications on the importance of collaborative practices in supporting children's scientific learning.

Keywords: teachers, science, New Zealand, qualitative, collaboration

SYMPOSIUM SET III/17

ADULTS' ROLE IN CHILDREN'S PLAY

Individual paper

CHAIR: MARIA EVANGELOU
University of Oxford, United Kingdom

Adults' role in guiding children to the "zone of proximal development"

HIROAKI ISHIGURO, Rikkyo University, Japan

Children actually participate in many kinds of cultural practices since their birth. How do adults involve children in those practices even when the latter cannot make contacts with the zone using their cognitive ability? Play is well known as an important activity for young children. Children develop through play. But the previous studies of play often missed the functional role of it in their socialization. Play is the leading activity for young children. Children can perform in play more than they can do in everyday activities. According to the idea of "zone of proximal development (Vygotsky, 1978)," children who cannot perform a task by themselves can achieve it in collaboration with competent adults. This case study was drawn out from a video based ethnography for one or two year old children, who can talk only one or two words in a Japanese nursery school. The researcher participated in the nursery activities with teachers from the beginning of the day to their nap. Before the investigation, one year observation of the class and the data analysis were admitted by the nursery school and the parents. The shared play activity conducted by teachers function as a social device to invite children for the socially adequate activities when they cannot understand what has happened. Nursery teachers often apply it for inviting children to the activities that are even beyond their abilities. What are the effective instructive tools for teachers to promote young children's social skills? They cannot rely on a linguistic instruction or teaching with verbal explanation but they can utilize a play frame, in which children can perform situated adequate behaviours without their awareness.

Keywords: zone of proximal development, play, young children, nursery school teacher, video based ethnography

Children's play in pre-school context. Teachers' experiences and views about the play of children

RIITTA KORHONEN, University of Turku, Finland

The purpose of this presentation is to clarify children's play in pre-school context. The research was made children's pre school group during one academic year. Among others, Hujala's empirical research (2002) based on contextual and ecological model of learning has emphasized as important three categories of pre-school education: 1) play activity 2) co-operation with the other children in the group and 3) the organization of learning environment. Vygotsky has described role play as a leading activity of the child before school age. It was repeatedly shown that the play leads to development and helps the child to learn new skills. Play promotes learning and helps to construct learning motivation. Vygotsky has described role play as a leading activity. It was repeatedly shown that the play leads to development and helps to learn new skills. The purpose of the group is important in social development. Learning environment gives possibilities to play and have activities. (Korhonen & Helenius 2005.) This research is a qualitative study and subjects are 20 teachers. The data is collected by teachers' own writings and experiences. Questionnaires were made in the beginning and in the end of this intervention. Some of subjects were also interviewed. There are three research questions: 1) How can teachers arrange possibilities to play and how they support playing? 2) What is good practice? 3) What kind of environment is good for play? Children's observations have made with ethical principles and their parents have been informed. Parents have accepted this research. All subjects are anonymous and their personalities are not public. There are analysis from the teachers' discussion and writings. The results show that teachers' awareness is deeper after the intervention and they have done more possibilities for children to play. The results show that teachers' awareness for good practice and children's possibilities to play are better after this intervention.

Keywords: context, learning environment, pre-school group, play, teachers

Kindergarten teachers' views on psychosocial development through play

LOUISE BERKHOUT, Hogeschool Helicon Zeist, The Netherlands

The aim of this study is to explore the views of experienced Kindergarten teachers on psychosocial development through play. Play is important for psychosocial wellbeing (Damon & Lerner, 2006; Ginsburg,

2006, Jambor & van Gils 2007). Emphasis on cognitive skills (math and language), in preschool and kindergarten has increased in lieu of a broader view of education (Hirsh-Pasek, Golinkoff, Berk & Singer, 2009). Kindergarten teachers are aware that they make important contributions to healthy social and emotional development in the school setting, especially by child initiated play. 52 teachers were interviewed. Interviews were tape recorded, transcribed and divided in meaningful units. The interviews were qualitatively analysed (Arksey & Knight, 1999). A classification was applied to the meaningful units and rated by two qualified Kindergarten teacher trainers. Parents and teachers of participating schools were fully informed about the purpose, methods and intended possible uses of the research. Confidentiality and anonymity of the respondents were guaranteed by the researchers. No conflicts of interest were reported. Teachers assume that emotional development is fostered by expressing and working through feelings. Communication, negotiation and sharing with peers are important for social development. Play contributes to cognitive and physical development. Therefore time to play in school is necessary. Daily practice of experienced teachers in Kindergarten fosters considerable aspects of psychosocial development. Different accents emerge that may be additional for Kindergarten teachers training, such as attention for individual differences in emotional situations.

Keywords: play, psychosocial development, practical knowledge, teachers' views, kindergarten

SYMPOSIUM SET III/18

IMPLEMENTATION AND ADAPTATION OF AN EDUCATIONAL CONCEPT

Self-organised symposium

CHAIR: JEF VAN KUYK
CITO, The Netherlands

This symposium explores a Dutch innovation for the education of young children and the implementation and its adaptation in the United States and Germany. The innovative concept began in the context of the Government of the Netherlands interest in addressing the needs of young children, particularly immigrant children and children with language problems. Research has demonstrated strong results in experimental studies and significant impact on children's language and mathematics development. The U.S. adaptation has focused on the concept's strategies that help strengthen effective teaching and deepen children's learning. A formative implementation study provides information about the experiences of teachers, children and professional development coaches in the 13 U.S. pilot classrooms. The German adaptation and implementation provides a focus on cultural, linguistic and organisational challenges. Practical perspectives in Germany's implementation as well as the successes and evidence of the concept's effectiveness will be reported.

Keywords: educational concepts, programme implementation, curriculum, comparative, pedagogy

Implementation and adaptation of an educational concept

JEF VAN KUYK, CITO, The Netherlands

What are the implications in implementation of an educational concept in different countries concerning the adaptation in language, educational system and culture? Authentic and Systematic Assessment, to evaluate what the teacher is scaffolding. As a part of this assessment a method independent Digital Monitoring System (Van Kuyk, 2005) is used to assess language, mathematics and social-emotional development on the basis of Item Response Theory (Eggen & Sanders, 1994). The educational concept (Van Kuyk, 2003, 2006), based on the Dynamic Systems Theory, (Van Geert, 1998, Fischer & Bidell, 2006), a theory beyond the theories of Piaget and Vygotsky, the Attachment Theory (Bolwby, 1964, Riksen Walraven, 2008) and the Distancing Theory (Sigel, 1993, 2006) is implemented and adapted in different countries. Two sources for development: a rich play and learning environment in which children can play and take initiative and projects in which the teacher scaffolds the project steps from concrete to abstract. Implementation and application of the tools (play, initiative learning, projects) in the practice of the education of young children 3-6, ensures the successful delivery of the concept. There are guidelines designed to assist agencies with the implementation and the planning process of the adaptation. The adapted concept must fit in the policy of the school and must be effective. Implementation is effective (experimental studies).

Adaptation at a formative level is possible in different countries and includes sensitivity to the needs associated with cultures, languages, educational systems variations. Trust in the concept for policy making and professional training.

Keywords: implementation, adaptation, educational concept, young children, Curriculum

Adaptation and implementation in USA

ED GREENE, CITO, United States

How do I create environments and relationships that support deeper learning? When and how do I let children play and learn on their own, and when do I intervene? How do I broaden and deepen a child's learning and work together with families? The Netherlands' concept is used to inform the U.S. implementation, formative research, collection of child outcome data, and a comparison classroom study. The educational concept (Van Kuyk, 2003, 2006), based on the Dynamic Systems Theory, (Van Geert, 1998, Fischer & Bidell, 2006), a theory beyond the theories of Piaget and Vygotsky, the Attachment Theory (Bowlby, 1964, Riksen Walraven, 2008) and the Distancing Theory (Sigel, 1993, 2006) is implemented and adapted in different countries. Training and coaching for pilot classroom teachers promote rich play and learning environments to support children's initiative, as well as strategies to scaffold learning from the concrete to abstract thinking. Effectiveness means taking the social, cultural, linguistic and economic contexts of the family, school and community into consideration. The pilot site teachers can effectively broaden and deepen children's learning using a four-step process based on Van Kuyk, (2003, 2006) and Sigel (1993) and projects. Children take initiative as learners, and teachers balance their supporting role. Observations and documentation of children's are key. Teachers can create trusting relationships, foster enriched play, safe and predictable opportunities for children to explore, acquire, practice and develop skills without risk.

Keywords: young children, curriculum, USA, implementation, adaptation

Adaptation and implementation in Germany

CHRISTINA MAYERHOFF, CITO, Germany

What are the significant differences in culture, language and educational system that have to be taken into consideration during the process of implementing the concept in Germany? The educationalists/educationally skilled workers have identified the philosophy of the concept. Within the given framework of the concept, the program was adapted to be practicable and effective according to particular circumstances in Germany. The educational concept (Van Kuyk, 2003, 2006), based on the Dynamic Systems Theory, (Van Geert, 1998, Fischer & Bidell, 2006), a theory beyond the theories of Piaget and Vygotsky, the Attachment Theory (Bowlby, 1964, Riksen Walraven, 2008) and the Distancing Theory (Sigel, 1993, 2006) is implemented and adapted in different countries. Training and coaching for pilot classroom teachers promote rich play and learning environments to support children's initiative, as well as strategies to scaffold learning from the concrete to abstract thinking in the Kindergarten (3-6) in Germany. The educationalists/educationally skilled workers will have to identify with the philosophy of the concept. Within the given framework, the concept has to be adapted to be practicable and effective according to particular German circumstances. The implementation in Germany is possible through a sensitive consideration of the specific circumstances and conditions in this country. The consideration of the situation in Germany can be insured by close cooperation with the educationalists from Germany and a professional training in the programme. Accordingly, the programme can be effectively implemented.

Keywords: adaptation, educational concept, young children, curriculum, Germany

SYMPOSIUM SET III/19

PRACTITIONERS PERSPECTIVES

Individual paper

CHAIR: MICHEL VANDERBROECK

Ghent University, Belgium

Practitioners' experiences and perspectives on digital technology in everyday life in Norwegian kindergartens.

MARGRETHE JERNES, MARTA SINNERUD (1) AND MARIT ALVESTAD (2), (1) University College Stord/Haugesund, Norway; (2) University of Stavanger, Norway

The aim is to describe some practitioners' values when it comes to digital technology in kindergarten. In this paper we present part of a larger project, "The place of digital objects in the social and linguistic education of children in kindergarten" which is financed by the Norwegian Research Council. The paper relates to Jernes' study about children's perspectives on interaction in a digital context. The study has socio-cultural perspectives and we have drawn on elements of critical-constructive didactic theory and curriculum theory. The study has a phenomenological and hermeneutic approach, with also socio-cultural perspectives in research. The mixed methods have been group interviews, field conversations and dialogue meetings. The selected participants have given their declaration of consent and rules for depersonalization in the data material and texts are followed. The discussion focuses on three key issues: i) the practitioner's reasons for implement digital technology and the curriculum field, ii) the tension between the value of the children's right to explore and the practitioner's obligations to support learning, iii) the pitfall when the reasons for using digital technology in kindergarten seemingly focuses only on methods and not encounter pedagogical thinking which includes visions for education (bildung). The aim is to have some impact both on practice and policy when it comes to implementing digital technology in kindergarten.

Keywords: early childhood education, practitioners in kindergarten, education, growth (bildung), curriculum, digital technology

Children' sexuality in education plans in Germany

MIRIAM DAMROW, Martin-Luther-University Halle, Germany

Aims and (possible) results of early education in Germany are given in federal education plans for early childhood institutions. Consideration of children's sexuality should be comprised as well. Is children's sexual education process considered in early education plans in Germany? Competent children and children as co-constructors are conceptualized as partners in education (Schaefer 2002, Andres & Laewen 2002). Sexuality as part of education (Sielert 2008) should be an essential part in early childhood. Education plans cover education themes in great variety and depth. Sexuality belongs to everyday education process of every child, although this finding has not been dealt with so far. Qualitative Methods are employed, especially document analysis. The documents in questions (Education plans) underwent a content analysis (categories of children's sexuality). Categories: sexual knowledge, sexual behaviour, sexual identity, definition of education. Document analysis is a non-reactive method. It remains to be clarified a) Which definition of sexuality the authors (of education plans) opted b) The objectivity of the analysis (adopted definition of sexuality but own conclusion and analysis). Hence those categories leave room for interpretations. Most education plans do not provide full information on children's sexuality (sexual knowledge and sexual behaviour). A professional way of dealing with children's knowledge of sexuality remains excluded although EPs are regarded as a profound resource and tool for kindergarten teachers. Children exploring sexuality should be supported by their teachers. Neither of them are supported by EPs.

Keywords: children, exclusion, kindergarten teachers, education, sexuality of children

An investigation of the pedagogical processes in early years settings: a study of the self perception of practitioners in early years settings.

JEN LOVESEY, University of Bedfordshire, United Kingdom

The research aims to explore the processes of perceptions of early years practitioners, with regard to the development of pedagogical practices that are particular to teaching in early years. The research is set

against a background of a developing body of research into early years pedagogy, particularly that which focuses on the role of the practitioner. Previous studies such as REPEY (Siraj-Blatchford et al, 2002) examine the personal and professional qualities of early years practitioners, while Edwards (2007) explores the sociocultural aspects of teachers as early years professionals. The research approach takes a sociocultural perspective, using Wenger's 'community of practice' (1998) as the basis for an exploration of the processes of professional and personal development in the early years setting. Conceptual frameworks such as Vygotsky's 'interpersonal and intrapersonal planes' (1978), as well as Blumer's 'symbolic interactionism' (1969) also serve to provide a theoretical background to the research. A case study approach was used and the interactions recorded by the practitioners in reflective diaries. Interactions between practitioners and colleagues, parents and children provide the data for analysis. Anonymity and confidentiality were maintained through a coding system. This paper reflects an ongoing study that forms part of a Doctorate in Education and will report on the data collection for this study. Initial findings reflect a positive perception of interactions. This study could potentially inform the processes involved in the development of early years professionals, developing opportunities for sociocultural perspectives to be incorporated into programmes of professional development.

Keywords: community of practice, reflection, perceptions, practitioners, interactions

SYMPOSIUM SET III/20

PARENT SETTING PARTNERSHIPS

Individual paper

CHAIR: MICHELLE COTTLE
Jumonji University, Japan

A participatory relationship between parents and professionals in ECEC?

SABINE VAN HOUTE, Ghent University, Belgium

Referring to 'What and where is voice in ECEC?', this research project questions the current dominant discourse of the importance and strengths of a participatory relationship between parents and professionals in ECEC. Many researchers focus on the importance of a participatory relationship between parents and professionals (e.g. Riley, Brady, Goldberg, Jacobs, Easterbrooks, 2008). Previous research focused on important shifts in different functions of childcare (Vandenbroeck, 2004) and different approaches of professionalizing childcare (Peeters, 2008). Parenting support is understood as social service, historically shaped by many constructions and meaning of the family, parenting and the intervention as such. Embedded in an interpretative research paradigm, history is used as an instrument towards a better understanding of the present. Methods were based on a case study in a particular ECEC in Flanders, i.e. 'Centre for Childcare and Family Support' and comprised of a combination of interviews, observations and document analysis. An informed consent is arranged with all the participants. All names will be altered to ensure confidentiality. As implications for policy and practice, this research project illuminates the importance of a critical analysis and ongoing reflection of the historical evolution of individual practices instead of implementing theoretical concepts, e.g. a participatory relationship as such. By comparing some elements of the intervention which shape the relationship between parents and professionals, such as theoretical framework, objectives, methods, professional disciplines and target group between 1980 and 2010, for now, we found important shifts that raise critical questions about a modernistic understanding of the actual relationship in which a participatory relationship is considered as a universal positive evolution. The paper outlines, as a critical question, what this means for further research in this research project.

Keywords: participatory, relationship, parents, professionals, genealogy

Listening to families: Reframing services

PATRICIA CORSON, Ryerson University, Canada

The aim of listening to families is to increase the capacity of providers of public services to engage with and respond to families through the narrative approach. Based on a pilot study entitled, Communication, collaboration and Inclusion. The conceptual framework is based on what Noddings (2002, 2005) calls 'the ethic of care'. Ethical caring is the sense of moral obligation associated with our professional role. It requires the creation and nurturing of caring relationships, and a commitment to thinking with and on behalf of others, through attentive listening and dialogue. The Family Narrative Approach provides a unique opportunity to

give voice to families, particularly to those who are different in significant ways from the dominant groups in a society who conceptualize, monitor and evaluate, and offer public services designed for all families. Narratives were collected from 30 families who agreed to participate in the project after giving informed consent. If service providers, such as those who work in child care centres, schools, family support programs, early intervention services, health services, and social agencies, knew the rich and complex stories of the families they serve, they could develop more trusting and mutually supportive relationships with them. By helping them better understand their families' priorities, resources, expectations, challenges and strategies, which mediate their access to and use of public services, providers can reach out to more families who are not benefiting from their services, and increase the usefulness of their work for families they already serve.

Keywords: communication, collaboration, inclusion, families, narratives

Parent partnership and quality in the early years: Practitioners' perspectives

MICHELLE COTTLE, Roehampton University, United Kingdom

How do early years practitioners understand 'quality' and 'success' in the context of their particular settings? This paper draws on data from an ESRC-funded project (RES-061-23-0012). Data were analysed through constant comparison (Miles and Huberman 1994). Analytical frameworks were based upon government documents (DCSF 2007; DfEE and QCA 2000), a synthesis of research about children's learning (Ball 1994; Isaacs 1932), Maclure's (2003) discussion of discourse analysis and Goodson's (2003) ideas on professional identity. A symbolic interactionist approach (Schwandt 1998) was selected in order to focus upon the nature of the interactions that take place in the early years settings. Data were collected from 165 practitioners working in various roles across 18 English early years' settings, including schools, nurseries and Children's Centres. Methods included interviews and focused group discussions. The purpose of the research was explained to all participants in order to obtain their informed consent and their identities have been protected. Practitioners felt that parent partnership was crucial for 'quality' but these relationships were understood in different ways depending on the professional and personal identity of the practitioner and the priorities of the setting. Practitioners saw tensions between their visions of 'quality' practice and those that they perceived parents to hold, particularly with regard to play. This research raises questions about the roles that practitioners are being asked to play in their communities. We question who are considered to be the experts in these partnerships and whether a deficit model is being created in some cases.

Keywords: quality, success, parent partnership, practitioner identity, relationships

SYMPOSIUM SET III/21

DEMOCRATIC PARTICIPATION OF CHILDREN

Individual paper

CHAIR: SYLVIE RAYNA

INRP- University Paris, France

Children as co-constructors of knowledge presented as a learning story about The Troll, from a Norwegian kindergarten

LIV TORUN GRINDHEIM, SIDSEL HADLER-OLSEN AND MODGUNN OHM, University College of Bergen, Norway

The aim is to visualize a process of learning, where skills, knowledge, intentions, social partners and practices, tools and motivations are seen as an accumulated continuum of complexity in contextual learning. The political support for children's rights and participation is coupled with a view of children as both subject and agent, and children and teachers as both actors in the construction of knowledge. The project is structured as a learning story inspired by Margaret Carr, and linked to constructions of co-narratives (Bakhtin, Ødegaard). The project is based on a sociocultural perspective of learning (Vygotsky, Rogoff, Wenger, Dysthe) and a mosaic approach of how to make children's voices heard (Clark, Barsotti). The project is presented as a case-study (Stake). The project is reported and approved by the Norwegian Social Science Data Services (NSD). Can learning stories visualize children's learning as more than achievements of individual skills? How can teachers scaffold children's learning? Implications for practice: This way of working demands conscientious awareness to ask and listen, and to add new challenges to the children's activities and play. It demands a teacher who uses her fantasy, humour and creativity.

Keywords: participation, outdoor play, learning story, co-narratives, assessment

Understanding the theories practitioners rely upon when advocating on behalf of children in the nursery

MINE CONKBAYIR, London Early Years Foundation, United Kingdom

The purpose of this paper is to examine the theories practitioners rely on when advocating for the child in the nursery so that the child has a voice, is listened to and that subsequent decisions are made to ensure an appropriate and sensitive response both in the nursery and with their families. The paper addresses the key theories of development used by practitioners in the research including (Piaget 83, Vygotsky 78) emotional approaches to child development,(Bowlby 53), neuroscience (Brewer 2007) and, developmentally appropriate practice (NAEYC 1996). The work of Gerhardt 2004, Dunn and Layard 2009, Seldon 2009 will be referenced to frame the question as to why practitioners rely on certain theories to shape their responses and inform their practice. The research is based on semi structured interviews within a qualitative paradigm. (Robson 2007). The data were coded, collated and analysed. Checks were put in place to ensure validity with regards to samples, process and judgement. Ethical considerations were planned into every stages of the study, including written permission for interviews, anonymity by using pseudonyms and agreement that participants would receive a summary of the findings. Findings highlight the main theories which influence early years' practitioners' responses within the workplace, particularly when they explain child behaviour and how this informs their opinions and decisions and outcomes. This paper will be used to influence how we better develop training and development for practitioners, taking more account of how theories are understood, embedded and therefore applied appropriately and sensitively.

Keywords: advocate, responsive, empower, theories, practitioners

Professional knowledge construction – a study on research and training with early childhood teachers

HELENA MORENO LUIS, Instituto Politecnico de Santarem, Portugal

We aim at deepening the process of teacher professional knowledge construction. We take into account the wideness of professional knowledge that is required and the need of a reflexive-analytical practice, well supported by tutorial supervision and educational research. We have conducted several previous studies based on our professional practice initiation model (Alarcão et al., 2005, Roldão, Figueiredo, Campos e Luis, 2009, Hamido e Luis, 2010). We follow a social-constructivist perspective (Coll et al. 1993; Alonso, 2003) focusing on the role of integration of different kinds of knowledge (Shulman & Shulman, 2004) and assuming the perspective of reflective practice as a basis for professional action (Schon, 1992; Zeichner, 1993). The idea of knowledge constructing puts a particular emphasis on what knowledge is teacher specific and conducts the formative process (Roldão, 2005). We have been involved in a practice based research with teachers/mentors and students in their professional practice initiation. It is mainly a qualitative interpretative study in which we pretended to build knowledge with the participants. We present partial data collected through participant observation combining quantitative and qualitative methodologies. Teachers, students, children and parents where involved and consulted about participation and the process of collecting data. The professional knowledge construction process analysed shows: (1) the importance of tutorial supervision and educational context immersion and (2) that research is strongly linked with this process. Results may have impact on professional practice initiation methodologies.

Keywords: supervision, early childhood education, professional knowledge, reflexive practice, teacher training

SYMPOSIUM SET III/22

ROLE OF TEACHER IN CHILDREN'S LEARNING

Individual paper

CHAIR: PAMELA WINTER

Department of Education & Children's Services, Australia

The absence of constructive teacher intervention may limit the usefulness of peer-group interaction as a means of facilitating learning with early years children

MAURA O'CONNOR, St Patrick's College, Dublin, Ireland

This paper discusses the value of social interaction under two headings (i) peer interaction with the teacher absent and (ii) peer interaction with the teacher present. While children may be organised in groups in classrooms, closer observation indicates that there may be working in groups but not as groups, with little interaction with peers (O'Connor, 2006). Bennett (1994) argues that in such situations a high level of low quality talk and a dearth of co-operative endeavour is evident. The theories of Tough (1976) in relation to distinctive ways in which language is used are revisited in order to provide a framework for the appraisal and classification of participants use of higher order and lower order language. The utterances of the children on a specific topic were examined on two occasions: (a) with teacher present and (b) with teacher absent. These utterances were then classified into the most appropriate category of the modified Tough framework. Written consent was secured from the parents of the participants, as was the assent of the children to participate in the research. Findings demonstrate how a greater range of higher order language was used when the teacher engaged in the discussion with the children. Conclusions are drawn on the differences in children's learning effected by a teacher who is skilled in the use of discussion and strategies which promote higher order thinking.

Keywords: early childhood language, peer-group interaction, teacher intervention, appraisal and classification, higher and lower order thinking

Using your voice in kindergarten

MARIT HELDAL, NTNU, Norway

To what degree are teachers aware or conscious about how they use their voice in interaction with children? How will the topology of growth and learning environment affect the way both teachers and children use their voices? Children's growth and learning environment, both inside and outdoors, are influenced by sounds in their surroundings. These sounds influence the way both teachers and children use their voice (Heldal 2008, Vilkmann 2004). The architectural trend over the last years has been to build both kindergartens and schools with open areas and large spaces. To ease the problems which arise with many children gathered in the same location indoors and to offer what is considered a healthy pedagogical learning environment, an increasing amount of outdoor learning activities in both kindergartens and schools have been established. These conditions require awareness towards voice behaviour among both the teachers and the children (Abitbol 2006, Södersten et al. 2005). The methods consist of both qualitative interviews (Patton 1990, Postholm 2009) and observations (Adler & Adler 1998). The qualitative interviews are with a preschool teacher who works in an outdoor kindergarten and a teacher in a school with an open architecture. The observations are done in the same kindergarten and in the same school. The ethics in this study are according to Norwegian guidelines for research. The experiences from this study so far show that physical factors (Boone & McFarlane 1994), psychological factors (Baker 2002) and factors concerning the relation between individuals (Schibbye 2002) have importance on how teachers use their voice in interaction with children. The implications to this study will be discussed as a part of the presentation.

Keywords: the use of voice, consciousness, topology, growth and learning environment, indoor and outdoor

SYMPOSIUM SET III/23

CURRICULUM KNOWLEDGE AND TEACHER IDENTITY

Individual paper

CHAIR: SUSAN KRIEG
Flinders University, Australia

Who knows what in early childhood?

SUSAN KRIEG, Flinders University, Australia

What is the relationship between knowledge and teacher identities? In this paper I draw from my larger study regarding competing professional identities in contemporary early childhood teacher education. In contemporary times, early childhood education and care have assumed importance in many government policy agendas. This attention is characterized by calls for greater accountability which emphasise learning outcomes for young children. As curriculum writers struggle to define learning outcomes it has become evident that the value and place of content or learning area knowledge in early childhood pedagogy and practice is one of the most contentious and under-researched issues in early childhood education (BERA, 2003). Windschitl, (2002) argues that the ambiguity that characterizes debates about early childhood pedagogy is related to lack of understanding regarding the epistemological basis of constructivism. Within a developmental paradigm, discussions about content knowledge quickly evolve to include an abhorrence of the top-down push of schooling and a didactic, teacher centred pedagogy. This positioning of content or learning area knowledge is neither helpful nor justified. The analytical tools made available in Critical Discourse Analysis (CDA) opened up new ways of examining the relationship between knowledge and the development of teacher identities. Approved ethical procedures have been followed in this study. I argue that it is not content knowledge itself that is problematic, but it is the ways the child and teacher are often positioned in relation to that knowledge that is at the heart of the debates. I argue for a repositioning of content knowledge in early childhood pedagogy and practice.

Keywords: knowledge, identity, pedagogy, content, learning

Quality evaluation in early childhood education: the childhood educator's pedagogic intentionality

JOANA ALEXANDRA SOARES DE FREITAS, NILZA COSTA (1) AND JÚLIA FORMOSINHO (2), (1) Aveiro University, Portugal; (2) University of Minho, Portugal

The study under development aims to answer the following two main research questions; "what role does Childhood Educator's pedagogic intentionality play in his/her practices" and "how does the self-awareness and the evaluation process of Educator's pedagogic intentionality contribute to the improvement of the quality of Childhood Education in general and, in particular, of its practices". This study emerges from (a) the professional experience of the 1st author as a childhood educator and (b) the project EEL-DQP undertaken in Portugal (2005/2008) by a team who participated in a case study about quality evaluation. Quality can be understood as the challenge of constructing and participating. Nobody grows alone and quality development, namely in Childhood Education, implies that the educator searches for new knowledge, learns new ways of doing, works collaboratively and has a critical attitude towards his/her practices. The empirical study will be conducted through an ethnographic approach in a school. The methods to be used include semi-structured interviews, document analysis, non-participant observation and portfolio of the researcher. The study emphasizes the construction of knowledge as a holistic, participatory, interactive and constructive process with the acknowledge of the actors involved in the study. So far it has been elaborated the theoretical framework. This study expects to bring innovative contributions to improve the quality of Childhood Education, namely about the role of the pedagogic intentionality to a better understanding and improvement of practices and, therefore, to a more effective development of the children.

Keywords: evaluation, quality, pedagogic intentionality, childhood educator, practices

Crisis of identity in the early childhood care and education sector

MARY MOLONEY, Mary Immaculate College, Ireland

This paper explores perceptions of professional identity in the ECCE Sector in Eire. It is concerned with the status, salary and conditions of those working with children aged four to six in pre-school and primary contexts. Typically, the sector is classified as a diverse group that differs considerably in preparation, qualifications, employment situations and status (OECD 2001, 2006; Bennett and Neuman 2004; DES 2007,

2009). Osgood and Stone (2002) argue that such diversity encourages staff to behave in isolated and defensive ways. As a result, they lack a unified identity or a shared belief in themselves as a professional group (Osgood and Stone 2002). This study presents new empirical evidence that builds on these and other related studies. The study is situated within Tucker's (2004) framework for analysis for the construction of professional identity. A qualitative methodology was utilised comprising 56 interviews with infant teachers, ECCE staff, B.Ed and B.A ECCE graduates. Informed consent was sought and anonymity assured. Professional identity is contentious and problematic. At pre-school level, this is predominantly associated with the lack of a mandatory training requirement. Highly trained graduates are being lost to the sector. At primary level, while teachers per se enjoy a relatively high social status, their professional identity as infant teachers is compromised within school settings. This is related to a perception that the infant class is akin to "play school". As a result, they do not get the same respect as teachers working in classes higher up the school. Discourse is required at policy and practice level about the value of early childhood/those working with young children in pre-school and primary contexts.

Keywords: professional identity, infant teachers, qualifications, status, working conditions

SYMPOSIUM SET III/24

SPATIAL SKILLS AND CONSTRUCTING SPACE

Individual paper

CHAIR: LIZ DUNPHY

St Patrick's College of Education, Dublin, Ireland

The development of spatial skills in children age 0-6

LINE RONNING FOSKER, Vestfold University College, Norway

As a part of the project Kindergarten space, materiality, learning and meaning-making my project is to do an overview article on the development of spatial skills in young children, based on a review of relevant research-articles in this area. Spatial skills is a central part of the relatively new mathematics curriculum in Norwegian preschools. Recent research in which I have participated has pointed out that kindergartens do not emphasize this part of the curriculum as much as they should (Østrem et al. 2009). Central to the review is Piaget (1971), who describes the child's development of spatial skills through actions, and Tartre (1990) who describes what elements it consists of. The review method will be based mainly on systematic searching in several relevant academic databases like Academic SP, SD and ERIC. A lot of time and effort will be used in establishing the correct thesaurus for this field of mathematics. The search will be carried out in April-May 2010. In my presentation I will start by emphasizing the challenges of systematic searching, and thereafter present some preliminary results. One or two central articles will be shortly presented in the light of central questions: Is any of the research done in a preschool-setting? In what way is this research relevant for mathematic didactics in Norwegian preschools? The main goal is to bring forward updated research findings to my colleges in ECE in Norway and most importantly to our students and to the preschool teachers.

Keywords: mathematics, spatial skills, development, curriculum, didactics

Good toddlerhood in early childhood education and care

NIINA RUTANEN, University of Tampere, Finland

This project addresses the dynamic interplay among the culturally constructed meanings, ideals and expectations of (good) toddlerhood, the local level of practices, and toddlers' construction of places. In this paper, I will analyze the construction of (good) toddlerhood and the spaces offered for the youngest children in the guidelines for the institutional care and education. How do the UN Convention of the Rights of the Child (1989), the Finnish national guidelines, and the local policy documents (municipal and unit-specific) for ECEC present the youngest children and their 'best interests'? This study moves further from the micro-scale of interaction analysis (e.g. Rutanen 2007) to investigate the cultural and social position of toddlers in institutional contexts. The study builds on recent developments in social studies of childhood and children's geographies. The documents will be analysed discursively. The results will be discussed reflexively. The main focus has been on written documents, with no adult or child participants. The national curriculum guidelines avoids making explicit reference to age; yet, it suggests diverse practices for younger' and older' children. As the institutions create spaces for (good) toddlerhood to be expressed, children are required early

on to interpret these expectations, and act accordingly. In Finland, the policies and practices in ECEC have historically been characterized by a division to practices and forms of care for under and over three-year-olds. This project will offer updated information of the policies and the practices of care and education for the youngest children.

Keywords: toddlerhood, space-place, discourse analysis, childhood institutions, conceptions of toddlers

Living in spaces: Children translate their ideas about iconic architectural spaces through various artistic media

AMY MILLER AND JANE RACOOSIN, Beginnings Nursery School, United States

We aimed to challenge children to expand their thinking through collaborative work with open-ended materials. Some questions we considered as this project evolved are: How does the collaborative process support children to expand their thinking? How can we encourage children to observe and learn from each other's work? How do the group interactions deepen children's understanding of the materials or techniques of working with various media? Our work has been inspired by Project Zero, the Hundred Languages of Children. We based our research within a sociological and Reggio-inspired perspective. This qualitative research is based in observation of children. The studio teacher facilitated a process generated by the interaction among the children, ideas and materials. These studio sessions were driven by shared experiences of visits to architectural icons in New York City. We documented the children's experiences through hand-written notes and photographs, then analyzed the data. Acknowledging our teacher bias, efforts were made to be objective in documenting the children's learning. We found that working in a group setting encouraged children to individually articulate their ideas and bring those ideas to a deeper level. Having shared experiences as a group helped children to collaborate to achieve a collective goal. We found that the group had an internal motivation which caused them to sustain interest in their project. These findings reinforced our commitment to allowing children's ideas to drive the creative process and to the educational value of collaboration and shared experiences.

Keywords: collaborative, art, preschool, Reggio-inspired, architecture

SYMPOSIUM SET III/25

PARTICIPATORY METHOD

Individual paper

CHAIR: SUE DOCKETT

Charles Sturt University, Australia

The making of knowledge – A reflection upon children's voices constructed from empirical data

ELIN ODEGAARD, Bergen University College, Norway

This paper addresses methodological issues concerning knowledge construction in the process of analyzing the impact of authors' voice from the process of constructing video-ethnographical data. The purpose is to make analytic processes transparent and build reflections over such processes. The study relates to ethnographic and narrative analysis (Clifford & Marcus 1986, Czarniawska 2004; Delamont & Atkinson 2004, Ødegaard 2007). In a socio-epistemological framework building knowledge grounds also on the researchers' exploration with transcripts and ways of organizing data; the researcher gives shape to the analysis and thereby also to what is made possible to see and disseminate to others (Ødegaard 2007). Repeatedly watching a specific seven minute extract of a video recording and taking logbook notes into consideration, new combinations of labels and categories were developed. The child's voice is constructed as well as the researcher's voice. This paper is written within an ethical framework that considers the researcher to be informed by the one studied. During the process of writing, the author made the child studied also a future reader of the text. The narrative knowledge described gave an illustration of the complexity in which children's meaning-making are created as well as insights into seven minutes of lived life. The process of analysis is dynamic and the researcher her/himself is intertwined in the construction of the empirical base and thereby in the construction of knowledge. Such an example of research practice made transparent might lead to increasing methodological reflections.

Keywords: video analysis, transcripts, child voice, authors voice, writing and knowledge construction

The impact of participatory paradigms on new mothers, birth group support workers and newly qualified midwives

JO MURPHY-LAWLESS, ROSEMARY MANDER AND NADINE EDWARDS, Trinity College Dublin, Ireland

Can we develop a participatory framework grounded in women's experiences to create optimum support for vulnerable women in pregnancy, birth and the postpartum period that will enhance their transition to parenthood? Our work reflects policy and practice endeavours in the UK, Australia and the United States to create accessible and supportive community environments, focused on the transition to parenthood, for socially isolated, vulnerable women. Our immediate work is collaborative and cross-national, drawing on our backgrounds as midwives, social theorists of birth and mothering, and birth support activism, including the work of the Pregnancy and Parenting Centre, Edinburgh. The maternity period, starting with pregnancy through to the end of the first year of a child's life is fundamental to motherhood. This crucial period has drawn increasing attention from national framework documents on community health services and in projects such as Centring in Pregnancy (United States, Australia) and Parenting for Life (Ireland). However developing holistic care requires a number of groups to be brought together. In a series of collaborative workshops, we have explored the commonalities between women, midwives, midwifery students, birth education teachers, doulas and postpartum support workers. Data is based on feedback from the workshops which we have permission to use. Narratives about woman-centred care indicate widespread gaps and confusion about roles, but an enthusiasm to learn. To establish community-based holistic care for new mothers requires ongoing support for professionals who must step outside their usual boundaries to accept the need for working collaboratively.

Keywords: birth, stories, mothering, midwives, community-based support

Children talking; teachers listening; improving learning

WILLIAM STOW AND HELEN TAYLOR, Canterbury Christ Church University, United Kingdom

To illustrate how the voices of young children (aged 4-7) are heard within, or can lead on, school-based action research projects (supported by a local University and a Local Authority) focusing on curriculum development and pupil participation. The meanings of participation/ consultation have been explored extensively in theory, but not in practice in the UK with children under 8. Despite the right (UNCRC, Article 12) of children to participate in decision-making, involving young children is perceived to be difficult and early years professionals have had to help children to take part in other ways (Clark and Moss, 2001). An evaluative or 'instrumental' case study approach is adopted (Stake 1995). For each school a range of data sources is available teachers (and in one school, pupils) gather 'pedagogical documentation' (Moss, Dahlberg and Pence, 2008) and documentary, observation and interview evidence of process, outcomes and impact in the course of their action research. Children as researchers were invited to give informed consent (Lindsay, 2000). 'Gatekeepers' (Masson, 2000) gave consent to the voluntary participation of those children giving voice to their perspectives. In the former case, the consent of 'researched' adults was also required. This work hopes to identify the key factors that in these cases may facilitate or hinder a range of levels of participation of young children in curriculum development and a consideration of its impact on their learning. It will also provide evidence on how education settings for young children can research and develop children's participation in developing curriculum within nationally imposed frameworks.

Keywords: participation, consultation, curriculum, voice, school-based

SYMPOSIUM SET III/26

INSIGHTS INTO THE CURRICULUM

Individual paper

CHAIR: KAY MARGETTS
Gowrie SA, Australia

A preschool teacher's perspectives on facilitating second language development - a case study GUNHILD TOMTER ALSTAD, Hedmark University College, Norway

The research aims of this exploratory study are to raise the voice of practitioners, by investigating one preschool teacher's language practices in interaction with second language learners and by seeking insights to beliefs about facilitating second language development. Studies of language teacher beliefs point out that both students' age and institutional context shape teacher beliefs and classroom practice. In European ECE context, little is known about preschool teachers' concepts of facilitating second language development. The study is based on socio-cultural theories of second language development. This study analyzes in depth one preschool teacher's beliefs about the nature of her practice working with three second language learners aged 4-5 years. The teacher/child interactions were videod during informal and formal settings. Several in-depth interviews were conducted in order to explore the teacher's beliefs about good practice in facilitating second language development. During these interviews, extracts from the videos were reviewed to discuss salient events. The project has received a notification requirement from the Privacy Ombudsman for research in Norway. All participants have given their free, explicit, and informed consent and are anonymized. The analysis points out how the preschool teacher emphasizes second language learning environment in informal and formal settings as means for children's various language experiences, systematic work on vocabulary in different settings, her perceptions of her language modelling role and perspectives on language assessment. This study has implications for practitioners in preschools as well as for preschool teacher education.

Keywords: teacher beliefs, language practices, language learning environments, second language development, formal and informal contexts

Early childhood teachers' attitudes towards teaching and learning FILIZ VAROL, Firat University, Turkey

The main goal of this study is to examine preschool teachers' attitudes towards teaching and learning. There is influential evidence that a strong foundation in preschool education can reduce the academic gap among students and help to promote their learning in the later years. Thus, it seems critical for preschool age children to receive high quality instruction, which depends on teachers' attitudes toward teaching and learning. This study is guided by constructivist perspectives on the nature of children's learning, specifically social constructivism that involves learning embedded in a social context. There were thirty preschool teachers. In order to determine their attitudes towards teaching and learning, the participants were interviewed. They were asked what "a good teacher" is, what the factors that influence teaching are, what preschoolers need to learn, and how preschoolers learn. The interviews were audio-recorded. For analysis, QSR NVivo7 are being used. The analysis is still in process. The names of the schools and the teachers will be kept confidential. Since the analysis is still in process, the results of this study are still emerging. The results will result in another study that consists of classroom observations to determine whether what preschool teachers are promising for their students are in line with their classroom practices. This research will provide important information to researchers, policymakers, educators, and designers of professional development programs interested in creating stronger instructional environments for preschool children.

Keywords: preschool teachers, preschoolers, early childhood education, learning, teaching

Teachers' knowledge of literacy in early childhood: can dominant voices be challenged? CLAIRE MCLACHLAN AND ALISON ARROW, Massey University College of Education, New Zealand

This paper is based on a recent study of teachers' understandings of how to promote literacy in New Zealand early childhood centres, using a quasi experimental design. The research builds on previous research (see McLachlan et al., 2006; McLachlan-Smith, 1996) on how literacy is promoted and practiced in New Zealand early childhood settings. It is also based on the extensive body of research on how children's literacy can be

supported in the early childhood setting (see Makin, Jones Diaz & McLachlan, 2007; Whitehurst & Lonigan, 1998; Cunningham, Perry, Stanovich & Stanovich, 2004). The research is framed within a sociocultural framework, in which teachers' beliefs and practices are understood as a social, cultural and historical construction. Literacy is defined both within psycholinguistic and social practice frameworks. A quasi experimental design was used, which involved pre and post testing of teachers' beliefs and children's literacy knowledge following professional development on early literacy. Five centres, including a control group participated. Teachers kept diaries of literacy practices during the intervention period, which were reflected on. Parental consent and child assent was used for children's involvement. Teachers provided consent. Statistical and thematic analyses reveal changes in teachers' beliefs and children's literacy knowledge following participation in the project. Issues concerning teacher knowledge of literacy in the early years and their resulting practices are discussed. The implications for teacher education programmes and in service professional development are explored. The voices that are influencing teacher practice in New Zealand are examined and their potential influence explored.

Keywords: literacy, teacher beliefs, sociocultural, child care, Te Whariki

SYMPOSIUM SET III/27

ETHICS AND METHODOLOGY

Individual paper

CHAIR: DEBORAH HARCOURT
Australian Catholic University, Australia

Ethical research with children: Developing guidelines for authentic engagement

DEBORAH HARCOURT (1) AND JONATHON SARGEANT (2), (1) Australian Catholic University, Australia; (2) University of Southern Queensland, Australia

The Ethical Research with Children (ERWC) guide was developed to assist beginning researchers in developing, conducting and disseminating research that seeks to report, address or effect change in matters relating to children and childhood, utilising an authentic and ethical imperative. This work follows on from a range of studies including Bessant 2006; Harcourt & Conroy, 2005, 2008; Thomson 2007; Sargeant 2010. There is an increased acknowledgement of children's rights and agency within research as informants to inclusive research methodologies. The conduct of timely, ethical and reliable research in matters directly affecting children is of increasing importance in contemporary research. The inclusion of children's perspectives is a critical consideration when preparing any child related research and is beneficial when included at all stages of the research endeavour. However, many studies relating to children are often directed by a particular (adult determined) theme that does not necessarily reflect or consider children's perspectives. The importance of the child's voice and children's perspectives is gaining increased attention within child related professions and is recognised as paramount at the grass roots level. Less recognised, however is a broader societal acceptance of the capacities of modern children to personally deal with, and to process the information of their everyday lives. The researchers conducted semi-structured interviews with key members and chairs of ethics committees from Australian and New Zealand Universities and with member of key independent research agencies. The interviews examined current practice and issues around child related research from the ethics committee perspective. Interviews were also conducted with leading and novice researchers who have an interest in child related research. The data was analysed using a thematic inductive method and key themes identified. The emergent themes from the two perspectives were then compared with a view to identify both commonality and dysjunction. Following the analysis of the key and emergent themes the research team then developed the ERWC resource that would assist both the researcher and the ethics committee in ensuring that the research meets ethical legal and moral imperatives. This resource is currently under trial. The ERWC combines relevant information within a workbook format as a guide for engaging with the issues and essential elements for conducting ethical research with children so that these elements have been not only considered, but also systematically addressed. A key element of the guide is the SQERT analysis. The Skills, Qualifications, Experience, Roles and Training (SQERT) of the research team includes considerations of legal knowledge, breadth of interest and knowledge of ethics and, most importantly, experience with the children involved with the research. At present there are no guidelines specifically developed to assist researchers or ethics committees in submitting or assessing research proposals that intend to include children birth to 18 years.

The ERWC supports a collaborative and transparent approach to such research and would ensure that the mandates of the UNCRC are proactively adhered to. The guidelines are useful for any researchers who have potential research projects that wish to actively engage children and young people in research.

Keywords: ethics, research with children, children's rights, guidelines, ethical research

'Recall' methodology: The merits of using an emergent biographical approach to interview childcare workers

HAZEL WRIGHT, Anglia Ruskin University, United Kingdom

The research was a doctoral study investigating successive cohorts of mature women who enrolled on a level 3 childcare diploma over a ten-year period, to discover the impact of the training and the associated workplace involvement on the women's lives. It draws inductively on literature from a range of disciplines: studies of adult education by Skeggs, Hart, Edwards, Cox & Pascall, Parr and Merrill; childcare research by Colley; work-based research by Hakim in addition to a range of methodological texts. Overall the study is framed by Sen's capability approach but in methodological terms significant influences are Hollway & Jefferson (free-association interviewing), Ten Have (conversation analysis) and Richardson (analysis through writing). The focus of this paper will be on using an emergent methodology, on developing a novel way of creating rich and exciting data, starting from biographical interviews and problem-solving at each step. The research carries university ethics approval. The data allowed the creation of original typologies and a model of 'integrated lives' later recast as an example of a capability set, a means of explaining choice. However, the main focus of this presentation will be on the methodological approach that offers a means of evidencing intuition. The practitioner views on choice-making and change within the early years' sector have implications for a range of policy initiatives in addition to giving voice to those who have worked throughout a period of intensive sectoral reform. In policy terms, the methodology offers a realistic alternative to action research.

Keywords: emergent methodology, biographical approach, practitioners, choice, childcare typologies

SYMPOSIUM SET III/28

OBSERVING, VISUALISING AND RECONCEPTUALISING RESEARCH METHODS

Individual paper

Observations: powerful tool or rude intrusion?

CHRIS JENKIN, AUT University, New Zealand

Within an action research project for my doctoral studies on bicultural practices in mainstream early childhood I wanted to contribute to teachers' knowledge of the bicultural curriculum via sharing observations. Once observations were completed I was left with a series of questions including who should be observing in early childhood research and what power issues exist between those observed and those investigating. Reflecting on the work of Locke (2007) that observation privileges the voice of the observer, I was able to see the source of my unease. I was mindful of the possible power differential of an academic observing a teacher. Although observations were to be completed at the end of each action research cycle, I found no evidence of bicultural practice to record when I revisited the case study sites. This led to reflection on the ethics of observing teachers in their own centre to provide a negative report. Of concern to me was the issue of power because the voice of the observer was privileged. To use my privileged academic observation to judge the product of this journey was not relevant, useful, or even polite as a guest in the early childhood centre. The implications of this for research require the negotiation of the observational process and the production of a multivocal narrative to tell the story of the observer and the observed.

Keywords: observation, power, ownership, negotiation, multivocal

Using visual methods within participatory action research In early years foundation stage settings

KATHY RING, York St John University, United Kingdom

The aims of the project were for practitioners to explore and develop greater understanding of young children's use of drawing as a tool for making meaning and their own role in supporting this process. This paper focuses upon the exploratory use of visual methods within the project. It builds upon the researcher's

previous small-scale project (Ring, 2003) that used visual methods to explore the socio-cultural contexts in which young children draw. The paper draws upon the work of Weber (2008:47) in considering images: as data produced by the participants and the researcher; as data or springboards for reflecting and theorizing; to elicit or provoke other data; for feedback and documentation of the research process; as a mode of interpretation and/ or representation. 'Walk, talk and snap' was developed as a tool for the collection of images and narrative. 'On the spot' analysis took place as the action-researcher and the trainer-researcher walked through the participant's setting and engaged in audi-taped discussion, debate and analysis of the impact of change. The foregrounding of visual images in research raises ethical issues and these issues are debated within the paper. The paper shares evidence of 'on the spot' decision making and after the event questioning which forms part of thinking through methodology in practice. Visual methodology is recognised as supporting: understanding of the process of children's thinking and meaningful explorations of their worlds; analysis of contexts which support or detract from children's creativity.

Keywords: visual methods, EYFS settings, participatory action research, meaning making, drawing

SYMPOSIUM SET III/29

GIVING VOICE TO VERY YOUNG CHILDREN

Individual paper

CHAIR: SOPHIE ALCOCK
Victoria University of Wellington, New Zealand

Playfulness from a secure base: Exploring attachment in young children's playful communication SOPHIE ALCOCK, Victoria University of Wellington, New Zealand

This paper reconceptualises concepts associated with attachment theory (Bowlby and Ainsworth) in the context of very young children (1-3 years) feeling and being free to play. A socio-cultural interpretation of young children's playful and humorous communication (unpublished Phd thesis, 2006). Attachment, holding-on and letting-go, the sharing or distributed nature of individual minds amidst physically energetic chaos are images which capture some of the main features observed in a study of young children's playful communication in early childhood centre settings. The data, presented as 24 narrative-like -events", formed part of an interpretive qualitative study exploring young children's playful communication. The ethnographic-inspired research methods included the researcher as a participant observer. Cultural-historical activity theory (CHAT) framed the methodology and mediated activity was the unit of analysis. Socio-cultural historical paradigm but now with some influences from critical complex systems theory. University ethics committee approved the research. CHAT illuminated the tensions, contradictions, power patterns and processes which are inherent in communicative activity and attachment. The processes of holding-on and letting-go illuminate the interconnectedness of all phenomena and the dynamic - process nature of activity in communication, as illustrated by the events presented in this paper. The implications emphasise the importance early childhood curriculum enhancing very young children's feelings of belonging while also facilitating their exploratory play. This involves an awareness of how systems interconnect and overlap in playful activity and how adults can mediate children's playful exploration.

Keywords: attachment theory, playfulness, communication, activity theory, complex systems

Investigating preschool children's nature experiences with a pragmatic approach SUSANNE KLAAR, Skövde University College, Sweden

The purpose of this paper is to present a methodological approach, which makes it possible to investigate young preschool children's practical, non-verbal experiences about nature. A Practical Epistemology Analysis (PEA), developed by Wickman and Östman (2002), is suggested. PEA is based on pragmatism and John Dewey, and learning is seen as a meaning making and a relation creating process. PEA has been used within the research group -Studies of meaning making in educational discourses" (SMED) when analysing meaning making in spoken or written language (see Lundqvist 2009; Lidar et.al. 2006; Majjorsdotter and Wickman, forthcoming). In this paper PEA is further developed to make studies of children's non-verbal, practical experiences possible. In order to handle this challenge, John Dewey's concepts of experience, inquiry and nature relations, is used. The preschool children's outdoor nature experiences have been video recorded, and their experiences are analysed with PEA. The families have signed a document agreeing to participate in the study, and the children's willingness to take part was considered during video recording.

With PEA it is possible to make children's inquiry process visible, when they experience nature. It is also possible to analyse children's nature relations, and discuss their actions in terms of meaning making. By making children's practical, non verbal actions visible in the preschool practice it is possible to create new knowledge about children's nature relations and learning without a specific focus on cognitive development, conceptual understanding, and verbal language.

Keywords: experience, meaning making, nature relations, preschool children, John Dewey

Knowing how to give voice to children...and deal with screaming, babbling, and silence. Impressions from an ethnographic study in a crèche

OLIVER SCHNOOR AND SASCHA NEUMANN, University of Luxemburg, Luxembourg

In a current ethnographic study in a Luxembourg day care centre (age 0 to 4), a promising focus turned out to be the observation of adults' various practices of dealing with children's vocal behaviour (speech and non-speech). Knowledge in this context has a twofold meaning: First, we are concerned with the practical and often tacit knowledge of the pedagogic staff. Second, we are interested in the more explicit and often ironic forms of knowledge concerning the causes and motives for children's vocal expressions (i.e. knowing in face of not being able to know) and how it is constructed and used in the interpretive interaction of the nursery's daily life, in particular during the daily "children's conference". The research project applies a field theoretical approach to ethnographic research on early day care institutions as it was developed by the members of our research unit during former theoretical and empirical studies (Honig/Joos/Schreiber 2004; Honig/Neumann 2004; Neumann 2008; Neumann/Honig 2006). By presenting a range of sequences of interaction it may become apparent that to give voice to children can practically mean 1) to demand voice from children (and, in doing so, to evoke a will), 2) to interpret vocal articulation of children as speech or communicative acts 3) to suppress particular voices (e.g. crying or screaming) in order to give voice to other children. Our findings imply to reconsider the practical possibilities and limitations of certain participative concepts in ECEC.

Keywords: vocal articulation, nursery, ethnography, practical knowledge, children's conference

SYMPOSIUM SET III/30

SOCIAL BEHAVIOUR AND ETHNIC DIVERSITY

Individual paper

CHAIR: MARIE NICOLE RUBIO
Le Furet, France

To be excluded. Children's exclusion strategies in play

BRITT TELLGREN, Örebro university, Sweden

The research reported in this text attempts to understand what happens when children (3-5 years) interact with each other in the context of activities in a pre-school setting when adults are not involved. The aim of the text is to understand how children in a pre-school setting create relationships and how they defend and protect their interactional spaces. The analyses attempt from my video data in the thesis (Tellsgrén 2004) where I have studied and analysed what kinds of access-strategies (Corsaro 1979, 1981, 1985, 1997, 2003) the children utilize and create and also how these children exclude one another in play activities and everyday conversations. Sociocultural and interactionistic perspectives have been used. By using ethnographically inspired methodology, in combination with conversation-analysis, this project has been analysing everyday interaction between children who are three to five years old. Studying peer-interactions through microanalysis allows for understanding what is happening in their own peer-culture in preschool when adults are not involved. Video recordings have been used with permission both from the children's parent, by their signature, but also from the children themselves every time the recordings were going on. Findings suggest that it is very important for these children to maintain interactions with peers and gain access to play groups. The results indicate that gaining access to play groups is particularly difficult in preschool settings since young children tend to protect shared spaces and ongoing play activities from children outside the realms of these spaces and activities. Children also co-construct a number of strategies for excluding peers from their interactional spaces.

Steering clear from the dominating perspective that categorizes children and focuses on the individual child. I have in contrast focused children during their interaction with one another in peer group activities.

Keywords: preschool, peer-relations, peer-perspectives, interactions, play

Kaleidoscoping the pre-existing predispositional lens of children's play - Changing perspectives

BENJAMIN TAWIL AND KATE WAGNER, Glyndwr University, United Kingdom

This paper suggests that a kaleidoscopic point of rotational symmetry of the 'lived experience' and real purpose of children's play could be achieved through the employment of an innovative paradigmatic lens contained within a novel ecological framework methodology. Previous studies acknowledge that play is essential for the development of emotional well-being, happiness and enjoyment of the child, however, the narrow predispositional interpretative schema commonly used to make sense of the 'lived experience' and purpose of children's play overlooks that play is relational in a broad ecological context. The pre-existing predispositional lens of children's play reflects the dominant paradigm that children's play acts as the main vehicle for their learning and development throughout childhood and forms the building blocks in their preparation for adulthood. This paper challenges the utilitarian nature of this paradigm to reveal different perspectives of play. A new methodology that is a self-perpetuating and self-fulfilling evidence-based research trail of bi-directional core concentricity. It employs a combination of multi-method research tools within the ecological framework in the community. Due ethical consideration given in respect of consent, confidentiality, reflection, together with empowerment and ownership in participation. This paper seeks to introduce/discuss the potential of this methodological approach. In kaleidoscoping the pre-existing predispositional lens, the viewer looks through one end to gain a pluralistic perspective of the purposes of children's play that encompasses the finer details and the peripheral other enabling clearer analysis through the multiple lenses.

Keywords: play, methodology, kaleidoscoping, lens, ecological

Harassment and victimisation from day care to school

MARITA NEITOLA, University of Turku, Finland

The aim of this research was to investigate the prevalence and stability of bullying and victimization and the links between them and other peer relation problems within young children. The pilot-study revealed that bullying and victimization are very common in early childhood (Laine & Neitola, 2002). Bullying and victimization harm children's development and well-being. They are linked to the quality of the children's social competence and to other peer problems (Ladd, 2005). However, experiences of bullying and victimization are less investigated within early childhood research. During this longitudinal research project 179 children took part yearly to the interviews considering their peer relations. Victimization was assessed by self- and peer reports. Peer nomination was used in order to determine the bullies. The children were recruited by the parental permission. Because of the sensitive nature of the research theme all the children were interviewed individually. In this research we strove to shed light on children's conceptions of their social world. The prevalence of bullying varied between 12.5%-17.5% during the three measuring years, and the prevalence of victims was between 8.4% - 14.2%. Mostly the victims could be nominated as bully-victims, because they got high scores both in bullying and victimization. The research of bullying and victimization among young children is methodologically very challenging task. In examining harassment and victimization among young children we should use multiple informants and developed methods.

Keywords: bullying, victimization, peers, children, social competence

SYMPOSIUM SET III/31

RESILIENCE AND EMOTION DURING TRANSITION

Individual paper

CHAIR: MARJATTA KALLIALA
University of Helsinki, Finland

Children's Centre support: Positive anchor points promoting resilience and positive feelings about school when experiencing transition to primary school

PASCALE PARADIS, University of Cambridge (acknowledgment to David Whitbread), United Kingdom

With the arrival of Children's Centres (DfES, 2006), further development on the role of Children's Centres and transition needed attention. The following question was addressed: From children, parents and practitioners' experiences of transition, what can we learn to inform effective models of transition practices in Children's Centres? Transition between preschool and school has been identified as a developmental challenge (Fabian, 2003). Children with a higher level of competencies in different development areas before entry to school have better adaptation (Cowan et al., 2005). These competencies are associated with resilience (Krovetz, 1999; Werner, 1989). Bronfenbrenner (1986) clearly highlighted that the nature and strength of connections between the family and settings have a particular significance for successful transitions. Twenty-two parents who had a child going to school in January 2007 filled in a questionnaire. Ten parents participated in pre and post semi-structured interviews. Children were consulted with puppets and pictures. This information formed the basis for four case studies. Young children's participation was given attention. A transition conference was organised in May 2007 for early years practitioners in the area. Resilience has an impact on the transition experience. There is inconsistency in the type and number of transition activities offered to families depending on geographical areas. For many families, the transition period was challenging. Access to specialist support in transition and coordinated services may help to achieve consistency of practice and give all children the same chance at the beginning of their school career.

Keywords: transition, resilience, early years, children's centres development, children's participation

"We're here now 'cause we are big" - Investigating children's experiences of graduating to new classrooms in early childhood care and education settings

CHRISTINE O'FARRELLY AND EILIS HENNESSY, University College Dublin, Ireland

The aim of this research is to explore children's experiences of graduating to a new classroom in Early Childhood Care and Education (ECCE) settings. Whilst the effects of children's transitions between settings have been well documented, the impact of the transitions children make within ECCE settings has been largely overlooked. An ecological perspective underpins this research. This approach is useful in conceptualising the impact of transitions due to its capacity to account for the synergistic relationships that multiple factors bring to bear on children's adjustment (Rimm-Kaufman & Pianta, 2000). This paper reports on a short-term longitudinal study following seven children as they graduate from toddler to preschool classrooms. Qualitative interviews are used to explore the transition experiences of children, practitioners and parents. Structured observations of children's interactive, non-interactive and anxiety behaviours, prior to and following the moves to new classrooms, are also carried out. Particular attention is given to the issue of providing children with meaningful opportunities to decide about their participation in the research process. The findings of this research illustrate that moving on brings new opportunities for children. However, transitions also carry distinct challenges and often mean leaving familiar friends and practitioners behind. It is unsurprising then that some children exhibit increased anxiety behaviours following these transitions. These findings force us to consider children at the centre of the organisational practices we employ in ECCE settings. Greater attention needs to be dedicated to developing practices that provide coherent ECCE experiences for children.

Keywords: transitions, children's perspectives, participatory methods, continuity, observation

SYMPOSIUM SET III/32

THE NORTHAMPTONSHIRE BABY ROOM PROJECT

Self-organised symposium

CHAIR: VERONICA LAWRENCE
Northamptonshire County Council, United Kingdom

The symposium will outline the framework of The Northamptonshire Baby Room Project© (NBRP); describe its impact on babies, practitioner's practice and families; describe evaluation strategies being used; and identify future developments. The papers from the Children Centres will describe how they used the NBRP in their settings; impact on their practice; and outcomes for families. The aim of the NBRP is to raise the quality of babies' experiences by creating an ongoing, sustainable and exciting project, empowering practitioners and parents to be confident and passionate about babies. Highlights of the project are: visible changes made for babies by practitioners greatly improving the quality of the experiences for infants in their care; changes include improving the quality of practitioner interactions with babies; environmental adjustments; enthusiasm of practitioners who are proud to show what they are doing; increased creativity. Early indications from Children Centres are that parents are enthused by NBRP.

Keywords: infant learning, infant care, child development, pedagogy, cognitive development

The Northamptonshire Baby Room project: The framework

VERONICA LAWRENCE AND CLAIRE STEVENSON, Northamptonshire County Council, United Kingdom

Babies don't do anything, do they? The Northamptonshire Baby Room Project (NBRP) challenges this widespread perception so that people become amazed by babies' abilities and raise the quality of provision. Information on brain growth and development and MRI scanning babies have showed that experiences shape growth of the cortex. Reflective practice is important in EY curriculum change. There has been massive interest in the (NBRP) across Northamptonshire and Europe, since 2007. We have aimed to integrate theory about developmental cognitive neuroscience with Early Years Practitioners practical work with babies and families. Early experience shapes brains affecting motivation, curiosity, emotional well-being, learning and play. The challenge has been to create an imaginative, informed project inspiring practitioners to change their practice using knowledge about brain development. Multi-disciplinary team delivered three sessions themed around brain development:

- Babies' brain development
- Babies' emotional wellbeing
- Babies' play and laughter

The sessions were designed to balance information sharing; making resources and immediate input from the multi-disciplinary team. Practitioners chose a baby in their care to build reciprocity through infant observation and creating a "Unique Me" booklet. Babies' permission is agreed through their parents/carers. We found that looking from baby's perspective increases inclusive practices. Increased knowledge about effect of experience on babies' brains by early years practitioners and professionals stimulated immediate and sustained change in settings. Practitioners can understand complex information about brain development and transform their work with babies. The NBRP offered a framework to develop practitioners' interactions with babies in settings. Baby brain development needs to become integral to programmes developing the Children's Workforce. The project also helps in identifying aspects of quality provision for babies.

Keywords: babies' brains, multi-disciplinary, emotional well-being, EYPractitioners, inspirational

“Babies“brains are just amazing”

CHRIS WHELAN, JO NEWMAN AND VICKI BEDDOE, Croyland Children's Centre and Nursery School, United Kingdom

Can parents and professionals share information about infant brain development in order to promote better attunement to the needs of very young babies? A group of multi-agency professionals were interested to explore whether the materials developed as part of the Northamptonshire Baby Room Project©, which were originally designed for early years practitioners, could be adapted to share with parents coming to a

Children's Centre. The project supports the sharing of learning through reciprocal and flexible parent and professional partnership and there is sensitive containment of anxieties for babies, parents and professionals. Parents who were already using the services provided by a Children's Centre, and whose babies were under one year, were invited to join professionals in a small study group, for three sessions. Creche arrangements for the care of their babies reflected the learning content of each session. Material for discussion was provided by an Educational Psychologist.

An open research journal recorded the reflections of participants. Babies' consent was agreed by parents or carers. Parents were fascinated to have aspects of their babies' behaviour illuminated by knowledge about neurological development. Parents reported greater understanding about how their own feelings could impact upon those of their babies. They were excited by the immediacy of the exchange of knowledge and wanted to know more. Parents changed ways of interacting with their babies. Babies' brain development is integral to the developing Children's workforce and within Children's Centres.

Keywords: attunement, multi-agency working, parents, containment, reciprocity

Babies don't do anything, do they? Making connections

KIM CARNE AND DIANNE BERRIE, Camrose Children's Centre, United Kingdom

Can the Northamptonshire Baby Room Project© (NBRP) be applied to work in a Children Centre?

Can the NBRP strands be applied to settings that function on an occasional basis e.g. stay and play; drop in; crèche? Camrose Children Centre planned using the NBRP as the basis for developing their new baby area and newly formed team of crèche, drop in and nursery staff. The NBRP enlightened staff about brain development at stages of children's learning; why babies react to certain situations; how to calm distressed babies; how interactions affect development. It was delivered by a multi-disciplinary team using the three session format to staff working in the baby room; crèche; and drop in activities. The connections babies make in their brains are through their experiences. Applying this to the Children Centre activities has enabled staff to work creatively. Babies' consent was agreed by parents/carers. Staff were fascinated learning about chemicals in the brain and their effects which stimulated significant changes in practice: Using different colour in different areas, bright colours in activity areas, relaxing colours in resting areas creates high contrast areas that stimulate yet relax. The NBRP helped enabling staff to work together on a joint project consolidate learning about baby development and strategies for working together between teams. The NBRP further developed already high quality practice in Camrose Children Centre. The whole centre, including staff and users from outside became aware of the importance of black & white areas through visual displays and video footage, which was shared with parents during consultation week. We show how important it is for parents, staff and policy makers involved with infants understanding the practical implications of how every experience affects babies' growing brains.

Keywords: brain connections, chemicals, colour, early years practitioners, children's centre

SYMPOSIUM SET IV
TUESDAY, 7TH SEPTEMBER 2010
11:30 – 13:00

SYMPOSIUM SET IV/1

LONGITUDINAL STUDY OF THE IMPACT AND ROLE OF EARLY YEARS PROFESSIONALS CARRIED OUT BY CENTRE FOR DEVELOPMENTAL AND APPLIED EDUCATION (CEDARE), UNIVERSITY OF WOLVERHAMPTON FOR CWDC

Self-Organised symposium

CHAIR: MARK HADFIELD

Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom

This symposium is based around a longitudinal evaluation of the role and impact of Early Years Professionals (EYPs) in England commissioned by the Children's Workforce Development Council (CWDC). The overall aims of the research are to investigate EYPs' views of their ability to carry out their roles since gaining Early Years Professional Status (EYPS), and the impact of their leadership in relation to outcomes for children and the quality of provision in early years settings. In addition, the project is concerned with EYPs' career pathways and trajectories. The first paper in the symposium outlines the overarching methodology adopted in the project. The study is designed around two main strands of activity. Firstly, case studies are being undertaken in thirty settings in England selected to include a range of provision and types of setting. The case studies are based on observations, individual and group interviews, documentary analysis and practitioners' reflective journals. The second strand of activity involves two national surveys of practitioners with EYPS. The first of these surveys has been completed and has elicited information around career aspirations and perceptions of the impact EYPs are having on their working contexts. The findings from this first national survey of EYPs will form the basis of the second paper in the symposium. The final paper in the symposium considers one aspect of the project, involving the voice of children and practitioners and how ECEC practice responds to new knowledge and voices. This paper will discuss the development of the methodology in this area.

EYPS project: aims and overarching methodology

MARK HADFIELD (1) and MARTIN NEEDHAM (2); (1) Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom; (2) University of Wolverhampton, United Kingdom

First Survey Report of EYPs' perceptions of their role, impact and career aspirations

MICHAEL JOPLING, KARL ROYLE (1) and JUDY WHITMARSH (2); (1) Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom (2) University of Wolverhampton, United Kingdom

Constructing and researching notions of children's perspectives of improving quality in early years' settings

TIM WALLER (1) and LIZ SOUTHERN (2); (1) University of Wolverhampton, United Kingdom; (2) Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom

SYMPOSIUM SET IV/2

CURRICULUM DESIGN AND THE CHILD'S VOICE

Individual paper

CHAIR: BERENICE NYLAND
RMIT University, Australia

Can the use of national curriculum documents promote the infant's voice in a group care context? A discussion from Australia

BERENICE NYLAND (1) AND CHRIS NYLAND (2), (1) RMIT University, Australia; (2) Monash University, Australia

The aim of this research was to explore the infant-toddler childcare context as a developmental niche and to describe the responsiveness of the environment to the children's growing communicative competence. This data is juxtaposed against the content of two curriculum documents, recently developed that are now entering an implementation phase. Previous research and publications have examined infant experience and the Australian childcare context as a developmental niche. Children's rights and the infant voice in group care is a long time interest. For this qualitative and descriptive study children's daily experiences were interpreted in relation to communicative intent within a socio/cultural frame that included all participants. The curriculum documents were examined using the concept of semantic content and the theories of infancy and cultural images of young children represented in these texts was explicated. The research methodology and methods are informed by constructivism. Mixed methods have been used to critique the concept and use of curriculum documents for infants in group care and contrast these to real life experiences infants are encountering. Ethical clearance was obtained from the RMIT Human Research Ethics Committee. Observation findings suggested programs and relationships were benign but the children's frequently offered communications were not commonly noticed. The document analysis supports the idea that infant programs are under-theorised and problematic. Infant group care programs need to be addressed in relation to quality. Can curriculum documents, a popular policy strategy, based on identified outcomes, play a role in changing them?

Keywords: infants, childcare, voice, curriculum

Who is participating in (co) constructing kindergarten as a learning arena?

ANITA BERGE, University of Stavanger, Norway

The question raised in this paper presentation is: Who is participating in (co)constructing kindergarten as a learning arena? The presentation draws on data from a small scale research project. A group of nine teachers from kindergarten and primary school have been asked to describe their experiences during two years of collaboration between kindergarten and school, according to how they understand the concept of learning and their educational practice in kindergarten and school. The theoretical framework of the study is located in cognitive and social constructivist theories. This is a qualitative study, based on phenomenology and hermeneutic traditions. Data has been selected through qualitative interviews with nine teachers in kindergartens and schools. Written journals from the teachers are also included in the data. One central question regarding ethics in this project is the researcher's interpretation and construction of the data in to a text. Findings reveal that kindergarten as a learning arena seems to be vague and tends to be invisible. In this presentation the findings from the study will be elaborated and discussed. Questions raised in the paper are: What characterise learning cultures in kindergarten? What counts as knowledge in transition from kindergarten to school? Who has voice in (co) constructing kindergarten as a learning area? The increasing emphasise on kindergarten as a learning arena puts a pressure on the kindergarten tradition. The policy may create a risk that the priorities and traditions of schooling may be applied to the kindergarten, and displace the traditional practice of kindergarten.

Keywords: kindergarten tradition, school tradition, learning, transition, practice

What is learning to a 1-3 years old child (toddler)?

MARGARETH EILIFSEN, NLA University College, Norway

In the last few decades in Norway there has been a change in the kindergarten curriculum and framework from caring and playing to education and learning. In 2006 the Ministry of Children and Family Affairs was

dismantled and the responsibility for kindergartens was transferred to Ministry of Education and Research. In 2009 the government presented a White Paper to Parliament on the Quality of Kindergartens in Norway; one of the three points raised was to strengthen kindergarten as a learning area. This paper focuses on kindergarten as a learning area, exploring the difference between playing and learning related to Handbook of Research on the Education of Young Children (2007). In order to identify important influences on childhood located in the preschool context, I will examine the most recent curriculum for preschool teacher training and conduct some interviews of preschool teachers who have more than 10 years experience. It is important to examine the reflections and thoughts of adults working in preschools since these influence the toddlers every-day lives. While the findings of such an investigation may prove difficult to measure, they would be valuable nonetheless. Is a change taking place in perspective to what is important to a toddler? Is it possible that a new view of kindergarten may be developing, or is there something comparable about learning and playing? Would it be possible to expand the playing concept to include learning; are we talking about the same thing when we talk about playing and learning? If we are to focus on teaching a toddler, what then should be taught?

Keywords: toddler, learning, playing, framework, reflection

SYMPOSIUM SET IV/3

RIGHT BY CHILDREN? CONSIDERING EARLY CHILDHOOD POLICY IN IRELAND

Self-organised symposium

CHAIR: MATHIAS URBAN

University of East London, United Kingdom

Following decades of neglect for early years services, the Irish government turned attention to regulating and growing the childcare sector during the first decade of the 21st century. Initial investment focused on creating childcare places and developing a local business and support infrastructure to support developments. As concern grew over the focus of investment, the capacity of the sector to respond effectively and the sustainability of quality services our research began an investigation into how sensitive Irish early childhood policy is to children and their rights. Through an exploration of policy from three distinct but inter-related angles (discourse – policy maker's perspectives – policy tools), *Early Childhood Care and Education in Ireland: Towards a Rights-Based Policy* considers key challenges in need of redress if Irish children and their rights and needs are to be placed at the centre of a policy process which directly impacts on them so profoundly.

The discursive construction of „children' and rights“ in Irish early childhood policy

RACHEL KIERSEY AND NÓIRÍN HAYES, Dublin Institute of Technology, Ireland

This paper explores the construction of knowledge about 'children', 'rights' and 'ECEC' in Irish early childhood policy discourses. This research forms part of a wider thematic research project exploring Irish early childhood policy design from a number of angles; this strand of the research is concerned with "revealing meaning" from Irish ECEC policy texts through a critical discourse analysis study. The theoretical goal of a critical discourse analysis study aims to understand how specific realities have come into being in the policy area; how they are reproduced through policy literature, how language use is an integral facet of social processes, and how this shapes meaning about ECEC in wider society. The methodology used in this study follows the general rules proposed in the CDA framework devised by Chouliaraki and Fairclough (1999); alongside Foucault's notion that language, power and knowledge are fundamentally interconnected at the level of discourses (1977). The CDA framework was applied to policy texts using a thorough linguistic textual analysis, while also considering the wider dominant political and social context at the time of publication and dissemination. Discourses of knowledge about Irish ECEC policy have been constructed twofold; as policy responding to a 'childcare crisis', and, as policy targeting educational disadvantage; both of which fall short of conceptualising services and supports as rights-based. This paper aims to show how knowledge about each concept is constructed and represented through the language used in the policy document and explore the significance of these constructs for future policy.

Keywords: children's rights, critical discourse analysis, discourses, knowledge, policy

Behind closed doors: Exploring the experiences of key voices in Irish ECEC policy making

SIOBHAN BRADLEY, Dublin Institute of Technology, Ireland

This research explores the perspectives of an inner elite of actors engaged in ECEC policy making and reveals unique 'behind the scenes' data on their experiences of decision making processes and the associated challenges in designing rights-based policies within such environments. Despite the fact that policy decisions involve only a distinct elite of key 'players', research pertaining to the role and perspectives of these actors in ECEC decision making processes is remarkably limited (Bown, Sumsion and Press, 2009). This research aims to respond to this research vacuum in the Irish context. Policy analysis literature (Lindblom, 1968; Maloney, Jordan & Mac Laughlin, 1994) supported the design of a unique concept map (Wheeldon, 2009) through which key actors engaged in Irish ECEC policy making processes were identified. Socio-cultural theory supported exploration of historical and cultural influences on ECEC perspectives and policy design. The qualitative exploration of perspectives fits well within the interpretative tradition which stresses the importance of investigating action and the social world from the point of view of actors themselves (Knoblauch, 2005). Ethical Clearance was received from the DIT Ethics Committee. The personal experiences of key actors engaged in the higher domain of policy making are revealed providing insight into the complexities, challenges and struggles in ECEC decision making processes. The unique empirical data sheds lights on the hidden and tacit dimensions of policy making supporting a more nuanced understanding of key challenges involved in developing rights-based policies in post parliamentary policy environments.

Keywords: policy making processes, children's rights, ECEC Policy, policy design

Designing policy tools to give voice

BERNIE O'DONOGHUE HYNES AND NÓIRÍN HAYES, Dublin Institute of Technology, Ireland

This paper seeks to evaluate policy tools in order to reveal how their design and selection can restrict or facilitate a sharing of power and voice. Previous studies by Schneider and Ingram (1997) have shown that policy designs reflect the social constructions of knowledge and power that determine the distribution of benefits and burdens to target populations. Policy Design Theory provides a framework for policy evaluation that looks beyond policy goals and rhetoric to reveal that meanings and assumptions within policy design that help explain why a democratic commitment to equitable sharing of power and voice rarely moves beyond rhetoric to action. This interpretive approach integrates normative and empirical analysis of policy tools that focus on the construction of target groups and the behavioural impact of policy tool design. In addition to a literature review, findings are drawn from questionnaires and interviews with parents and practitioners with a view to identifying recommendations for policy design that facilitates a real commitment to participation. The research complies with Dublin Institute of Technology's ethical standards. A review of policy tools internationally reveals a correlation between positive social constructions of target populations and the capacity of practitioners to influence policy tool design and selection. There is also a greater capacity amongst representatives for 'advantaged' target groups to influence policy design relative to 'dependant' groups. The research seeks to create awareness amongst policy makers and practitioners that policy tool design can be influenced in order to facilitate real and equitable participation and children's.

Keywords: policy design theory, practitioners, children's rights, participation, consultation

SYMPOSIUM SET IV/4

DEVELOPING PEDAGOGY

Individual paper

CHAIR: JAN PEETERS

VBJK - The Resource and Research Centre for ECEC, Belgium

You can trust me. Pedagogical professionalism and pedagogical relations in ECEC

PAULINE SCHREUDER, University of Groningen, The Netherlands

This study aims at understanding multiple layers of pedagogical responsibilities and trust as they are experienced and addressed by ECEC workers in their daily practice. This study relates to Urban (2008) pointing at the diminishing of pedagogues' room for diversity and professional wisdom, and to Biesta's

addressing the centrality of the pedagogical relation for all education (2008). Previous studies on pedagogical relations in ECC (Schreuder & Timmerman 2009) and on recent shifts in pedagogical responsibilities in out-of-school care (Schreuder 2009) have indicated the importance of these aspects in ECEC. ECEC policies and practice are discussed from a post-foundationalist perspective, hermeneutic-phenomenological conceptualisations of pedagogical relations are key-notions to challenge the apparent disappearance of professional judgement and wisdom, in favour of following programs and making use of tests and benchmarks. In-depth interviews are held with a small number ECEC-pedagogues in preschools, playgroups and daycare. Analysis focuses on agency and autonomy in daily practice, as expressed by these professionals. Formal regulations, organisational culture and the professional herself give shape to ECEC. Therefore, we consider situativity as crucial in gaining better insight into the complexity of professionals' autonomy and agency in working with young children. The interviews are held in the Spring of 2010. Professionals' voices are expected to add nuance and depth to the well-known 'clash of paradigms' within ECEC discussions (Moss 2007). This study may result in deepening policy-makers, directors and the professionals' own understanding of the unavoidable uncertainties of pedagogical relations that make up the heart of all pedagogy.

Keywords: pedagogical relation, ECEC-professionals, responsibility, trust, professionalism

The use of pedagogical documentation to facilitate dialogue and attentive listening in early childhood studies and early childhood teacher education

SUZANNE QUINN, Roehampton University, United Kingdom

This inquiry explores the use of photography as a tool of pedagogic documentation in early childhood studies and initial teacher education. The aims of the research are to examine the ways in which teacher educators and tutors of trainee teachers use photography to facilitate listening to children and learning about children. Further aims of the inquiry are to explore ethical issues related to the pedagogy. Building on prior research in this area (Edwards et al., 2007; Flannery Quinn & Schwartz, in press; Hong & Trepanier-Street, 2004; Kline, 2008; Moran & Tegano, 2005) this project addresses how pedagogical documentation techniques can be used as a tool for dialogue and listening in early childhood studies and teacher education. This inquiry is based on the principles of reflective practice (Schön, 1983, 1987) and intentional teaching in early years (Epstein, 2007). This research uses a case study approach to examine how pedagogic documentation techniques such as photography and reflective narrative are used by early childhood teacher educators to facilitate dialogue with students of early childhood studies and in particular, early childhood education. Research has been conducted in collaboration with trainee teachers with consent and permission. Findings are related to the resources needed to facilitate dialogue (technology, time, and space), the key questions that enable meaningful dialogues, as well as the ethical issues related to the use of photography in early years settings and in higher education. Implications relate to teacher training in early years.

Keywords: teacher training, pedagogical documentation, photography, ethics, United States

Promoting participation in an on-line discussion forum

ANNETTE KEARNS, Irish Preschool Play Association (IPPA), Ireland

As part of IPPA's Trainer Professional Development programme an asynchronous discussion forum was launched for the members. The aim being to provide a space where trainers could engage in informal professional development through online networking. The asynchronous nature of it allows people a choice in whether or not they participate. They can observe the conversation, reflect on it, print it off for study purposes and contribute at their own pace (Andresen, 2009). Unfortunately, the discussion forum did not take off. This research was undertaken to find out (a) why it was unsuccessful and (b) what needs to be in place to make it work. Continuing professional development for early year's trainers in Ireland is an evolving area, evoking much research (Lynch, 2009). Patterns emerging from the research suggest that professional development is a personal journey, in the company of others such as peers and mentors, creating a community of practice. Members are afforded an opportunity to share skills, tools, stories and routines. However, the co-constructing of knowledge continues only as long as the interests of trainers last (Moore, 2003). This research draws on an action research approach, combining findings from an online survey of members, interviews and content analysis of discussion threads from the forum. Anonymity will be protected. Findings suggest trainers want a safe place where training needs will be met. The interventions as a result of these findings aimed to improve the provision of online continuing professional development, leading to an improvement in practice.

Keywords: continuing professional development, asynchronous discussion forum, online community of practice

SYMPOSIUM SET IV/5

INFLUENCE ON ECE

Individual paper

CHAIR: AILIE CLEGHORN
Concordia University, Canada

Whose quality in ECEC, local or global?

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

The aim of this research was to obtain a sense of globalization's effects on EC educators' thought and practice in India, South Africa and an aboriginal community in Canada. This study built on the work of Dahlberg, Moss & Pence (2006), Evans (1996), Hatch (2004), Myers (2007; 2010), Nsamenang (2008) as well as the authors' previous studies in India and Zimbabwe, expanding what is known about the influence of the global on the local. With globalization conceptualized as a process in which events, decisions, activities and products in one part of the world affect communities and individuals in other parts of the world, this research took the position that globalization tends to militate against the inclusion of local knowledge, languages, and voice in ECEC programmes and activities. In line with ethnographic methodology, the study began with a wide lens and slowly narrowed down over four years to focus on what the participants had to say about the ways in which teaching and learning should be conducted in the early years. Ethical clearance was obtained according to Canada's Tri-council regulations, the authors' respective universities, and each country's protocols for research in indigenous contexts. Two points will be emphasized: (1) Overt similarities between settings conceal important differences that are cultural in nature. (2) Not all matters relating to the quality of an ECE programme can be quantified. Future research should draw 'from the ground up' privileging the local voice with regard to global 'prescriptions' for practice in ECE.

Keywords: local, global, diversity, comparative, qualitative

Knowledge generation intended to early childhood within subcultures and its implementation in larger society

SABAH AYACHI AND RACHID MIMOUNI, University of Algiers, Algeria

Child's growth and his shaping from a biological being to a social entity realized by the process of socialization, which is considered as one of the most complex social activities with regard to the changes occurring in different societies including the Algerian one. Knowledge's generation to children and the continuity of the educational process offers us many insights for a sociological –problématique". Our paper aims at identifying the main mechanisms which provide children with main knowledge sources and generate their –cultural capital" and define their role in the communication with others. We shall also assess the impact of the social policies in maintaining a particular (or many) language(s). Among the main sources we can mention : Family subcultures, homogamy and complementarity criteria between spouses, the role of school education, etc. It's the first study in Algeria. We adopted three theories: –cultural capital " by Pierre Bourdieu; –Homogamy" by Alain Girard and –complementarity" by Winch. We have chosen a representative varied sample of the Algerian population (different educational level, profession, ethnic origin) from different areas : 14 regions : North, South, South East , East, West ; consisting of 826 spouses (413 families). We have applied two methods : The descriptive analytical method in order to analyze data (Questionnaire), and the quantitative method, by using the K2 test in order to select statistically certain independent variables and their impact on dependent variables so as to precise the results of our research. To foster the place of the mother language during childhood education within family and not to marginalize the other vernacular or foreign languages that must live in harmony in order to reach complementarity and cohabitation between different subcultures in the larger society. Among the main results arrived at are: Through the process of socialization of children each subculture play an important role in transmitting its typical values and language components that are conveyed throughout the different types of social interactions and societies values will shape the main characteristics of the child as a cultural –product" ; Some characteristics of homogamy and complementarity between spouses have an impact on the renewal of the educational methods and their adaptation to social changes;

Fostering vernacular language along with other languages is correlated with family strategies and the degree of homogamy between parents. Adapt educational policies to the requirement of integrating some vernacular language.

Keywords: subcultures, cultural capital, homogamy criteria, complementarity criteria,

Effective early childhood education programmes: A best-evidence synthesis

BETTE CHAMBERS (1) AND OLI DE BOTTON (2), (1) University of York, United Kingdom; (2) CfBT Education Trust, United Kingdom

This systematic review synthesises the effects of early childhood programmes on children's development and presents case studies to provide rich description of the effective programmes. Previous reviews have mostly compared the outcomes of children who attended preschool to those who did not. This review compares different early childhood programmes. Systematic reviews are emerging as a strong methodological approach with the potential to guide evidence-based reform in education, with high importance to practitioners. The CRD at the University of York conducted a search to locate all studies comparing children aged 3-5 in classes using a given programme to standard practices. Inclusion criteria included study duration of at least 12 weeks and 2 teachers per condition. Forty studies evaluating 28 programmes met these criteria. Outcomes included language, literacy, phonological awareness, mathematics. Effect sizes were averaged across studies to determine impact of each programme. We conducted case studies of the six programmes that showed strong evidence of effectiveness. We reviewed only studies that had been published in professional journals or were post-graduate theses and thus had been approved by ethical review committees. The review identified six programmes with strong evidence of effectiveness for enhancing children's language and/or literacy outcomes. Case studies of these programmes suggest that features of effective programmes were strong professional development and rigorous, planned instruction. Educators should consider implementing programmes with systematic instruction and ongoing support.

Keywords: nursery curricula, improving literacy, systematic reviews, effective preschool practices, programme case studies

SYMPOSIUM SET IV/6

KINDERGARTEN SPACE, MATERIALITY, LEARNING AND MEANING-MAKING II

Self-organised symposium

CHAIR: THOMAS MOSER
Vestfold University College, Norway

This symposium arises from the research project Kindergarten space - materiality, learning and meaning making, funded by the Norwegian Research Council. The project's overarching issue is how individual, social and physical spaces are related to each other, and how these may inhibit and promote children's expression, meaning making and learning. The project has three aims: Identify relevant pedagogical dimensions of the kindergartens physical spaces and develop knowledge about the importance of organizing and facilitate spaces and materials; Develop knowledge about how children through play and other forms of participation in kindergartens create and give meaning to the kindergarten room; Produce educational relevant knowledge about the requirements for staff in relation to both recognize spaces educational potential and to increase their competency to create valuable spaces for children.

Researchers responsible for three sub studies of this project will discuss their approaches and preliminary findings in this symposium.

Keywords: play, learning, indoor space, pedagogy, materiality

Haunting space

GUNVOR LØKKEN, Vestfold University College, Norway

The project aims at bringing early phenomenology of perception into dialogue with contemporary kindergarten space and materiality, to work out a frame of interpretation for doing pedagogy in such context. A second aim, to elaborate this frame is to inquire into current academic discourses on materiality and embodiment, as found in contemporary academic journals. The study elaborates the studies of Løkken

(2000, 2005) and recent studies on materiality and embodiment as reviewed in academic journals. As part of the Norwegian NRC-funded project Kindergarten space, materiality, learning and meaning-making, this sub-project focuses the lived and situated human body, as conceptualized by Maurice Merleau-Ponty (1962, 1964). This body applies and models itself to space, inhabits and haunts space. The frame of interpretation will be worked out on basis of Merleau-Ponty's phenomenology of perception and a review of current academic journals, to do content analyses of concepts of materiality and embodiment as used. Ethical considerations follow national standards in Norway for academic work and research. Analyses of empirical material gathered in other parts of the main project, is expected to benefit from the elaborated frame of interpretation. The preliminary contours of the frame will be presented, calling upon a dialogue about potential pedagogical merit. The actual frame for understanding kindergarten space, materiality, learning and meaning-making is expected to have useful pedagogical as well as scientific merit.

Keywords: phenomenology of perception, pedagogy, embodiment, materiality, learning

Learning outdoors, children's perspectives and embodied meaning - making

KARI-ANNE JØRGENSEN, Vestfold University College, Norway

As a starting point of the project the aim has been to identify categories of learning approaches for further studies of children's learning and the phenomenology of space. How do we understand knowledge in the context of outdoor space? What are pre-schoolers ways of meaning-making and construction of embodied knowledge? The physical environment and children's perspective on their environmental surroundings are important when it comes to children's rights and the focus in Norway on the importance of physical environment as a part of kindergarten pedagogy. Theoretically the study is based on phenomenology and ethnography. The method will be observations of the outdoor environment in kindergarten playgrounds, so called nature-playgrounds in the wood as well as constructed playgrounds on the kindergartens territory. Photos taken by the children of children's own places will also be used, combined with observation of the structure and organisation of the outdoor area in different kindergartens. The project is approved by the Privacy Ombudsman for Research (Norwegian Social Science Data Services). The development of categories for analyses is a process combining fieldwork and theory and will be discussed in the presentation, as well as preliminary results from this ongoing study. This project is the first step in a study concerning concepts of knowledge and learning in the outdoor environment of the kindergarten.

Keywords: outdoor environment, phenomenology, experience based learning, embodied knowledge, body language

Children's perspectives on space and materiality in the kindergarten. Children as informants in early childhood education research

SOLVEIG ØSTREM, Vestfold University College, Norway

The aim of the project is to explore how children experience and consider kindergarten's spaces, indoor and outdoor, and how different spaces invite to meaningful activities. The project is a part of the project "Kindergarten's space, materiality, learning and meaning-making". The project is a continuation of the studies of Østrem (2008,2009). The project is theoretically based on phenomenological perspectives on subjectivity and meaning-making. A central point of departure is Merleau-Ponty's concept of corporeity and his notion of being in the world. The project includes children as informants. Twelve four year old children in a newly built kindergarten will be interviewed. To get valid and balanced knowledge about kindergarten, it is necessary to include a wide variety of perspectives. Children know some aspects of their every day life in kindergarten that adult informants can't tell us. This is the main reason to interview children about their relation to space and materiality. How to interview children implicate several ethical questions too. It is an aim to speak to them in a respectful and pleasant way. The parents have to give their consent to interview the children, but it is equally a premise that the children take part in the interviews on their own free will. The children will be interviewed in the period from March to May 2010. Results from the interview study will be presented and discussed in this symposium. Children's own perspectives and experiences should have consequences for policy or practice.

Keywords: space, materiality, children as informants, children's perspectives, meaning-making

SYMPOSIUM SET IV/7

RELATING TO INFANTS: THREE EXPLORATIONS OF THE CONTEXT OF RELATIONSHIP-BASED INFANT-TODDLER PROGRAMMES

Self-organised symposium

CHAIR: SANDRA CHEESEMAN
Macquarie University, Australia

The field of early childhood field is increasingly focusing on the nature, development and consequences of relationships for children's learning and development. This symposium presents results from three research projects which sought to explore relationship-based contexts and practices in infant-toddler programs. With reference to the perspectives of children, staff and parents, each paper details a different aspect of the characteristics and significance of interpersonal connections that are formed in such programs. Together, the papers highlight the importance of developing broad and inclusive conceptualisations of relationship-approaches to infant-toddler early childhood services.

Keywords: infant/toddler development, infant learning, peer relationships, social learning, disability

Learning to know each other: Interactions between teachers and infants during primary care in group-based early childhood settings

CARMEN DALLI, Victoria University of Wellington, New Zealand

The study investigated the use of a primary caregiving system within a peaceful-caregiving-as-curriculum approach to working with infants and toddlers. Literature related to relationship-based pedagogy with infants and toddlers (e.g., Dalli, 2000; Goldsmeid, Elfer & Selleck, 2003). Informed by child development literature, the study is conceptually linked to issues of children's rights, relationship-based pedagogy, early childhood teacher professionalism and reflective practice. A qualitative research paradigm using collaborative action research. Methodology involved video-recording of caregiving moments, reflective journals about the action research process, and records of teacher team meetings. Aware that infants and toddlers might feel uncomfortable during data collection, teachers undertook to respect the children's cues about any discomfort and withdraw from observing/data gathering. All video footage was approved by parents before it was used in public presentation. As a pedagogical strategy, primary caregiving was analysed at the three levels of (i) specific behaviours during interactions between teachers and children; (ii) a system for structuring the teachers' work; and (iii) three-way responsive relationships between teachers, children and parents. This paper focuses on the first level of analysis which identified (a) language that describes and explains; (b) hand and other bodily gestures; (c) facial expressions; and (d) co-operative turn-taking behaviour as key elements of the teachers' interactive style with infants and toddlers. The analysis enabled the teachers to articulate their practice more clearly and to identify ways to improve it; this has implications for teacher education and toddler pedagogy.

Keywords: infant-toddler pedagogy, relationships, primary care-giving / key worker, caregiver -infant interactions

Interpretations of infants and their link to relationship-enhancing interactions in day-care infant programs

SHEILA DEGOTARDI, Macquarie University, Australia

This study investigated early childhood practitioners' interpretations of infants in their care. It aimed to enhance understandings of infant-practitioner relationships by examining links between the practitioners' interpretations and the quality of their interactions. The study builds on research (e.g., Degotardi et al, 2008; Meins 1997; Stern, 1985) which argues that adults' tendency to interpret young children's experiences by reference to mental states and processes underpins their ability to relate to infants in sensitive and stimulating ways. Respectful relationships, based on thoughtful observation and interpretation of young children's experiences, have been argued to form a central characteristic of high-quality early childhood programs. Such interpretations underpin practitioner interactions, and therefore comprise an influential aspect of children's social context. Twenty-four practitioners were videoed in play and routine interactions with a self-nominated infant. Interpretations were derived by asking practitioners to describe and explain this infant's behaviour in selected video extracts. Interaction quality was rated according to levels of demonstrated sensitivity and stimulation. The research was underpinned by a commitment to advance

current understandings of infant pedagogy. Consideration was given to the ethical observation of practitioners and infants and the authentic assessment of interpretations. Practitioners' interpretive complexity and interaction quality were significantly related to their qualification levels. Regression analyses revealed interpretive complexity to be the strongest predictor of practitioner sensitivity while qualification level was the strongest predictor of stimulation levels. The findings hold implications for relationship-based pedagogy and staff recruitment and development in infant programs.

Keywords: infant/toddler pedagogy, relationships, observations and interpretations, caregiver-infant interactions, caregiver qualifications

Relationship-building with parents from culturally diverse backgrounds caring for a child with disability

EMMA PEARSON, Macquarie University, Australia

This study sought to contribute to understandings of appropriate ways of working with families from culturally diverse backgrounds caring for children with disability. This study builds on a growing body of research in Australia that is concerned with an increasing gap in utilization of disability support services between Anglo-Australian and culturally diverse groups, attributed to dominance of ethnocentric approaches and practices in therapeutic services (Pearson & Cologon, 2009). A participant-focused framework was used in the research, which was designed in collaboration with an early childhood organisation providing targeted support playgroups. The study was designed to shed light on the experiences and concerns of families from culturally diverse backgrounds attending the playgroup. The study involved constructing narratives through in-depth interviews with 4 families over one year. Evidence suggests that construction of personal narratives can provide willing parents of children with disabilities with a potent, respectful basis for empowerment. This research responds to increasing calls for the need to represent the perspectives of families whose voices may be at risk of being silenced by dominant values in therapeutic practices. Major findings indicate that cultural values and practices do provide critical sources of support, as well as challenges. The stories shared by these families indicate, however, that the critical ingredient in empowering families is genuine opportunities for relationship-building through mutually respectful interactions, regardless of whether such relationships are based on practitioners' awareness of specific cultural practices. The findings support recent calls for relationship-based approaches to service provision and supports.

Keywords: relationships, diversity, inclusion and equity, caregiving

SYMPOSIUM SET IV/8

LISTENING TO CHILDREN DIFFERENT CULTURES

Individual paper

CHAIR: NÓIRÍN HAYES

Dublin Institute of Technology, Ireland

Barriers to the determination of the „Voice of the Child“ in the Irish full day care pre-school setting

CHARLOTTE JOHNSTON MOLLOY AND NÓIRÍN HAYES, Dublin Institute of Technology, Ireland

This paper aims to outline the determination of the perception of food, by children aged 3-4 years, in the Irish full day care pre-school setting. This research is part of a larger project aiming to develop a tool to promote best nutrition practice in Irish childcare. This project strand outlines the process undertaken to gain insight into children's perceptions of food. Literature has noted the need for 'Voice of the Child' research (Greene and Hogan, 2005). In Ireland, the National Children's Office (2006) noted that 'different methodologies must be explored and utilised to hear the voices of young children'. To this end the researcher developed a simple methodology for accessing children's view on food. The researcher identified a sample of children whose parents gave consent, and met with small groups of children to gather their views on the topic of food. Ethical approval was granted but only upon the clarification of two aspects: that only the Chen et al., (1996) hedonic symbols would be used; and that parental consent be obtained from both parents of each child. This paper presents the results of this research study and discusses the impact of ethical demands on giving voice to young children. To research the lives of children it is necessary to maintain strict ethical standards. The implications of balancing these demands whilst also giving due regard to the child's voice are presented for consideration.

Keywords: voice of the child, consent, ethics, hedonic symbols, group work

Listening to children in different cultural contexts

CHANDRIKA DEVARAKONDA, University of Chester, United Kingdom

To explore how constructions of childhood in relation to listening to children are manifested in early years settings within three countries with contrasting jurisdictions: the USA, India and the UK. Previous studies focussed on methodological issues as well as comparison of how children are listened to from different countries - eg. Iceland, Australia. The focus is on how listening to children or Article 12 of UNCRC is influenced by constructions of childhood in different cultural contexts (USA, India and UK). How Article 12 of UNCRC travels around the world and is interpreted in different countries with contrasting jurisdictions. In each country, a group of children in the age range of 4-5 years were engaged in a focus group discussion which sought their opinions on their own early years provision. Using content analysis an attempt was made to interpret the implicit and explicit ways in which children are empowered in the context of the focus group interviews, and to note differences between the three cultural contexts. The constructions of childhood are revealed by a number of ostensibly methodological and ethical (rather than 'substantive') considerations: how children were identified/selected for inclusion in the group; notions of informed consent; and the regressed questions of 'voice', authenticity, reliability, ownership etc. which are revealed by such operational decisions. Preliminary analysis of data confirms that access to 'the children's voice' is fraught with ethical and methodological difficulties. This study may have implications on individual settings practice and policy on how they will empower children.

Keywords: article 12 of UNCRC, constructions of childhood, culture, ethical considerations, children's voice

SYMPOSIUM SET IV/9

INTERNATIONAL PERSPECTIVES ON LEADERSHIP MENTORING IN EARLY YEARS SERVICES

Self-organised symposium

CHAIR: PAUL WATLING

Centre for Research in Early Childhood (CREC), United Kingdom

This symposium is a mixture of presentations and dialogue with those attending. The papers presented are intended to provoke dialogue and the session will be recorded as part of continuing research into leadership mentoring in Early Years Children's Services.

Keywords: leadership, mentoring, comparative, quality improvement, integrated practice

Introduction and principles of dialogical mentoring & reflections on the practice of an early years mentor

MIKE GASPER (1) AND AZORA HURD (2), (1) Starfish Enterprise, United Kingdom; (2) The University of Birmingham, United Kingdom

The aim of this self organised symposium is to use shared experiences of dialogical mentoring to stimulate discussion to identify themes and aspects which apply internationally as well as those which may be unique to one culture. This presentation also highlights the reflections of a mentor focussing on mentoring early years professionals who are studying on a Leadership and Management Course. Exploring the dynamics of the process and the dialogue between mentor and mentee. The presenter will highlight the benefits that both the mentor and mentee gain from the mentoring relationship. The themes follow on from Thorpe/Gasper Who Cares for the Carers and Gasper & Watling What the Mentor Saw 2008 paper presented at EECERA. Developing a creative dialogue around Leadership Mentoring in Multi-disciplinary Children's Services and its value to practitioners. Various methodologies within a constructivist paradigm were used including practitioner research, reflective dialogue, individual semi-structured interviews and focus groups. These examples are taken from practice, but made anonymous, and the research of some participants is set within the values and principles of the British Association of Counselling and Psychotherapy (BACP). This symposium will continue the dialogue around leadership mentoring in the early years and multi-disciplinary children's services international perspectives.

The identification of unique and shared themes around Leadership Mentoring in children's services will be an outcome of this work.

Keywords: mentoring, leadership, multi-disciplinary, active listening, dialogue

Creating a culture of mentoring: Collaboration to support quality enhancement

HEATHER CONROY, EtonHouse Preschools Singapore, Singapore

Learning to teach is a complex and ongoing process of meaning making informed by a multitude of events and interactions experienced by individual practitioners. Working within a social constructivist paradigm whereby knowledge is constructed through our interactions with others and a commitment to a process of joint inquiry with a mentor (Feiman-Nemser in Stanulis & Ames 2009), that is the presence of an interested 'other' to support practitioner's intentional critical reflection, this paper explores the work of an identified mentor working in an early years setting in partnership with 7 teachers of varying teacher backgrounds and experience. This paper will report the initial findings of research whereby participants engage in a process of collaborative reflective inquiry (Wesley and Buysse 2001) as a mean of enhancing practice, seeking to construct deeper understandings of their pedagogy. The paper will explore the mentor relationship as a 'space' of reciprocal learning whereby parties enter the relationship with an expectation of and willingness to learn with and from each other. As such, they construct a community of learners where 'voice' is shared; where 'voice' has the potential to inform understanding about teaching and learning (in the 21st century). Through analysis of interview transcripts, and reflective diary entries, the paper aims to highlight mentoring as an integration of research and practice (Buysse, Sparkman & Wesley 2003); a form of professional development which empowers individual teachers in extending understanding of their own classroom reality, which builds self efficacy amongst practitioners and facilitates professional cultures of collaboration (Hargreaves & Fullan 1999) from within the practitioner group. The methodology used is qualitative and constructivist paradigm; multi-methodological approaches including participant narratives; reflective diary writing; interviews (both structured and informal) are utilised.

Keywords: mentoring, leadership, reflective practice, the pedagogy of listening (Rinaldi 2006), collaborative meaning making

Alchemy or practical mechanics: A study of the benefits of leadership mentoring to integrated children's services organisations

PAUL WATLING, Centre for Research in Early Childhood (CREC), United Kingdom

This study will explore whether the emerging integrated children's services departments in the UK valued the benefits of the kind of dialogical leadership mentoring such as used within the National Professional Qualification in Integrated Centre Leadership (NPQICL). This is the first presentation on this study that will outline the research plan and highlight that at the end of the study I will have: Explored the history and development of mentoring; Explored perceptions of a range of Leaders who have participated in the mentoring process; Constructed a critique of different styles of mentoring/coaching; Used expert witnesses to support my arguments; Developed an inventory of perceived benefits for Integrated Children's Services Departments to use leadership mentoring. The purpose of including this presentation in the seminar is to explore the feasibility of this study with a broader international audience. The work follows on from: "What Bus did you come on?" Exploring the Mentoring Experience in the National Professional Qualification in Integrated Centre Leadership (NPQICL). MA Dissertation 2007 Paul Watling, Thorpe/Gasper Who Cares for the Carers and Gasper & Watling What the Mentor Saw 2008 paper EECERA. Developing a creative dialogue around Leadership Mentoring in Multi-disciplinary Children's Services and its value to practitioners. Questionnaire, piloted and completed with a random sample of participants involved in the National Professional Qualification for Integrated Centre Leadership (NPQICL). Semi-Structured Interviews. These examples are taken from practice, but made anonymous, and the research of some participants is set within the values and principles of the British Association of Counselling and Psychotherapy (BACP). This is an initial presentation on this PhD Study. The identification of unique and shared themes around Leadership Mentoring in children's services will be the result of this study.

Keywords: mentoring, leadership, multi-disciplinary, active listening, dialogue

SYMPOSIUM SET IV/10

LEARNING FROM AND WITH EACH OTHER: COLLABORATIVE RESEARCH IN ITALIAN, NORWEGIAN, AND US EARLY CHILDHOOD TEACHER EDUCATION

Self-organised symposium

CHAIR: REBECCA S. NEW

University of North Carolina at Chapel Hill, United States

This symposium presents two ongoing collaborations involving Western European (Italy and Norway) and U.S. early childhood teacher educators. Findings illustrate the cultural nature of the period of early childhood and interpretations of early care and educational services. Discussions will highlight theoretical and practice implications as well as by-products of these cross-national collaborations, including uses of technology to foster not only the exchange of experiences and insights but the development of reciprocal relationships among faculty in their respective settings.

Keywords: quality, comparative, equity, pedagogy, participatory practice

Videoresearch and professional development

SUSANNA MANTOVANI, The University of Milan - Bicocca, Italy

This participatory research study chronicled the influence of two socio-cultural contexts on the research design and practice of early childhood teachers with the aim of creating conditions that ensured active teacher and researcher exchanges (e.g., video cases, SKYPE archives, and video conferencing). This study extends the work of video research in the learning sciences and cross-cultural research on teacher practice to include a community of practice informed by video case construction. This study builds upon key tenets of socio-cultural theory that include the development of shared knowledge that emerges from multiple points of viewing, mediated by the use of tools (e.g., discourse, video, narrative). The methodology of this study includes interviews/focus groups, video of classroom practice, Skype/ videoconference transcriptions in Italy and the U.S., informed by a review of visual literacy in the study of teacher practice. Protocols were negotiated between U.S. and Italian universities to ensure participant protections of teachers and children while viewing classroom video, cross-culturally. The preliminary finding reveals a tension among the U.S. teachers between the need to support children's social and early academic development, as a reflection of a national trend on school readiness. This study illustrates the need to further develop cross-cultural collaborative research designs in early care and education that make visible teacher practice and ensure teacher exchanges.

Keywords: early care and education, cross-national, video research, professional learning community, collaborative inquiry

Lessons learned from a crossnational study in Italy and U.S

MARY JANE MORAN AND RENA HALLAM, University of Tennessee, United States

This cross-national study on early care and education practices in Italy and the US illuminated ways two cultural perspectives informed teacher practice and created virtual face-to-face exchanges supported by video research methodologies. This study builds upon the "points of viewing theory" (Goldman, 2009) operationalized by video analysis as part of a research community focused on the comparative cross-cultural analysis of teacher practice. The conceptual framework of this study extends earlier work on the role of technology (i.e., video) to make visible the nuances of cultural differences as part of iterative cycles of representation, analysis, and learning within learning communities. The methodology of this study includes video case construction, interviews, and videoconferences of 5 early childhood teachers in Italy and the U.S.; and the creation of a research design for ECE cross-cultural research. Participant consents for Italy and the U.S. were back-translated to ensure teachers were well-informed, including how to freedom to withdraw from the study. A preliminary finding illustrates a variation in teacher practices that is culturally constructed, i.e., transitions from home to school and teacher emphases on the group versus individual children. This study illustrates the potentials of cross-cultural research to make visible ECE teacher practice as part of an evolving community of practice.

Keywords: early care and education, cross-national, video research, professional learning community, collaborative inquiry

Conflicting visions of equity and social justice in Norwegian and US early childhood education

ÅSE NYLENN AKSLEN (1) AND REBECCA S. NEW (2), (1) NLA University College, Norway; (2) University of North Carolina at Chapel Hill, United States

This study explored the nature and role of values in early care and education in Norway and the US, with specific attention to cultural views on the status of children and concepts of equity and social justice as reflected in national policies and teacher beliefs. This study builds upon previous work on child development and early education in diverse socio-cultural-historic contexts, including within-cultural variation in interpretations of childhood in pluralistic societies. The conceptual framework builds upon a long tradition of anthropological investigations of child development in cultural contexts; and more specifically draws upon theoretical tenets from the field of cultural psychology to examine social and policy-level interpretations of what is in the best interests of the child and society as interpreted through lens of larger cultural values. The methodology involved open-ended interviews of approximately 40 early childhood educators in Norway and the U.S.; and a review of each nation's ECE policies over the past century. Interviews were analyzed following principles of grounded theory. Teachers' interview responses were assigned anonymous codes and teachers were advised that they could discontinue participation at any time. Results of this study support the premise that the provision of early care and education is socially constructed as a function of larger cultural and political interpretations of a democratic society. This study supports the need for further cross-national collaborative research and engagement in teacher education in critically deconstructing concepts of equity and social justice in early childhood.

Keywords: cross-national, equity, social justice, cultural values, teacher education

SYMPOSIUM SET IV/11

DESPERATELY SEEKING AUTHENTICITY: PROMOTING EQUALITY THROUGH PARTNERSHIPS IN SUPPORTED PLAYGROUPS'

Self-organised symposium

CHAIR: MARTIN NEEDHAM (1) AND KATE HAYWARD (2), (1) University of Wolverhampton, United Kingdom; (2) Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

The central question addressed by the three papers in this symposium is how joint activities for practitioners, parents and toddlers might be helpful in tackling inequality. The symposium critically reflects on how educational partnerships are introduced to parents (Vandenbroeck 2008, 2007). The papers consider how parent and toddler groups are currently evaluated in relation to the implicit and explicit messages exchanged in such groups. The papers consider and what parents and research tell us about this increasingly significant area of activity. This symposium presents investigations of practice in both England and Australia of supporting parents and children together in order to draw attention to ensuring that as professional support for such groups expands, that practice strives to reduce rather than increase the inequality gap. The papers employ Ecological theory (Bronfenbrenner, 1979), Socio-cultural theory (Hedegaard and Fleer, 2008, Rogoff, 1990) and 'social capital' (Coleman, 1988; Putnam, 1995).

Re-evaluating an early intervention for „hard to reach“ families in the light of social capital theory

SALLY SMITH, Peers Early Education Partnership, United Kingdom

The research asks how 'hard to reach services' might be made easier to access and how the 'Room to Play' project achieves this. It also investigates to how social capital theory can shed light on the relationships that are formed there. The project aspires to welcome and value all parents and carers with pre-school children, but also, to offer a means to extend existing parenting practices. The paper builds on a previous evaluation (Evangelou et al), examines the growing literature on 'hard to reach' services (e.g. Katz, 2006), and draws on social capital theory as an explanatory framework for re-interpreting existing data. This paper reflects on the evaluation in the light of the author's experience as the project manager and uses Milbourne's definition of critical social research to apply 'concepts and interpretive tools to increase the possibilities of insight and understanding' (2002). Concepts derived from the notion of 'social capital' (Putnam, 1995) are used as interpretive tools to interrogate the findings of the evaluation and to raise questions about the consequences of the intervention. The paper reappraises the existing evaluation which allowed for informed consent while

preserving anonymity of the respondent. The discussion explores how the project facilitates the creation of different kinds of social capital which are then 'transferable' into the wider world. How to make services more accessible to families 'at risk' – and the nature of offer made to them are central preoccupations of current policy and practice. Both these concerns are fully addressed in this paper.

Keywords: early intervention, social capital, critical social research, hard to reach, parenting programmes

Back to basics in learning interactions: A case study of context shaping children's learning in a parent and toddler group

MARTIN NEEDHAM, University of Wolverhampton, United Kingdom

This paper asks what messages about learning parents and practitioners are offering to children through the framing of activity in case study parent and toddler groups. Pre-school studies have suggested that strategies identified with Scaffolding, Sustained Shared Thinking, and Co-construction can be advantageous to children's later educational success (Siraj-Blatchford and Sylva, 2004). This paper examines the cultural practices of adults supporting children's learning in 'free play' during practitioner facilitated 'Parent and Toddler Group' sessions in relation to collaborative learning (Rogoff 1998). The investigation employs the concept of 'activity' informed by Socio-cultural theory (Hedegaard and Fleer, 2008, Rogoff, 1990) to investigate the learner as part of a system of mutually affective elements. The paper draws on observations of two children's interactions and interviews with parent and practitioners in an ethnographic case study. The paper draws attention to the difficulties of informed consent and giving a voice to children under the age of three. The paper identifies a range of modes of interaction employed in the case study parent and toddler groups and shows how two children's experiences may vary as a result of the modes that they are offered. The study findings echo studies suggesting that early education contexts may unintentionally promote individual and peer-learning much more frequently than collaborative learning (Rogoff, 1998, Pramling-Samuelsson and Fleer, 2009). The paper suggests strategies to broaden parents' and practitioners' awareness of promoting children's learning through a breadth of modes of interaction as a way to reduce rather than increase unequal educational outcomes.

Keywords: parents, partnerships, sociocultural, activity, inequality

Creating space for parents: Unpacking the facilitation role in three supported playgroups in Australia

DIANNE JACKSON, Connect Child and Family Services, Australia

The research from which this paper arises examined the role of the facilitators in three Australian supported playgroups. It aimed to identify key characteristics that supported parent's interactions with their children. Supported playgroups are a service model used widely in Australia. This paper presents some of the first qualitative data on the model builds on a small number of evaluative and descriptive studies. Ecological theory (Bronfenbrenner, 1979) guided this research and a conceptual framework of analysis was developed using resources drawn from the early childhood and social science literature. This paper describes some of the findings from a doctoral study that utilised qualitative, multi-case study methodology to explore three supported playgroups in western Sydney. Data was gathered through observation, focus groups and semi-structured interviews. The issues of power and normalisation were important considerations in working with groups that were considered to be disadvantaged and marginalised. The paper shows how the creation of inclusive and engaging playgroup environments was inextricably tied to the support that a diverse range of parents experienced and the knowledge that they shared with one another. The findings indicate that the group's facilitators created non-stigmatising, social spaces that emphasised parental peer support, and encouraged participants to share their collective knowledge in ways that enhanced their existing competencies and facilitated the acquisition of new knowledge. The paper gives an insight into how the group's facilitators combined relational and participatory practices with technical knowledge to create playgroup environments that enhanced partnerships with families.

Keywords: parents, supported playgroups, facilitator, peer support, social space

SYMPOSIUM SET IV/12

TRANSFORMATIVE DYNAMICS IN DOCTORAL STUDIES: DISRUPTING TRADITIONAL TRAJECTORIES Self-organised symposium

CHAIR: TONY BERTRAM

Centre for Research in Early Childhood (CREC), United Kingdom

The symposium will be a forum for discussion about the nature of doctoral and advanced level study, emphasising the experiential dimension of working towards this higher degree. Presenters will share their research topics and methodologies and also the nature and levels of the study support which they can call upon. Emphasis has been placed on the development of advanced study 'learning communities' in two different research centres with research students seeing themselves as practitioner-led action research learning groups.

Keywords: research students, communities of practice, learning communities, dialogic learning

Doctoral study in a practitioner-led action research learning community

MARGY WHALLEY, Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

How does undertaking doctoral study as a member of a practitioner-led action research learning community support individual participants to deepen their own understanding of themselves and their research projects? Members of the Pen Green PhD Group have completed MA and/or NPQICL modules in Action Research and Leadership (Whalley et al, 2008; EECERA Journal Vol 16, No 1). Group members' studies involve working with practitioner-led action research learning sets in their children's centres settings and communities. The Pen Green PhD group is another action research learning group from which members take insights which inform their doctoral studies. Discussion, dialogue and peer-support are integral to the Pen Green PhD learning community making it pedagogically isomorphic as members engage with their own research participants in these ways. Members share experiences of doctoral study, discuss questions and challenges and offer ideas as to how their studies can be taken further and made conceptually deeper. Members share their research work, and their own personal learning journeys, in a constructive atmosphere where the 'Chatham House Rules' apply. Participants utilise research ethics codes including BERA and the BPS along with those in their own children's centres and local authorities. Papers and presentations will cover aspects of members' PhD studies, focusing on methodology, along with some commentary about being involved in the PhD learning community at Pen Green. Participants intend to draw on their doctoral studies to submit papers for publication with the aim of influencing policy and practice in their respective fields.

Keywords: PhDs, action research, learning communities

New approaches to advanced study: Knowledge generation through participatory and equitable learning communities

CHRIS PASCAL, Centre for Research in Early Childhood (CREC), United Kingdom, NICOLA SMITH, University of Wolverhampton, United Kingdom, LINDA PROBERT, Olive Hill Children Centre, United Kingdom, PANSY MCFARLANE-EDMOND, London Metropolitan University, United Kingdom

This presentation aims to explore the nature of adult learning communities of practice and how such contexts support more effective knowledge generation and transfer. In particular we aim to explore how far and in what ways a dialogic method (Freire 1972) of study and reflection within a cultural circle model of encounter can deepen student's research experience and practice. This investigation is based upon a strong conceptualised model of adult learning and draws upon a participatory, democratic and equalising approach to professional development and learning within early childhood settings (Pascal and Bertram, 2010). This approach has been strongly influenced by Freire's models of dialogic and liberationist approaches to education. It also reflects the work of Lave and Wenger (1991) on 'communities of practice'. It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally. The students and facilitators of the learning communities work predominantly within a qualitative paradigm within the real world of their practice and draw upon a range of methodologies and methods to document, to evidence, reflect, analyse and present their investigations. The group engage in open, symmetrical dialogues according to a clear and explicit code of ethical encounter when they meet. Their research practice meets the requirements of BERA and the registered university.

The main discussion will focus on the nature and experience of such dialogic encounters and how this influences both the research being conducted and the student and tutors own experience of it. It is hoped that the model offered will challenge some existing practices of professional development and training at higher degree level and offer an alternative, more participatory, democratic and equitable approach to knowledge generation and transfer.

Keywords: communities of practice, adult learning, knowledge generation, participatory paradigms

SYMPOSIUM SET IV/13

PARTICIPATORY METHODOLOGY

Individual paper

CHAIR: LIZ BROOKER

Institute of Education, University of London, United Kingdom

A multimodal approach in early childhood educational research – Possibilities and challenges

SUSANNE WESTMAN, Luleå University of Technology, Sweden

The overall aim of this paper is to exemplify and discuss possibilities and challenges when working with variation and creativity, a multimodal approach, within early childhood educational research. In this study, a multimodal approach is used to create understanding and knowledge about pre-school-children's explorative learning. The study takes as a starting-point the theory of the life-world of Merleau-Ponty. This theory advocates pluralistic methods which render possibilities to explore and understand different participants lived experiences and perspectives. However, according to Merleau-Ponty, it is not possible to fully understand the other since all expressions are interpreted when sharing life-world through inter-subjectivity. That requires awareness and a critical review, as well as openness, trust and sensitivity when designing research aiming at voicing different lived experiences. Ethical matters are central and of great importance for both the participants and the validity of the study, especially since the relation between child and adult as well as teacher and researcher is traditionally asymmetrical. The discussion about possibilities and challenges with a multimodal approach in research is therefore based mainly on common reflection and critical reviews concerning methodological experiences in relation to ethical considerations. According to the discussion in the paper, a multimodal approach in early childhood educational research can support the development of pre-schools, towards more meaningful and democratic spaces for children.

Keywords: early childhood, multimodal, ethics, life-world

Children's resources in action – How can cultural capital transform into social capital in a day care centre?

MARI VUORISALO, University of Jyväskylä, Finland

This paper focuses on children's cultural and social resources (capital), how children utilize them in interaction, especially, how cultural capital is transformed into social capital, and what kind of implications this transformation has for an individual child and/or a group. The paper is part of a PhD study in early childhood education. The study considers children's resources in line with Bourdieu's theorization of capitals and social world, which other researchers have done only in a few studies (see Alanen 2009). In this study, children's activities in the day care centre are conceptualized as a social practice within a Bourdieusian (sociological) frame. This means to study children's everyday interaction as their active construction. The volume and the composition of the resources that children bring into the day care interaction are seen to give their interaction its objective structure as they determine the interrelated, reciprocal positions of the interacting children. Empirically, this means to study a number of complete interaction episodes for the negotiations that take place among children. The empirical base of the study is an ethnography of the pre-school children, aged 5 to 7 years, in a Finnish day care centre. Children allowed a researcher to observe their interaction and in this process produced data for scientific purpose. In many situations children express togetherness and enjoyment but their differential resources also provide them with possibilities for exercising

power. Thereby, interaction may contribute to the reproduction of social inequalities among children in day care.

Keywords: children's agency, cultural capital, social capital, day care, inequality

Enhancing children's „voices“ through the development of philosophical thinking in early childhood education

PATRICK COSTELLO, Glyndwr University, United Kingdom

An essential aim of early childhood education is to promote effective thinking in young children. The idea that this aim might be fulfilled, at least in part, by introducing young learners to philosophical thinking is currently the subject of keen debate. My objectives in this paper are to: (1) elucidate the concept of children's 'voices' in early childhood education; (2) argue that this concept should include developing learners' philosophical 'voices'; (3) discuss ways in which early childhood education practitioners might introduce young children to philosophical thinking. Drawing on my own research (as discussed in, for example, *Thinking Skills and Early Childhood Education*, David Fulton Publishers and *Competing and Consensual Voices: The Theory and Practice of Argument*, Multilingual Matters), I shall examine the themes set out in sections 3 to 7 below. In these publications (and others), my aim has been to demonstrate, through substantial, annotated dialogues with children, that they are able to engage competently in philosophical debate and argument. My own approach to teaching philosophy in schools has involved: (1) writing short stories for children; (2) offering them samples of reasoning (embedded in logical, ethical and more general philosophical problems) to discuss; (3) using diagrammatic representation (e.g. through PowerPoint slides) to initiate discussions. I shall: (1) elucidate the concept of children's 'voices' and children's philosophical 'voices' in early childhood education; (2) discuss theoretical perspectives underpinning the teaching philosophical thinking in early childhood education. As regards the latter, key issues include: (i) the nature of philosophical thinking; (ii) why teach philosophy in schools? (iii) developing thinking skills: the Philosophy for Children programme; (iv) developing philosophical thinking in British schools; (v) improving the quality of young children's argument. I shall: (1) argue that developing philosophical thinking in the early years classroom constitutes a new 'participatory paradigm'; (2) discuss empirical research concerning the teaching of philosophical thinking in early childhood education. As regards methodology, my empirical research involved the analysis of substantial, annotated dialogues with children (see section 2). Ethical considerations concerning undertaking research in early childhood education settings will be discussed, with particular reference to: (1) obtaining consent to undertake empirical research; (2) methods of data collection; (3) storage and use of research data. Outcomes of research into teaching philosophical thinking in British schools will be discussed, with particular reference to: (1) moral education; (2) developing the skills of argument; (3) education for citizenship. Implications for practitioners' professional practice will be addressed.

Keywords: children's 'voices', philosophical thinking skills, moral education, argument, education for citizenship

SYMPOSIUM SET IV/14

PROFESSIONAL IDENTITY (2)

Individual paper

CHAIR: ANNICA LÖFDAHL
Karlstad University, Sweden

Everyday practice in after school settings

ANNICA LÖFDAHL, TOMAS SAAR AND MARIA HJALMARSSON, Karlstad University, Division for Educational Sciences, Sweden

In Sweden, like many other countries, educational systems are more and more organized and regulated by educational policy that stresses assessment, ranking and competition. However, the after school centres are more characterized by flux, mobility and change. The aim of this project is to highlight orderings and regulatings in the after school centres and what potentials for unfolding and developing different activities and positions that are actualized. Previous studies have mainly focused on effects of educational reforms where after school settings in the 90s were integrated into primary school, showing aspects of a changing teacher identity in integrated working teams. Less if even any research has focused on the after school setting on its own premises. Our theoretical framework is based on theories of teacher professionalism,

governmentality and performativity in school setting as well as on relational theories on the dynamic and variable in institutional settings for children. The project has a participatory and explorative approach aiming at describing what institutional spaces that are formed and what forces this actualizes. The participants were informed of the voluntariness, their rights to withdraw and guaranteed anonymity. In our analyses we noticed how the teachers expressed a need of control and structure, whilst the activities in actual showed a constant flow and momentum of both stabilising and destabilising and deterritorialization actions among the children. Teachers' work is conditioned by the tensions between the structure and the flow, positions and activities – which have implications for the way the governing policy is possible to enact.

Keywords: after school centres, teacher professionalism, education policy, children's activities, institutional spaces

Two identities of early years practitioners

WENDY SIMS-SCHOUTEN, University of Portsmouth, United Kingdom

This paper looks at discrepancies between two identities of early years practitioners, namely their practical identity as people who work with and look after young children, and their academic identity as students who are embarking on University education and research. Linked to the paper 'Early Childhood', by Langston et al (2004), as well as my research on 'Women's Talk of Motherhood', some of which has been published in the journal 'Theory & Psychology', 2007. Whilst early years practitioners have a wealth of knowledge when it comes to young children, the reality is that most research is carried out by people who are not in regular day-to-day contact with children, such as researchers working within Universities (Langston et al, 2004). Interviews with individual early years practitioners, as well as focus groups are analysed using discourse analysis. Appropriate ethical approval has been obtained from the participants. Findings show, amongst others, that there appears to be a gap between early years practitioners' practical knowledge and experience when it comes to working with children on the one hand and their ability and confidence when it comes to engaging in academic study and research. The Government has invested a lot of money in the development of services for children and families, including the expansion in education of early years practitioners. Inevitably, the Government requires evidence that this is well-spent. There is a growing body of early childhood research, and early years practitioners should tap into this, credibility and confidence are key here.

Keywords: early years practitioners, voices, practical identity, academic identity, research

The role of materiality in an educational situation in a child care centre in Lausanne: Methodological issues

SOPHIE TAPPAREL, University of Lausanne, Switzerland

The methodology and the paradigm used in our PhD research allow us to study how educational practices influence infant development. We focus on the material dimensions of educational situations implemented in child care centres. Our PhD research is related to current studies on the role of materiality (including corporeity) in psychological development. The study is based on the socio-historical and semiotic approach of Vygotsky. Our PhD consists of three essential stages. The first step is devoted to a socio-historical analysis of the selected child care centre. The second step is dedicated to the inventory of prototypical educational situations, which take place ordinarily in two groups of children (2- to 3-year-old and 3-to 4-year old children). The third step is related to the selection of two of these situations which are followed longitudinally in order to study the links between the educational mediations and infant development. Ethical principles were strictly adhered to. We will illustrate our talk by presenting a video sequence showing the evolution of a 37-month-old child during a painting activity organised for a group of 3- to 4-year-old children. Thus we will highlight the material features (objectal materiality and corporeity) of educational mediations leading the child towards the autonomous execution of the activity. At the same time, we will underline the methodologies used to analyse this data (macro- and micro-analysis). Our PhD research thus aims at providing a better understanding of professional child caregiving.

Keywords: methodology, materiality, education, development, child care centre

SYMPOSIUM SET IV/15

OUTDOOR PLAY AND LEARNING – EXPLORATIONS OF 'SPACE' AND 'SPACES'

Self-organised symposium

CHAIR: TRISHA MAYNARD

Christ Church Canterbury University, United Kingdom

This symposium explores three diverse issues relating to 'space' and 'spaces' outdoors: the impact of outdoor play and learning on children perceived by their practitioners to be 'underachieving'; what characterises good outdoor environments for young children in early childhood programmes; and discussion of a proposed model for the conceptualisation of affordances for interaction in early years spaces.

Keywords: outdoor play and learning, play, space, child autonomy, pedagogy

"...But when I let the children take the lead they're weren't as bad as I thought they were": The perceived impact of child-led play and learning outdoors

TRISHA MAYNARD (1), JANE WATERS AND JENNIFER CLEMENT (2), (1) Christ Church Canterbury University, United Kingdom; (2) Swansea University, United Kingdom

This research aimed to explore the assertion, made by practitioners, that young children who were 'underachieving' in the classroom (e.g. socially, emotionally or in relation to areas of learning) often 'came into their own' when outdoors. Located within an interpretivist paradigm, the study drew on sociocultural ideas and adopted a loosely-framed action research approach. Having each identified six target children, eight early years practitioners used a range of tools to identify the impact of introducing child-led play and learning outdoors. Data (assessments, observations, interviews, documentary evidence, field notes) collected by practitioners and researchers were analysed using NVivo8. The research adhered to the BERA (2004) Revised Ethical Guidelines for Educational Research. Findings indicated that outdoor 'projects' had a positive impact on 20 children and no impact on three children; no judgements were recorded against the remaining 25 children. The paper discusses the nature of the perceived changes (or lack of change) and the reasons given for these; recognising that identifying and attributing change is complex and potentially problematic. The paper concludes that the reported impact of child-led play and learning may have been related to practitioners' capacity to give children 'space' and to use their own 'space' to listen to the ways in which children enacted their agency (Waters & Maynard, 2010) and demonstrated their competence.

Keywords: outdoor play, child-led learning, Reggio Emilia, power, control & agency, space

Places for children: Investigating the characteristics of good outdoor environments for young children in early childhood programmes – A „generous“environment

JAN WHITE AND HELEN WOOLLEY, University of Sheffield, United Kingdom

The study aims to combine and apply research contributions in Early Childhood and Landscape Architecture/Design to create effective pedagogical outdoor spaces and places. Research in Environmental Psychology, Playwork and Body and Movement Studies has also yielded insights to this application. The literature was systematically reviewed across disciplines to develop new understandings about the characteristics of good outdoor environments for young children in early childhood programmes. The research adhered to the BERA 2004 revised ethical guidelines for educational research. The paper explores concepts of a generous environment, potentiating affordance, loose parts, plasticity and authorship. It investigates what kinds of materials, and how they are offered, maximise the availability of opportunities for children to use their bodies, examine the world, make discoveries and connections, exercise the potential of their imaginations, experience agency and empowerment, and develop their thinking processes. The work extends the concept of 'enabling environments' towards the idea of a 'generous' and 'potentiating' (or stretching) outdoor provision, giving useful indications for the design of effective outdoor environments for early childhood education programmes. The study suggests a move from structured to unstructured environments, materials and experiences and towards planning for developmentally appropriate affordance that is accessible, provocative and formative.

Keywords: outdoor play, children's environments, children's perspectives, early years pedagogy, pedagogical design

A proposed model for the conceptualisation of affordances for interaction in early years spaces: A discussion paper

JANE WATERS (1) AND TRISHA MAYNARD (2), (1) Swansea University, United Kingdom; (2) Christ Church Canterbury University, United Kingdom

A model is proposed to conceptualise the interactional affordance of a space. A discussion paper put forward in this underpinned by post-structuralist theory. The proposed model is put forward for discussion. The application of the model to early years spaces may enable an evaluation of these spaces in terms of actualisation of interactional affordances. This is particularly significant in the UK because of the emphasis in policy (e.g. DCELLS 2008).

Keywords: interaction, child-initiated, outdoor environment, affordance, sustained shared thinking

SYMPOSIUM SET IV/16

TRANSITIONS (2)

Individual paper

CHAIR: ANNA KIENIG
University of Bialystok, Poland

Empowering aspects of transition from kindergarten to first grade through children's voices

ELENI LOIZOU, University of Cyprus, Cyprus

This study investigated the reflective comments of sixty first grade children regarding their experiences in kindergarten and first grade. Children's reflections on transition and starting school is a significant time and has only been of recent interest (Dockett & Perry, 1998, 1999, 2001). The conceptual framework of the research is one of power and "an image of the child [as] rich in potential, strong, powerful, competent..." (Malaguzzi, 1993a: 10). Data collection involved conversational interviews which allowed children to voice their reflection on specific issues of kindergarten and first grade (e.g. friends, teacher, learning). Children voiced their thoughts in their home after being informed about the study and asked if they were willing to participate. Specifically, children seem to find empowering the newness of the experience, the challenging and hard work, the independence they have in a spacious school yard, the access to a canteen and separate bathroom areas as well as the opportunity to make more friends. On the other hand, children noted several limiting elements: the structure of the day and specifically the constant lesson-work model, the teacher's more stern behaviors, and the scarcity of fun (e.g. toys in the yard, stories, singing). Research suggests that children's learning is facilitated when they are afforded opportunities for decision-making and agency and when they perceive their circumstances as empowering. Therefore, it is important for educators and researchers to reconceptualize our understanding of children hear their voices and create learning contexts where they share decision making and where we thoughtfully unfold in the process contextual aspects that empower them and remove those that disgruntle them.

Keywords: transition, children's voice, empowerment, early childhood context, first grade

„The Child Snapshot“: A tool for the transfer of information on children making the transition from preschool to primary school

MARY O'KANE, Dublin Institute of Technology, Ireland

The aim of the project was to enhance educational provision in a cluster of disadvantaged early childhood settings with an emphasis on the transition for children between preschool and primary settings O'Kane (2007) identified a lack of communication between preschools and primary schools in Ireland, and recommended that such bonds be strengthened. This project aimed to investigate avenues through which the two sectors could better communicate. The research took an ecological perspective involving a specific focus on developing processes for communication and collaboration between the two educational settings. A tool with which to transfer information on the child from preschool to primary school was developed. The methodology included an investigation into language used in both sectors, and focus group discussions on the most important skill sets for children making this transition. The study complied with research principles outlined by the Research Ethics Committee at Dublin Institute of Technology (DIT) and Ethical Approval was gained for all aspects of the project. Evaluation of the process found that the Child Snapshot forms were

considered to be very useful by both sectors. However, opening the lines of communication generally, and the development process itself also had consequences in terms of relationship building. The success of the forms may be due in some part to the cross-sectoral work during development. Implications for both policy and practice will be discussed.

Keywords: transition, preschool, primary, communication

Transition to school in Poland: Changes and challenges

ANNA KIENIG, University of Bialystok, Poland

In the years 2009-2012 in Poland there is the change of the age of school entry: from 7;0 to 6;0. The aim of this study was to analyse competences that 6- year old children could need for successful transition to school. Researchers have identified different social skills children need in coping with transition processes (Krovetz, 1999; Fabian, 2002; Dunlop and Fabian, 2005; Kienig 2009). The theoretical framework for this research is the Ecology of Human Development of U. Bronfenbrenner (1979). According to Bronfenbrenner's theory transition to school is an ecological change in life, which means changes in identity, roles and relations. Research findings comprise data collected during transition to school. The sample included 126 children aged 6;0 from two groups: class -0 and 1st grade. The data included results of children's behaviours observations and children's narratives, interviews with parents and school teachers and assessment of children social adjustment level to school made by Schaefer and Aaronson's Classroom Behaviour Inventory Preschool to Primary Scale (CBI). We've got permission from all of the parents of children to conduct research involving them. Observations and interviews were done under the condition of anonymity. The main competences that children could need for successful transition to school were: child's autonomy, positive emotional attitude to school and positive relationship with adults and peers. The children's successful school entry may be facilitated by developing children's transition competencies and transition-specific quality of the school environment.

Keywords: transition, primary education, school entry, transition competencies, social skills

SYMPOSIUM SET IV/17

PARTICIPATORY METHODS (3)

Individual paper

CHAIR: NANCY BARBOUR

Kent State University, United States

Children's interests and curriculum development: The contribution of CFI (Children Follow-up Instrument)

AIDA MARIA FIGUEIREDO, MARIA GABRIELA PORTUGAL AND SÓNIA GÓIS, Aveiro University, Portugal

The aim of this research is to construct a continuous registration and monitoring instrument for pre-school practices and intends to improve pedagogical practices, facilitating the relationship between assessment, children's voices and curricular edification. We will present a study that is being developed by the authors in the scope of the Evaluation in Early Childhood Education - Children Follow-up Instrument research project (Funded project by FCT - PTDC/CED/67633/2006), inspired by POMS – A process-oriented child monitoring system for young children (Laevers et al, 1997). Many examples of theories and inappropriate teaching practices can be observed in contexts of early education (Bennett, 2004). Recent research tells us that children's learning is based on several dimensions one of these being the quality of interactions between children and teachers. It seems crucial that teachers observe/listen to the group of children and each child in particular and try to understand if children's voices/interests are really being taken into account and their participation on curriculum development is real. The project's development implies training moments with students and two groups of early childhood teachers who collaborate with the research team since 2006. Children's well-being and rights were assured. CFI allows early childhood teachers to stimulate thinking about factors contributing to the child's well-being and involvement: the link between children's voices/interests and curriculum development is one of them. The project permits the identification of hindrances to innovation in Pre-School Education.

Keywords: assessment, children's voices/interests, children's participation, curriculum development, pedagogical practices improvement

"If I were a magician..." - A child's own evaluation of the quality of day care

RIITTA HANNELIUS, City of Tampere, Education and Care, Finland

How to listen to a child and get his/her voice heard and used as a means for planning in a daycare centre. Tauriainen's work is the main research that our work is based on. The National ECEC guidelines in Finland emphasize the child's right to participate in evaluating and planning of his education and care. L.Tauriainen's research is the main theoretical framework for constructing this method. "A child's own evaluation of daycare" is a structured discussion format that has themes for parent and child to discuss at home. Topics cover daily activities in the daycare centre. Parents and staff evaluate the format in order to develop daily life in daycare. Has been used by appr 350 children with parents. The right of child to express his views and participate in decision-making in matters concerning himself is stated in the United Nations Convention on the Rights of the Child. The way the discussion is conducted by parents respects the child better than to be interviewed by staff. An excellent tool for listening and hearing the child. A way to support communication and partnership between parents and staff. A child's voice really heard in planning of daycare. The tool is used as a basis for self-evaluation and future planning of activities in the daycare centre and Tampere Municipal daycare services. Municipal daycare services has a quality-program and the child's evaluation is a central part of this program.

Keywords: early education, quality, child, evaluation, listening

What do children tell about their lives, food and eating by their stories?

LIISA KARLSSON, University of Helsinki, Finland

I will discuss what young children tell about eating and food in their stories in Finland. I will also examine what kind of information on children's world we can acquire by narrative methods. Research on children's eating habits focuses mainly on nutrition and the topic is often approached through problems related to nutrition. As far as eating and food are concerned, young children's ways of thinking have been studied very little. The study is based on a socio-cultural frame of reference. The child is regarded as a social actor, an active contributor and an agency. The study has been compiled using a Finnish narrative-based method called 'Storycrafting'. The material has been analysed with qualitative contents analysis. The study approaches children in a way that is characteristic of them prompting them as little as possible, in order to spot points of view that are essential to the children themselves. Therefore the material has been collected by free narrative as part of children's ordinary activities. The study showed that by the 'Storycrafting' method we can obtain information on children's way of thinking. Children deal with eating and food in a functional and nuanced way and as a natural part of a cyclic continuum of social activities. Listening to children is important from the point of view of their lives and the agency. Information produced by children is also needed to develop institutions related to children and promoting the well-being of children in society.

Keywords: eating food, children's perceptions, narration, storycrafting method, childhood studies

SYMPOSIUM SET IV/18

MUSIC AND INTEGRATED MULTIPROFESSIONAL WORKING

Individual paper

CHAIR: CYNTHIA KNIGHT

St Thomas Children's Centre, United Kingdom

Children's musical voices

NANCY EVANS, CYNTHIA KNIGHT, NICOLA BURKE, TRISH POWER AND MADELINE NORRIS, St Thomas Children's Centre, United Kingdom

Musical Moonbeams is an action research project involving musicians working in four Children's Centres in Birmingham, UK. The key questions are: How can the musical voices of young children be expressed, listened to, understood, sustained? How does music-making enhance community? How are musical ideas shared and extended within small groups? Young S (2008) - Self-initiated music play with instruments; Trevarthen C & Malloch S (eds) (2009) - Communicative Musicality; Pascal C, Bertram A, Bokhari S, Burns

P, Young S (2003); Moonbeams: Creativity in Early Childhood. The paper holds that children have musical competences, developed through interactions and relationships with adults and each other. The theoretical base is social constructivist and Vygotskian, and explores the concept of communicative musicality. The heart of this qualitative action research project is co-construction of knowledge between musicians and educators and, adults and children. It embodies a participatory paradigm. This happens through cycles of dialogue, reflection, evaluation and action using documentation (audio-visual and written). Parents of featured children have given their informed consent for video material to be used. The Bera Principles were adhered to. Young children demonstrate sophisticated abilities in group-music-making e.g. synchronising with others, development of musical ideas, taking on different roles, self-organisation; Music-making offers an effective and alternative way to invite participation and communication for different generations. The findings challenge the simplistic musical goals in the English EYFS which significantly underestimate children's musical competencies. We hope it will also promote research into the impact of family musicality on social cohesion.

Keywords: co-construction, musicality, groupness, creativity, listening

The „One-Stop“ shop! How does music contribute to evolving „community of practice“ within a multi-professional team in a children's centre?

JESSICA PITT, Roehampton University, United Kingdom

Children's Centres have been established in most communities in England: (approximately 3500 in all). The one-stop shop approach to services offered by these Centres to families with children aged 0-5 has led to many professionals working and learning together in multi-professional teams. This paper will explore the part that music can play within this dynamic environment. This follows studies on interdisciplinary working; (Wilson & Pirrie 2000; Anning et al. 2006; Young 2006; Pitt 2009). The co-working of health, social work and community practitioners brings together a wealth of knowledge, skills and diverse worldviews. The development of group discourse plays an important part in the way that teams work together and this can challenge professionals' sense of identity. Wenger's notion of communities of practice [1998] provides a framework for understanding how teams evolve together. Consent was given for all examples and photographs used in this paper. Knowledge has to be co-constructed and the merging of individual discourses can bring tensions and challenges. The transfer of musical skills listening, turn-taking, non-verbal responses, expressions of emotion and mood, eye contact and co-operation may be useful not only for encouraging interactions within families, but also in creating new ideas for team cohesion and expression. Professionals working in early childhood take part in inter-professional training courses and music in early childhood is often included in such professional development. However, conflicting worldviews held by different professionals within Children's Centres can influence the focus of training.

Keywords: inter-professional, music, discourses, collaboration, professional development

Watching the silence: The development of reflective practice with parents and babies through music

ALISON STREET, Peers Early Education Partnership (PEEP), United Kingdom

This paper tracks the development of 'Musical Babies', an action research project with parents and children under two years. It investigates the collaborative processes and changing roles in musicians and early years practitioners in providing musical activities that support and encourage responsive parent-child interactions. This follows in the stream of other action research projects that have arrived at models of practice in this field (e.g. Pascal, Bertram et al. 2003; Young, Street, Davies, 2006). Two strands of theory underpin this; 1. studies of young babies' perception to musical elements in infant music psychology, and 2. the aspects and implications of 'Communicative musicality' for supporting sensitive mother-child interactions. The relevance of these perspectives, predominantly rooted in Western discourses of developmental psychology, is challenged where practitioners meet and work with families' diverse cultures and childrearing practices. This qualitative study focusses on the reflections of 6 community musicians and their Children's Centre partner practitioners in 12 settings in a central urban location in UK. Principles for ways of working with parents were agreed with settings. All parents gave permission for documentation. These focus on strengths and weaknesses of collaboration in developing a shared rationale for joint work with families. The musician's role is complex in juggling with expectations and levels of experience of both parents and practitioners. Implications for practice include the importance of listening to parents, drawing attention to babies' competencies, management of time and space, and continuity in professional development for practitioners and community artists.

Keywords: parents, babies, music, collaboration, professional development

SYMPOSIUM SET IV/19

VOICE, IDENTITY AND DEMOCRACY

Individual paper

CHAIR: WENDY MESSENGER

University of Worcester, United Kingdom

Listen to children's concept of friendship: A cross cultural perspective

DALILA LINO (1) AND CRISTINA PARENTE (2), (1) University of Maine Farmington, United States; (2) University of Minho, Portugal

This study aims to identify young children's concepts and perspectives of friendship. Analyze and compare friendship features in children of 4, 5, 6, and 7 years. Study the role that culture differences play into the development of friendship concept in young children. This study aims to answer questions and hypothesis arisen in a previous study developed by Lino and Allen and conducted with American children and their parents. Friendships are important relationships that contribute to the mental, emotional, and physical well-being of individuals. Children have different concepts of friendship at different stages of their life (Rubin, 1980). Sullivan (1953) and Selman (1980) identify different stages of friendship that each child goes through adulthood. To answer the research questions and hypothesis were used semi-structured interviews to children of 4, 5, 6 and 7 years (Christensen & James, 2000). Interviews were conducted by the two researchers in two countries United States and Portugal. Content analysis was used to analyse and interpret children's concepts and perspectives about friendship. Children's real names were not used as well as the names of schools and communities (towns and cities) of participants. Data analysis and interpretation allowed understanding the differences on children's conceptions of friendship in different age groups. Listen to children's perspectives about friendship highlighted culture differences in friendship features in both countries, United States and Portugal. The findings of this study provide important information for parents and teachers to better support the development of peer relationships and friendship in young children.

Keywords: young children, friendship development, friendship concept, friendship features, cross-cultural perspectives

Working with digital resources in a democratic perspective in the kindergarten

IDA M. KNUDSEN, Bergen University College, Norway

The study takes a critical look at the kindergarten curriculum and use of images and image media arguing that the strong foundation on psychological and partly cultural-art educational research tradition limits children's possibilities to express meaning in a democratic perspective. Based on theory related to media ethnography and visual methodology, with emphasis on the image's inherent potential to promote, influence and change, we ask: What happens when children in kindergartens are encouraged to share images by using digital media in a multimodal narrative meaning making process? The study relates to case, ethnographic and narrative analysis (Clifford & Marcus 1986, Czarniawska 2004; Delamont & Atkinson 2004) and a media ethnographic and didactical study by Ida M. Knudsen and Svein Østerud (2009). The study is based on recent research on visual methods and the interpretation and perception of images in a social epistemological context. An experimental study done in a kindergarten in Bergen in spring 2009, where researchers together with staff and children tried out different approaches to children's use of photography and digital tools within the kindergarten context. Written within an ethical framework that consider the researcher to be informed by the one studied. The study shows that even small children are able to share and make meaning by using digital medias, and give examples of how new theoretical approaches to work with images in the kindergartens make children want to create and share products in new ways. Making connection between new media and changing the conditions for children participation must be seen in conjunction with the empowerment of children is emphasized more strongly, not only in Norway and Scandinavia but globally.

Keywords: childrens images, digital media, media ethnography, democratic perspective, empowerment

Seeking young children's voices: How do they perceive the spatial and cultural dimensions of their own identity?

MEHMET BULDU, United Arab Emirates University, United Arab Emirates

In recognition of the growing acceptance that children's own views and voices must be taken seriously, this study investigated how 5-to 8-year old children perceive spatial and cultural dimensions of their own identity. Particularly, it explored the extent to which children feel they belong to particular collective identities. While there has been research into children's environmental and place experiences, only a few research studies have provided insight into how young children perceive the spatial and cultural dimensions of their own identity. It has been recognised that a person's self identification begins to take root in early years of life. Understanding of how young children perceive spatial and cultural dimensions of their own identity are crucial as if left till later too many ill-conceived perceptions and misunderstandings may be difficult to dislodge. The sample for this study comprised 136 children who live in United Arab Emirates. The data sources included children's drawings and semi-structured interviews. The analyses of the data were founded on an inductive approach, which is based on the constant comparative method of data analysis. There were no foreseeable risks in participating in this study. Results revealed the variety and multiplicity of young children's self identifications, their interactions within places, their attachments to places and cultures. Children's experiences with the places, language, food, and family activities and discussions as well as school, travel, television and media found to be linked to their self identity development. Results also revealed gender, age and ethnicity differences. The implications for educators, parents/families, schools, and educational policy-makers will be presented.

Keywords: young children, voices, identity, place, culture

SYMPOSIUM SET IV/20

MULTILINGUISM, LITERACY AND INCLUSION

Individual paper

CHAIR: WILFRIED GRIEBEL

State Institute for Early Childhood Education and Research, Germany

Teachers' development and children's bilingual education

NORMA WOLFFOWITZ-SANCHEZ, Pontifícia Universidade Católica de São Paulo, Brazil

This research was aimed at Teachers Development for Children's Bilingual Education in new contexts. The research was pioneering as it was the first time such a study was carried out in day care settings and preschools with groups of children aged 3 from lower social background. This research was based on Vygotsky (1930-1934), Bakhtin (1929 - 1975) and on the Activity Theory (Leontiev, 1977, 1978; Engeström 1987-2005). This critical-collaborative research (Magalhães 2002-2006) investigated how shared meanings and new senses constructed jointly and collaboratively promoted the critical-creative transformation of the self and of others and thus created mobility within the Teachers Development group called Gestor Group (Liberali & Wolffowitz-Sanchez, 2008). In the Gestor Group, all participants become co-responsible for all actions undertaken during the planning of lessons, actions taken in the classroom and in the school community. This Teachers Development research used specific criteria for the development of a critical-creative curriculum based on ethics and citizenship values. The results of this study showed that transformations of social and mental life occurred and affected researchers, teachers educator, novice teachers, children and the community itself. From this perspective, teachers' educators and teachers in educational development process have specific roles defined in accordance with the knowledge they bring to the group and during the process of knowledge building, these roles are redefined and new forms of participation become possible as legitimate peripheral participation (Lave & Wenger 1991) turn into legitimate central participation.

Keywords: teacher, education, bilingual, education, children

Early literacy and inclusion

ANDERS SKRIVER JENSEN, The Danish School of Education, Aarhus University, Denmark

This paper explores possible connections between inclusion and early literacy using data from the EASE project - a recently finished research project on early literacy and transition from preschool to school. Its seeks to open up new ethical and pedagogical spaces for researching and teaching early literacy, refusing to limit itself to the discourses of 'quality' and 'what works'. The argument should be understood in relation to the works of Broström (2006), trying to push the social pedagogy approach forward. Drawing on a socio-cultural understanding of early literacy, and bringing in concepts like 'child-in-group' and 'making a literacized body', the paper analyses a literacy event to illustrate key points. Data has been collected using a customized version of the Learning Story documentation tool. Danish teachers in preschool and kindergarten class participated in an action research inspired approach. The research was carried out with attention to 'the voice' of the participants as these were involved in reflections on research aims and methods. The paper argues that early literacy practice and policy needs to go beyond 'breaking the reading code' and the underlying binary thinking of able/unable, pointing to the inclusive potential of understanding early literacy more in terms of democratic, collective spaces of bodily involvement. It concludes by suggesting that stakeholders in early literacy must recognize promoters and barriers for inclusion and commit themselves to the transformation of early literacy practice through an agenda that emphasizes meaning making and social change.

Keywords: early literacy, inclusion, social pedagogy, preschool, primary school

Transition and Multilingualism - A multilateral COMENIUS curriculum project

WILFRIED GRIEBEL, State Institute for Early Childhood Education and Research, Germany

What is the situation of multilingual children with migration backgrounds or minority status in respect to risks within the national education systems, especially coping with transition from nursery school to formal school? How can teachers be trained to counterbalance disadvantages of these children? The project has arisen from a previous Socrates Grundtvig project "TRANSITION" to train professionals who can advise institutions and parents to ease transitions in the educational systems. Theoretical strands stem from research on transitions and language acquisition. In a co-constructive process we discussed and decided on a catalogue of comparable information about national educational systems. By text analysis from national reports a summary and conclusions have been designed to underline the need for the objectives of the project. National reports show the situation of multilingual children in the light of diversity. We agree on the necessity of better chances for all children with migration and multilingual backgrounds in EU countries for effective participation in educational systems' transition to school. We have discussed this objective being in line with the ethical background of the UN convention of children's rights. Migration within Europe is growing, minority statuses within the countries differ and the national educational systems react in various ways to the challenges of multilingual children in the transition into formal schooling. Teacher training of special professional competences are not sufficiently available. International comparison and exchange allow the co-construction of a CPD training curriculum for educational professionals. Optimizing education of multilingual children is a common task of policy makers, education professionals and families and needs specialized teacher training programmes.

Keywords: transition, multilingualism, teacher training, diversity

SYMPOSIUM SET IV/21

GENDER, PRACTITIONER AND DIVERSITY

Individual paper

CHAIR: ROSE DRURY

Open University, United Kingdom

Practitioners speak ... but to whom are they listening?

ANNE PETRIWSKYJ, Queensland University of Technology, Australia

This research aimed to identify changes in pedagogy that reflected teachers' understandings of inclusion. It explored the approaches teachers adopted to balance competing demands for accountability and inclusion in the early years of school. The challenges teachers face in implementing inclusive policies include a focus on

traditional Western theories, reliance on structural provisions, and narrow professional education. This paper considers inclusive pedagogies through listening to the voices of teachers, to identify productive changes and ongoing challenges at a classroom level. A critical theoretical perspective framed these studies of equity provision. Case studies included interviews of teachers from kindergarten to Year 2 and non-participant classroom observation. Critical analysis of findings was undertaken. Permission was obtained from education authorities, families and teachers. Teachers demonstrated emerging awareness of their changing role in inclusion, and explored pedagogic reforms. Children's sense of belonging was fostered through supportive relationships and provision of services. However, teachers' limited recognition of cultural and linguistic diversity and of giftedness reflected funding priorities framed around deficits in children. Power relationships with children, families and communities were asymmetrical, despite policy emphasis on such partnerships. These findings indicate that more extensive reform of practices and attitudes, framed by critical reflection on power relationships and equity, may be required to make inclusion a reality. Major changes in teacher education are indicated as a vehicle for addressing these concerns.

Keywords: critical, diversity, inclusion, pedagogies

Gender and kindergarten

MARIA JOÃO CARDONA, TERESA-CLÁUDIA TAVARES, ISABEL PISCALHO AND MARTA UVA, Escola Superior de Educação de Santarém, Portugal

This paper presents data from children and kindergarten teachers on gender roles. It sets out discussion of ways to address gender equality in kindergarten. This study is part of a wider research program - developed by our institution at a local level, but with national impact - on gender policies in a kindergarten context, which global aim is to promote gender equality since kindergarten. We relied on national and international data which shows that there is a correlation between gender issues and children's academical success. It draws on developmental Psychology; Childhood Sociology; Feminist theory. We have a qualitative study based on surveys and analysis of children drawings and discourse. The data presented supports the thesis that gender inequality - including gender inequality as shaped in school success or failure - can be built since kindergarten and through the action of kindergarten teaching. With this work we hope contribute with knowledge and materials to work in the training teacher to the development of practices that promote and agenda for a better opportunities equality between boys and girls. The data presented supports the thesis that the way children relate to gender roles is - at least partially - shaped by the way gender role issues are "dealt with" by kindergarten teachers and provide information on how to built gender policies at the educational level, namely at kindergarten teachers courses elaboration. The data presented support the thesis that kindergarten teachers education must include educational content on gender roles.

Keywords: kindergarten, gender roles, stereotypes, learning, kindergarten teachers

Transitions in pre-school and to the first school year from a perspective of inclusive education

ANDERS GARPELIN (1), KENNETH EKSTRÖM AND PERNILLA KALLBERG (2), (1) UKK School of Education, Culture and Communication, Sweden; (2) Department of Applied Educational Science, Sweden

The aim of our research is, to deepen our understanding of what transitions during the educational career mean for the diversity of children involved, especially meeting the challenges in a new educational setting with reference to learning, participation and marginalization. In previous research, we found how marked transitions between primary and lower secondary school, from young peoples' perspectives, might be interpreted as an important step between childhood and adolescence, a rite of passage recognized by the adult world. Transitions as rights of passage (van Gennep, 1960/1908), a ritual process (Turner 1969, 1982). An interpretive approach is applied, using data collection methods well known in ethnography, as interviews and participant observation. In studying children's own ideas and experiences, the need of extra consideration with regard to methods and ethics is asserted. We will present a research overview and report on some results from case studies on transitions. From a perspective of inclusive education, we stress on the meaning of transitions, especially with reference to learning, participation and marginalization. The study gives light to the role of transitions in the life of children. There is a focus on how significant adults, in theory and practice, relate to transitions.

Keywords: inclusive education, pre-school, rites of passage, school start, transitions

SYMPOSIUM SET IV/22

PRE-SCHOOL TEACHERS VIEWS AND COMPETENCE IN RELATION TO PEDAGOGY AND PLAY Individual paper

CHAIR: STIG BRÖSTROM
The Danish School of Education, Aarhus University, Denmark

Preschool teachers view on children's learning

STIG BRÖSTROM, ANETTE SANDBERG (1), INGE JOHANSSON (2) AND THORLEIF FRØKJÆR (3),
(1)The Danish School of Education, Aarhus University, Denmark; (2) Stockholm University, Sweden; (3)
University College Capital, Denmark

The aim of the project is to investigate Danish and Swedish preschool teachers view on children's learning, and more specific to analyse their understanding of learning and participation and use this knowledge as a starting point for in-service training based on action learning. The study is a continuation of a previous study "Learning and participation - two interrelated key-concepts in the preschool (Johansson and Sandberg, 2008), a study on children's participation in preschool (Sandberg & Eriksson, 2008), and also a developmental work on preschool teachers in action learning (Broström & Frøkjær, 2009). The theoretical background of the study is a complex of social-cultural oriented learning theories reflecting activity, participation, social interaction (Vygotsky, 1978; Stetsenko, 1999; Säljö, 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). 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. The main findings are still unfinished while the analysis of data is not completed at this stage. Probably the findings will open for new discussions on preschool children's learning, which may influence preschool teachers understanding of how to organise the learning environment.

Keywords: social-cultural learning theories, preschool teacher's view, quantitative research, action learning, in-service training

Prospective learners? Some voice from preservice teachers

ISIK SABIRLI OZISIKLI, Bogazici University, Turkey

The aim of this study is to explore the views, thoughts, and perceptions of pre-service preschool teachers regarding the theoretical content on child development and early childhood education with which they meet in their lessons, to reveal their understanding in terms of the theory and practice duality, and also to investigate how those higher education students perceive themselves as learners: As an active learner who will be eager and able to question, adapt, and generate "knowledge" or as a passive receiver of knowledge, being always distant to the concept of "theoretical knowledge"? Although there are a number of studies on pre-service teachers' beliefs and attitudes on the field of children's development and education, and on teaching profession in general, a focus given to those students' perceptions regarding their own learning processes is not a common issue. In this study, the theoretical and conceptual framework is comprised from adult learning theories and a Freirean perspective to knowledge (re)construction. Data will be collected by semi-structured interviews and questionnaires through the participation of pre-service preschool teachers studying in a public University in Istanbul, Turkey. The participation of the students to this study will be based on their voluntary acceptance, and none of their statements will be shared along with their actual names. This study is currently in progress. It is expected that the results will reveal some implications for teacher education, specifically the education of pre-service preschool teachers.

Keywords: preservice teachers, preschool teachers, learning, theoretical knowledge, Freire

SYMPOSIUM SET IV/23

PROFESSIONAL VOICES (2)

Individual paper

CHAIR: MAELIS KARLSSON LOHMANDER
University of Gothenburg, Sweden

“Times they are a changing”– How do Swedish early childhood education practitioners cope with top down educational change?

MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

The aim of this study is to examine how practitioners cope with top-down educational change in ECE settings. The study is part of a larger project which aims at researching the professional competence and qualifications needed for practitioners in ECE settings in times of educational change. The theoretical point of departure for the study is the socio cultural perspective (e.g. Säljö, 2000). In depth qualitative interviews have been conducted with practitioners working in two selected pre-schools. The study was based on ethical guidelines issued by the Swedish Research Council. Contrary to the situation in compulsory schools, ECE in Sweden, whilst being state funded has not been particularly controlled and regulated by the state. This has now changed; since the transfer of responsibilities for ECE in 1996 from the Ministry of Social Health and Welfare to the Ministry of Education and Science, individual pre-schools and practitioners are challenged to find a balance between autonomy and state-control. The first curriculum for pre-school issued in 1998 has recently been revised and practitioners are now facing a curriculum where literacy, maths and science are made more explicit and the concept of interventive teaching is introduced. This presentation will report preliminary findings and discuss how practitioners cope with these mandated educational changes. Shifts in economy and policy have brought about mandated educational changes. How practitioners cope with such changes and what strategies they develop have implications for practice and is likely to impact the quality of services delivered.

Keywords: Swedish ECE practitioners, mandated educational change, autonomy vs state control, Swedish curriculum for pre-school, interventive teaching

4ME Interpretive = Quant + 3Qual – Quant

MARGARET SIMMS, Nottingham Trent University, United Kingdom

To maintain the centrality of early years practitioners in research and contribute to an alternative line of thinking that places practitioners' needs alongside those of the children they serve. The interface between day nursery practitioner and child is where influences and ideas are cultivated. For me, this places practitioners' and children's needs on an equal footing. This research develops a new strand of early years practitioners' associated to the strand of early years practice' identified in the literature review. research in this body of work relates to the different aspects of early years practice and professionalism. Key issues are framed by dimensions of professionalism (Brock 2009). An interpretive approach permits the use of combined methodologies and is well suited to this investigation. However, 4ME Interpretive = Quantitative + Qualitative – Quantitative because, whilst the survey failed to impress, innovative use of naturalistic observation and participation, interview and stories elicited rather different findings. Due consideration is given to protect the anonymity of the seventy seven research participants. Paying attention to the wellbeing of practitioners who sacrifice, time, pay and health to work with children may improve retention. A new concept: The notion that all practitioners are valued; when they are engaged in what they do best, and pool their knowledge and experience they will enhance their own and each other's practice and the quality of provision for young children.

Keywords: interpretative, early years practitioners, professionalism, wellbeing, retention

Listening to childminders: Foundation degree study and its impact on professional identity and reflective practice

SUE MCKEOGH, Open University, United Kingdom

With the English government's vision for 2020 (DCSF, 2008) of a professional children's workforce there is an expectation that all who work with children should become reflective practitioners. This doctoral research explores how childminders undertaking the Foundation Degree in Early Years (FDEY) with The Open

University reflect on their practice when they work and study in isolation. Existing research (Kolb and Kolb,1995: Evans,1999) suggests others are important to the reflective process with effective reflection linked to the importance of belonging to a community of practice (Wenger,2005) and professional identity (McGillivray,2008). Childminders (home-based carers) often do not have access to others working within their 'community of practice' and, additionally, are traditionally seen as the 'Cinderellas' of the childcare profession, impacting on their perception as equal professionals. This paper explores the effects of study on who childminders reflect with, and the effectiveness of their reflections on practice. Using a qualitative case study approach, data was gathered over two years from nineteen childminders studying the FDEY. Data collection methods included questionnaires, semi-structured interviews and e-mail correspondence, with thematic analysis used to analyse the data. Ethical considerations addressed relate to positionality and power, from the researcher's childminding background and tutoring role. Emergent findings suggest ways study empowers childminders to reflect with other childcare professionals and its impact on the depth of reflection and developing practice. Raising awareness of the value of reflecting with other professionals and developing strategies to facilitate reflection are key implications.

Keywords: professional identity, reflective practice, empowerment, community of practice, childminders

SYMPOSIUM SET IV/24

PROFESSIONAL CULTURES IN SETTINGS

Individual paper

CHAIR: SARAH SHARPE

Staffordshire University, United Kingdom

A case study on reflections of early childhood student teachers and their mentors in Hong Kong

ANITA TSUI, Hong Kong Institute of Education, China

It would be valuable to explore the elements of early childhood student teachers' reflective teaching and how their mentors affect their teaching. The study also reveals whether mentors can become reflective or more reflective practitioners. My previous study (Tsui, 2004) revealed that beginning primary teachers could employ reflective thinking as a tool for teachers' professional development. Mentoring programmes support reflection and the mentors in the process could reflect on their own practices (Jay, 2003; Callan, 2006; Reed, 2008). Reflection as a specialized form of thinking has long been recognized as an influential factor in improving the quality of teaching (Dewey, 1933; Hernandez, 2001). It is productive to conceptualise reflection as a 'chain of processes' (Tsui 2004). These processes are analytical thinking, choosing appropriate actions and action execution. The study will adopt an interpretive approach to explore whether participating student teachers felt they had changed as result of the series of interventions to see whether they were become more reflective. Also, mentors can become reflective or more reflective practitioners. The participants would be invited to participate in the study. The background and purpose of the study were explained and the respondents were required to sign an informed consent form. Student teachers are able to stand back from their own teaching, evaluate their situations and take responsibility for further improvements. Mentors reported that they enthusiastically accept requests to serve as hosts for student teachers because of the ways in which the monitoring experiences makes them more reflective. More empirical work is needed.

Keywords: reflection, mentoring, student teacher, mentor, professional development

Professional role and leadership of Icelandic preschool teachers: Definitions and development

ARNA H JONSDOTTIR, University of Iceland, Iceland

In this presentation I will introduce a research performed in one municipality in Iceland. The purpose of the research was to investigate the professional role and leadership of the preschool teachers in Iceland and to find out how these elements are defined and described by relevant stakeholders. A further purpose was to investigate how the definitions and descriptions affect the professional identity of preschool teachers and the activity within preschools. Research on leadership in schools have emphasised the development of a professional learning community (Sergiovanni, 2005) and recent definitions of the 'democratic professionalism' (Oberhuemer, 2005) underline a close partnership with parents, other professionals and the neighbourhood about the learning and welfare of children. The theoretical perspective informing the methodology of the research, was interpretive, or 'symbolic interactionism'. Also, the research was conducted within a feminist standpoint perspective. Although it can be argued that the most important

stakeholders within the preschools are the children, in this research 'the team around the child' was interviewed in focus groups, or the preschool teachers and other staff within the preschool, parents and representatives of the local authorities. Politicians were interviewed individually. In the research, four central ethical issues were emphasised: protection from physical or psychological harm; prevention of deception; protection of privacy and informed consent. In the presentation I will introduce preliminary findings. My hopes are that the findings can be of benefit for the union, universities, municipalities, government and ministry in decision and policy making.

Keywords: preschool teachers, professionalism, leadership, role, identity

Early Years Professional Status: The employers perspective

SARAH SHARPE, Staffordshire University, United Kingdom

This study investigates the impact of Early Years Professional Status (EYPS) on the private and voluntary independent (PVI) sector, from the perspective of the employer. It links to recent studies identifying positive and negative aspects of EYPS (Goodliff, 2007; Lumsden, 2007; CWDC/NFER, 2009; Willis, 2009; Sharpe, 2009), although these invariably focus on the EYP. My study seeks to examine the issues from 'the other side' – from the employer's perspective. The EPPE study (Sylva et al, 2004) identified that settings with a high proportion of graduate staff produced the strongest outcomes for children, particularly in maintained settings. My research seeks to establish whether this theory is upheld by employers within PVI settings. The research paradigm is essentially participatory in terms of listening to the employer's viewpoint. The study is small-scale (sample consists of 7 owner/managers), qualitative in design, using a focus group approach. The research questions were designed to elicit individual viewpoints on policy issues within a highly topical field. Thus they possess a degree of sensitivity and have the potential for revealing negative attitudes. Whilst EYPs themselves claim that their new status has played a major part in raising standards, indications are that there remain serious concerns, confusion and misunderstanding over the role on the part of employers. Employers need to be engaged in workforce reform, rather than experiencing the imposition of 'top-down' policies. Engagement with employers from the outset, prior to the introduction of EYPS, may have reduced misunderstandings and allayed negative assumptions.

Keywords: early years professional status, workforce reform, graduate leadership, professionalisation, private sector

SYMPOSIUM SET IV/25

CHILDREN'S VOICE AND THE CURRICULUM (2)

Individual paper

CHAIR: BERT VAN OERS

VU University Amsterdam, The Netherlands

Listening and learning from children's voices

DEBBIE REEL AND HELEN DAVIES, Newman University College, United Kingdom

To hear the voice of the child in an early years setting and to determine how this can be used to inform future learning opportunities. This relates directly with the 2001 research carried out by Clark and Moss 'Listening to young children: The Mosaic Approach.' We are adapting an existing framework used by Clark and Moss (2001) through which young children's opinions and ideas about their experiences within their setting are heard. The framework encompasses a range of approaches including: photography, discussion and observation. The findings of this research will be shared via a dialogue with the practitioners providing them with a more holistic view of the child. Record and observe children as they take the researchers on a guided walk taking photographs of their interests and likes in their early years setting. The photographs will be used as a tool to support a conversation with children and then practitioners about their lived learning experiences within the setting. Working with children - observations and discussions may touch on unforeseen sensitive issues. To address such we will adhere to Newman University College's Ethics guidelines as laid out by the Research Ethics Committee. Written permission will be obtained from the parents of all children and the practitioners participating in the research. It is intended that the findings will reveal children's interests so that the needs of child are considered when planning for future learning opportunities. Discussions with practitioners will inform future practice ensuring that children become partners in their learning.

Keywords: multi method, Mosaic Approach, listening, voices, informing practice

How can we listen to the voice of the young child?

ANJA TERTOOLEN, BERT VAN OERS, J. GELDENS AND H. POPEIJUS, (1) Hogeschool Domstad, The Netherlands; (2) VU University Amsterdam, The Netherlands

A method for researching attribution of meaning by children aged 5 to 6 in school. In addition to, for instance, the work of Clark, Kjørholt and Prout about children's perspectives, we aim to listen to the voices of young children, questioning, authenticity and identity. Our research is based on social cultural theory. Children can't be excluded from context; they are determined by it and influence the context as well. In our research we planned a multiple case study with a qualitative-interpretative approach in a flexible design and we use the grounded theory approach. We are aware of the relationship of power between researchers and young children and in our research we create conditions to involve children in research in their social-cultural context, paying special attention to their involvement with their outspoken consent in every possible way. Based on the data of our first case studies we developed a research framework and decided to use those settings which provide us with the most relevant information about the voices of young children addressing school activities, organization and teacher's roles. At this moment we are confronted with the issues of reliability, validity and usefulness. If we want to be responsive to the needs of children and if we try to stimulate their development we have to retrieve what young children consider to be the meaning of school and how they value education, as well as examine the authenticity of their opinions.

Keywords: attribution of meaning, voice, research framework, coding system, research settings

Researching quality: Listening to children in Verona, Italy

VALENTINA MAZZONI (1) AND DEBORAH HARCOURT (2), (1) University of Verona, Italy; (2) Australian Catholic University, Australia

This study aims to include children from an Italy city in the measurement of quality of their early childhood services. In addition, the study has attempted to include the voices of marginalized children such as the Rom (gypsy), immigrants and those with disabilities. This is a replica study of one conducted with Chinese Singaporean children (Harcourt, 2007) and is also similar in nature to Einarsdottir (2007). It is supported by the work on the mosaic approach (Clark & Moss, 2001). The research is situated within the mandates of the UNCRC, focusing on Article 12. It also supports the notion of the child as a sophisticated thinker and communicator, with the right to express their views and opinions freely, on matters that concern them. Contemporary qualitative methodologies and responsive methods of data collection have enabled researchers to work with children in authentic ways. Situating children as competent and knowledgeable participants, the tools employed were chosen by the children themselves, so that they best supported their competencies as narrators of their experiences around quality. A great deal of consideration and large amounts of was time spent on the informing process and the seeking of consent from the children. Children reported sophisticated views in quality and were clearly able to identity a range of criteria for measuring quality. The inclusion of children's voices in the international conversation on quality is imperative. With the addition of this study to previous work, young children are beginning to be heard in policy and practice.

Keywords: quality, children's rights, researching with children, UNCRC, ethics

SYMPOSIUM SET IV/26

ASPECTS OF QUALITY PROVISION

Individual paper

CHAIR: JOHANNA EINARSDOTTIR
University of Iceland, Iceland

A little bird told me: Communication in Irish Pre-school playgroups focusing on staff-child interactions and peer interactions of children

GERARDINE NEYLON, University of Limerick, Ireland

Extended (ECERS-R&E) which is a contemporary tool to measure quality across several measures. The scale includes issues that related well to the emerging themes Irish Early Years curriculum framework:

Exploring & thinking, communicating, identity and belonging and wellbeing. (Aistear:NCCA 2009). Twenty six preschool playgroups – one from each county were randomly sampled and invited to participate in the research. The data is collected by observation of the daily class session from greeting to departure. A selection of findings from measures 6, Talking and Listening, 32 Staff-child interaction, 33 Interactions among children are analysed for this presentation. The research proposal has full ethical approval from the University of Limerick. Findings vary from inadequate to excellent. Training of Pre-school practitioners in the provision of scaffolding to develop children's conversations and the development of reflective practice is consistently identified as a necessary feature in ECCE practitioner professional development. This paper outlines how practitioners and children interact in pre-school settings.

Keywords: talking, listening, peer interactions, exploring, thinking

The work of social educators and their profession – On the development of professional competency in child care institutions

ANDERS ELOF NIELSEN, UC Sealand, Denmark

How does the social educator's professional self-understanding affect the articulation and staging of discourses in everyday life, based on a learning-oriented discourse and the introduction of the educational curricula in child care institutions? What kind of considerations and practices are included in the work of social educators, as they work with educational curricula? My work is based on several studies from the Danish School of Education, Copenhagen University and RUC. I have previously done some developmental research projects myself in 2003-2006. The primary objective is to obtain knowledge on both the professional, the vocational and the personal aspects of social educators field of work. I am using ethnographic methods inspired by time geography as a strategy for observing the behavior of adults and children. My research strategy is based primarily on Grounded Theory, and the case study method. But I am also inspired by research paradigms of french epistemology (Bachelard, Canguilhem, Foucault, Bourdieu etc.). My ethical considerations are first of all focused on the protection of children's rights and their need for privacy in their daily life in institutions. Therefore, I have signed declarations that allow me to take pictures to use in my research, but not to publish in my dissertation without specific permission from the parents. The social educator as a profession is relatively well-educated in Denmark. Nevertheless, the child worker have problems concerning the practical implementation of the educational curricula. Discussions in my project implicate the development of welfare semi-professions.

Keywords: social educators, child care institutions, educational curricula, professions, welfare systems

Dialogue as a health promotional factor

MERETE MOE, Queen Maud University College, Norway

During 20 years of practice in preschools, I have been wondering about various social cultures in the institutions. My PhD aims to elucidate health promotional factors with the following question: What are preschool teachers lived experiences of dialogical relations in their working environment - and how do they perceive dialogue as a meaning-creating and health promotional factor? A pilot project conducted among employees in five preschools, indicates that the most important factors for their well-being are: humour and joy, a meaningful job and meeting the children (Moe & Søbstad 2009). The Norwegian Work Research Institute (2008) also found that relations to colleagues and children seem to be the most important factors for the promotion of health and well-being. The theoretical framework is based on Foucault's concept of governmentality and Bakhtin's concept of dialogism including polyphony and carnival. The study will have a hermeneutic phenomenological approach (Merleau-Ponty, Van Manen). In-depth interviews with 15 selected preschool teachers and leaders will be carried out in May/June 2010. The participators are true volunteers and all data will be treated anonymous. Main impressions and some preliminary analysis will be presented at the conference. The importance of dialogue and room for carnivalisation to be here-and-now should be discussed within the profession as well as politically. The main purpose of qualitative research is to gain deeper insight and new knowledge.

Keywords: dialogue, governmentality, polyphony, carnival, health promotion

SYMPOSIUM SET IV/27

PROFESSIONAL IDENTITY

Individual paper

CHAIR: MARESA DUIGNAN

Early Years Education Policy Unit, Department of Education and Science, Ireland

The professional identity of the early childhood care and education workforce in Ireland - Past and present and future

MARESA DUIGNAN, Early Years Education Policy Unit, Department of Education and Science, Ireland

This paper is drawn from doctoral research that sought to explore the historical development of professional identity in the early childhood care and education workforce in Ireland. This study draws on my personal involvement in national policy making related to the development of the ECCE sector in Ireland since 1994. The study also used an adapted version of a national survey originally used in New Zealand (Dalli & Cherrington, 2006). Insight or knowledge is not absolute or received passively. Rather, it is actively and continuously created and recreated through interaction by the cognizing individual with the world in all its dimensions. This perspective has provided the core around which this research project has been constructed. This study has adopted a mixed method approach utilising both quantitative and qualitative methodology. Discourse analysis of key national policy documents over time is combined with survey, interview and statistical data to explore the research questions. Accurate representation of the 'voice' of the participants in this research was a prime concern, particularly given my own 'closeness' to the field of study. The paper will briefly discuss some of the main findings of the research, in particular the emerging 'professional consciousness' of the early childhood care and education workforce in Ireland. Workforce development of the ECCE sector is a central policy objective in Ireland at present and this research has the potential to inform this ongoing initiative.

Keywords: professional, identity, workforce, policy, practice

Building a model of early years professionalism from practitioners' voices

AVRIL BROCK, Leeds Metropolitan University, United Kingdom

This two phase study explores the diverse roles of key professionals working in the field of early childhood education and care and aims to contribute to ongoing debates about professionalism and professional practice. The methodology was interpretative eliciting the sample's voices to explore their thinking about their professionalism. 'Voice' is a term used increasingly by researchers and those who influenced the research design included Nias (1989); Day (1999); Bennett et al. (1999); Moyles et al. (2002). The specific professional knowledge elicited provides a conceptual framework of professionalism. This model comprises seven, inter-related dimensions: knowledge, education, skills, autonomy, ethics, values and reward. The range of data collection techniques employed to elicit the sample's voices were personal/professional timelines, professional development questionnaires, semi-structured interviews, video-reflective dialogues and focus group. The findings indicate how using several research instruments elicit a breadth and depth of data and that different techniques elicit different aspects of knowledge to establish a holistic representation of the respondents' thinking. Phase 1 sample comprised 12 early years educators from diverse professional backgrounds. Phase 2 returned for further reflections to nine of this sample, six years later. Ethical consent and validation of data was achieved. The sample's views on professionalism remained constant during both phases of research and seemingly little influenced by policy developments. Two paradigms emerged: firstly, that early years professionalism is culturally and historically located and secondly that practitioner voice is essential for any debate regarding what constitutes professional practice.

Keywords: professionalism, voice, model, early years educators, knowledge

Knowledge production and discourses in preschool

TIRI SCHEI, Bergen University College, Norway

This paper focuses on how daily routines and normal activities in preschool are loaded with critical information about formatting processes that continuously construct preschool as an arena for cultural formation. By unfolding social activities, analyzing how adults and children contact each other, studying artifacts and how children and adults speak about them, patterns of actions and habits will be disclosed.

Through studying what actually constitutes a concrete practice, patterns will appear as that which is considered to be normal, true and correct. For a researcher such patterns are manifestations of discourses. Truth patterns emerge from activity plans, daily routines and documents, web presentations of the preschool, the schedule and the important dates of the calendar. This project is part of a large research project at Bergen University College, Bergen, called 'Preschool as an arena for cultural formation'. The theoretical framework for this analysis stems from Michel Foucault's work on discourse, discursive space and power-knowledge. The empirical material consists of observational field notes over the course of a half year of organized and unorganized activities in a large preschool with 90 children under the age of three, and of interviews with employees. Research based on discourse analysis can help reveal how 'knowledge' in early childhood is constructed and becomes dominant. Ethical guidelines are followed. Disclosing how truth patterns rule activities may contribute to make the employees aware of how power mechanisms permeate everyday life and make people act in certain ways and not in others. Educational policy is discussed.

Keywords: everyday life, discourse analysis, Michel Foucault, discursive space, knowledge production

SYMPOSIUM SET IV/28

CHILDREN'S VOICES IN CURRICULUM DEVELOPMENT

Individual paper

CHAIR: SARAH TE ONE

Victoria University of Wellington, New Zealand

Titiro mai, Titiro atu - Curriculum at Otaki Kindergarten. A New Zealand centre of innovation

SARAH TE ONE, Victoria University of Wellington, New Zealand

How does the ecological approach to teaching and learning at Otaki Kindergarten impact on children's learning outcomes and on reciprocal, respectful relationships with its community? How doing? tamariki and whanau of Otaki Kindergarten learn to: a) respect their environment? b) understand indigenous knowledge of sustainable science? This is a new study but was part of the New Zealand early childhood education Centres of Innovation programme, funded until last June (2009) as part of the Ministry of Education's Strategic Plan for Early Education. An ecological and socio cultural theoretical framework was used in this research investigation. This was a qualitative study using action research methods. Video, photographs and interviews with key participants, including children; and a focus group interviews with the local community generated data for analysis. Ethical considerations included how to involve children respectfully and in a way that supported their 'mana' (empowerment). Further considerations required respectful attention to Maori beliefs and cultural practices. Regular, consistent opportunities to engage in meaningful learning develop children's sense of belonging to a community of learners where the real work is purposeful and their contributions are valued by all. Whanau (family) and community korero (discussion) revealed an intergenerational interest in sustainability. Curriculum 'mahi' (work) supports environmental education where natural resources can be used to enhance the mana of the child. Curriculum mahi at Otaki Kindergarten supports children to construct and alter their surroundings and helps develop positive engagement with the world. It supports inventiveness and creativity. It develops mana.

Keywords: environmental education, sustainability, indigenous knowledge, mana (empowerment)

The forgotten citizens: A contemporary response to a 1930s project to gain voice for children

NICOLA CHISNALL, Auckland University of Technology, New Zealand

This paper outlines doctoral research undertaken to reveal the manifestation of the child's voice in the philosophy and practice of Montessori educational communities in Aotearoa-New Zealand. Although Maria Montessori is well known for her pedagogical approach to early childhood education there is less recognition of her advocacy for children's rights. In 1937, for example, in collaboration with the New Education Fellowship, she proposed a Social Party of the Child which she envisaged as an international body and 'power for peace'. Montessori often spoke of 'the forgotten citizen' and challenged adult-educators to transform their approach to the 'child-teacher'. This research is situated in the framework of transformative education. This qualitative action research project narrates reflections from graduates of a teacher education degree with a Montessori specialty, during their first three years in the early childhood community of practice. The research employed semi-structured interviews, case-studies and focused discussion groups which were analysed in conjunction with historical documents. The project was reviewed and approved by Auckland

University of Technology Ethics Committee (PN 34/05). Written consent was obtained from participants and parents and parents recorded their child's response to a pictorial assent form. Research findings outline how participants support the voice of children in practice; meeting with both support and resistance from the field as they bring a reconceptualised view of Montessori education to their work. Ideas from the past still have the power to challenge and contribute to contemporary practice.

Keywords: action research, Montessori, social justice, teacher education

Understanding child development in a holistic way: A conceptual model

PUI LING WONG, Monash University, Australia

This paper presents a conceptual model which provides a visualised framework to explore the dialectical relationship between parents' values and children's developmental pathways. Children develop through participation in their everyday activities. However, often children's voices are ignored in choosing the activities they participate. Instead parents (or the dominant parent) are taking the active role in filling their children's daily timetable with the activities, according to their own wills, that are claimed to be good for their children's development. Children's development is complex and multifaceted. Parents' one sided approach is problematic, and may lead to detriment instead of development. This model draws on Vygotsky's (1998), Hedegaard's (2009) and Fler's (in press) cultural-historical framework on child development for its conceptualisation. In the model, societal, institutional and individual perspectives (including child perspective), different values positions, institutional practices and demands, child motives and competences, as well as process of child development are depicted. A qualitative case study with visual data of three Hong Kong immigrant families with altogether 6 parents and 7 children from new born to 11 year-old is adopted for this study. Ethical approval has been obtained prior to the study commence. The findings help to illustrate how the model works as an useful analytic tool and the ways parents utilise it for more effective parenting. It is suggested that the model not only can provide researchers an analytic tool to study child development in a more holistic way, it can also give parents a useful framework to better understand and assist the way their children develop.

Keywords: child development, cultural historical approach, family practices, conceptual model, Hong Kong-Australian family

SYMPOSIUM SET IV/29

PLAY AND DIGITAL TECHNOLOGIES

Individual paper

CHAIR: ALISON STEPHENSON
Victoria University, New Zealand

Children in interaction in a digital context

MARGRETHE JERNES, University College Stord/Haugesund, Norway

The aim is to investigate roles and including behaviour where digital multimedia technology is part of the playroom interaction. What are children's experiences with play and activity in a digital context? In this paper I present part of a larger project, "The place of digital objects in the social and linguistic education of children in kindergarten". This is financed by the Norwegian Research Council and is included in the national research program Practice-based R&D. This paper follows my previous study about practitioners' perspectives on digital technology. This study leans on the socio-cultural perspectives and draws on theory of communication, inter subjectivity and philosophy of ethics. With a phenomenological and hermeneutic approach, micro ethnographic are used. There are mixed methods such as observation and dialogue, also with video. There are ethical complications involved in research where the selected participants are not able themselves to give a declaration of consent. Their parents have therefore given the consent for the whole study. Preliminary findings suggests a description on how children express their play and desires with digital technology and how it is possible to understand their perspectives of the digital context from observations of their interaction as peers. The implications for practice and politics suggests focusing on observation of the children's play in a digital context.

Keywords: early childhood education, peers, children's interaction, inclusion and exclusion, digital context, play

How does the use of digital games in kindergartens challenge established roles, patterns of interaction, and the pre-school teacher's pedagogical intentions?

VIGDIS VANGSNES AND NILS TORE GRAM OKLAND, Stord/Haugesund University College, Norway

The aim of the research is to investigate the didactical consequences of introducing digital pedagogical games in the kindergartens. Previous studies which explore these theories are: Linderoth, Vangsnes. The theoretical and conceptual framework is a socio-cultural perspective on learning with a basis in both the American pragmatism (Dewey, Mead) and the Russian cultural-historical school (Vygotsky). The concept of Bildung (Klafki) is discussed with a dramaturgical perspective on the didactics of digital games (Laurel, Sandvik, Szatkowski). The research is grounded on a phenomenological and hermeneutic theoretical basis. The methodology is based on a qualitative approach where our aim has been to recreate an impression of completeness in the context we have been studying. The collection of data has been characterized by field work including observations, interviews, video recordings, and field notes from 4 kindergartens over a period of about 8 weeks. In addition our data consists of policy documents and digital games used in kindergartens. Consent has been obtained from all parties involved, and all personal information has been made anonymous. There seems to be a gap between the implied didactics of the pedagogical games on the one hand, and the prevailing didactical practice in Norwegian kindergartens on the other hand. This makes the gaming situation an arena where the Bildung-project of the kindergarten seems to be replaced by the children's own way of defining and practicing the gaming activity. This study may enhance reflection and consciousness of the didactical implications of the use of educational resources and teaching aids exemplified by digital games.

Keywords: kindergarten, digital games, didactics, dramaturgy, Bildung

SYMPOSIUM SET IV/30

DEEP LEVEL LISTENING TO CHILDREN

Individual paper

CHAIR: KRISTIN KARLSDOTTIR

University of Iceland, Iceland

Listening to children's voices. Learning stories a tool for changing views?

KRISTIN KARLSDOTTIR AND BRYNDIS GARDARSDOTTIR, University of Iceland, Iceland

The aim of this presentation is to discuss and reflect upon learning stories as a tool to support preschool teachers in listening to children. In what way can documentation support preschool teachers in understanding children's learning and listening to their voices? To truly listen (Carr, 2005) paves the way towards each child being an active participant, having power, responsibility and being able to have their say (influence) in their daily lives. Listening is referred to as the metaphor of openness and sensitivity, to listen by means of all our senses, hearing, seeing symbols and codes the child expresses (Rinaldi, 2005). We discuss in what way researchers and preschool teachers can read the child's message, interprets those, and give the expression meaning and legibility (Rinaldi, 2005). Data was generated by documenting learning stories, reflecting and discussing upon those with preschool teachers and children. The learning stories were related to Carr's five domains of learning dispositions, in reference to the intensity of the child taking an interest, being involved, persisting with difficulties, communicating with others and taking responsibility. In accordance with the UN convention (article 12) on the rights of the child we need to make spaces for children's voices, see children as individuals having possibilities to use and develop their strengths and uniqueness. The results show preschool teachers changing views when documenting and discussing learning stories, towards seeing more clearly children's strengths, their interest and contribution to the preschool community. These documentations can be seen as one path towards supporting preschool teachers in giving each child a voice. At the same time give an insight into the process of preschool teacher's re-conceptualizing; changing views and methods in preschool practice.

Keywords: children's voices, learning stories, preschool practice, changing views, childrens rights

Being there, hearing their voices

DEBORAH GAHAN AND BEVERLEY BROUGHTON, Queensland University of Technology, Australia

Evaluation of the characteristics and processes inherent in a long established, mobile, intensive support playgroup program, recognised for its effectiveness. In an area of limited and relatively new research in Australia, the study adds to recent government sponsored broad evaluations of services for marginalised families. A sociocultural, communities of practice theoretical framework and responsive, relationships-based provision of service. Constructivist paradigm. Case study methodology incorporated field work by the investigators who engaged in extensive interactions and conversations with program participants in order to capture the implicit elements of the program. Deep insights were gained through building trust based relationships, being there, listening to the voices of participants, observing and sharing the daily experiences of the program. An invited evaluation study, approved by QUT ethics committee adopting an ethical stance of openness, respect and trust-building with participants. Findings go beyond statistical and descriptive information to capture the human dimensions and contextual qualities of the program that underpin its effectiveness. These maintain and support engagement of families and promote children's wellbeing and learning in multiple ways. They include: the ways that the elements of the program are integrated into a total experience of "being at playgroup"; authentic relationships, and low key, non-judgemental interactions with families; genuine and purposeful opportunities for parents and children to engage together in experiential learning. Key messages for policy and practice include: flexibility, openness and responsiveness based on genuinely knowing and listening to the families they serve.

Keywords: families, intensive support playgroups, effective programs, authenticity of methods, staff teamwork

Children's walking tour as method: Interpreting free chat and activity

RAIJA RAITTILA, University of Jyväskylä, Finland

In this presentation I will discuss how to research the everyday experiences of children in the city environment. I explored how children (4-6 years) construct the meaning of the urban environment and how the urban environment construct childhood. The mutual determination of the different sides of relationship takes place in everyday life and form an important frame for urban childhood. (Soja 1996, Raittilla 2008). Theoretically the study relies on the pragmatic epistemology, childhood studies and concept of a lived place elaborated of relational ideas of human-environment relationship. The research approach is qualitative and the fieldwork utilizes ethnographic methods. Empirical data consists of children's free chat with each other on tours to the city quarter. Participant observations of children's actions produce the other part of the analysed data. The analysis is qualitative, data-centred. Confidentiality and respect for children was first-rate principles in research. All the groups of children had the same physical and cultural space and, consequently the same innumerable potential affordances to use. Despite this, the encounter between the children and urban environment was dissimilar every time. The endlessly changing encounters between the children and the urban space were summarised as four lived places: explorative walking, focusing on self generated action, social walking and enjoying freedom. The lived city quarter reflects 'children's city environment' and 'the city childhood'. Both are important foundation of planning of good urban environment.

Keywords: children, urban environment, encounter, ethnography, lived place

SYMPOSIUM SET IV/31

GENDERED ISSUES

Individual paper

CHAIR: GRACE PATON, University of the West Scotland, United Kingdom

Girls and Boys like me? – 4 to 6 years old children's interpretations of gender representations in contemporary picture books

LÚCIA GOMES, Oporto University, Portugal

This study aims to investigate the ways in which children aged 4 and 5 years interpret gender representations of characters (articulated with ethnicity, social class and culture) in contemporary picturebooks; give visibility to children's meanings and ways they challenge the dominant images. Researchers who have focused on children's interpretations of visual texts (Meek 1988; Arizpe and Styles 2003; Sipe 2008) claim that children are: sophisticated readers and competent at recognising various points

of view, analysing states of mind, messages; can make sense of complex images, in visual, literal and metaphorical terms (Arizpe and Styles, 2003). Research shows that the development of gender identity is a critical part of the first significant learning experiences of children who, in their interactions with others, begin to establish meanings for their own identities as literate beings. Like other dimensions of inequality (such as ethnicity, sexual orientation, age) gender also has a significant role in positions that individuals occupy in a particular social structure. There is limited research based on a gender perspective that also focuses on children's interpretations of actions, roles and characteristics of characters in picturebooks. Sociology of Childhood; Gender Studies; contributions from Literary and Artistic Studies. We adopt an interpretative approach, using multiple methodological strategies, including interviews/individual reading and focus groups discussion. We obtained informed consent of participants; Ensured sensitivity; Respected vulnerability. The discussion focus on the importance of gender issues, through the meanings assigned by girls and boys to characters mirrored in picturebooks. Contributions to educational decisions related with choices of picturebooks, taking into account gender and childrens' voices.

Keywords: children's voices, identities, gender, picturebooks, visual literacy

Paying attention to gender

VIVIENNE HOGAN, AUT University, New Zealand

Why is it important for me to pay attention to gender? The research has developed from my own writing on the concept of early childhood education as a 'gendered workforce', a term used by Moss (2006 p37). My thinking on this topic has also been informed by the work of Hillevi Lenz Taguchi. In particular her research into feminist post-structural theory and practice and its' implications for student teachers and teacher educators. My interest in the question has evolved over time as I have started to write about my own interest in gender and interrogate my own practice and beliefs through the process of self-study in order to inform own teaching practice and to explore new approaches teaching this topic. As part of my reasearch I plan to develop a series of questions to share with the students to gain an understanding of their beliefs and values about Gender and in particular their place within the 'gendered workforce'. The questionnaire will be given out during the gender lecture in June 2009 and I am seeking a grant to allow me time for analysis in July 09. At this stage I will need to apply for ethics for the questionnaire. The students will be clearly consulted throughout. At this stage I cannot report on findings. The implications for policy in New Zealand is that despite attempts to recruit males into ece the workforce remains predominantly female.

Keywords: gender, self-study, student teachers, early childhood, gendered workforce

Female international marriage immigrants in Korea: Educational issues and challenges for their young children

JUNG DAE-HYUN, Chong-shin University, South Korea

The study investigated female international immigrants's difficulties, issues, and concerns related to their young children's education using qualitative methods including interview and partial observation. Previous study investigages mostly related to social welfares of the population. In Korea, the number of immigrants have been rapidly increased since 1990s. Many of those are from international marriage, between Korean men who were not able to find a spouse in Korea and brides mostly from developing countries such as Vietnam, Philippines, Uzbekistan. The increasing rate of this type of immigrants is dramatic. 10,000 couples have married on each year since 2003. This was about 13.6% of the entire marriage rate in Korea (Korea National Statistics, 2005). Especially in the rural farming and/or fishing areas, the tendency is even higher - 1 out of 3 couples are from the type of international marriage. Subjects were 38 women from various cultures who married to Korean men and have young children. In depth interviews and observations in their natural environments were conducted in order to collect data, and NVivo 8 program was used to analyzed the qualitative data. All data were coded and labeled with identification numbers, and standard practices for maintaining confidentiality were employed. Results show that educational issues and challenges vary depending on their original cultural backgrounds. Family ecology of their Korean home was also a main factor of educational issues. Possible cultural adaptation strategies for the population were discussed. Female international immigrants's adaptation strategies as mother like educator, etc.

Keywords: young children, educational challenges and issues, international marriage immigrants, children with culturally different, Korean culture

Why “street children” or “scavengers” and not simply “children”? Social representations and identity formation of the children living on the streets of Nairobi. A qualitative study.

STEFANIA MEDA, Catholic University of Milan, Italy

The research investigates to what extent the identity of the street children of Nairobi (Kenya) may be understood by making reference to the subject as the product of social and cultural conditionings or as an entity able, within a narrative continuity, to elaborate reflexively his own experience and to actively produce new meanings and social forms. The literature review considered street culture and practices (Wiehler 2002); social representations of the street children as human waste and criminals (Drop 2006) thus contributing to self misrepresentations, mistreatments (Meda 2009; Kilbride et al. 2000; HRW 1997; Kopoka 2002; UNICEF 2005) and making the problem chronic. The theoretical framework refers to the theory of social representation (Moscovici 1983; 1984), in the light of relational sociology (Donati 1990) and to the theory of identity and internal conversation (Archer 2000; 2003). 126 interviews were done with street dwellers, ex street boys, family members, NGOs’ professionals, privileged witnesses and individuals from the local community. A visual participatory technique (photo diary: Young-Barrett 2001) involving children was also used. Authorizations were given. The identity of the street children is formed on the relations of belonging and differentiation. Social representations are determinant for the identity formation, but there is also room for identity negotiation in the light of the internal conversation, when such negotiation is experienced as a relational process, oriented by the ultimate concerns, within trustworthy relations. Social representations and identity play a pivotal role in addressing the issue, calling for a cultural shift and a major consideration in designing interventions.

Keywords: street children, social representations, identity, visual participatory technique, reflexivity

SYMPOSIUM SET IV/32

PLACE AND SPACE

Individual paper

CHAIR: DENISE HEVEY

Northampton University, United Kingdom

How can place pedagogy enable children’s (age two – three) active participation in processes of learning?

MARIT BOE, KARIN HOGNESTAD AND ÅSE JØRGENSEN, Telemark University Collage, Norway

The session will discuss an ‘enabling’ place pedagogy (Somerville) as a useful methodology in relation to how place affect professional work and children’s active participation (Gruenwald, 2003, Somerville). We seek to explore how place pedagogy enables children’s active participation in processes of learning. We do so by using narratives in reflection with children and pre-school teachers as they are able to re-think place as a learning area. We were inspired by Margareth Somerville, Kerrith. Postcolonial theories are used to uncover power relations and Colonising discourses (Gjervan, Andersen, Bleka, 2006; Viruru & Cannella, 2001). The concepts of decolonising and re-inhabitation emphasize the relation between culture, politics and pedagogy, and we seek to open up for decolonising practices as we try to uncover colonising moments. Three key concepts affect the research process, and functions as analytic tools. The three concepts are relation to place through narratives, the body as a learning subject and place as a contact zone. Encompass knowledge-power construction and power relations, especially how we speak and act with the children (Rhedding-Jones, Bae, Winger, 2008). The research project is still in the beginning, and we want to share our research design and future findings. The project is a part of a larger research project with focus on kindergarten as a learning area and preparation for school. Decolonising and re-inhabitation opens up to reconceptualising practices where new ways of inhabit place can have a huge impact on politics and practice of learning in kindergarten.

Keywords: place pedagogy, active participation, power-knowledge constructions, decolonising, re-inhabitation

Playscapes and playscape activities speaking – A methodological analysis

ANTJE LUCHS AND MONIKA FIKUS, University of Bremen, Germany

The contribution of our work lies on exploring and improving existing approaches to adequately assess early childhood activities on different playscapes. A growing body of research has already demonstrated how children use their playscapes. However, playscape evaluations were mostly done by sociologists or landscape architects. Previous approaches and existing instruments mostly count users or find out requirements. Even though various playscapes and new concepts afford different activities the majority of studies miss to detail the activity itself. Rising interest by researchers regarding children's places and their affordances has been prompted by changes in everyday life of children. In addition, many communities have an increasing interest in improving their child-friendliness. Therefore, observational research instruments assessing playscapes and playscape activities get gradually more into focus. Using different non-participatory observation protocols, we recorded activities of 38 pre-school children on a naturally structured playground. Parents gave their consent to the study. Results show that instruments lack to thoroughly assess playscape activities. Especially the direct link between special affordances of different places and the activity itself is missing. Instead of only defining the outcome of playscape activity by physical factors, instruments should also detail the categories of play. Different playscapes afford different activities. Therefore, improving existing observational instruments can help to adequately evaluate the impact of new playscape concepts on early childhood activities.

Keywords: playscape, activity, affordances, methodology

Land art in early childhood education

CHRISTINE ZEISER, Louise-Schroeder-College, Germany

How can the process of doing Land art help children to broaden their perceptive skills, activate their creative potentials and encourage their emotional development? Conducting Land art sessions with students and kindergarten-children is an activity which links to research questions of Jungian Sandplay in terms of symbolism and personality development. Looking at the work of Land art artists this form of art is created in nature with bare hands by using natural materials such as leaves, sand, stones or other organic materials. The selection of the natural site where the Land art objects will be build up is part of a learning process as the landscape and its conditions are part of the artistic creation. It is an approach to activate children to work and interact with nature in an open site under natural conditions. This method of conducting art work fascinates children, stimulates their development of perception, encourages interactive skills and supports the child's emotional development. As part of the Art-curriculum at Colleges for early childhood professionals Land art sessions are a valuable asset in order to be practiced later in the field with children.

Keywords: Land art, creative potential, emotional development, symbolism, early childhood professionals

SYMPOSIUM SET V

TUESDAY, 7TH SEPTEMBER
14:15 -15:45

SYMPOSIUM SET V/1

PROFESSIONAL DILEMMAS

Individual paper

CHAIR: HELEN MOYLETT
National Strategies, United Kingdom

Education for a value based purpose or towards random, specific goals? Preschool teachers squeezed between professional responsibility and accountability

SOLVEIG OSTREM, Vestfold University College, Norway

The theme for this presentation is the professional responsibility of the teacher, focusing on how kindergarten curriculum in Norway is perceived and operationalised. The results from the study are presented in the final report –Alle teller mer” (“Everyone counts more”). The title refers to the main findings, namely increasing focus on measurement and counting. The study was based on curriculum theory and research. The findings are regarded in the light of current political discourses. The analyses are based on theories about professional responsibility. This is a multi-methodological study organised in six sub-projects. Data was collected from both surveys and qualitative interviews with different informant groups (children, parents, pedagogues, leaders and representatives of municipalities and districts). The quantitative data was analyzed by using standard SPSS, and the qualitative data was analyzed by using content analyses. Both collecting and processing the data had several ethical issues (according to privacy protection, anonymizing, consent etc.). So we have taken special care to follow legal and ethical guidelines regulating research. The project was also reported to the Privacy Ombudsman for the Norwegian universities. In addition to the ethical issues that existed in the research activity, the theme in itself – preschool teachers in squeeze between professional responsibility and accountability – is a matter of ethics. If kindergartens primarily are teaching for tests, we should ask: Do kindergartens give education for a value based purpose or towards random, specific goals? Our study shows an extensive use of documentation linked to individual children, focusing measurable skills and knowledge. We also found that local governments ignore the kindergarten’s freedom and responsibility to choose methods and scope of documentation and assessment. Often kindergartens were instructed to use certain language tests on all the children. The use of tests seem to have changed the kindergarten content. Language is given higher priority than any other areas, while the learning area –Art, culture and creativity” is given less attention than a few years ago. Ethics and philosophy was found to have low priority. Such tendencies, squeezing the preschool teachers between professional responsibility and accountability, must be discussed. A relevant question is: Do kindergartens give education for a value based purpose or for random, specific goals?

Keywords: professional responsibility, purpose, education, curriculum, ethics

Factors influencing the recruitment and retention of Early Years Professional Status candidates

JENNIFER COLWELL AND HELEN MACINTYRE, University of Brighton, United Kingdom

The aim of this study is to explore the experiences of Early Years Professional Status (EYPS) candidates. Little research on how EYPS is being experienced has been conducted. This study considers ECEC practitioners experiences of EYPS and follows work by the author(s) which considered the professional identities of ECEC practitioners and the role of ECEC practitioners in facilitating group work. The main objective of the evaluation was to produce information to report on the candidates experience to course providers and those in relevant positions within the local authority. Given the policy driven inception of EYPS it was recognised that there was a need to provide space for practitioners to voice their experience of its challenges and/or benefits. Adopting a qualitative approach 93 semi-structured interviews were conducted and analysed for emergent themes. The researchers recognise the limitations of this approach and propose that a more substantial consideration of the context in which ECEC practitioners operate is required – through a life history approach. Anonymity was essential for candidates as they were asked to reflect upon their experiences of the course and their experiences within their setting. Lack of understanding was the dominant theme: lack of understanding of the ECEC sector by those developing EYPS provision e.g. CWDC; and lack of understanding of EYPS within the ECEC sector itself. Significantly many setting managers

interviewed had very little understanding of EYPS or what having a member of staff undertaking EYPS would require of them, their staff or their setting, including managers with staff currently work towards EYPS. Course providers for EYPS face challenges in acting as agents for workforce transformation. Some of these challenges are rooted within government and policy whilst others exist within the ECEC workforce. Increased understanding and communication will be key in meeting these challenges. Consideration is given to how ECEC practitioners can speak and be heard.

Keywords: early years professional status, practitioner voice, universities and training providers, communication and understanding, workforce transformation

A century and a decade of early years schooling: Some reflections

HELEN MAY, University of Otago, New Zealand

This presentation provides a commentary on a book written by the author, currently in press. The book is titled 'I am five and I go to school': the work and plays of early years schooling 1900-2010.' The book is the twentieth century sequel to 'School Beginnings: a nineteenth century colonial story' (2005). The author has written earlier books on early childhood history and policy. The research and final book use a myriad of data to construct an historical analysis of the changing contexts of pedagogy and practice, play and work in the, variously called, infant, primer and junior classrooms in New Zealand schools. For the presentation some classroom photographs, film clips, and examples from two long-running data sets are used to illustrate some key themes in the book. One data set is from a teacher who worked in the same classroom at the same school from 1959-2009 and kept every workbook setting out her weekly and daily lesson plans. The second set, are the archived minutes of the monthly meetings, held between 1948 and 1996, of the Christchurch Infant Mistresses Circle. Oral interviews were conducted with approval by Otago University. The combination of data is illustrative of change over time, including the mix of mismatch and synergy between pedagogy, policy and practice, and the shift of early years schooling pedagogy away from its early childhood foundations towards upper school interests. The dynamics of change in classroom practice including individual innovation by teachers and policy requirement.

Keywords: history, schooling, early school years, data, pedagogy

SYMPOSIUM SET V/2

LANGUAGES, CULTURES, IDENTITIES AND POWER

Self-organised symposium

CHAIR: MARIE NICOLE RUBIO

Lefuret, France

A young bilingual child starting school: Learning in an English nursery class

LEENA ROBERTSON (1) AND ROSE DRURY (2), (1) Middlesex University United Kingdom; (2) Open University, United Kingdom

The linguistic potential in the UK with over 360 home languages registered in London alone (Multilingual Capital 2000) is significant. However the medium of instruction in most early years settings and schools is English (or Welsh in some schools in Wales) and opportunities for children to maintain and develop their knowledge and skills in their home languages rarely exist within mainstream education. During the late twentieth century, the main goal for educators was to view the use of children's home language as a 'bridge' to English language acquisition and there is still an assumption that English will take over the role of the mother tongue in early years settings. Drawing on data from 'a day in the life of a bilingual practitioner' project, we examine one child's early experiences in an English nursery setting. Examples of data from the filmed classroom practice during one day provide new insights about early bilingualism in English early years settings and the ways in which practitioners support learning during this crucial period of transition are considered. Finally, we question the imposition of a monolingual approach which means that English dominates both within and outside the setting and results in bilingual children 'losing' linguistic resources that could enhance their learning. We draw on research studies which argue for the support and development of children's home languages (Skutnabb-Kangas, 2000, Cummins, 2000, and Collier, 1995).

Giving young multilingual learners a voice from the start of schooling

CHRISTINE HÉLOT, France

This presentation will address the French educational context where most children are schooled from age three, and even as early as age two in the case of emergent bilinguals whose home language is an immigrant minority language. The main aim of early schooling is based on the assumption that early exposure to the French language will ensure a better integration into the school system and education policies do not stress the need for any support in the home language. As has been argued by many researchers, such a process silences the voices of multilingual students, it widens the gap between home and school and it contributes to language shift. Recent research has shown however, that teachers interpret, negotiate, recreate and sometimes resist top-down language education policies and implement their own policies as far as language use in their own classrooms. We will give two examples of such cases. The first one concerns a primary school where two teachers, with the collaboration of parents, elaborated a language awareness project where the children encountered 18 different languages over three years. We shall explain how the minority language-speaking students in particular found their voice in both their languages thanks to the project and how the teachers changed their attitudes towards bilingualism developed in the home context. The second case study analyses how two beginner teachers negotiated languages other than French in two kindergarten classes with very young emergent bilinguals, although the general policy in their schools was to use French only. Thus we shall stress the central role of classroom practitioners in devising a more inclusive pedagogy where children can see their home language(s) and culture(s) legitimised and integrated in classroom activities and where their voices are no longer silenced.

The relevance of multilingualism for teachers and immigrant parents in early childhood education and care in Germany and in France

NATHALIE THOMASKE, University of Bielefeld, Germany

The paper deals with the first findings of an international research project called 'Children Crossing Borders'. The first goal is to give voice to hopes, beliefs, and concerns of immigrant parents about the education and care for their young children. The underlying assumption that guides the project is that early childhood education and care (ECEC) programs need greater understanding of the cultural backgrounds whose families and children they serve. This study strives to know how the ECEC systems of five countries (England, France, Germany, Italy, and the United States) are serving the children of recent immigrants and what parents who recently have migrated from another culture want for their children in ECEC settings. Early childhood education currently gains relevance in both Germany and France. Education in early childhood is viewed as the foundation of a lifelong learning process. In a situation where national efforts develop education as a key resource in order to provide access to highly differentiated labor markets and to sustain a person's position in a knowledge-based society. Due to different historical and social developments two different systems came into being in France and Germany. They differ in their structure of the educational system, the understanding of education, the vision of the child and the role of the family (Wahl 2006; Brougère 2002; Geiger-Jaillet 2007). The paper will focus on the issue of multilingualism of immigrant children in ECEC systems in two of the five countries: Germany and France. The questions which lead the paper will be: Who has responsibility for home language or subaltern languages in society? What role do home languages play in ECEC? How do national contexts affect how home language is used or not used in school settings?

SYMPOSIUM SET V/3

KINDERGARTEN SPACE, MATERIALITY, LEARNING AND MEANING-MAKING I

Self-organised symposium

CHAIR: GUNVOR LØKKEN

Vestfold University College, Norway

This symposium arises from the research project Kindergarten space - materiality, learning and meaning making, funded by the Norwegian Research Council. The project's overarching issue is how individual, social and physical spaces are related to each other, and how these may inhibit and promote children's expression, meaning making and learning. The project has three aims: Identify relevant pedagogical dimensions of the kindergartens physical spaces and develop knowledge about the importance of organizing and facilitate spaces and materials.

Develop knowledge about how children through play and other forms of participation create and give meaning to the kindergarten room. Produce educational relevant knowledge about the requirements for staff in relation to both recognize space's educational potential and to increase their competency to create valuable spaces for children. Researchers responsible for three sub studies of this project will discuss their approaches and preliminary findings in this symposium.

Keywords: space, pedagogy, learning, outdoor learning, children's voices

Open indoor space and children's play

SOLVEIG NORDTØMME, University College of Vestfold, Norway

The purpose of this paper is to discuss how the kindergarten space, spaciousness and materiality can be vital for children's own exploring of important issues of life. The study relates to earlier studies on play and learning like for example Hogsnes (2007), Johansson and Pramling Samuelsson (2006). This presentation points out children as body-subjects seeking for meaning in relation to kindergarten curriculum, space and pedagogical materials. The theoretical approach includes phenomenological and socio-cultural theories and emphasizes the concepts of participation, meaning-making and children's life-world. This study will take place in two Norwegian kindergartens during springtime 2010. The two kindergartens enrol children aged 1 to 6 years and have different didactic approaches to the national curriculum. The study is ethnographic, using field notes, participant observation and video related to how children live their lives in these kindergartens. Such studies on children's everyday life require a particular ethical awareness.

Children, parents and staff in the two kindergartens will be well informed about the research project and of course asked to give their approval. Expected findings from the study are knowledge about characteristics of environmental qualities in kindergarten and how children are free, or not free, to position themselves as active subjects. In addition, I expect findings on how kindergarten spaces enable children to interact and realize their projects in joyful play or playful work and on how two different didactic approaches to the national curriculum provide different possibilities. We anticipate pedagogical merit from the project.

Keywords: learning and play, space and spaciousness, children's participation, pedagogy and materiality, kindergarten curriculum

The kindergarten room – A multimodal pedagogical text

ASTRID GRANLY AND EVA MAAGERØ, Vestfold University College, Norway

In this paper we will present and discuss the preliminary results of our project "The Kindergarten Room – a Multimodal Pedagogical Text". Our major concern is to find out to what extent the Kindergarten Room stands out as a considered pedagogical text, and to what extent this text reflects and gives attributions to the children's activities. We relate to studies like Ventola (2004, 2006), Wen Woon (2006), Hopperstad (2005) and Mjør (2009). Our analytical approach follows the theoretical framework of Social Semiotics and Systemic Functional Linguistics (Halliday 1978, 1994, 2004). The approach takes into account the interaction of different modes of meaning making, such as materiality, form, pictures, sound, verbal utterances (Kress 2003, Kress and van Leeuwen 1996, 2001, 2006). The kindergarten is a composite design that spatially installs the co-deployment of various semiotic resources such as architecture, language and visual images, thus viewed as a multimodal text. Our research is a qualitative study of two kindergartens, where multimodal text analysis is the primary approach. Our material consists of video observations, photos, field notes, documents and interviews with teachers and children. The kindergartens, teachers and children will be treated anonymously. The Norwegian Scientific Board for collection of data will have accepted our methods. Our presentation will concentrate on the analysis of the interaction between children and the meaning making resources in the room. Our analysis of the kindergarten as a pedagogical multimodal text can reveal meaning potential and thus contribute to knowledge about the influence of room composition.

Keywords: multimodality, pedagogical text, children's activities, social semiotics, functional linguistics

Staging space and material

HEGE HANSSON, Vestfold University College, Norway

The research question in this project is how spatial tools and material staging can inspire children to maintain, expand and express an artistic experience, and thereby support their collective (and individual) meaning-making. The study relates to Reggio Emilia studies. The approach is multi-theoretical, among those object-relation and social cultural theory, combined with Bakhtin and Cage on polyfoni and chance. The study takes place in 6 Norwegian kindergartens, during april 2010. The participating children are 1-2 years old, and they will meet and manipulate with staged spaces before and after a theatre event. The prologue

staging will be undefined for the children, to create wondering and expectation to open up for the theatre experience. The modified epilogue staging, based on reception analysis of the theatre event, will provide the children with impulses to maintain, manipulate and deepen their common reference.

Methods like video recording, participant observation and interview will be used qualitatively. The approach is also experimental, by staging different spatial impulses for the different groups of children to look openly for what happen. The project will carefully follow national standards for ethical consideration and approval. The subsequent analysis will give indications and proposals for a consistent idea about the importance and possibility of space and materials, to create and exploit common framing of references in the kindergarten. The purpose of the presentation is to share and discuss the findings and understanding of such reference, and outline proposals for aestheticizing space and material through staging.

Keywords: staging space, Reggio Emilia pedagogy, reception analysis, frame of reference, theatre event

SYMPOSIUM SET V/4

CONTESTING THE GAP IN EARLY CHILDHOOD TEACHER EDUCATION

Self-organised symposium

CHAIR: ANNELIE FREDRICSON
Stockholm University, Sweden

We are in the middle of a turbulent phase of development where we are constructing concepts about what Early Childhood Education Didactics “has been, is and can become”. At the same time our department is developing a pre-school teacher education built on an academic ground including a master education and PhD education. The ambition is to generate an academic education that emanates from an exploring approach. The intention is to reach all levels involved: children, students, teacher trainers, researchers and teachers working in the pre-schools. The aim of this symposia is to problematize the gap between an academic educational level and an exploring approach. A gap that is constantly seen in the developing process. The intention is to overcome this unnecessary dichotomy.

Keywords: teacher education, teacher development, curriculum, theory and practice, professionalism

Contesting the gap between theory and practice

ANNELIE FREDRICSON, BODIL HALVARSSON-FRANZÉN, AGNETA WALLANDER AND CECILIA CAIMAN,
Department of Didactic Science and Early Childhood Education, Stockholm University, Sweden

The aim of this paper is to problematize the gap between an academic educational level and an exploring approach in preschool teacher training. A gap that is constantly seen in the developing process - the intention is to overcome this unnecessary dichotomy. Furthermore we are investigating the possibilities of the pedagogical documentation to visualize a listening teacher in contrast to an omniscient teacher. According to the traditional Swedish pre-school teacher education and the research field “Early Childhood Education Didactics” (represented by Dahlberg, Lenz Taguchi, Nordin Hultman, Lind, Olsson) we will use post structural concepts to scrutinize the discussion on the construction of an academic education and early childhood education didactics. We will make a text analysis from a post structural perspective. By deconstructing syllabuses on early childhood education didactics courses aiming at the task of the preschool on technology, science, and mathematics we are trying to visualize the preschool teacher training as a project. We take the ethical considerations (HSRF's ethical considerations) into account. The discussion focuses what an Early Childhood Education Didactics “has been, is and can become” and how to generate an academic education that emanates from an exploring approach. Our intention is to find out the didactic implications of the ongoing change in preschool teacher education.

Keywords: early childhood education didactics, preschool teacher training, listening, explorative approach, pedagogical documentaion

On mathematics in early childhood teacher education

AGNETA WALLANDER AND ANNELIE FREDRICSON, Stockholm University, Sweden

The aim of this paper is to deconstruct/contest the course plan in mathematics with the purpose to scrutinize concepts like wholeness, progression and learning processes. By including knowledge on basic characteristics of the concept of number, measurement and form, and as well the ability to orientate in time and space, in the pre-school education, we have an aim to enter deeply into a more project orientated way of working that will visualize children's exploring of mathematics in their everyday activities. Looking at international measures, (PISA, TIMSS) Swedish children are found on a low level. This has led to political demands to put emphasises on mathematics in the teacher training. We will make text analysis from a post structural perspective. By deconstructing syllabuses on early childhood education didactics courses aiming at the task of the preschool on mathematics we are trying to visualize the preschool teacher training as a project. We take the ethical consideration (HSRF's etical considerations) into account. We educate in mathematics as a language where play, multimodal, aesthetics and ICT are important components. Skills in pedagogic documentation is a prerequisite in order to be able to listen, follow and assess learning-processes and also how this intesect with gender, class and ethnicity. Our intention is to find out the didactic implications of the ongoing change in preschool teacher education.

Keywords: pedagogical documentation, mathematics, learning processes, multimodality, assessment

How to work with an explorative approach in science and technology?

BODIL HALVARS-FRANZÉN, CECILIA CAIMAN AND INGELA ELFSTRÖM, Stockholm University, Sweden

The aim is to examine the exploratory approach in the preschool teacher education focusing on science, technology and learning for sustainable development (ESD) as part of an academic professional training. Highlighting the research area by taking a startingpoint in the preschool educational research (Dahlberg; Lenz-Taguchi; Nordin-Hultman; Lind; Olsson). We also relate to the previous research in ESD (Davies; Davies & Elliot; Lotz-Sisika). From a post-pragmatical perspective on "learning as a relational field" and "the potential of listening" using Semetsky's work on connections between Deleuze and Dewey. The study rely on video-observations from seminars in preschool teacher education where students explore scientific phenomena and work with "what ESD will become in preschool?" We take the HSRF's ethical considerations into account. We will discuss the exploring approach within the preschool teacher education with focus on science, technology and ESD as a part of an academic professional education. How can an exploring approach develop out of the aim of the course? From "learning as a relational field" with cooperative learning processes as prerequisite, we problematize the students own reflections and exploring approach towards their forthcoming profession as co-constructing preschool teachers? Are there parallell processes between the children's and the student's exploring? What does it mean to work with science, tecnology and ESD in academic preschool teacher education? How to constitute an exploring and academic preschool teacher education? Our intention is to find out the didactic implications of the ongoing change in preschool teacher education.

Keywords: preschool teacher training, science and technology, sustainable development, cooperative learning, explorative learning

SYMPOSIUM SET V/5

TRANSITION TO SCHOOL

Individual paper

CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, United Kingdom

The school starters in transition to school

VIBEKE GLASER AND MARIT SEMUNDSETH, Queen Maud University College, Norway

What do the children say that they are good at in the transition from kindergarten to school? What do parents express about their influence on children's learning? Children have acquired knowledge and competence long before entering school. They learn through everyday experiences (Stern, 1985; Nelson, 1996) When they are encouraged to express these experiences; their knowledge is made visible to us (Gjems, 2009). Parents also play a central role in their children's everyday experiences and learning;

especially in the way they enable children to be self-regulated and autonomous learners (Grolnick et al, 1999; Bø et al, 2004). The theoretical approach is based on ecological system theories (Bronfenbrenner & Morris, 1998), self-determination theory (Ryan, Deci & Grolnick, 1995) and a social-cultural perspective on learning (Vygotsky, 1978). Our study is based on interviews with four schoolstarters and their parents. Both the children and their parents have accepted to participate in our study and the interviews to be taped (video and recorder). The children pull out many things that they are good at as school starters and parents express different opinions about the concept of learning and their influence in children`s learning process. The main purpose of this project is to strengthen the cooperation between kindergarten, home and school. It`s also essential for us to ensure that the childrens learning process is continuous.

Keywords: school starters, parents, transition, lifelong learning, knowledge

Parents speak in the transition to school, who listens?

MONIKA SUJBERT, University of Education Ludwigsburg, Germany

This presentation represents the 3rd theme of the EECERA conference, which focuses on how knowledge is generated through listening more actively to alternative voices, particularly from parents, and how this knowledge can be used to shape research, practise and policy. Furthermore, this 3rd theme grasps on how to explore actions which generate more symmetrical dialogues between a diverse range of participants in ECEC and how power might be more equitable distributed in the shaping of early childhood provision. The presentation addresses the Congress question of "Can parents speak and be heard?" and "What are the voices telling us?" as well as "How does ECEC research practise policy respond to new knowledge and voices?". The above mentioned questions of the EECERA conference are to be explored based on the collected data from the project "Parents in transition to school". This research focuses specifically on highly-educated social groups. The research question is how the transition from kindergarten into school is perceived and experienced by parents; how are chances and risks dealt. How is this transition arranged and how does it evolve along the time? The above mentioned questions of the EECERA conference are to be explored based on the collected data from the project research. This article describes a qualitative research study about the transition topic in Germany. The theoretical approach is manly based on the transition theory and family research. The research method consisted on two meetings where mothers and fathers were interviewed before and after the school-enrolment of their six-year old firstborn child. The interview narratives are the basis for the analysis. This research focuses specifically on highly-educated social groups. All relevant ethical matters which were considered during the research process will be presented.

Keywords: transition, parents, ECEC, kindergarten, school, child

Evaluating the parental component of an Early Childhood Care and Education programme for disadvantaged families and children in Ireland

GRAINNE SMITH (1), SIOBHAN KEEGAN (2), IRAM SIRAJ-BLATCHFORD (3) AND NÓIRÍN HAYES (4), (1) Quality Specialist, Tallaght West Child Development Initiative [CDI], Irealnd; (2) Centre for Social and Educational Research, Dublin Institute of Technology, Ireland; (3)Institute of Education, University of London, United Kingdom; (4) Dublin Institute of Technology, Ireland

The programme is family-centred and community-based and offers a subsidised two-year ECCE programme to participating children in a disadvantaged community in Ireland. The programme includes a parent component, consisting of a dedicated parent/carer facilitator, home visits and a parenting course. The aim of the research is to examine the effectiveness of the parent component of the ECCE programme. Involving parents in their child`s education and care has been linked to better child outcomes (Silva et al., 2004) and better parental outcomes (French, 2006; Sharry et al., 2005). CDI is committed to the meaningful inclusion of parents in all aspects of their child's development. A cluster randomized trial design was used by CDI to randomly assign matched pairs of preschool settings to control and intervention conditions. The sample consists of 320 parents (160 intervention group, 160 control group). Participants in both conditions are administered the Parental Stress Scale (Berry & Jones, 1995) and the Strengths and Difficulties Questionnaire (Goodman, 1997) at the beginning and at the end of the two year programme. Their scores are compared across time and conditions. Process data will be used to add an interpretive layer to the findings. The research evaluation team secured ethical approval from the Research Ethics Committee of Dublin Institute of Technology. Research is ongoing so discussion will centre on the continuing research and practice experience. The research will help to ensure the replicability of parental components of future programmes, thus providing key lessons about parental engagement for early years practitioners, funders and policymakers.

Keywords: parents, early childhood care and education, evidence-based practice, disadvantage

SYMPOSIUM SET V/6

TRANSITION IN DISADVANTAGED COMMUNITIES

Self-organised symposium

CHAIR: SUE DOCKETT
Charles Sturt University, Australia

This symposium explores approaches to, and understandings of, transition to school within disadvantaged communities. The papers report a range of perspectives of those involved in transition, including educators, families and allied health professionals, as well as their roles in promoting positive transitions to school. Each paper recognises the significance of context and draws on ecological theory to support the exploration of social and cultural contexts. A common theme across the papers is that the provision of appropriate, ongoing support can make a major impact on the nature of experiences provided across the transition period, as well as future engagement of children and families with schools.

Keywords: transitions, disadvantaged communities, home visiting, children in need, family support

A continuing professional development programme on transition for disadvantaged preschools in Ireland

MARY O'KANE, Dublin Institute of Technology, Ireland

The aim of this project was to coordinate, enhance and evaluate educational provision in a cluster of disadvantaged early childhood settings with an emphasis on the transition for children between preschool and primary settings. A Continuing Professional Development programme was an integral part of the project. The underlying principles behind this research project rested on three pieces of research. The "Building Bridges" study, the first research into this transition for children in Ireland (O'Kane, 2007). The Siolta Framework (CECDE, 2006) and a needs analysis undertaken by the Centre for Early Childhood Development and Education among preschools in disadvantaged areas in Ireland, which highlighted greater levels of expert advice, and training as key areas of need (CECDE, 2007). The research took an ecological perspective. This particular aspect of the project involved developing and roll-out of a Programme of Continuing Professional Development for preschool practitioners involved in the research project. The programme was broken down into two overall areas: Curriculum and Pedagogy (including: Developing Oral Language; Developing Mathematical Concepts/Language; Play as a Tool to Support Transition) and Child and Parental Engagement (including: Mental Health Issues; Parental Engagement; and Parents Supporting Transition). Evaluation of the Programme found that it met the expectations of the participants, with the majority of participants rating the CPD overall as 'excellent'. The need for further opportunities for in-service training, and some of the barriers to such opportunities will be discussed. Evaluation of the CPD had implications for both policy and practice.

Keywords: transition, primary, preschool, disadvantage, professional development

Sustained nurse home visiting: Impact on transition to school experiences

CATHERINE KAPLUN, Charles Sturt University, Australia

The Miller Early Childhood Sustained Home-visiting (MECSH) project is an intervention designed to assess the impact of nurse home visiting on child and maternal outcomes for families living in a disadvantaged area, from birth through to the transition to school. The Starting School study followed the MECSH families as children made the transition to formal school. The Starting School project draws on ecological theory, while the umbrella MESCH project is a randomised controlled trial assessing the long term impact of the home visiting intervention. The Starting School component of the project used qualitative methods to document parent and child voices at two time points: prior to school entry and after approximately two terms of school. Data in the larger MECSH trial provided additional information pertaining to parent and teacher perspectives of the child's transition. Ethical considerations involved working respectfully with families from a disadvantaged community. Preliminary findings include: identification of features prevalent in the transitional experiences of families living in a disadvantaged area; highlighting preparation activities parents identified as

supportive in beginning school in a disadvantaged community; identifying factors that accentuate differences in the transitional experiences of intervention and control families.

These include the importance of partnerships between schools and families in supporting the transitional experience of families and children living with disadvantage; the role of effective and appropriate communication between home and school; and the impact of parents' own school experiences.

Keywords: home visiting, starting school, disadvantaged communities, nursing, parent perspectives

Children of families with complex support needs starting school

SUE DOCKETT, Charles Sturt University, Australia

This paper describes a research project involving 50 families with complex support needs, as their children commenced school. The research identified decision points, assessed the availability of appropriate support; and examined strategies and resources supporting successful transitions to school. The research builds on extensive and ongoing research around educational transitions by the author and colleagues (Dockett & Perry, 2006, 2009; Dunlop & Fabian, 2008). Four frameworks underpin this research: strengths-based perspectives (Munford & Sanders, 2003); ecological theory (Bronfenbrenner & Morris, 1998); ethical symmetry (Christensen & Prout, 2002); and transition as a process of relationship building (Dockett & Perry, 2006). An interpretive paradigm provided the basis for this investigation. Interviews were conducted with parents – usually mothers – during the year before, and the year after, children started school. Interview transcripts and case studies were analysed in relation to individual family challenges, as well as general issues. Researching groups considered to be disadvantaged or vulnerable raises many ethical issues, including the ways in which data is co-constructed, analysed and reported. Families with complex support needs were often positioned as unable, or uninterested, in supporting their children at school. While results from this project recognise transition as a time of additional stress for these families, they also challenge these assumptions. Many families access support in the early childhood years. Often this support is lost when children start school. The project identified strategies and resources that provide continuity of support for children and families across the transition to school.

Keywords: transition to school, families, strengths-based, disadvantaged communities, support

SYMPOSIUM SET V/7

PARENTAL VIEWS

Individual paper

CHAIR: EVA LLOYD

University of East London, United Kingdom

The introduction of early education provision for two year old children in England

EVA LLOYD (1) AND RUTH SMITH (2), (1) University of East London, United Kingdom; (2) National Centre for Social Research, United Kingdom

This paper reports on the evaluation of a pilot initiative which provided up to 12.5 hours a week free early years education to over 13,500 disadvantaged English two year olds between 2006 and 2008. The study explored parents' views and experiences of taking up and using the pilot place, the quality of pilot groupcare and childminder settings and the impact on children's cognitive and socio-emotional development. Both authors have contributed extensively to DCSF commissioned surveys and evaluations of early years initiatives, as well as having published independently in these areas. By its nature the evaluation reflects the design of the intervention and to a limited extent uses theory to explain findings, building on previous work in this area. Working within a partly positivist and partly interpretive paradigm, this study employed survey methodologies, alongside depth interviews with a subsample of parents and observations of children in their settings and of the settings themselves, using standardized psychological measures. The SRA and BPS ethical guidelines informed every aspect of the research process. The pilot was popular with parents and associated with several perceived benefits for the whole family. In contrast, no programme impact on children was evident, except for better vocabulary scores among children using higher quality settings, compared to a comparison group. Quality of provision appears key to making an impact on families. The British Government is rolling out this initiative to targeted disadvantaged two year olds across England, stipulating that any settings are rated 'good' in inspections.

Keywords: early education for 2 year olds, parental views and experiences, quality of provision, cognitive impact on children, socio-emotional impact on children

Development and effects of family value activities programme for 5-year old children

HYE JEONG CHO, Chongshin University, South Korea

The purpose of this study is to develop family value activities program for 5- year- old children and examine its effects on the change of children's family value. The draft program was further elaborated by discussion with experts and kindergarten teachers. Literature dealing with subjects of low childbirth rate was referenced, in addition to analysis of values of the humankind, population, family, and welfare. The final program with 10 activities was developed. This study designed the program which was applied two times a week and takes 25-30 minutes, including songs, art activities, games, storytelling, mathematical games, etc. Effect of this program was examined. Collected data was statistically processed using SPSS 12.0 and ANCOVA analysis was performed using scores of pretests as a covariate. This education program provided the positive value of siblings and family. This research was processed and examined under parents' consent. The results show the positive effect of family value activities program. The experimental group displayed higher with statistical significance than the control group after application of the program. Korean government has been pouring in effort to tackle Korea's low fertility rate, 1.16, by providing incentives and other support to families that give birth to multiple babies. At the same time demands of educational approach are needed for next generation, children.

Keywords: family value, children's activity, early child education program, only child, low childbirth rate

Achieving parents' perspectives

GEORGINA GLENNY, Oxford Brookes University, United Kingdom

To explore the conditions in which parents' perspectives can best be achieved in order to build knowledge about service provision for children and families. This paper has been generated by concerns that 'gold standard' research methodologies and narrow definitions of 'effectiveness' are attenuating the possibilities for participants to contribute to the knowledge base underpinning service provision for children and families. Building on Bronfenbrenner's 'process-person-context-time' model which seeks to address his concerns that researchers 'explicitly acknowledge that individuals and their environments are in constant reciprocal interplay' and drawing on complexity theory, I will be looking at the limitations of Random Control Trial designs and the Variable approach more generally, if used in isolation from more systemic types of analysis. This paper will draw on 4 research studies seeking to establish parents perspectives on services for children and their families. The data was collected using a range of approaches to questionnaires, focus groups and individual interviews. The arrangements and the characteristics of the physical environment may be important to children's activities, which include the amount and arrangement of space. Components of the physical environment include physical boundaries between places and play areas and provision for privacy. The paper raises questions as to the ways in which the pressures to show outcomes in terms of limited definitions of effectiveness, are resulting in a loss of important types of knowledge, often identified as 'soft' data, and in particular, the perspectives of those receiving the services. A need for more systemic approaches to building the knowledge base for service provision.

Keywords: parent voice, participant perspectives, ecological approaches, complexity theory, evaluating interventions

SYMPOSIUM SET V/8

DANISH PEDAGOGUES IN KINDERGARTENS AND LEISURE TIME CENTRES

Self-organised symposium

CHAIR: PETER ENGELBREKT PETERSEN

The Danish National Federation of Early Childhood Teachers and Youth Educators, Denmark

The symposia is hosted by the the Danish National Federation of Pedagogues. The aim is to present and discuss different research projects funded by the federation. The projects highlight different understandings of practice. The symposia will start by a short presentation of the research strategy chosen by the federation. Asking and answering the question: Why does a trade union support independent research? Available studies mainly draw attention to individual development, implying the risk for further implicitly individualising

parental responsibilities (Gillies, 2005; Hermanns, 2009) and strengthening the historical mistrust in parents (Cunningham, 1995).

Keywords: pedagogy, practitioner perspectives, professional dialogues, professional practice, dialogues

Qualifying collaboration and dialogues across the day-care sector in Denmark

MIE PLOTNIKOF, Copenhagen Business School, Denmark

To develop resonant dialogues between children, teachers and parents that constitute the institutional life and educational planning, procedures and evaluation. To qualify the collaboration between practitioners across the sector by seeking new perspectives on institutional life, pedagogy and public leadership and management. It is a cross-disciplinary collaboration between Copenhagen Business School (CBS) and University of Copenhagen as part of a greater research program about public management. Based on an integrative synthesis of developmental psychology, educational studies and organizational theory an explorative methodology of "laboratories" is developed in which qualitative research, pedagogical intervention and professional development are combined in a longitudinal study (2½ years). With interest in everyday practices and cross-professional collaboration the laboratory-term implies an experimental working process in changing organizational contexts rather than an isolated science lab. Different kinds of laboratory-processes are initiated with shifting configurations of stakeholders (children, parents, teachers, headmasters, administrators, politicians). In the lab-processes paradoxes of everyday life in educational institutions are brought into play as practical conditions. To give voice to all the actors (adults and children) the lab-processes varies from play-dialogues, children-boards on management to memory workshops, science-fiction workshops etc. with diverse actors. What are the potential in such a radical approach to rethinking the conditions for meaningful practices and collaboration across the sector? And with what consequences in the everyday practices and management-strategies?

Keywords: dialogues, children's perspective, cross-professional collaboration, public sector leadership/management, cross-disciplinary methodology

Pedagogues' understandings of Danish practice in services for young children – From films of practice in England, Hungary and Denmark

JYTTE JUUL JENSEN, VIA University College, Denmark

The intention of this study is to contribute to highlight pedagogues' understandings of practice and to create new professional terms and categories. Three films of practice with their aesthetical expressions by pictures and exotic expressions by showing practice from abroad make it possible through pedagogues' discussions of the films to track down their understandings of specific Danish values. It draws on J.Tobin and the Care Work in Europe project. A close to empirical grounded theory approach being open-minded to informants' understandings and to own categorizing and conceptualizing. It is also based on pedagogical anthropology and sociology. An empirical project where data come from practitioners' discussions of three 30 minutes film from Denmark, England and Hungary. Their reactions are recorded, transcribed and analysed. Children and staff in the films gave a written consent. Pedagogue informants are anonymous. Danish pedagogues recorded different sets of institutional agendas: pre-school logic (English film), home/family logic (Hungarian film) and childhood logic (Danish film). They value everyday doings as mealtimes etc. on equal terms with play and adult planned activities. Corporality and atmosphere are of high value as well as out-door life. Pedagogues relate close to each child and use their personality in work. The intention is to make visible and discuss in public practitioners' understandings and values of their practice.

Keywords: everyday life, corporality, relations, personality, childhood

Illustrations of children's temporal and spatial daily rhythms in preschool

MARIE MARTINUSSEN, Aalborg University, Denmark

By studying how children capture and use the space and play areas in four different preschools - different in terms of amount of space, architectural design and interior arrangement - the preschools, as a context for children's daily activities, attempt to be illuminated. The children's activities are constructed as rhythms in patterns that give a certain illustration of children's temporal and spatial movement. Preschool's physical environment has not until very recently attracted much academic interest. Danish historian of pedagogy N. de Coninck-Smith is part of bringing attention to architecture for children. She has surveyed the establishment of the institutionalisation of early childhood and the spatial forms it takes. This study has a socio-pedagogic theoretical approach to the project problem. B. Bernstein's concepts of 'classification' and 'framing' are applied to interpreting and descriptively analysing the institutional buildings. Foucault's understanding of institutional buildings as a disciplining and monitoring technology has inspired this

approach. The methodology is both socio-pedagogic and architectural. The empirical study is based on registration of architectural design and spatial arrangements, and observations of children and teachers. There's a great variation in children's temporal and spatial movement patterns, their choice of activities and their mode of unfolding bodily.

Keywords: daily movement patterns, architectural design, physical environment, preschool

SYMPOSIUM SET V/9

INTERNATIONAL PERSPECTIVES ON POLICY AND CHILDREN'S EXPERIENCES IN ECEC

Self-organised symposium

CHAIR: KAYE COLMER

The Lady Gowrie Child Centre, Australia

This symposium has developed out of the 0-3s SIG Group members' discussions of their previous studies and their experiences of international perspectives of policy and children's experiences in Early Childhood Education and Care. The first session offers a theoretical framework of policy in four countries. This lays the foundation for presentations in session two showing 'snapshots' of practice in those countries using video material. As well as ethical considerations relating to the use of video, the third session, a facilitated discussion, will be bound by the ethical importance of prioritising the need to focus on good practice that has been revealed across the countries, and on ways that this might be promoted.

A comparison of Government policy in relation to the provision of early childhood services for birth to three across five countries – Norway, Australia, Scotland, New Zealand and England

KAYE COLMER, The Lady Gowrie Child Centre, Australia

Government policies relating to the provision of 0-3 services have a significant impact on the lived experience of children. The research aim is to see if there is evidence to support the development of an international movement towards developing policy to improve outcomes for children. This innovative project was designed to support the 0-3 SIG group to share information and to work together. Recently, governments across many countries appear to have responded to research about the impact of early experience on longer-term outcomes for young children for health, wellbeing and cognitive development. In this investigation researchers from five countries sought to summarise the key government policy initiatives of their country. These papers have been analysed to identify common themes in approaches to policy, key issues, similarities and differences and to make observations about future challenges and trends. The paper has been developed from information provided by researchers from the five countries and is dependent on their interpretation of current policies. In undertaking this analysis it is hoped to generate understanding of international trends that may provide information about what research is shaping practice and policy and how governments are influenced by developments in other countries. Are there common understandings of what constitutes quality across different countries? How are countries prioritizing access and equity? Can it be assumed that policy provides an enabling platform for early childhood service provision and therefore has a direct outcome on children's experience?

Keywords: international trends, policy, access, outcomes

International insights: Case studies of children's experiences of early childhood settings across five countries

KAYE COLMER (1), ANNE GREVE (2), FELICITY NORTON (3), GRACE PATON (4) AND JEAN ROCKEL (5), (1) The Lady Gowrie Child Centre, Australia; (2) Oslo University College, Norway; (3) Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom; (4) The University of the West of Scotland, United Kingdom; (5) University of Auckland, New Zealand

Researchers from four countries (Scotland, Norway, England and Australia) will present case studies representing a day in the life of a child under three within an early childhood setting. The case studies will support a comparative analysis of children's experiences, the opportunities for children's voices to be heard and how adults in settings work to hear, and listen to, those voices. Previous work drawn on varied among the several countries represented in the symposium. Researchers adopted the polyvocal ethnographic approach developed by Tobin et al with practitioners viewing their own, and each others', video evidence providing insights and reflections from practitioners within the settings and from other countries and the

researchers' interpretations of the ECEC practices observed. A variety of case study approaches suitable to the context have been employed to present a snapshot of a child's experience in an EC setting. Three of these studies will use video to illustrate a child's experience, while the Scottish case study will be descriptive. Ethical considerations ensured that appropriate approval for use of video for this purpose was obtained from parents of children filmed and also from practitioners. It is not possible to claim that the case studies are representative of approaches to ECE practice in each country, the intention of the researchers and practitioners is to examine and analyse commonalities and diversities in approaches, assumptions, practice and provision. It is expected to support national and international understanding and theorising about hearing and listening to children's voices.

Keywords: international insights, child's experience, reflection

Knowledge and voice in the symposium: A facilitated discussion reflecting on international comparisons, and the impact of policy on practice

ROSEMARY ROBERTS, Centre for Research in Early Childhood (CREC), United Kingdom

A moderator-facilitated discussion providing an opportunity for participants to engage with the presenters and add their voices to the discussion and analysis focussing on our reflections about connections between policy and practice and international comparisons. This project was specifically designed to support the 0-3 SIG group to create opportunities for transnational dialogue. Variations in theoretical approaches, conceptualisations and methodologies will reflect the different research, professional and pedagogical traditions in the different countries represented in the symposium. The facilitated discussion will provide an opportunity for the audience to have a voice in interpreting practices across several countries and to engage in discussion about similarities and differences. Approvals were obtained from practitioners and families of children videoed for discussion within this forum. There is very strong evidence for the over-riding importance of children's relationships from birth to three being related to good practice by practitioners. Good practice develops and supports circumstances leading to children experiencing situations based on warm, attentive, responsive, respectful and containing interactions. The moderator-facilitated discussion will seek to promote presenters' and delegates' reflections on these processes and their experiences of them in their own settings and countries. In what ways does a country's stated early years policy support good practice and provision for their pre-school children, as analysed and discussed, for example, in this symposium's presentations?

Keywords: policy, practice, provision, international perspectives

SYMPOSIUM SET V/10

MULTI-VOICEDNESS IN EVOLVING EARLY YEARS PROFESSIONALISM

Self-organised symposium

CHAIR: KAREN HANSON

University of Worcester, United Kingdom

The symposium presents three interrelated strands of research. It focuses on how different stakeholders involved in constructing Early Years Professionalism negotiate evolving practice. We will argue that this process is not reliant upon one voice being heard; tutors from Higher Education, Local Authority teams and students creatively co-construct working practices and professional identities. The first paper considers collectively constructed professional identities in a University programme leading to Early Years Professional Status (EYPS). The second considers increasing collaboration between Students, Local Authority and University staff. It explores the ways in which this learning community has created a shared vision to enhance the learning experience of students undertaking a Foundation Degree in Early Years. The third attempts to explain and go some way to defining the term 'lead practice' based on articulated voices of those who have obtained EYPS and who are establishing themselves as Early Years Professionals (EYP).

Keywords: professionalism, participatory practice, professional identity, communities of practice, leadership

Early years professional status within a BA course: Collective co-construction of professional identities

ANNA POPOVA, University of Worcester, United Kingdom

The project explores the development of collectively constructed professional identities in the context of full-time Early Years Professional Status (EYPS) course. Theoretical ideas underpinning this research have been developed through the following projects: Daniels, H., Leadbetter, J., Warmington, P., Edwards, a., Martin, D., Popova, A., Apostolov, A., Middleton, D. & Brown, S. (2007) Learning in and for interagency working. *Oxford Review of Education*, 33 (4), 521-538. Popova, A. (2009). History in person and person in history: a socio-historic study of preparation for work in Russian schools before and after 1991. *Actio*, No 5 (in print). The project is based on the socio-cultural and activity theory, which enables consideration of professional identity as co-constructed within purposefully built multi-voiced environment. The project employs Developmental Work Research (Engeström, 1999) and a method of narrative analysis (Middleton, 2007 cited in Daniels, 2008) that allows to follow the development of professional identities and their reliance on different voices. Daniels, H. (2008). *Vygotsky and Research*. Abingdon: Routledge. Engeström, Y. (1999). Activity theory, individual and social formation. In Y. Engeström, R. Miettinen, R. Punamäki (Eds.). *Perspectives on Activity Theory* (pp. 19-39). Cambridge: Cambridge University Press. The project has been approved by the University of Worcester ethics committee. The development of undergraduate EYPS candidates' professional identities requires an environment that enables negotiation of professional voices from a number of socio-cultural/professional contexts. This process is not training and not development through practice but an activity that interweaves practice, higher education and leadership training. The findings inform a framework for supporting undergraduate EYPS candidates.

Keywords: professional identity, socio-cultural theory, EYPS, higher education, early years practice

Creating a community of practice, different roles, a shared vision

CARLA SOLVASON, University of Worcester, United Kingdom

What are the benefits and the problems that arise in creating close partnerships with the Local Authority in order to train FdA EY students? Although based on Wenger's (2000) concept of creating communities of practice, this is a new area of development. The reason for this research is to model within our delivery the type of collaborative working that the students are instructed to embrace through policy such as Every Child Matters (DfES, 2004). It is also aimed at formulating a shared (rather than sometimes conflicting) agenda, in order to improve quality with Early Years settings. This is a phenomenological study exploring the development of a new community of practice. It uses empirical data in order to reach conclusions about the approach's impact. Partners within the LA gave permission for the use of this data. There are many gains to working towards a shared agenda with partners. There are also many hurdles that have needed to, and still need to be overcome. This process has caused us to re-assess our approach to training competent and independent Early Years practitioners, and could, possibly, have considerable impact on the way that practice-based FdA's are structured in the future.

Keywords: foundation degrees, collaboration, communities of practice, quality improvement, early years settings

„I'd never thought of myself as a leader...“: Reconceptualising leadership with early years professionals

RORY MCDOWALL CLARK, University of Worcester, United Kingdom

Central to the role of the Early Years Professional (EYP) is the ability to 'lead practice'; however, the term is ill defined within the context of day-to-day practice. This research explores the experiences of graduates working within the private, voluntary and independent (PVI) sector and assesses the implications of leading practice for those not in a traditional 'leadership' role. It builds on previous studies of early years professional development (McDowall Clark & Baylis, 2010, McDowall Clark & Hanson, 2007). Other studies in this area include Moss (2006), Miller (2008) and Miller & Cable (2008). This research moves away from ideas of being 'in charge' to focus instead on diverse leadership which relates to context. Drawing on concepts of organic leadership derived from Avery (2004), it focuses on gaining understanding of practice by exploring how EYPs construct views of leadership from within. It takes a sociocultural approach using a form of cultural activity theory (Engeström, 2001) to find shared frames of reference. Data derived from questionnaires, focus groups and semi-structured interviews provides methodological triangulation within a qualitative framework. Ethical implications of the researchers' position as EYP tutors/mentors were considered. The findings established considerable commonalities in the experiences of EYPs regardless of the nature of their settings and identified useful strategies to counterbalance constraints. The research process supported participants

in reconceptualising their professional practice to challenge traditional concepts of leadership and establish alternative interpretations. It is hoped that dissemination of the findings can continue to empower

Keywords: organic leadership, graduate leaders, early years professional status, private, voluntary and independent sector

SYMPOSIUM SET V/11

CHILD DEVELOPMENT, PARENTAL INTERACTION (HOME LEARNING)

Individual paper

CHAIR: CHRISTINE STEPHEN
University of Stirling, United Kingdom

Parents as pedagogues: supporting learning with technologies at home

CHRISTINE STEPHEN, OLIVIA STEVENSON AND CLAIRE ADEY, University of Stirling, United Kingdom

Young children learning with toys and technology at home investigated play and learning at home as 3- to 5-year olds interacted with a range of domestic, leisure and work technologies, including technological toys. This paper focuses on the ways in which parents acted as pedagogues in their children's encounters with these technologies at home. This study extends our series of studies about young children learning with new technologies in preschool and at home (e.g. Stephen and Plowman, 2007; Stephen et al, 2008; Plowman, Stephen and McPake, 2010). A socio-cultural frame underpins our work but we have extended this to include the material environment (Taguchi, 2010). The ways in which children's learning is supported are conceptualised as guided interaction. This was a qualitative and interpretative case study of 14 families, visited over 16 months. Methods included interviews, photo elicitation exercises, mobile phone diaries and parent-recorded video episodes. We took care to establish respectful and informed relationships with the families, seeking consent from parents for each round of data collection and willing assent from the children. We obtained explicit agreement for specific forms of dissemination. In this paper we will discuss our findings about the parents' perspectives on learning at home, the pedagogic approaches they adopted and the ways in which these factors interacted with their children's preferences for technology. The findings have implications for practitioners who want to understand how and what children are learning at home and contribute to the debate about young children's use of technology.

Keywords: young children, learning, home, parents' pedagogies, technology and technological toys

How do you promote a child's development? Early developmental transitions in the perspective of parents and day-care personnel

KAISA JAKKULA, AILI HELENIUS AND HILKKA MUNTER, Oulun Yliopisto, Finland

How to help ordinary adults to follow and promote the developmental transitions during the earliest years, giving hints to them to act pedagogically sensitive way? Two long-term follow-up studies was carried : Another in the laboratory setting focusing on child-mother interaction (Jakkula, Helenius) and the other in a creative play laboratory environment focusing on interaction between adults and children (Munter, Jakkula). The theoretical framework is Vygotsky's cultural historical theory of development, especially ZPD, social situation of development and development of children's imagination. Qualitatively analysed videotaped material consists of children's and adults' free play interactions from six months until three years of age. We analyze how adults support those activities which are significant to children in the zone of the child's proximal development and how they manage the transitions of the child from one stage of development to another, i.e., in transition from immediate emotional interaction to object interest where the role of imitation and children's initiatives have an important role, especially in the first year transition and then towards the imaginary play of the child. Participants have given their informed consent and their anonymity is protected. On the basis of preliminary results suggestions for the organization of environment and intervention of the adult at the transition periods of the first years are formed. The pedagogic guidance of parents and the personnel should have a strongly proactive approach and the program focus should be the very core of the different stages of development.

Keywords: developmental transitions, ZPD, infancy, toddlerhood, early pedagogy

Parental knowledge in parent-practitioner conferences in Finnish ECEC

MAARIT ALASUUTARI, University of Jyväskylä, Finland

The paper studies parent-practitioner conferences in Finnish ECEC. They form an important means in aiming at educational partnership between parents and ECEC professionals. In the conference an individual educational plan is drafted for each child. In the national steering documents parent-practitioner partnership is described by the terms equality, trust and respect. However, previous research suggests that partnership is interpreted and understood in varying ways. Partnership approach has even been criticized for being only an illusion between a client and an official or professional. By adopting an ethnomethodological approach the paper examines how educational partnership is actualized in the parent-practitioner conferences and what is the position of parental knowledge in them. It studies interaction episodes that include asking for an advice and giving advice by both parties. The data consists of 32 voice recorded parent-practitioner conferences in three Finnish preschools. The analytical approach is discourse analysis. The research procedure has followed all the ethical standards. The results show that of the advice episodes most common are the ones in which practitioners give advice to a parent or a parent asks for an advice. The episodes in which the parent gives advice either spontaneously or after being asked for it are more seldom. The analysis of the episodes makes also salient the limited space for parental knowledge in the interaction and hence, their confined role as educational partners. The research suggests that the concept of partnership and the means for actualising it should be considered more carefully.

Keywords: parental knowledge, parent-practitioner conference, advice giving, early childhood education and care, Finland

SYMPOSIUM SET V/12

SIMILARITIES AND DIFFERENCES AMONG SERVICES IN 4 COUNTRIES

Self-organised symposium

CHAIR: MICHEL VANDERBROECK
University of Ghent, Belgium

The relevance of social support for parents has been widely recognised in scientific literature, for both direct effects on their well-being and indirect buffering effects against stress and as a bidirectional process. Research on social support processes mainly focuses on families at risk, like single mothers, stepfamilies or families in poverty. However existing research is limited in multiple ways: Research on diverse populations that does not start from a problematizing prevention paradigm is limited. Research focusing on perceptions and motivations of parents is lacking despite the overwhelming literature arguing that perceived social support is probably more decisive than external support measures. Available studies mainly draw attention to individual development, implying the risk for further implicitly individualising parental responsibilities (Gillies, 2005; Hermanns, 2009) and strengthening the historical mistrust in parents (Cunningham, 1995).

Keywords: comparative, system provision, pedagogy, curriculum. A recent international development is the creation of meeting places for parents and their children in England, Australia, Japan, Italy, France, Norway, Flanders and many other countries. All of these differ in daily practices, target groups and set-up. This proposal is inspired by an ongoing collaboration with researchers from the Consiglio Nazionale delle Ricerche (CNR), Rome, The Universite Paris, the Jumondi University of Saitama, Japan and the Ghent University, Belgium. Miwako Hoshi-Watanabe (1), Tullia Musatti (2), Sylvie Rayna (3), Michel Vandebroek & Naomi Geens (4), (1) Jumonji University, Japan; (2) CNR, Rome, Italy; (3) Université Paris 13, France; (4) University of Ghent, Belgium

SYMPOSIUM SET V/13

EARLY INTERVENTION INCLUSION

Individual paper

CHAIR: ANDREW LOCKETT
National Strategies, United Kingdom

Early childhood settings as a locus for the inclusion of children with special needs

MARY MOLONEY AND EUCHARIA MCCARTHY, Mary Immaculate College, Ireland

This paper, explores the extent to which ECCE settings support the inclusion of children with Special Educational Needs. It is concerned with practitioner qualification and training levels, the range of experiences available, the nature of teaching and learning strategies utilised and critically the extent to which the child with SEN is an active participant in the activities of the settings. This study builds on recent Irish studies regarding the availability of services (Duignan and Fallon, 2004), the impact of a synergetic model of early intervention (Cederman, 2006) and strategies for working effectively with children with SEN (Quigley, Moloney and McCarthy, 2007). These studies and others, indicate that while practitioners endeavour to support the inclusion of children with SEN in early year's settings, that overall, there is a lack of appropriate training and resources (Odom, 2000, Lewis, Cederman, 2006). This presents real challenges for practitioners who are endeavouring to engage in meaningful inclusive practice. Accordingly, the CECDE (2006) highlight the need for further examination of the issue of effective intervention for children with special needs. Using an ecological conceptual framework (Bronfenbrenner, 1979), this study is located at the confluence of multiple perspectives on the inclusion of children with SEN in ECCE settings. Complementary research methods combining qualitative and quantitative methods were used to gain insight and understandings to the flow and complexities of children's experiences as well as the range of special needs, and numbers of children accessing ECCE. Informed consent was sought from parents of children with SEN and all research participants. Anonymity was assured. Findings indicate practitioner misunderstandings about the concept of inclusion. Overall, there was an ad hoc approach to curricula, an absence of effective support strategies and a pre-dominant reliance on verbal communication which is particularly difficult for non verbal children and those with sensory impairment. The study highlights the absolute need for special needs specific training for those working with children with SEN in early year's settings. Phase two of this research project resulted in the development of a Draft Framework for Action for the inclusion of children with SEN in early years settings. This DFA was piloted between October 2009 and March, 2010 in thirteen ECCE settings.

Keywords: inclusion, environment, communication, assessment, curriculum

Speaking of the SES-linked achievement gap: Listening to the results of an implementation study

DIANE HORM, University of Oklahoma-Tulsa, United States

The purpose of this research is to assess the effectiveness of a research-based early childhood program in reducing the negative impacts of poverty on young children's development and learning. This research deepens understanding of the positive and lasting impacts of high-quality, comprehensive early childhood services on child development first revealed in the US in studies such as the High/Scope Perry Preschool Project and the Abecedarian Project. Developmental systems theory; early intervention and brain research. Cross-site implementation study of high-quality, comprehensive child and family programming; direct child assessments from 24 months through age 5; family interviews; teacher interviews. Implementation study results suggest that the program impacts are so positive that the ethics of the program not being available to all eligible children and families is troubling. Additionally, as a next step we are planning a randomized clinical trial and thus have the ethical issues of denying program entry to randomly selected eligible participants to meet the expectations of "robust" science as defined in the US. Our research suggests that if children living in poverty begin a high-quality, comprehensive early childhood program prior to age 1 the familiar SES-linked achievement gap does not form. Additionally, we have data showing a one-to-one point decline in cognitive measures for each additional family stressor. To date, the evaluation results have been so strong, across a variety of demographic groups, that the results have caught the attention of state and federal policy-makers in the US.

Keywords: achievement gap, early intervention, comprehensive EC programming, high-quality EC services, program evaluation

Components of early dialogues. Infants with and without disabilities initiating “Bildung” in parent-infant-dyads

URSULA HORSCH, JULIA ROTH, ANDREA SCHEELE AND KATRIN FÜRST, University of Heidelberg, Germany

From the very first days of life parents get in close contact with their infant and introduce both, people and the world, to the newborn in a mutually dialogical way. The research projects –Dialogical Development of Infants” and the follow-on project –Bildung of hearing impaired Infants” (Horsch et al. 2004-2011) aim to document and describe the context for developing relationship, dialogue and early processes of Bildung. The empirical data is derived from a longitudinal study during the first 18 months of an infant’s life. Data is collected monthly by video taping in the natural setting and by the use of questionnaires and developmental tests. In these international studies participants in Germany, Finland, USA and Poland are taking part; this includes normally developing and handicapped infants. Computerized (Interact) and statistical analysis (SAS) is implemented for the evaluation of the data. After presenting international basic results of the questionnaire referring communication and dialogue, several significant correlations between variables of parents and infants (hearing and hearing impaired) will be highlighted. Picture grabber series are used to show moments of Bildung in dialogues between parents and infants. Afterwards dialogues of multi-sensory handicapped children with CHARGE Syndrome will be stressed. The dialogic developmental steps will be presented and discussed as they are embedded in the development of infant-parent relationship and early processes of Bildung.

Keywords: Bildung, dialogue, disability, empirical analysis

SYMPOSIUM SET V/14

CONTINUING PROFESSIONAL DEVELOPMENT

Individual paper

CHAIR: CATH ARNOLD

Pen Green Research, Training and Development Base and Leadership Centre, United Kingdom

Investigating continuing professional development for trainers in the childcare sector

PHIL LYNCH, Irish Preschool Play Association (IPPA), Ireland

The study emanates from a need identified within the researcher’s organisation and its significance to the work of the organisation (Hart 2005). This research sought to investigate continuing professional development (CPD) for childcare trainers in the further education (FE) sector. It explores the complexities of the early years care and education (ECCE) sector in Ireland and the role of the trainer within that. The research examines the provision of CPD for trainers and considers issues and challenges that impact on this. The very recently published workforce development plan for the ECCE sector recognises the ‘demand for education and training will be sustained over the long term’ (DES 2009 p35). There has been an ongoing focus to provide opportunities for and to develop a more formalised system of CPD for childcare practitioners who work directly with children (DES 2009). However, the issue of quality regarding the training of these practitioners or the provision of support to trainers has not yet reached the national agenda. This study attempts to address the lack of existing literature that pertains to the topic from an Irish perspective. The literature review examines the role of key policy developments in the FE sector (OECD 1998, Coolohan 2002, DES 2003, NESF 2005). It explores the research and writings of a number of authors on a range of issues relating to CPD (Belenky et al. 1997, Berliner 2002, Solomon and Tresman 2002, Gibbs 2006, Brockbank and McGill 2007). Characteristics of professionalism are considered together with an examination of a range of professional development models (Merriam and Brockett 1997, Wenger 1998, Nicholls 2000, Guskey 2002a, Kennedy 2005). Through qualitative research techniques using individual and focus group interviews, insights and perspectives of trainers are gathered. Ethical issues considered include confidentiality and the personal biases, preconceptions and integrity of the researcher. Following data analysis a number of themes emerge, indicating that the ECCE training sector is still in its infancy in terms of professionalism. Findings also show that trainers are committed to ongoing personal and professional development. The research concludes that opportunities for trainers at all levels to exchange ideas and experience is vital for CPD in this area. Implications for policy and practice suggest the need for a commitment to develop a systematic approach to CPD.

Keywords: trainers, professionalism, childcare, adult education, continuing professional development

Developing a shared language of learning: A centre-based model of CPD

DEBI KEYTE-HARTLAND, HELEN WATSON AND ELLIE REYNISH, Hillfields Children's Centre, United Kingdom

The aim of this study is to tell the story of an alternative approach to professional development located in developing multi-discipline learning groups to co-construct theories of learning. This study challenges traditional ideals of learning referencing (Moss, Dalhberg, Penn) and the power dynamics inherent in learning (Foucault). Co-construction and Reggio Emilia's concept of collegiality has influenced the development of a shared language of pedagogy and defined the Children's Centre as a place of encounter, exchange and dialogue. A socio-constructivist qualitative case study drawing on semi-structured focus groups, personal reflective journals, documentation of process, analysis of baseline information and exit interviews. The study is located within ethical guidelines of BERA. Participation was voluntary and where preferred, anonymous. Co-authors were aware of the ethical challenges of being researcher-participants but also recognised the possibilities this brought. It was vital to learn to trust the process and sit in hesitancy and doubt rather than rushing to over-direct. Relationships were key, in particular, the role of the artist-educator as an outsider-insider reflective partner. Professional knowledge was co-constructed through the confrontation of multiple perspectives upon episodes of children's knowledge building processes. Through this process the ability to make professional knowledge and thinking visible has enhanced the Centre's pedagogic practice. However, it is naive not to recognise the inequalities (real or perceived) that existed within teams and the need for a carefully negotiated ethic of encounter to hold people through the process of developing a shared language and culture of learning.

Keywords: voice, relationships, pedagogy, learning groups, co-construction

Knowledge construction in team meetings in Finnish early childhood education

KIRSTI KARILA, University of Tampere, Finland

The paper studies what counts as 'knowledge' in Finnish early childhood education and how this knowledge is created. The analysis will be concentrated on the following questions. What kind of knowledge is utilized in the team conversations? How this knowledge (co-) is constructed and created during the team meetings? Who speaks and who listens? What kind of voices are heard or not heard during the meetings? The study prescribed in the paper is one part of a larger research project (Karila & Kupila) focusing on the construction of professional identities in the context of different occupations and work generations. The sense of identity addresses the way identity is closely linked to participation and learning in a community; Identity emerges in the dialectic relationship between individual and society and is formed by social and cultural processes; Sociocultural theory (e.g. Packer & Goicoechea 2000). The study uses the transcriptions of the audio taped team meetings (6 teams) as data source. In Finland the kinds of meetings are typically organized once a week. All the staff members taking care of one child group are usually participating in the meetings. In due to authentic situation the staff members audio taped the conversations during the meeting themselves. The analysis utilizes the discourse analysis approach. Special attention was paid to the issues discussed in the conversations, the course of the conversations as well as the positions the staff members present in the conversations. The ethical approval has been applied for from the municipalities. The participation of the studied team meetings has been based on the team members' voluntary decisions. They have also been informed about the research in person. All the information that makes it possible to identify the persons will be changed or left out. The preliminary findings show that the knowledge basing on the everyday experiences is very powerful in the team conversations. Instead, the theoretical knowledge utilizing the newest research knowledge related to the child development or early childhood education is quite silent. The preliminary findings also show that young professionals have difficulties to get their voices to be heard in the conversations. The findings will help the professionals to recognize the power processes taking place in the conversations. They also give elements to develop multiprofessional work practices further.

Keywords: discourse analysis, professional identity, multiprofessionalism, professional conversations

SYMPOSIUM SET V/15

MOVING ON TO 'BIG' SCHOOL

Individual paper

CHAIR: KAY MARGETTS
University of Melbourne, Australia

How children's drawings help us understand about starting school

KAY MARGETTS, University of Melbourne, Australia

This paper reports a project designed to identify how children experience the commencement of schooling, including what children think new entrant children need to know, and representations of their first day of school. This research builds on the previous work by Margetts and others on transition to school using a rarely reported methodology for listening to the voice of children about starting school. By listening to and analysing the 'voices' of children who have been directly involved in the transition to school process, an important dimension is added to the voices of parents and teachers. As well as being asked to share in small focus groups about what they believed new children starting school needed to know, the 54 new entrant children in this study were also asked to draw about their first day of school. As children drew, their comments were also recorded. Drawings and comments were analysed to identify emerging themes and categories and compared with responses in focus groups. Children were informed and invited to participate. Having a group of children reduces the dominance of the adult interviewer that occurs in 1:1 interviews. Narratives associated with children's drawings revealed a strong emotionality related to starting school. A number of themes were identified, with the playground, friends, teachers and family being a key focus. The perspectives expressed in this study can be used to inform understandings and practices about transition to school and issues that have the potential to influence children's smooth adjustment.

Keywords: transition to school, children's drawings, starting school, playground, children's voices

Convergent and divergent constructions of the child as a learner - the perspectives of educators, parents, and the child

ANN-KATHRIN ARNDT, ANTJE ROTHE, MICHAEL URBAN AND ROLF WERNING, Leibniz University Hannover, Germany

The study "Learning experiences of poor children in the transition from early educational settings to primary school" explores the relations between parents' and educators' constructions about the child as a learner. How can the relation of the different perspectives be described? Especially in the case of poor families, do these constructions differ or concur? How are the children's own concepts of themselves as learners related to the adults' constructions? Carr's (2001) research on co-construction between preschool children highlights the importance of social influence on children's constructions concerning their learning experiences. Additionally we focus on the interplay of educators', parents', and children's constructions. The study draws on an eco-systemic paradigm as well as on a socio-constructivist perspective on learning. We use a longitudinal qualitative design to explore the different perspectives before and after the transition to primary school. In every phase of investigation participant observation, episodic interviews with adults and play-based interviews with children are used. These are continuously developed to allow the children to articulate their perspectives. We established an informed consent with the adults. In case of the children this is renewed situationally. The paper presents findings of the first phase of investigation and concentrates on the discussion of different constellations of convergence and divergence in the construction of the child as a learner by early childhood educators and parents. Qualitative methods allow a complex and participant-sensitive understanding of development. Research results are to be passed back into the field.

Keywords: learning experiences, transition, poor children, qualitative research, methodological issues

The differences among parents' knowledge and voices while children transit from K to Elementary school

MARN-LING SHING, CHAO-MING LEE AND YU-PEY CHOU, Taipei Municipal University of Education, Taiwan

The study investigated the viewpoints of parents who have children either in K or in 1st grade. To have the viewpoints from parents and from the children and to see the consensus among them. "Connectivity to school" comes from "transition". Children need to understand the new context in many aspects, for example:

the contents of learning, the ways of teaching, the peers in the school etc. The most important part is children themselves. While children are in the new context, they have different expectations for themselves, and they are expected to behave differently as well by others. Under the conditions, children need to adjust themselves and need the help to adjust themselves. Therefore, “transition” is not an event only. It is a dynamic phenomenon, involving different roles playing in the context. In the context, parents play a very important role because parents rear, observe, educate and help their children to pass through the transition. The questionnaire included three aspects of parents’ viewpoints—parents consider how their children performed, what expectation parents have for their children, and what parents think of their child rearing. To have parents understand the major goal of the study. Leave the phone to the parents if they have any question. The results of the study showed that (1) parents who have children in K considered their children perform better compare to parents who have children in 1st Grade. (2) Parents who have children in K do not have different expectations compare to parents who have children in 1st Grade. (3) Parents who have children in K think they are more competent in child rearing compare to parents who have children in 1st Grade. School culture and social expectation will be used to discuss the phenomenon. What children learn and how children learn are quite different in the kindergarten and elementary school in Taiwan. The philosophy of education behind the curriculum guidelines and teacher’s pre-service training programs are different as well.

Keywords: transition, connectivity, school culture, social expectation

SYMPOSIUM SET V/16

THE MULTICULTURAL KINDERGARTEN IN RURAL AREAS IN NORWAY

Self-organised symposium

CHAIR: SIGRUN SAND
Hedmark University College, Norway

In the three-year period from 2008 to 2011 a group of researchers at Hedmark University College is conducting a major study funded by The Norwegian Research Council, with the overall aim to increase the general knowledge on how linguistic minority children are approached and managed in Norwegian kindergarten. The study includes four sub-projects focusing on different aspects of the multicultural kindergarten. Two sub-projects take a certain interest in the linguistic milieu, one sub-project examines the way institution-parent-cooperation is carried out, and one focuses on play as a multicultural arena. All sub-projects are embedded within multicultural theory, theory on bilingualism, linguistic and identity development. Both qualitative and quantitative data are collected, in addition to action research being conducted, within a case study approach applying observations, interviews and document studies.

Keywords: multiculturalism, play, rural provision, migrant families, pedagogy

Play in a multicultural kindergarten

BERIT ZACHRISEN, Hedmark University College, Norway

What room for action is offered to children with another ethnic background than Norwegian, during play in kindergarten? How do the adults interact with the children in play, and how does this affect the children’s room for action? Previous studies that have highlighted children’s relations in multicultural kindergartens/day-care centres are; Bundgaard and Gulløv (2008) , Feng m.fl. (2004), Ytterhus (2000, 2002), Riojas-Cortez (2001), Björk-Willén (2006). Like these studies, my study will primarily focus on institutions in urban areas. There has been less focus on kindergarten in rural areas. This project relates to socio-cultural theory, more specifically to second generation activity-theory (Engeström and CHAT). The study sees children as social actors, shaping, as well as being shaped by, society. The fieldwork is inspired by ethnographic methods of participatory observation and field interviews of children and adults. The children are the key informants. Observations have been carried out in a kindergarten. About one third of the children had an ethnic background other than Norwegian. When children participate in research, it is important to see their needs for respect of privacy. It seems that children with majority ethnical background often take or are given the room for action in play when the children participating have the same age and gender. When children vary in age and gender, the play-patterns are more complicated. An action research process is going on.

Keywords: play, multicultural, activity-theory, socio-cultural theory

What do they talk about? Informal talks between kindergarten staff and refugee parents

SIGRUN SAND, Hedmark University College, Norway

Theories about socialization and identity show the importance of mutual respect between home and kindergarten. The aim of the project is to create an inclusive cooperation in kindergarten with all groups of parents. Relevant studies that have highlighted cooperation between kindergarten teachers and minority language parents are Bundgaard and Gulløv (2008), Brooker (2002, 2003), Bouakaz (2007), Nergaard (2002, 2003), Sand (1996). Theoretical concepts used in the analyses and discussion are empowerment (Cummins, Baker), tolerance and recognition (Honneth), deficit discourse. I want to present data from 50 logbooks that describe situations of informal talks between parents from language minorities (refugee background) and the staff in two kindergartens in the period of about four months. The staff was asked to write down/describe the situation and reflect on it when they had contact with the parents, mostly when the parents brought the children to the kindergarten in the morning and when they collected the children in the afternoon. I have analyzed the material and investigated what the talk is about and what kind of reflections the staff makes with regard to these situations. The study has been sanctioned by The National Committees for Research Ethics in Norway 2006. Expected conclusions/findings are to investigate in what way do this kind of informal talk contribute to the empowerment of the parents and include them as equal partners and "upbringers" in the kindergarten? An action research process are going on in these two kindergartens.

Keywords: refugees parents, cooperation, home-kindergarten, empowerment

The multicultural kindergarten in rural areas – A national survey

THOR OLA ENGEN, Hedmark University College, Norway

The study aims to increase the general knowledge on how linguistic minority children are approached and managed in Norwegian kindergartens in densely populated areas. Based on international and national research on educational practice in diverse kindergartens, the project focuses on kindergartens in rural areas, where preschool teachers are probably unfamiliar with culturally diverse groups of children as well as multicultural strategies of caring and teaching. The study includes six sub-projects focusing on different aspects of the multicultural kindergarten; e.g. the linguistic milieu, institution-parent-cooperation and play, which are all embedded within multicultural theory and theory on bilingualism. Both qualitative and quantitative data are collected. In this paper, focus will be on a national survey administered to more than a thousand kindergartens in seven Norwegian counties, where pre-school teachers were asked questions concerning the linguistic milieu, institution-parent-cooperation, and play as a multicultural arena, as well as questions concerning work organization, strategies of integration or inclusion and pre-school teachers qualification. The study has been sanctioned of The National Committees for Research Ethics in Norway 2006. Some preliminary results from the survey will be presented and discussed in relation to the results from the in-depth studies. How linguistic minority children are approached and managed in Norwegian kindergarten, should be of relevance to both educational research and policy, also in other European countries with densely populated areas.

Keywords: diversity in kindergarten, rural areas, national survey

SYMPOSIUM SET V/17

PLAY, PLACE AND CHILDREN'S VOICE

Individual paper

CHAIR: MARJATTA KALLIALA
University of Helsinki, Finland

Toddlers as traditional and innovative users of their learning environment

MARJATTA KALLIALA, University of Helsinki, Finland

The aim of this subtheme of a larger KANGAROO research project was to examine how toddlers use the offers of their learning environment during free play in Finnish day-care centres. This study does not belong strictly to any school but has connections with numerous studies on toddlers and play, e.g. with research of Synnove Haugen, Elin Michelsen, Maritta Hännikäinen and also my previous studies on children's play. The KANGAROO research project was an experimental intervention study. The research material was generated

through observing children's involvement (LIS-YC, N 810) and writing mini narratives on the content of every given score. The analysis and interpretation was based on the qualitative material consisting of mini narratives. In this study observing children did not cause ethical problems. The qualitative material of the study indicates that children use, in some cases, innovatively the existing material for play and exploring different phenomena, whereas in some occasions they need more traditional play equipment in order to be able to construct their play on the level of proximal development. If too much is demanded of their imagination, play becomes fragmented and the involvement of the children is low. This puts heavy demands on the adults' professional competence. This subtheme of the larger project may have practical implications because it helps adults to observe the children's use of their learning environment more carefully than earlier. Based on these observations it is easier to construct and improve the learning environment of toddlers.

Keywords: toddlers, learning environment, free play, involvement, Finnish ECEC

Natures voice

CAROL DUFFY, Irish Preschool Play Association (IPPA), Ireland

This research emerges from the work of IPPA to generate knowledge and give voice to its members to improve the outdoor play provision in childcare services in Ireland. Increasingly static and ordered outdoor play is the experiences being offered to children, even though research has identified that children's preferences tend towards wild rather than ordered landscapes, and open ended play opportunities (Moore, 1997). Through a case study we see how one urban childcare service with limited space and resources reconceptualise their outdoor playspace. The challenge was to provide a natural environment that would best offer a stimulating, and engaging outdoor playspace in line with the principles of Aistear (The Early Childhood Curriculum Framework 2009) and Siolta (The National Quality Framework for Early Childhood Education 2006). We see how they co-constructed a three pronged plan of action between staff, children, and parents to enable the children feel the earth beneath their feet and explore the possibilities of natural materials. By reconnecting with nature they afforded an appreciation of the natural world which is a vital pre cursor to caring for it. Concrete experiences in natural environs are also the precursor to abstract conceptualisation of the natural world. This action research is underpinned by the theories of Bilton, Kahn, Kellert, Moore, Ouvry, and Sobel and offers an example of knowledge and voice in action.

Keywords: natural environments, outdoor play, reconceptualising spaces, action research, childcare in Ireland

Children's places in ECEC in Norway

ATLE KROGSTAD, Queen Maud College for Early Childhood Education, Norway

How can children's use, experience and creation of places in a pedagogical environment give insight in children's perspectives and voices?; How identify borders (thresholds) between children's places and sites dominated of adults?; How can knowledge about children's places develop dialogue between adults and children in kindergartens? Interdisciplinary studies (pedagogy and architecture) on physical environments in Norwegian kindergartens: "Children and space" (Amundsen et.al. 2007) and "Places for learning, care and growth" (Krogstad et.al. 2010). Phenomenological theory of place (Heidegger, Merleau-Ponty), rhetorical theory of place/ topology (Aristoteles, Barthes), dialogic and contextual theory of language (Bakhtin, Halliday), children as active participants in their own learning processes (Vygotskij), pedagogy of place (Løvlie). Qualitative research. Walking interviews with children, children's photographs and mapping of physical environments. Triangulation of methods, the "mosaic approach" (Clark and Moss). Good ethical practices will be followed according to standards of Norwegian Social Science Data Services (NSD). The parents will be asked permission to allow their children to participate and children will be given the option of not participating. Children seem to adopt places in kindergarten shielded from adult's visual control. The impact of children's private places in kindergarten for children's dialogues, contemplation and life world in kindergarten will be discussed. Development of dialogue and learning strategies in kindergarten, based on children's use and experience of places. Development of learning environments where children's places are taken into account.

Keywords: children's places, children's dialogues, children's topologies, learning environments, place pedagogies

SYMPOSIUM SET V/18

THE VOICES OF MEN IN ECE

Self-organised symposium

CHAIR: TIM ROHRMANN

Catholic University of Applied Sciences, Germany

“Which voices give evidence in research?” is one main question of the EECERA conference. We state that the voices of male practitioners are too seldom heard in ECE discourses. With the percentage of male workers ranging between less than one and max. nine percent in the European countries, research on ECE has been – and still is – mostly research on (or with) women in ECE. Although there has been discussion and research concerning the lack of men for more than two decades, the topic remained in a niche. Recently, research and political support have put the theme on the public agenda in several European countries. We report results of major research projects, analyse the outcome of positive actions towards a more gender-balanced workforce and discuss connections between gender and professionalization. It is concluded that the voices of men can make substantial contributions to the further development of ECE.

Keywords: gender, men, men's voice, male professionalism, comparative.

Men's voices in ECE in Austria. Results of a nationwide research project

BERNHARD KOCH, Innsbruck University, Austria

Caring for children in Austria is still experienced as women's work. With less than one percent male workers Austria is well below the European average. A nationwide research project aimed at finding out more about the role of men and gender in early years. The study builds up on research on men and gender in ECE in various European countries, and on research on fatherhood, conducted by the project leader J.C. Aigner. With a range of qualitative and quantitative methods the project investigated the views of active ECE workers, adolescents and adults in vocational training, and pupils prior to career choice. Quantitative methods included a full survey of male ECE students and workers, and samples of female colleagues. 80 in-depth interviews explored biography, attitudes and experiences of men and women in ECE institutions as well as adolescents in vocational training. Listening to the voices of men is an important step towards “a more equitable sharing of power and voice in ECE” (EECERA ethical stance). Male colleagues show a wide diversity in opinions and interactions with children, and they are mostly seen as a benefit for ECE institutions. Although in many aspects the results show only few gender differences, the study highlights how the “hidden curriculum” of ECE works against a more gender-balanced workforce. Recruitment and training of men can play an important role for the professionalization of the whole ECE sector. Factors are identified that could encourage an increase of the proportion of male workers in the profession.

Keywords: men in ECE, gender balance, biography, professionalisation, recruitment

Male teachers in Early Childhood Education in Germany

JENS KRABEL AND MICHAEL CREMERS, Catholic University for Applied Sciences Berlin, Germany

The German research project “Male teachers in early childhood education”, financed by the Ministry of Family Affairs, explored how earning and working conditions in vocational training schools and early childhood centers (ECCs) affects career choices of men, and analyzed whether the different stakeholders in Early Childhood Education are interested to increase the proportion of male workers. The study builds up on several regional studies, European research contexts and the EU project “Gender Loops” on gender mainstreaming in ECE, coordinated by the presenters. After smaller and regional studies in Germany, this is the first nationwide research on men / gender balance in the ECE workforce. First, 40 in-depth group and individual interviews were carried out with male and female teachers, students, directors of ECCs and providers. The findings of the qualitative survey were supported by a representative quantitative study (1000 parents, 600 directors of ECCs and 100 directors of providers). Engaging men in ECE is an important step towards the EECERA stance of a “more equitable sharing of power and voice in the development of early childhood research, practice and policy”. One of the main findings is that the vast majority of interviewees has made good experiences with male teacher in ECCs and would appreciate an increase of the proportion of male teachers. The study also elaborates the barriers which prevent that more men choose the profession. As a consequence of the results the German Ministry of Family Affairs established a coordination office —“Mein early childhood education” in 2010.

Keywords: gender balance, men in ECE, recruitment, vocational training, providers

Male Childcare Workers coping with their professional lives and career after graduation

SVEIN OLE SATAØEN, Bergen University College, Norway

The paper reflects upon the situation of being male in kindergartens overwhelmingly dominated by women. What happens to men entering the women's domain? What strategies are in use coping with the situation of being a minority at a workplace? The study relates to gender and masculinity research and to kindergarten studies done both in Europe and especially in the Nordic countries. Most jobs in our western society are divided into "men's work" and "women's work". Few have analysed why men are underrepresented in women's work, and what happens to those few who enter women's working area. Pre-school teaching has evolved in a female domain, based on cultural ideas about differences between the sexes. Men crossing these borders are challenging these ideas. What are their experiences in this crossing-over? Web-based survey to the 96 males graduated from my college 1977-2007. The survey aimed to give answers to questions about their professional lives and career after graduation. The survey is supplemented by interview. The methods in use have been accepted by the Norwegian Social Science Data Services (NSD). 70 percent of the men are still working either in kindergartens or schools. They give interesting arguments for still working with children. Some have quitted work among other arguments; due to women domination. How can we cope with the challenge? The project analyzes the outcome of positive actions towards a more gender-balanced workforce and discuss connections between gender and professionalization.

Keywords: gender, masculinity, male preschool teachers careers, professionalisation, political action

SYMPOSIUM SET V/19

COMMUNICATION BETWEEN PRACTITIONERS

Individual paper

CHAIR: MARESA DUIGNAN

Early Years Education Policy Unit, Department of Education and Science, Ireland

A workforce development plan for the early childhood care and education sector in Ireland

MARESA DUIGNAN AND CATHERINE HYNES, Early Years Education Policy Unit, Department of Education and Science, Ireland

This paper provides an overview of the process of devising a development plan for the early childhood care and education workforce in Ireland. It details briefly the rationale, policy and practice context, background research and consultation processes involved in the preparation of this unprecedented policy initiative. To develop an evidenced based policy which attracted high level construct validity required an open and transparent collaborative model of research and development premised upon a socio constructivist theoretical framework. Quantitative and qualitative data collection and analysis combined with extensive iterative consultation processes. Ensuring relevance and ownership of both process and product to the multiple 'voices' and stakeholders in this policy development initiative. The main findings of this research relate to the identification of a set of key challenges which would require innovative action on the part of a wide range of stakeholders in the education and training sector in Ireland. These are briefly discussed alongside the proposed strategies that have been developed to address them. This policy initiative will contribute to the development of the ECCE workforce in Ireland in the immediate future.

Keywords: policy, consultation, workforce development, education and training, lifelong learning

"Lost in transition" - Kindergarten changes in Norway and implications for inclusion/exclusion for children with disabilities

TONJE KOLLE, KJELL-ARNE SOLLI AND ANNE-LISE ARNESEN, Østfold University College, Norway

Very little research exists on inclusion in view of reforms/social change relating to early childhood education. Some ref. Østrem et al. 2009, Arnesen&Solli 2009, Solli (forthcoming), Bennett 2003 Starting Strong. We draw on theory of change and new configurations of power (Rose 1998, 1999), i.e. the dynamic interplay between the political, institutional, relational and ethical/subjective. Changes are assumed to impinge on the normative and regulatory aspects of management, institutional relationships, norms and social and discursive practices in the daily life of a kindergarten. Institutional ethnography. Discourse analysis based on

a selection of policy documents and official texts for kindergarten on inclusion, early intervention and preparation for schooling. Survey of Head teachers and pedagogical leaders in kindergarten. We abide by the formal guidelines from The National Research Ethical Committee. The work for developing inclusive environments in kindergarten is affected by the increased emphasis on (formal) learning and achievement. More children are being referred to special educational assistance, more documentation and training of individual children is required, for better and worse for inclusive practices. There is a need to critically scrutinize who's knowledge is authorized and put to work for children with disabilities in ECE.

Keywords: early childhood education, inclusion, disability, exclusion, special needs

SYMPOSIUM SET V/20

CROSS CULTURAL EXCHANGES ABOUT CHILDCARE

Individual paper

CHAIR: ANNALIE BOTHA
University of Pretoria, South Africa

Voices from other cultures helped students to engage in understanding across cultural borders ANNALIE BOTHA AND TERESA HARRIS, University of Pretoria, South Africa

We all tell stories as we share our experiences, understandings and concerns with others. Stories extend knowledge and understanding of other people and situations, other cultures and languages. When so much of family and community life in South African remains insular and disconnected from other cultures, other languages and other belief systems, stories extend our boundaries. These stories are a legacy from our past. Stories connect us to worlds past and present in ways that the literal world simply cannot do. Stories enable us to see possibilities that the world of science does not allow us to enter. Stories can do many things. They can help people to work through and make sense of experiences and realize that they were not alone for others may have similar experiences. Researching stories is a very modest attempt to immerse oneself in the minutiae of the biographical age. But it also endeavours to step back and look again at what can (and should) be done with stories, where they come from, how they are told and for what purposes. How can pre-service teachers understand and appreciate people from cultures, language, and belief systems that differ from their own? Langellier and Peterson (2004) explored the use of storytelling as a way to problematize attitudes people take for granted as they consider one another. Percival and Black (2000), in their work to develop a culturally sensitive curriculum, explored the use of stories as a method of organizing teaching. In studies reported by Luwisch (2001), teachers who attended to their own stories and integrated them into their curriculum became more adept at engaging with their students. The personal story is a powerful means of becoming aware of the taken-for-granted assumptions of one's own culture and providing voice to those who may be marginalized. We used the storytelling narrative perspective as the framework for exploring how the listener constructs a cognitive and affective bond with someone viewed as culturally "different". Participants grant permission for their story and information to be used for research and publication purposes and pseudonyms will be used. The experience of telling and listening to stories creates a cognitive and affective bond that actively engages both parties in new opportunities to increase self-reflection and enhance multicultural understanding. Students moved out of their comfort zones and across artificial boundaries of race, culture, and class to see their storytellers as unique individuals with valuable perspectives.

Keywords: stories, culture, indigenous, lifestories, South Africa

"It's not like a job now – it's part of me": An exploration of childminding services as provided by African women settled in the west of Ireland SHEILA GARRITY, National University of Ireland, Ireland

Paper highlights an investigation of African women, recently settled in the west of Ireland, operating childminding services. The objective was to explore the participants' perception of supports available to providers; assess the presence of social support within this sub-sector. To date little research has been conducted into childminding in Ireland, and with the particular subjects of the study being a new immigrant group, this represents a unique perspective into the sector. Recent US-based studies explored provision by minority ethnic groups, though not focused on recent immigrants and/or family based childcare. Family Support Practice underpinned by Social Support Theory Qualitative research methodology: semi-structured interviews conducted with 12 childminders. Brief surveys augmented the interviews. The position of power of

the interviewer, employed at local childcare support agency. Findings show: 1. The childminders' commitment and determination to succeed is demonstrated by their active use of supports, training and recognition through local agencies. 2. Participants perceive the quality and success of what they do in holistic terms, offering valuable forms of family support to their client families. 3. The presence of the qualities and types of social support was perceived as real in these relationships and was highlighted by the twelve participants. Recommendations regarding the current Irish fee subsidy policy, childminding services and their role in family support provision, and future research regarding parental choice and discrimination are discussed.

Keywords: childminding, social support, African women, agency, policy

Childcare: what do/can we expect?

GREET DE BRAUWERE AND AGNES BILTRIS, University College Ghent, Belgium

What do parents and caregivers think about the tasks of care centres? How can we stimulate the communication between parents and caregivers about expectations? Currently in Flanders (in Belgium), there is a lot of debate about the professionalism in childcare centres. This discussion is part of the 'trend' of growing interest in the pedagogical and other functions of daycare for young children under the age of 3. Daycare centres for young children has social, economic and pedagogical tasks. The equality between parents and caregivers is a starting point of our research. Research methods include: Literature study; Interviews with parents; Interviews with caregivers and other professionals in caregiving for young children; Data-analysis; Working on and testing a communication product for parents and caregivers. In the presentation we will present the results of the interviews with parents (n>100) and caregivers (n>50). The end of the data-analysis is planned for June 2010.

Keywords: professionalism in childcare, tasks of childcare, parents and caregivers as interlocutors

SYMPOSIUM SET V/21

COMMUNICATION AND CULTURE

Individual paper

CHAIR: TIM WALLER

University of Wolverhampton, United Kingdom

Voices in a language planning project

MAIRE MHIC MHATHUNA AND MAIREAD MAC CON LOMAIRE, Dublin Institute of Technology, Ireland

This paper will examine the roles of actors in a language planning programme for early years' settings in Gaeltacht areas, the Irish-speaking regions of Ireland. The project brief was to develop a programme that would facilitate the language development of children with varying degrees of competency in the Irish language. The first phase of the project prepared language planning templates focusing on targets for three levels of child language competency as outlined in the Common European Framework of Reference for Languages (CoE 2001). The templates also incorporated common themes and principles in early years' education. The evaluation of the first phase of the project revealed that, while practitioners were happy with the project, they would prefer the focus to be placed on the richness of regional dialects, rather than on general language targets. The project Advisory Group also indicated that they would prefer an emphasis on practitioner language. Another point to emerge from the evaluation was the reluctance of some practitioners to use the planning templates for family and community involvement in their practice. The second phase of the project accepted the above views and prepared planning templates based on the three main regional dialects of Irish. The theme of family and community involvement was deemed to be sufficiently important to warrant further development and more concrete areas for family and community involvement were outlined in the revised planning templates. This phase will be evaluated in spring 2010 and the findings will be discussed in the paper. The paper will also analyse the tensions inherent in listening to practitioners, while adhering to the project brief and current theoretical understandings on language development and early childhood education.

Keywords: Language, planning, practitioners, family, community

The wellbeing of preschool children (under six years old): multiple viewpoints of a contextually embedded notion. A discussion on professionals' and parents' viewpoints

GAËLLE AMERIJCKX, Université libre de Bruxelles, Belgium

The aim of the study is to contextualize the wellbeing of preschool children living in the Brussels' Region and to understand how professionals and parents articulate the various dimensions of wellbeing in relation to family and contextual factors. Psychology has been a mainstream discipline in the study of the wellbeing of young children. In consequence, most of the literature is centered on the family environment and on individual aspects of the wellbeing. This research relies on a socio-ecological approach, to analyze the wellbeing of children, who live in and interact with rich and complex environments. Wellbeing itself is a sociocultural construct, and therefore cannot be studied independently of the context it is embedded in. We opted for a qualitative approach, consisting of a brief fieldwork, through the meeting of key-actors in ECEC and social sectors, and semi-structured interviews of ECEC professionals and parents of preschool children residing in the survey area. Given the nature of the parent-child bond, we have striven to address carefully the various matters relating to the wellbeing of children. Variations in discourses, on what constitutes the main issues regarding the wellbeing of children, seem to be rooted in the articulation of what children should be in the now' and in the future'. Acknowledging, within the research area, the complexity of the environment in which children live and interact, does not only affect what we know of how well they are or should be doing, but it can also shape the policies and actions at all levels.

Keywords: child wellbeing, contextual factors, qualitative study, parents' viewpoints, professionals' viewpoints

„It is your money“: Using a cultural-historical framework to probe parents' contribution to play and preschoolers' bilingual heritage language development

LIANG LI, Monash University, Australia

How do families' play practices support preschoolers' bilingual heritage language development in the home context? The development of theories of play between parents and children has been only briefly explored. This study challenges traditional perspectives on play research and explores parents' contributions to play and preschoolers' bilingual heritage language development. Vygotsky's (1978) cultural-historical theory on play provides the framework for looking at how Chinese immigrant parents use play activities as a pedagogical tool for supporting their preschooler's Mandarin language development. Building on Vygotsky's theory of play and imagination, Hedegaard's (2008) dialectical-interactive approach is used to analyse the play practices employed within the home. In this study, images, a one hour video interview and three hours of video observation data are used to examine dialectically the way in which parents contribute to play situations and their young preschooler's language development at home. This study uses a cultural-historical approach enable the researcher to ethically research parent-child interaction during play and to examine multiple perspectives, including that of the researcher and the participants, by using video interviews and video observations. The findings show that the verbal-scaffolding model of parent-child interaction in role-play can be applied in order to support children's language development. The findings have pedagogical implications in that they demonstrate the need for parents to engage in shared interactions with their children in play-based pedagogical experiences, in order to support bilingual heritage language development.

Keywords: role play, cultural-historical theory, dialectic interactive approach, bilingual heritage language, parent-child interaction

SYMPOSIUM SET V/22

VISUAL COMMUNICATION

Individual paper

CHAIR: FELICITY NORTON

Pen Green Research, Training and Development Base and Leadership Centre, United Kingdom

Drawing: Teachers' knowledge and beliefs in Key Stage 1

SUE FAWSON, The University of Wolverhampton, United Kingdom

1. How is drawing taught in discrete art lessons in Key Stage 1? 2. What are teachers' attitudes and beliefs about children's drawing development in Key Stage 1? This study will draw upon the seminal works of Luquet, Lowenfeld and Kellogg, relating this to the current discourse of Kindler, Matthews, Ring and Cox. This research will sit within the context of the early childhood theory of Vygotsky, Bruner, Bandura and Gardner. It is set within the interpretivist paradigm, collecting qualitative data, drawing upon initial teacher interviews, lesson observations recorded by video, secondary interviews with teachers (using video to elicit teacher responses), and considering children's work. Headteacher and governors will be fully informed of the aims, methods and use of data of this research. Staff will be informed of this research and will be asked to give permission for the data collection and for the use of the data. Children and parents will be informed of the aims of the research and the use of data and will be asked for their consent. The main findings are that generalist teachers have different views upon what KS1 children should be taught with regard to drawing. This study may impact upon initial primary teacher training.

Keywords: children's drawings, teacher beliefs, primary art, initial teacher training in art, drawing in the national curriculum

Gestures and mathematical learning by young children

ILIADA ELIA, ALEXIA GEORGIU, MARJA VAN DEN HEUVEL-PANHUIZEN AND ATHANASIOS GAGATSI, University of Cyprus, Cyprus

The purpose of the study was to explore young children's gestures in a semiotic transformation task, involving the conversion of a visual spatial array into a verbal description. Recent studies have advocated that mathematical meaning is mediated by gestures. McNeill (2005) classified gestures into deixis, metaphoricity, iconicity, temporal highlighting and gestures that transform social interactivity. Mathematical understanding evolves through the transformation of semiotic representations: treatment (changes within a representation) and conversion (changes between representations) (Duval, 2006). This study focuses on the conversions between visual and verbal representations. In an activity of action and communication (Brousseau, 1998) one player places some wooden bricks of different shapes on a table in her own way, and then explains this spatial arrangement to the second player who must construct an identical array. The whole procedure was videotaped and two children's gestures were transcribed and coded according to McNeill's categorization. The relations between children's gestures and speech were also analysed. The parents gave their consent for their children's participation. Children's gestures were distinguished into pointing to objects, representing the placement of objects and repeated gestures. Children's gestures visually represented the spatial and numerical content of their words (same meaning as speech), or visually complemented the mathematical meaning of their words (additional information). Findings show that gestures are essential so that young children construct and communicate mathematical meanings and that both speech and gestures may illuminate how children think of mathematical concepts. This study gives insight into the nature and importance of gestures by young children in carrying out a mathematical activity and could contribute to a comprehensive understanding of their representations of mathematical concepts and to a differentiation of the corresponding classroom practice.

Keywords: mathematics, semiotic representations, gestures, kindergartners, communication

An analysis of text, talk, and tape: Giving voice to the participants of a community of practice towards the development of collaborative inquiry

NANCY CAROW, The University of Tennessee, United States

This participatory action research study will describe a community of practice comprised of three protagonists: a technology specialist, a master teacher, and a preservice ECE teacher (apprentice). This study (one of three) extends previous research (Kimbrough & Davis, 2008; Rich & Hannafin, 2008) on the

interplay of videocase construction, participatory research, and the professional development of novice teachers via cycles of microanalyses and embedding video in analytical text. The framework of this research is situated learning theory in which an apprentice “holds the place of peripheral participation” and, over time, appropriates “the culture of practice” to make it her own. Videocase construction will include analyses of discourse, participants’ behaviors (e.g.—proximity, temporality, and engagement), and iterative texts from which emic coding develops. This study has been approved by the university institutional review board. Participants have consented and are free to discontinue at any time. Findings include a description of the patterns of participation by members of a community of practice, coupled with technological tools, in the development of an apprentice’s inquiry. Implications include the use of video-narrative in the development of a community of practice to facilitate (1) teacher inquiry, (2) adolescent development in community settings (currently underway), and (3) research designs for diverse social science settings.

Keywords: participatory action research, situated learning theory, community of practice, collaborative inquiry, technology as mediator

SYMPOSIUM SET V/23

CONTEXT DISPLAY RESEARCH METHODS

Individual paper

CHAIR: JEF VAN KUYK
CITO, The Netherlands

A cultural perspective on the role of the researcher in ethnography with young children

FENGLING TANG, Roehampton University, United Kingdom

This paper aims to explore the researcher's role in ethnographic research with young children in cross-cultural contexts. This paper reflects Wood's (1996) observation that ethnographic research requires a full engagement of self as a person with values and beliefs and further explores dilemma involved in maintaining interests of the researcher and protection of on-going welfare of participants (Rolfe and Mac Naughton, 2001). Taken from the author's completed PhD entitled 'A comparative ethnographic case study of the early years curriculum in Chinese and English settings', this paper particularly focusses on the similarities and differences arising from the two cultural contexts regarding access to research sites, maintaining healthy relationships with participants and observational dilemma. Influenced by the interpretive paradigm, the paper attempts to critically evaluate the researcher's role in ethnographic research with young children in cross-cultural contexts. Confidentiality and anonymity of research sites and participants will be protected by using a coding system. Personal bias towards participants or cultures will also be avoided. While analysing a tension between ethical considerations and professional responsibilities in researching young children, the paper will highlight how cultural variations in society's views of children impacted on the researcher's perception of herself as a novice researcher. This paper offers a cultural perspective on the complexity of researcher's role in ethnography with young children.

Keywords: ethnography, participant observation, ethical dilemma, researcher's role, cultural perspective

Interactive histories and culture

MARIA APARECIDA MELLO, DOUGLAS APARECIDO DE CAMPOS, CARLOS EDUARDO DE SOUZA AND MARIA RITA FERREIRA, Universidade Federal de São Carlos, Brazil

We developed a learning methodology with children from 2 to 6 years, focusing their cultural development, by creation and sounding of histories with movements, starting from the cultural goods ignored by them. According to Pino (2005) the child's insertion in the culture and the access to the cultural goods involves the mediation of the signs and of the Other. Mello and Campos (2008) investigated the children's representations and the bases of their processes of learnings could select contents with sense for them. According to Vigotsky (1995) that has base in the development of the higher psychological functions from the children's relationships with the culture and cultural goods. They identified children of four public schools of Childhood Education of low income. We identified the cultural goods that the children had access and used filming of the histories produced by the children which involved the cultural goods: snow; desert; island and farm animals. That methodology woke up in the children the research on different sounds and materials, starting from a chosen theme for them. We observed all of the ethical precepts: authorizations and respect to

the child. The results indicate this methodology as indispensable tool in the learnings and the children's knowledge, contributing to their insertion in the cultural goods produced by the society. It revealed an alternative form of teaching; the deepened understanding of the processes child's learning, for the future contribution of the transformation of the social conditions, children's access and permanence in the school and in the social life.

Keywords: culture, interactive histories, childhood education, learning methodology, cultural-historical theory

What is "Child"?: Teachers' conceptualisations of "Child" and "Childhood"

MINE GOL-GUVEN, Bogazici University, Turkey

The research has aimed to identify basic understandings and philosophies of teachers about child and childhood as social constructs. It is the main goal by many researchers to make a connection between theory and practice. The philosophical and/or theoretical view to child can be considered as the base of practices in education. The child as a construction should be examined in order to understand the reasons behind our practice while educating children. In this study, early childhood education major students and teachers in ECE were interviewed. Questions such as "what is a child?", "what is the ideal child?", "what can children do?", "what should they do?", "what do they need?", "what do they want?" were asked to the preservice and inservice teachers in Turkey. Teachers might have become more aware of their practices and the reasons behind them. Self-awareness might have created uncomfot. However, it is also essential to reflect on the ideas and philosophies that are carried by the practice. Teachers approached to these questions by using many different angles. There were four different approaches found: (a)maturationist, (b)environmentalist, (c)constructivist, and (d)socio-cultural perspective. The research is ongoing and the results will be used to make connections between theoretical views and practices among teachers. The research is ongoing and the results will be used to make connections between theoretical views and practices among teachers. Observations will help to connect theory to practice and lead to policy suggestions for training teachers.

Keywords: child, childhood, social construction, teachers, early childhood education and care

SYMPOSIUM SET V/24

OBSERVATIONAL METHODS

Individual paper

CHAIR: MARITTA HÄNNIKÄINEN

University of Jyväskylä, Finland

The effectiveness of ECERS-R and ECERS-E as a research tool in Ireland

LISA KIELY AND GERARDINE NEYLON, University of Limerick, Ireland

This paper aims to analyze the effectiveness of the Early Childhood Environmental Rating Scale Extended (ECERS-E) and the Early Childhood Environmental Rating Scale Revised (ECERS-R) as a research instrument in Ireland. Previous use of the extended scale in Ireland asked Dublin parents and service providers if they shared its values (Hennessy & Delaney 1999). This work examined the applicability of the scale in the Irish context it was not a national study and the study was limited to the use of ECERS-E. This research aims to evaluate the extended and revised versions of ECERS on a national level by visiting a preschool in each county in the Republic of Ireland. The theoretical framework utilised here is a combination of ECERS-E and ECERS-R. The combined use of these two rating scales will provide a comprehensive overview of the quality of ECCE in Ireland today and other emerging themes. This research involves the use of quantitative research methods. ECERS-E and ECERS-R is an observation instrument which allows the user to quantify various aspects of the ECCE environments. Full ethical approval has been granted by the University of Limerick's Ethics Board for the completion of this research. The research to date has found ECERS-R and ECERS-E to be somewhat effective as a research method in the Irish context. This research highlights the effectiveness of ECERS-R and ECERS-E as a research method and as an evaluation tool within the Irish ECCE context.

Keywords: ECERS-R, ECERS-E, effectiveness, research tool, self evaluation

Observing and analysing the quality of children's experience in infant and toddler day care centres

MARIA CRISTINA PICCHIO AND ISABELLA DI GIANDOMENICO, Institute of Cognitive Sciences and Technologies - National Research Council, Italy

In the educational setting, children are exposed to a social situation that is characterized by: - a plurality of actors, whose activities, roles and interpersonal relationships are strictly interrelated, - specific environmental features, - a structured time schedule. The quality of children's experience in an early educational setting results from all these elements. How will we comprehend its complexity and uniqueness? This issue has been identified and investigated in previous studies (Moss & Pence, 1994; Musatti, 2001; Musatti & Picchio, 2005; NICHD, 1996). In order to explore the child's experience in an early educational setting, we have elaborated a specific comprehensive observational tool, which is based on a holistic approach and results into a document potentially used by a plurality of stakeholders. This tool - Observational Report - is based on a naturalistic observation of a social situation displayed during a whole day in an infant toddler centre room, and a delayed written report in which the different components of the observed situation are described, analysed, and evaluated, successively. We refer to the ethical and political considerations on evaluation presented in the Children in Europe Policy Document (2007). The tool was used within several projects of evaluation of early educational centres in different Italian sites, and was validated across different contexts. Its use by practitioners provided an opportunity to document the children's daily experience in their centres and discuss the implications and results of their educational practices in the perspective of improving the quality of children's experience.

Keywords: early educational centres, observation, evaluation, documentation, participation

Quality of educational practices: the voices of two observation methods

MARITTA HÄNNIKÄINEN, University of Jyväskylä, Finland

This study focusing on adult-child interactions seeks to contribute to the debate on pedagogical quality in early education settings by comparing two different observation methods used to assess quality: the scoring system ECERS-R (German version: KES-R) and a qualitative method of continuous observation. What do these methods tell us about quality when used simultaneously in the same situations? The study is based on earlier research. It draws on the conceptual framework of previous studies on quality, especially those applying the ECERS-R. The data were collected in a German day care group, following the ECERS-R guidelines (e.g., observation session of three hours, well-trained observers, interview with educator). For a closer look, ten items regarding adult-child interactions were selected from the subscales Personal Care Routines, Language-Reasoning, Interaction and Program Structure. The ECERS-R (Data 1) was scored by one observer, and the continuous observations (Data 2) by two other observers. Data 2 were analyzed by thematic analysis and the findings were related to the scores and individual quality descriptions of the ECERS-R. The study followed the ethical principles and guidelines for good scientific practice. Average quality for the ten items was 4.4 by ECERS-R (close to good) equating the interpretation of the findings based on the Data 2. Several critical issues concerning adult-child interactions not included in the ECERS-R score descriptions were identified by continuous observation. Due to methodological orientation, the implications for policy and practice are indirect.

Keywords: quality, early education settings, ECERS, adult-child interaction, quality assessment

SYMPOSIUM SET VI/25

WORKFORCE EDUCATION

Individual paper

CHAIR: MARTIN NEEDHAM

University of Wolverhampton, United Kingdom

Does students work practice during education change our professional knowledge construction in early childhood teachers' education?

TOVE LAFTON (1) AND TURI PÅLERUD (2), (1)Oslo University College, Norway; (2) Høgskolen i Oslo, Norway

Work based education is anchored in the students every day work in the nursery school (barnehage) in combination with lectures/workshops at the University College and in the students kindergardens. This

challenges both practitioners and researchers in the field to investigate and review their thinking and their pedagogical practices about what knowledge in Early Childhood Education is. Karseth: Curriculum Restructuring in Higher Education after the Bologna Process: a New Pedagogic Regime? We focus on perspectives from critical theory to look into and challenge curricula discourses regarding higher education. We see knowledge in relation to both the contextual areas and the material environments. Additionally we investigate the challenges we meet in our attempts to go beyond the theory practice divide, and in our own theoretical diversity. In our research project 2009/2010 we have used focus group interviews with open questions to get access to students' own experiences about what counts in higher education. The students were grouped after categories male/ female/ ethnicity or geographical workaffiliation. Our position as lecturer will influence our position as researcher. This may influence students sayings and later participation in the classroom. A key research question is: What kind of knowledge do students expect to meet in higher education? In this project we, as the students teachers, has researched both as insiders and participants in the field. This has given us the opportunities to reconsider and look critically into our own values and ideas about what knowledge and meaningmaking in higher education may be.

Keywords: power, knowledge, discourse, material, students participation

Listening to student voice in a university early childhood degree programme

VICTORIA WHITINGTON, University of South Australia, Australia

The research aim was to investigate use of the pedagogical process of listening in which undergraduate early childhood students voiced their thinking about their program. The goal was to improve the program and student knowledge. Early childhood educators' capacity to listen to the voices of young children' and their families is implicit in the five outcomes identified in the Australian Early Years Learning Framework (2009), and in other key early childhood pedagogical documents (Carr, 2001; Government of South Australia, 2009). Having voice has been found to increase educators' effectiveness as practitioners, and in the long term contributes to staff retention (Overton, 2009). Also, university programs can learn much from their students by incorporating processes to encourage pre-service teaching students to authentically express their thoughts about their learning in a way that contributes to the program, while building student capacity (Martin & Russell, 2005). A constructivist model of learning was employed, specifically Rinaldi's (2001) pedagogy of listening. For five years almost all students participated in an in-class discussion process that provided them with an opportunity to express their ideas about the successes and challenges of each semester at university, and have the staff team respond. All participants remained anonymous and data were de-identified. The process has produced data that have contributed to program improvement and raised student satisfaction with that program and their learning. The presentation will report on the processes staff instituted to listen to student voice, and the benefits and challenges, with implications for further development.

Keywords: early childhood, teacher education, listening pedagogy, program improvement

Bridging the gap between theory and practice: Designing and implementing early childhood programmes in developing countries

BUSHRA KHAN (1) AND BILAL IQBAL AVAN (2), (1) Karachi University, Pakistan; (2) Aberdeen University, United Kingdom

To develop comprehensive culturally relevant ECD materials for community based programming in developing countries. A significant proportion of children in developing countries survive with developmental delay or sub-optimal growth without any health, social or educational intervention that might mitigate the impact of developmental deficiencies. A study –effects of social environment on learning ability of children from birth to 3 years” was conducted in Pakistan on 1200 children. Research findings, lesson learned from field experiences, extensive literature review and experts opinion became the impetus of this ECD resource. Lack of trained personnel is identified as one of the major limiting factors to deliver ECD interventions at scale due to unavailability of culturally relevant training resources. Urie Bronfenbrenner's 'Ecology of Human Development' and our extensive research experience formed the conceptual basis of the book 'Early Childhood Development: from understanding to initiatives'. The book has four interlinked thematic sections; Part A: detailed theoretical account of child development and role of social environment. Part B: tools for growth and development assessment and guide for ECD personnel on advice for caregivers. Part C: strategies to design and implement culturally relevant ECD community-based initiatives. Part D: exhaustive ECD training modules for relevant workforces in developing countries. The study was approved by ethics review committee of Aga Khan University and partner organizations. We ensured that book's contents remain unbiased in terms of ethnicity and gender. Finally, the book has been published by Oxford University Press after an extensive review process. The book encompasses interconnected themes of ECD knowledge and programme development, extensive range of ECD issues with culturally appropriate rectifications and

the formation of inter-sectoral workforces essential for holistic ECD. This book bridges the gap between knowledge and practice, and is an extensive resource for development of culturally relevant ECD programmes.

Keywords: ECD materials, culturally relevant, developing countries, community-based, early childhood programmes

SYMPOSIUM SET V/26

CHILDREN'S VOICES AND NARRATIVES

Individual paper

CHAIR: KRISTIN KARLSDOTTIR
University of Iceland, Iceland

Children's voices in research - Practical and ethical issues KRISTIN KARLSDOTTIR, University of Iceland, Iceland

The main goal of the presentation is to highlight in what way learning stories can be a tool to make children's voices heard in research which aim is to understand the interactive processes between the social context and the individual factors in preschool settings. This presentation discusses methodological and practical issues around the collaborative data generation following the four Ds of the learning story approach, describing, discussing, documenting and deciding (Carr, 2001). For understanding how children develop as participants in cultural communities Rogoff (2003) refers to the concept guided participation, which is a process of taking on new roles and responsibilities, seeing learning as a process of changing participation in community activities. Data was generated through documenting children's learning stories, what they do and are capable of doing. The learning stories were documented and reflected up on in a collaborative process between children, preschool teachers and researcher. voices through collaboration and communication (Clark, 2005). Forming the data in this way includes the different perspectives, the child's, the preschool teachers and the researchers and the interaction in the setting between those (Hedegaard and Fler, 2008). Further the data generation is an attempt to give space to children's voices through collaboration and communication (Clark, 2005). The question is whether we have really been listening. The conclusive discussion will circle around whether and in what way these research methods make children's voices heard, include the multiple meanings of children and in what way children are empowered. The influence of the settings social context on children's play and learning will be further discussed and in what way different social context in different settings will call for a new adaptation to the research method.

Keywords: childrens voices, participation, different perspectives, listening, collaborative datageneration

Listening to children's stories of play

MARIA ØKSNES, Queen Maud University College, Norway

My main research question is: 'How do children experience their own play in Early Childhood Education?' Children have been excluded as informants about their own play. According to Christensen and James (2008) children are best suited to research children's experiences. The point of departure for this paper is my interest in children's play. Few studies deal with the meanings and the experience of playing from children's perspectives. Traditionally, children's play has been explored through the views and understandings of adults who claim to speak for children. However, a persuasive discourse is often adopted by educators who seek to persuade us to believe that their direction of research is sound. The underlying ideological values attributed to these theories of play are primarily instrumental focusing on learning and development rather than enjoyment (Sutton-Smith 1997). My approach to this study has been to have conversations with children at the age of four to five years. Thus, the aim of my study is to be ethical hesitant to what I think I know about childrens `s play and listen to children's stories. The main findings show little correspondence between children's own narratives of play and those of theorists. Children seem to reveal a hidden transcript that represents a critique of power behind the back of the dominant voices (cf. Sutton-Smith 1997). Children challenge the authoritative official voices describing —god" play.

This might indicate that children's play is not something pedagogues "can use" as means toward noble educational purposes (cf. Bakhtin 1984, Gadamer 1965).

Keywords: play, children's narratives, ethical hesitation, Bakhtin, Gadamer

Let's listen - Profiling and planning to enable participation within children's services

CATHY HAMER AND LUCY WILLIAMS, National Children's Bureau, United Kingdom

How can local authorities and early years settings assess, evidence and plan the participation of young children (birth to five) in the design, delivery and development of early years services? This developmental project reviewed the UK context, e.g. Mosaic approach, international perspectives and approaches, e.g. Reggio Emilia, along with a survey of methods of assessing practice in the early years. It builds on Early Childhood Unit (ECU) research study "When are we having candyfloss?" The resource is based on ECU's Listening Cycle (listening, documenting, reflecting, taking action and feeding back) and the Early Years Foundation Stage framework setting standards for learning, development and care for children from birth to five. A real world enquiry approach was taken to analysing, and responding to, the needs of practitioners and Local Authorities. The researchers, and their critical friends, formulated a model for weaving a listening culture into the early years, incorporating legislation, children's rights, service planning and use of the RAMPS framework to elicit a golden thread from listening to participation. Informed consent, the relevance and usefulness of the research were key factors. Practitioners have a means of evidencing and improving 'listening practice'. Local Authorities have a tool to enable them to meet their early years outcomes duty (Childcare Act 2006). The national Young Children's Voices Network has a basis for influencing policy. The profiling and planning resource produced provides a means of recording, displaying findings and action planning. Let's listen comprises values, principles, listening indicators, practice and competence levels.

Keywords: listening, profiling, planning, participation, resource

SYMPOSIUM SET V/27

DEVELOPING CONCEPTS FOR INCLUSION

Individual paper

CHAIR: CLODIE TAL

Levinsky College of Education, Israel

The extent and quality of implementation of repeated storytelling in small heterogeneous groups in teacher pre-service training

CLODIE TAL, MIRI ISRAELI AND ANAT BEN SHABAT, Levinsky College of Education, Israel

The goal of our presentation is to show regularities in the patterns of variation and similarity in the implementation of the repeated storytelling of picture books across study years and different early education programs at the Levinsky College of Teachers' education in Tel Aviv Israel. Sipe's and Keifer's studies related to story telling of picture books to young children; Tal's preliminary research in Israel. Sipe's theory related to children's reactions to picture books and Vygotsky's and Rogoff's socio-cultural theory of learning regarding processes of learning. Repeated storytelling to small heterogeneous groups of children, as an educational "procedure" is the subject of a previous presentation. In this presentation we will show and analyze data based on questionnaires filled in January 2010 by about 219 1st to 3rd year students training themselves to be preschool and kindergarten teachers. Included in the questionnaire are questions related to the number of cycles of repeated storytelling, the number of readings, the number of children participating in each reading cycle and whether or not a special need child was included in the reading group. We also asked about the names of the books being read to the children, and their authors. Information about implementation of repeated storytelling by the field mentor was also requested. Free comments written by students were optional. More than 50% of the respondents opted to write free comments. These contents will undergo content analysis. The study is based on mixed quantitative and qualitative methods. Questionnaires were anonymous. The whole study is intended to encourage teachers -to- be to appreciate children's opinions and thinking and to listen to their voices. Among the regularities of similarity affecting students' learning are: the impact of experience and repetition in learning; the source of guidance(field or college mentor) and the conviction of the mentor of the usefulness of the method; inclusion of child experiencing difficulties in the learning groups; included in regularities of variation are: the instruction program of the study-year, the choice of picture books, the extent of the students' conviction of the usefulness of repeated

reading and in depth discourse as factors that affect learning. This study and future follow-up studies are part of an ongoing evaluation of our teacher training programs and main findings are likely to guide our training as well as the partnership with the field.

Keywords: repeated storytelling, pre service teacher training, small heterogeneous groups, picture books, socio cultural approach

Early Years Foundation Stage: Pedagogical recession or pedagogical progression?

IOANNA PALAIOLOGOU, The University of Hull, United Kingdom

This paper aims to achieve the raising of questions around the nature of the EYFS and its implementation, rather than attempting to offer answers as to how the EYFS should be implemented and what it should achieve. The paper will offer some conclusions after examining the political, social and pedagogical context of the EYFS. It is worth considering the EYFS in relation to our respective local social contexts; therefore, an argument will be made in favour of social situation pedagogy by offering a case study as an example of its implementation. The study involves a critical examination of EYFS. Examination of effective implementation of EYFS, how local needs are met, how a common understanding of how the principles of the EYFS are achieved. Transdisciplinarity creates an approach with the capacity to tackle the complexity of an evolving and constantly changing field such as Early Years, as it challenges the "fragmentation" of knowledge imposed by policy makers. It deals with localised problems, highly intricate in nature. Reflexivity is central for the effective implementation of trans-agency work. The transdisciplinarity approach accepts and respects local contexts, through constantly opening up discussions about uncertainty such as that within a socio-economic and policy-driven system. As a result, it is capable of adapting to a context (Klein, 2004; Ramadier, 2004), where it creates intercommunicative action (Klein, 2004; Ramadier, 2004). In this sense it deals with the dynamics relevant to such a complex area as Early Years. This paper argues that the success of the transdisciplinarity approach is based upon the participation of all, with the children, parents and community as beneficiaries so that the policies work in an atmosphere of trust and openness rather than in an atmosphere of the "terror" of performativity. Such synergy and synthesis create a balance among the pedagogy, personal perspectives, and policies working together for the common aim, which may be that of a strong and relevant identity within an Early Years sector. This paper aims to achieve the raising of questions around the nature of the EYFS and its implementation, rather than attempting to offer answers as to how the EYFS should be implemented and what it should achieve. The paper will offer some conclusions after examining the political, social and pedagogical context of the EYFS. It is worth considering the EYFS in relation to our respective local social contexts; therefore, an argument will be made in favour of social situation pedagogy by offering a case study as an example of its implementation.

Keywords: transdisciplinarity, curriculum, pedagogy, pedagogy, early years

Exploring the implementation of the ASP-programme. A new inclusive Danish ECE-intervention programme, based on a theory of organisational learning and innovation

BENTE JENSEN, Aarhus University, Denmark

The ASP-programme (Action Competence in Social Pedagogical Work with Socially Endangered Children) is an intervention strategy aiming at enhancing children's competences through learning and social inclusion. The implementation of the ASP-programme is built upon a theory of organizational learning and change. The participants, i.e. pre-school teachers and managers, are expected to contribute actively to the implementation by making their own interpretation of the ASP-intervention programme (bottom-up). They are not objects responsible for implementing the programme according to a fixed method (top-down). The ASP-programme encourages the participants to work systematically with change through organisational learning; reflection, critical examination of implicit and explicit exclusion processes in the workplace culture and the children's opportunities for learning are key issues. The study of 2700 children in 60 day-care centres is based on an RCT design, i.e. the institutions are randomly selected through a segmentation model and divided into analytically relevant sub-groups based on social background and institutional/municipal conditions. Ethical considerations concern meeting current principles of anonymity. The comparative analysis of intervention and reference institutions shows that management is a decisive prerequisite for positive learning results and innovation. The analysis emphasizes that it is not just management seen as entrepreneurship from an individual perspective, which is worth mentioning. The management's involvement, motivation and concrete managerial activities and competences, also related to conducting external relations (macro), increase the likelihood that the implemented organizational learning processes (micro) lead to successful outcomes.

Keywords: early childhood educational program, social innovation approach, organizational learning, management, implementation

SYMPOSIUM SET V/28

ASSESSMENT

Individual paper

CHAIR: LIZ DUNPHY

St Patrick's College of Education Dublin, Ireland

Supporting early learning and development – competencies for pedagogical assessment

ANDREAS WILDGRUBER, State Institute of Early Childhood Research (IFP), Germany

What competencies do early childhood teachers in Germany apply whilst analyzing systematic assessment of learning and development processes of children? And how about the competencies whilst drawing conclusions for their pedagogical work out of these findings? The research addressing these questions was conducted in day care centers for Under Threes and followed the analysing processes of teachers in natural situations. Individual professional expertise was assessed. The teachers used two in Germany common assessment schedules that differ maximally. Following German vocational educational theory (Erpenbeck / Heyse 2007) "competence" was constructed as implicit knowledge. The audio data gathered via thinking aloud processes during documentation and planning of teachers was transcribed. 9 cases sampled selectively and theoretically were analysed using qualitative-interpretative text analysis, "documentary method" (Bohnsack 2008). In an inductive way and comparing cases ideal types were modelled that describe competence-dimensions. Observation and assessment is a resource how teachers construct knowledge about children. Depending on their competencies it shows the teachers values and attitudes, or it can give especially Under Threes a voice the teacher hears. The findings show four dimensions of competencies early childhood teachers have to cope with. Teachers with varying expertise differ in applied strategies. To reach the pedagogical aims of assessment the perspective has to include the whole assessment process including the transfer to pedagogical action. The results highlight the significance of meta-cognitive strategies. This reflects changing requirements in the professional work of early childhood teachers in the last years and gives hints for the need of training.

Keywords: competencies, assessment, analysis, training, habitus

Measuring social and emotional well-being and resilience in the early years before transition to primary school

PASCALE PARADIS, Institute of Education, University of London, United Kingdom

The purpose of this research is to investigate the measure of social and emotional well-being and resilience of young children, before transition to primary school, in order to facilitate a smooth transition for young children and support pedagogues and professionals to implement practice that respond to these needs. Transition to Primary School has been highlighted to be a developmental challenge affecting a child's school career (Fabian). Paradis (2007) explained that a tool measuring resilience in early childhood would support practitioners, parents and professionals to implement transition activities that respond to children's needs. This research project follows an ecological model as discussed by Bronfenbrenner (1979). This model is applied to inform the methodologies. The rationale and thinking behind this project will be presented in relation to recommendations in Paradis (2007). This research project follows a mixed methodology approach. Data collection for the first phase of the study will be completed in July 2010 (analysis of questionnaires to 100 families). The second phase of the study will explore children's experiences using multiple case studies. Army families are included in the population sample. Ethical considerations in relation to young children's participation to the study was given attention. A leaflet explaining the study is available to participants. Findings in relation to the first phase of the study will be discussed. The second phase's progress will be discussed. This information will help to explore how can early years pedagogues and professionals support the development of effective practices in transition.

Keywords: social/emotional well-being, resilience, ecological transition, early years practices, PERIK/family ecology

SYMPOSIUM SET V/29

PROFESSIONALS ON PEDAGOGY

Individual paper

CHAIR: MIKE GASPER

Starfish Enterprise, United Kingdom

Whose voice is it anyway?

ROSALIND LITTLEDYKE AND CYND WILLEY, University of New England, Australia

An investigation into the perceptions of two cohorts of Early Childhood Education students from different professional contexts (Australia and the United Kingdom) on their roles and identities. Littledyke, R.A. (2009) Priorities for preparing student teachers to work in early childhood education, Gibbons, A & Gibb, C (Eds) Conversations on Early Childhood Teacher Education, WFF, Redmond WA. Osgood, J. (2009) Childcare workforce reform in England and 'the early years professional': pp733-751 in Journal of Education Policy, 24(6). Interpretive, post structural study based within the conceptual framework of identity construction, self-categorisation and socio-cultural perceptions of women. Mixed methods Quantitative/Qualitative, predominantly survey/interview applying discourse analysis to a series of semi-structured interview questions. Procedures meet institutional ethical requirements with approval from the appropriate research ethics committee. While fulfilling similar work roles, the differing professional contexts and undergraduate studies of early years practitioners in Australia and the United Kingdom can result in different professional perceptions This has implications for the construction of professional identity and practice, for example, the clear State and Federal barriers between early childhood education and primary education in Australia both in terms of pedagogy and philosophy. The data has implications for policy development, which supports practice for teacher education pedagogy in period when the role of the early childhood educator is changing and developing. The move from professional isolation to interagency working necessitates a broader range of skills and knowledge, which impacts significantly on the roles and professional identities of early childhood practitioners.

Keywords: pedagogy, interagency, voice, identities, professionalism

What are the voices of becoming practitioners telling us about science in pre-school? Pre-school student teachers' attitudes towards science and science teaching - a longitudinal study.

BODIL SUNDBERG (1) AND CHRISTINA OTTANDER (2), (1) Örebro University, Sweden; (2) Umea University, Sweden

The aim of this study is to investigate the relationship between developing professional identity and attitudes towards science teaching among student pre-school teachers. Many previous reports have shown a reluctance among pre-school teachers towards science teaching, often connected to own poor science knowledge. We see professional identity as a dynamic equilibrium between the professional self-image and the variety of roles teachers feel they have to play. Students enrolled in an art and science dominated teacher programme have been followed during their studies. Results are presented from 4 consecutive questionnaires and an individual interview of 8 students. Ethical considerations have been taken following the Swedish Humanistic Social Science Research Council, HSFR. Results show that sceptical attitudes towards science decreased significantly after one year of science studies. On the contrary, hesitance towards holding structured scientific activities persisted throughout the year. Instead, descriptions of perceived relevant roles of their profession were dominated by themes of caring and supporting, not teaching. The reluctance towards science teaching in early years thus appear to be more connected to student teachers' view of the professional preschool teacher role, where structured teaching not is a pronounced part, than to negative attitudes towards science itself. Our findings contradict the general idea that the ambiguity about teaching science among pre-school student teachers is connected to negative attitudes toward science as a subject. This new perspective suggests a need to integrate a discussion of the pre-school teacher professional identity into science courses for pre-school teachers.

Keywords: pre-school, teacher education, science, professional identity, attitudes

SYMPOSIUM SET V/30

ENGAGING CHILDREN'S VOICE IN SETTINGS

Individual paper

CHAIR: INGE JOHANSSON
Stockholm University, Sweden

Peers, power and hidden possessions: What do children bring to curriculum?

ALISON STEPHENSON, Victoria University, New Zealand

This paper arose from a 5-month doctoral study of the scope and boundaries of curriculum in an early childhood education centre catering for children 0-5, and explored how children experienced, influenced and enacted those boundaries. This study took up the Reconceptualists' challenge to the construction of 'child' traditionally embedded within early childhood education (e.g., Cannella, 1997; Cannella & Viruru, 2004; Dahlberg & Moss, 2005) and drew on a wide range of literature to explore how assumptions about the centre environment, adults' and children's roles, and the 'rules' and expectations of early childhood education collectively constrain the potential scope of curriculum. The research was conducted within the theoretical framework of critical pedagogy, and informed by philosophical understandings from the sociology of childhood. Ethnographic methods were used, and supplemented by a range of strategies devised for gathering children's perspectives (Clark, 2004). A commitment to respectful relationships with the child participants was paramount. Child assent forms were used, and they had control over who might see their data. Children enlarged the scope of curriculum through their engagement in establishing themselves as a member of the community and as a friend, in exploring issues of power, in defining themselves by gender, and through expression of their individual interests. Observations showed the curriculum children experienced was far wider and more complex than is perhaps often acknowledged. It seems an adult-centric focus leads to overemphasising the significance of teachers as generators of curriculum, and to underestimating children's role in the process.

Keywords: curriculum, children's voices, ethnography, ethics, critical pedagogy

Helping teacher trainees listen to their class children's voices and plan project related activities together

EFTHYMIA GOURGIOTOU, University of Crete, Greece

This study describes the teacher trainees' attempt to learn how to plan with children project-related activities (e.g., learning to develop and use webs, elicit children's ideas, share control of classroom activities, encourage cooperation between children) through focused support. Although a number of researchers have suggested that professional development through focused support is more helpful than typical technique-oriented workshops there is a small number of works on teacher trainees' focused support. Implementation of Project Approach necessitates that teacher engage in purposefully taking children's individual interests, skills, and abilities into consideration when planning activities and responding to the children. A collaborative effort by 52 teacher trainees, 4 advisory teachers and the researcher, as supervisor professor supported eight teaching practices on a year long study. The evidence of teacher trainees' teaching portfolio was assessed by the participants and rated on a three-point scale in two phases. Tapes of class work are playback to the children for their comments providing evidence that is important to include young children's voices in research. Discourse analysis of the portfolio indicated that focused support of teacher trainees' after each teaching practice identify considerable improvement in their capacity to listen to the voices of children. The results are expected to help teacher trainees listen the children's voices in order to involve them in the planning process. Findings also, reveal the importance future professional development of teacher trainees's in the University include this aspect of the Project Approach through focused support.

Keywords: teacher trainees, children's voices, focused professional development, planning project work, portfolio assessment

SYMPOSIUM SET V/31

PEDAGOGY AND PLAY

Individual paper

CHAIR: CARMEL BRENNAN

Irish Preschool Play Association (IPPA), Ireland

Reconceptualising the play-based curriculum with a sociocultural perspective

CARMEL BRENNAN, Irish Preschool Play Association (IPPA), Ireland

The aim of this study is to formulate a conceptual framework for describing the play-based curriculum that embraces a sociocultural perspective on learning. It is a follow-on study, the 'research into practice' phase, emerging from an ethnographic PhD research project entitled 'Partners in Play: how children organise their participation in sociodramatic play' (Brennan, 2008). Previous work in the field includes Dockett and Fler (1999), Carr (2001), Wood and Attfield (2004) and others. This is an opportune time for this work in Ireland because of the introduction of 'Aistear' (NCCA 2009), a curriculum framework underpinned by sociocultural principles that recognises reciprocal relationships as the context of learning. Current work with the Irish Preschool Play Association (IPPA) in translating that framework into the play-based curriculum for its members provides a target audience and informs the approach. The challenge is to find routes into the sociocultural perspective that is accessible to play practitioners who are negotiating a difficult shift from a deeply embedded 'developmentally appropriate practice' perspective. The study begins by describing the familiar contexts, roles and stories that children create in play and moves to positioning these play episodes as a context and medium for co-constructing meaning. Children's anonymity is protected. The findings suggest that in their pretend play stories, children enter cultural communities of practice (Lave and Wenger, 1991) where they co-construct, with peers and pedagogues, their ways of participating in and knowing the world. The perspective has implications for how we think about, organise, teach and learn within the play-based curriculum.

Keywords: curriculum, play practitioners, sociocultural, pretend play, communities of practice

Watching, listening and learning from children's sensory play experiences

SUE GASCOYNE, Play to Z Ltd, United Kingdom

In May 2009 a research project by Anglia Ruskin University, UK explored the value and benefits of sensory play; whether sensory play opportunities are declining; and the role of adults in maximising sensory experiences. The research tested the Sensory Play Continuum developed by Gascoyne, S. 2008, following Stage 1 - free play with a treasure basket (a basket of natural objects), Stage 2 - combining with another resource, e.g. sand/water if wished and Stage 3 - playing an adult-initiated activity. The mixed methodology included a literature review, parent/practitioner questionnaires and 77 observations of children (8 months to 5 years) playing with Treasure Baskets. Children's, parents' and practitioners' consents were sought. At the heart of the continuum is the hypothesis that a treasure basket presents richly diverse objects 'cheek by jowl', creating challenge and problem solving opportunities which Stage 2 and 3 extend further. The adult's role and child's 'ownership' and control change throughout the continuum. The observations revealed the appeal and benefits of multi-sensory resources to different ages; evidence of multiple cycles of action, compositional play, peer problem solving, scientific exploration and a cognitive shift; and benefits to creativity, concentration, imagination, language and PSED. However, some observations revealed a lack of detail/poor quality which hindered planning; and the potentially negative impact of adult intervention, e.g. changing direction, stopping play or shifting focus from child to adult. The results highlight the importance of play having curriculum outputs rather than being curriculum driven; the need for adults to understand the benefits of sensory play; to understand their role in this, e.g. providing space, time and listening; and the importance of taking time to observe and listen to children.

Keywords: adult's role, sensory play, curriculum, child-led

Somewhere over the rainbow. An exploration of Reggio style documentation with student teachers within the context of Foundation Stage classrooms.

SARAH CHICKEN, University West of England, United Kingdom

Within the schools of Reggio Emilia, Italy, the multi faceted process of Pedagogical Documentation (PD) supports in-depth 'listening' and reflection; this research aimed to explore the appropriateness of engaging with Reggio type documentation within an English context. Drawing upon previous research (Kroeger and Cardy, 2006), the paper initially examines Reggio documentation as a means of revealing the voice of the child; through a collective analysis of the child's 'symbolic languages' (Forman and Fyfe, 1998), pedagogues discuss and justify their own interpretations of the thinking of children subsequently co-constructing a shared testimony of the learning journey. The project adopted a socio-constructionist approach; PD was discussed in group seminars with eight student teachers, and piloted within classrooms; students were interviewed and documentary evidence collected. Issues of power were explored. The paper discusses how whilst PD was found to be an effective revelatory tool in terms of exposing the theories of children, some participants also reported that these uncovered interests did not hold congruence with the aims of schemes of work. PD was consequently seen as time consuming and its value as a pedagogical tool was questioned within these settings. These views may stem from variations between how Reggio pedagogues and the participants construct their role as teachers resulting from fundamental differences between the two educational systems at an epistemological level. These tensions are considered important within the English context at a time when, 'documenting learning' (DCSF, 2009) is becoming a key consideration for the Early Years Foundation Stage.

Keywords: pedagogical documentation, Reggio Emilia, student teachers, foundation stage, observations

SYMPOSIUM SET V/32

PEDAGOGY AND DIVERSITY

Individual paper

CHAIR: KATE HAYWARD

Pen Green Research, Training and Development Base and Leadership Centre, United Kingdom

The invisible to the visible: Emerging construct of professional identity in the early years workforce

ELAINE HALLET, Institute of Education, University of London, United Kingdom

What constitutes professionalism? (Miller and Cable, 2008), how are practitioners developing a professional identity? Working with children in England has been regarded as 'women's work' with low status and pay (Kay, 2005). Experienced women practitioners accessing higher education, are now confident professional practitioners, many in leadership roles, implementing government policy (Hallet, 2008). Traditionally, women practitioners have been in roles with little responsibility. The Children's Workforce Strategy (2005) develops a graduate led workforce. The Early Years Professional Status award, in its title and role responsibility as a 'change agent' to lead and improve practice (CWDC, 2006) connects professionalism with leadership. A feminist methodology, empathetic to the women practitioners, enabled the women to 'tell' and 'voice' their own experiences (Elliott, 2006) through visual and written representation of their professional identity, enabling their under represented voice to be 'heard and listened to' (Kitzinger, 2006). An understanding of professional identity was co-constructed by the researcher and participants, analysing emerging themes to gain a collective view (Yin, 2003) using a feminist paradigm. Voluntary consent with the right to withdraw was gained from participants. Anonymity was provided through numerical coding for respondents. Through higher education studies, practitioners acquired specialised knowledge, confidence and value. Their professional identity comprises of a raised status, personal and professional attributes such as belief, motivation, interpersonal skills. The research provides an insight into an understanding of professionalism within the context of workforce reform. A unique female workforce with an articulate voice is emerging in the changing landscape of policy.

Keywords: women, professional, identity, workforce, reform

Spaces: Exploring difference

ANDREW SANDERS, University of Derby, United Kingdom

How learners and early years professionals, in an HE context, might encounter, feel about, reflect upon and address 'difference'. Charged with promoting equality of opportunity (EO), appreciations of exactly what this concept is, the principles and values that might underpin it and the consequent adoption of personal positions which inform practice become really important. Moving forward from previous published work (Sanders 2009), we focus here on two particular strands - on the one hand, those of the challenge of framing, within an HE context, the enabling learning experience when addressing a complex issue like EO and, on the other, the promotion of pedagogical and reflective space to explore, share and debate core facets of EO and associated ideas like multiculturalism, diversity, rights and social justice. After introducing some rationale and relational pedagogy thinking, this presentation accounts for the importance, to student participants, of conceptual as well as practical encounters with EO – including contributory voice. Subsequently, a range of learning and teaching strategies and approaches are expanded upon. Some parts of this presentation are linked to the writer's Higher Education Academy work; data is collected following prior informed consent with participants. The issues of data management, confidentiality, anonymity and 'assignment' are explained and assured before starting. This is ongoing project work - this paper represents, therefore, work-in-progress. One interim finding might be that addressing barriers for student participation and sharing are more deep-seated than was originally thought; what's needed is time. space, learning and teaching

Keywords: relational pedagogy, reflection, social justice, learning, teaching

Perceptions and misconceptions: Providing for gifted and talented young learners

MARGARET SUTHERLAND, University of Glasgow, United Kingdom

To explore early years educators perceptions of gifted and talented young children. To consider how early years educators perceptions and mis-conceptions impact when providing for and identifying gifted and talented young children. While much work has been carried out in relation to gifted and talented children little has been done in terms of early years. Work by Koshy is beginning to explore this area. Research undertaken by Sutherland and Sutherland and Stack will be used to consider the findings of this paper. The paper is based on key theoretical frameworks, using conceptual ideas derived from the work of Vygotsky, Bruner, Gagne and Bronfenbrenner. Analysis of 44 questionnaires completed by early years staff in one education authority in Scotland. The questionnaire had been through strict ethical procedures within the University. Participation was entirely voluntary. A key feature of offering appropriate challenge and support for gifted and talented young children is the teachers' understanding of high ability. This paper argues that offering staff the opportunity to explore the nature of high ability/intelligence while linking the discussions and explorations to theoretically grounded practical activities will enhance provision not only for gifted and talented young children but for all young children. In an inclusive framework the needs of highly able young children must be considered as a matter of routine. It indicates that high quality, research based CPD for staff is crucial.

Keywords: inclusive, gifted and talented, early years educators, practical activities, intelligence

POSTER PRESENTATIONS
TUESDAY, 7TH SEPTEMBER 2010
15:45 - 17:30

A study on children's rough and tumble play in Korean day care center context

AHN HYO-JIN, Incheon University, Korea South

The aim of study is to explore the teachers and children's perception of children's rough and tumble play in a Korean day care center context. The children's rough and tumble play is developmentally valuable, but it has been hard to understand it due to lack of understanding on the situations and contexts in which it occurs. The study to seek an understanding on the situations and contexts in which it occurs is very necessary in order to have a better understanding on the children's rough and tumble play. This study is a qualitative study which was performed in 5-year-old class in a daycare center of Incheon city. I protected the rights of informants through informed consent and debriefing and kept well-relationship with the informants. The findings show: 1. The children perceive the rough and tumble play as a method to recognize their own physical status, interaction to build a close relationship with their friends, and a positive expression of their own power in the course of interactions with their friends. 2. The teachers understand the rough and tumble play may help children improve their social skills, but they find it difficult to allow it to what degree. Furthermore, the teachers' concerns for safety often lead the teachers either to show negative attitudes or to prohibit such play. This study suggests that the differences between the perception of teachers on the children's rough and tumble play and that of children exist.

Keywords: children's rough and tumble play, teacher's perception, children's perception, qualitative research, meaning of rough and tumble play

Assessing family literacy environment: The direct-observation approach

URŠKA FEKONJA-PEKLAJ, LJUBICA MARJANOVIC UMEK, VERONIKA TAŠNER, AJDA PFIFER, GREGOR SOAN AND SIMONA KRANJC, University of Ljubljana, Slovenia

The purpose of our research was to develop an objective tool for assessing the quality of support provided for child's language and literacy development and learning in the home setting. Several authors emphasise that parental self-reports on the quality of home environment may often be subjective and socially desirable. Several authors conclude that the different possibilities for language development, offered to a child in his/her home environment, frequently result from parents' behaviour and verbal interactions with children during everyday activities. Based on the findings of many researchers, specifying the important factors of family literacy environment, we developed the Observational scale of family literacy environment, aimed for direct assessment of the quality of parent-child verbal interactions during free play and other daily activities. To establish the objectiveness of the scale, we recorded five parents and their children during free play with standard toys and other typical daily activities. Seven trained observers independently analysed the recordings, using the Observational scale of family literacy environment to assess the characteristics of e.g. parent's and child's language, verbal responses, parent's ways of scaffolding, on a 4-point scale. The parents gave written consents to participate in the study. The objectiveness of the scale, was estimated via the agreement between different observers and proved to be sufficiently high. The factor analysis indicated the existence of different factors, relating to different aspects of home literacy environment. Direct-observation approach may present a clearer view on the important aspects of family literacy environment related to child's language and early literacy.

Keywords: family literacy environment, direct assessment, free play, agreement between observers, objectiveness of observation

Children's learning about interaction through nonverbal exchange with adult performer and artistic effects in a space

ANNE LISE NORDBØ, Vestfold University College, Norway

As a part of the project kindergarten space, materiality, learning and meaning-making my project is to explore interaction between adult performers and the two year old toddlers, as well as between toddlers, in the frame of spaced artistic effects, meaning an artistic playground. Performances the last ten years for audiences aged 1-3 (Glitterbird-2000-2006, Hovik 2007) had the intention to interact with the toddler audience during and after the performance. I aim to see the child speak when given more room for interactive self expression in a playground with adult performer. Central to the study is existential philosophy

of human encounter (Buber), toddler's bodily orientation (Merleau-Ponty) and theatrical perspectives on improvisation, bodily expression and simultaneous dramaturgy (Grotowski 1968, Barba 1989, Brook 1996). Performers exploration in a space with artistic effects will go along with exploring interaction with groups of children. Philosophical perspectives of human encounter and theatrical of the expressive body in space will form the base for training the performer. Content analysis of videotapes will make the basis for findings. The project will carefully follow national standards for ethical consideration and approval. The crucial point for the performer is timing adjusted to the rhythm of the child, and capability to improvise to find mutual interest, to be able to meet the child in interaction. The poster will provide videotaped interactive situations as material for discussion. I aim to transmit the experience of performer in interaction with toddler to the teaching of students and preeschool teachers.

Keywords: drama pedagogy, theatre, interaction, improvisation, didactics

Children's rights and participation in the decision making process

AZORA HURD, University of Birmingham, United Kingdom

How effectively do children and young people engaged in the decision making process in public and third sector organisations? The research is located within the children's rights agenda particularly Article 12 of the UNCRC within the British context. The main publications by others include: Taking Part – Children's Participation in Decision Making by G Lansdown; Listening to Young Children – The Mosaic Approach by A Clark & P Moss; Children & Citizenship edited by A Invernizzi & A Williams; Empowering Children & Young People – Promoting Involvement in Decision Making by L. Fajerman & P Treseder; Children's Participation from Tokenism to Citizenship by R Hart & Participation in Practice by C Willow. Hart's Children's Participation from Tokenism to Citizenship; Prout and James Constructing and Reconstructing Childhood; Leira & Saraceno Childhood- Changing Contexts; John's work on Children's Rights and Power, Beyond Early Childhood Education and Care by G Dahlberg form the back drop of the conceptual and theoretical framework for the research. The main paradigm comes from the work of A James and A Prout on Constructing and Reconstructing Childhood literature in order to help understand issues around the maturity of children as biological factors and that childhood is in essence a construct which is a negotiated set of social relationships. The work of R Hart is also a useful assessment tool for helping case study organisations to judge their standards for involving children/young people in the decision making process. The ethical considerations form a critical part of the research because of the direct interactive group work sessions undertaken with children/young people from the ages of 11-14 years. I have complied with both the University of Birmingham and a large LA's scrutiny processes to conduct the research. I am half way through the field work programme. The emerging issues have begun to challenge the way adults respond, respect and relate to children/young people and the need to equip young citizens with the appropriate skill base to enable them to take their place as equal and valid partners at the decision making table. The final PhD thesis should contribute to the wider policy and practice agenda about how adults work co-productively with children/young people in the decision making process which fully utilises their unique capabilities, knowledge, skill base and enthusiasm.

Keywords: participation, respect, relate, respond, engagement/involvement

Documentation: A collaborative examination of teaching and learning using field trips and drama

ANNALIE BOTHA AND TERESA HARRIS, University of Pretoria, South Africa

In teaching fourth year and post graduate continuing education (PGCE) Early Childhood and Foundation Phase students, we employ a variety of instructional techniques to model what our students might use in their own classes. Our use of class drama and first-hand experiences are often perceived by students as fun and enjoyable; however, we wanted to examine the kinds of understandings the students were constructing as a result of these activities. Our questions for investigation were: How can we document the classroom activities in ways that will support student reflection? As students reflect on their learning experiences, what do they understand about the particular experience for themselves as future teachers? As students reflect on their learning experiences, what do they understand about the particular experience for their future learners? Documentation for supporting teaching and learning has been reported by a number of researchers (Abramson, 2008) and served as the catalyst for this study. As the work in documentation and collaborative inquiry of educators in Reggio Emilia (Rinaldi, 2006) has spread across the globe, educators have begun utilizing new technologies of digital photography and video to capture children's interactions and engagement in learning activities (Hong & Broderick, 2007), displaying children's work samples and products through documentation panels, revisiting the learning experiences with colleagues through co-inquiry

meetings (Abramson, 2006) and evaluating both the quality of the learning and students' learning (MacDonald, 2007). Using video and photographs of a class field trip and the drama enacting an archaeological dig, students documented their learning experiences and the instructor modelled strategies for using curriculum integration and real materials. Students voluntarily consented to the use of their images and reflections in the documentation panels that would be used as part of this study. Students saw the field trip as a model that moved them to a deeper understanding of the role of first hand experiences in supporting student learning. The class drama led students to conclude that enacting a shared event serves as a powerful motivator that provides purpose for the "in class activities" of utilizing additional texts to learn more about the content. The use of field trips and class dramas are effective tools for engaging students and serve as powerful models for teachers to motivate learners and integrate curriculum. The documentation process allows educators to critically reflect on the impact of their professional practices.

Keywords: documentation, teacher education, curriculum, reflection

Early childhood teachers' reflection of their work

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At present in Estonia much attention is paid to early childhood teachers as skilled professionals who guide and support children's development and learning. An empirical investigation was aimed at studying teachers' interpretation and reflection of their educational action. In the study a semi-structured interview was used and 22 Estonian teachers participated in the research. First the teachers' understandings of the aims, principles and tasks of the teacher's work are described. After that teachers' views of curriculum and the teacher's role in the application of the curriculum in the learning process and education of the preschool is analysed. It turned out that the teachers' main values were originated from their home and family and some values have been added during their work (for example values connected to the change in the order of the society). In terms of the aims the interviewees emphasized the importance of children's social development and interaction with both peers and adults. In pointing out the principles they spoke about the consideration of the child's individuality, ensuring the child's security and the teacher's consistency in making their demands. The teacher's role was seen as creating preconditions for children for holistic development, further learning and to do one's teacher's work as well as possible. The finding demonstrated that the teachers are capable of being designers as well as evaluators of their professional development.

Keywords: teacher, early childhood education, educational work, teachers' role

Exploring the instructional materials impact on children's artistic self expressions via art portfolios

CHING-YUAN HSIAO, National University of Taiwan, Taiwan

Through the picture book appreciation activities, how do the instructional materials impact children's artistic performance? According to findings from prior study, researcher found that with regard to differences in children's reading and drawing behaviours from beginning to end of the study, findings indicate a significant and positive change in children's drawing behaviors at home. The study would like to find the differences in children's artistic self expressions from beginning to end of the term. The two assessment tools adopted by the researcher were developed in the United States: the Art Portfolio Assessment Scale (Althouse et al., 2003) and the Visual Arts Scoring Criteria (Krechevsky, 1998). The researcher conducted the study in 16 weeks; data were collected via digital recordings of children's artworks and artwork assessment checklists. Quantitative research method was used to process and analysis data. These activities need to be observed and documented over the long term because children cannot develop art concepts and skills in a short time. The results showed that the book Harold and the purple crayon, and the collage series of picture books had more impact on 4-year-old children than did other picture books in terms of teaching efficacy by picture book appreciation. For 5-year-old children, Harold and the purple crayon; The missing piece, and the collage series of picture books had significant effects. The findings should influence art educators' instructional methods in children's art education.

Keywords: artistic self expressions, art portfolio, art development, assessment scale, instructional materials

How do children develop: Data from higher education students

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What are the developmental aspects of early childhood identified and valued by students of the Third-year Childhood Education in the year 2008/2009? This study is a continuation of a study on the development and learning in early childhood valued by students of Initial Teacher Education in Childhood Education. The process of human development is a complex process that the result of several factors - biological, psychological, social and cultural - to be changes in the subjects at the level of your thinking, behavior and structure (Tavares, Pereira, Gomes Monteiro & Gomes , 2007). We asked 50 female students from the School of Education and Social Sciences (Leiria - Portugal) to do a review work about this subject. They made some theoretical research: "How do children in daycare develop and learn?" Through content analysis we found information from development characteristics. Authorization was sought for all students to perform the study. The data show that students understand the early childhood development as psycho-physiological changes that occur in children over the first three years of life. Making an analysis of the various dimensions of human development presented in the review work, we found that the students relate with greater frequency characteristics of physical-motor development of children compared to other dimensions (cognitive, linguistic and socio-emotional). The socio-emotional domain is the second dimension with a larger number of frequency. These data lead us to question why this divergence of values and also what teaching strategies that can be worked with students to support them to understand the child as a whole. We believe that more and better are child's knowledge, more and better learning opportunities educators offer them.

Keywords: development, early childhood, childhood education, learning, higher education

How do children learn? Data from higher education students

MARIA ISABEL SIMÕES DIAS, SÓNIA CORREIA AND PATRÍCIA MARCELINO, Polytechnic Institute of Leiria, Portugal

How higher Portuguese students from Childhood Education conceptualize the 0-3 year old process of learning? The research aimed to:

- (1) assess higher education students' knowledge about 0-3 year old learning process
- (2) identify 0-3 year old learning process. The research drew on the work of: Post, J., & Hohmann, M. (2007). *Educação de bebés em infantários. Cuidados e Primeiras Aprendizagens*. Lisboa: Fundação Calouste Gulbenkian.

Pound, L. (2007). *How children learn. From Montessori to Vygotsky - educational theories and approaches made easy*. London: Step Forward Publishing Limited. A number of theories and concepts were employed including: (1) Behavioural and cognitive learning perspectives - putting the theory into practice

- (2) The High/Scope approach in daycare

(3) Learning through play Qualitative methodology included documentary examination and its content analysis. We have analysed 26 students academic work named "How do toddlers learn?" (made for the unit of Teaching Practices II - Polytechnic Institute of Leiria/Portugal). The content analysis revealed learning process in first infancy. We have presented our research aims to higher school students from childhood education course (Polytechnic Institute of Leiria -Portugal) and asked them if they wanted to participate in this study. (1) Difficulties in identifying specific aspects of 0-3 year old children's learning process (2) Interactions with adults, peers, space, materials, motor action or involvement in new experiences are some of the categories found to explain children's learning process. (1) Reinforce learning process in early childhood in higher school courses (2) Research groups working with childhood educators in daycares in order to link theory to practice.

Keywords: learning, daycare, early childhood, training, higher education

Issues of language and literacy development in 6-7 year old JSL children in Japan: Are we listening to the children?

REIKO TOCHIHARA, Konan Women's University, Japan

The aim of this study is to find out why JSL (Japanese as a second language) children who perform satisfactorily at preschool level fall behind other children academically at the start of primary level education. A JSL government curriculum exists at the primary school level, and Kawakami (2003) has created a scale to measure JSL children's Japanese ability at this level. However, there are no academic studies on JSL provision at preschool level. It has been shown that preschool literacy education has a positive impact on primary school achievement (e.g. Tabors and Snow 2001, Scarborough et al 2001), hence it is assumed this will also apply to JSL preschool children. This study used qualitative and case study methods to observe JSL

children in various settings to determine problems they face at the preschool level and on entering primary school. To protect the children involved, their identities and the identities of their schools and families are not disclosed. This study found that the JSL preschool children who were observed did not have a chance to gain academic literacy skills required for primary school education at school or at home. The study's findings suggest that a lack of preschool JSL support is an important factor in JSL children's academic literacy problems at the start of primary school. Therefore a JSL preschool curriculum should be created and implemented to help JSL children succeed at primary school level.

Keywords: language development, second language, literacy, preschool, primary school

Korean Mothers' experience and perception of using the complementary and alternative medicine for children

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The aim of this study is to examine Korean mother's experience and perception of using the complementary and alternative medicine for their children. While many overseas research in regards to using the complementary and alternative medicine for children are available, only few study is done in Korea context. Korean parents' interests in their children's health and well-beings have been elevated as Korea grows rapidly in terms of economy. Such interests have been reflected in using the complementary and alternative medicine for children. This study used survey method. Survey was based on the adapted version of National Center for Complementary and Alternative Medicine (NCCAM)'s five criteria on the complementary and alternative medicine and the data were analyzed using SPSS 12. Before doing survey, we got an agreement from 300 children's mothers. The study found that: 1. Korean mothers turned out to differentiate the complementary and alternative medicine according to the health status of their child.

2. The complementary and alternative medicine was used on the whole when children are healthy, and the reason to use it was their parents' wishes to improve the health of their children. Korean mothers turned out to use the complementary and alternative medicine as a preventative measure for their children's health without having correct and appropriate information or knowledge. Therefore, the need to let them know correct information and usage on the complementary and alternative medicine exists and the study on the actual effects of the complementary and alternative medicine is also required.

Keywords: Korea context, parent's experience and perception, complementary & alternative method, medicine, children's health and well-being

Language didactical elements in kindergarten teacher-child interactions

SUSANNA ROUX AND ASTRID METZ, University of Koblenz-Landau, Germany

What kind of strategies in language promotion do preschool teachers use? Previous approaches of the registration of educational quality in child day care include aspects of structural, oriented as well as process quality and from there deflect the effects on the infantile development. They narrow down to one-time global screenings and are hardly brought to focus in a field specific and process related way. The quality in kindergarden and its effect is linked substantially with motivating teacher-child-interaction, however, this only appears rarely even in qualitative outstanding institutions (u.a. König, 2008). In the Effective Provision of Pre-school Education Project EPPE (Sylva et al., 2004) and the attached best practice study REPEY, the specific interaction form –sustained shared thinking” was identified as a central characteristic of early educational quality. On the basis of a practice for global registration in language promotion competence of teachers through Fried and Briedigkeit (2008) a rating scale for the registration of language promotion competence in adult-child-interaction was developed. In the framework of a pilot study based on a picture viewing setting, one kindergarten-teacher with one five year old (n=56) was recorded on video and evaluated with the rating scale. The participation in this study is voluntary and takes place in an everyday-life like setting. The results confirm that teachers use appropriate language promotion strategies on the relationship level and as a speech model but content based (challenging) strategies are an exception. Jb-training proposals are offered.

Keywords: language didactics, language promotion, rating scale, interaction analysis, kindergarten

Learning to listen and give voice to children

CRISTINA MESQUITA-PIRES (1) AND JÚLIA FORMOSINHO (2), (1) Polytechnic Institute of Bragança, Portugal; (2) Universidade do Minho, Portugal

The focus of the study lies in the development of a praxis that claims that the child as an individual with competence and rights to participate. It focuses on the following questions: What training strategies support educational transformation for the construction of children participation and voice? How to build, on a daily basis, a pedagogical “grammar” which encourages the participation of children in their own learning and growth? It relates to EEL Project (Pascal & Bertram, 1999) and to DQP (Oliveira-Formosinho, 2002, 2009), which supports the present study, by enhancing the development of children, practitioners and institutions. This study focuses on a professional development theory that links the action to the context, sustaining an ecological perspective (Bronfenbrenner, 1987). The study locates itself in the qualitative paradigm (Denzin & Lincoln, 2000) and is conducted through a constructivist case study (Oliveira-Formosinho & Kishimoto, 2002). Data is collected before and after the change processes and impact is evaluated through some of the EEL techniques (Pascal & Bertram, 1999) along with Childhood Association techniques (Formosinho & Oliveira-Formosinho, 2008). This process operates in a democratic and collaborative approach, with informed consent by teachers and parents. The study shows that staff are more inclined to suggest and discuss ideas, formally and informally. This has had a positive impact on our provision and on the children's learning. We still needed to continue to develop, and that working in an open and self-critical context provides the right conditions for long-term development.

Keywords: child participation, action research, ecological change, supervision, long-term development

Literature in a foreign language as a means to foster children's socio-cognitive development

NORMA WOLFFOWITZ-SANCHEZ, Pontifícia Universidade Católica de São Paulo, Brazil

The objective was to investigate to what extent literature worked as a means to create interest and motive for Brazilian children to speak English in class and how language production occurred during class activities. The research was pioneering as it was the first time such a study was carried out in a public day care center in Brazil with a group of children aged 3. It was based on Vygotsky (1930-1934), Bakhtin (1929 - 1975) and on the Activity Theory (Leontiev, 1977, 1978; Engeström 1987-2005). It views individuals as socio-historically constituted and language as a fundamental cultural artifact and a meditational tool that shapes the world, society and human beings. This critical-collaborative research (Magalhães 2002-2006) investigated the use of children's literature as a gender to create opportunities to use language as a socio-cognitive tool and as a means to promote verbal interaction in English within a group of young children who had never studied English before. It was carried out in a public preschool with twenty three-year-old children. Data were collected in the form of video and audio recordings, photographs and written reports. With regards to ethical considerations, preschoolers from lower social classes have the opportunity to experience learning social and ethical skills in a language other than their own. Along with the new language, they learn about living in a globalized world by accessing integrated content areas. Moreover, by learning to act as agents, they become emancipated and empowered, what gives them the possibility to rewrite their own social histories. The result showed that literature encouraged children to communicate, communication occurred by means of code switching and that children started using English whenever they saw meaning in what they were doing and whenever they felt its use was essential for the activity they were performing. It is understood that socio-cognitive development occurred in the language other than the children's mother tongue and that social background or previous contact with the new language was not deterrent. It is also possible to conclude that young children not only gained access to English but also were able to rewrite their own histories with different future possibilities from what they had before.

Keywords: children, literature, socio-cognitive, development, English

Media education in Estonia: Preschool teachers' perceptions

KRISTI VINTER, Tallinn Pedagogical College, Estonia

1) How preschool teachers in Estonia perceive their and parents' role in shaping children's media literacy?
2) How and what they think about media education? Preschool media education has been left by default with the home in Estonia. At the same time children spend most of their time with the professional teachers. Which is why the teachers have an important role as mediators and instructors to fulfill. Estonia provides an interesting case-study for several reasons. Media education is not in schedule in Estonian preschools and the teachers do not have a special training how to carry out media education. Theoretical overview of the Estonian preschool education, aspects related to the preschool teacher's attitudes about media education

and adult's role. Focus-group interviews with preschool teachers and grounded theory for analyzing data. Teachers were informed about how researchers use recordings. Personal information and all names were excluded from transcripts. After building up mutual knowledge at the time of the interviews, teachers realized the importance of their own role (not only parents') as a supervisor and started to acknowledge their significance in shaping children's media literacy. Emerged two different roles they should start to fulfill - a supervisor and parents' counselor. Preschool teachers in Estonia see technical resources and contents of media as "enrichment", supporting and illustrating other subjects like language and speech classes or natural science all of which, however, do not shape children's awareness of media. When speaking about media education significantly fewer activities that shape skills of understanding, creating and analyzing media are mentioned by the teachers.

Keywords: preschool teacher, media education, adults role as mediator, media literacy, preschool children

Multicultural comparison of the beliefs and practices of Japanese and American mothers

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Families of young immigrant children are faced with multiple options when considering early childhood education (ECE) programs. Research indicates that U.S. children of immigrants were less likely to be in center-based care or to be enrolled in preschool programs than children of U.S.-born parents in 2000. Children of immigrants living in the U.S. were less likely to be in preschool programs than children of U.S.-born parents (Hernandez, Denton, & Macartney, 2008; Matthews & Ewen, 2006, Fuller, Eggers-Pierola, Holloway, & Liang, 1994). Variables that influence an immigrant child's enrolment in a U.S. preschool include: English proficiency, availability of center-based care, eligibility criteria, parental need for flexibility in services, and family fears related to immigrant status. Using collectivism and individualism as a conceptual framework the research focuses on the cross-cultural beliefs and preschool choices between Japanese immigrant and non-immigrant American mothers on ECE. The participants were chosen using purposive sampling. The primary source of data came from qualitative research (interviews). All participants were treated with respect without deception. The protection of participants also involved one important aspect: accuracy; truthfully reporting the findings therefore were critical. Many of the immigrant parents indicated they would prefer a curriculum that gives more emphasis to academic instruction. These immigrant parents are clear they want their children to retain their cultural identity, however, they want a strong emphasis on learning the language of their new country, and do not expect or want the school to teach about their home culture. There is a need to understand this minority so we can inform policy-makers, teachers, and researchers.

Keywords: collectivism, individualism, Japanese mothers, early childhood education, cross-cultural beliefs

Outdoor mathematics and art work in preschool

ANNE NAKKEN AND BJØRG SVINSHOLT, Queen Maud University College of Early Childhood Education, Norway

The aim of this project is to create new ways of exploring mathematical concepts by producing uniquely outdoor sculptures and installations in the preschool teacher education. The intention is to widen the students' understanding of how mathematical concepts can be best introduced to children as they see the subject's natural place in artistic work. How should creative children best be taught to realize their mathematical and artistic intellectual potential? Our study builds upon previous studies of how young children develop mathematical thinking. The study adds the importance of focusing on mathematics as an inventive process that will encourage mathematical and artistic creativity. A study made for the Norwegian Ministry of Education and Research (2008) shows that preschool teachers find it difficult to fulfill the intentions in the curriculum plan when it comes to teaching mathematics. Research study with a focus on land art, mathematics, art and craft to test out the specific aims and ideas of the project. Theoretical studies, development of a project plan, implementing the project plan, collecting information by using a questionnaire, analyzing the findings. We aimed at respecting the participant's anonymity and vulnerability, but still include their interests, experience and knowledge. Understand the impact of activities in the environment. Our study shows how knowledge develops when children create or invent relationships between and among subject areas rather than being exposed to purely mathematical topics or artistic concepts in isolation. More awareness of the value of combining academic and practical subjects within the preschool teacher education has emerged as a finding.

Keywords: mathematical knowledge, artistic competence, natural world, creativity, children's participation

Outdoor play and social skills in the early school years: Preliminary findings from the Sydney playground project

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In this paper, we examine the relationships between social skills development (using the Social Skills Improvement System, Gresham & Elliot, 2008) and scores on Pellegrini's (2001) observational scheme of playground behaviours. Social skills in childhood are known to predict a range of social, academic and psychological health outcomes. Research reviews have concluded that early, well targeted interventions have the potential to be most effective (Gresham, 2004; Spence, 2003). These reviews also conclude that, aside from instances where children have extreme difficulty in acquiring social skills, the most effective interventions are those that take place in naturalistic settings, involving all children and their teachers. It is generally accepted that play provides opportunities for children to develop and practise their social skills and acquire new skills by observing and receiving feedback from peers (Ginsburg, 2007). Social skill development through play however, is poorly understood and has received limited research attention. We used a combination of direct observation and parent teacher questionnaire. Data are from pretest scores of 50 kindergarten and year one children (5 and 6 years) who are participants in the Sydney Playground Project (a school-based outdoor playground intervention project). Consent at all levels (child, parent, teacher) was obtained. We will use a combination of qualitative and inferential statistical analyses to examine the relationship between outdoor play and development of social skills. Implications for playground design to facilitate social skill development will be examined.

Keywords: outdoor play, social skills, social interaction, activity, psychological health

Preliminary study of the effect of learning and teaching of indigenous young children with high/scope curriculum approach in Taiwan

LI TSUNG-WEN KUO, National Tai-tung University, Taiwan

The main purpose of this study was to explore the effect of learning and teaching when applying plan-do-review process of High/Scope curriculum in the indigenous kindergarten in Taiwan. It was the second year result in the three-year project. The active learning concept of High/Scope curriculum was the main theoretical framework in this study. The quasi-experimental research method was used and collected the scores from standardized tests for the learning effect. The five times group discussion and interview was used for collecting the teaching situation. The indigenous young children which belonged to Paiwan tribe were the main participants. The main findings of quantitative data were: (1) The experimental group had significant progress in the score of TEMA-2 (The Test of Early Mathematics Ability? Second Edition) by paired T-test. (2) The experimental group had significant progress in the score of PPVT-R (Peabody Picture Vocabulary Test-Revised) by paired T-test. The main findings of qualitative data were: (1) The teachers stated their positive professional progress in the experimental process. (2) Implementation degree of plan-do-review process was more and more progress by group discussion. (3) The ability of young children were improved. (4) Teachers would like to find out the better daily routine for implementing the plan-do-review process. (5) Teachers could provide the specific teaching problem during the group discussion. (6) Teachers stated the importance of family support to children's education. Having more kindergarten teachers involved into the project was identified as a need.

Keywords: high/scope curriculum, indigene, young child

Preschool children's and teachers' understanding of bullying and the ways of intervention

KRISTIINA TROPP AND PIRET RAUDSEPP, University of Tartu, Estonia

The aims of present research were to find out what Estonian preschool children and their teachers consider bullying and what kind of interventions are reported by teachers and noticed by children. Earlier studies have shown that already in preschool years the bullying takes place. Bullying in early years has some distinct features different from bullying at school age. In Estonia main discussion has been about school bullying, bullying in kindergarten is less covered. Direct experiences and interaction with adults play an important role in formation of children's knowledge about phenomena. Children's understanding about what is bullying is largely dependent on their teachers' notions and also intervention practices. Altogether 188 4-7 year old children were interviewed, and their teachers (29) filled out the questionnaires. The content analysis of the answers was employed. Informed consent was obtained from participating children's parents, teachers and principals. Also the emotions of children were observed closely. The results showed that the children as well

as teachers see bullying mainly as an act of physical harm doing. The teachers reported mostly talking to the bullies as an intervention, children stressed the disciplining activities. The knowledge about how children and their teachers understand the bullying and possible interventions helps to increase the awareness of practitioners.

Keywords: understanding of bullying, intervention, preschool children, preschool teachers

Preschool in Latvia as a multicultural society

RUTA KANEPEJA, University of Latvia, Latvia

To figure out how to learn language in multicultural society Is it possible to speak about the national kindergarten? Research findings about the relations between Latvian folksongs and language development for 5-7 old children. At the moment, Latvia needs to go through a considerably long transition period, when the children of other nationalities first get pre-school education based on the national traditions in their own mother tongue, and they acquire Latvian language and Latvian culture as a separate sphere. This transition period can't be short. The next step, which requires the united development of the society, when parents can help to teach their children how to use their second language, will come when the children will be able to use Latvian as learning language. During this period, there will be a possibility to actualize already existed practice – become acquainted with the multicultural environment. As a matter of fact, the second language will not be sufficient, because our children want to know also other languages that they hear around: for example, English. In this context we can formulate the goal of pre-school education that is to be met by the national kindergarten. The goal of national pre-school education is to bring up the child as a representative of his culture in the multicultural society. This can be done with methods culled from different traditions, keeping in mind that- what motivates pre-scholars must be enjoyable and wonder, playful and interesting. In pre-school educational establishment the values of national culture (art, language, culture of labor and mode of life), traditions should be kept alive. It is necessary to enrich their intellectual, esthetic and ethic spheres. Children of national minorities must feel belonging to the Latvian state and this should be cultivated. In the focus of the educational programme there is the development of the child's personality, with the language being a bond of a multicultural society. Preschool educators must find the way: how to keep national uniqueness of every nationality in the pedagogical process. How keep native language in multicultural society and how is influence of diferent languages on mother tongue. It is meaningful question for practice.

Keywords: preshool, language, traditions, multicultural society

Preschool teacher's evaluation on non-native children's coping in Estonian-speaking kindergarten and preschool teacher evaluation of their own overall preparedness to handle language teaching

LEHTE TUULING, Rakvere College of Tallinn University, Estonia

The aim of the present poster presentation is to introduce researches in Rakvere College of Tallinn University. We tried find out how Estonian language kindergarten enables non-native speaking children to cope successfully and if kindergarten teacher evaluate their knowledge and skills sufficient for the task. Lots of non-Estonians parents sent their children to Estonian kindergartens and schools. Parents choose Estonian kindergarten for their child in hope that the child will learn to speak official language and were able to cope better in our society. In Estonian society it is difficult to be successful in finding a job without a good knowledge of the official language. Parent's wants best for their children but bilingual background is for kids extremely burdensome. Many Estonian kindergartens are not ready to receive children with other native language. The teachers lack the necessary skills and knowledge. Often there is a deficiency of auxiliary materials and literature. Consequently we established objectives to: Find out kindergarten teachers' opinion on how well prepared non-native speakers are to cope in kindergarten. Find out kindergarten teachers' opinion on how well prepared they are to teach non-native language learners. Research method included: 1) questionnaires with preschool-teachers and parents. Ethics - All pre-school teachers participated in the studies voluntarily and the confidentiality was guaranteed. Based on the research results we found out that kindergarten teachers do a lot of individual wok. They decorate kindergarten walls with labels, names, sentence, etc and they also apply many aids for teaching a foreign language. There are only few kindergarten teachers who have received specific education on language teaching. However, they try to get more useful information from colleagues, from library or from media.

Many kindergarten teachers claim, that they need more educations and new knowledge, but they still manage to do their work. In conclusions will be presented are Estonian language kindergarten enables non-native speaking children to cope successfully and how highly kindergarten teacher evaluate their knowledge and skills sufficient for the task.

Keywords: preschool teachers, language teaching in kindergarten, self-evaluation

Problems faced by preschool teachers in their work

AINO UGASTE AND ANNELI NIIKKO, Tallinn University, Estonia

In this study it is described and compared the Estonian and Finnish preschool teachers' views on their problematic work issues, asking: What kind of problems are there in teachers' work and which strategies do teachers use in solving problems? The theoretical and conceptual framework in this study is constructed from the consideration of teacher's professionalism, profession and its development. Material has been collected by theme interviews from 30 Estonian and 30 Finnish teachers. In data analysis phenomenographical approach has been used. For ethical reasons we have not mentioned informants' names in authentic expressions. The findings showed that the Finnish and Estonian teachers had common problems: too large child groups and small number of adults. This difficulty influences negatively teachers' opportunity to approach individually and create best development environment for children. Also the teachers in both countries recognized that the problematic aspect is related to children's families. Parents have different expectations and demands for preschool institutions and many parents are not much interested in cooperation with teachers. The teachers feel that problems regarding the lack of time, constant speed and increasing paperwork are in contradiction with their pedagogical work. The differences of Estonian and Finnish teachers' views became evident in their approach to children with special needs, co-operation with school, the physical and ergonomic issues of preschool, and control of actions. The findings are important in order to develop teachers' professionalism, practice and education.

Keywords: early childhood education, preschool teacher, practice, problematic issues

Recurrent topics as stimulators of pupils' activity: Reformed perspectives of curriculum

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Which qualities of values and morality merit more attention in training recurrent topics? Previous studies about achieving educational objectives during the first grades, conducted by the authors of the presentation (Talts&Kukk 2006,2008, 2009; Ojala&Talts 2008). The Vygotsky-type approach to learning the essential role of the teacher as a supporter of child's learning. The teacher child interaction through different subject and school activities as whole is one of the major fields of study in the context of the current research. The current presentation focuses on one recurring topic in the curriculum – 'Values and Morality', comparing these with the curricula-based achievements of educational objectives at the end of first school year. Teachers assessed childrens' ethical values and social skills (e.g.setting aims to ones activity; taking care of common things etc) on a 5-point scale (1=weak; 3=average and 5= excellent). In the current study there are not named concrete schools, teachers and children's names. The principal aim is to study which qualities of values and morality merit more attention in training recurrent topics. It appears that confidence in oneself as a learner, group-work skill, tolerance and considering others are less developed. It appeared that teachers seldom promote learning situation that allow students to develop values and morality. Comparing the goal and content of recurrent topics within the actual training, actual school situation enables to pay more attention to different ways of involving pupils.

Keywords: curriculum, recurrent topics, educational objectives, values and morality, quality of values

Relationship between speech and drawing in preschool age

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The aim of the research is to trace the relationship between drawing and speech in the course of the child development in preschool age. Among the researchers, who are right to point to the immense importance of drawing for the child's psychological development, there is no consensus about the functions of drawing in the development of child speech. We supposed that intellectual functions of speech develop through the activity of a symbolic-modeling type, children's drawing being one of its forms. A scheme of our analysis of children's drawings is found in Arnheim's work "Art and Visual Perception". We analyzed children's drawing from the view point of formal imitative means used by children of three to seven years of age: simple forms

(lines, circles, squares), combinations of simple forms (houses, trees, cars) and groups of a dynamic forms (a house or a tree are bigger than a man). Watching the process of drawing, we registered all the utterances made by the children before, during, and the end of drawing. We collected and analyzed children's drawings on free subjects at Moscow's kindergartens. From the results of our study we can present the relationship between drawing and speech in the preschool children: –syncretic speech” corresponds to simple forms; –accompanimental speech” corresponds to the combination of simple forms, –planning speech” corresponds to groups of static and dynamic forms. Tracing the connection between speech and drawing in the preschool age, we see how, thanks to drawing, speech gradually gets divorced from the object and becomes ever more generalized.

Keywords: preschool age, child's speech, child's drawing, formal imitative means, relationship between drawing and speech

Service learning with young children

ITHEL JONES, CHRISTIAN WINTERBOTTOM AND VICKIE LAKE, Florida State University, United States

In this study, conducted at an American University, we describe how service learning was effectively used with young children in kindergarten and first-grade classes. Our overall goal was examine how two cohorts of teachers designed and implemented service-learning projects with their kindergarten or first-grade students. Service learning has been related to increased commitment toward teaching, and a deeper ethic of care in teachers (Freeman & Swick, 2001). Teachers engaged in service-learning strengthen their moral development (Beyer, 1997) and become more politically aware and active in community service (Donahue, 1999). Service-learning is defined as a teaching/learning method that connects meaningful community service with academic learning, personal growth, and civic responsibility. Given that constructivist, experiential, and integrated instructional practices strive to make learning meaningful for the individual child, we argue that service-learning projects and activities should be integrated into the early childhood curriculum. This is because in early childhood classrooms, the development of the learner and knowledge taught through service-learning are encouraged through the use of investigations and minds-on/hands-on activities. Participating in the study were two cohorts of 25 and 26 early childhood teachers. In the study, we describe the service-learning projects that the teachers developed and implemented in their kindergarten and/or first-grade classes. Increased multicultural teaching strategies and sensitivity to diversity and issues of tolerance have been noted in previous studies. The findings demonstrate that service-learning projects allow teachers to teach in an integrated and/or experiential manner in their classrooms. The results are discussed in terms of explaining why service-learning can be considered an appropriate and meaningful approach or strategy for teaching young children.

Keywords: service-learning, pedagogy, integrating curriculum, teaching strategies, community

The complexity level of children's engagement in small group activities: Do you hear their voice?

SOO-YOUNG HONG, Department of Child, Youth and Family Studies, United States

This study is to examine an in-depth way to record young children's level of engagement in a small group intervention activity. Preschoolers' engagement has often been calculated as the percentage of children engaged in the activity over the total number of children participating in the activity or the percentage of children engaged in any activity over the total number of children in the classroom (e.g., McWilliam et al., 2003). Children's engagement in classroom activities were found to be a mediator or moderator of the relation between the learning opportunities provided in the classroom and their actual learning outcomes (McWilliam & Casey, 2008). The length of time when children are engaged may be very different from the complexity level of children's engagement (Hong, 2008). 104 preschoolers participated in four 15-minute science activity sessions. The videotaped sessions were coded every 3 minutes using two sets of five-point scales: (1) Almost all of the time, Much of the time, Half of the time, Little of the time, Almost none of the time; (2) Sophisticated, Constructive, Average, Unsophisticated, None engaged; and analyzed to examine the relation between children's engagement and their science outcomes. We should take into consideration the process/mechanism through which children's learning occurs to better understand what is more effective, not just examining children's assessment scores. Although most children were engaged in the intervention timewise, those who were engaged in a science activity at a more complex level showed better science outcomes. Educators should help preschool children become engaged in a science activity at a complex level by using higher-level teacher talk and explicit guidance. Complex engagement may yield better outcomes.

Keywords: complexity level of children's engagement, preschool science activity, children's science outcomes, teacher behavior and talk, early childhood educational intervention

The developmental change of dialogue among 2 to 3-year-old children during day nursery lunch times: Focusing on "speech subjects", their evaluations, and "addressivity"

YUMI YODOGAWA, The University of Tokyo, Japan

This study elucidated the developmental change of dialogue among 2 to 3-year-old children during a Japanese nursery school lunch time. This study resembles my former study of triadic dialogue. The framework was based on Bakhtin and Wertsch's sociocultural theories. The questions were: 1) what mediates the dialogue; 2) do children present and share "speech subjects" and evaluations; 3) who do children address their utterances to? A 2-year-old class was observed for 6 months. The episodes were analyzed qualitatively in relation to above questions. Observation and publication were permitted by parents and caretakers. The findings were as follows. 1) For imitation episodes, the mediations were funny words. One particular child often presented funny words and the others imitated them addressing him and others. They shared "speech subjects" and evaluations. 2) For confirmation episodes, the mediations were the names of food, how to use forks, etc. Children shared "speech subjects", but they did not always refer to evaluations. As time passed, they started to refer to evaluations each of them had made, instead of just imitating each other. 3) For predication episodes, the mediations were their experiences, their favours, etc. One particular girl often continued the dialogue by presenting and extending "speech subjects" and evaluations, and others just joined in with one or two utterances addressed to her. As time passed, the others also presented new "speech subjects" and evaluations in association with the former utterances. The process of becoming able to dialogue collaboratively was suggested.

Keywords: 2 to 3-year-olds, peer, dialogue, development, lunch time

The effects of early social-emotional and relationship experience on development of a child's self-image

NATALIA AVDEEVA, Moscow State University of Psychology and Education, Russian Federation

The study is aimed at the examination of the development of a child's self-image during second and third years of life in families and residential institutions. The longterm project targeted on caregiving system improvement. The theoretical foundation of the study is Vygotsky's cultural-historic concept and a theoretical framework of social interaction. The sample consisted of 40 children (20 from families and 20 from residential institutions). The experimental procedure included two experimental series: exploration and intervention. The exploration series consisted of 6 situations with mirror reflection (the response to mirror reflection and self recognition) and 8 situations directed at the exposure of the cognitive components of a child's self-image. There were two intervention programs. Early intervention program included personal oriented studies (self-image development), conducted with 20 children from residential institution. The caregivers from residential institutions took part in Caregiver Effectiveness Training program. There was also a control group of children from residential institution without intervention programs. After intervention programs the exploration series of experiments was repeated. The results showed the increase of values in the experimental group (at about 3 times) and no changes in the control group. The main ethical issue was validity of intervention program for children and caregivers. The results of this serie showed, that maximum values had children from families and minimum values - children from residential institutions. We explain the results by different social-emotional and relationship experience of children from different groups. Caregivers in institutions treated a child as a member of a group or as an "object for caregiving", but not a person. The results will have implications for future policy and practice in early childhood care in Russia.

Keywords: child's self-image, residential institutions, adult-child interaction, intervention programs, caregiving

The professional learning of the adult-child interaction

ROSA NOVO, Polytechnic Institute of Bragança, Portugal

The aim of this poster is to understand the educational interaction of trainee-educators with reference to the pedagogical option adopted in the supervising context. An issue emerging from some research studies stresses the understanding that interaction competences depend on long, subsequent processes of reflected professional learning (Oliveira-Formosinho, 2002, 2003; Pascal and Bertram, 2003). In this study, the ecological, socio-constructivist model of supervision of final teaching practice (Oliveira-Formosinho, 2002)

becomes of fundamental relevance because of its assumed need to consider child pedagogy as substantive to the construction of a new vision on practical training and on a new meaning of pedagogical supervision considered as adjectival (Oliveira-Formosinho, 2005). Using the Adult Engagement Scale (Laevers, 1994), our research followed an approach descriptive and interpretative in nature and the data collection process was based on the analysis of video-recordings, field notes, training reflective portfolio and interviews with the trainees. Given the characteristics of the study, informed consent of the subjects was obtained and the secrecy of their identity and the identification of places are safe. Among the conclusions drawn from data, the interactivity between the learning's of pre-school teacher trainees and the pedagogical grammar adopted in the training context. It should furthermore be emphasized that not all practical training is a sufficient guarantee to a participative pedagogy. Results show the absolute need for thinking the institutional importance given to the role of the supervisor over again and, as a consequence, to the of continuous training offered.

Keywords: professional learning, adult-child interaction, traditional pedagogy, participative pedagogy, supervision

The tool “Pre Analysis” for day care centers in Norway

KARI HOÅS MOEN AND SISSEL MØRREAUNET, Queen Maud University College, Norway

The aim of this study is to gain knowledge about to which degree the tool “Pre Analysis” is suitable for working with improvement of quality in Norwegian DCCs, and to evaluate the need for adjustments of the tool and the process by using it. This presentation is part of a research initiated by the Norwegian Directorate for Education and Training, analyzing the tools “Pre Analysis” and “External Evaluation” to improve the quality of DCCs. The theoretical and conceptual framework is based on theory from “Organizational Development” and “Organisational Learning”. Data were collected from interviews of 6 external evaluators and 15 persons working in DCCs having experienced using the tool “Pre Analysis”. Further on, data were collected as a written survey, including 185 persons working in DCCs having the same experiences. The interviewees and the persons scoring the surveys were informed about the purpose of the research and guaranteed that the information given was to be kept anonymously. The “Pre Analysis” tool was positively evaluated when the participants were well prepared before they started using it. They experienced that the content of the tool was relevant, but in some ways difficult to handle. There is a need for a new written guide, informing about the importance of being well prepared for the “Pre Analysis”. This tool can be easier to handle by increasing the number of themes and questions.

Keywords: pre-analysis, improving quality, organizational development, organizational learning, tool

To bring every child forward: A survey on individual learning in German preschools (Kindergarten)

WIEBKE WARNECKE, NIFBE, Germany

Individual learning may be an answer to diversity in preschool. The idea is to no longer focus on learning deficits, but to support every child based on its individual situation, needs, resources, talents and special interests. Until now there are no consensual definitions existing, neither in academia nor in practice. Thus the main focus of our research is the question of how professionals in preschool describe their attitude towards individual support and their daily practice. The research follows the ideas and studies by Fthenakis, Schäfer and others concerning the professionalisation in early learning and education, but offers a new analytical view on professionals' understanding the needs and talents of the individual child. The research is a contribution to the discourse about restructuring, professionalisation and strengthening preschool education. Mainly qualitative research (expert interviews), quantitative online questionnaire and broad content analysis. Close and equal dialogue between preschool teachers and researchers. Openness about the research interests. Individual learning in preschool is based on an attitude that focusses on the individual child, implements means of diversity and is not necessarily based on specific methods. Individual learning is already, explicitly or implicitly, claimed in several school acts and curricular for preschool education in federal states of Germany - without offering an answer on how to implement it in practice. The goal of the study is to offer arguments for strengthening the positions of preschool teachers and for implementing individual learning as an answer to diversity.

Keywords: individual learning, diversity, preschool, equity, giftedness

Training of pre-school teachers in Estonian higher educational establishments and analysis of curricula

MARIKA VEISSON (1), SIRJE ALMANN (2), AIRI NIILLO (3) AND LEHTE TUULING (4), (1) Tallinn University, (2) Tallinn Pedagogical College, (3) Tartu University, (4) Rakvere College of Tallinn University, Estonia

The aim of the present poster presentation is to introduce to our European colleagues our long-term experiences and trends in preparation of preschool teachers in Estonia and to analyse curricula from five different higher educational establishments. Research questions were: What are the traditions and present-day of five higher educational establishments in training of pre-school teachers? What are similarities and differences, strengths and weaknesses of curricula in different higher educational establishments? According to Saarits and Veisson (2003, 2010 in press) training of preschool teachers in Estonia takes place only at a university or applied higher educational level. Therefore, 70% of teachers working in a pre-school have higher education. Tallinn Pedagogical College has educated kindergarten teachers for 70, Tallinn University for 43 years, others less time. A theoretical part gives a historical overview of pre-school teacher training, its basic documents and curricula. 1) documentary analysis based on study programmes of five institutions; 2) questionnaires with all third year students (N=250) and comparative analysis. Anonymity of respondents was ensured. Two curricula allow studying at a Bachelor's, one at an applied higher educational, two curricula at a Master's level in the Estonian and one curriculum is implemented in Russian. Curricula from Tallinn University, Rakvere College and Tallinn Pedagogical College are more similar. The results of the questionnaire allow us to compare, improve and give examples to results of documentary analysis. The main differences and similarities, strengths and weaknesses of curricula will be presented.

Keywords: training, preschool teachers, curricula, higher educational establishments, history

Transition Project: A play based approach

JANE ROWE AND KAREN PIRIE, Northamptonshire County Council CYPS LASI, United Kingdom

The aim of this project was to ensure the progress made in EYFS is sustained and built upon in Year 1. To ensure a continuum of learning based on the principles of a play based approach that is relevant and age appropriate; to improve outcomes in children's language and literacy, particularly writing. It was inspired by the research of Julie Fisher on Transitions, with Oxfordshire schools and of Liz Brooker. We worked in partnership with Early Excellence and their model for high quality teaching and learning in Year 1. The Early Excellence model builds on the principles of the Early Years Foundation Stage. The Independent Review of the Primary Curriculum puts the pedagogy of play at the heart to support young children's progress and wellbeing which is supported by the many contributors in Janet Moyles 'The Excellence of Play'. Action research model involving 17 schools. Year 1 teachers developed quality learning environment particularly Role play and small world. Children were encouraged to participate in the planning and development of both. The evidence collated through anecdotal evidence and questionnaire. We needed to ensure all teachers and TA's had shared understanding of the pedagogy of play to ensure it met the needs of all learners, particularly challenging the more able and we found children accessed a more appropriate curriculum. Children's independent writing exceeded previous expectations. Evidence from teacher observations of children's dispositions and attitudes suggest that children continue to be excited and motivated to learn. Listening to the children and including them in planning and development of their own environment leads to greater participation and more appropriate provision for young learners.

Keywords: transition to year 1, continuous provision, play based approach, motivation, talk for learning

Tsou Aboriginal teacher's folk pedagogy in early schooling in Taiwan

YU-TING CHEN, Nanhua University, Taiwan

This study aims to explore how a Tsou preschool teacher's folk pedagogy is embedded in the Tsou aboriginal culture in Taiwan. All cultures have folk pedagogies. The cultural beliefs about how children should learn and how teachers should teach are deeply embedded in everyday cultural life. The theoretical framework is drawn on Jerome Bruner's notion of folk pedagogy. Using qualitative research methods, I conducted the fieldwork in a Tsou aboriginal preschool in the mountains in 2009. Data sources included semi-structured and open-ended interviews, informal conversations, participant observations, and artifacts. All names are pseudonym and member checking are employed in this study. Born and raised in the Tsou aboriginal village, the Tsou preschool teacher has taught in the Tsou preschool for more than 20 years. Her teaching reveals her cultural beliefs of (1) transmitting Tsou language and culture to young children?(2)

creating a happy learning environment for young children; (3) building young children's rules and manners; (4) developing young children's independence, as well as sharing with others. Her teaching also reflects the education values in the Tsou aboriginal culture in Taiwan. This study provides us a cultural lens to look at Tsou's early schooling in Taiwan. It will encourage Tsou aboriginal teachers to explore and value their folk pedagogy. It is recommended that early childhood educators examine their folk pedagogies in their own cultures when they implement any foreign curriculum and pedagogy in their practices.

Keywords: folk pedagogy, early schooling, Tsou aboriginal teacher, Tsou aboriginal culture, Taiwanese aboriginal people

Using British Sign Language [BSL] through stories to support and extend the use of language in young children learning English as an additional language [EAL]

SUSAN THOMAS AND KATJA O'NEIL, Luton Borough Council, United Kingdom

Can BSL be used to increase the vocabulary of EAL children and is remembering a story orally and kinaesthetically an effective way to promote an increased language bank? Daniels, M (2001) *Dancing with Words – Signing for hearing children's literacy*; Bergin & Garvey. *The Story Making Project* [2005] - International Learning and Research Centre, Pie Corbett and Mary Rose. This research builds on the above to discover whether children learning EAL make increased progress in language when supported by story-based BSL. It builds on Social Constructivism. Pedagogical Psychology - Vygotsky. Enactive, iconic and symbolic representation - Bruner. Multisensory learning – Orton-Gilligham. Internalising a story through both oral repetition and signing enables children to commit language patterns into their long-term working memory. YN and YR children were introduced to two signed stories, repeated regularly over a nine week period. Their use of language was assessed quantitatively at the beginning and end of the project using the EYFS statements for "Communication" and "Dispositions and Attitudes". Consideration was given to the rights of the children, parents and practitioners. It was carried out within the principles of the EYFS and involved inclusion, partnership, confidentiality, choice and an awareness of the psychological well-being of the participants. Impact seen in children's confidence, concentration, involvement, vocabulary, communication, and use of language - particularly in children learning EAL. We found that teaching children the "language of story" by signing key words has a positive and measurable impact.

Keywords: EAL, stories, signing, vocabulary, memory

What's in a word? Developing concepts and vocabulary in early years settings

MICHAEL JONES AND SUSAN THOMAS, Luton Borough Council, United Kingdom

How can young children learn new maths concepts and vocabulary rapidly, in the language of their setting and their home language? The National Strategies ECAT programme in Luton.

Jones, M. (2010) *Attention seeking* (Nursery World); Jones, M (2010) *Interesting vocabulary* (Early Years Educator) Stevens, J. 'Maths in stories' (BEAM). Children are attracted to and learn new concepts and vocabulary which provide high interest, or have a high emotional content, and are learned in an interesting context, and subsequently used in conversation. Play and exploratory activities that deeply involve children encourage rapid learning. 30 four-year-old children were introduced to new linguistic and mathematical concepts of 'long' and 'tall' through the medium of a storybook. Teachers involved all children in related small world play and exploratory activities that generated high involvement and encouraged children to talk together. Their knowledge of the concepts and vocabulary was assessed before the project and six weeks afterwards. Consideration was given to the rights of the children, parents and practitioners. It was carried out within the principles of the EYFS and involved inclusion, partnership, confidentiality, choice and an awareness of the psychological well-being of the participants. Children understood the concept rapidly, with many using the vocabulary immediately. Most retained the information in the long term. Practitioners can maximize learning of new maths concepts if they are introduced through story and reinforced with play activities that generate high involvement and conversation between children. Children learning English as an additional language will particularly benefit from this approach.

Keywords: vocabulary, stories, play, involvement, maths

Which childhood education competences do we need?

MARIA ISABEL SIMÕES DIAS, Polytechnic Institute of Leiria, Portugal

This study aimed at explore: Which childhood education competences do we need in Portugal? It sets out to:

(1) To study the concept of competence in childhood education field

(2) To identify competences in childhood education

(3) To reflect about a competence-based training in higher education. It drew on the work of: Dias, M. I. (2009). *Promoção de competências em Educação*. Leiria: INDEA.

Dias, I. (2009). Avaliação de competências em Educação de Infância. *Revista Psicologia, Educação e Cultura*, XIII(2), 327-342. Methods included: (1) Competence-based training (2) Psychology learning and teaching (3) Reflective thinking Qualitative methodology - content analysis. The ethics included personal agreement and data confidentiality. (1) We found that it isn't easy to find an objective, realistic definition of competence in general terms. In the childhood education field it is even more difficult. There is no consensus between individuals, documents and daily work. Also we found several personal and professional childhood education competences, such as self development, management of personal agenda, interpersonal communication, team work, problem solving, observation, assessment, planning or reflection. The implications are: (1) Empower teacher training and competence development (2) Discuss how to put competence approach into practice in Childhood Education.

Keywords: competences, childhood education, training, higher education, reflection

Phenomenological investigation of body in play

HAE-RYUNG YEU, Youngnam University, South Korea

It is attempted in this research to investigate the pedagogical significance of body in children's play experience from phenomenological perspectives. Traditionally much discussion has been made by developmentalists on the existence of body in children's play, but their perspectives are limited to mind/body dualism. This research is theoretically guided by Maurice Merleau-Ponty's phenomenology. While empiricists and intellectualists understand human body based on their idealistic preoccupation of mind/body dualism, Merleau-Ponty challenged the both by illuminating the existence of body as an incarnate-consciousness. This opened up the new horizon of mind/body monism in philosophy today. The play episodes excerpted from children's role-play in childhood institutions give powerful evidence of how the child's body works for her/his perceptual constitution of the surroundings. Such episodes range in this research from children's preference for certain play objects, elaborating fantasy tales with physical movements, and bodily interactions among peers during the play time. Research participants such as children and teachers are under pseudonyms in this research. First, children as human subjects approach to the world with their bodily intentionality as it is a response to a situation as an integrated whole. Second, child's living body is both intrasubjective and intersubjective system as it shows its commutational process of internally perceiving the external surroundings as well as externally expressing out her/his subjectivity. Third, a child projects onto the surroundings her/his concrete possibility of existence through bodily sensation as the ways of dynamically living through and of producing the primordial relationship between human subjectivity and the world. Pedagogical implications are explored in the aesthetics of sensation which demonstrates the instances of how to visualize human perception of "a" situation. This tells us what children enjoy in their play and how their fun relates them to the world.

Keywords: body, children's play, Merleau-Ponty's phenomenology, mind/body monism, aesthetics of sensation

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