

# 26<sup>th</sup>

## EECERA ANNUAL CONFERENCE

‘HAPPINESS, RELATIONSHIPS, EMOTION &  
DEEP LEVEL LEARNING’

**Dublin, Ireland**

**31<sup>st</sup> August – 3<sup>rd</sup> September 2016**

# CONFERENCE PROGRAMME





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

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

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

The principle aims of EECERA are:

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



**Early Childhood Ireland** is the national membership organisation for early childhood in Ireland. We have over 3,500 members and our reach extends to over 25,000 staff and 100,000 families. Our compelling vision is that every young child is thriving and learning in quality early childhood settings.

Our role in achieving this vision is to be effective champions for quality in practice, putting children and their rights at the core of our work and advocating strongly for them, their families and all early childhood professionals. Early Childhood Ireland provides expert information and advice services to members, parents, policymakers, partners, funders and researchers which make a difference to the quality of services and experiences for children.



STRANMILLIS UNIVERSITY COLLEGE  
A College of Queen's University Belfast

**Stranmillis University College**, Belfast was established in 1922 "to provide teacher training for Northern Ireland". Almost a century later, its mission today is "to sustain a vibrant, inclusive learning community, educating, shaping and enriching society through excellence in teaching, scholarship and research." While

Teacher Education remains its core mission through the BEd (primary and post-primary) and the PGCE in Early Years Education, in recognition of the multi-professional approach that is critical to the education of children, the expanded portfolio offers a wider range of professionally related academic programmes including the successful BSc in Health, Physical Activity and Sport, and the pioneering BA in Early Childhood Studies. The College also offers a growing range of Masters level modules, CPD courses and Lifelong Learning programmes. Research and Scholarship are central to all programmes at Stranmillis, and Early Years Education is an area of particular interest and expertise.

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## WELCOME FROM THE CONFERENCE CHAIR

A Chairde/Dear Friends and Colleagues,

The team at Early Childhood Ireland and Stranmillis College wish to extend a céad míle fáilte – a hundred thousand welcomes – to you all. We are honoured to welcome you to EECERA's 26<sup>th</sup> Annual Conference, a major event for us in Ireland and particularly because it coincides with the 100<sup>th</sup> anniversary of the Easter Rising that marks the birth of our nation.

We look forward to meeting with colleagues, old and new over the next few days and sharing important research with each other.

In choosing the theme '**Happiness, relationships, emotion and deep level learning**' we are reflecting a challenge for all nations, old and new, to recognise and respect the importance of the early years in the life cycle, particularly in terms of children's developing sense of self and community. With this theme, we want to pause and allow a space to give serious thought to our role as early childhood educators in creating a society and education system that keeps children's sense of well-being, identity and belonging at its core, in the sure and certain knowledge that these very attributes are the foundation of lifelong emotional happiness and deep level learning. And while this conference takes place on the very small island of Ireland, we are each conscious that we need to look beyond our nation boundaries, especially in this era of forced migration, and recognise that the right to happiness brings with it roles and responsibilities that are global.

The 2005 EECERA conference also took place in Dublin, when Jerome Bruner spoke to the audience from his much loved home in West Cork. Sadly, as of 2016, he is no longer with us but he has left us a legacy that will pervade all of our discussions over the next few days. Every time we refer to the process of meaning making – to the web of culture that shapes who we are - to life narratives – to enquiry and creativity – to the complexity of human learning – to individual perceptions and possibilities and to the role of motives, intentions and companionship in our construction of shared understanding – he is there. And so we ask you all to remember him, at this EECERA conference, with gratitude and admiration for a life so richly lived.

Bringing together an international early childhood community to develop research and solutions is the purpose of this conference and so over the next few days we will dialogue and learn together – supported by our very learned key note speakers, our symposium participants and paper presentations. The organising teams invite each and every one of you to actively participate and to put your hearts and minds to work towards making this 2016 event another historical landmark for us all.

In conclusion, I want to thank our sponsors and exhibitors and invite you to visit them during the Conference. Most sincere gratitude must go to the staff and Board of Early Childhood Ireland who have worked tirelessly to ensure EECERA 2016 will be a great event, and who were ably helped by our conference partners Abbey Conference & Events.

We are delighted with the warmth of the reception we have received from Dublin City University and I wish to acknowledge their professionalism as we readied for this Conference. With funding received from the Department of Children and Youth Affairs in Ireland, we were able to provide bursaries to Irish Early Years practitioners to participate in this great event, and we are very grateful to them for that.

Of course, nothing would be possible without the EECERA trustees and the fantastic staff of CREC who were always happy to share advice and guide our way. Finally, I want to also thank the Scientific Committee for their commitment to scrutinise all of the papers which will be presented over the next 3 days, under the leadership of our colleague Dr Colette Gray, representing Stranmillis College.

I sincerely hope that you enjoy a wonderful conference and that you take away great knowledge and memories from EECERA 2016.

Yours sincerely,

Teresa Heeney  
Conference Chairperson

## CONFERENCE CHAIR

Teresa Heeney, Early Childhood Ireland

## LOCAL ORGANISING COMMITTEE

Teresa Heeney  
Carmel Brennan  
Marion Brennan  
Camille Daly  
Susan Selfridge  
Elaine Sharkey  
(Early Childhood Ireland)

Conference organisation and support provided by Early Childhood Ireland, Stranmillis University College, Abbey Conference & Events and Centre for Research in Early Childhood.

## EECERA SCIENTIFIC COMMITTEE

Colette Gray (Stranmillis University College)  
Chris Pascal (Centre for Research in Early Childhood/ EECERA Trustee)  
Margy Whalley (Pen Green Centre/ EECERA Trustee)  
Barbara McConnell (Stranmillis University College)  
Noel Purdy (Stranmillis University College)  
Glenda Walsh (Stranmillis University College)  
Liz Dunphy (Dublin City University)  
Emer Ring (Mary Immaculate College)  
Máire Mhic Mhathúna (Dublin Institute of Technology)  
Nóirín Hayes (Trinity College Dublin)  
Sheila Garrity (UNESCO Child & Family Research Centre; National University of Ireland)  
Mary Daly (National Council for Curriculum and Assessment)  
Thomas Walsh (Maynooth University)  
Carmen Brennan (Early Childhood Ireland)  
Mary Moloney (Mary Immaculate College)

The 26<sup>th</sup> EECERA Conference has been organised by Early Childhood Ireland



## CONFERENCE PROGRAMME

Pre-conference: Wednesday 31<sup>st</sup> August 2016

09.30 – 15.30	Childcare Visits	Various Locations
09.00 – 15.30	Preparing for Life: The Results	Sutherland School of Law, University College Dublin (please note University College Dublin is not a part of Dublin City University Campus)
12.00 – 18.00	Registration	Ground Floor Foyer (The Helix)
12.00 – 17.00	Special Interest Groups (SIGs)	Please refer to the SIG meetings timetable on page 11
09.00 – 12.15	EECERA Board of Trustees	The Studio, 2 <sup>nd</sup> Floor (The Helix)
13.00 – 15.30	EECERA Editorial Board Meeting	The Studio, 2 <sup>nd</sup> Floor (The Helix)
17.00 – 18.00	EECERA Electoral College	The Gallery, 2 <sup>nd</sup> Floor (The Helix)
18.30 – 20.00	Opening Ceremony	The Mahony Hall

# CONFERENCE PROGRAMME

## Day 1: Thursday 1<sup>st</sup> September 2016

08.00 – 09.00	Registration Open	Ground Floor Foyer (The Helix)
09.00 – 09.45	<p>Welcome Address and Opening Plenary</p> <ul style="list-style-type: none"> <li>▪ Teresa Heeney, CEO, Early Childhood Ireland</li> <li>▪ Professor Brian MacCraith, President of DCU</li> <li>▪ Noel Purdy, Director of Research and Scholarship, Stranmillis University College</li> <li>▪ Professor Chris Pascal, President of EECERA</li> <li>▪ Tribute to Jerry Bruner by Aline Wendy Dunlop</li> </ul>	The Mahony Hall (The Helix)
09.45 – 10.45	<p>John Bennett Keynote Lecture Keynote 1 - Hirokazu Yoshikawa</p>	The Mahony Hall (The Helix)
10.45 – 11.15	Refreshment Break and Exhibition	1st Floor Foyer (The Helix)
11.15 – 12.15	Keynote 2 – Anne Looney	The Mahony Hall (The Helix)
12.15 – 13.45	Lunch	Campus Restaurant
12.15 – 13.00	SIG Convenors Meeting	The Gallery, 2 <sup>nd</sup> Floor (The Helix)
13.45 – 15.15	Symposium Set A	Henry Grattan, School of Nursing, DCU Business School
15.15 – 16.00	Refreshment Break, Exhibition and Poster Session	1st Floor Foyer (The Helix)
16.00 – 17.30	Symposium Set B	Henry Grattan, School of Nursing, DCU Business School
17.30 – 19.00	EECERA Members AGM	The Gallery, 2 <sup>nd</sup> Floor (The Helix)

# CONFERENCE PROGRAMME

## Day 2: Friday 2<sup>nd</sup> September 2016

08.00 – 09.00	Registration	Ground Floor Foyer (The Helix)
09.00 – 10.30	Symposium Set C	Henry Grattan, School of Nursing, DCU Business School
10.30 – 11.00	Refreshment Break and Exhibition	1st Floor Foyer (The Helix)
11.00 – 12.30	Symposium Set D	Henry Grattan, School of Nursing, DCU Business School
12.30 – 14.30	Lunch	Campus Restaurant
12.30 – 13.15	Country Co-ordinators Meeting	The Gallery, 2 <sup>nd</sup> Floor (The Helix)
14.30 – 16.00	Symposium Set E	Henry Grattan, School of Nursing, DCU Business School
16.00 – 16.30	Refreshment Break and Exhibition	1st Floor Foyer (The Helix)
16.30 – 18.00	Symposium Set F	Henry Grattan, School of Nursing, DCU Business School
19.30 till late	Dinner & Ceili Mor	Mansion House, Dublin



## CONFERENCE PROGRAMME

### Day 3: Saturday 3<sup>rd</sup> September 2016

09.00 – 09.30	<ul style="list-style-type: none"><li>▪ Jillian Van Turnhout, Chair of Early Childhood Ireland, Children's rights campaigner, Former Senator</li><li>▪ Katherine Zappone, Minister for Children</li></ul>	The Mahony Hall (The Helix)
09.30 – 10.30	Keynote 3 – Leon Feinstein	The Mahony Hall (The Helix)
10.30 – 11.00	Refreshment Break and Exhibition	1st Floor Foyer (The Helix)
11.00 – 12.00	Keynote 4 – Alison Gopnik	The Mahony Hall (The Helix)
12.00 – 12.30	Closing Ceremony and Launch of EECERA 2017	The Mahony Hall (The Helix)
13.00 – 14.00	Special Interest Groups (SIGs)	Please refer to the SIG meetings timetable on page 11

## KEYNOTE ADDRESSES

Day 1: Thursday 1<sup>st</sup> September 2016

The Mahony Hall

**9:45 – 10:45            Keynote I**

**Improving the Quality of Early Childhood Education in the Context of the UN Sustainable Development Goals**

HIROKAZU YOSHIKAWA

Courtney Sale Ross Professor of Globalisation and Education and NYU Professor, Steinhardt School of Culture, Education and Human Development, United States

**11:15 – 12:15            Keynote II**

**New utopias? Children’s learning and wellbeing in contemporary education policy**

ANNE LOONEY

Chief Executive of the Higher Education Authority, Ireland

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Day 3: Saturday 3<sup>rd</sup> September 2016

The Mahony Hall

**9:30 – 10:30            Keynote III**

**FOUNDATIONS FOR LIFE: what works to support parent child interaction in the early years**

LEON FEINSTEIN

Director of Evidence, Early Intervention Foundation and Chief Analyst, Implementation Unit at the Cabinet Office, United Kingdom

**11:00 – 12:00            Keynote IV**

**Against Parenting**

ALISON GOPNIK

Cognitive Scientist and Professor of Psychology and Philosophy at the University of California, Berkley, United States

## SPECIAL INTEREST GROUP (SIG) MEETINGS

Wednesday 31st August 2016

Time	Room HG05 School of Nursing	Room HG06 School of Nursing	Room HG07 School of Nursing	Room HG08 School of Nursing
12.00- 13.00	Mathematics	Professionalism		
13.00- 14.00	Digital Childhoods		Leadership	
14.00- 15.00	Transitions	Transforming Assessment, Evaluation and Documentation	14:00-15:30 Outdoor Play and Learning	Equity and Respect for Diversity
15.00- 16.00		Birth to three	15:30 – 17.30 Multilingual Childhoods	Early Career Researchers
16.00- 17.00	Holistic Wellbeing			

N.B. The **Gender SIG** are holding a research conference at The Helix, DCU, 09.00 – 16.00. Tickets cost €30 and should be booked in advance from the chair Anna Bujnowska [annabujnowska@wp.pl](mailto:annabujnowska@wp.pl) for more information please visit: <http://eecera.org/documents/pdf/conferences/SIG-gender-balance-conference-2016-program-revised.pdf>

Saturday 3<sup>rd</sup> September 2016

Time	Room HG05 School of Nursing	Room HG06 School of Nursing	Room HG07 School of Nursing	Room HG08 School of Nursing
13.00- 14.00	Working with Parents and Families			

Please note that the **Rethinking Play SIG** intends to meet but at present a date or time has not been confirmed. The SIG convenor will email all members with further information and details of the meeting will be made available at the conference desk.

# ABOUT SIGs

## Birth to Three

The prime purpose of SIG Birth to Three is to bring together international perspectives in order to:

- promote the wellbeing of children birth to three, and their families;
- support, share and disseminate SIG members' research on birth to three and related aspects;
- explore and debate emerging curricula and pedagogy, in relation to children birth to three;
- contribute to debates about birth to threes training, employment and professional development, in relation to the wellbeing of children and adults;
- strengthen understanding of integrated services for children and their families;
- advocate for further research on children birth to three, families and adults who work with children birth to three.

For more information, please contact:

Sara de Barros Araújo: [saraujo@ese.ipp.pt](mailto:saraujo@ese.ipp.pt)

## Early Career Researchers

The key aim of this SIG is to consider and address issues that affect early career researchers in the international field of early childhood education. The Early Career Researchers (ECR) SIG is a wide and diverse group of research-engaged individuals in the international field of early childhood education. Our members include post-doctoral researchers within a decade following their viva, doctoral and Master's research students and those engaging in research for the first time as part of their professional work. Our members decide the issues that we focus on within the international remit and framework of EECERA's aims, principles and practices. So far, we have looked at research networks in the field of early childhood education, shared critical reflection on methodological issues salient to early childhood education and writing for publication in the field of early childhood education. Our future plans include focus on peer mentoring and development of research leadership skills, for example applying for funding, writing proposals, mentoring and PhD supervision.

At the 2016 EECERA conference ECR SIG meeting, we will consider career progression and abstract writing and we will discuss writing for peer reviewed publications. We look forward to welcoming our ECR SIG members and we are always keen to welcome new members so if you are an Early Career Researcher who would like to be part of growing a research network, join us!

For more information, please contact:

Jane Murray: [Jane.Murray@northampton.ac.uk](mailto:Jane.Murray@northampton.ac.uk)

Maelis Karlsson-Lohmander: [maelis.karlsson-lohmander@ped.gu.se](mailto:maelis.karlsson-lohmander@ped.gu.se)

## Gender Balance

The SIG Gender Balance aims at linking together international researchers and networks who engage for a better gender balance in ECEC in the context of innovation, professionalisation and transformation. The members of the SIG support the aim of increasing the proportion of male workers towards a more gender-balanced ECEC work force. At the same time there is a need for a more differentiated view and research on several aspects of the issue. The SIG focuses on the links of research, practice and policy, intends to provide an academic forum for the promotion, development and dissemination of research, and facilitates cooperation and collaboration between researchers in the field.

The SIG holds annual conferences at the EECERA conference and invites those interested to attend the self-organised symposia. We document presentations and inform about recent publications.

For more information, please contact:

Tim Rohrmann: [rohrmann@wechselspiel-online.de](mailto:rohrmann@wechselspiel-online.de)

Kari Emilsen: [Kari.Emilsen@dmmh.no](mailto:Kari.Emilsen@dmmh.no)

Website: [www.siggender.eu](http://www.siggender.eu)

## Holistic well-being

The holistic well-being SIG aims to critically reflect on the concept of children's well-being in a holistic, inclusive manner. This is timely due to the increased awareness and interest of practitioners, researchers and policy makers at a cross-national level in understanding children's physical, mental, social, emotional, cognitive, spiritual and cultural well-being. It will foster research in a range of aspects including ESD in early childhood, child development, cross-cultural elements, policy, empowerment and agency and their synergy in examining children's holistic well-being.

The SIG welcomes international collaboration and innovative research. Examples of this SIG in the current conference include self-organised symposia on: methodology and well-being; families and culture; equity; psychological growth and well-being. The annual SIG meeting will take place at the conference and we welcome all those with an interest in exploring discourses, practices and challenges in the broader area of well-being for young children and their families.

For more information, please contact:

Babs Anderson: [andersb@hope.ac.uk](mailto:andersb@hope.ac.uk)

Zoi Nikiforidou: [nikifoz@hope.ac.uk](mailto:nikifoz@hope.ac.uk)

## Mathematics

The SIG Mathematics provides an academic and rigorous forum to develop and disseminate high quality research on early childhood mathematics. It aims to coordinate and disseminate international research on the discourse in this emerging field. It creates a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to encourage a clearer articulation and understanding of early childhood pedagogy, policy and practice in relation to mathematics.

The SIG currently has 59 members from 13 countries who have organised stimulating and relevant symposia and other presentations at recent EECERA conferences. Some collaborative research, publication and evaluation have arisen as a result of people engaging with others at SIG meetings and during presentations. There is great potential for future collaborations, perhaps through joint publication in books and papers. The SIG is a friendly group looking to expand in order to continue learning about this emerging field.

For more information, please contact:

Oliver Thiel: [Oliver.Thiel@dmmh.no](mailto:Oliver.Thiel@dmmh.no)

Bob Perry: [bperry@csu.edu.au](mailto:bperry@csu.edu.au)

## Multilingual Childhoods

The Multilingual Childhoods SIG has been set up with a view to bringing together researchers who are investigating the learning of two or more languages in the home, school or community by children from birth to the age of 6 years old – this includes aspects of L1 and L2 language development in contexts of awareness of languages, additional languages, foreign languages, second languages, bilingual education, and immersion. The objectives of the SIG are to bridge the areas of multilingualism and early years education and to promote and disseminate research in early years multilingualism and its implementation in policy and practice. Furthermore, it seeks to create opportunities for informed and constructive discussion and debate and to foster possibilities for cross-national collaboration and interaction.

The Multilingual Childhoods SIG has organised an EECERA pre-conference meeting on the topic 'second language learning research in the early years: ethical considerations'.

For more information, please contact:

Gunhild Tomter Alstad: [gunhild.alstad@hihm.no](mailto:gunhild.alstad@hihm.no)

Sandie Mourão: [sjmourao@gmail.com](mailto:sjmourao@gmail.com)

## Outdoor Play and Learning

The SIG Outdoor Play and Learning is an emerging field of interest in international research and practice in early childhood education. Whilst in some countries, especially in Scandinavia, outdoor environments have long been established as crucial sites for learning, in others such as within the UK, the need to provide children with regular outdoor experience has only recently been given more emphasis in policy and practice. This change is due in part to

concerns about the restriction of opportunities for outdoor play over the last three generations due to rise in traffic, greater institutionalisation of childhood and parents' safety concerns. At the same time, access to the outdoors for children has become limited with far greater use now of adult controlled and structured space. However, a clear pedagogy for the use of the outdoors as a site for learning has not been established and there has been relatively little research on what actually happens in outdoor environments.

The Outdoor Play and Learning SIG at EECERA is well placed to coordinate and disseminate international research on the international discourse in this emerging field. It aims to:

- create a space for shared thinking about play and learning in outdoor spaces;
- develop synergies between participants from a wide range of professional and scientific contexts;
- provide an academic and rigorous forum at European and international level to develop and disseminate high quality research on outdoor play and learning.

For more information, please contact:

Ellen Beate Hansen Sandseter: [Ellen.B.Sandseter@dmmh.no](mailto:Ellen.B.Sandseter@dmmh.no)

Eva Ärlemalm-Hagsér: [eva.arlemalm-hagser@mdh.se](mailto:eva.arlemalm-hagser@mdh.se) Shirley

Wyver: [shirley.wyver@mq.edu.au](mailto:shirley.wyver@mq.edu.au)

Tim Waller: [tim.waller@anglia.ac.uk](mailto:tim.waller@anglia.ac.uk)

As early childhood educators we are facing increasing pressures to abandon the fundamental values of our profession, and adopt increasingly narrow and rigid 'school-readiness' curricula and assessment regimes instead. Policy makers, at the same time, are facing pressures to bring their countries' policies in line with requirements of an increasingly uniform global approach to early years. Against this background, the 2016 meeting of the Special Interest Group Professionalism in Early Childhood aims to take stock and look ahead: what have we achieved, and what are the pressing issues we need to address in order to (re-) claim our professionalism based on shared knowledge, practices and values.

For more information, please contact:

Mathias Urban [Mathias.Urban@roehampton.ac.uk](mailto:Mathias.Urban@roehampton.ac.uk)

## Rethinking Play

In the context of EECERA, the SIG Rethinking Play aims to encourage dialogue, critical awareness and scientific proposals regarding issues that relate to the value and status of young children's play on social, educational and policy levels. Studies and research on play by SIG members are multidisciplinary and either theoretical or practice based, being sensitive to issues of diversity, children's rights and lived experiences.

The SIG Rethinking Play has indicatively focused upon the study of:

1. Cultural differences in the concept of play and the valuation of the role of play in young children's learning and education. Exchange of ideas with non-western colleagues and the implementation of play-based programmes in non-western countries.
2. The role of the teacher in supporting and stimulating young children's play and learning, including the discussion of educational preschool programmes.
3. Play and learning of children under 3 years old in day care centres.

For more information, please contact:

Sofia Avgitidou: [saugitidou@uowm.gr](mailto:saugitidou@uowm.gr)

Maritta Hännikäinen: [maritta.hannikainen@jyu.fi](mailto:maritta.hannikainen@jyu.fi)

## Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy

In the field of early childhood education and pedagogy the issues of assessment, evaluation and documentation are having central role in research and practice that are concerned with effective ways of assessing, evaluating and documenting children's development and learning. Moreover the issues of children's and parents' voices, participation, involvement and engagement in these processes are seen as a challenge when early childhood educators try to align effective practices and values with external pressures such as policy, government standards.

In this new SIG faithful to EECERA values, we aim to open the debate about ways where assessment, evaluation documentation, children's and parents' voices, participation involvement and engagement can be inter-dependant, inter-connected and woven in a way that forms an **ecological thinking** so we can develop rigours and systematic ways moving away from attempts to "modelise", "universalise" assessment, evaluation and documentation and formulate testing as many policies tend to.

Central to the SIG will be the exploration of the **potentialities** of assessment, evaluation and documentation in early childhood education drawing attention to the pedagogy and open up a discussion of alternative way of thinking about these concepts in early childhood education vs. approaches oriented by government policies focused on the notion of academic achievement, attainment and "testology". The underpinning ideology of this SIG is illustrated in the words of the founder of Reggio Emilia and it will seek: *"A pedagogy that denies children unexpected and ambiguous encounters to the fantastic and imaginative, to the adventurous, to the risky and the improvised"* (Malaguzzi lecture November 1993)

For more information, please contact:

Ioanna Palaiologou: [ioannapad@icloud.com](mailto:ioannapad@icloud.com)

## Transitions

The Transitions SIG provides a forum for researchers investigating educational transitions. We are interested in sharing and exploring perspectives about transitions experiences for children, families, educators and communities, as well as policy and practical approaches that support these. Transition SIG members utilise a diverse range of theoretical approaches and methodological designs to explore transitions in worldwide contexts.

The Transitions SIG provides opportunities to share, explore and debate emerging research, professional practices and theories in relation to transitions. A number of publications have resulted from these opportunities – including the EECERA themed monograph on Transitions (2003) edited by Dunlop and Fabian, and the current edited book focused on Families and Transitions (Springer), edited by Dockett, Griebel and Perry.

The Transitions SIG welcomes opportunities to collaborate and contribute to national and international debates around transition, through strengthening understandings of transitions research, approaches and experiences. We invite researchers attending EECERA to join us for the Transitions SIG meeting.

For more information, please contact:

Sue Dockett: [sdockett@csu.edu.au](mailto:sdockett@csu.edu.au)

Wilfried Griebel: [Wilfried.Griebel@ifp.bayern.de](mailto:Wilfried.Griebel@ifp.bayern.de)

## Working with Parents and Families

The SIG Working with Parents & Families has been part of the EECERA landscape for many years. Through its Facebook site and e-mail members exchange information and stay in touch with each other in between conferences. The discussions at conferences enable members to share their research, discuss recent national and international developments and explore potential gaps in knowledge and current research.

Since the Barcelona Conference in 2015, group members have been working towards publishing an EECERJ Special Issue examining and reconsidering the concept of partnership. A contribution to the EECERA book series is also planned. During the conference in Dublin there will be update on the publishing projects, and the SIG meeting will be dedicated to discussing our underpinning principles and values for the work with parents and families.

For more information, please contact:

Dianne Jackson: [diajackson@csu.edu.au](mailto:diajackson@csu.edu.au)

Ute Ward: [u.ward3@herts.ac.uk](mailto:u.ward3@herts.ac.uk)

# GENERAL INFORMATION

## Conference and Venue Information



**The Helix** is a multi-purpose building located on the Dublin City University campus. With multiple venues under one roof, including the impressive Mahony Hall, with a capacity to seat up to 1,050 delegates Theatre style. The Mahony Hall has been designed with delegates comfort in mind. Sound acoustics and sightlines are both excellent, guaranteeing to bring a sense of gravitas to the EECERA 2016 conference. The Helix also boasts 3 large, bright and airy foyer areas.

Please note you are not permitted to take hot beverages into any of the conference rooms.

### Mansion House Dublin

The Mansion House Dublin is located on Dawson Street in the heart of Dublin City Centre. The Round Room was built in 1821 to receive King George IV as it was deemed that there was no room grand enough to receive royalty. The Round Room has remained a prominent feature in the Dublin social and political scene. The grandeur of the timeless 19<sup>th</sup> century setting combined with recent restoration and cutting edge technology guarantees a lasting impression. Live music and traditional Irish entertainment will further enhance the evening and make it a truly memorable one.



### Registration and Information Desk

To collect your badge and delegate pack, or to speak to a member of our conference team, please visit our registration desk, which is located in the foyer on the ground floor of The Helix.

### Badges

Please ensure to wear your badge at all times during the conference as without it you will not be able to gain access to the conference sessions and meals.

If you lose your badge, please visit the conference registration desk.

### Accessibility

If you require assistance please visit the conference registration desk and we will be happy to help.

### Mobile devices

As a courtesy to speakers and colleagues, please remember to switch off your mobile phone during sessions. If you are presenting please do not have a mobile phone on you when you are near the microphones.

### Wi-Fi

Wi Fi is free throughout the venue. If you wish to use the WiFi please choose the network 'EECERA2016'. The password is thehelixdcu2016.

### Social media

The Twitter hashtag for the conference is #EECERA2016. We would love to have a lively stream of tweets during the conference using the following account @EarlyChildhdIRL.



## Photographs

We will be taking photographs and recording during the conference. If you do not wish to be included in this, please see the photographer. A selection of photographs will be uploaded to the Conference Website ([www.eecera2016.org](http://www.eecera2016.org)) after the conference.

## Welcome Reception and Conference Dinner

The Welcome Reception will take place on Wednesday August 31<sup>st</sup> at 6.30pm in The Helix. The cost is included in the registration fees.

The Conference Dinner will take place on Friday September 2<sup>nd</sup> at 8.00pm in The Round Room of Mansion House Dublin, with a drinks reception from 7.30pm. Buses will depart from The Helix (DCU) at 7.00pm. Pre-booking is required, please remember to bring your ticket for admission.

## Evaluation of the conference

We value your feedback regarding the 2016 EECERA Conference. Please complete the online evaluation which we will send to you after the conference.

## Certificates of attendance

Certificates of Attendance will be sent to you by email after you have completed the online evaluation.

## Accommodation

You may check in to your room from 3.00pm onwards.

### Breakfast (The Village at DCU)

Breakfast is served from 07.30am to 11.00am in the restaurant.

### Check out (The Village at DCU)

Please check out of your room prior to 11.00am on the day of your departure.

## Liability

The EECERA 2016 Conference and The Helix accept no liability for loss or damage to articles during the event.

## Car parking (The Helix)

The Helix is located on Dublin City University (DCU) Campus in Glasnevin, North Dublin. There is a fully secure multi-story car park located opposite the main building. Car park tickets can be purchased from the Café Bar & Box Office, *at a reduced price of only €4 for the duration of your entire stay.*

## Getting to and from the Helix by public transport

The following buses stop outside the University at the Ballymun Road and Collins Avenue entrances, or near to the university with stops on the Swords Road and Glasnevin Avenue:

- 1, 4, 9, 11, 13, 16 and 44 – to and from city centre
- 33 to and from Balbriggan via Swords Road
- 41, 41B and 41C to and from Swords via Swords Road
- 44 to and from Enniskerry via Collins Avenue
- 104 from Clontarf Road to Santry (Shanard Road)

Bus routes 44 & 104 stop directly outside The Helix, within DCU campus grounds for your convenience.

The following buses stop on O'Connell Street: 1, 4, 9, 11, 13, 16, and 44.

## Restaurants in the area

There are a number of restaurants in close proximity to The Helix.

Restaurant 104 – approximately 2kms from The Helix.

A warm Irish restaurant offering seasonal fare made with local produce and is open until 10pm from Wednesday to Saturday.

The Chilli Banana – approximately 2kms from The Helix.

An authentic Thai restaurant open until 11pm from Wednesday to Saturday.

Andersons Food Hall and Café – approximately 2kms from The Helix.

Is a Continental Style Café / Wine Bar encompassing a Gourmet Food Store and is open until 9pm from Wednesday to Saturday.

Independent Pizza Company – approximately 3kms from The Helix.

Is a casual pizzeria serving American style pizzas in a relaxed atmosphere and is open until 11pm from Wednesday to Saturday.

Poster Information

## Poster set up and removal

All posters will be displayed on the 1<sup>st</sup> floor. All poster presenters should put up their posters on Wednesday August 31<sup>st</sup> and these should be left on display until the end of the conference day on Friday September 2<sup>nd</sup>.

## Poster session

The poster session will take place on Thursday September 1<sup>st</sup> between 15.15 and 16.00.

All poster presenters are required to stand by their poster during this time.

## Speaker information

To check your presentation please visit the speaker ready room (Mahony Green Room) to allow a quick final check through your presentation.

## In the session

Please check the time and venue of your session in the Conference Programme. Kindly arrive in good time before your session is due to start to meet the session chair and technician.

Please observe the time given for your presentation. You will not be permitted to speak for longer than this.

Microphones will be available for Q&As.

## Other useful Information

Electricity	220 / 240 volts. 3 Pin Plug.
Driving in Ireland	Traffic in Ireland drives on the left.
Insurance	The Conference Organising Committee or its agents will not be responsible for any medical expenses, loss or accidents incurred during the conference. Delegates are strongly advised to arrange their own personal insurance to cover medical and other expenses including accident or loss. Where a delegate has to cancel for medical reasons, the normal cancellation policy will apply. It is recommended that citizens from EU countries bring with them a current EHIC card.
Language	The main languages are English and Irish and most signposts in the Republic are bilingual. English is spoken by everyone while Irish is generally confined to pockets of the south-west, west and north-western coastal areas.
Money	<p>The Euro is the currency in the Republic of Ireland. The Euro has 100 cents in the euro with coins in denominations of 1, 2, 5, 10, 20 &amp; 50 cents and 1 and 2 euros. Euro notes come in denominations of 5, 10, 20, 50, 100, 200 and 500 euro.</p> <p>Foreign exchange bureaus are available in most banks, post offices, Tourist Information Offices, airports, some shops and accommodation. Bureau de Change kiosks are also situated in many towns and most cities. There are no exchange controls in Ireland. Any sums of money in any currency can be freely brought into or taken out of the country without disclosure or other formalities.</p>
Smoking	Under current legislation, smoking has been banned in all public areas and work places, including restaurants, pubs and bars. Smoking is still permitted in hotel bedrooms which are designated as smoking bedrooms by the hotel. Smoking in bedrooms in guest houses and bed and breakfast accommodation is at the discretion of the owner. There are substantial penalties in place for those found to be in breach of these regulations.
Tax	Refunds Value Added Tax (VAT) is charged at 23% on most goods. Cash back is the simplest and most widely used VAT refund service that issues cash refunds on departure for a handling fee. Ask for cash back form when you make your purchase.
Time	From March to October, Ireland operates on GMT Greenwich Mean Time + 1 hour.
Tipping	Hotels and restaurants often add 10-15% to the bill especially for large parties. This is not mandatory in the Republic of Ireland. Tip cabs 10% and porters 60c per bag.
Weather	Ireland enjoys a temperate climate, with mild winters and relatively cool summers. The daily temperature in September is on average 16°C. Dublin enjoys reasonable sunshine and rain belts reaching the east coast are frequently light and generally clear within a few hours. It is always wise when travelling to Ireland to pack rain gear or an umbrella.

## THEME

On the hundredth anniversary of the birth struggles of the Irish nation, which resulted in a Constitution (Bunreacht na hEireann) which resolved to pursue the happiness of the whole nation with a further commitment to "cherishing all the children of the nation equally", it is fitting that Ireland has been chosen as the host country of the 26th ECCERA Conference. The theme of the 2016 conference is 'Happiness, Relationships, Emotion & Deep Level Learning' and focuses on exploring the links between the cognitive and the socio-emotional aspects of early childhood development.

It is now well established that children are innately driven to explore and construct meaning with the support of significant people in their lives. These relationships are core to children's learning and can enhance or hinder their progress. In the same way, children's natural drive to relate and connect to community has consequences for their learning and development.

Questions therefore arise about how and in what ways the capabilities involved in relating and connecting - attachment, bonding, belonging, emotional regulation, empathy and well-being - are linked to life-long and deep level learning.

This raises many further questions: What capabilities are most important? Why do they matter? How can adults nurture them? How can professionals recognise, describe and assess them? Are professionals and parents accountable for a child's socio-emotional development? Moreover, is the 'pursuit of happiness' an inalienable right for all? Is it a universal drive in all children? How does happiness impact on the child as a learner?

Children's restless drive to explore and construct meanings is often accompanied by the interventions of significant relationships in a child's life which impede or enhance that process. In the societies we live in, in 2016, how do the 'toxicities' of current childhoods enhance or impede emotional wellbeing and learning?

## STRANDS

All presenters submitted their papers under one of the themes (as above) and one or more strands (as below):

VALUES AND VALUE EDUCATION  
CULTURE, COMMUNITY AND SOCIETY  
ECEC CONTEXTS, TRANSITION & PRACTICES  
CHILDREN'S RIGHTS, DEMOCRACY & PARTICIPATION  
PLAY & LEARNING  
DIVERSITY & INCLUSION  
INNOVATIVE/ALTERNATIVE APPROACHES  
LEARNING ENVIRONMENT  
PROFESSIONALISM & TEACHERS' ROLE  
LEADERSHIP & QUALITY  
CURRICULUM & ASSESSMENT  
PARADIGMS, THEORIES & METHODOLOGIES  
INTERNATIONAL RESEARCH IN ECEC

## PROGRAMME OVERVIEW

THURSDAY 1<sup>ST</sup> SEPTEMBER 2016

SYMPOSIUM SET A: 13:45 – 15:15

	Building	Room	Symposium Title
A 1	Henry Grattan	CG86	Multicultural aspects of literacy and language
A 2	Henry Grattan	C104	Working with diversity
A 3	Henry Grattan	C115	Spirituality and religion in ECE
A 4	Henry Grattan	C124	Family engagement
A 5	Business School	QG13	Exploring language ideologies in multilingual contexts
A 6	Business School	QG15	Learning through arts and storytelling
A 7	Business School	QG21	Innovative approaches for teaching and learning
A 8	Business School	QG22	We Talk about Mathematics in early childhood
A 9	Business School	QG27	Music and creativity
A 10	Business School	Q119	Outdoor Play and Learning: Analysing outdoor learning
A 11	Business School	Q120	Cross-cultural play
A 12	Business School	Q121	Critiquing ECEC policy and programmes
A 13	Business School	Q122	New methodologies for learning to lead in early childhood education

A 14	Business School	Q217	Perspectives of early years students
A 15	Business School	Q218	Perspectives on risk and protection
A 16	Business School	Q220	Improving through reflective practice
A 17	School of Nursing	HG05	Outdoor influence on children's behaviour
A 18	School of Nursing	HG06	Social inclusion, interaction and attachment
A 19	School of Nursing	HG07	Teachers working with families
A 20	School of Nursing	HG08	Professional Conversation: Enhancing practice, informing policy and enriching research
A 21	School of Nursing	HG09	Social media, screen time and digital cameras
A 22	School of Nursing	HG10	Assessing national programmes: Brazil, England and Ireland
A 23	School of Nursing	HG12	Cross-national studies of outdoor play: Australia, Netherlands, Finland and Turkey
A 24	School of Nursing	HG17	Young Children's Humor
A 25	School of Nursing	HG18	Preschool Head's view on children's learning
A 26	School of Nursing	HG19	Collaborative cross-cultural research methods in early care and education contexts
A 27	School of Nursing	HG20	The 'Corby Better Start Project': Collaborative and innovative practices to ensure smooth educational transitions
A 28	School of Nursing	HG22	Children's wellbeing

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A	29	School of Nursing	HG23	Holistic wellbeing
A	30	School of Nursing	H136	Multiculturalism, social diversity and marginalised families
A	31	School of Nursing	H137	Exploring and responding to child issues of poverty
A	32	School of <u>Nursing</u>	H138	Language and literacy programmes

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## PROGRAMME OVERVIEW

THURSDAY 1<sup>ST</sup> SEPTEMBER 2016

SYMPOSIUM SET B: 16:00 – 17:30

	Building	Room	Symposium Title
B 1	Henry Grattan	CG86	Professional practice and work-based learning
B 2	Henry Grattan	C104	Gender and pedagogy
B 3	Henry Grattan	C115	International perspectives on gender balance and diversity in ECEC
B 4	Henry Grattan	C124	Multilingual Childhoods SIG: Multilingual practices for multilingual children
B 5	Business School	QG13	Literacy
B 6	Business School	QG15	Improving Maths pedagogy in the Early Years
B 7	Business School	QG21	Musical interaction with under 3s
B 8	Business School	QG22	Use of ECERS and ITERS as a measure of quality
B 9	Business School	QG27	Outdoor Play and Learning: Cultural perspectives - 2
B 10	Business School	Q119	Adult perception of and participation in play
B 11	Business School	Q120	Professional role, identity and pathways
B 12	Business School	Q121	Play, learn and reflect! And all at the age of three...



B	13	Business School	Q122	Professional dialogues
B	14	Business School	Q217	Teacher development and reading
B	15	Business School	Q218	Professionalisation of professional identity
B	16	Business School	Q220	Professionalisation in Early Childhood: Different paths different/same goals
B	17	School of Nursing	HG05	Young children engaging with digital technology
B	18	School of Nursing	HG06	Innovative methods in research and documentation
B	19	School of Nursing	HG07	Capturing children's and child perspectives in pre-school settings
B	20	School of Nursing	HG08	Executive functions
B	21	School of Nursing	HG09	Corporal punishment, behavioural problems and a compassionate ethos
B	22	School of Nursing	HG10	Sustainability and sufficiency
B	23	School of Nursing	HG12	Working with children and families in poverty
B	24	School of Nursing	HG17	Conducting ethical and appreciative research with young children and their families: praxeology in action
B	25	School of Nursing	HG18	Overcoming the odds: Elucidating urban risk and protective factors among young children in poverty
B	26	School of Nursing	HG19	Supporting healthy eating and child health
B	27	School of Nursing	HG20	Happiness, humour and laughter in early years

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B	28	School of Nursing	HG22	Research innovations in exploring well-being
B	29	School of Nursing	HG23	Defining and exploring leadership
B	30	School of Nursing	H136	Values in ECE
B	31	School of Nursing	H137	Parents' views and engagement
B	32	School of Nursing	H138	Emergent curriculum from various perspectives in preparation of ECE student teachers in Israel

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## PROGRAMME OVERVIEW

FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

SYMPOSIUM SET C: 9:00 – 10:30

	Building	Room	Symposium Title
C 1	Henry Grattan	CG86	Gender issues in children's books and playgrounds
C 2	Henry Grattan	C104	Multilingual challenges and opportunities
C 3	Henry Grattan	C115	Pedagogical documentation
C 4	Henry Grattan	C124	Supporting teachers to overcome pedagogic challenges
C 5	Business School	QG13	Parents' and children's perspectives on transitions
C 6	Business School	QG15	Issues of Maths and Science
C 7	Business School	QG21	Exploring the role of peer counselling in learning organisations
C 8	Business School	QG22	Young children's drawing, art and performance
C 9	Business School	QG27	Physicality and the outdoor natural environment
C 10	Business School	Q119	Outdoor Play and Learning: Cultural perspectives 1
C 11	Business School	Q120	Exploring play through traditional games, sensory materials and through children's ideas on space
C 12	Business School	Q121	Transitions from pre-school to school
C 13	Business School	Q122	Pedagogical dilemmas, challenges and choices

C 14	Business School	Q217	Emotion, character and teacher professionalism
C 15	Business School	Q218	Teacher education: Birth to 4 year olds
C 16	Business School	Q220	Andragogy and professional development
C 17	School of Nursing	HG05	Strengthening foundations of learning [SFL] - Building professional capacity in community early childhood education settings
C 18	School of Nursing	HG06	Curiosity, self-determination and learning dispositions
C 19	School of Nursing	HG07	Apart from progress: Preservation, variability and change in childhood
C 20	School of Nursing	HG08	Exploring innovative research methodology
C 21	School of Nursing	HG09	Listening to children's voices
C 22	School of Nursing	HG10	Promoting parental involvement
C 23	School of Nursing	HG12	The effects of attachment, perfectionism and birth motherhood
C 24	School of Nursing	HG17	An exploration of the positionality of the researcher through three doctoral studies
C 25	School of Nursing	HG18	Emerging conceptions of quality in infant toddler care and education

C 26	School of Nursing	HG19	Children's wellbeing
C 27	School of Nursing	HG20	Strategies and challenges of supporting refugee children
C 28	School of Nursing	HG22	Ways and forms of governing quality in ECEC - International experiences, approaches and future perspectives
C 29	School of Nursing	HG23	Values education in Nordic ECEC settings - Exploring values in between
C 30	School of Nursing	H136	Innovative approaches in early childhood Mathematics
C 31	School of Nursing	H137	Developing teachers' empathy skills and emotional wellbeing

## PROGRAMME OVERVIEW

FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

SYMPOSIUM SET D: 11:00 – 12:30

	Building	Room	Symposium Title
D 1	Henry Grattan	CG86	Mentoring in Irish Early Childhood Education and Care Settings
D 2	Henry Grattan	C104	Childhood Studies: Using film to explain theory and question practice
D 3	Henry Grattan	C115	Outdoor Play and Learning: Relationships and Feelings
D 4	Henry Grattan	C124	Play as a 'right' as an intervention tool and to reduce fears
D 5	Business School	QG13	Language and deep level learning in nature
D 6	Business School	QG15	Policies for Initial Preparation of Early Childhood Teachers in Brazil, Colombia and Chile
D 7	Business School	QG21	Relationships and learning processes
D 8	Business School	QG22	Teacher roles and child relationships
D 9	Business School	QG27	Communication and relationships
D 10	Business School	Q119	Creativity and narratives
D 11	Business School	Q120	Developing and evaluating parenting programmes
D 12	Business School	Q121	Images of the child, of childhood, and the kindergarten teacher
D 13	Business School	Q122	Critiquing approaches to alleviate the impact of child poverty

D 14	Business School	Q217	New materialisms and post-human encounters
D 15	Business School	Q218	"Flourishing"
D 16	Business School	Q220	Challenging narratives of (pre)school readiness and transition
D 17	School of Nursing	HG05	STEM teaching in ECE
D 18	School of Nursing	HG06	The Nordic Early Literacy Education. Three points of view.
D 19	School of Nursing	HG07	Civic education for democracy in ECE
D 20	School of Nursing	HG08	Gender and innovation in ECEC: Bringing boys and men in
D 21	School of Nursing	HG09	Praxeological Learning: Social justice and social capital
D 22	School of Nursing	HG10	Drama and storytelling
D 23	School of Nursing	HG12	Science in Early Childhood Education - a matter of different levels and partakers?
D 24	School of Nursing	HG17	Narrative Coaching
D 25	School of Nursing	HG18	Outdoor Play and Learning: Risk-taking
D 26	School of Nursing	HG19	Risky play
D 27	School of Nursing	HG20	Understanding play
D 28	School of Nursing	HG22	Strengthening educational leadership in Australian early childhood education and care: From policy to practice

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D	29	School of Nursing	HG23	Early Years Leaders
D	30	School of Nursing	H136	Locating UK professional learning and development (PLD) research in an international context
D	31	School of Nursing	H137	Participatory pedagogies

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## PROGRAMME OVERVIEW

FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

SYMPOSIUM SET E: 14:30 – 16:00

	Building	Room	Symposium Title
E 1	Henry Grattan	CG86	Constructing identity (children and teachers) through narrative assessment learning stories): Perspectives from Aotearoa, New Zealand
E 2	Henry Grattan	C104	Social competence and a pedagogy of emotion
E 3	Henry Grattan	C115	Media literacy and education
E 4	Henry Grattan	C124	Reflective practice and learning communities
E 5	Business School	QG13	Observations of belonging in infant-toddler education and care: A 3-year study
E 6	Business School	QG15	Supporting children's learning and participation
E 7	Business School	QG21	Early intervention strategies
E 8	Business School	QG22	Including minority groups
E 9	Business School	QG27	Strategies to support children with special educational needs
E 10	Business School	Q119	Theories of transition
E 11	Business School	Q120	Children's transition form preschool to primary school - Learning from research, policy and practice to develop a national transfer tool in Ireland

E 12	Business School	Q121	Reweaving the tapestry of the Generations: Intergenerational learning involving young children and older people in Ireland
E 13	Business School	Q122	Supporting access to and engagement with ECEC services
E 14	Business School	Q217	Analysing, evaluating and interrogating ECEC learning
E 15	Business School	Q218	Workforce profiles in European ECEC systems: The SEEPRO study update
E 16	Business School	Q220	Variations in Shared Book Reading
E 17	School of Nursing	HG05	Studying babies and toddlers: Spaces, relational transitions and transitory moments.
E 18	School of Nursing	HG06	Outdoor Play and Learning: Space and Place
E 19	School of Nursing	HG07	Socio-dramatic and role play
E 20	School of Nursing	HG08	Reviewing and rethinking early years training
E 21	School of Nursing	HG09	Gender and play
E 22	School of Nursing	HG10	Preparing, watching, minding: Learning to work relationally with two-year-olds
E 23	School of Nursing	HG12	Social emotional development and empathy
E 24	School of Nursing	HG17	Teachers' positionality and theories of practice
E 25	School of Nursing	HG18	Approaches to working with parents and children

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E 26	School of Nursing	HG19	Conductiong research in Early Years: Vignettes, tools and strategies
E 27	School of Nursing	HG20	Managing challenges
E 28	School of Nursing	HG22	Ethics, children's rights and beyond
E 29	School of Nursing	HG23	Active citizenship: Moral values and personal epistemology in early years classrooms
E 30	School of Nursing	H136	Diversity anti-bias and belonging
E 31	School of Nursing	H137	Values, behaviour management and time regulation

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## PROGRAMME OVERVIEW

FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

SYMPOSIUM SET F: 16:30 – 18:00

	Building	Room	Symposium Title
F 1	Henry Grattan	CG86	Supporting children's and young people's participation
F 2	Henry Grattan	C104	Collaboration and transition to school
F 3	Henry Grattan	C115	Practitioner research
F 4	Henry Grattan	C124	The wellbeing of early years teachers
F 5	Business School	QG13	Pedagogical approaches to support young children's learning through parental engagement
F 6	Business School	QG15	Happiness, wellbeing and difficult emotions
F 7	Business School	QG21	International perspectives on ECEC systems and approaches
F 8	Business School	QG22	Pedagogy of science in ECE
F 9	Business School	QG27	Values education in Nordic ECEC settings - Between reality and ideals
F 10	Business School	Q119	Challenge and success in bilingual learning - Nordic preschools as learning spaces for cultural inclusion and social justice
F 11	Business School	Q120	Story books, story reading and story telling
F 12	Business School	Q121	The importance of early years science

F 13	Business School	Q122	Mentee? Mentor? Using the pedagogy and practice of mentoring to develop early years professionalism to enhance wellbeing of young children
F 14	Business School	Q217	'Artful Dodgers ' an early years music and visual arts programme
F 15	Business School	Q218	Exploring rights, experiences and nature deficit in the outdoors
F 16	Business School	Q220	Peer play, home/setting play and play development
F 17	School of Nursing	HG05	SIG Rethinking play: Teacher-child interaction in play
F 18	School of Nursing	HG06	Inspection and accountability
F 19	School of Nursing	HG07	Preparing trainee teachers to work in diverse settings
F 20	School of Nursing	HG08	Perspectives on partnerships with parents
F 21	School of Nursing	HG09	International policy challenges
F 22	School of Nursing	HG10	Comparative aspects of teacher education
F 23	School of Nursing	HG12	Positioning children in research and practice: troubling assumptions
F 24	School of Nursing	HG17	Children's perspectives on the learning environment
F 25	School of Nursing	HG18	Democratic and participatory practices
F 26	School of Nursing	HG19	Teachers' participations of culture, small group work and online working

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F	27	School of Nursing	HG20	Shame, self-consciousness and resilience in early years
F	28	School of Nursing	HG22	The role of emotion in learning
F	29	School of Nursing	HG23	Responses to conflict and migration
F	30	School of Nursing	H136	Documentation, evaluation and inspection
F	31	School of Nursing	H137	The use of infant massage and therapy dogs to improve child outcomes

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# CONFERENCE PROGRAMME

## THURSDAY 1<sup>ST</sup> SEPTEMBER 2016

### SYMPOSIUM SET A: 13:45 – 15:15

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A/ 1  
MULTICULTURAL ASPECTS OF LITERACY AND LANGUAGE  
Individual Papers  
Room CG86, Henry Grattan

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CHAIR: CAROLINE SIMS  
University of Gävle, Sweden

**Building multicultural understanding through children's literature**  
CAROLINE SIMS, University of Gävle, Sweden

**Language lessons through the physical education curriculum for kindergarten and first grade in Greek Muslim children: A two year intervention**  
OLGA KOULI, ANTONIOS DALAKIS AND EFTHIMIOS BOGIATZIDIS, Democritus University of Thrace, Greece

**Promoting indigenous children's development of literacy: Examining the effects of a bicultural skill-based intervention programme**  
CHING-TING HSIN AND HSIN-KAI WU, National Taiwan Normal University, Taiwan

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A/ 2  
WORKING WITH DIVERSITY  
Individual Papers  
Room C104, Henry Grattan

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CHAIR: LINDA MITCHELL  
The University of Waikato, New Zealand

**Connecting preservice teachers' with diverse families through service-learning experiences**  
VICKIE LAKE (1), TERESA BERG (2), LOREEN KELLY (1) AND SUSAN PATRICK (1), (1) University of Oklahoma, United States: (2) Tulsa Technology Center, United States

**Eighteen 'priority' children go to school**  
LINDA MITCHELL, University of Waikato, New Zealand

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A/ 3  
SPIRITUALITY AND RELIGION IN ECE  
Individual Papers  
Room C115, Henry Grattan

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CHAIR: JANE BONE  
Monash University, Australia

**Majority worldview, marginalised issue: Spirituality, young children and education**  
JANE BONE, Monash University, Australia

**Religious education for early childhood in the Insight of John Calvin (1509-1564)**  
IN-SUB AHN, Chongshin University, South Korea

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A/ 4

FAMILY ENGAGEMENT

Individual Papers

Room C124, Henry Grattan

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CHAIR: RACHEL REVSIN - RAVID

Oranim Academic College of Education, Israel

**Using families funds of knowledge for the development of pre-service early childhood student teachers' identity: A cross cultural research**

RACHEL REVSIN – RAVID (1) AND MARY ELLEN MCGUIRE-SCHWARTZ (2), (1) Oranim Academic College of Education, Israel, (2) Rhode Island College, United States

**Families and school walking together**

GEORGINA NUTTON, Charles Darwin University, Australia

**Nurturing sense and sensibilities, engaging with parents locally and globally**

MARTIN NEEDHAM (1) AND DIANNE JACKSON (2), (1) Manchester Metropolitan University, United Kingdom, (2) University of Western Sydney, Australia

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A/ 5

EXPLORING LANGUAGE IDEOLOGIES IN MULTILINGUAL CONTEXTS

Self-organised Symposium

Room QG13, Business School

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CHAIR: GUNHILD ALSTAD

Hedmark University of Applied Sciences, Norway

**Language ideologies and language practices in a minority language kindergarten**

CAROLA KLEEMANN, UiT - The Arctic University of Norway, Norway

**ECE teachers and parents language ideologies - A challenge for kindergarten-home collaboration?**

ANJA PESCH, UiT The Arctic University of Norway, Norway

**Challenging ECE teachers' existing language ideologies in multilingual contexts**

GUNHILD ALSTAD AND SOLVEIG FREDRIKSEN AASEN, Hedmark University of Applied Sciences, Norway

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A/ 6

LEARNING THROUGH ARTS AND STORYTELLING

Individual Papers

Room QG15, Business School

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CHAIR: CHRISTINA PERNSTEINER

University of Graz, Austria

**Learning through the arts: Implementing inquiry based transdisciplinary learning in early years education (EYE) settings**

EVELYN EGAN-RAINY, Cork Institute of Technology, Ireland

**'Kamishibai' (theatrical performance by picture cards) as mediating artifacts for imaginative literacy learning**

HIROAKI ISHIGURO, Rikkyo University, Japan

**Storytelling and media-making with 4-5 year-olds**

GRETE SKJEGGESTAD MEYER, NLA University College, Norway



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A/ 7

INNOVATIVE APPROACHES FOR TEACHING AND LEARNING

Individual Papers

Room QG21, Business School

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CHAIR: MERETE ØKLAND SORTLAND

Stord/Haugesund University College, Norway

**Project-based learning in kindergartens**

CHRISTIAN ENGELBRECHT, Institute of Klax Pedagogy, Germany

**A joint-Nordic science education package for kindergarten teachers**

MERETE ØKLAND SORTLAND (1), KARI HOLTER (2), GURI LANGHOLM (2), HAUKUR ARASON (3), KAREN BOLLINGBERG (4), BIRGITTE DAMGAARD (4), THORLEIF FRØKJÆR (4), LAILA GUSTAVSSON (5), ASTRID WALLEM HAGEN (6), HEIDI HARJU-LUUKKAINEN (7), JACOB JENSEN (8), SIGVE LADSTEIN (9), KRISTÍN NORÐDAHL (3), GUNLÖG PERSSON (10), EVA STAFFANS (11), TARJA IRENE TIKKANEN (12), CHRISTOFFER SALMEN (10), SUSANNE, THULIN (5), PERNILLE HUMMELGAARD TONNESEN (13) AND JÓNA RÚN GÍSLADÓTTIR (14), (1) Stord/Haugesund University College, Norway, (2) Oslo and Akershus University College for Applied Sciences/Norwegian Centre for Science Education, Norway, (3) University of Iceland, Iceland, (4) University College Capital UCC, Denmark, (5) Kristianstad University College, Sweden, (6) Bråtveit Science and Culture Kindergarten, Norway, (7) University of Helsingfors, Finland, (8) Tårnby Naturskole, Denmark, (9) NLA University College, Norway, (10) Önnegården's Preschool, Sweden, (11) Åbo Academy, Finland, (12) University of Stavanger, Norway, (13) Børnehuset Gartneriet, Denmark, (14) Hulduberg Preschool, Iceland

**The interactive whiteboard in preschool mathematics education**

DAVOUD MASOUMI AND MARYAM BOURBOUR, University of Gävle, Sweden

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A/ 8

WE TALK ABOUT MATHEMATICS IN EARLY CHILDHOOD

Self-organised Symposium

Room QG22, Business School

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CHAIR: OLIVER THIEL

Queen Maud University College, Norway

**Young children noticing their own mathematics in play**

SUE DOCKETT, ROBERT PERRY, AMBER MARCUS AND AMY MACDONALD, Charles Sturt University, Australia

**Promoting early number talk - Evaluating the impact on professional practice**

PAMELA MOFFETT AND PATRICIA EATON, Stranmillis University College, United Kingdom

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A/ 9

MUSIC AND CREATIVITY

Individual Papers

Room QG27, Business School

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CHAIR: BRIDGET EGAN

University of Winchester, United Kingdom

**Music and early literacy development - A pilot study in Singapore**

SYLVIA CHONG, SIM University, Singapore

**Influences on music exploration in a Montessori primary classroom: An instrumental case study**

HEATHER ELLIE FALTER, University of Colorado, United States

**Creativity, 'flow' and deep level learning in the early years setting: the value of construction play**

BRIDGET EGAN, University of Winchester, United Kingdom

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A/ 10

OUTDOOR PLAY AND LEARNING: ANALYSING OUTDOOR LEARNING

Individual Papers

Room Q119, Business School

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CHAIR: SHIRLEY WYVER

Institute of Early Childhood, Australia

**Rituals and repetitions**

CAROL DUFFY, Early Childhood Ireland, Ireland

**The case for the mud kitchen**

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

**A comparison of the roles in outdoor activities in England and Turkey**

MEHMET MART, Plymouth University, United Kingdom

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A/ 11

CROSS-CULTURAL PLAY

Individual Papers

Room Q120, Business School

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CHAIR: XINXIN WANG

The Education University of Hong Kong, Hong Kong

**Cross-cultural play: A participatory study with children in India and Ireland, exploring lived experiences of play, its cultural nuances and influence on early childhood education**

SINEAD MATSON, Maynooth University, Ireland

**An exploratory case study of an Swedish-style, play-based curriculum in China**

XINXIN WANG, The Education University of Hong Kong, Hong Kong

**The relations between a 'push down' and 'push up curriculum': A cultural historical study of home play pedagogy in the context of structured learning in international schools in Malaysia**

MEGAN ADAMS AND MARILYN FLEER, Monash University, Australia

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A/ 12

CRITIQUING ECEC POLICY AND PROGRAMMES

Individual Papers

Room Q121, Business School

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CHAIR: KRISTÍN DÝRFJÖRÐ

University of Akureyri, Iceland

**Does early childhood education influence educational outcomes? A closer look at the Netherlands**

CORRIE URLINGS, KARIEN COPPENS AND LEX BORGHANS, Maastricht University, Netherlands

**Changing the approach to starting preschool in Iceland - quicker, cheaper, popular and child centered?**

KRISTÍN DÝRFJÖRÐ, University of Akureyri, Iceland

**A 2 year pilot project in ECEC: Pedagogical support organization. Insights of the implementation process (2014-2016)**

INGE LAENEN AND LUDO HEYLEN, C-ExE Leuven University, Belgium

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A/ 13

NEW METHODOLOGIES FOR LEARNING TO LEAD IN EARLY CHILDHOOD EDUCATION

Self-organised Symposium

Room Q122, Business School

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CHAIR: JOCE NUTTALL

Australian Catholic University, Australia

**Learning-rich leadership for workforce development in early childhood education**

JOCE NUTTALL, Australian Catholic University, Australia

**An advocacy leadership case from Norway**

ANNE REINERTSEN, Queen Maud University College, Norway

**Frames, circles and pathways: Changing the model of the teacher, changing the model of the child**

ELIN ERIKSEN OEDEGAARD, Bergen University College, Norway

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A/ 14

PERSPECTIVES OF EARLY YEARS STUDENTS

Individual Papers

Room Q217, Business School

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CHAIR: RAMAZAN SAK

Yüzüncü Yıl University, Turkey

**Pre-service preschool teachers' views about instructional principles and methods in preschool education**

RAMAZAN SAK (1), İKBAL TUBA SAHİN-SAK (1), BETÜL KÜBRA SAHİN (2) AND HİLAL GÜŞTA ŞAHİN (3), (1) Yüzüncü Yıl University, Turkey; (2) Gaziosmanpaşa University, Turkey; (3) Necmettin Erbakan University, Turkey

**Mutual learning between preschool teachers and preschool student teachers**

ANNIE HAMMARBERG AND BRITT-MARIE SANDIN ANDERSSON, University of Gävle, Sweden

**Novice kindergarten teachers' and their mentors' experiences of peer-group mentoring**

EEVA-LEENA ONNISMAA, LEENA TAHKOKALLIO, LASSE LIPPONEN AND JYRKI REUNAMO, University of Helsinki, Finland

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A/ 15

PERSPECTIVES ON RISK AND PROTECTION

Individual Papers

Room Q218, Business School

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CHAIR: ANN-KATRIN SVAERD

Institution for education/special education (IPS), Sweden

**What about abuse in some Swedish preschool**

ANN-KATRIN SVAERD (1) AND KIA KIMHAG (2), (1) Institution for education/special education (IPS), Sweden; (2) University of Gävle, Sweden

**Methodological challenges and dilemmas in researching young children's perspectives on risk and protection**

YAARA SHILO (1), DORIT ROER-STRIER (2), NIRA WAHLE (2) AND Yael PONIZOVSKY (2), (1) Efrata College, Israel; (2) The Hebrew University, Israel

**Child Protection: The Importance of talking to young children about sex and gender in the Kingdom of Saudi Arabia**

AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

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A/ 16

IMPROVING THROUGH REFLECTIVE PRACTICE

Individual Papers

Room Q220, Business School

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CHAIR: ANNELI NIIKKO

University of Eastern Finland, Finland

**Critical reflection and reading diffractively**

SUE GRIESHABER (1) AND MINDY BLAISE (2), (1) Monash University, Australia; (2) Victoria University, Australia

**'Lights, cameras and INTER-action: Using video reflection to develop early years pedagogy**

HELEN LEWIS, University of Wales Trinity Saint David, United

**Using action research to provide peer support enabling reflection on relationships in children's learning**

MÁIRE CORBETT, Early Childhood Ireland, Ireland

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A/ 17

OUTDOOR INFLUENCE ON CHILDREN'S BEHAVIOUR

Individual Papers

Room HG05, School of Nursing

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CHAIR: MATTHEW STAPLETON

Charles Sturt University, Australia

**Children's cultural formation in explorative outdoor activities**

HANNE VÆRUM SØRENSEN, Bergen University College, Norway

**Analysis of children's play behaviour by types of forest school**

DAE-HYUN JUNG, Chongshin University, South Korea

**Behind the mirrors and in the mud patch: The affordance of belonging in outdoor learning environments for infant and toddlers**

MATTHEW STAPLETON, Charles Sturt University, Australia

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A/ 18

SOCIAL INCLUSION, INTERACTION AND ATTACHMENT

Individual Papers

Room HG06, School of Nursing

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CHAIR: CATHLEEN BETHKE

Paderborn University, Germany

**Social inclusion by interaction. Children between 3-6 years as key actors for process of inclusion**

CATHLEEN BETHKE, Paderborn University, Germany

**How do kindergarten teachers promote children's interaction in inclusion classrooms?**

LEE-FENG HUANG, National Pingtung University, Taiwan

**How can we help early years professionals to recognise attachment difficulties and support children's emotional and behavioural development? Does specific intervention training make a difference?**

NATALIE MACDONALD, University of Wales Trinity Saint David, United Kingdom

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A/ 19

TEACHERS WORKING WITH FAMILIES

Individual Papers

Room HG07, School of Nursing

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CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, Scotland

**Creating capacity through professional Learning communities in early childhood educational and care (ECEC) institutions implementing the authoritative parenting style**

HEIDI OMDAL, University of Agder, Norway

**Different professionals roles in preschool - the talk and the performance**

ANN-KATRIN SVENSSON (1), ANITA ERIKSSON (2) AND DENNIS BEACH (2), (1) Åbo Akademi, Finland; (2) University of Borås, Sweden

**Relational agency & relational pedagogy as early childhood constructs**

ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

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A/ 20

PROFESSIONAL CONVERSATION: ENHANCING PRACTICE, INFORMING POLICY AND ENRICHING RESEARCH

Self-organised Symposium

Room HG08, School of Nursing

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CHAIR: NÓIRÍN HAYES

Trinity College Dublin, Ireland

**Talking the walk: The role of professional conversations in informing quality ECE**

NÓIRÍN HAYES AND CAROL-ANN O'SIORAIN, Trinity College Dublin, Ireland

**Walking the talk: The implications of professional conversations for practitioners and practice**

CARMEL BRENNAN, Early Childhood Ireland, Ireland

**Implications of professional conversation for policy**

ARLENE FORSTER, National Council for Curriculum and Assessment, Ireland

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A/ 21

SOCIAL MEDIA, SCREEN TIME AND DIGITAL CAMERAS

Individual Papers

Room HG09, School of Nursing

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CHAIR: CLAIRE PESCOTT

University of South Wales, United Kingdom

**Practitioner's perception of social media: Friend or Foe?**

CLAIRE PESCOTT AND AMANDA THOMAS, University of South Wales, United Kingdom

**Aesthetic aspects and photographic opportunities in young children's use of digital cameras**

LENA O MAGNUSSON, University of Gävle, Sweden

**The relationship between home literacy activities and screen viewing of young children**

CHIA-HUI CHIU, National Hsinchu University of Education, Taiwan

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A/ 22

ASSESSING NATIONAL PROGRAMMES: BRAZIL, ENGLAND AND IRELAND

Individual Papers

Room HG10, School of Nursing

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CHAIR: ELIANA BHERING

Fundação Carlos Chagas, Brazil

**Age sixteen educational outcomes of the Irish IEA preprimary project - Significance of the findings for current childhoods**

SIOBHAN KEEGAN, Better Start Early Years Quality Development Service, Ireland

**Investing in early education: Economic findings from the EPPSE (effective pre-school, primary and secondary education) study in England**

KATHY SYLVA (1), EDWARD MELHUISE (1), PAM SAMMONS (1), IRAM SIRAJ (2) AND BRENDA TAGGART (2), (1) University of Oxford, United Kingdom (2) University College London, United Kingdom

**Assessing ECE quality in public centers in Brazil**

ELIANA BHERING, BEATRIZ ABUCHAIM AND FABIANA FERNANDES, Fundação Carlos Chagas, Brazil

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A/ 23

CROSS-NATIONAL STUDIES OF OUTDOOR PLAY: AUSTRALIA, NETHERLANDS, FINLAND AND TURKEY

Individual Papers

Room HG12, School of Nursing

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CHAIR: CHRIS SPELDEWINDE

Deakin University, Australia

**Going bush: Notions of place in Australian nature-based kindergarten settings**

CHRIS SPELDEWINDE AND CORAL CAMPBELL, Deakin University, Australia

**See how play settings form the children's outdoor play**

ELISE PETERS, Leiden University of Applied Sciences and Hogeschool Leiden, Netherlands

**A cross cultural study on the current status of outdoor play**

FATMA YALÇIN AND FEYZA TANTEKIN ERDEN, Middle East Technical University, Turkey

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A/ 24

YOUNG CHILDREN'S HUMOR

Self-organised Symposium

Room HG17, School of Nursing

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CHAIR: ELENI LOIZOU

University of Cyprus, Cyprus

**Play oriented and empowerment motives of children's clowning**

ELENI LOIZOU, University of Cyprus, Cyprus

**Toddlers distinguish joking and pretending**

ELENA HOICKA, University of Sheffield, United Kingdom

**'What is acceptable, when?' Practitioner responses to children's humour**

LAURA TALLANT, Bath Spa University, United Kingdom

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A/ 25

PRESCHOOL HEAD'S VIEW ON CHILDREN'S LEARNING

Self-organised Symposium

Room HG18, School of Nursing

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CHAIR: STIG BROSTRÖM

Aarhus Universitet, Denmark

**Danish and Swedish preschool leaders' perspective on children's learning**

STIG BROSTRÖM, University of Aarhus, Denmark

**Heads' of preschools view on children's learning and participation in Germany and Estonia**

CHRISTA KIEFERLE (1), ANJA SEIFERT (2), AINO UGASTE (3), MAIRE TUUL (3), MARILIN LINDMÄE (3) AND ANGELA ROTH (1), (1) State Institute of Early Childhood Research, Germany; (2) University of Education in Ludwigsburg, Germany; (3) Tallinn University, Estonia

**Preschool children's learning: Perspectives from Australia and Russia**

KAY MARGETTS (1), IGOR SHIIAN (2), NIKOLAY VERAKSA (2) AND BERENICE NYLAND (3), (1) University of Melbourne, Australia; (2) Moscow City University, Russia; (3) RMIT, Australia

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A/ 26

COLLABORATIVE CROSS-CULTURAL RESEARCH METHODS IN EARLY CARE AND EDUCATION CONTEXTS

Self-organised Symposium

Room HG19, School of Nursing

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CHAIR: MARY JANE MORAN

The University of Tennessee, United States

**Designing cross-cultural research with equivalency and multi-centric approaches**

ROBYN BROOKSHIRE AND MARY JANE MORAN, University of Tennessee, United States

**Research considerations in collaborative early childhood partnerships with immigrant and refugee communities**

REBECCA GEORGIS, ANNA KIROVA AND REBECCA GOKIERT, University of Alberta, Canada

**Voices of children: Cross-cultural collaborations in understanding and documenting the meaning of children's rights through dialogue and video**

JOHN NIMMO, Portland State University, United States

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A/ 27

THE 'CORBY BETTER START PROJECT': COLLABORATIVE AND INNOVATIVE PRACTICES TO ENSURE SMOOTH EDUCATIONAL TRANSITIONS.

Self-organised Symposium

Room HG20, School of Nursing

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CHAIR: ANGELA PRODGER

The Pen Green Centre, United Kingdom

**The 'Corby Better Start Project': developing collaborative and innovative practices to ensure smooth educational transitions**

ANGELA PRODGER, The Pen Green Centre for Children and Their Families, United Kingdom

**Supporting young children with special educational needs and disability (SEND) through transitions into new settings**

ALISON CUMMINGS, The Pen Green Research, Development and Training Base, United Kingdom

**Supporting disadvantaged and vulnerable children through transitions into new settings**

EMMA HOLTON, The Pen Green Research, Development and Training Base, United Kingdom

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A/ 28

CHILDREN'S WELLBEING

Individual Papers

Room HG22, School of Nursing

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CHAIR: ANETTE BOYE KOCH

VIA University College, Denmark

**Emotions' workshops: Parents and children working to community wellbeing and childhood development**

CRISTINA FERRERA, Municipality of Fiumicino, Rome, Italy

**Teacher's role and impact on childhood wellbeing - A narrative inquiry**

ANETTE BOYE KOCH, VIA University College, Denmark

**Large scale measurement of wellbeing and Involvement in Flanders (0-3 years): Provisory Insights from the MeMoQ baseline study**

BART DECLERCQ (1), MIEKE DAEMS (2), CHARLOTTE VAN CLEYNENBREUGEL (2), FERRE LAEVERS (2), MICHEL VANDENBROECK (3), HESTER HULPIA (3), JEOREN JANSSEN (3), HESTER HULPIA (3), (1) Center for Experiential Education, KULeuven, Belgium; (2) Leuven University, Belgium; (3) Ghent University, Belgium

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A/ 29

HOLISTIC WELLBEING SIG SYMPOSIUM 3

Self-organised Symposium

Room HG23, School of Nursing

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CHAIR: JOHN SIRAJ-BLATCHFORD

Plymouth University, United Kingdom

**An exploration of inclusive and exclusive perceptions and practices of practitioners and parents within British early years settings**

ALEX OWEN, Liverpool Hope University, United Kingdom

**Refugee children (and their parents) in ECEC institutions in Germany - Between uncertainty and wellbeing**

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

**Wellbeing and Sustainable Development: The legacy of Maria Montessori**

JOHN SIRAJ-BLATCHFORD (1) AND LYNNETTE BROCK (2), (1) Plymouth University, United Kingdom; (2) Montessori Centre International, United Kingdom

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A/ 30

MULTICULTURALISM, SOCIAL DIVERSITY AND MARGINALISED FAMILIES

Individual Papers

Room H136, School of Nursing

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CHAIR: ESTELLE MARTIN

University of East London, United Kingdom

**How preschool teachers describe their work with interculturalism and multiculturalism**

INGMARIE BENGTTSSON, Kristianstad University, Sweden

**'Disadvantaged' neighbourhoods? How parents, early childhood educators and teachers in low-income neighbourhoods draw upon and resist metanarratives of deficiency**

JOANNE LEHRER, Université du Québec en Outaouais, Canada

**Acceptance as fundamental attitude in the counselling of minority-language parents**

LISBETH FLATRAAKER, Nord University, Norway



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A/ 31

EXPLORING AND RESPONDING TO CHILD ISSUES OF POVERTY

Individual Papers

Room H137, School of Nursing

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CHAIR: MARIA FIGUEIREDO

School of Education and CI&DETS, Polytechnic of Viseu, Portugal

**Capturing capital: Exploring identity capital (IC) from the perspective of parents who attend parenting groups in Flying Start areas, and the implications for practice**

JESSICA PITMAN, University of Wales, Trinity St. David, United Kingdom

**Dealing with crisis: Early childhood teachers perceived role in supporting children**

MARIA FIGUEIREDO, School of Education and CI&DETS, Polytechnic of Viseu, Portugal

**Personal, social and environmental factors affecting school readiness among children who reside in poverty**

DOMINIC GULLO, Drexel University, United States

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A/ 32

LANGUAGE AND LITERACY PROGRAMMES

Individual Papers

Room H138, School of Nursing

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CHAIR: GARY BINGHAM

Georgia State University, United States

**Pre-packaged literacy learning: Early childhood educators' beliefs about phonics teaching and commercial phonics programme use**

STACEY CAMPBELL, Queensland University of Technology, Australia

**Evaluating an online language and literacy approach: Read right from the start**

GARY BINGHAM, Georgia State University, United States

**An evaluation of the effectiveness of the Booktrust Cymru Superbox programme in building parents' confidence to share stories and books with their young children**

GWYNETH DAVIES, ANN-MARIE GEALY, GLENDA TINNEY AND ALISON REES EDWARDS, University of Wales: Trinity St David, United Kingdom

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# THURSDAY 1<sup>ST</sup> SEPTEMBER 2016

## SYMPOSIUM SET B: 16:00 – 17:30

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B/ 1  
PROFESSIONAL PRACTICE AND WORK-BASED LEARNING  
Individual Papers  
Room CG86, Henry Grattan

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CHAIR: JAN PETTERSEN  
Pedagogy, Learning and Education, Ireland

**An exploration of the evidential base for ECEC professional practice placement in HEIs in Ireland**

JAN PETTERSEN, DEIRDRE BREATNACH, JENNIFER POPE AND MARY MOLONEY, Pedagogy, Learning and Education, Ireland

**An exploratory study on work-based learning and its impact on professional practices of preschool teachers in Singapore**

THERESA LU AND SYLVIA CHONG, SIM University, Singapore

**Learning in practice**

INGUNN REIGSTA, NLA University College, Norway

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B/ 2  
GENDER AND PEDAGOGY  
Individual Papers  
Room C104, Henry Grattan

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CHAIR: MATILDA STICKLEY  
University of Nottingham, United Kingdom

**Hulk bashing and yoga seeds: Masculinity, bodily engagement and imaginative play in an early years classroom**

MATILDA STICKLEY, University of Nottingham, United Kingdom

**Is it 'what about the boys?' or 'what we expect from boys?' Investigating emergent gender differences in the early years of school**

SUSAN WALKER (1), KATHY COLOGON (2), (1) Queensland University of Technology Australia; (2) Macquarie University, Australia

**Promote the gender equality from the early childhood by the sensitive pedagogy**

FABRICE MONNIER, IFTS, France

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B/ 3  
INTERNATIONAL PERSPECTIVES ON GENDER BALANCE AND DIVERSITY IN ECEC  
Self-organised Symposium  
Room C115, Henry Grattan

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CHAIR: ANNA BUJNOWSKA  
Maria Curie Skłodowska University in Lublin, Poland

**Children's needs and teachers' gender: Rethinking male participation in ECEC through the voices of Scottish, Hong Kongese and mainland Chinese young children**

YUWEI XU, University of Glasgow, United Kingdom

**Are men different? A comparison of German and Portuguese ECEC professionals**

HOLGER BRANDES (1) AND MARINA FUERTES(2), (1) Evangelische Hochschule Dresden Germany; (2) Escola Superior da Educação de Lisboa, Portugal

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**Men in childcare: The discursive construction of masculinity between heroism and general suspicion**

IRMGARD DIEWALD, Universität Hildesheim, Germany

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B/ 4

MULTILINGUAL CHILDHOODS SIG: MULTILINGUAL PRACTICES FOR MULTILINGUAL CHILDREN

Self-organised Symposium

Room C124, Henry Grattan

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CHAIR: SANDIE MOURÃO

Nova University, Portugal

**How can multilingual preschool practitioners become good language models for the children?**

ELENA TKACHENKO AND KARI BRATLAND, Oslo and Akershus University College of Applied Sciences, Norway

**Mentoring and professional development in linguistically diverse preschools**

SOLVEIG FREDRIKSEN AASEN AND GUNHILD TVEIT RANDEN, Hedmark University of Applied Sciences, Norway

**Collaborative practices to support integrated foreign language projects**

SANDIE MOURÃO, Nova University, Portugal

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B/ 5

LITERACY

Individual Papers

Room QG13, Business School

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CHAIR: TARA CONCANNON-GIBNEY

Marino Institute of Education, Ireland

**An Irish perspective on emergent writing in an American Reggio Emilia inspired preschool**

TARA CONCANNON-GIBNEY, Marino Institute of Education, Ireland

**Vygotsky and Mrs. Paley discuss the promise of early childhood education for school literacy learning**

GILLIAN MCNAMEE, Erikson Institute, United States

**Practical strategies for parents and educators to support early literacy development**

SARAH NILSEN, Griffith University, Australia

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B/ 6

IMPROVING MATHS PEDAGOGY IN THE EARLY YEARS

Individual Papers

Room QG15, Business School

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CHAIR: MARIA FIGUEIREDO

School of Education and CI&DETS,, Polytechnic of Viseu, Portugal

**Mathematical pedagogical content knowledge in early childhood education: A study in initial teacher education in portugal**

MARIA FIGUEIREDO HELENA GOMES AND CATIA RODRIGUES, Polytechnic of Viseu, Portugal

**Teaching Mathematics - Pedagogical content knowledge for preschool teachers in the Swedish preschool**

KERSTIN BÄCKMAN, University of Gävle, Sweden

**Building capacity and promoting numeracy awareness - Dublin Docklands and East Inner City Early Numeracy Project**

EMMA WHEATLEY, MAIRÉAD CONROY, GRÁINNE KENT AND JOSEPHINE BLEACH, National College of Ireland, Ireland

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B/ 7

MUSICAL INTERACTION WITH UNDER 3S

Individual Papers

Room QG21, Business School

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CHAIR: KARI-ANNE JØRGENSEN

University College of South-East Norway, Norway

**Music as a facilitator of positive interactions between a nursery teacher and his group of babies between 0-18 months in a Brazilian context.**

FABIANA MARIANO, Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Brazil

**The contribution of early musical interactions to child development: Evidence from a mixed-method research**

ORIT MUALEM, Levinsky College of Education, Israel

**The sound of the children - Social life among toddlers in kindergarten as a song and a dance**

DAG NOME, Universitetet i Agder, Norway

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B/ 8

USE OF ECERS AND ITERS AS A MEASURE OF QUALITY

Individual Papers

Room QG22, Business School

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CHAIR: ELISABETH BJØRNESTAD

Oslo and Akershus University College of Applied Science, Norway

**Russian preschool teachers' acceptance of ECERS' criteria of quality education**

OLGA SHIYAN, IGOR SHIYAN, TATIANA LE-VAN, TATIANA MOROZOVA AND ELENA VOROBYOVA, Moscow City University, Russia

**How ITERS-R and ECERS-R relate to the Norwegian framework plan**

ELISABETH BJØRNESTAD (1), MARIT ALVESTAD (2) AND ANNE GRETHE BAUSTAD (3), (1) Oslo and Akershus University College of Applied Science, Norway; (2) UiS, Norway; (3) Nord University, Norway

**Assessing global quality in Norwegian ECEC by applying alternate scoring option to the ITERS-R**

MAREN MEYER HEGNA AND ELISABETH BJØRNESTAD, Oslo and Akershus University College, Norway

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B/ 9

OUTDOOR PLAY AND LEARNING: CULTURAL PERSPECTIVES - 2

Self-organised Symposium

Room QG27, Business School

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CHAIR: CHRISTINE COLLINS

University of Hertfordshire, United Kingdom

**Outdoor learning in Greek kindergartens, through teachers' perspectives**

GEORGIA GESSIOU, AND MARIA SAKELLARIOU, University of Ioannina, Greece

**Where is the outdoor learning in Greek early years settings?**

GEORGIA GESSIOU (1) AND ANGELIKI BITOU (2), (1) University of Ioannina, Greece; (2) Day Care Centre of OAED in Ioannina, Greece

**Playing with safety: Contradictions in Australian outdoor learning**

SHIRLEY WYVER (1), ANITA BUNDY (2), MICHELLE VILLENEUVE (3), KASSIA BEETHAM (3), GRACE SPENCER (3), GERALDINE NAUGHTON (4), PAUL TRANTER (5), JO RAGEN (3), JULIA STERMAN (4), (1) Institute of Early Childhood, Australia; (2) Colorado State University, United States; (3) University of Sydney, Australia; (4) Australian Catholic University, Australia; (5) ADFA, University of New South Wales, Australia

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B/ 10

ADULT PERCEPTION OF AND PARTICIPATION IN PLAY

Individual Papers

Room Q119, Business School

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CHAIR: JACQUELINE FALLON

Church of Ireland College of Education, Ireland

**Teachers' perspectives on children's experiences of play**

JACQUELINE FALLON, Church of Ireland College of Education, Ireland

**Adults' engagement in toddler's playworld**

LIANG LI, Monash University, Australia

**The lived experience of adult participating in make-believe play of young children**

MILDA BREDIKYTE, GIEDRE SUJETAITE-VOLUNGEVICIENE, AND MONIKA SKERYTE-KAZLAUSKIENE, Lithuanian University of Educational Sciences, Lithuania

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B/ 11

PROFESSIONAL ROLE, IDENTITY AND PATHWAYS

Individual Papers

Room Q120, Business School

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CHAIR: DEIRBHILE NIC CRAITH

Irish National Teachers' Organisation, Ireland

**Supporting the professional identity development of early childhood educators: An induction support pilot project**

LAURA DOAN, Thompson Rivers University, Canada

**Professionalism and teacher's role in changing society: Estonian case**

MARIKA VEISSON AND MAIRE TUUL, Tallinn University, Estonia

**Professional pathways - Up-skilling the early years workforce**

MARION BRENNAN, ELAINE HYNES, LORRAINE O'CONNOR AND EMMA REILLY, Early Childhood Ireland, Ireland

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B/ 12

PLAY, LEARN AND REFLECT! AND ALL AT THE AGE OF THREE ...

Self-organised Symposium

Room Q121, Business School

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CHAIR: LEEN ROSIERS

Erasmus University College, Belgium

**Coaching creative play**

ANNICK BIESMANS, Erasmus University College Brussels, Belgium

**Learning hidden in plain sight! Towards seeing and improving pedagogical practice**

LEEN ROSIERS, Erasmus University College Brussels, Belgium

**Talking and thinking: Improving teacher's strategies to reason and reflect with young children**

ANOUC VANHERF AND VEERLE VAN RAEMDONCK, Erasmus University College Brussels, Belgium

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B/ 13

PROFESSIONAL DIALOGUES

Individual Papers

Room Q122, Business School

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CHAIR: MARIA FREDRIKSSON SJÖBERG

Högskolan Dalarna, Sweden

**Perspectives on how to challenge children's learning**

ELISABETH LINDGREN ENEFLO, Falu Kommun, Sweden

**Building relationships through dialogues in preschool**

MARIA FREDRIKSSON SJÖBERG, Högskolan Dalarna, Sweden

**The crying child. The (im)possibility to meet children's needs**

PETER CLOOS, FRAUKE GERSTENBERG, ANIKA GÖBEL AND ISABELL KRÄHNERT, Universität Hildesheim, Germany

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B/ 14

TEACHER DEVELOPMENT AND READING

Individual Papers

Room Q217, Business School

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CHAIR: MONICA NILSSON

Jönköping University, Sweden

**Professional development through participation in playword**

MONICA NILSSON (1), BETH FERHOLT (2), ROBERT LECUSAY (1), (1) Jönköping University, Sweden; (2) Brooklyn College, United States

**'But I don't like to read': Teacher candidates' attitudes toward reading and teaching reading**

KATHLEEN OLMSTEAD AND SUE NOVINGER ROBB, The State University of New York, United States

**Does the floor book approach facilitate learning and engagement for students in early childhood?**

JOANNE MCHALE AND DEIRDRE MCGRATH, Institute of Technology Blanchardstown, Ireland

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B/ 15

PROFESSIONALISATION OF PROFESSIONAL IDENTITY

Individual Papers

Room Q218, Business School

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CHAIR: MIRIAM O'REGAN

Dublin Institute of Technology, Ireland

**Devoted to my children: Vocation at the core of professionalism in early childhood education in Chile**

XIMENA POBLETE, UCL Institute of Education, United Kingdom

**Mainstreaming childminding in Ireland**

MIRIAM O'REGAN, Dublin Institute of Technology, Ireland

**Trying to catch a shadow**

AOIFE COONEY, SILVIA GURSINSKI, ANNA FEWER-HAMILTON, TAMSIN CAVALIERO, JESSICA MANNION AND CHRIS SPARKS, IT Sligo, Ireland

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B/ 16

PROFESSIONALISATION IN EARLY CHILDHOOD: DIFFERENT PATHS DIFFERENT/SAME GOALS

Individual Papers

Room Q220, Business School

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CHAIR: MARGARET SIMS

University of New England, Australia

**Beginning an international comparison: similarities and differences**

MARGARET SIMS, University of New England, Australia

**Professionalisation of early childhood: Rhetoric and reality of being an Educational Leader in Australian ECEC settings**

MANJULA WANIGANAYAKE AND FAY HADLEY, Macquarie University, Australia

**Leading the way to professionalism: Leadership in early childhood education**

GERALDINE NOLAN, Trinity College Dublin, Ireland

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B/ 17

YOUNG CHILDREN ENGAGING WITH DIGITAL TECHNOLOGY

Individual Papers

Room HG05, School of Nursing

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CHAIR: MARI ANN LETNES

Queen Maud University College of Early Childhood Education, Norway

**Young children (0-8) and digital technology - A qualitative exploratory study**

MARI ANN LETNES (1), SVEIN SANDO (1) AND BARBRO HARDERSEN (2), (1) Queen Maud University College of Early Childhood Education, Norway; (2) The Norwegian Media Authority, Norway

**Struggling to learn or learning to struggle - Children's use of iPad apps as constraints or scaffolds for social interaction in Swedish preschool**

BJÖRN SJÖDÉN, ANNIQA LAGERGRE, AND JEANETTE SJÖBERG, Halmstad University, Sweden

**'Please can I go on screens now?' - Parental management and co-use of young children's use of digital media in the home learning environment**

ALEXANDRA MORGAN, Cardiff University, United Kingdom

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B/ 18

INNOVATIVE METHODS IN RESEARCH AND DOCUMENTATION

Individual Papers

Room HG06, School of Nursing

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CHAIR: NANCY BARBOUR

James Madison University, United States

**Mapping babies' connections and disconnections over the childcare day: Using go-pro cameras in research**

LINDA HARRISON AND MATTHEW STAPLETON, Charles Sturt University, Australia

**Applied development science as a framework for collaborative child development research that matters**

NANCY BARBOUR (1), NANCY FILE (2) AND DIANE HORM (3), (1) James Madison University, United States; (2) University of Wisconsin Milwaukee, United States; (3) University of Oklahoma, United States

**Video methodology: Crashing through an invisible wall in an early childhood outdoor setting**

CHRIS SPELDEWINDE AND CORAL CAMPBELL, Deakin University, Australia

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B/ 19

CAPTURING CHILDREN'S AND CHILD PERSPECTIVES IN PRE-SCHOOL SETTINGS

Individual Papers

Room HG07, School of Nursing

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CHAIR: KATHY SYLVA

University of Oxford, United Kingdom

**How can the child's voice be effectively heard to facilitate change within a locality of children's centres in the UK ?**

ALISON MOORE, University of Wolverhampton, United Kingdom

**Child perspectives and children's perspectives - A concern for teachers in preschool**

SUSANNE THULIN AND AGNETA JONSSON, Kristianstad University, Sweden

**An exploratory study into children's views and experiences of preschool settings in the Republic of Ireland**

KAREN PATTON, Queens University Belfast, United Kingdom

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B/ 20

EXECUTIVE FUNCTIONS

Individual Papers

Room HG08, School of Nursing

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CHAIR: MARLENE MCCORMACK

Dublin City University, Ireland

**Teacher-child relationships, executive functions, social-emotional skills, and academic achievement in three preschool programmes in Western Canada**

HANAKO SHIMAMURA, University of Oxford, United Kingdom

**The role of executive functions in cognitive and social development in senior pre-school age**

DARIA A. BUKHALENKOVA, ALEKSANDER VERAKSA, VERA A. YAKUPOVA AND OLGA V. ALMAZOVA,  
Lomonosov Moscow State University, Russia

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B/ 21

CORPORAL PUNISHMENT, BEHAVIOURAL PROBLEMS AND A COMPASSIONATE ETHOS

Individual Papers

Room HG09, School of Nursing

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CHAIR: JIM DOBSON

Manchester Metropolitan University, United Kingdom

**Developing teachers' capabilities to deal with behavioral problems in the early childhood classroom**

AVIGAIL FRIEDMAN, Efrata College of Education, Israel

**Promoting a compassionate ethos within the early years workforce**

JIM DOBSON, JOSIE GABI, JAYNE MUGGLESTONE, AND LINDSAY SCHOFIELD, Manchester Metropolitan University, United Kingdom

**Training ECEC professionals to prevent corporal punishment in the home**

ELISABETTA BIFFI, University of Milano-Bicocca, Italy



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B/ 22

SUSTAINABILITY AND SUFFICIENCY

Individual Papers

Room HG10, School of Nursing

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CHAIR: ELENI TYMPA

Mpillios Preshcool Centre, Greece

**Don't waste food before you think - Reducing food waste through social innovation**

ELENI TYMPA (1), DORA PASCHALI (2), CLEOPATRA PAGIAVLI (1) AND SOFIA STEFANIDOU (1),  
(1) Mpillios Preschool Centre, Greece; (2) Development Agency of Eastern Thessaloniki Local Authority,  
Greece

**A provision of experiences based on sufficiency economy philosophy of early childhood teacher**

THOEN SEENUAN, Pibulsongkram Rajabhat University, Thailand

**Mapping knowledge for intervention development: Parents connecting healthy eating, active play and sustainability concepts**

HEATHER MORRIS, Deakin University, Australia

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B/ 23

WORKING WITH CHILDREN AND FAMILIES IN POVERTY

Individual Papers

Room HG12, School of Nursing

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CHAIR: COLETTE GRAY

Stranmillis University College, United Kingdom

**The voice of children living on the margins**

COLETTE GRAY, Stranmillis University College, United Kingdom

**Poverty, values and emotions in early childhood education: A case study in Galicia (Spain)**

CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

**School views and strategies to confront social inequalities within the Greek socio-economic crisis**

SOFIA AVGITIDOU, University of Western Macedonia, Greece

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B/ 24

CONDUCTING ETHICAL AND APPRECIATIVE RESEARCH WITH YOUNG CHILDREN AND THEIR FAMILIES:

PRAXEOLOGY IN ACTION

Self-organised Symposium

Room HG17, School of Nursing

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CHAIR: CHRISTINE PASCAL

Centre for Research in Early Childhood, United Kingdom

**A praxeological case study on transitions from pre to primary school: Listening to children's voices**

JOAO FORMOSINHO (1) AND MARIA GRACIETE MONGE (2), (1) Childhood Association, Portuguese Catholic  
University, Portugal; (2) Fundação Aga Khan Associação Criança, Portugal

**Pedagogical documentation of toddlers' learning: A praxeological case study**

JÚLIA FORMOSINHO (1), SARA BARROS ARAÚJO (2) AND HÉLIA COSTA (3), (1) Childhood Association  
Portuguese Catholic University, Portugal; (2) Polytechnic Institute of Porto and Childhood Association,  
Portugal; (3) Albano Coelho de Lima Kindergarten, Portugal

**High achieving white working class boys: Parents making a difference**

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

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B/ 25

OVERCOMING THE ODDS: ELUCIDATING URBAN RISK AND PROTECTIVE FACTORS AMONG YOUNG CHILDREN IN POVERTY

Self-organised Symposium

Room HG18, School of Nursing

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CHAIR: LORI SEVERINO

Drexel University, United States

**Bioecological systems theory: Building a conceptual and theoretical framework for risk and resiliency in young children**

DOMINIC GULLO, Drexel University, United States

**Why can't I catch up? A story of the academically and economically disadvantaged**

JAMES CONNELL AND BRIDGET BLAKELY, Drexel University, United States

**Using the bioecological systems theory (BEST) analysis in pre-service teacher preparation**

SARAH REYNOLDS-ULRICH AND LORI SEVERINO, Drexel University, United States

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B/ 26

SUPPORTING HEALTHY EATING AND CHILD HEALTH

Individual Papers

Room HG19, School of Nursing

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CHAIR: EMER RING

Mary Immaculate College, Ireland

**How to support food literacy and aesthetic food experiences in Norwegian ECEC**

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

**The development of a scored evaluation tool to promote a healthy food environment in the preschool setting**

CHARMAINE MCGOWAN (1), JOANA CALDEIRA DA SILVA (1), CLIODHNA FOLEY-NOLAN (1) AND CHARLOTTE JOHNSTON MOLLOY (2), (1) Safefood, Ireland; (2) Health Service Executive, Ireland

**Enhancing the capacity of early years educators to promote child health, development and learning: Emerging evidence from a national initiative**

AISLING SHEEHAN, SARAH ROCHFORD AND CLAIRE HICKEY, Centre for Effective Services, Ireland

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B/ 27

HAPPINESS, HUMOUR AND LAUGHTER IN EARLY YEARS

Individual Papers

Room HG20, School of Nursing

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CHAIR: JULI-ANNA AERILA

University of Turku, Finland

**Humour as a source of children's creative activities**

JULI-ANNA AERILA, University of Turku, Finland

**When peers and preschool teachers treat children's smiling and laughter as undesirable**

ASTA CEKAITE (1) AND MATS ANDRÉN (2), (1) Linköping University, Sweden; (2) Department of Thematic Studies, Sweden

**Happiness: A primary goal or a co-incident outcome of competent caring?**

GERRY MULHEARN (1) AND MARIE BRENNAN (2), (1) Charles Sturt University and Research Institute for Professional Practice Learning and Education, Australia; (2) University of Victoria, Australia

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B/ 28

RESEARCH INNOVATIONS IN EXPLORING WELL-BEING

Self-organised Symposium

Room HG22, School of Nursing

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CHAIR: ZOI NIKIFORIDOU

Liverpool Hope University, United Kingdom

**Working with immigrant families and children: A primer of experiences, voices and lessons on what works to meet the social and cultural needs of immigrant preschoolers**

WILMA ROBLES-MELENDZ AND WAYNE DRISCOLL, Nova Southeastern University, United States

**Children's worlds study: the case of Greece**

ANTOANNETA POTSI, University of Bielefeld, Germany

**Using story-related props to explore young children's empathy**

BABS ANDERSON, Liverpool Hope University, United Kingdom

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B/ 29

DEFINING AND EXPLORING LEADERSHIP

Individual Papers

Room HG23, School of Nursing

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CHAIR: GERALDINE DAVIS

Anglia Ruskin University, United Kingdom

**Resilience and leadership for the early childhood practitioner: Mechanisms and examples from practice**

GERALDINE DAVIS (1) AND GEMMA RYDER (2), (1) Anglia Ruskin University, United Kingdom; (2) University of East London, United Kingdom

**Influence of culture and religion on leadership and pedagogy in Saudi preschools**

LUBNA ALAMEEN, Canterbury Christ Church University, United Kingdom

**What are the qualities of an effective early education leader?**

MICHAEL REED, University of Worcester, United Kingdom

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B/ 30

VALUES IN ECE

Individual Papers

Room H136, School of Nursing

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CHAIR: FEDERICO FARINI

University Campus Suffolk, United Kingdom

**Articulated values in preschool evaluations**

MARITA DAVIDSSON, Linnéuniversitetet, Sweden

**A day in the life of.... Using video as a tool to ascertain practitioners' values in an English and Swedish setting**

FAYE STANLEY, Wolverhampton University, United Kingdom

**'I told you to be free'. A critical assessment of education to British values in the EYFS 2015**

FEDERICO FARINI, University Campus Suffolk, United Kingdom

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B/ 31

PARENTS' VIEWS AND ENGAGEMENT

Individual Papers

Room H137, School of Nursing

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CHAIR: TUULA VUORINEN

Mälardalens University, Sweden

**My kid goes to preschool! Exploring parents' main concern(s) when collaborating with preschool teachers**

TUULA VUORINEN, Mälardalens University, Sweden

**Views on parental engagement in Icelandic preschools**

JÓHANNA EINARSDÓTTIR AND ARNA JÓNSDÓTTIR, University of Iceland, Iceland

**Parents' opinions on nursery care in Hungary**

SÁNDOR PÁLFI, University of Debrecen, Hungary

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B/ 32

EMERGENT CURRICULUM FROM VARIOUS PERSPECTIVES IN PREPARATION OF ECE STUDENT TEACHERS IN ISRAEL

Self-organised Symposium

Room H138, School of Nursing

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CHAIR: ALISON CLARK

UCL Institute of Education, United Kingdom

**Emergent curriculum in the preparation of ECE student teachers in Israel: Rational approaches, implementations and children's perspectives**

CLODIE TAL, Levinsky College of Education, Israel

**Emergent curriculum in the preparation of ECE student teachers in Israel: The students' perspectives - Transformation and challenges**

IRIS LEVY, SIVAN SHATIL, AND MICHAELLA KADURY-SLEZAK, Levinsky College of Education, Israel

**Emergent curriculum in the preparation of ECE student teachers in Israel: The perspectives of the pedagogical and the science mentors - Consulting and support system**

MICHAELLA KADURY-SLEZAK, IRIS LEVY, CLODIE TAL AND SIVAN SHATIL, Levinsky College of Education, Israel

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# FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

## SYMPOSIUM SET C: 9:00 – 10:30

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C/ 1  
GENDER ISSUES IN CHILDREN'S BOOKS AND PLAYGROUNDS  
Individual Papers  
Room CG86, Henry Grattan

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CHAIR: CLARE O'DONOGHUE  
Middlesex University, United Kingdom

**Reflections on gender representation in children's books: Perspectives of early childhood educators**  
KATARINA FILIPOVIC, Dublin Institute of Technology, Ireland

**Issues of diversity and inclusion in children's books: Results from the UK, Spain and Germany**  
CLARE O'DONOGHUE (1) AND TIM ROHRMANN (2), (1) Middlesex University, United Kingdom; (2) Dresden University of Applied Sciences, Germany

**Young children's fathers and public children's playgrounds in Germany - A neglected dimension**  
MIRIAM K DAMROW, University of Gottingen, Germany

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C/ 2  
MULTILINGUAL CHALLENGES AND OPPORTUNITIES  
Individual Papers  
Room C104, Henry Grattan

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CHAIR: ANN-CHRISTIN TORPSTEN  
Linnaeusuniversity, Sweden

**One class - Fifteen languages**  
ANN-CHRISTIN TORPSTEN, Linnaeusuniversity, Sweden

**The effect of dialogic reading and numeracy learning in preschool on the vocabulary of bilingual children's second language learning**  
SIGRID BØYUM (1), HILDE HOFSLUNDSSENGEN (1), AND KJERSTI SANDNES HAUKEDAL (2), (1) Sogn og Fjordane University College, Norway; (2) NLA University College, Norway

**Home languages and language awareness in the early years in Ireland**  
MÁIRE MHIC MHATHÚNA, Dublin Institute of Technology, Ireland

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C/ 3  
PEDAGOGICAL DOCUMENTATION  
Individual Papers  
Room C115, Henry Grattan

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CHAIR: ROSIE WALKER  
University of Worcester, United Kingdom

**ProuD! of pedagogical documentation as a tool for professional development in the ECEC-field: Views from Belgium and Finland**  
INE HOSTYN (1), SYLVIA TAST (2), ANNA-RIITTA MÄKITALO (2), AND LISELOTTE VANDENBUSSCHE (3), (1) Artevelde University College, Belgium; (2), Metropolia University of Applied Sciences in Helsinki, Finland; (3) Artevelde University College, Belgium

**Pedagogical documentation's (PD) connections to early childhood education and care (ECEC) practice and policy making in Finland**  
KATI RINTAKORPI, University of Helsinki, Finland

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**Knowledge and practice of pedagogical documentation: Professional development for educators**

ROSIE WALKER, University of Worcester, United Kingdom

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C/ 4

SUPPORTING TEACHERS TO OVERCOME PEDAGOGIC CHALLENGES

Individual Papers

Room C124, Henry Grattan

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CHAIR: MARGARET O DONOGHUE

Institute of Technology Blanchardstown, Ireland

**Exploring how early childhood teachers might be supported to incorporate Aistear (NCCA 2009) within the primary school curriculum**

MARGARET O DONOGHUE, Institute of Technology Blanchardstown, Ireland

**Early childhood education teachers as pedagogical leaders in their teams**

JOHANNA HEIKKA, University of Eastern Finland, Finland

**Context-based education in the pedagogy-in-participation: A case study in three times**

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

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C/ 5

PARENTS' AND CHILDREN'S PERSPECTIVES ON TRANSITIONS

Individual Papers

Room QG13, Business School

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CHAIR: LINA LAGO

Department of social and welfare studies, Sweden

**Being with others but not with friends?: Pupil's everyday transitions in school as a condition for social relations in school-age educate**

LINA LAGO (1) AND HELENE ELVSTRAND (2), (1) Department of Social and Welfare Studies, Sweden; (2) Linköping University, Sweden

**Children's and teacher's perspectives during transitioning to school in Chile: Evidence of relational agency**

DANIELA SOFIA JADUE ROA (1), GABRIELA BÁEZ BARGELLINI (1), ELISABET DÍAZ COSTA (2), MARLENE RIVAS MUENA (1), AND BENJAMÍN GARECA GUZMÁN(1), (1)University of Chile, Chile; (2) Universidad Católica de la Santísima Concepción, Chile

**'Rules, rules, rules and we're not allowed to skip'**

LYNN MCNAIR, University of Edinburgh, United Kingdom

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C/ 6

ISSUES OF MATHS AND SCIENCE

Individual Papers

Room QG15, Business School

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CHAIR: HEINO SCHONFELD

Barnardos, Ireland

**What can we know from length measure representations in childhood education?**

MONTserrat PRAT (1) AND ANGELA NOLFA CASTRO INOSTROZA (2), (1) Blanquerna - URL, Spain; (2) Universitat Autònoma de Barcelona, Spain

**The emergence of mathematical abstraction in the nursery**

MAULFRY WORTHINGTON AND BERT VAN OERS, VU University, Netherlands

**Representations in outdoor activities - Preparing for participation in science experiences**

ANNE KRISTINE BYHRING, Oslo and Akershus University College of Applied Sciences, Norway

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C/ 7

EXPLORING THE ROLE OF PEER COUNSELLING IN LEARNING ORGANISATIONS

Self-organised Symposium

Room QG21, Business School

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CHAIR: LIV TORUNN EIK

University College of Southeast Norway, Norway

**Knowledge in transition. The value of peer counselling in kindergartens as learning organisations**

HEGE FIMREITE, Sogn og Fjordane University College, Norway

**One project - three cycles. Implementing the strategy 'Problem based counselling in groups' in professional teams in the kindergarten.**

INGRID FOSSØY, Sogn og Fjordane University College, Norway

**Peer counselling among educators in a university college - A tool for mutual learning and professional development?**

LIV TORUNN EIK, University College of Southeast Norway, Norway

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C/ 8

YOUNG CHILDREN'S DRAWING, ART AND PERFORMANCE

Individual Papers

Room QG22, Business School

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CHAIR: NINA SCOTT FRISCH

Queen Maud university college of early childhood education, Norway

**Drawing dialogues - Visually controlled drawing in kindergarten**

NINA SCOTT FRISCH, Queen Maud University College of Early Childhood Education, Norway

**Drawing to communicate: Uncovering the layers of meaning-making in young children's drawings**

JOSEPHINE DEGUARA (1) AND CATHY NUTBROWN (2), (1) University of Malta, Malta; (2) University of Sheffield, United Kingdom

**Play and interactivity in a theatre performance**

BARBRO DJUPVIK, Queen Maud University College of Early Childhood Education, Norway

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C/ 9

PHYSICALITY AND THE OUTDOOR NATURAL ENVIRONMENT

Individual Papers

Room QG27, Business School

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CHAIR: BARBARA MILLS

University of Saskatchewan, Canada

**Relational connections: Place-based, arts-based, contemplative pedagogy and the development of young minds**

BARBARA MILLS, University of Saskatchewan, Canada

**Playness pedagogic compass - A new tool to enhance holistic development in early childhood**

MILAN HOSTA, Playness Ltd., Slovenia

**Young children's play preferences in the outdoor environment**

HEATHER ELLIOTT, York St John University, United Kingdom

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C/ 10

OUTDOOR PLAY AND LEARNING: CULTURAL PERSPECTIVES 1

Self-organised Symposium

Room Q119, Business School

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CHAIR: EVA ÄRLEMALM-HAGSÉR

Mälardalens University, Sweden

**The different understanding of drawbacks in the implication of outdoor activities in an early years context**

MEHMET MART, Plymouth University, United Kingdom

**Discourse about the outdoor environment in Icelandic and Swedish educational policy**

KRISTIN NORÐDAHL (1) AND EVA ÄRLEMALM-HAGSÉR (2), (1) University of Iceland School of Education, Iceland; (2) Mälardalen University, Sweden

**Improving the quality of outdoor play in South Korean preschools: An action research report**

KWI-OK NAH, Soonchunhyang University, South Korea

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C/ 11

EXPLORING PLAY THROUGH TRADITIONAL GAMES, SENSORY MATERIALS AND THROUGH CHILDREN'S IDEAS ON SPACE

Individual Papers

Room Q120, Business School

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CHAIR: PÄIVI LINDBERG

Niches & Potential Consulting Ltd, Finland

**Early childhood children's values of play**

MACHIKO TSUJITANI (1), KIYOMI AKITA (1), MARIKO MIYATA (1), YUTA MIYAMOTO (1), TAKAYO SUGIMOTO (1&2), (1) University of Tokyo, Japan; (2) Aichi University, Japan

**Reinventing traditional games among children in Indonesia: An exploration from relational materialist approach**

RIRIN YUNIASIH, Monash University, Australia

**To play and learn using the Variation theory**

KERSTIN SIGNERT, IPKL, Sweden

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C/ 12

TRANSITIONS FROM PRE-SCHOOL TO SCHOOL

Individual Papers

Room Q121, Business School

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CHAIR: ANGEL URBINA GARCIA

University of Liverpool, United Kingdom

**The educational positioning of the preschool class at the border between social education and academic demands - an issue of continuity in Swedish early education?**

HELENA ACKESJÖ (1) AND SVEN PERSSON (2), (1) Linnaeus University, Sweden; (2) Malmö University, Sweden

**Solving problems when working at the boundaries between preschool and school**

LAURA RANTAVUORI AND KIRSTI KARILA, University of Tampere, Finland

**The preschool transition in Latin America: Is it the same process than in developed countries?**

ANGEL URBINA GARCIA, University of Liverpool, United Kingdom



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C/ 13

PEDAGOGICAL DILEMMAS, CHALLENGES AND CHOICES

Individual Papers

Room Q122, Business School

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CHAIR: IKBAL TUBA SAHIN-SAK

Yüzüncü Yıl University, Turkey

**Planning and conducting instructional activities: Turkish preschool teachers' practices**

IKBAL TUBA SAHIN-SAK AND RAMAZAN SAK, Yüzüncü Yıl University, Turkey

**Finnish kindergarten teachers as more or less independent constructors of their work**

MARJATTA KALLIALA, University of Helsinki, Finland

**Going underground: Children negotiating their literate identities**

SUE NOVINGER ROBB AND KATHLEEN OLMSTEAD, State University of New York, United States

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C/ 14

EMOTION, CHARACTER AND TEACHER PROFESSIONALISM

Individual Papers

Room Q217, Business School

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CHAIR: VERITY CAMPBELL-BARR

Plymouth University, United Kingdom

**Emotions as knowledge for early childhood education and care**

VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

**A Research of teachers' strategy to interpret and intervene in a conflict situation**

HARUTOMO UEDA (1), TAKAKO YOSHIDA (2) AND KANA TSUCHIYA (3), (1) Nagoya City University, Japan; (2) Hanazono University, Japan; (3) Boston Children's Museum, United States

**Outcome analysis of a national demonstration project on character education in early childhood in Korea**

MUGYEONG MOON, Korea Institute of Child Care and Education, South Korea

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C/ 15

TEACHER EDUCATION: BIRTH TO 4 YEAR OLDS

Individual Papers

Room Q218, Business School

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CHAIR: NASEEMA SHAIK

Cape Peninsula University of Technology, South Africa

**Graduate pedagogical leadership of practice with children aged from birth to thirty months in England**

MARY WHALLEY, Leeds Beckett University, United Kingdom

**The exploration about the potentials of 4-year-olds**

YUTA MIYAMOTO, University of Tokyo, Japan

**Strengthening student teachers beliefs and practice about child participation in Grade R**

NASEEMA SHAIK, Cape Peninsula University of Technology, South Africa

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C/ 16

ANDRAGOGY AND PROFESSIONAL DEVELOPMENT

Self-organised Symposium

Room Q220, Business School

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CHAIR: JOANNE BENFORD

Pen Green Research, United Kingdom

**Andragogy and professional development**

JOANNE BENFORD AND CATH ARNOLD, Pen Green Research, United Kingdom

**Supporting and facilitating 'embarking', 'consolidating' and 'maturing' adult learners: The importance of the academic/professional and pastoral/personal dimensions**

EDDIE MCKINNON, Pen Green Research, United Kingdom

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C/ 17

STRENGTHENING FOUNDATIONS OF LEARNING [SFL] - BUILDING PROFESSIONAL CAPACITY IN COMMUNITY

EARLY CHILDHOOD EDUCATION SETTINGS

Self-organised Symposium

Room HG05, School of Nursing

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CHAIR: NÓIRÍN HAYES

Trinity College Dublin, Ireland

**Strengthening foundations of learning: Building pedagogical understanding among early childhood educators through curriculum discourse**

EMMA BYRNE-MACNAMEE, Northside Partnership/Preparing for Life, Ireland

**Little changes, big results: The impact of simple changes to early years learning environments**

SANDRA O'NEILL, Northside Partnership/Preparing for Life, Ireland

**Using 'learning language and loving it' to enhance communication skills in community-based early childhood educators**

TRIONA ROONEY, Northside Partnership/Preparing for Life/Health Service Executive, Ireland

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C/ 18

CURIOSITY, SELF-DETERMINATION AND LEARNING DISPOSITIONS

Individual Papers

Room HG06, School of Nursing

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CHAIR: CAROLYN MORRIS

United Kingdom

**Tracing value aspects of curiosity in ECEC documents**

SOERN FINN MENNING, University of Agder, Norway

**What children tell us about their learning dispositions**

CAROLYN MORRIS, United Kingdom

**The hundred meanings of self-determination: 'Whose self-determination do we mean?' A multi-disciplinary discourse analytical review**

ANGELA SCOLLAN, Middlesex University, United Kingdom

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C/ 19

APART FROM PROGRESS: PRESERVATION, VARIABILITY AND CHANGE IN CHILDHOOD

Self-organised Symposium

Room HG07, School of Nursing

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CHAIR: HARRIET PATTISON

Liverpool Hope University, United Kingdom

**Learning to read at home: Holistic change rather than educational progress?**

HARRIET PATTISON, Liverpool Hope University, United Kingdom

**Effects of spiritual nurture upon the wholeness and happiness of the child**

SARAH HOLMES, Liverpool Hope University, United Kingdom

**Young children's understanding of physical disability**

KYRIAKOS DEMETRIOU, Liverpool Hope University, United Kingdom

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C/ 20

EXPLORING INNOVATIVE RESEARCH METHODOLOGY

Individual Papers

Room HG08, School of Nursing

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CHAIR: ULLA HÄRKÖNEN

University of Eastern Finland, Savonlinna campus, Finland

**Systematic quality work with pedagogical documentation: A Bahktinian polyphonic analysis**

KARIN ALNERVIK, Jonkoping University, Sweden

**Liminality and loving care: A performative autoethnographic narrative from the final threshold**

ELIZABETH HENDERSON, University of Sheffield, United Kingdom

**The concepts of early childhood education and pedagogy through the systems paradigm**

ULLA HÄRKÖNEN, University of Eastern Finland, Finland

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C/ 21

LISTENING TO CHILDREN'S VOICES

Individual Papers

Room HG09, School of Nursing

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CHAIR: HELEN LYNDON

University of Wolverhampton, United Kingdom

**Voicing children's critique and utopias**

MIA HUSTED AND UNNI LIND, University College Copenhagen, Denmark

**200 Children's voices - A study of children's views on learning in the early years**

MADONNA STINSON, Griffith University, Australia, JULIE DUNN, Griffith University, Australia, BEV

FLUCKIGER, Griffith University, Australia

**Connecting with practitioners and children to develop better listening strategies**

HELEN LYNDON, University of Wolverhampton, United Kingdom

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C/ 22

PROMOTING PARENTAL INVOLVEMENT

Individual Papers

Room HG10, School of Nursing

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CHAIR: XIMENA POBLETE

UCL Institute of Education, United Kingdom

**Contribution of fathers engagement and educators pedagogical experience in playing with children:**

**Comparing Portuguese educators and fathers**

MARINA FUERTES, OTILIA SOUSA, ANDREIA FERREIRA, MIGUEL BRANCO, CATARINA VELOSO, ISABEL FERNANDES, ISABEL BARROSO AND FILIPE PINTO, Escola Superior de Educação de Lisboa, Portugal

**Sparklers empowering parents: Developing a peer to peer parent mentoring programme in the community, enhancing life chances for local children, young people and their families**

ALISON MOORE (1) AND KATHLEEN ROCHE-NAGI (2), (1) University of Wolverhampton, United Kingdom; (2) Approachable Parenting CIC, United Kingdom

**Evaluation of an intervention about parental involvement for the enhancement of preschoolers' physical activity levels\***

ELENI NIKOLOUDAKI (1), VASILIS GRAMMATIKOPOULOS (1) AND ATHANASIOS GREGORIADIS (2), (1) University of Crete, Greece; (2) University of Thessaloniki, Greece

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C/ 23

THE EFFECTS OF ATTACHMENT, PERFECTIONISM AND BIRTH MOTHERHOOD

Individual Papers

Room HG12, School of Nursing

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CHAIR: MICHAEL GLÜER

Bielefeld University, Germany

**Manifestations of attachment in German kindergartens: Children's behaviours and teachers practices**

MICHAEL GLÜER AND ALESSA BERGTOLD, Bielefeld University, Germany

**The feasibility of happiness through 'having an own child'? Reproductive practices and their impact on parents and childhood**

CHRISTINA PERNSTEINER, University of Graz, Austria

**The effects of maternal perfectionism and basic life habits development on mother-child interaction**

HYE JEONG CHO, Chongshin University, South Korea

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C/ 24

AN EXPLORATION OF THE POSITIONALITY OF THE RESEARCHER THROUGH THREE DOCTORAL STUDIES

Self-organised Symposium

Room HG17, School of Nursing

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CHAIR: WENDY MESSENGER

University of Worcester, United Kingdom

**Walking the tight rope: The positionality of the researcher**

WENDY MESSENGER (1), AZORA HURD (2) AND NICOLA SMITH (3), (1) University of Worcester, United Kingdom; (2) University of Gloucestershire, United Kingdom; (3) University College Birmingham, United Kingdom

**The insightfulness of the doctoral journey**

AZORA HURD (1) WENDY MESSENGER (2) AND NICOLA SMITH (3), (1) University of Gloucestershire, United Kingdom; (2) University of Worcester, United Kingdom; (3) University College Birmingham, United Kingdom

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**Who can be a researcher? Researcher identity and issues of trustworthiness in relation to a personal research journey**

NICOLA SMITH, University College Birmingham, United Kingdom

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C/ 25

EMERGING CONCEPTIONS OF QUALITY IN INFANT TODDLER CARE AND EDUCATION

Self-organised Symposium

Room HG18, School of Nursing

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CHAIR: JAMES ELICKER

Purdue University, United States

**Current measures of overall quality in infant/toddler settings: Common strengths, limitations and future directions**

DIANE HORM AND SHERRI CASTLE, University of Oklahoma, United States

**Teachers as agents of quality: Learning the essence of relationship-based practice through enactments of primary caregiving in infant/toddler care**

SUSAN RECCHIA, Columbia University, United States

**Quality dynamics of the language environment of infants in early childhood centres**

SHEILA DEGOTARDI AND FEIFEI HAN, Macquarie University, Australia

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C/ 26

CHILDREN'S WELLBEING

Individual Papers

Room HG19, School of Nursing

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CHAIR: LORNA KERIN

LoveKnowledge Research Consultancy, Ireland

**Mindful awareness practices for young children**

CATHRYN LOKEY, SARA TOURS, ALENA TROUTMAN, AND AHMET SIMSAR, Florida State University, United States

**'You've got a friend in me' - Parents' opinion about their children's wellbeing at school through an educational programme based on friendship**

ELENI TYMPA, CLEOPATRA PAGIAVLI, AND SOFIA STEFANIDOU, Mpillios Preschool Center, Greece

**Using pregnancy and post-natal yoga to reduce the toxic risk of maternal stress, anxiety and depression to babies' development in a disadvantaged urban community**

LORNA KERIN, LoveKnowledge Research Consultancy, Ireland

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C/ 27

STRATEGIES AND CHALLENGES OF SUPPORTING REFUGEE CHILDREN

Individual Papers

Room HG20, School of Nursing

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CHAIR: SIOBHAN FITZPATRICK

EARLY YEARS - THE ORGANISATION FOR YOUNG CHILDREN, Ireland

**Bringing refugee children into early childhood education and care (ECEC): Strategies and challenges in Germany and Sweden**

ANTONIA SCHOLZ, German Youth Institute, Germany

**Children who are newcomers to Sweden and their play**

NADEZDA LEBEDEVA, Dalarna University/Umeå University, Sweden

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**What role of early childhood education in relation to Syrian refugee families?**

YASIN ÖZTÜRK, ZELIHA ÖZER, AHMET MACUN AND MERAL BEŞKEN ERGIŞI, Karadeniz Technical University, Turkey

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C/ 28

WAYS AND FORMS OF GOVERNING QUALITY IN ECEC - INTERNATIONAL EXPERIENCES, APPROACHES AND FUTURE PERSPECTIVES

Self-organised Symposium

Room HG22, School of Nursing

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CHAIR: BRITTA SCHÄFER

German Youth Institute, Germany

**Australian early childhood quality assurance**

MARGARET SIMS, University of New England, Australia

**Governing quality in ECEC: Approaches of quality assurance and development in Germany**

NICOLE KLINKHAMMER AND BRITTA SCHÄFER, International Center for Early Childhood Education and Care (ICEC), Germany

**Including children's perspectives in monitoring quality in Danish ECEC**

PERSILLE SCHWARTZ, Danish Evaluation Institute, Denmark

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C/ 29

VALUES EDUCATION IN NORDIC ECEC SETTINGS - EXPLORING VALUES IN BETWEEN

Self-organised Symposium

Room HG23, School of Nursing

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CHAIR: INGIBJORG SIGURDARDOTTIR

University of Iceland, Iceland

**Preschool teachers communicating values to children**

INGIBJORG SIGURDARDOTTIR, University of Iceland, Iceland, PIA WILLIAMS, University of Gothenburg, Sweden

**Fairness in a preschool context**

LISE-LOTTE BJERVÅS, Linneaus University, Sweden

**Exploring lived values: Methodological and ethical reflections on video observations**

JAANA JUUTINEN (1), HRÖNN PALMADOTTIR (2), ELINA VIJAMAA(1), (1)University of Oulu, Finland; (2)University of Iceland, Iceland

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C/ 30

INNOVATIVE APPROACHES IN EARLY CHILDHOOD MATHEMATICS

Individual Papers

Room H136, School of Nursing

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CHAIR: OLIVER THIEL

Queen Maud University College, Norway

**Picture-books as pedagogical tools for supporting mathematics learning in early childhood**

LIZ DUNPHY, Institute of Education, Ireland

**Young children explore a mathematics room**

OLIVER THIEL (1), ANNE NAKKEN (2), BEATE NERGÅRD (1) AND YVONNE GRIMELAND (3), (1) Queen Maud University College, Norway; (2) Norwegian Centre for Mathematics Education, Norway; (3) Norwegian University of Science and Technology, Norway

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**Supporting early childhood teachers to redefine learning through creative learning and play concerning mathematics**

MARIANNA EFSTATHIADOU, ANDREA ELIADOU AND CHRYSTALLA PAPADEMETRI-KACHRIMANI, European University Cyprus, Cyprus

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C/ 31

DEVELOPING TEACHERS' EMPATHY SKILLS AND EMOTIONAL WELLBEING

Individual Papers

Room H137, School of Nursing

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CHAIR: SUE WALKER

Queensland University of Technology, Australia

**Advanced empathy in the early years**

ANGELA HODGKINS, University of Worcester, United Kingdom

**The effect of a social and emotional challenging behaviour teacher training programme using Pyramid approach for the Korean early childhood educators**

KAY HEO (1) AND JANE LEE (2), (1) Chongshin University, South Korea; (2) University of Washington, United States

**Professional development of preschool teachers in creating emotional and physical wellbeing of children in their learning environment**

TATIANA LE-VAN, Moscow City University, Russia

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# FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

## SYMPOSIUM SET D: 11:00 – 12:30

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D/ 1

MENTORING IN IRISH EARLY CHILDHOOD EDUCATION AND CARE SETTINGS

Self-organised Symposium

Room CG86, Henry Grattan

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CHAIR: SIOBHAN KEEGAN

Better Start Early Years Quality Development Service, Ireland

**An exploration of the stressors experienced by early years educators working with children from birth to three**

MARY SKILLINGTON, Better Start National Early Years Quality Development Service, Ireland

**Developing respectful reciprocal mentoring relationships in ECEC**

LEAH RUSSELL, Better Start National Early Years Quality Development Service, Ireland

**Exploring early childhood mentors experiences of readiness for change and how this impacts the mentoring process and outcomes for children's learning**

AISLING O'LOUGHLIN, Better Start National Early Years Quality Development Service, Ireland

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D/ 2

CHILDHOOD STUDIES: USING FILM TO EXPLAIN THEORY AND QUESTION PRACTICE

Self-organised Symposium

Room C104, Henry Grattan

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CHAIR: MARTIN NEEDHAM

Manchester Metropolitan University, United Kingdom

**Analysing films to dispute theory and question contemporary society**

JIM DOBSON AND MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

**The Red Balloon: Transitional objects and relationships**

SARAH SHARPE, Manchester Metropolitan University, United Kingdom

**Change and new imaginings**

KAREN WILLIAMS, Manchester Metropolitan University, United Kingdom

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D/ 3

OUTDOOR PLAY AND LEARNING: RELATIONSHIPS AND FEELINGS

Individual Papers

Room C115, Henry Grattan

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CHAIR: NATALIE CANNING

The Open University, United Kingdom

**'Just 5 more minutes!' - Power relationships between children and adults in outdoor play**

NATALIE CANNING, The Open University, United Kingdom

**Children's social play in preschool outdoor environments**

INAKI LARREA (1), ALEXANDER MUELA (2), NEKANE MIRANDA (1) AND ALEXANDER BARANDIARAN (1), (1) Mondragon University, Spain, (2) University of the Basque Country, UPV, EHU, Spain

**Children and place: The impact of nature on children's emotions**

JODI STREELASKY (1), SEYDA NUR CELEBI (2) AND MERVE GANGAL (3), (1) University of Victoria, Canada, (2) University of Ottawa, Canada, (3) Karadeniz Technical University, Turkey



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D/ 4

PLAY AS A 'RIGHT' AS AN INTERVENTION TOOL AND TO REDUCE FEARS

Individual Papers

Room C124, Henry Grattan

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CHAIR: GERALDINE NOLAN

TRINITY COLLEGE DUBLIN, Canada

**How to reduce children's fears of doctor visits using medical play**

JERRI KROPP (1) AND MARY NOE (2), (1) Georgia Southern University, United States, (2) University of Georgia, United States

**Play as an early intervention and prevention tool**

KYM MACFARLANE, Griffith University, Australia

**That's a fine Article! UNCRC Article 31: the child's right to play' - The benefits and challenges involved in the creation of a child-friendly playful city. A multi-agency play plan for Dublin Play**

DEBBY CLARKE, Dublin City Council, Ireland

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D/ 5

LANGUAGE AND DEEP LEVEL LEARNING IN NATURE

Individual Papers

Room QG13, Business School

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CHAIR: TANYA RICHARDSON

University of Northampton, United Kingdom

**Does the learning environment have an impact on the quality of a child's utterances?**

TANYA RICHARDSON, University of Northampton, United Kingdom

**Giving language education more body**

JANNETTE PRINS AND DIEUWKE HOVINGA, Hogeschool Leiden University of Applied Sciences, Netherlands

**Deep learning in nature?**

MARIANNE PRESTHUS HEGGEN AND TORBJØRN LUNDHAUG, Bergen University College, Norway

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D/ 6

POLICIES FOR INITIAL PREPARATION OF EARLY CHILDHOOD TEACHERS IN BRAZIL, COLOMBIA AND CHILE

Self-organised Symposium

Room QG15, Business School

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CHAIR: MARCELA PARDO

Universidad de Chile, Chile

**Initial preparation of early childhood teachers in Chile: In search of quality**

MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Universidad de Chile, Chile; (2) Pontificia Universidad Católica, Chile

**Initial education of early childhood education teachers in Brazil**

BEATRIZ ABUCHAIM, Fundação Carlos Chagas, Brazil

**Training for early childhood education beginning teachers in Colombia: Critical reflection about their situation**

BEATRIZ ABUCHAIM, Fundação Carlos Chagas, Brazil

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D/ 7

RELATIONSHIPS AND LEARNING PROCESSES

Individual Papers

Room QG21, Business School

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CHAIR: ULRIKE FARNLEITNER

Irish Steiner Kindergarten Association, Ireland

**Essentials For early years practitioners**

ULRIKE FARNLEITNER, Irish Steiner Kindergarten Association, Ireland

**Evaluating the student-teacher relationship scale in the Greek educational setting: An item parcelling perspective**

VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2), EVRIDIKI ZACHOPOULOU (3) AND NIKOLAOS TSIGILIS (2), (1) University of Crete, Greece; (2) Aristotle University of Thessaloniki, Greece; (3) Alexander Technological Educational Institute of Thessaloniki, Greece

**Korean early childhood teachers' approach to build positive relationships with young children using self-monitoring checklist**

EUN-HEE MA AND KAY HEO Chongshin University, South Korea

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D/ 8

TEACHER ROLES AND CHILD RELATIONSHIPS

Individual Papers

Room QG22, Business School

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CHAIR: VIGDIS VANGSNES

Stord/Haugesund University College, Norway

**Pedagogical work with children's relationships**

MARIANNE DAHL, Linnaeus University, Sweden

**The teacher's roles: Alternation between different teacher positions in didactic practices**

VIGDIS VANGSNES, Stord/Haugesund University College, Norway

**ECE teachers' participation in free play: Rethinking their role through action research**

SOFIA AVGITIDOU, University of Western Macedonia, Greece

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D/ 9

COMMUNICATION AND RELATIONSHIPS

Individual Papers

Room QG27, Business School

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CHAIR: TAKAYO SUGIMOTO

Aichi University and University of Tokyo, Japan

**Process-oriented shared picture book reading and toddlers' playful learning**

TAKAYO SUGIMOTO (1&2) AND TOSHIHIKO ENDO (2), (1) Aichi University, Japan, (2) University of Tokyo, Japan

**Proximity, similarity and regularity in young children's communication games**

SARA LENNINGER, Kristianstad University Sweden, Sweden

**A review of effective approaches to supporting oral language development in the early years**

AISLING SHEEHAN AND MARY RAFFERTY, Centre for Effective Services, Ireland

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D/ 10

CREATIVITY AND NARRATIVES

Individual Papers

Room Q119, Business School

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CHAIR: NAOMI MCLEOD

Liverpool John Moores University, United Kingdom

**Storied landscapes in early childhood education, development of narratives embodied and emplaced**

KARI-ANNE JØRGENSEN, University College of South-East Norway, Norway

**Meaning making of live theatre performance among young audiences: Theatre reception modes applied by kindergarten children**

SMADAR MOR, Tel Aviv University, Israel

**Visual rhythms: Facilitating young children's creative engagement at Tate Liverpool**

NAOMI MCLEOD AND DENISE WRIGHT, Liverpool John Moores University, United Kingdom

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D/ 11

DEVELOPING AND EVALUATING PARENTING PROGRAMMES

Individual Papers

Room Q120, Business School

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CHAIR: MARIA EVANGELOU

UNIVERSITY OF OXFORD, United Kingdom

**Evaluating parenting services in children's centres in England**

MARIA EVANGELOU, JENNY GOFF, JAMES HALL, KATHY SYLVA, AND NAOMI EISENSTADT, University of Oxford, United Kingdom

**The development of the parent child home programme in Ireland**

GRAINNE KENT, JOSEPHINE BLEACH AND BETH FAGAN, Early Learning Initiative, National College of Ireland, Ireland

**5 Pillars of parenting: Approachable parenting**

KATHLEEN ROCHE-NAGI (1), HANAN HUSSEIN (2), AND KATHRYN THOMSON (2), (1) Approachable Parenting, United Kingdom; (2) University of Birmingham, United Kingdom

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D/ 12

IMAGES OF THE CHILD, OF CHILDHOOD, AND THE KINDERGARTEN TEACHER

Individual Papers

Room Q121, Business School

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CHAIR: SARA BARROS ARAÚJO

Polytechnic Institute of Porto, Portugal

**Pathways of reconstruction of beliefs about childhood: A study with prospective early childhood teachers**

SARA BARROS ARAÚJO AND FERNANDO DIOGO, Polytechnic Institute of Porto, Portugal

**Student teachers' images of the kindergarten teacher profession**

ANNELI NIIKKO, University of Eastern Finland, Finland

**Preschool educators Image of the child: Impact on relationships and childrens well being**

RITA MELIA, Early Childhood Ireland, UNESCO Child & Family Research Centre and National University of Ireland Galway, Ireland

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D/ 13

CRITIQUING APPROACHES TO ALLEVIATE THE IMPACT OF CHILD POVERTY

Individual Papers

Room Q122, Business School

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CHAIR: DONALD SIMPSON

Teesside University, United Kingdom

**Hoping for a better tomorrow: Family support through community childcare provision in the west of Ireland**

SHEILA GARRITY, National University of Ireland Galway, Ireland

**Quality ECEC for children in poverty: Routine supportive human technology or detrimental site for constraint?**

DONALD SIMPSON, Teesside University, United Kingdom

**Towards extended purposive conversations**

GERALDINE FRENCH, Dublin City University, Ireland

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D/ 14

NEW MATERIALISMS AND POST-HUMAN ENCOUNTERS

Self-organised Symposium

Room Q217, Business School

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CHAIR: SUE GRIESHABER

Monash University, Australia

**Ghosts of the material world in early childhood education**

JANE BONE, Monash University, Australia

**Early childhood student-teachers engaging with place and space through a post-human lens**

GLORIA QUINONES, Monash University, Australia

**'I believe a sofa can be of great help' - Discourses of materiality in the preschool**

ANITA BERGE, University of Stavanger, Norway

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D/ 15

"FLOURISHING"

Individual Papers

Room Q218, Business School

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CHAIR: ZENNA KINGDON

Newman University, United Kingdom

**Flourishing: Quality in early childhood education and care**

ZENNA KINGDON, Newman University, United Kingdom

**The ecology of flourishing - Universal or targeted services?**

MICHAEL GASPER (1) AND LEOARNA MATHIAS (2), (1) Starfish Enterprise, United Kingdom; (2) Newman University, United Kingdom

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D/ 16

CHALLENGING NARRATIVES OF (PRE)SCHOOL READINESS AND TRANSITION

Individual Papers

Room Q220, Business School

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CHAIR: JOANNE LEHRER

Université du Québec en Outaouais, Canada

**Readying children before preschool? Understanding views of parents and preschool staff on early learning**

KATRIEN VAN LAERE, Ghent University/ VBJK Centre for innovation in the Early Years, Belgium

**Counter narratives of school readiness: Perspectives of mothers, early childhood educators, kindergarten teachers and communication and assessment documents**

JOANNE LEHRER (1), NATHALIE BIGRAS (2) AND ISABELLE LAURIN (3), (1) Université du Québec en Outaouais, Canada; (2) Université du Québec à Montréal, Canada; (3) Public Health Montreal, Canada

**Piloting interviews with mothers and fathers from refugee and asylum-seeking families about transition of their children to the educational system in Germany**

CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

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D/ 17

STEM TEACHING IN ECE

Individual Papers

Room HG05, School of Nursing

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CHAIR: CORAL CAMPBELL

Deakin University, Australia

**Building STEM capabilities in bush kindergartens in Australia**

CORAL CAMPBELL AND CHRIS SPELDEWINDE, Deakin University, Australia

**Playful computer assisted learning for Maths for young children**

MONICA WARD, Dublin City University, Ireland

**Preschool teachers' pedagogical content knowledge in relation to Mathematics, Science and Technology**

KERSTIN BÄCKMAN (1), ANNIE-MAJ JOHANSSON (2), ANNIE HAMMARBERG (1), AND ELISABETH BJÖRKLUND (1), (1) University of Gävle, Sweden; (2) Dalarna University, Sweden

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D/ 18

THE NORDIC EARLY LITERACY EDUCATION. THREE POINTS OF VIEW.

Self-organised Symposium

Room HG06, School of Nursing

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CHAIR: MARIA MAGNUSSON

Linnaeus University, Sweden

**Theoretical premises for language learning in Nordic didactic literature**

ANN-KATRIN SVENSSON (1), RIA HEILÄ-YLIKALLIO (1), BENTE ERIKSEN HAGTVET (2) AND ELISABETH MELLGREN (3), (1) Åbo Akademi, Finland; (2) University of Oslo, Norway; (3) University of Gothenburg, Sweden

**Preschool literacy environment in the Nordic countries**

HILDE HOFSLUNDSNGEN (1), ANN-KATRIN SVENSSON (2), ELISABETH MELLGREN (3), MARIA MAGNUSSON (4) AND BENTE ERIKSEN HAGTVET (5), (1) Sogn og Fjordane University College, Norway; (2) Åbo Akademi University, Finland; (3) University of Gothenburg, Sweden; (4) Linnaeus University, Sweden; (5) University of Oslo, Norway

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**Early literacy in a Nordic perspective: Discernment and patterns in degree project for preschool teachers**  
MARIA MAGNUSSON (1), MARINA LUNDQVIST (2), ELISABETH MELLGREN (3) AND HILDE HOFSLUNDS-  
ENGEN (4), (1) Linnaeus University, Sweden; (2) Åbo Akademi, Finland; (3) Göteborgs Universitet, Sweden; (4)  
Høgskulen i Sogn og Fjordane, Norway

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D/ 19  
CIVIC EDUCATION FOR DEMOCRACY IN ECE  
Individual Papers  
Room HG07, School of Nursing

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CHAIR: KATHLEEN LORD  
State University of New York at New Paltz, United States

**Children's rights in early childhood education - The concept 'Kindergarten of Democracy'**  
RAINARD KNAUER AND KATHRIN AGHAMIRI, Münster University of Applied Sciences, Germany

**A comparison of national kindergarten core programmes of democracy in Central and Eastern Europe**  
ANIKÓ VARGA NAGY, University of Debrecen, Hungary

**Civics education: Instructional opportunities in early education classrooms**  
KATHLEEN LORD AND ANDREA NOEL, State University of New York at New Paltz, United States

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D/ 20  
GENDER AND INNOVATION IN ECEC: BRINGING BOYS AND MEN IN  
Self-organised Symposium  
Room HG08, School of Nursing

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CHAIR: TIM ROHRMANN  
Dresden University of Applied Sciences, Germany

**Innovation and gender balance in ECEC - Exploring the development of a Norwegian recruitment initiative  
'Play Resource'**  
ELIN BIRGITTE LJUNGGREN AND KARI EMILSEN, Queen Maud University College of Early Childhood  
Education, Norway

**Young boys as "Play Resources" in ECECs - an innovative recruitment initiative**  
KARI EMILSEN, Queen Maud University College of Early Childhood Education, Norway

**Conversation with male teacher trainees in ECE: A case study from Indonesia**  
JO WARIN (1), ANETTE HELLMAN (2) AND VINA ADRIANY (3), (1) Lancaster University, United Kingdom; (2)  
Gothenburg, Sweden; (3) University of Education, Indonesia

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D/ 21  
PRAXEOLOGICAL LEARNING: SOCIAL JUSTICE AND SOCIAL CAPITAL  
Individual Papers  
Room HG09, School of Nursing

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CHAIR: VICKIE LAKE  
University of Oklahoma, United States

**A Journey of service-learning: Three different professional lenses**  
NANCY MCBRIDE ARRINGTON (1) AND VICKIE LAKE (2), (1) Georgia Southern University, United States; (2)  
University of Oklahoma, United States

**Service-Learning + Social Justice = Justice-Learning**  
VICKIE LAKE, University of Oklahoma, United States

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**Connecting communities: Multigenerational approaches to build social capital**

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

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D/ 22

DRAMA AND STORYTELLING

Individual Papers

Room HG10, School of Nursing

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CHAIR: ZOI NIKIFORIDOU

Liverpool Hope University, United Kingdom

**Unfolding the theoretical connection of creative drama and play skills to support teachers' socio-dramatic play practices**

ANTHIA MICHAELIDES, University of Cyprus, Cyprus

**Drama, storytelling and empathic reasoning**

ZOI NIKIFORIDOU AND JIM STACK, Liverpool Hope University, United Kingdom

**Socio-dramatic play and child development**

PENTTI HAKKARAINEN (1) AND ILDAR SAFAROV (2), (1) Lithuanian University of Educational Sciences, Lithuania; Independent, Russia

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D/ 23

SCIENCE IN EARLY CHILDHOOD EDUCATION - A MATTER OF DIFFERENT LEVELS AND PARTAKERS?

Self-organised Symposium

Room HG12, School of Nursing

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CHAIR: SUSANNE THULIN

Kristianstad University, Sweden

**Science in ECE - Teachers' communication**

LINA HELLBERG, SUSANNE THULIN AND ANDREAS REDFORS, Kristianstad University, Sweden

**Science in ECE - Children and tablets**

MARIE FRIDBERG, SUSANNE THULIN AND ANDREAS REDFORS, Kristianstad University, Sweden

**Science in ECE - Student teachers' experiences**

ANDREAS REDFORS AND SUSANNE THULIN, Kristianstad University, Sweden

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D/ 24

NARRATIVE COACHING

Self-organised Symposium

Room HG17, School of Nursing

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CHAIR: KAAAT VERHAEGHE

Erasmus University College, Belgium

**The narrative of the early childhood professional**

KAAAT VERHAEGHE (1&2), JOKE DEN HAESE (1) AND GEERT DE RAEDEMAEKER (1), (1) Erasmus University College, Belgium; (2) Knowledgecentre Urban Coaching and Education, Belgium

**100 languages and narratives to tell your story**

JOKE DEN HAESE (1), KAAAT VERHAEGHE (1&2) AND GEERT DE RAEDEMAEKER (1), (1) Erasmus University College, Belgium; (2) Knowledgecentre Urban Coaching and Education, Belgium

**Building professionalism through narratives**

GEERT DE RAEDEMAEKER (1), KAAAT VERHAEGHE (1&2) AND JOKE DEN HAESE (1), (1) Erasmus University College, Belgium; (2) Knowledgecentre Urban Coaching and Education, Belgium

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D/ 25

OUTDOOR PLAY AND LEARNING: RISK-TAKING

Self-organised Symposium

Room HG18, School of Nursing

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CHAIR: ELLEN BEATE HANSEN SANDSETER

Queen Maud University College of Early Childhood Education, Norway

**Dutch child care professional's attitude towards children's risk-taking play**

MARTIN VAN ROOIJEN, University of Humanistic Studies, Netherlands

**Reframing healthy risk taking: Parents' dilemmas and strategies to promote children's wellbeing**

ANITA NIEHUES, Lenoir-Rhyne University, United States

**Early childhood students' beliefs about risk-taking and physical activity in outdoor learning environments**

HELEN LITTLE, Macquarie University, Australia

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D/ 26

RISKY PLAY

Individual Papers

Room HG19, School of Nursing

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CHAIR: CLAIRE DUGAN-CLEMENTS

University of Northampton, United Kingdom

**Risky play - What are three fathers and three child care practitioners views of outdoor risky play?**

CLAIRE DUGAN-CLEMENTS, University of Northampton, United Kingdom

**Defining 'risky play' in the setting of Dutch day care**

MARIAN JOVEN, University of Applied Sciences Leiden, Netherlands

**Risky play in Icelandic preschools**

KRISTÍN DÝRFJÖRD, University of Akureyri, Iceland

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D/ 27

UNDERSTANDING PLAY

Individual Papers

Room HG20, School of Nursing

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CHAIR: RAMONA BERNARD

Høgskolen i Oslo og Akershus, Norway

**An exploration into, and an investigation of, children's schematic behaviours within a Foundation Phase pedagogy**

AMANDA THOMAS, University of South Wales, United Kingdom

**Play in early childhood education**

RAMONA BERNARD, Høgskolen i Oslo og Akershus, Norway

**In search of the Holy Grail: Towards a shared understanding of play as learning in practice**

GLENDAL WALSH, DOROTHY MCMILLAN, AND ANDREA DOHERTY, Stranmillis University College, United Kingdom



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D/ 28

STRENGTHENING EDUCATIONAL LEADERSHIP IN AUSTRALIAN EARLY CHILDHOOD EDUCATION AND CARE:  
FROM POLICY TO PRACTICE

Self-organised Symposium

Room HG22, School of Nursing

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CHAIR: SUSAN IRVINE

Queensland University of Technology, Australia

**Strengthening educational leadership in Australian early childhood education and care: A national policy perspective and its impact**

RHONDA LIVINGSTONE, Australian Children's Education and Care Quality Authority, Australia

**Strengthening educational leadership in Australian ECEC: Driving policy and practice change through deep learning**

SUSAN IRVINE (1) AND JULIE PRICE (2), (1) Queensland University of Technology, Australia; (2) Clear Focus Consulting, Australia

**Strengthening educational leadership in Australian ECEC: Supporting educational leadership in practice**

JANE BOURNE (1) AND JULIE PRICE (2), (1) Lady Gowrie Queensland, Australia; (2) Clear Focus Consultant, Australia

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D/ 29

EARLY YEARS LEADERS

Individual Papers

Room HG23, School of Nursing

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CHAIR: SHIRLEY ALLEN

Middlesex University, United Kingdom

**Headteachers as leaders of change - Results from a qualitative interview study in day care centres in Germany**

ITALA BALLASCHK, Freie Universität Berlin, Germany

**Professional development of directors in Japanese day care centres: Analysis on relation between leadership, professional qualification, years of experience as director, and job burden**

YUMI YODOGAWA, MIDORI TAKAHASHI, YUSUKE MURAKAMI, TOSHIHIKO ENDO, AND KIYOMI AKITA, University of Tokyo, Japan

**Navigating the complexity of being a leader within children's centres**

PAOLA PEDRELLI, Birmingham City University, United Kingdom

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D/ 30

LOCATING UK PROFESSIONAL LEARNING AND DEVELOPMENT (PLD) RESEARCH IN AN INTERNATIONAL CONTEXT

Self-organised Symposium

Room H136, School of Nursing

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CHAIR: JANE PAYLER (1) and JANE WATERS (2)

(1) The Open University, United Kingdom; (2) University of Wales, United Kingdom

**Professional learning and development: Trends, developments and impact in the UK since 2003**

GERALDINE DAVIS (1), JANE PAYLER (2), (1) Anglia Ruskin University, United Kingdom; (2) Open University, United Kingdom

**The value of learning through enquiry for professional development**

PAULETTE LUFF AND KAY AARONRICKS, Anglia Ruskin University, United Kingdom

**Professional development for work with parents and families**

JAN GEORGESON AND VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

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D/ 31

PARTICIPATORY PEDAGOGIES

Individual Papers

Room H137, School of Nursing

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CHAIR: KELLY BAIRD

Macquarie University, Australia

**'If you annoy me I won't invite you for my birthday'- Children's perspectives about rules and rites in kindergarten**

JULIA HÖKE, University of Paderborn, Germany

**Capturing the perspectives of young children at risk: Reflections on the effectiveness of participatory methods for this group**

KELLY BAIRD, Macquarie University, Australia, REBEKAH GRACE, Macquarie University, Australia, ANNE MCMAUGH, Macquarie University, Australia, FRANCES GIBSON, Macquarie University, Australia, JENNIFER BOWES, Macquarie University, Australia

**Model of children's participation in ECEC**

LEENA TURJA, University of Jyväskylä, Finland

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# FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

## SYMPOSIUM SET E: 14:30 – 16:00

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E/ 1

CONSTRUCTING IDENTITY (CHILDREN AND TEACHERS) THROUGH NARRATIVE ASSESSMENT (LEARNING STORIES): PERSPECTIVES FROM AOTEAROA NEW ZEALAND

Self-organised Symposium  
Room CG86, Henry Grattan

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CHAIR: WENDY LEE

Educational Leadership Project, New Zealand

**Tracking the growing complexity of children's working theories through utilising Learning Stories to document progress over time and thus build a sense of each child's identity as a learner-in-action.**

LORRAINE SANDS, Educational Leadership Project, New Zealand

**Drawing on New Zealand's indigenous paradigms to grow teaching and learning through narrative assessment**

TANIA BULLICK, Educational Leadership Project New Zealand

**Using learning stories to make empathy and social competence visible**

WENDY LEE, Educational Leadership Project, New Zealand

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E/ 2

SOCIAL COMPETENCE AND A PEDAGOGY OF EMOTION

Individual Papers

Room C104, Henry Grattan

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CHAIR: LESLEY JONES

Australian Catholic University, Australia

**Educator perspectives of children's social competence: A symbolic interactionist view**

LESLEY JONES, Australian Catholic University, Australia

**Structural conditions for the development of children's social competence in Norwegians kindergarten**

MARIANNE TORVE MARTINSEN, University of Stavanger, Norway

**Emotional development and learning in early childhood: A qualitative study considering a pedagogy of emotion**

ESTELLE MARTIN, University of East London, United Kingdom

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E/ 3

MEDIA LITERACY AND EDUCATION

Individual Papers

Room C115, Henry Grattan

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CHAIR: ŞULE ALICI

Middle East Technical University, Turkey

**Investigation of process drama workshops' impact on teacher candidate's media literacy levels**

ŞULE ALICI (1) AND Ö.ÖZLEM GÖKBULUT (2), (1) Middle East Technical University, Turkey; (2) Ministry of National Education, Turkey

**Advocating to be a media literate preservice teacher: A research of the first implementation of a new course in higher education in Turkey**

ŞULE ALICI AND VOLKAN ŞAHIN, Middle East Technical University, Turkey

**Constructing professionalism: Media education and ICT in Finnish kindergarten teacher education**

SAARA SALOMAA (1) AND PEKKA MERTALA (2), (1) National Audiovisual Institute/ University of Tampere, Finland; (2) University of Oulu, Finland

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E/ 4

REFLECTIVE PRACTICE AND LEARNING COMMUNITIES

Individual Papers

Room C124, Henry Grattan

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CHAIR: KJELL AAGE GOTVASSLI

Nord university, Norway

**Creating a learning organisation: Using reflection as a tool to build better practice**

KJELL AAGE GOTVASSLI, BERIT IRENE VANNEBO AND TORILL MOE, Nord University, Norway

**Practitioners perceptions of reflective practice: The implications for professional development**

CELONY DOWNS, University of East London, United Kingdom

**Engaging early childhood educators in professional learning communities**

VICTORIA WHITINGTON (1), JAMIE SISSON (1) AND MARY SCALES (2), (1) University of South Australia, Australia; (2) Lady Gowrie Child Centre, Australia

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E/ 5

OBSERVATIONS OF BELONGING IN INFANT-TODDLER EDUCATION AND CARE: A 3-YEAR STUDY

Self-organised Symposium

Room QG13, Business School

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CHAIR: LINDA HARRISON

Charles Sturt University, Australia

**Building a knowledge base about the impact of early learning frameworks for infants and toddlers**

JENNIFER SUMSION, LINDA HARRISON AND BEN BRADLEY, Charles Sturt University, Australia

**Babies and belonging: The politics of belonging for infants in Australian early childhood education and care**

TINA STRATIGOS, JENNIFER SUMSION AND BEN BRADLEY, Charles Sturt University, Australia

**Circles of security in infant-toddler education and care: Is 'belonging' like a woven ball?**

LINDA HARRISON, JENNIFER SUMSION AND BEN BRADLEY, Charles Sturt University, Australia

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E/ 6

SUPPORTING CHILDREN'S LEARNING AND PARTICIPATION

Individual Papers

Room QG15, Business School

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CHAIR: JOHN SIRAJ-BLATCHFORD

Plymouth University, United Kingdom

**Enhancing children's participation through learning communities - A pilot study among preschool teachers in Sweden**

ÅSA OLSSON AND LOTTA ÖSTERLING, Karlstad University, Sweden

**From policy to practice - A teacher's journey to a play focused approach to curriculum in a junior primary classroom**

DEIRBHILE NIC CRAITH AND MAEVE MCCAFFERTY, Irish National Teachers' Organisation, Ireland

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**Playing and learning in the Zone of Proximal Developmental Flow (ZPDF)**

JOHN SIRAJ-BLATCHFORD (1) AND LYNNETTE BROCK (2), (1) Plymouth University, United Kingdom; (2) Montessori Centre International, United Kingdom

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E/ 7

EARLY INTERVENTION STRATEGIES

Individual Papers

Room QG21, Business School

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CHAIR: JANE MURRAY

University of Northampton, United Kingdom

**Fifteen hours, free childcare and family lives: Parents' views on how family life is affected by 15 hours of funded education and care for their two-year-olds**

JANE MURRAY (1) AND JEMIMA MURRAY (2), (1) University of Northampton, United Kingdom; (2) Islington Borough Council, United Kingdom

**How can practitioners be supported to work on early intervention programmes within multidisciplinary teams?**

SHIRLEY ALLEN, Middlesex University, United Kingdom

**The prevention and early intervention initiative**

SARAH ROCHFORD, AISLING SHEEHAN, STELLA OWENS AND NUALA DOHERTY, Centre for Effective Services, Ireland

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E/ 8

INCLUDING MINORITY GROUPS

Individual Papers

Room QG22, Business School

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CHAIR: KARIN WHITE

IT Sligo, Ireland

**Managing space and making culture: Mothering and childhood at the margins**

KARIN WHITE AND CAVALLERO TAMSIN, IT Sligo, Ireland

**Roma and non-Roma families' way of education**

ANIKÓ VARGA NAGY, University of Debrecen, Hungary

**Conveying Sami culture in Norwegian kindergartens**

HENRIETTE HARBITZ AND HANS MARK SVEDAL, Sogn og Fjordane University College, Norway

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E/ 9

STRATEGIES TO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Individual Papers

Room QG27, Business School

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CHAIR: ALEXANDRA GUNN

University of Otago, New Zealand

**When the child doesn't speak in kindergarten: Communication, conceptualisation and capacity building in cases of Selective Mutism (SM)**

HEIDI OMDAL, University of Agder, Department of Education, Norway

**Children's play behaviour and cognitive development in integrated special kindergarten groups**

JONNA KESÄLÄINEN, NINA SAJANIEMI AND EIRA SUHONEN, University of Helsinki, Finland

**Enhancing peer interaction during scaffolded play in early childhood special education**

MARJA SYRJÄMÄKI (1), PÄIVI PIHLAJA (2) AND NINA SAJANIEMI, (1) University of Helsinki, Finland; (2) University of Turku, Finland

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E/ 10

THEORIES OF TRANSITION

Individual Papers

Room Q119, Business School

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CHAIR: ALINE-WENDY DUNLOP

University of Strathclyde, Scotland

**An integrative review of transitions to school literature (2000 - 2015)**

TESS BOYLE (1), SUE GRIESHABER (2) AND ANNE PETRIWSKYJ (3), (1) Southern Cross University, Australia; (2) Monash University, Australia; (3) Queensland University of Technology, Australia

**Informing transitions: Theories of learning or development?**

ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

**The power of 'process': The role of relationships in supporting positive educational transitions**

LEAH O'TOOLE, Marino Institute of Education, Ireland

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E/ 11

CHILDREN'S TRANSITION FORM PRE-SCHOOL TO PRIMARY SCHOOL - LEARNING FROM RESEARCH, POLICY AND PRACTICE TO DEVELOP A NATIONAL TRANSFER TOOL IN IRELAND

Self-organised Symposium

Room Q120, Business School

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CHAIR: MARY DALY

National Council for Curriculum and Assessment, Ireland

**Setting the scene: Developing a national tool to support children's transition from preschool to primary school**

ARLENE FORSTER, National Council for Curriculum and Assessment, Ireland

**Audit of transition policies in 14 jurisdictions**

MARY O'KANE, Maynooth University, Ireland

**Transfer tools developed in Ireland to support children as they move from preschool to primary school**

MARY DALY, National Council for Curriculum and Assessment, Ireland

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E/ 12

REWEAVING THE TAPESTRY OF THE GENERATIONS: INTERGENERATIONAL LEARNING INVOLVING YOUNG CHILDREN AND OLDER PEOPLE IN IRELAND.

Self-organised Symposium

Room Q121, Business School

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CHAIR: ANNE FITZPATRICK

Dublin Institute of Technology, Ireland

**'It's a win-win situation': Intergenerational practice in the early years sector in Ireland**

ANNE FITZPATRICK, Dublin Institute of Technology, Ireland

**'It was great for them to have contact with little children': Intergenerational practice in the elder care sector in Ireland**

CARMEL GALLAGHER, Dublin Institute of Technology, Ireland

**Out of our comfort zone and into the community: The experiences of a preschool intergenerational initiative**

ASHLING SILKE, Ballapousta Preschool, Ardee, Co. Louth, Ireland

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E/ 13

SUPPORTING ACCESS TO AND ENGAGEMENT WITH ECEC SERVICES

Individual Papers

Room Q122, Business School

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CHAIR: REBEKAH GRACE

Macquarie University, Australia

**Do all young children in Iceland have equal access to the good Nordic childhood?**

LEIGH O'BRIEN (1) AND KRISTIN KARLSDOTTIR (2), (1) State University of New York at Geneseo, United States; (2) University of Iceland, Iceland

**Community volunteer home visiting to support the engagement of vulnerable families with early childhood services**

REBEKAH GRACE (1), KELLY BAIRD (1), LYNN KEMP (2), JAYNE MEYER-TUCKER (3), GRAINNE O'LOUGHLIN (4), ZEAH BEHREND (5), REBECCA O'CONNOR (6), JACQUELINE BARNES (7), (1) Macquarie University, Australia; (2) Western Sydney University, Australia; (3) Volunteer Family Connect, Australia; (4) Karitane, Australia; (5) Save the Children, Australia; (6) The Benevolent Society, Australia; (7) University of London Birkbeck, United Kingdom

**Supporting access to early childhood care and education programmes: Lessons from a national evaluation of provision in Ireland**

EMER RING AND PATRICIA DALY, Mary Immaculate College, Ireland

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E/ 14

ANALYSING, EVALUATING AND INTERROGATING ECEC LEARNING

Individual Papers

Room Q217, Business School

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CHAIR: MILDA BREDIKYTE

Lithuanian University of Educational Sciences, Lithuania

**ReVEaL - Researching and Valuing Early Learning**

BRIDIE THORNTON (1), SHEILA GARRITY (1) AND NÓIRÍN HAYES (2), (1) National University Ireland Galway, Ireland; (2) Trinity College Dublin, Ireland

**Progressive feedback in ECEC - a Finnish-Asian research and development project**

KATI RINTAKORPI AND JYRKI REUNAMO, University of Helsinki, Finland

**The emotional roots of learning: Esther Bick's method of infant observation and integrated working in a multi-disciplinary team**

FELICITY NORTON AND COLETTE TAIT, Pen Green Research Development and Training Base, United Kingdom

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E/ 15

WORKFORCE PROFILES IN EUROPEAN ECEC SYSTEMS: THE SEEPRO STUDY UPDATE

Self-organised Symposium

Room Q218, Business School

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CHAIR: PAMELA OBERHUEMER

State Institute of Early Childhood Research, Germany

**ECEC workforce profiles in Europe: Re-investigating the terrain (see-pro-r)**

INGE SCHREYER AND PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

**Working with young children in Ireland: A country profile (see-pro-r)**

MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

**Working with young children in Ireland: A country profile (see-pro-r)**

MARESA DUGNAN, Department of Education and Skills, Ireland

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E/ 16

VARIATIONS IN SHARED BOOK READING

Self-organised Symposium

Room Q220, Business School

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CHAIR: SHAROLYN POLLARD-DURODOLA

University of Nevada, United States

**'Wereldwoorden': A Translation of an effective U.S. preschool vocabulary intervention into the Flemish preschool context**

HELENA TAELEMAN, ODISEE, Belgium

**Social validity of shared book reading in private preschool settings in Mexico**

SHAROLYN POLLARD-DURODOLA (1), JORGE GONZALEZ (2), GABRIELA LOPEZ AYMES (3) AND ANITA MCCORMICK (4), (1) University of Nevada Las Vegas, United States; (2) University of Houston, United States; (3) Universidad Autonoma del Estado de Morelos, Mexico; (4) Instituto Humanista Gestalt, Mexico

**Linking classroom and family-based literacy for heritage language learners: A coordinated intervention**

TERESA SATTERFIELD, University of Michigan, United States

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E/ 17

STUDYING BABIES AND TODDLERS: SPACES, RELATIONAL TRANSITIONS AND TRANSITORY MOMENTS.

Self-organised Symposium

Room HG05, School of Nursing

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CHAIR: AVIS RIDGWAY

Monash University, Australia

**Spatial perspective on everyday transitions: Analysing the lunch hour within a toddler group care setting**

NIINA RUTANEN, University of Jyväskylä, Finland

**The transitory moments in babies' triadic play**

LIANG LI AND AVIS RIDGWAY, Monash University, Australia

**Neighbourhood Space: A transitory joyful and dramatic place**

GLORIA QUINONES, Monash University, Australia

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E/ 18

OUTDOOR PLAY AND LEARNING: SPACE AND PLACE

Individual Papers

Room HG06, School of Nursing

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CHAIR: MANDY ANDREWS

Plymouth University, United Kingdom

**Movement, curiosity and creativity in outdoor play**

MERETE LUND FASTING, University of Agder, Norway

**Assemblages of play: Relational place and personal context**

MANDY ANDREWS, Plymouth University, United Kingdom

**Let's get ready to go outside**

AOIFE COONEY AND SILVIA GURSINSKI, IT Sligo, Ireland



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E/ 19

SOCIO-DRAMATIC AND ROLE PLAY

Individual Papers

Room HG07, School of Nursing

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CHAIR: ELENI LOIZOU

University of Cyprus, Cyprus

**The drama in sociodramatic play**

UNA MCCABE, St. Patrick's College, Ireland

**Wave play: Fluid play to support social co-construction**

ZENNA KINGDON, Newman University, United Kingdom

**Socio-dramatic play: Scenario and role development as enacted by children and as facilitated by their early childhood teacher**

ELENI LOIZOU AND ANTHIA MICHAELIDES, University of Cyprus, Cyprus

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E/ 20

REVIEWING AND RETHINKING EARLY YEARS TRAINING

Individual Papers

Room HG08, School of Nursing

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CHAIR: MARGRETHE JERNES

University of Stavanger, Norway

**ECEC master programmes in Germany: Results of a survey of demands**

TIM ROHRMANN (1) AND SANDRA PATTING (2), (1) University of Applied Sciences Dresden, Germany, (2) University of Applied Sciences Dresden, Germany

**Educational Sciences - Close to practice**

MARGRETHE JERNES AND INGER BENNY ESPEDAL TUNGLAND, University of Stavanger, Norway

**The Lived Experience - Student's Perceptions of Placement in ECE Settings**

MARLENE MCCORMACK, Dublin City University, Ireland

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E/ 21

GENDER AND PLAY

Individual Papers

Room HG09, School of Nursing

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CHAIR: KARI EMILSEN

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

**Parent-child interactive play: Relations to child's gender and parental knowledge of child development**

LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLAJ AND SIMONA KRANJC, University of Ljubljana, Slovenia

**Does children, parents or educators gender have an impact on interactive play, communication and interactions?**

MARINA FUERTES, OTÍLIA SOUSA, ANDREIA FERREIRA, CATARINA VELOSO, ISABEL BARROSO, ISABEL FERREIRA, FILIPE PINTO AND MIGUEL BRANCO, Escola Superior de Educação de Lisboa, Portugal

**Gender differences in preschool teachers' perceptions of children's rough-and-tumble (R&T) Play**

RUNE STORLI AND ELLEN BEATE SANDSETER, Queen Maud University College, Norway

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E/ 22

PREPARING, WATCHING, MINDING: LEARNING TO WORK RELATIONALLY WITH TWO-YEAR-OLDS

Self-organised Symposium

Room HG10, School of Nursing

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CHAIR: JAN GEORGESON

Plymouth University, United Kingdom

**Preparedness for working with two year olds**

VERITY CAMPBELL-BARR, Plymouth University, United Kingdom

**Watching and waiting: Joining in with two year olds**

JAN GEORGESON, Plymouth University, United Kingdom

**The minding of two-year-olds**

ROD PARKER-REES, Plymouth University, United Kingdom

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E/ 23

SOCIAL EMOTIONAL DEVELOPMENT AND EMPATHY

Individual Papers

Room HG12, School of Nursing

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CHAIR: DISA BERGNEHR

Jönköping University, Sweden

**The role of caregiver touch in children's socio-emotional development: Lessons from a Swedish preschool**

DISA BERGNEHR (1) AND ASTA CEKAITE (2), (1) Jönköping University, Sweden; (2) Linköping University, Sweden

**Social education as a spectacle**

KATHRIN AGHAMIRI, Münster University of Applied Sciences, Germany

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E/ 24

TEACHERS' POSITIONALITY AND THEORIES OF PRACTICE

Individual Papers

Room HG17, School of Nursing

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CHAIR: KATE ORD

Te Rito Maioha Early Childhood New Zealand, New Zealand

**Bodies of knowledge: Embodiment as an alternative to theory/practice debates in the preparation of teachers**

KATE ORD (1) AND JOCE NUTTALL (2), (1) Te Rito Maioha Early Childhood New Zealand, New Zealand; (2) Australian Catholic University, Australia

**Pre-service preschool teachers' self-efficacy beliefs and their beliefs related to inclusive education**

CELAL ILER, Middle East Technical University, Turkey, REFIKA OLGAN, Middle East Technical University, Turkey

**'Positional training' as a method of development of creative dialectical thinking and acquisition mental means in pre-service training of future preschool teachers**

IGOR SHIIAN, NIKOLAY VERAKSA, OLGA SHIYAN AND IRINA VOROBYEVA, Moscow City University, Russia

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E/ 25

APPROACHES TO WORKING WITH PARENTS AND CHILDREN

Individual Papers

Room HG18, School of Nursing

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CHAIR: LINDA MAHONY

Charles Darwin University, Australia

**Tasmania's child and family centres: A place-based initiative to improve the health and wellbeing, education and care of children from birth to age 5**

CATHERINE TAYLOR, Telethon Kids Institute and University of Western Australia, Australia

**Building a whole-school approach for working with young children and families experiencing separation and divorce**

LINDA MAHONY, Charles Darwin University, Australia

**Participation in Finnish kindergartens - Interaction between children, professionals and parents**

SAIJA TANHUANPÄÄ, University of Turku, Finland

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E/ 26

CONDUCTING RESEARCH IN EARLY YEARS: VIGNETTES, TOOLS AND STRATEGIES

Individual Papers

Room HG19, School of Nursing

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CHAIR: IOANNA PALAIOLOGOU

Canterbury Educational Services, United Kingdom

**The use of vignettes in research with young children**

IOANNA PALAIOLOGOU, Canterbury Educational Services, United Kingdom

**Competences and Interests of Children (KOMPIK) - Development of an instrument for observation and assessment in day care centres**

MARTIN KRAUSE, Staatsinstitut für Frühpädagogik (IFP), Germany

**Conducting research in preschool as a culturally sensitive environment**

JONNA LARSSON, PIA WILLIAMS AND ANN ZETTERQVIST, University of Gothenburg, Sweden

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E/ 27

MANAGING CHALLENGES

Individual Papers

Room HG20, School of Nursing

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CHAIR: AMAL BANUNNAH

Umm Al-Qura University, Kingdom of Saudi Arabia, and University of Sheffield, United Kingdom

**Meeting parental expectations in culturally diverse early years settings**

HEINO SCHONFELD, Barnardos, Ireland

**'Why do we celebrate...?' Filling national and religious traditions with meaning in a multicultural preschool**

TÜNDE PUSKÁS, Linköping University, Sweden, ANITA ANDERSSON, Linköping University, Sweden

**The challenges and opportunities in implementing sex education in the preschool curriculum in the Kingdom of Saudi Arabia**

AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

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E/ 28

ETHICS, CHILDREN'S RIGHTS AND BEYOND

Individual Papers

Room HG22, School of Nursing

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CHAIR: KATHLEEN ROCHE-NAGI

Approachable Parenting, United Kingdom

**An exploration of ethical implications in research with children under three**

ALINE COLE-ALBÄCK, University of Wolverhampton and Centre for Research in Early Childhood, United Kingdom

**The complex semantic of childhood and children's rights**

FEDERICO FARINI, University Campus Suffolk, United Kingdom

**Problematising listening: The complex work of practitioner engagement in challenging settings,, roles, responsibilities and values**

ELIZABETH HENDERSON, University of Sheffield, United Kingdom

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E/ 29

ACTIVE CITIZENSHIP: MORAL VALUES AND PERSONAL EPISTEMOLOGY IN EARLY YEARS CLASSROOMS

Self-organised Symposium

Room HG23, School of Nursing

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CHAIR: JO LUNN BROWNLEE

QUT, Australia

**Be(com)ing a school child: Rules, responsibilities and identities in the early years**

EVA JOHANSSON (1), DONNA BERTHESEN (2), JO LUNN (2), JULIA MASCARDI (2) AND LAURA SCHOLE (2), (1) University of Stavanger, Norway; (2) Queensland University of Technology, Australia

Teaching for critical moral learning: Alignment of personal epistemologies and practices for active citizenship

**Teaching for critical moral learning: Alignment of personal epistemologies and practices for active citizenship**

SUE WALKER AND JO LUNN-BROWNLEE, Queensland University of Technology, Australia

**Changing relationships between children's moral reasoning for inclusion and personal epistemologies in early years elementary school classrooms**

JO LUNN BROWNLEE (1), SUE WALKER (1), EVA JOHANSSON (2) AND LAURA SCHOLE (1), (1) Queensland University of Technology, Australia; (2) University of Stavanger, Norway

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E/ 30

DIVERSITY ANTI-BIAS AND BELONGING

Individual Papers

Room H136, School of Nursing

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CHAIR: COLETTE MURRAY

Institute of Technology Blanchardstown, Ireland

**Implementing an anti-bias approach in Ireland: Questions of imagery and representation**

COLETTE MURRAY, Institute of Technology Blanchardstown, Ireland

**Integrating Sami perspectives into kindergarten curriculum - opportunities for professionals to share good practice**

KRISTIN A Ø FLØTTEN, Nord University, Norway

**The diversity of 'belonging': An investigative case study into what early childhood educators understand about 'belonging'**

VALERIE TILLET AND SANDIE WONG, Charles Sturt University, Australia

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E/ 31

VALUES, BEHAVIOUR MANAGEMENT AND TIME REGULATION

Individual Papers

Room H137, School of Nursing

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CHAIR: MÁIRE MHIC MHATHÚNA

Dublin Institute of Technology, Ireland

**Time regulation as a peep hole to trace cultural formation ideals - A comparative study**

ÅSTA BIRKELAND, Bergen University College, Norway

**The evaluations of principals, teachers and parents to the formulating and explaining values in Estonian kindergartens**

PÄRJE ÜLAVERE AND MARIKA VEISSON, Tallinn University, Estonia

**The effect of parents education programme to deal with challenging behaviours using a multi-tiered model**

NAM-IM KIM AND KAY HEO, Chongshin University, South Korea

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# FRIDAY 2<sup>ND</sup> SEPTEMBER 2016

## SYMPOSIUM SET F: 16:30 – 18:00

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F/ 1  
SUPPORTING CHILDREN'S AND YOUNG PEOPLE'S PARTICIPATION  
Individual Papers  
Room CG86, Henry Grattan

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CHAIR: AN RAES  
Bachelor of Early Childhood Education - Artevelde University College, Belgium

**Children's and young people's participation in the decision making process**  
AZORA HURD, University of Gloucestershire, United Kingdom

**Supporting children's participation in youth care**  
AN RAES, WENDY EERDEKENS, AND ELISA VANDENBUSSCHE, Artevelde University College, Belgium

**A teacher's approach to pursuing children's rights and families' participation**  
ROXANNA PASTOR, Universidad Publica de Navarra, Spain

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F/ 2  
COLLABORATION AND TRANSITION TO SCHOOL  
Self-organised Symposium  
Room C104, Henry Grattan

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CHAIR: SUE DOCKETT  
Charles Sturt University, Australia

**Continuity and change in the transition to school**  
SUE DOCKETT (1), JÓHANNA EINARSDÓTTIR (2), (1) Charles Sturt University, Australia; (2) University of Iceland, Iceland

**'She thinks her toys don't understand Romanian': Family engagement with children's learning during the transition to school**  
SUSANNE ROGERS, Charles Sturt University, Australia

**Preschool-school communication: The challenges of written information exchange**  
SUSANNE ROGERS, KATHRYN WALLIS, AND BOB PERRY, Charles Sturt University, Australia

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F/ 3  
PRACTITIONER RESEARCH  
Individual Papers  
Room C115, Henry Grattan

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CHAIR: GEORGINA NUTTON  
Charles Darwin University, Australia

**Action research in preschool class with focus on a content area**  
INGELA FRIBERG AND LAILA GUSTAVSSON, Kristianstad University, Sweden

**Early childhood education students engaging with staff to research their own learning**  
CHRISTINE COLLINS, University of Hertfordshire, United Kingdom

**Learning together: The benefits of students' participation**  
MALLIKA KANYAL, Anglia Ruskin University, United Kingdom

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F/ 4

THE WELLBEING OF EARLY YEARS TEACHERS

Individual Papers

Room C124, Henry Grattan

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CHAIR: CYNTHIA BUETTNER

The Ohio State University, United States

**What predicts early childhood teachers' social and emotional wellbeing? Examining teachers' relationships within childcare settings**

CYNTHIA BUETTNER (1) AND LIENY JEON (2), (1) The Ohio State University, United States; (2) Johns Hopkins University, United States

**Understanding the risk of burn out in early childhood care professionals: Setting the stage for wellbeing**

SILVIA MAGGIOLINI, ELENA ZANFRONI, AND LUIGI D'ALONZO, Università Cattolica del Sacro Cuore, Italy

**Building a secure and professional ECEC workforce: An Australian case study**

SUSAN IRVINE (1), KAREN THORPE (1), JOANNE LUNN (1), JENNIFER SUMSION (2), PAULA MCDONALD (1), SHARON MCKINLAY (3), ELENA JANSEN (1) AND VICTORIA SULLIVAN (1), (1) Queensland University of Technology, Australia; (2) Charles Sturt University, Australia, (3) Goodstart Early Learning, Australia

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F/ 5

PEDAGOGICAL APPROACHES TO SUPPORT YOUNG CHILDREN'S LEARNING THROUGH PARENTAL ENGAGEMENT

Self-organised Symposium

Room QG13, Business School

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CHAIR: SHIRLEY ALLEN

Middlesex University, United Kingdom

**How is the child positioned within parent-practitioner collaborative working?**

SHIRLEY ALLEN AND ANGELA SCOLLAN, Middlesex University, United Kingdom

**Crafting relationships between parents and professionals and parents and children in early years practice**

BERNADETTE THOMAS, JO WHITE, CARMEL CLANCY AND ADENEKAN OYEFESO, Middlesex University, United Kingdom

**Tea, Talk, Toast Tuesday: UK perspectives on supporting parents' understanding of pedagogy**

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

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F/ 6

HAPPINESS, WELLBEING AND DIFFICULT EMOTIONS

Individual Papers

Room QG15, Business School

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CHAIR: BEVERLEY NIGHTINGALE

University Campus Suffolk, United Kingdom

**'I make me happy!' Children having a sense of self, developing competence, and playing**

BEVERLEY NIGHTINGALE, University Campus Suffolk, United Kingdom

**'We don't talk about that': Difficult emotions for adults in the teaching and learning relationship with young children**

CATHARINE GILSON, Oxford Brookes University, United Kingdom

**Let us participate! What children tell us about professional support for wellbeing and learning in transition processes from kindergarten to school?**

PETRA BUEKER AND CATHLEEN BETHKE, University of Paderborn, Germany

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F/ 7

INTERNATIONAL PERSPECTIVES ON ECEC SYSTEMS AND APPROACHES

Individual Papers

Room QG21, Business School

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CHAIR: HASINA BANU EBRAHIM

University of South Africa, South Africa

**Third World problems? What European early childhood policy and practice can learn from Latin America**

MATHIAS URBAN, University of Roehampton, United Kingdom

**Early Childhood Care and Education at the Margins: African Perspectives on birth to 3**

HASINA BANU EBRAHIM (1), OKWANY A AUMA (2), OUMAR BARRY (3), (1) University of South Africa, South Africa; (2) University of Rotterdam, Netherlands; (3) University Cheikh Anta Diop of Dakar, Senegal

**Multiple becomings in a Swedish preschool**

KRISTIN UNGERBERG, Karlstad University, Sweden

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F/ 8

PEDAGOGY OF SCIENCE IN ECE

Individual Papers

Room QG22, Business School

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CHAIR: TERRY RUSSELL

University of Liverpool, United Kingdom

**Encouraging reasoning with evidence in early years science: A developmental perspective**

TERRY RUSSELL AND LINDA MCGUIGAN, University of Liverpool, United Kingdom

**Developing curricula to support creative and inquiry-based approaches to early years science**

ESME GLAUERT (1), FANI STYLIANIDOU (2), JILLIAN TREVETHAN (1), DIMITRIS ROSSIS (2), TERESA CREMIN (3), TATJANA DRAGOVIC-ANDERSON (3), JOZEFIEN SCHAFFLER (4), BEA MERCKX (4), ADELINA SPOREA (5), DAN SPOREA (5) AND JESSICA BAINES-HOLMES (3), (1) University College London, Institute of Education, United Kingdom; (2) Ellinogermaniki Agogi, Greece; (3) Open University, United Kingdom; (4) Artevelde University College, Belgium; (5) National Institute for Laser Plasma and Radiation, Romania

**Supporting natural scientific literacy in ECEC: Developing students' professional competencies in school instruction**

DORIS DREXL, JUDITH DURAND AND EVA BORN-RAUCHENECKER, Deutsches Jugendinstitut e.V., Germany

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F/ 9

VALUES EDUCATION IN NORDIC ECEC SETTINGS - BETWEEN REALITY AND IDEALS

Room QG27, Business School

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CHAIR: EVA JOHANSSON

University of Stavanger, Norway

**What's going on in a dressing situation? Interpreting values in Nordic preschools**

ANNA-MAIJA PUROILO, University of Oulu, Faculty of Education, Finland

**The heart of values education in early childhood - Key issues and patterns**

EVA JOHANSSON (1) AND ANETTE EMILSON (2), (1) University of Stavanger, Faculty of Arts and Education, Norway; (2) Linneaus University, Sweden

**Values of efficiency in educators' talk about dilemmas and priorities in the daily pedagogical work**

ANITA BERGE AND EVA JOHANSSON, University of Stavanger, Norway



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F/ 10

CHALLENGE AND SUCCESS IN BILINGUAL LEARNING - NORDIC PRESCHOOLS AS LEARNING SPACES FOR CULTURAL INCLUSION AND SOCIAL JUSTICE

Room Q119, Business School

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CHAIR: KIRSTEN LAURITSEN

Nord University, Norway

**Linguistic participation and wellbeing of multilingual children within EC learning spaces**

FRÍÐA BJARNEY JÓNSDÓTTIR AND HANNA RAGNARSDÓTTIR, University of Iceland, Iceland

**Children's notions about inclusion, exclusion and solidarity in Swedish early childhood settings**

ANETTE HELLMAN, Department of Education, Sweden

**Challenge and success. Norwegian kindergartens as learning spaces for minority children's inclusion and social justice**

KIRSTEN LAURITSEN, Nord University, Norway

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F/ 11

STORY BOOKS, STORY READING AND STORY TELLING

Individual Papers

Room Q120, Business School

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CHAIR: MONICA WARD

Dublin City University, Ireland

**An internal process evaluation of the story time project: A parental dialogic story-reading programme**

JOAN KIELY, Marino Institute of Education, Ireland

**Storytelling at kindergarten: Teachers practices and children's learning in sociocultural curriculum**

ALEXANDRA GUNN (1), AMANDA BATEMAN (2), MARGARET CARR (2) AND ELAINE REESE (1),  
(1) University of Otago, New Zealand; (2) University of Waikato, New Zealand

**An exploratory study of Aboriginal young children's acquisition of new tribe vocabulary through shared storybook reading**

YI-WEN TSAI, National Pingtung University, Taiwan

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F/ 12

THE IMPORTANCE OF EARLY YEARS SCIENCE

Individual Papers

Room Q121, Business School

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CHAIR: SUSANNE KLAAR

University of Borås, Sweden

**What do parents think about learning science in early years?**

HASAN DİLEK (1) AND MESUT SAÇKES (2), (1) Ahi Evran University, Turkey; (2) Balıkesir University, Turkey

**Kindergarten environment in Norway - How does it afford science learning?**

ANNE S. E. HAMMER, Bergen University College, Norway

**Arguments for early childhood science education, a review of research articles 2006-2016**

SUSANNE KLAAR, University of Borås, Sweden

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F/ 13

MENTEE? MENTOR? USING THE PEDAGOGY AND PRACTICE OF MENTORING TO DEVELOP EARLY YEARS PROFESSIONALISM TO ENHANCE WELLBEING OF YOUNG CHILDREN

Self-organised Symposium

Room Q122, Business School

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CHAIR: DIANA HARRIS

University of Greenwich, United Kingdom

**Using mentoring to enhance the practice of early years trainees**

JILL HARRISON, University of Greenwich, United Kingdom

**Mentee? Mentor? Using the pedagogy and practice of mentoring to develop early years professionalism to enhance wellbeing of young children**

HEATHER MUNN AND LOUISE ATKINS, University of Greenwich, United Kingdom

**Mentee? Mentor? Using the pedagogy and practice of mentoring to develop Early Years Professionalism to enhance wellbeing of young children**

HEATHER MUNN AND LOUISE ATKINS, University of Greenwich, United Kingdom

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F/ 14

'ARTFUL DODGERS ' AN EARLY YEARS MUSIC AND VISUAL ARTS PROGRAMME

Self-organised Symposium

Room Q217, Business School

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CHAIR: CARMEL O'SULLIVAN

Trinity College Dublin, Ireland

**Artful Dodgers: Arts education through creative exchange in ECE settings**

JACQUELINE MAGUIRE (1), NAOMI DRAPER (1), DEBBIE DONNELLY (1&2), ASH RYAN (1&3), CARMEL O'SULLIVAN (1) AND NÓIRÍN HAYES (1), (1) Trinity College Dublin, Ireland; (2) Ros Eó Community Childcare Centre, Rush, Ireland, (3) Little Learners Community Creche, Mulhuddart, Ireland

**Researching the Artist-in-Residence in early years settings**

CARMEL O'SULLIVAN, NÓIRÍN HAYES, JACQUELINE MAGUIRE AND LUCIE CORCORAN, Trinity College Dublin, Ireland

**An experiential dimension to the Artful Dodgers programme**

JACQUELINE MAGUIRE (1), NAOMI DRAPER (1), DEBBIE DONNELLY (1&2), ASH RYAN (1&3), CARMEL O'SULLIVAN (1) AND NÓIRÍN HAYES (1), (1) Trinity College Dublin, Ireland; (2) Ros Eó Community Childcare Centre, Rush, Ireland, (3) Little Learners Community Creche, Mulhuddart, Ireland

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F/ 15

EXPLORING RIGHTS, EXPERIENCES AND NATURE DEFICIT IN THE OUTDOORS

Individual Papers

Room Q218, Business School

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CHAIR: JACKY TYRIE

Cardiff Metropolitan University, United Kingdom

**Rights, power and play in Wales: Negotiating the boundaries of access to school grounds**

JACKY TYRIE (1), SIÂN SARWAR, MARIANNE MANNELLO (2), AND SANDRA DUMITRESCU (1), (1) Cardiff Metropolitan University, United Kingdom; (2) Play Wales, United Kingdom

**Nature deficit: An intergenerational perspective**

HAZEL WRIGHT, Anglia Ruskin University, United Kingdom

**Exploring early childhood forest experiences in context: Questioning assumptions**

LONE HATTINGH AND SARA LAYEN, Bath Spa University, United Kingdom

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F/ 16

PEER PLAY, HOME/SETTING PLAY AND PLAY DEVELOPMENT

Individual Papers

Room Q220, Business School

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CHAIR: AVIS RIDGWAY

Monash University, Australia

**Children's free play cultures and practices between home and nurseries - Developing insights through meaning-making with young children**

YASPIA SALEMA, UCL, United Kingdom

**Developing play skills in preschool children**

MARIA KYRIAKOU, University of Cyprus, Cyprus

**Toddler and older peer play: Agentic imagination and joyful learning**

AVIS RIDGWAY, Monash University, Australia

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F/ 17

SIG RETHINKING PLAY: TEACHER-CHILD INTERACTION IN PLAY.

Self-organised Symposium

Room HG05, School of Nursing

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CHAIR: ANNERIEKE BOLAND

Hogeschool iPabo Amsterdam, University of Applied Sciences, Netherlands

**Playing-2-gether interaction skills: Experiences of students in the bachelor early childhood education**

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

**Challenging communication in spite of low language proficiency. Creating learning opportunities for young children.**

EEFJE VAN DER ZALM, Marnix Academie, University of Applied Sciences, Netherlands

**Opportunities in play. Stimulating make-believe play, complex language and thought.**

ANNEERIEKE BOLAND (1), DORINA VELDHUIS (1), EEFJE VAN DER ZALM (2) AND RESI DAMHUIS (2), (1) Hogeschool iPabo Amsterdam, University of Applied Sciences, Netherlands; (2) Marnix Academie, University of Applied Sciences, Netherlands

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F/ 18

INSPECTION AND ACCOUNTABILITY

Individual Papers

Room HG06, School of Nursing

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CHAIR: ROSEMARY WILDSMITH-CROMARTY

North-West University, South Africa

**Accountability for children's cognitive and socio-emotional development: What do South African stakeholders say?**

ROSEMARY WILDSMITH-CROMARTY, North-West University, South Africa

**Developing a new inspection-instrument on pedagogical quality in Flanders (0-3 years)**

MIEKE DAEMS (1), FERRE LAEVERS (1), MICHEL VANDENBROECK (2), AND JEROEN JANSSEN (2), (1) Centre for Experiential Education, KU Leuven Belgium; (2) Ghent University, Belgium

**Inspection for improvement in the early years sector in Ireland**

MARESA DUGNAN, Department of Education and Skills, Ireland

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F/ 19

PREPARING TRAINEE TEACHERS TO WORK IN DIVERSE SETTINGS

Individual Papers

Room HG07, School of Nursing

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CHAIR: KATHLEEN LORD

State University of New York at New Paltz, United States

**'Ready or not? Here I come'**

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

**Challenging perceptions: Preparing new teachers to teach in culturally diverse communities**

KATHLEEN LORD AND ROBIN JACOBOWITZ, State University of New York at New Paltz, United States

**'Am I allowed to tell the Christian Christmas story in the kindergarten?'**

RENATE BANSCHBACH EGGEN, Nord University, Norway

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F/ 20

PERSPECTIVES ON PARTNERSHIPS WITH PARENTS

Individual Papers

Room HG08, School of Nursing

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CHAIR: MARY JANE MORAN

The University of Tennessee, United States

**Early childhood teachers' competence for partnerships with parents**

ADRIJANA VISNJIC JEVTIC (1) AND IVANA VISKOVIC (2), (1) Faculty of Humanities and Social Sciences, Croatia; (2) Fakultet odgojnih znanosti Sveuciliste Hercegovina, Croatia

**Home-school transitions: Revelatory moments of child wellbeing and observed cultural specificities among infant-toddler parents and teachers in the U.S. and Italy**

MARY JANE MORAN (1), ROBYN BROOKSHIRE (1), SILVIA CESCATO (2), CHIARA BOVE (2) AND PIERA BRAGA (2), (1) The University of Tennessee, United States, (2) University of Milan-Bicocca, Italy

**Home, school and community partnerships: Preparing teacher educators for family engagement and collaboration**

MARY ELLEN MCGUIRE-SCHWARTZ (1) AND JANET S. ARNDT (2), (1) Rhode Island College, United States; (2) Gordon College, United States

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F/ 21

INTERNATIONAL POLICY CHALLENGES

Individual Papers

Room HG09, School of Nursing

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CHAIR: SIRENE LIM

SIM University, Singapore

**Improving equity in Singapore's early childhood education landscape**

SIRENE LIM AND DORA CHEN, SIM University, Singapore

**Is universalism under threat in European ECEC provision?**

EVA LLOYD, University of East London, United Kingdom

**IEA early childhood education study: Policy challenges and options for securing high quality, accessible early education services**

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

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F/ 22

COMPARATIVE ASPECTS OF TEACHER EDUCATION

Individual Papers

Room HG10, School of Nursing

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CHAIR: ASYRIAWATI MOHD HAMZAH

Cherie Hearts International Education Group, China

**Policies for the professional development of early childhood teachers in Latin America. A comparative study.**

MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Universidad de Chile, Chile; (2) Universidad Católica, Chile

**Evaluating teaching and learning practices of early childhood programmes in China**

ASYRIAWATI MOHD HAMZAH, Cherie Hearts International Education Group, China

**How much are our teachers ready for our children? A case of Canada and Turkey**

YASIN OZTURK, Karadeniz Technical University, Turkey

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F/ 23

POSITIONING CHILDREN IN RESEARCH AND PRACTICE: TROUBLING ASSUMPTIONS

Self-organised Symposium

Room HG12, School of Nursing

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CHAIR: JANE PAYLER

The Open University, United Kingdom

**Two-three year olds expressing spirituality: How do we reconcile humanizing democratic values inherent in children's languages of spirituality with policy contexts dominated by economic discourses?**

GILL GOODLIFF, The Open University, United Kingdom

**The 'Listening Project': Seeing and hearing young children's stories, voices and imaginations through documentary photography in one day nursery. Possibilities and dilemmas.**

KAREN HORSLEY, The Open University, United Kingdom

**Children's imagination and curiosity: Facilitating and documenting through technology**

NATALIE CANNING, JANE PAYLER AND KAREN HORSLEY, The Open University, United Kingdom

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F/ 24

CHILDREN'S PERSPECTIVES ON THE LEARNING ENVIRONMENT

Individual Papers

Room HG17, School of Nursing

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CHAIR: IDA KORNERUP

University College Copenhagen UCC, Denmark

**Children's attitudes to school, teacher-child relationship quality and the quality of classroom interactions**

SUE WALKER (1) AND KATHY COLOGON (2), (1) Queensland University of Technology, Australia; (2) Macquarie University, Australia

**Developing learning environments - With a high focus on children's perspectives**

IDA KORNERUP AND KIRA S. CHRISTENSEN, University College Copenhagen, Denmark

**School space as a learning space: Children's perspectives on learning**

KIRSTI KARILA, University of Tampere, Finland

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F/ 25

DEMOCRATIC AND PARTICIPATORY PRACTICES

Individual Papers

Room HG18, School of Nursing

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CHAIR: ANA LÚCIA GOULART DE FARIA

Unicamp, Brazil

**Analysing conditional participation in preschool**

KATARINA RIBAEUSS (1) AND LOVISA SKÅNFORS (2), (1) Department of Educational Studies, Sweden; (2) Karlstad University, Sweden

**Children as playing citizens**

LIV TORUNN GRINDHEIM, Bergen University College, Norway

**The dialectical thinking of children on the construction of decolonising and anti-racist pedagogies**

ANA LÚCIA GOULART DE FARIA (1), FLÁVIO SANTIAGO (1), ELINA ELIAS DE MACEDO (1), SOLANGE ESTANISLAU DOS SANTOS(2), (1) Unicamp, Brazil; (2) UFAL, Brazil

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F/ 26

TEACHERS' PARTICIPATIONS OF CULTURE, SMALL GROUP WORK AND ONLINE WORKING

Individual Papers

Room HG19, School of Nursing

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CHAIR: ÅSTA BIRKELAND

Bergen University College, Norway

**Effects of a student exchange program on pre-service teacher students' cultural understanding**

ÅSTA BIRKELAND (1), YUE JUAN PAN (2), (1) Bergen University College, Norway; (2) Beijing Normal University, China

**A study of teaching and learning experiences of an online BA Degree programme in early childhood practice**

DEIRDRE BREATNACH, Mary Immaculate College, Ireland

**Teachers' attitudes and perceptions of small group work (SGW) and its implementation in preschools**

CLODIE TAL, Levinsky College of Education, Israel

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F/ 27

SHAME, SELF-CONSCIOUSNESS AND RESILIENCE IN EARLY YEARS

Individual Papers

Room HG20, School of Nursing

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CHAIR: DIMITRIS PAPADOPOULOS

South-West University "Neofit Rilski", Bulgaria

**Enhancing psychological resilience and social emotional wellbeing of gifted preschoolers**

DIMITRIS PAPADOPOULOS, South-West University "Neofit Rilski", Bulgaria

**Measuring shame in young children**

ANNE CALDER, The University of Queensland, Australia

**The self-conscious child as the picture of 'normality'?**

LIV METTE STRØMME, University of Stavanger, Norway

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F/ 28

THE ROLE OF EMOTION IN LEARNING

Individual Papers

Room HG22, School of Nursing

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CHAIR: MARION FELDER

Hochschule Koblenz, Germany

**'Sentimental journey in Maths' - How can preschoolers learn and express basic feelings through geometrical shapes, according to teachers opinion?**

CLEOPATRA PAGIAVLI AND ELENI TYMPA, Mpillios Preschool, Greece

**Seeing well and happiness in early childhood**

MARION FELDER (1) AND GUNVOR BIRKELAND-WILHELMSSEN (2), (1) Hochschule Koblenz, Germany; (2) Bergen University, Norway

**Current research in neuroscience: Its implications for play and social/emotional development**

LINDSEY RUSSO, State University of New York, United States

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F/ 29

RESPONSES TO CONFLICT AND MIGRATION

Individual Papers

Room HG23, School of Nursing

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CHAIR: SUE NOVINGER ROBB

State University of New York, United States

**Identity and belonging within a post conflict, divided nation**

SIOBHAN FITZPATRICK AND PAULINE WALMSLEY, Early Years - The Organisation for Young Children, Ireland

**A systematic review of early childhood policies in fourteen conflict-affected countries**

LYNN ANG, University College London (UCL), Institute of Education, United Kingdom

**Determinants of immigrant and refugee early childhood development: A conceptual model**

REBECCA GEORGIS, REBECCA GOKIERT AND ANNA KIROVA, University of Alberta, Canada

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F/ 30

DOCUMENTATION, EVALUATION AND INSPECTION

Individual Papers

Room H136, School of Nursing

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CHAIR: PÄIVI LINDBERG

Niches & Potential Consulting Ltd, Finland

**How to evaluate visual environments in ECE settings?**

PÄIVI LINDBERG, Niches & Potential Consulting Ltd, Finland

**Who do you think you are?: Innovative ideas about documentation as recordkeeping**

CATHERINE NICHOLLS AND JANE BONE, Monash University, Australia

**Early years education - focused inspections: Unnecessary obligation or welcome opportunity?**

EMER RING, LISHA O'SULLIVAN AND MARIE RYAN, Mary Immaculate College, Ireland

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F/31

THE USE OF INFANT MASSAGE AND THERAPY DOGS TO IMPROVE CHILD OUTCOMES

Individual Papers

Room H137, School of Nursing

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CHAIR: LIZ ROUSE

CREC (Centre for Research in Early Childhood) and the University of Wolverhampton, United Kingdom

**Being touched - Toddlers' wellbeing and participation in daycare settings with massage**

LONE SVINTH, Aarhus University, Denmark

**'Can infant massage offered through children's centres enhance pedagogical attachment in families facing challenging circumstances?' Emergent findings from the field**

LIZ ROUSE, Centre for Research in Early Childhood and the University of Wolverhampton, United Kingdom

**Benefits of having a therapy dog in the classroom: A review of research**

JERRI KROPP AND MIKAELA SHUPP, Georgia Southern University, United States



## POSTER PRESENTATIONS

THURSDAY 1<sup>ST</sup> SEPTEMBER 2016, 15:15 – 16:00

**A cross-cultural study on educational practice for smooth transition from ECE to CSE: Comparison between Japan and US**

ASATO YOSHINAGA

Kokugakuin University, Japan

**An evaluation of characteristics of student interns in early childhood education programmes**

NAPA PHETCHUAY

Pibulsongkram Rajabhat University, Thailand

**An exploratory study of early years educators and undergraduate students' perceptions of professionalism in Co. Donegal, Republic of Ireland**

MAJELLA MCBRIDE AND KAREN PATTON

Letterkenny Institute of Technology, Ireland

**An exploratory study on picture-books in early childhood care and education environments (1): Skills of selecting and displaying picture-books based on preschool teachers' practical knowledge**

YOICHIRO NONAKA

Kochi University, Japan

**An exploratory study on picture-books in early childhood care and education environments (2): A classification of picture-books based on artistic features using readers-response theory**

YUKA NAKAI (1) AND YOICHIROU NONAKA (2)

(1) Hiroshima University, Japan; (2) Kochi University, Japan

**Animal-assisted therapy (AAT) with maltreated children in school: Why not?**

ALEXANDER MUELA, NEKANE BALLUERKA, ARANTXA GOROSTIAGA, JONE ALIRI, GORETTI SOROA AND AITOR ARITZETA

University of the Basque Country UPV-EHU, Spain

**Building an inclusive classroom by the Shudan-Zukuri method in a Japanese kindergarten: A case study**

MOTOKO IGARASHI (1), NAOTO HAMATANI (2), KIYONE AASIZAWA (3), GAKU MIYAMA (4) AND KOJI TANAKA (2)

(1) Teikyo Junior College, Japan; (2) Tokyo Metropolitan University, Japan; (3) Teikyo University, Japan; (4) Aichi Prefectural University, Japan

**Comparative study of family childcare – Japan, England and Germany**

MIKIKO TABU (1) AND RYOKO KODAMA (2)

(1) Seitoku University, Graduate School, Japan; (2) Ochanomizu University, Japan

**Comparing different early childhood education programmes in Africa: The case of Senegal**

MAGDALENA FUENTES

Université de Genève, Switzerland

**Descriptive study on how children's right to play is met at early childhood and primary education schools**

MARIONA DALMAU, ÀNGELS GEIS, NÚRIA ANGLÈS

Universitat Ramon Llull, Spain

**Documentation, assessment and evaluation in Swedish preschools**

MALIN VIRTANEN, MARITA DAVIDSSON, KATARINA NILFYR, REBECKA LINDBERG AND FRIDA LINDROTH

Linnaeus University, Sweden

**Early childhood educators' role in children's physical activity: Do we need to clarify the expectations?**

JUDY-ANN CONNELLY (1), MANON CHAMPAGNE (1) AND SUZANNE MANNINGHAM (2)

(1) Université du Québec en Abitibi-Témiscamingue, Canada, (2) Université Laval, Canada

**Empathic understanding of children's caring world: Dialogues with materials in a Japanese kindergarten**

KEIKO IWATA (1), HIROKO HAYASHI (2) AND KUMIKO UDAGAWA (3)

(1) Tamagawa University, Japan; (2) Kunitachi College of Music, Japan; (3) Sagami Women's University, Japan

**Enhancing play: An examination of student teachers' experiences of championing enhanced play provision in placement settings**

YINKA OLUSOGA (1), BEV KEEN (1) AND LIZ CHESWORTH (2)

(1) Leeds Beckett University, United Kingdom; (2) University of Sheffield, United Kingdom

**Family language policies in multilingual families in interaction with ECE and health care institutions**

GUNHILD ALSTAD AND GUNHILD TVEIT RANDEN

Hedmark University of Applied Sciences, Norway

**Finnish childcare policies: The perspective of equality**

KIRSTI KARILA (1), KATJA REPO (1) AND MAARIT ALASUUTARI (2), (1) University of Tampere, Finland; (2)

University of Jyväskylä, Finland

**Good practice: M-decree project: Motor, motivation and possibilities**

SOFIE MICHELS

Artevelde University College Ghent, Belgium

**Improving preschool outdoor playgrounds through community participation**

INAKI LARREA, NEKANE MIRANDA, ALEXANDER BARANDIRAN, ITZIAR ARREGI AND EIDER SALEGI

Mondragon University, Spain

**Investigating the predictive role of mother's playfulness on children's injury-risk behaviors**

SADIYE KELES (1) AND ÖZLEM YURT (2), (1) Sakarya University, Turkey; (2) Karadeniz Technical University, Turkey

**Investigation of the predictive role of children's sense of humour in the teacher-child relationship**

ÖZLEM YURT (1) AND SADIYE KELE (2)

(1) Karadeniz Technical University, Turkey; (2) Sakarya University, Turkey

**Kaatje Klank: A playful, evidence-based method to support preschoolers' phoneme awareness and articulatory proficiency**

HELENA Taelman (1), LIEVE VAN SEVEREN (1), INGE ZINK (2) AND SANNE FERYN (1)

(1) ODISEE, Belgium; (2) KU Leuven, Belgium

**Leadship in early childhood education: From preschool teacher students' perspectives.**

AASE AKSLEN AND OVE SAELE

Bergen University College, Norway

**'Let Them Talk': Evaluation of the Ballyfermot early years language and learning initiative**

GERALDINE FRENCH, Dublin City University, Ireland

**Literacy practices as school preparatory activity in Norwegian kindergartens**

AASFRID TYSVÆR AND SIRI HOVDA OTTESEN

NLA Høgskolen, Norway

**Middle size blocks in ECEC environment: Focusing on the process to acquire a role**

MARIKO MIYATA

University of Tokyo, Japan

**Multilateral and tennis are superior to soccer preschool exercise**

SANJA SALAJ, DANIJELA GUDELJ ŠIMUNOVI AND MAJA VUKELJA

University of Zagreb, Croatia

**Music in homes with toddlers: Experiences of monolingual and bilingual families**

BEATRIZ ILARI

USC, United States

**My Museum, My story, My place: Using museum experiences and digital storytelling for enriching education for sustainability in early childhood education**

MARIA DARDANOU

UiT The Arctic University of Norway, Norway

**MyProfile: A process-oriented monitoring tool starting from observation of wellbeing and involvement and a communication tool towards parents. Insights of the implementation process.**

INGE LAENEN, MIEKE DAEMS, BART DECLERCQ AND FERRE LAEVERS

C-ExE Leuven University, Belgium

**New roles - Preschoolers as participants in the kindergarten**

ANETTE SOFIE BERNSEN

NLA Høgskolen, Norway

**Nursery children need books with a happy ending: Challenging views, changing practice on the use and provision of picture books to support transitions and wellbeing in early childhood**

DIANA HARRIS

University of Greenwich, United Kingdom

**Overview of the guidance process used by Japanese kindergarten teachers to facilitate 3-year-olds' chasing game**

KOJI TANAKA

Tokyo Metropolitan University, Japan

**Parents' views on educational partnership in the context of ECEC at atypical times**

TUULA DAHLBLOM

University of Jyväskylä, Finland

**Participation culture, children's perspectives and collaboration: About aesthetic processes in early childhood**

HENRIETTE KLITNÆS

VIA University College, Denmark

**Playful pedagogy: mixed heritage identity formation in the early years**

SHARON COLILLES

Leeds Beckett University, United Kingdom

**Pre-school children meaningful interactions as an environment for family support in Ireland**

MELISSA BONOTTO

NUI Galway, Ireland

**Preschoolers' awareness of the environmental damages**

LEE-FENG HUANG

National Pingtung University, Taiwan

**Providing young children rich experience with intelligent materials as the key for developing their aesthetics and creativity**

MARI MORI (1), TOMOHIRO UEMURA (2), IKUKO GYOBU (3), YUTAKA SAEKI (4) AND AKIKO GUNJI (5)

(1) St. Margaret's Jr. College, Japan; (2) Tama Art University, Japan; (3) Ochanomizu Women's University, Japan; (4) Denen Chofu University, Japan; (5) Gunma University, Japan

**Psychological situation of mothers and fathers experiencing preterm birth of a child**

ANNA BUJNOWSKA

Maria Curie Sklodowska University in Lublin, Poland

**Reflections on the initial musical training for nursery teachers from a course based on the 'Music Learning Theory' of Edwin Gordon**

FABIANA MARIANO

Instituto Federal de Educação, Ciência e Tecnologia de São Paulo, Brazil

**Relationship between frequency of preschool children's physical-motor-plays with their mothers and their maternal health**

YUKO SHIONOYA (1) AND MAYUMI KUNO-MIZUMURA (2)

(1) Wayo Women's University, Japan; (2) Ochanomizu University, Japan

**Specific features of dialectical mental structures of preschoolers and junior school students**

BELOLUTSKAYA ANASTASIA

Moscow City University, Russia

**Structural analysis of Japan's ECCE practice based on 'Shudan-Zukuri' method**

GAKU MIYAMA (1), NAOTO HAMATANI (2), KIYONE ASHIZAWA (3), MOTOKO IGARASHI (4) AND KOJI TANAKA (2)

(1) Aichi Prefectural University, Japan; (2) Tokyo Metropolitan University, Japan; (3) Teikyo University, Japan; (4) Teikyo Junior College, Japan

### **Teachers' perspectives on predictable and unpredictable environments**

TAKAKO NOGUCHI

Jumonji University, Japan

### **The desirable characteristics of preschool teachers in Phitsanulok, Thailand**

PIYALUCK BRIKSAHAVAN

Pibulsongkram Rajabhat University, Thailand

### **The educational function and welfare role of the unauthorized daycare centre (UDCC) in Japan (4): What do the parents expect of 'baby hotels' in Japan?**

KAORU ONISHI (1) AND MASAFUMI OHNISHI (2)

(1) Gifu Shotoku Gakuen University Junior College, Japan; (2) University of Fukui, Japan

### **The effect of imitation on drawing in young children**

MAYO YAMADA (1), ATSUSHI ASAKAWA (2) AND AYA IGARASHI (2)

(1) Fukuyama City University, Japan; (2) Kanazawa University, Japan

### **The influence of home reading environment on first-grade children in literacy development**

YOSHIKO SHIRAKAWA (1), TAKAAKI HARA (2), TAKASHI MUTO (3) AND MIDORI KANAZAWA (4)

(1) Kyoritsu Women's University, Japan; (2) Kamakura Women's University, Japan; (3) Shiraume Gakuen University, Japan; (4) Kansai Welfare University, Japan

### **The interactions among the children in multicultural care and education**

YUKO YAMANA (1), TOMOMI SAKAKIBARA (2), MIKA WADA (3) AND WAN CHIEN HUANG (4)

(1) Akita University, Japan; (2) Tokyo Gakugei University, Japan; (3) Sacred Heart Professional Training College, Japan; (4) Doshisha University, Japan

### **The leadership of directors and supports for parents at the daycare centres in Japan**

NATSUKO NAKATANI (1), HIROHUMI TSURU (2) AND YOSHITAKA SEKIKAWA (1)

(1) Osaka Prefecture University, Japan; (2) Mukogawa Women's University, Japan

**The problem of early childhood education management in childcare centres**

SUPAPORN BUNDIT

Pibulsongkram Rajabhat University, Thailand

**The problem of student internships in early childhood education programmes**

THIPSUDA INTHAPUN

Pibulsongkram Rajabhat University, Thailand

**The role and qualities of leaders of the nursery school etc. and task**

MATSUNAGA SHIZUKO

Shiraume Gakuen University, Japan

**The third report of Japanese teachers' time management for assessment and recording, and planning and preparation**

MASUHARU SHIMIZU (1) AND TOSHIAKI MORI (2)

(1) Tezukayama University, Japan; (2) Hiroshima University, Japan

**Understanding the impact of heritage language on ethnic identity formation and literacy for U.S. Latino children**

TERESA SATTERFIELD AND MELANIE ROSADO

University of Michigan, United States

**Using documentation as the tool for ECE professional development: A case of M-City**

SACHIKO KITANO

Kobe University, Japan

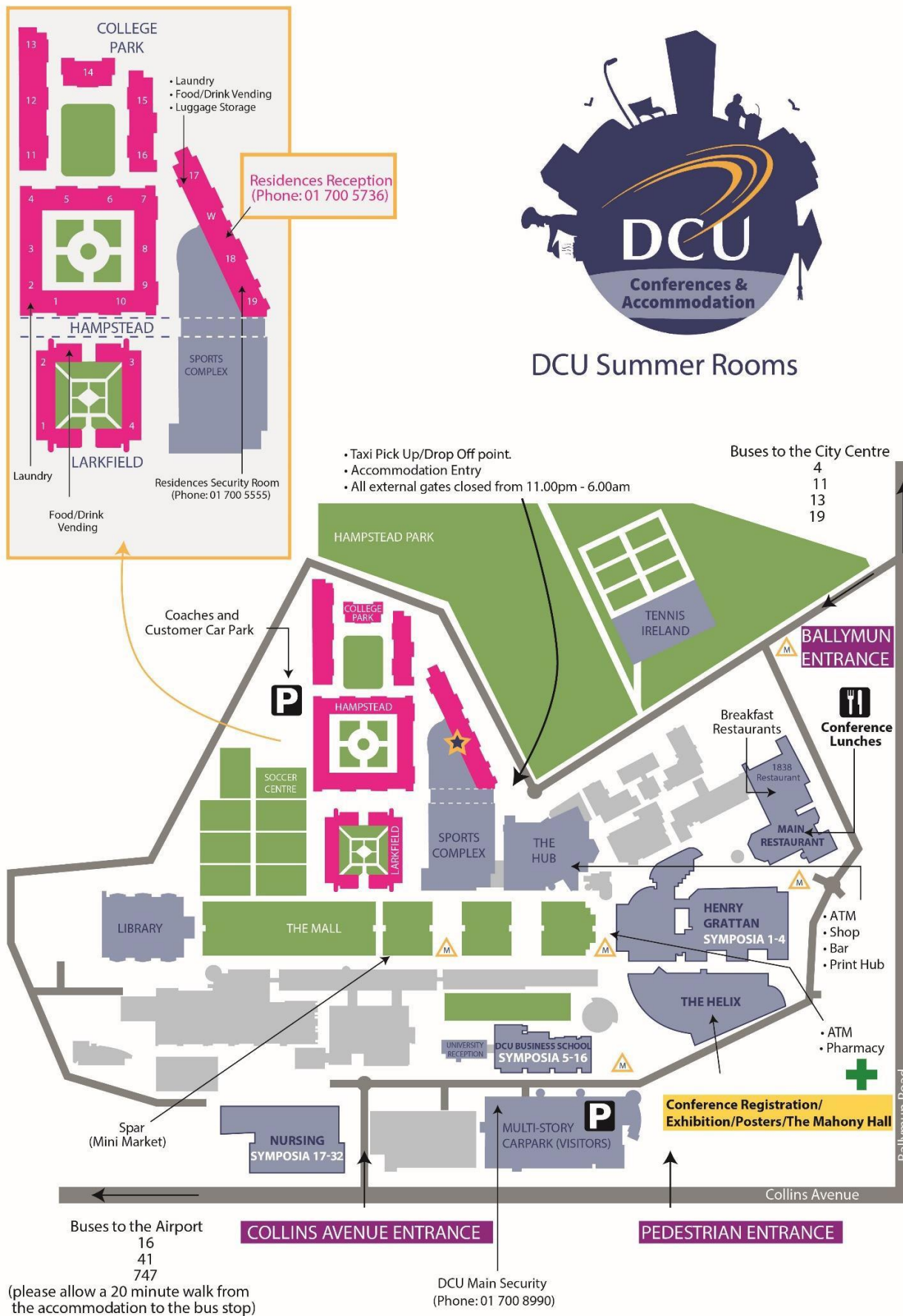
**Work education in family day care**

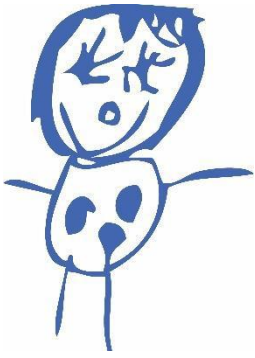
ANNE KOUVO-SUUTARI

University of Eastern Finland, Finland



# CAMPUS MAP





EECERA

## European Early Childhood Education Research Association

### EECERA Book Series: Guidance for Authors and Editors

**'Towards an Ethical Praxis in Early Childhood: From Research into Practice'**

**Series Editors: Nancy Barbour, Joao Formosinho and Chris Pascal**

*(under the auspices of the EECERA Coordinating Editor, Tony Bertram)*

#### **Rationale for book series**

Over recent years there has been a strong shift internationally towards the development of a strengthened knowledge base for practice in early childhood education and care. Researchers are also increasingly expected to demonstrate the impact of their work and its contribution to the social, economic and educational life of society. This emphasis on informed policy and practice has coincided with a rapid increase in the amount, range and status of research in the field of early childhood as governments across the world have made increasing investments into this area of social and educational policy and practice. The texts in this series will reflect these developments and feed into and support the further development of the discipline of early childhood studies as a field of research and high academic endeavour, with a particular focus on knowledge and reflection which has a high level of relevance and topicality for those at the front line of decision making and professional practice.

The EECERA Book Series ('Towards an Ethical Praxis in Early Childhood: From Research into Practice') offers an innovative and exemplary vehicle for the international early childhood sector to develop transformative pedagogy which demonstrates effective knowledge transfer from research to the development of ethical praxis. The Book Series is designed to complement and link with the European Early Childhood Education Research Journal (EECERJ), which is primarily a worldwide academic platform for publishing research according to the highest international standards of scholarship. The EECERA Book Series aims to combine rigorous practice with theoretically and research informed perspectives and to demonstrate how this knowledge can be used to develop and improve the quality of early education and care services to young children and their families. It is also intended to stimulate dialogue about the impact of such research studies.

The approach taken in the book series will not be a linear one of research to practice but rather will be a realisation of a fusion of research, theoretical, conceptual and philosophical perspectives, values and ethics, which we term '**Ethical Praxis**'. This fusion is embodied in all EECERA research and development activity, but we anticipate the book series will have a stronger focus on the development of practice and/or policy, as stimulated by research processes and outcomes. In addition to offering a forum for plural, multi-disciplinary and multi-method research approaches, the series will offer a strong model of praxeological processes, which foreground issues of ethics and power in the development process. The aim through the series is to exemplify research informed, reflective, dialogic practice which has the capacity to secure deep improvements in the experience of cross national early childhood services.

### **Nature of books in the series**

The book series will acknowledge pedagogy as a branch of professional/practical knowledge which is constructed in situated action in dialogue with theories and research and with beliefs (values) and principles). Pedagogy is seen as an 'ambiguous' space, not of one-between-two (theory and practice) but as one-between-three (actions, theories and beliefs) in an interactive, constantly renewed triangulation. Convening beliefs, values and principles, analysing practises and using several branches of knowledge (philosophy, history, anthropology, psychology, sociology amongst others) constitutes the triangular movement of the creation of pedagogy. Pedagogy is thus based on praxis, in other words, an action based on theory and sustained by belief systems. Contrary to other branches of knowledge which are identified by the definition of areas with well-defined frontiers, the pedagogical branch of knowledge is created in the ambiguity of a space which is aware of the frontiers but does not delimit them because their essence is in their integration.

The books in this series will embody this approach to the development of a pedagogic discipline and working in this tradition, the books will be:

- topical and timely, focusing on key issues and new knowledge
- plural, multi-disciplinary, multi-method
- provocative, ground breaking, innovative
- critical, dialogic, reflexive
- open, polyphonic, prismatic

We propose that the books in the series will have the following features:

- strongly and transparently positioned in the socio-cultural context of the authors
- practice or policy focused but based on research and with strong conceptual/theoretical perspectives
- praxeological, with a concern for power, values and ethics, praxis and a focus on action research, the learning community and reflexive practitioners
- view early childhood pedagogy as a field in itself, not as applied psychology or sociology
- open to global contributions but giving voice to Europe's traditions and innovations
- concerned with social justice, equity, diversity and transformation
- concerned with professionalism and quality improvement
- working for a social science of the social
- include a critical reflection/commentary on the ideas presented
- NOT set out to be a text book for practice but a text for professional and practice/policy development

### **In summary**

The strength of the EECERA Book Series lies in its difference to these existing series. In summary we see the key added value we will offer in this series as being:

- academic style and rigour
- research based
- underpinning conceptual/methodological sources
- sustained by existing knowledge with a focus on knowledge transfer and impact/applications for thinking and actions
- authored by academics/researchers/practitioners
- praxeological focus (reflective practitioners; learning communities)
- springs from a community of practice which is plural in essence

### **Commissioning process**

Authors will be recruited through EECERA from our international network of researchers and practitioners, and will be chosen on the basis of their expertise in the topics in the series. Authors will be recruited by the Book Series Editors and their proposals, which set out the contents of their book, and will be prepared in accordance with the Publisher's

guidelines, will be subject to scrutiny by the EECERA Coordinating Editor and the approval of the EECERA Board of Trustees before submission to the publishers.

All book proposals will be subject to an EECERA peer review by three EECERA appointed reviewers, two of whom will be specialists in the topic area of the book. Authors will be asked to address comments raised by reviewers. The proposal will then be submitted to T and F to undergo for the publishers peer review process.

Once a proposal has been approved by the EECERA Board of Trustees and the publishers, commissioning contracts with authors will be arranged through the EECERA Coordinating Editor.

## **EECERA 2016 CONFERENCE PROGRAMME ADDENDUM**

*This is correct as of 19/09/2016 15:00pm UK time*

Please refer to the notice board at the registration desk for any further changes.

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### **CHANGES TO PUBLISHED PROGRAMME:**

#### **SYMPOSIUM A/ 2 – NEW PAPER**

**Majority worldview, marginalised issue: Spirituality, young children and education**

JANE BONE, Monash University, Australia – presentation moved to symposium A/ 2: WORKING WITH DIVERSITY - presentation moved from symposium A/ 3

#### **SYMPOSIUM A/ 3 – SYMPOSIUM CANCELLED**

#### **SYMPOSIUM A/ 7 – PRESENTATION WITHDRAWN**

**The interactive whiteboard in preschool mathematics education**

DAVOUD MASOUMI AND MARYAM BOURBOUR, University of Gävle, Sweden

#### **SYMPOSIUM A/ 15 – PRESENTATION WITHDRAWN**

**Child Protection: The Importance of talking to young children about sex and gender in the Kingdom of Saudi Arabia**

AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

#### **SYMPOSIUM A/ 18 – PRESENTATION WITHDRAWN**

**Social inclusion by interaction. Children between 3-6 years as key actors for process of inclusion**

CATHLEEN BETHKE, Paderborn University, Germany

#### **SYMPOSIUM A/ 18 – NEW CHAIR**

SOCIAL INCLUSION, INTERACTION AND ATTACHMENT

CHAIR: MIKE GASPER

Starfish Enterprise, United Kingdom

#### **SYMPOSIUM A/ 21 – NEW CHAIR**

SOCIAL MEDIA, SCREEN TIME AND DIGITAL CAMERAS

CHAIR: CATHARINE GILSON

Oxford Brookes University, United Kingdom

#### **SYMPOSIUM A/ 24 – PRESENTATION WITHDRAWN**

**Toddlers distinguish joking and pretending**

ELENA HOICKA, University of Sheffield, United Kingdom

#### **SYMPOSIUM B/ 23 – NEW CHAIR**

WORKING WITH CHILDREN AND FAMILIES IN POVERTY  
CHAIR: SOFIA AVGITIDOU  
University of Western Macedonia, Greece

**SYMPOSIUM B/ 23 – PRESENTATION WITHDRAWN**

**The voice of children living on the margins**  
COLETTE GRAY, Stranmillis University College, United Kingdom

**SYMPOSIUM C/ 8 – PRESENTATION WITHDRAWN**

**Drawing to communicate: Uncovering the layers of meaning-making in young children's drawings**  
JOSEPHINE DEGUARA (1) AND CATHY NUTBROWN (2), (1) University of Malta, Malta; (2) University of Sheffield, United Kingdom

**SYMPOSIUM C/ 31 – PRESENTATION WITHDRAWN**

**The effect of a social and emotional challenging behaviour teacher training programme using Pyramid approach for the Korean early childhood educators**  
KAY HEO (1) AND JANE LEE (2), (1) Chongshin University, South Korea; (2) University of Washington, United States

**SYMPOSIUM D/ 4 – PRESENTATION WITHDRAWN**

**That's a fine Article! UNCRC Article 31: the child's right to play' - The benefits and challenges involved in the creation of a child-friendly playful city. A multi-agency play plan for Dublin Play**  
DEBBY CLARKE, Dublin City Council, Ireland

**SYMPOSIUM D/ 14 – PRESENTATION WITHDRAWN**

**'I believe a sofa can be of great help' – Discourses of materiality in the preschool**  
ANITA BERGE, University of Stavanger, Norway

**SYMPOSIUM E/ 27 – PRESENTATION WITHDRAWN**

**The challenges and opportunities in implementing sex education in the preschool curriculum in the Kingdom of Saudi Arabia**  
AMAL BANUNNAH, Umm Al-Qura University, Kingdom of Saudi Arabia and University of Sheffield, United Kingdom

**SYMPOSIUM E/ 27 – NEW CHAIR**

MANAGING CHALLENGES  
CHAIR: HEINO SCHONFELD, Barnardos, Ireland

**SYMPOSIUM F/ 12 – PRESENTATION WITHDRAWN**

**What do parents think about learning science in early years?**  
HASAN DİLEK (1) AND MESUT SAÇKES (2), (1) Ahi Evran University, Turkey; (2) Balıkesir University, Turkey

**SYMPOSIUM F/ 27 – PRESENTATION TITLE CHANGED**

**How shame influences the development of self-esteem - A new way of measuring shame in young children**

## **CORRECTIONS TO PUBLISHED PROGRAMME & ABSTRACT BOOKS**

### **PROGRAMME BOOK – HEADING ADDED ON PAGE 14**

Professionalism SIG section is located between paragraphs on Outdoor Play and Learning and Rethinking Play SIGs.

### **SYMPOSIUM A/ 2 – CO-PRESENTER ADDED**

**Majority worldview, marginalised issue: Spirituality, young children and education**

GILL GOODLIFF, The Open University, United Kingdom

### **SYMPOSIUM B/ 8**

Anne Grethe Baustad is a co-presenter, not a non-presenting co-author.

### **SYMPOSIUM B/ 8 – CO-PRESENTER REMOVED**

**Use of ECERS and ITERS as a measure of quality**

MARIT ALVESTAD, UiS, Norway

### **SYMPOSIUM B/ 15 AND E/ 8**

Tamsin Cavaliero and Cavallero Tamsin is the same author. The correct form of the name is Tamsin Cavaliero.

### **SYMPOSIUM B/ 32 – NON-PRESENTING CO-AUTHOR ADDED**

**Emergent curriculum in the preparation of ECE student teachers in Israel: Rationale, approaches, implementations and children's perspectives**

SIGAL TISH, Levinsky College of Education, Israel

**Emergent curriculum in the preparation of ECE student teachers in Israel: The perspectives of the pedagogical and the science mentors - Consulting and support system**

SIGAL TISH, Levinsky College of Education, Israel

**Emergent curriculum in the preparation of ECE student teachers in Israel: The students' perspectives - Transformation and challenges**

SIGAL TISH, Levinsky College of Education, Israel

### **SYMPOSIUM D/ 4**

Chair of the symposium, Geraldine Nolan is affiliated to Trinity College Dublin in Ireland, not Canada.

### **SYMPOSIUM D/ 7**

The correct order of the authors of the paper titled **Evaluating the student-teacher relationship scale in the Greek educational setting: An item parcelling perspective** is as follows:

EVRIKHI ZACHOPOULOU (1) VASILIS GRAMMATIKOPOULOS (2), ATHANASIOS GREGORIADIS (3), AND NIKOLAOS TSIGILIS (3), (1) Alexander Technological Educational Institute of Thessaloniki, Greece; (2) University of Crete, Greece; (3) Aristotle University of Thessaloniki, Greece

### **SYMPOSIUM D/ 20 – CO-PRESENTER ADDED**

### **Young boys as "Play Resources" in ECECs - an innovative recruitment initiative**

ELIN BIRGITTE LJUNGGREN, Queen Maud University College of Early Childhood education (QMUC), Norway

#### **SYMPOSIUM D/ 21 – CO-PRESENTER ADDED**

### **The development of the parent child home programme in Ireland**

ADRIANNE ANENE, Early Learning Initiative, National College of Ireland, Ireland

#### **SYMPOSIUM E/ 15**

Words 'sue novinger' pasted out of context into the second sentence of the overview do not belong to this paragraph or the symposium.

The correct title of the second presentation is **Working with young children in Sweden: A country profile (SEPRO-R)**.

#### **SYMPOSIUM D/ 7 AND E/ 31**

KAY HEO (Chongshin University, South Korea) is a non-presenting co-author, not a co-presenter of the papers titled:

- Korean early childhood teachers' approach to build positive relationships with young children using self-monitoring checklist;
- The effect of parents education programme to deal with challenging behaviours using a multi-tiered model.

#### **ABSTRACT BOOK - SYMPOSIUM F/ 7 – MISSING ABSTRACT ADDED BELOW**

### **Third World problems? What European early childhood policy and practice can learn from Latin America**

MATHIAS URBAN, University of Roehampton, United Kingdom

In this paper I examine the track record of two decades of EU early childhood policies to deliver meaningful change for the most marginalised children in Europe. I undertake an exploration of the changing conceptualisation of the purpose early childhood services in the context of macro-political policy orientations, as well as their immediate beneficiaries, e.g. young children and their families. On the basis of this exploration I then offer a critique of the effectiveness of the policies, especially in relation to their declared aims of poverty reduction, social inclusion and lifelong educational attainment. The paper is based on own collaborative research in Europe and Latin America (Urban, 2011, 2012, 2013; Urban and Rubiano 2015), and on recent analyses of the situation of young children from marginalised communities in the EU (Šikić-Mičanović, 2013; Eurydice 2009; Social Justice Ireland, 2015). Theoretically, this paper combines elements of system theory (Bateson, Luhmann) with a Foucauldian perspective on 'governmentality', and is grounded in a conceptualisation of education as a practice of social justice (Paulo Freire). The argument draws on phenomenographic analysis of qualitative data from a series of case studies. Ethical implications extend beyond the immediate data collection (that complies with ethical standards and protocols laid out by BERA) to the question of who, ultimately, benefits from EU early childhood policies. I contextualise my critique with current EC policy developments in Latin America, and argue that some so-called 'developing countries' offer useful lessons for Europe in order to build effective 'competent systems' in early childhood.

Keywords: *competent systems, Latin America, inequality, European Union, effectiveness*

#### **SYMPOSIUM F/ 13 – DUPLICATE TITLE REMOVED AND MISSING TITLE ADDED**

### **Why a mentoring course? I just work with children: Using a dialogic pedagogical approach to develop mentoring skills for Early Years Professionals and raise undergraduate course outcomes**

DIANA HARRIS, University of Greenwich, United Kingdom