

21st annual conference

EECERA 2011

Education dès la naissance: recherche, pratiques et
politiques éducatives

Education from birth : Research, Practices and
Educational Policy

Lausanne - Geneva - Switzerland, 14th - 17th september 2011

Conference book



Le Comité scientifique de la 21^{ème} Conférence annuelle EECERA Genève-Lausanne 2011 tient à remercier les personnes et les institutions suivantes, qui, par leur soutien financier, par leur soutien logistique, par leur expertise, par leur présence, ont rendu possible l'organisation de cette conférence :

The Scientific Committee of the 21st annual Conference EECERA, Geneva-Lausanne, would particularly acknowledge the contributions of all the persons and the institutions who, by their financial, technical and professional support, helped this ambitious project to become a conference :

Les six institutions partenaires dans l'organisation de la Conférence:

- la Faculté de psychologie et des Sciences de l'Education de l'Université de Genève;
- l'Institut de Sciences Sociales, Faculté de Sciences Sociales et Politiques de Université de Lausanne;
- l'Ecole supérieure d'éducatrices et d'éducateurs de l'enfance, ESEDE, Etat de Genève;
- la Haute école de travail social et de la santé – EESP – Lausanne;
- le Service de la petite enfance de la Ville de Genève;
- le Service d'accueil de jour de l'enfance de la Ville de Lausanne.

Madame Anne-Catherine Lyon, Conseillère d'Etat en charge du Département vaudois de la Formation et de la Jeunesse et de la Culture.

Monsieur Charles Beer, Conseiller d'Etat en charge du Département genevois de l'Instruction Publique.

Mme Esther Alder, Conseillère administrative, Département de la cohésion sociale et de la solidarité,

Monsieur Oscar Tosato, Municipal, Service de l'Enfance, jeunesse et cohésion sociale de la Ville de Lausanne

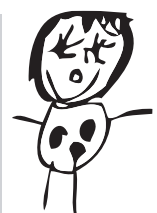
Madame Cristina Machado, Coordinatrice du projet EECERA 2011 au sein de la HETS&Sa – EESP – Lausanne

Madame Alisa Monney, du Service de la petite enfance de la Ville de Genève

Madame Isabelle Descombes, Atelier Mutimedia de la FPSE-Université de Genève.

A tous, l'expression de notre reconnaissance et de notre gratitude.

To all them, our deep and grateful thanks.



CONTENTS

Keynotes	5
Symposia period A	9
Workshops period A	32
Symposia period B	70
Workshops period B	92
Symposia period C	123
Workshops period C	149
Symposia period D	185
Workshops period D	212
Symposia period E	247
Workshops period E	276
Symposia period F	309
Workshops period F	337
Posters	361
Index	402

Organisers leave the responsibility for the contents of each abstract to its authors.
Les auteurs sont responsables du contenu de leurs abstracts



Thursday September 15th - Jeudi 15 Septembre 2011
Keynote - Conférence Plénière I
11.00 - 12.30

Gisela CHATELANAT

Professeure associée à la Faculté de psychologie et des sciences de l'éducation (FPSE) de l'Université de Genève

Education inclusive

Ce thème doit permettre d'interroger les pratiques éducatives lorsqu'elles s'adressent à des enfants «extra-ordinaires», c'est-à-dire celles et ceux qui sont «différents».

Le postulat d'une prise en charge adaptée est d'ores et déjà établi mais celle-ci doit être mise en oeuvre. Ce sont dès lors les réflexions portant sur les notions de prévention, d'intégration et d'insertion qui seront examinées en vue de permettre aux pratiques éducatives d'évoluer dans le sens de la prise en compte accrue des différences dans une orientation cultivant l'appartenance sociale.

Inclusive education

This topic raises questions of educational practices when referring to special children, meaning those who are different. It has been postulated that an adapted care for children with special needs is a necessary one but it still needs to be implemented. Therefore the notions of prevention, integration and insertion will be examined in order to enable educational practices to evolve into increasing attention to particularities in order to facilitate social affiliation of these children.

Friday September 16th - Vendredi 16 Septembre 2011
Keynote - Conférence Plénière II
13.45 - 15.30

Agnès FLORIN

Professeure de Psychologie de l'enfant et de l'éducation à l'Université de Nantes (France)

From birth on

Birth writes down the integration in an historical and social context. This first topic aims at questioning about the multiple conditions for an education from birth on the 21st century, and raises the dilemmas about assistance, care, performance and standardization. This is the opportunity to present works related to these dilemmas. An essential place will be given to studies about the acquisition of language in early childhood and the role of objects in the educational system.

Dès la naissance

La naissance marque une insertion dans un contexte historique et social. Ce premier thème vise à interroger les conditions multiples faites à l'éducation dès la naissance d'un enfant au 21ème siècle, et pose les dilemmes de l'aide, de la surveillance, de la performance et de la normalisation. L'occasion sera donnée ici de présenter les travaux portant sur ces dilemmes. Une place essentielle sera accordée aux études traitant de l'apprentissage du langage dès les premières années de la vie et du rôle des objets dans les dispositifs d'éducation. notions de prévention, d'intégration et d'insertion qui seront examinées en vue de permettre aux pratiques éducatives d'évoluer dans le sens de la prise en compte accrue des différences dans une orientation cultivant l'appartenance sociale.

Friday September 16th - Vendredi 16 Septembre 2011
Keynote - Conférence Plénière III
13.45 - 15.30

Tine ROSTGAARD

Senior researcher at the Danish National Institute of Social Research (Danemark)

From economic necessities to educational necessity

The reports dealing with the placement of children in care facilities and those related to women back to work after child birth tend to focus the debate on economic values. Although economic arguments are definitely important they aren't the single ones. This third theme underlines the importance of social and educational added value in children's care facilities. From then on, the subject of the social choice regarding the undertaking of young citizens will be discussed in depth through the polysemic notion of investment.

Des nécessités économiques à la nécessité éducative

Les études traitant des coûts du placement des enfants dans une structure d'accueil et celles relatives au bilan économique du retour des femmes sur le marché de l'emploi après un accouchement auraient tendance à focaliser les débats sur des enjeux financiers. Si les raisons économiques sont indéniablement des arguments précieux, elles ne peuvent être les seules. Ce troisième thème souligne l'importance des plus-values sociales et éducatives dans les structures d'accueil des jeunes enfants. Dès lors, la question des choix de société quant au type de prise en charge des jeunes citoyens sera abordée de manière approfondie au travers notamment de la notion polysémique d'investissement.

Saturday, September 17th - Samedi 17 Septembre 2011
Keynote - Conférence Plénière IV
11.00 - 12.45

Jan KAMPMANN

Professeur at the Roskilde University of Denmark
(Department of Psychology and Educational Studies - Danemark)

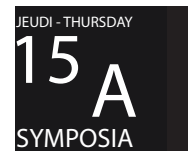
Expertise, qualifications and common sense

Studies regarding the historical evolution, the present situation and the perspectives of professionalization of nurses, kindergartners, teachers and educators will be discussed as a fourth topic. It will investigate the level and the sort of qualification requested to accomplish the socio-educational mission today and tomorrow, provided that this assignment has to be addressed under the point of view of transition towards institutions (day care, nursery, school, leisure facilities, etc.) for the professionals as well as for the children and their families.

Expertises, qualifications et bon sens

Les études portant sur l'évolution historique, la situation actuelle et les perspectives des mouvements de professionnalisation des nurses, des jardinières d'enfants, des enseignants, des éducateurs seront mises en discussion dans ce quatrième thème. Elles interrogeront le niveau et le type de qualification requis pour accomplir la mission socio-éducative aujourd'hui et demain, étant entendu que celle-ci doit être problématisée sous l'angle des transitions en institutions (crèche, espace de vie infantile, école, centre de loisirs, etc.) aussi bien du côté des professionnels que des enfants et leur famille.

Self-organised symposia / Symposia auto-organisés
Thursday, September 15th - Jeudi 15 septembre
14.00 - 15.30



A1 L'INTERVENTION EDUCATIVE ET LA MATÉRIALITÉ COMME SOURCE ET RESSOURCE DU DÉVELOPPEMENT PSYCHOLOGIQUE AU SEIN DE CONTEXTES DIFFÉRENCIÉS

Chair: Christiane MORO, Université de Lausanne

DIMITROVA NEVENA, UNIVERSITÉ DE LAUSANNE
TAPPAREL SOPHIE, UNIVERSITÉ DE LAUSANNE
PERDICAKIS CLAIRE, UNIVERSITÉ DE LAUSANNE

Dans la suite de Vygotski et de sa conception concernant le rôle majeur des systèmes sémiotiques dans le développement psychologique ainsi que de nos travaux princeps sur la construction de l'usage canonique de l'objet au préverbal (Moro & Rodriguez, 2005), nous examinerons au fil du développement et au sein de différents contextes, comment la matérialité (i.e. les objets et la gestualité liée aux objets), de source devient ressource pour le développement psychologique (Moro & Rodríguez, 2005 ; 2008 ; Moro & Joannes, 2009 ; in press).

Nous formulons l'hypothèse que le parent, l'éducateur et l'enseignant vont prendre appui sur ce socle d'habiletés sémiotiques premières ancrées dans la matérialité, pour orienter le développement potentiel de l'enfant et/ou de l'élève dans les différents contextes éducatifs que sont la famille, le centre de vie enfantine ou encore l'école enfantine/maternelle. Sera ainsi examiné le statut de l'objet au sein de ces différentes institutions et le rapport différencié qui s'établit à son égard dans le cadre des différents apprentissages visés. Pour ce qui concerne les institutions dévolues à l'éducation et à l'instruction, le rapport nouveau instauré par l'enfant ou l'élève à l'objet sera mis en lien non seulement avec le développement déjà là, mais également avec les intentions éducatives en lien avec les projets éducatifs et les programmes qui orientent les missions de ces différentes institutions.

Trois contributions seront présentées. La première concerne l'élaboration de la communication intentionnelle dans le cadre de l'appropriation de l'usage de l'objet dans le cadre de l'interaction triadique enfant-objet-adulte. La seconde concerne les situations d'apprentissage mises en place dans le cadre d'une activité de peinture chez les Trotteurs et les Moyens dans un centre de vie enfantine lausannois. La troisième concerne les situations d'enseignement mises en oeuvre par l'enseignante dans le cadre de d'apprentissage de la lecture à l'école publique française.

Keywords: Matérialité - Développement - interaction triadique - centre de vie enfantine - école maternelle française

A2 PLAY IN NATURE, SUSTAINABLE DEVELOPMENT

Chair: Engdahl, Ingrid, Dept of Child and Youth Studies, Stockholm University, Sweden

LUND FASTING MERETE, UNIVERSITY OF AGDER, NORWAY
HEDEFALK MARIA, UNIVERSITY OF UPPSALA, SWEDEN

This symposium will address children, outdoor play and sustainability and how this wider perspective can be studied with children. The first presentation will show how young children (aged 2-8 years) in 28 countries think about the environment and sustainable development and how teachers and children together work on projects linked to a more sustainable preschool and school. The second study is about children's playing outdoors and especially on the relationship between the children and different places. Children are in a dialogical interaction with both their surroundings and the other children. Outdoor play seems to invite children to play bodily, creatively and in mutual interaction with others and the environment, and thus natural surroundings as well as the design of school yards become important for children and their playing. In the third study, video recordings were used for data collection in a preschool, with children aged 1-5 years. Previous research shows the view of nature as something either dangerous and problematic or overall good and romantic. Nature can be perceived from an anthropocentric or a biocentric perspective.

Education for sustainable development aims at empowering all participants and the three studies are examples of different ways to help children develop action competence and to be able to make a decision about what way or view is the most suitable one in the particular occurrence.

Keywords: preschool, outdoor play, sustainable development, nature encounters

Bibliography

Please, see further down under each abstract.

CHILDREN'S VOICES ON EDUCATION FOR SUSTAINABLE DEVELOPMENT

ENGDAHL, INGRID,

DEPT OF CHILD AND YOUTH STUDIES, STOCKHOLM UNIVERSITY, SWEDEN

This paper will present a large World Project on Education for Sustainable Development. The project was organised by OMEP, the World Organisation for Early Childhood Education, where I have been one of two project leaders. The overall aim of the ESD project is to enhance the awareness of Education for Sustainable Development among teachers, young children and early childhood education at large. The aims of the first part of the project were to gather knowledge about children's thoughts, comments and understanding of a picture showing the globe and some children (the OMEP World Congress logo 2010), to implement learning for sustainable development in practice, and to enhance the awareness of ESD among early childhood educators. In 2010, OMEP members in 28 countries interviewed 9 142 children aged two to eight years. In some countries, like China and USA, teacher students have been studying ESD and then performed the child interviews, thus involving colleges and universities in an ESD reorienting process. Ethical considerations were followed and consent was required from parents and children.

The result shows that children interpret the picture in many different ways. Most common is the answer that the children are cleaning the globe because it's dirty. But many children also thought that the children on the picture were painting the globe. The reasons why the children are cleaning or painting are aesthetic, taking care of an environmental and a garbage problem, and because they want to promote health.

Most countries report that the children do not recognise the concept Sustainable Development. In some countries it doesn't exist as a word and there is no translation into their mother tongue. However, many interviewers were amazed by all the knowledge the children showed them. The children had thoughts and ideas to bring up about the state of the earth in relation to sustainability. The result shows that young children have knowledge about the environment, thoughts about environmental issues, the responsibility people carry and ideas about what to do

The project is now continuing with Part two - ESD in practice. The goal is to encourage local projects in preschools and schools on implementing education for sustainable development, inspired by the words respect, reflect, rethink, reduce, reuse, recycle and redistribute. The participants are asked to work with the children around the 7 Rs, one, two or many. The Rs were originally identified by the Brundtland Commission Our Common Future (1987). Together, they include all three ESD pillars; Respect, Reflect and Rethink relate directly to social and cultural dimensions, Reuse and Reduce highlight environmental aspects and Recycle and Redistribute clearly draw on the economic perspective. Children, teachers, parents or other adults choose together how to organise ESD in practice projects; what can be done in everyday life and what to focus on.

The presentation will give a summary of the national initiatives and an overview of the state of ESD in the participating countries

Keywords: Sustainable development, child interviews, action research, preschool

Bibliography

- Engdahl, I. & Rabušicová, M. (2010). Children's Voices about the State of the Earth and Sustainable Development. A report for the OMEP World Assembly and World Congress in 2010. <http://www.omep2010.org>
- The Gothenburg Recommendations on Education for Sustainable Development. <http://www.chalmers.se/gmv>
- Engdahl, I. & Årlemalm-Hagsér, E. (2008). Swedish preschool children show interest and are involved in the future of the world – Children's voices must influence education for sustainable development. In I. Pramling Samuelsson & Y. Kaga (Eds). (2008). The contribution of early childhood education to a sustainable society, Paris, UNESCO. <http://unesdoc.unesco.org/images/0015/001593/159355e.pdf>
- Davis, J. (Ed.). (2010). Young Children and the Environment: Early Education for Sustainability. Cambridge: Cambridge University press.

“WE PLAY OUTDOORS” – CHILDREN’S WORLD OF OUTDOOR PLAY

LUND FASTING, MERETE

UNIVERSITY OF AGDER, FACULTY OF HEALTH AND SPORT SCIENCES, NORWAY

Children’s use and experience of different outdoor environments in school and leisure time. The presentation will focus on how children use their body in self-induced play and where the play is located. I will focus on the relation between the child and the place. Photos will be used in the presentation.

The aim of this study was to try to understand the children’s world of outdoor play.

This work is based on a phenomenological hermeneutical approach with a focus on lived experience and the perception of phenomena. The scientific approach of the methodology and the empirical discussion is based on theories of Norberg-Schulz, Gadamer (2004) and Merleau-Pontey (1994, 2004). This has enabled me to discuss play as a living phenomenon with an approach of wonder and curiosity.

Methodology

I have been in a bodily dialogue with the children in their playgrounds at school and in their leisure time. I have observed ten children’s play (five girls and five boys), I have played with the children, we have talked about their play and we have taken pictures of their play and places.

Ethical considerations

The present study was notified to the NSD (Norwegian social data services). Ethic also includes taking children’s experiences serious. The present study’s main focus was to explore children’s own experiences.

My work shows that children play in diverse ways and in a variety of places. They play to a large extent in natural surroundings. Natural playscapes are flexible and offer an unlimited diversity of options to play. Their play is creative and physical, involving and enchanting the children. The empirical data show that the children are in a dialogical interaction with both their surroundings and the other children. At schools the children play “magic” even in short breaks, and during outdoor classes they were “lost in the jungle”. While the children were constructing cabins in the forest they communicate mostly with their body, only very few words were heard. When playing “police and villain” or “spy”, they often ran quickly even in rough terrain.

Implications for policy or practice

Former research has indicated that children no longer use their imagination in play and to some extent have lost their ability to initiate play. The results of my study show that these children still play and stay outdoors, they love their play and that they know and use a lot of places outdoors.

Knowledge about children’s play outdoors is important for stimulating further outdoor activity in natural surroundings. Since outdoor play seems to invite children to play bodily, creatively and in mutual interaction with others and the environment, it is important take care of natural surroundings in neighborhoods and school yards

Keywords: Outdoor play, dialog, creativity, physical play

EPISTEMOLOGICAL MOVES IN NATURE MEETINGS IN PRESCHOOL AND WHAT THEY MEAN FOR CHILDREN’S MEANING MAKING AND ACTION COMPETENCE FOR SUSTAINABLE DEVELOPMENT

HEDEFALK, MARIA. (PHD STUDENT)

DEPARTMENT OF EDUCATION, UNIVERSITY OF UPPSALA, SWEDEN

The theme “Expertise, qualifications and common sense” is in focus in this paper. Teaching for sustainable development is a qualification requested to accomplish the education mission today and tomorrow. This is learning from early age but also a bridge to school since it is a lifelong learning.

This is a study of children’s encounters with nature and what companion meanings about nature that are constituted in these encounters. By doing a comparison with earlier research of nature views, I investigate if and how the children’s actions in the present study show similar views or if new ones appear.

The theoretical and conceptual framework and methodology used is inspired by pragmatism and the later works of Wittgenstein. In order to analyze how teachers and children constitute meaning, I use the epistemological move analysis. The epistemological moves delivered by teachers and children in conversations are analyzed in order to understand how nature encounters interplay with the “how” and “what” children learn. The empirical material (video recordings) is gathered in a preschool for children of aged 1-5. The study complies with Swedish research ethics. Preschool educators, parents and children were asked for informed consent before the project started.

Previous research shows the view of nature in Britain and Australia as something dangerous and problematic, that we as humans have to deal with in one way or another. In contrast some surveys from the Swedish school system shows a complete different view of nature as mostly romantic. Nature stands for

peace, the good, health, a pedagogical resource and freedom and the view of nature is often built on a biocentric idea.

My study of practices in a Swedish preschool, however, shows that the nature in some encounters is viewed as something dangerous. The main finding in my study is that the children show different views of nature in different situations. Sometimes an anthropocentric view and sometimes a biocentric view of nature is constituted in the preschool practice. In other words, there is not one way of viewing nature – it depends of the situation and the participants in the encounter. In the paper I argue that this has implications for children's ability to develop action competence for sustainability. A pluralism of ways to view nature is applicable here (well, at least two), which is an important aspect of action competence. I define action competence as an ability to critically weigh different sources and then be able to make a decision about what way or view is the most suitable one in the particular occurrence. When children get the opportunity to view nature from different perspectives, they are offered an important educational step to develop this competence.

Keywords: preschool, nature encounters, action competence, sustainable development

Bibliography

- Bonnett, M., & Williams, J. (1998). Environmental education and primary children's attitudes towards nature and the environment. [Article]. *Cambridge Journal of Education*, 28(2), 159.
- Gambino, A., Davis, J., & Rowntree, N. (2009). Young Children Learning for the Environment: Researching a Forest Adventure. [Article]. *Australian Journal of Environmental Education*, 25, 83-94.
- Halldén, G. (2009). *Naturen som symbol för den goda barndomen*. Stockholm: Carlssons.
- Thulin, S. (2006). *Vad händer med lärandets objekt? : en studie av hur lärare och barn i förskolan kommunicerar naturvetenskapliga fenomen*. Växjö: Växjö University Press.

A3 ITALIAN „PARTECIPAZIONE“ AS CULTURAL VALUE AND PERFORMANCE-BASED MEANS (AND MEANING) OF QUALITY EARLY CARE AND EDUCATION.

Chair: New, Rebecca; University of North Carolina at Chapel Hill, USA

BOVE CHIARA, UNIVERSITY OF MILANO-BICOCCA, MILAN, ITALY

MANTOVANI SUSANNA, UNIVERSITY OF MILANO-BICOCCA, MILAN, ITALY

GIUDICI CLAUDIA, REGGIO CHILDREN, REGGIO EMILIA, ITALY

RINALDI, CARLINA, REGGIO CHILDREN, REGGIO EMILIA, ITALY

The purpose of this symposium is to problematize the notion of a standardized performance-based orientation to the assessment of quality in early care and education; and to replace this orientation to quality with a new definition of «performance» - one based on the instantiation of the value of respectful, reciprocal and sustained adult relations. Each of the papers to be presented in this symposium will consider quality as a co-constructed and situated construct, one that reflects more than professional knowledge but also personal and changing subjectivities. Drawing upon decades of experience and more recent research in Italy, presenters will propose that the Italian cultural value of civic engagement [«la partecipazione»] is a principle central to democratic societies; and can also be an educational strategy that invites adults to examine and negotiate their values, beliefs and goals for the children. The data to be shared join a rich tradition of cross-cultural inquiry into the nature and sources of parental «ethnotheories» and also resonates with studies that highlight the cultural nature of early care and education. Specific findings to be shared in the symposium are drawn from ongoing analyses of qualitative and quantitative data based on a five-city study of parent-teacher relationships in Italian municipal early childhood programs; a multi-vocal video ethnography of adult relations in early childhood settings in five Western European nations; and observations and experiences ongoing in Milan and Reggio Emilia. Presentations will be organized so as to allow ample opportunity for the audience to explore the notion of «partecipazione» as an alternative to standardized notions of quality and, instead, a «performance-based» instantiation of a cultural commitment to children, families, and early childhood educators.

Keywords: quality, parent-teacher relations, collaboration, research

Bibliography

- Harkness, S., and Super, C. (Eds.) (1995). *Parents' cultural belief systems: Their origins, expressions, and consequences*. New York: Guilford.
- Mantovani, S., & Terzi, N. (1991). L'inserimento. In A. Bondioli & S. Mantovani, S. (Eds.) (1991). *Manuale critico dell'asilo nido [Critical manual on infant-toddler care]*. Milan, Italy: Franco Angeli.
- Moss, P. (1988). *Childcare and equality of opportunity: Consolidated report to the European commission*. London: London University.
- New, R., Mallory, B., and Mantovani, S. (2000). Cultural images of children, parents, and teachers: Italian interpretations of home-school relations *Early Education and Development*, 11(5), 597-616.

Putnam, R. D. (1993). Making democracy work: Civic traditions in modern Italy. Princeton, NJ: Princeton University Press.

Xu, Z., & Gulosino, C. (2006). How does teacher quality matter? the effect of teacher-parent partnership on early childhood performance in public and private schools. *Education Economics*, 14(3), 345-367.

LA “PARTECIPAZIONE”, PARENT INVOLVEMENT: A CULTURAL VALUE AND PEDAGOGICAL STRATEGY

GIUDICI, CLAUDIA. REGGIO CHILDREN. REGGIO EMILIA
RINALDI, CARLINA. REGGIO CHILDREN. REGGIO EMILIA

Education is a right of all – of girls and boys – and as such, is a responsibility of the community. Civic engagement – what is, in Italy, expressed as *la partecipazione*, is both a value and a strategy that characterizes the way in which children, educators, and families take part in the educational project; it is an educational strategy that is constructed and enriched in encounters and through relationships day after day. The challenge today is to continue to sustain „*la partecipazione*,“ the value and the strategy, in a way that generates dispositions and aids the sentiments essential to a culture of solidarity, shared responsibility and a favorable dynamic of social inclusion.

This presentation is based on these premises and seeks to recount and narrate, through words and images, how the municipal infant-toddler and early childhood schools of Reggio Emilia interpret and instantiate the educational project of participation: how it is transformative and how it is changing. These changes reflect not only the challenges of welcoming of families from diverse cultural traditions into what used to be a more homogeneous setting; the evolving nature of *la partecipazione* also reflects a pedagogical principle that positions all aspects of children’s educational experiences as subject to an ethic of doubt and collaborative inquiry. Among the experiences to be shared in this presentation are those garnered from ongoing documentation and exploration of the possibilities of „*la partecipazione*“ with an increasingly diverse and growing population of children from immigrant households.

Keywords: children’s rights, parent participation, cultural values, pedagogy documentation

Bibliography

Dahlberg, Gunilla., Moss, Peter., and Pence, Alan. (1999; 2007). Beyond quality in early childhood education and care: London: Falmer Press.

Edwards, C. P., Gandini, L., & Forman, G. (Eds.) (1993; 1997). The hundred languages of children: The Reggio Emilia approach to early childhood education. Norwood, NJ: Ablex.

Malaguzzi, L. (1998). History, ideas, and basic philosophy: An interview with Lella Gandini. In C. Edwards, L. Gandini, & G. Forman (Eds.). The hundred languages of children: The Reggio Emilia approach—advanced reflections, pp. 49-97. Second edition. Greenwich, CT: Ablex

Spaggiari, S. (1991). Considerazione critiche ed esperienze di gestione sociale [Critical reflections and the experience of social management]. In A. Bondioli & S. Mantovani, S. (Eds.) (1991). Manuale critico dell’asilo nido [Critical manual on infant-toddler care]. Milan, Italy: Franco Angeli.

CO-CONSTRUCTING UNDERSTANDINGS OF CHILDREN AND QUALITY ECE: THE ROLE OF EXPERIENCE, CONTEXT, AND ADULT RELATIONS.

MANTOVANI, SUSANNA. UNIVERSITY OF MILANO-BICOCA, ITALY
NEW, REBECCA. UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL, USA

The concept of parent involvement in Italy is grounded in a strong history of civic engagement and a parallel pedagogical tradition that has created a culture of connections and relationships among adults in early childhood educational settings (Spaggiari, 1998). The notion of “parent participation” is recognized by teachers, researchers, experts and professionals – as well as parents - as a common goal and a premise for high quality education in the early years (Mantovani, 2003; National Guidelines, 2007). Teachers and early childhood educators in Italy have learned to interact with parents upon this idea of participation as it has been perpetuated by the dominant pedagogical and political discourse. However, as a constructive perspective would suggest, not only the notion of “quality” but also the concept of parental engagement is a “social and cultural product” created by human beings in a particular time and context (Cannella, 2002) and therefore needs to be continuously problematized in order to reduce the risk of producing ritualized practices. This presentation draws upon three sources of data: a five-city study of adult beliefs about child development and home-school relations; a multi-vocal videoethnography of adult relations in early childhood settings in five Western European nations; and research being conducted in Milan’s increasingly multi-cultural early childhood services.

Keywords: cross-cultural research, child development, professional development, home-school relations, immigrants

Bibliography

- Mantovani, S., Saitta, L., & Bove, C. (2000). Attaccamento e inserimento: Stili e storie delle relazioni al nido [Attachment and "inserimento": Styles and stories of relations at daycare]. Milan, Italy: FrancoAngeli.
- New, R. (2010). D'une affaire prive'e a' politique publique: L'e'ducation pre'scolaire aux "Etax-Unis [21st Century U.S. Early Care and Education: From a private problem to a national agenda.] *Revue internationale d'education de Sèvres*, 13(53), 129-140. Special issue on Qualite', equite' et diversite' dans le prescolaire. [„Quality, equity and diversity in preschool education“], S. Rayna (guest editor).
- Saraceno, C. (1984). The social construction of childhood: Child care and education policies in Italy and the United States. *Social problems*, 31 (3), 351-363.
- Valdez, G. (1996). *Con Respeto: bridging the distances between culturally diverse families and schools*. New York: Teachers College Press

WHO NEEDS TO PARTICIPATE AND WHY? TOWARD A MORE COHERENT DISCOURSE ON PARENT PARTICIPATION IN ECEC.

BOVE, CHIARA; UNIVERSITY OF MILAN-BICOCCA
MANTOVANI, SUSANNA; UNIVERSITY OF MILAN-BICOCCA

Few Italians question the value of involving parents in preschools as active partners in the educational project (New, Mallory, Mantovani, 2001). And yet, we wonder whether or not the way Italian educators interpret and experience their interactions with parents is still adequate to the challenge of developing meaningful relationships in an accelerated, global and multicultural society. Fast changing educational models and their diverse representations of educating young children reduce the possibilities of meeting each other on a common basis, while opening up the discourse on how to best educate young children in the early years. This final paper considers the extent to which this changing context has enhanced or diminished or simply re-defined partecipazione in the 21st century. Although examples to be shared are drawn from ongoing research in the Italian culture, findings from this ongoing exploration have implications far beyond Italy's borders.

Contemporary research and experience- ours and others - highlight the fact that, although there has been much debate on how to encourage the development of attitudes of sharing, collaboration and dialogue in early childhood educational services, even in Italy educators and parents feel uncertain, exposed and sometime defensive or suspicious of each other. These observations convey a certain dissonance between the broader notion and value of "participation and collaboration" (as it has been culturally constructed in our pedagogical debate over the past twenty years) and the actual behaviors and interactions we observe in the "everyday interactions" in our settings. Indeed, the microcosm of the everyday interactions between parents and teachers is often far from the broader notions of involvement, collaboration, participation (Lawrence Lightfoot, 2003; Milani, 2009). And this change is apparent not only in Italy; it is particularly true in other contemporary societies where the great variety of behaviors, attitudes, educational values and responses, as well as opportunities (social, economical, cultural, technological), desires and risks, are influencing the way adults share the responsibilities of educating young children reducing sometimes the potentials of dialogue.

In this presentation, examples from research spanning the last decade (Bove, New, 2009; Tobin, Arzu-biaga, Mantovani, 2007) will be used to show both continuity and changes in the way Italian teachers and parents, including those from a rapidly growing and diverse immigrant population, talk about these issues, as well as how they are instantiated in the related practices.

Revealed through a variety of methodologies (including multi-vocal video ethnography and multi-cultural discourse analyses), we will use words, metaphors, and expressions to describe the variety of values, behaviors and interactions that characterize our settings. Our goal - as shared by others in this symposium - is to disentangle the often implicit assumptions and interpretations of the means and meaning of an „effective relationship with parents“.

The paper concludes by highlighting the need to renew our cultural interpretation of "participations, involvement and collaboration" to better face the new challenges of educating children together in multicultural societies.

Keywords: Parent's involvement, collaboration, dialogue, immigrants

Bibliography

- Bove, C., New, R., (2009), Idee e pratiche di relazione scuola famiglia. Considerazioni da una ricerca etnografica in cinque città italiane. In: Fortunati, A., Tognetti, G., (a cura di), Famiglie, servizi per l'infanzia e educazione familiare, Azzano San Paolo: Edizioni Junior, pp. 95-112.
- Lawrence-Lightfoot, S., (2003), *The Essential Conversation: What Parents and Teachers Can Learn Each Other*. New York: Random House

Mantovani, S. (2003). "La partecipazione delle famiglie nei servizi per l'infanzia". In: Impresa sociale e politiche per l'infanzia, n. 67, pp. 7-33.

New, R., Mallory, B., Mantovani, S. (2001). "Adult Relations in Italian Early Care and Education" in Innovations in Early Education. The international Reggio Exchange. Wayne State University: The Merrill-Palmer Institute.

Tobin, J.J., Arzubiaga, A. e Mantovani, S., (2007). The hundred languages of parents. Early Childhood Matters. 108, 34-38.

A5 CHILD CARE QUALITY - ITS IMPACT ON CHILDREN AND TEACHERS

Chair: Sims, Margaret, University of New England

SAJAMIENI NINA, UNIVERSITY OF HELSINKI
SUHONEN EIRA, UNIVERSITY OF HELSINKI
NISLIN MARI, UNIVERSITY OF HELSINKI

This symposium will address issues of quality child care using children's stress reactions as a measure of the impact of care on children. We aim to explore different aspects of quality including different pedagogical practices.

Keywords: child care, biomarkers of stress,

CHILDREN'S ADAPTATION TO PEDAGOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION

SAJAMEIMI, NINA; UNIVERSITY OF HELSINKI
SUHONEN, EIRA; UNIVERSITY OF HELSINKI

The aim of this study was to evaluate the influence of early learning environment on children's adaptation to pedagogical practices. It was hypothesized that the environmental stressors might load children's immature stress regulative systems (HPA-activity). Balanced stress regulation is thought to be a source of successful adaptation in challenging learning events. In addition, it is supposed that children's temperament modifies adaptive behaviour in various learning environments. Further, quality learning environment might balance children's stress regulation across loading moments by recognizing individual variations in adaptive behaviour.

The study sample consisted of 236 children aged 3 -6 years in institutional preschools. Stress regulation was evaluated in the fall by measuring saliva cortisol during one day across five time points. In addition, a subsample of cortisol measurement (n=90) was re-collected in the following spring. The quality of early learning environment was evaluated with the Learning Environment Assessment, focus on indicators of psychological, physiological and social safety. Temperament was assessed with Child Behaviour Questionnaire.

The results revealed a typical daily rhythm in cortisol production characterized by higher levels in the morning on waking up followed by a decrease towards the afternoon and evening. In addition, the single early morning cortisol peak and the evening nadir indicated an average balanced function of the HPA-system. However, some children had atypical HPA-activity indicating unbalanced stress regulation. These children were evaluated as temperamentally more inhibited, sad and fearful than the other children ($p < .05$). However, teacher's high co-operation (team planning) ($p < 0, 01$) and good quality of classroom arrangement ($p < 0, 01$) were associated with balanced stress regulation in these children with inhibited, sad and fearful temperament. The most powerful quality indicators were good pedagogical practices (classroom activities, schedules and transitions) ($p < .000$) and teacher's high co-operation (team planning) ($p < .001$).

Keywords: pedagogical practices, stress regulation, cortisol

Bibliography

Spinrad, T., Eisenberg, N., Granger, D., Eggum, N., Sallquist, J., Haugen, R., et al. (2009). Individual differences in preschoolers' salivary cortisol and alpha-amylase reactivity: Relations to temperament and maladjustment. *Hormones and Behavior*, 56, 133 - 139.

Marshall, P., & Kenney, J. (2009). Biological perspectives on the effects of early psychosocial experience. *Developmental Review*, 29, 96 - 119.

Davis, E., & Granger, D. (2009). Developmental differences in infant salivary alpha-amylase and cortisol responses to stress. *Psychoneuroendocrinology*, 34(6), 795 - 804.

PEDAGOGICAL QUALITY OF INSTITUTIONAL EARLY CHILDHOOD EDUCATION AND TEACHER'S AND DAY-CAREGIVER'S OCCUPATIONAL WELLBEING

NISLIN, MARI; UNIVERSITY OF HELSINKI

The aim of this study is to investigate the relation of pedagogical quality of institutional early childhood education and teacher's and day-caregiver's occupational wellbeing. The hypothesis is that wellbeing is related to the day care quality, thus, healthy educators provide higher quality care with a positive effects on child's outcomes.

The occupational well-being is analyzed using the Job-Demands-Resources model as a theoretical framework. The assumption is that working conditions can be categorized into two categories – job demands and resources. They are differently related to positive or negative outcomes. Job demands are physical, psychological, social or organizational aspects of work, that require sustained physical or / and psychological effort and are related to certain physiological/ psychological costs. Resources are aspects that may reduce overload of the demands (Demerouti et al. 2000). JD-R-model is suitable approach to investigate work-related well-being, because it reveals both positive and negative indicators of employee's wellbeing (Schaufeli & Bakker, 2004; Bakker & Demerouti, 2006). This study focuses on the psychological well-being of daycare givers and aims to find out its relation to demands and resources. Data consists of self-report questionnaires of day care givers (N=74), with scales measuring the occupational well-being (ao. emotional demands, social support, autonomy).

Quality of daycare is defined with the concept of pedagogical quality (Sheridan, 2001). It is a perspective that assumes that quality in daycare is constituted in the interaction of the child and the environment. We aim to find out those characteristics that can be used to define quality by assessing the learning environment in day care centers. The quality of learning environment is assessed by trained professionals by using The Learning Environment Assessment (Strain and Joseph 2004). The focus of this evaluation is manifold and includes classroom arrangement, schedules and transitions, classroom activities, team planning and behaviour plans.

Tentative results indicate, that there is a significance negative correlation between work related emotional demands and pedagogical characteristics such as classroom activities ($r = -.3$, $p < .05$) and team planning ($r = -.3$, $p < .05$). Emotional demands are related to time pressure: the more time pressure, the more emotional demands ($r = .7$, $p < .01$). Social support seems to have positive impact on emotional demands by diminishing the overload ($r = .4$, $p < .01$). Analysis of variance and Pearson's correlation will be used in analyzing the connections between occupational well-being and pedagogical quality. Results will be published in spring 2011.

Keywords: pedagogical practices, stress regulation, cortisol

Bibliography

- Bakker, A. B., Demerouti, E. 2006. The Job Demands-Resources model: state of art. *Journal of Managerial Psychology*, 22 (3), 309-328
- Demerouti, E., Nachreiner, F., Bakker, A B., Schaufeli, W. B. 2001. The Job Demands-Resources Model of Burnout. *Journal of Applied Psychology*, 86 (3), 499-512
- Schaufeli, W. B., Bakker, A. B. 2004. Job demands, job resources, and their relationship with burnout and engagement: a multi-sample study. *Journal of Organizational Behavior*, 25, 293-315
- Sheridan, S. 2001. Pedagogical quality in Preschool. An issue of perspectives. Göteborg studies in educational sciences 160. Acta universitatis Gothoburgensis
- Strain, Joseph. 2004. Engaged supervision to support recommender practices for young children with cahllengingbehavior. *Topics in early childhood special education*. 24(1), 39-50

CARERS' AND CHILDREN'S CORTISOL RESPONSES TO DIFFERENT LEVELS OF CHILD CARE QUALITY

SIMS, MARGARET; UNIVERSITY OF NEW ENGLAND

The research aimed to examine the impact of different aspects of child care quality on children's cortisol reactions. The underpinning theoretical assumptions of the study identify decreasing patterns of cortisol across the day as healthy and most likely to lead to better long term outcomes for children. Thus quality measures associated with declining cortisol levels across the child care day are positioned as more desirable.

The study used the Australian child care quality standards as measures of quality. These standards include a set of principles, with performance indicators identifying different levels of practice quality for each principal (unsatisfactory, satisfactory and high quality). Cortisol levels were taken at the beginning and end of the child care day, and observations were carried out across the day to obtain the quality ratings. Consents were obtained from centre directors, parents and staff. Children were given the freedom

to refuse to participate despite parental consent.

We identified statistically different patterns of change in children's cortisol levels across the day for different quality principles and different levels of quality within the principles. Children in programmes delivering high quality relationships between carers and children showed the greatest decline in cortisol levels across the day, whereas children in programmes rated as unsatisfactory on the relationship dimensions showed an increase in cortisol across the day. In contrast, carers delivering higher quality services were more likely to have higher cortisol levels.

We argue the data demonstrates the importance of high quality relationships between carers and children as a key underpinning requirement for an effective child care programme, and note with concern, the stress good practitioners are experiencing.

Keywords: quality; cortisol;

Bibliography

- Sims, M., Guilfoyle, A., & Parry, T. (2008). Children's stress levels: an evaluation tool to determine programme quality. *Illinois Child Welfare*, 3(1), 17 - 29.
- Mayes, L., Magidson, J., Lejeuz, C., & Nicholls, S. (2009). Social relationships as primary rewards: the neurobiology of attachment. In M. De Haan & M. Gunnar (Eds.), *Handbook of Developmental Social Neuroscience*. (pp. 342 - 377). New York: The Guilford Press.
- Kim, J.-H., & Knight, B. (2008). Effects of Caregiver Status, Coping Styles, and Social Support on the Physical Health of Korean American caregivers. *The Gerontologist*, 48(3), 287 - 299.
- Gunnar, M. (2006). Social regulation of stress in early child development. In K. McCartney & D. Phillips (Eds.), *Handbook of Early Childhood Development*. (pp. 106 - 125). Malden, MA: Blackwell.
- Flinn, M. (2009). Are Cortisol Profiles a Stable Trait During Child Development? *American Journal of Human Biology*, 21, 769 - 771

A6 UNDERSTANDING INFANTS' LIVES IN EARLY CHILDHOOD EDUCATION AND CARE: THEORETICAL, METHODOLOGICAL AND POLICY POSSIBILITIES

Chair: Sumsion, Jennifer, Charles Sturt University

CHEESEMAN SANDRA, MACQUARIE UNIVERSITY, AUSTRALIA

HARRISON LINDA, CHARLES STURT UNIVERSITY, BATHURST, AUSTRALIA

ELWICK SHEENA, CHARLES STURT UNIVERSITY, THURGOONA, AUSTRALIA

PRESS FRANCES, CHARLES STURT UNIVERSITY, BATHURST, AUSTRALIA

This symposium reports on ongoing work-in-progress in the Infants' Lives in Childcare project in which we are trying to understand infants' experiences of early childhood education and care settings from the perspective of the infants themselves. To that end, we are using mosaic methodology derived from the Mosaic Approach (Clark & Moss, 2001). A key aspect of our methodology is the bringing together of diverse theoretical perspectives to inform the development of the mosaic in addition to eliciting through an eclectic mix of methods, the perspectives of the infants (aged up to 18 months), where possible, and those who know them well. The papers in this symposium convey a sense of this theoretical and methodological eclecticism (Cheeseman and Harrison); identify some of the project's endemic epistemological and ethical challenges (Elwick); and consider the impact and implications of government policy on / for infants' lives in early education and care (Press). The project is funded by the Australian Research Council, Family Day Care Australia and KU Children's Services.

Keywords: infants' perspectives, infants' experiences, mosaic approach, Infants' Lives in Childcare Project

Bibliography

- Clark, A., & Moss, P. (2001). *Listening to young children: The mosaic approach*. London: Joseph Rowntree Foundation.

UNDERSTANDING INFANTS' EXPERIENCES FROM THEIR PERSPECTIVES: THEORETICAL AND METHODOLOGICAL INSIGHTS INTO INFANTS' ENCOUNTERS WITH CURRICULUM

CHEESEMAM, SANDRA: MACQUARIE UNIVERSITY
HARRISON, LINDA: CHARLES STURT UNIVERSITY

This paper reports on two areas of theoretical and methodological research arising from the Infants' Lives in Childcare project, which has applied a mosaic approach (Clarke & Moss, 2001) to the collection and interpretation of data gathered in childcare homes and centres.

In the first section of the paper, Cheeseman reports on the early phases of her investigation of the influence of recently introduced reforms in Australia – the Early Years Learning Framework and the National Quality Standard for Early Childhood – on what it might mean for infants to be exposed to a curriculum document that is part of a standardised accountability tool. She will draw on a range of participatory visual methods, video footage and still camera images, to elicit the perspectives of those working most closely with the infants – their educators, families and older children. The collective impressions drawn from these multiple data sources will then be used to create narrative impression of the infants' experiences.

Drawing on theoretical work of Lyotard (1979) and his ideas about the dominance of scientific grand narratives over personal stories, and Deluzian thinking about education as 'taming rather than learning', Cheeseman will construct small narratives to uncover hidden or unknown experiences of infants in child care and silenced, taken for granted assumptions about their child care experiences. Snippets of video footage will be shown to generate discussion about the potential of this data form in contributing to deeper understandings of infants' experiences. She will also examine one of the key ethical challenges of this study – the validity of narrative to represent an infant's view, drawing on Bruner's (1985) ideas of 'reasoned knowing'.

In the second part of the paper, Harrison reports on the development of a time-use diary for infant-toddler care (TUD-ITC).

The TUD-ITC is broadly based on the Children's Light Time Use Diary for infants and two-year-olds developed by Bittman and the Consortium Advisory Group for the Longitudinal Study of Australian Children (LSAC) (www.aifs.gov.au/growingup). The LSAC time-use diaries record, for every 15 minutes within a 24 hour day and from a pre-determined list of categories, 'what the child was doing', 'where the child was', and 'who the child was with'. The TUD-ITC identified more extensive categories for 'what the child was doing' and reduced the time period for recording to 5-minute blocks for a maximum of 10 hours (7am – 5pm). Research assistants used two visits to complete a single day TUD-ITC for each study child. Time-use data can be used to derive the relative amounts of time children spend in different types of activities, and time spent alone or with others, and to examine combinations or sequences of activity types. The paper will present data that illustrates individual patterns of engagement in activities and interactions with others in centre and home-based child care.

Keywords: Infants perspectives, infant curriculum, Early Years Learning Framework for Australia, narrative, time-use diary

Bibliography

Lyotard, J.F. (1979). *The postmodern condition: A report on knowledge*. Translation from the French by Geoff Bennington and Brian Massumi. Manchester: Manchester University Press.

MOVING BEYOND THE OBJECTIFICATION OF INFANTS, THEIR LIVES AND THEIR PERSPECTIVES: BRINGING THE IMPOSSIBILITY AND UNCERTAINTY OF THE RESEARCH TO THE FORE

ELWICK, SHEENA; CHARLES STURT UNIVERSITY

The adaptation of methodologies and methods to enable the perspectives of infants to be included in research about their lives in non-parental care is advancing in European countries, particularly Sweden and Norway (Johansson & Emilson, 2010) and is beginning to emerge in other countries such as Australia (see, for example, Sumsion, et al., In press). This paper identifies four explicit and implicit assumptions evident in the literature, written in the English language, arising from this research agenda: firstly, that researchers can access infants' perspectives via observation and interpretation of non-verbal language and behaviours (see, Johansson & Emilson, 2010 for several examples); secondly, that researchers can ascertain, get closer to, and know infants' perspectives by employing methodological concepts such as 'listening' and attuning' and by using multiple data sources (see, for example, Clark, 2005; Sum-

sion, et al., In press); thirdly, the implicit sense of certainty that researchers can know infants' perspectives per se, albeit tentatively at times; and fourthly, the implicit assumption that the perspectives of those looking at the data (usually adults) align with the perspective of the infant in focus. Video-data from a current PhD research project, which is part of a larger Australian Research Council Linkage Project, attempting to explore what life is like for infants in family day care, from their perspectives, will be used to disrupt and discuss the identified assumptions. The paper concludes by noting and discussing the idea that researching infants' lives, from their perspectives, brings out the impossibility and uncertainty of research. It is suggested that because researchers necessarily have to rely on guesswork when interpreting infants' perspectives the focus needs to shift from questions of epistemology (for example, how can we get closer to knowing infants' perspectives?) to an ethical focus (for example, how can we enter into ethical relation with the infant, and their perspective?).

Keywords: infants, family day care, infants' perspectives

Bibliography

- Clark, A. (2005). Listening to and involving young children: A review of research and practice. *Early Child Development & Care*, 175(6), 489-505.
- Johansson, E., & Emilson, A. (2010). Toddlers' life in Swedish preschool. *International Journal of Early Childhood*, 42, 165-179.
- Sumsion, J., Harrison, L., Press, F., McLeod, S., Goodfellow, J., & Bradley, B. (In press). Researching infants' experiences of early childhood education and care. In D. Harcourt, B. Perry & T. Walker (Eds.), *Young children's perspectives: Ethics, theory and research*. London: Routledge.

WHAT'S LIFE LIKE FOR INFANTS IN CHILDCARE? IMPLICATIONS FOR POLICY.

PRESS, FRANCES; CHARLES STURT UNIVERSITY

Nations around the world address the issue of infant's care and education in diverse ways. Parental leave, supplemented by a range of infant care options (informal, formal, home based and in early care and education centres) are fairly typical arrangements for the very young children of working parents in many minority world countries, although with great variation in relation to the quantity of leave arrangements and the quality of infant care. In developing these arrangements, the wisdom or otherwise of non-parental care for infants has frequently been the subject of debate. Yet this debate is often generated by research and commentary framed through adult lenses that grant very young children very little agency. This paper draws on multiple data sources (including video, contextual information such as service based policies, government policies, carer and parent interviews, and time use diaries) to investigate the ways in which infants' experiences of life in childcare are influenced by the government policies that help shape early education and care systems. Drawing on the data gathered thus far in the Australian Infants' lives in childcare project, this paper delves into possible implications for early childhood education and care policy. It argues that understanding how infants themselves experience formal care and education is critically important to developing early education policies that build respectful, responsive and rights based early learning environments.

Keywords: infant care and education, early childhood education and care policy, rights based early learning environments

A7 CHILDREN'S PLACES AND THE OUTDOOR ENVIRONMENT

Chair: Waller, Tim; University of Wolverhampton, UK

FIGUEIREDO, AIDA, UNIVERSIDADE DE AVEIRO, PORTUGAL
WHITE, JAN, THE UNIVERSITY OF SHEFFIELD, ENGLAND

This symposium is one of four symposia organised by the Outdoor Learning SIG within EECERA. The symposium will critically reflect on research in outdoor environments from England and Portugal. In particular, papers will focus on pedagogy and practice in outdoor spaces relating to an eight year old outdoor learning project, emotional affordances in outdoor contexts and the impact of architecture and design on outdoor provision for children from birth to three years old.

Keywords: Outdoor play, pedagogy, emotional affordances, design

THE 'OCTOPUS TREE', THE 'SWAMP MONSTER' AND THE JOURNEY TO THE 'TOP OF THE WORLD': REFLECTIONS ON OUTDOOR PLAY, PEDAGOGY AND CHILDREN'S SPACES.

WALLER, TIM; UNIVERSITY OF WOLVERHAMPTON, UK

This paper will critically reflect on the last eight years of an outdoor learning research project telling the story of how the research and practice developed from a focus on outdoor spaces and wellbeing to participation with children and a focus on children's culture and co-construction of narratives outdoors. The project is ongoing and involves children aged 3 to 4 years in a nursery school in England. Children normally attend for one year and then transfer to a local primary school. The children are given regular access to extensive wild outdoor environments and are afforded the opportunity to explore and play in the environment with minimal adult direction and intervention. A range of mainly qualitative data is gathered in the form of observations, video and photographic evidence and assessment of children's 'Involvement Levels' (Laevers, 1994) and questionnaires for parents. In addition, this project draws on the framework for listening to young children – the multi-method 'Mosaic approach' described by Clark and Moss (2001, 2005). The method uses both the traditional tools of observing children at play and a variety of 'participatory tools' with children. These include taking photographs, book making, tours of the outdoor area and map making. This documentation then becomes a starting point for discussion with an adult and the discussion is then recorded and published as a 'learning story' (Carr 2001). In the initial design of the project, careful reference was made to ethical guidelines (National Children's Bureau 2002, 2003) to consider the balance of harm and effect on the children, confidentiality and issues of informed consent, applying particularly to research with children.

The paper will analyse the research findings from a sociocultural perspective focussing on transformations of participation (Rogoff 2003) and understanding arising from outdoor experiences and will also relate to the development of communities of practice (Wenger 1998). The outdoor learning environments discussed in this paper are seen as dynamic and evolving cultural contexts, in which it is meaningless to study the child apart from other people. In particular, the paper will consider how the shared narratives and the image based data relating to the narratives (recorded by children and adults) both reflect and support the construction of children's culture. Findings suggest that what occurs in these outdoor spaces is defined by the ethos and style of interaction between adults and children. Whilst this approach may give children the opportunity to play a central role in revealing their own priorities for interpretation with adults, wider issues are raised here about whose agenda is followed. The paper will critically evaluate how the project has helped to develop our understanding of the possibilities of participative approaches and the inter-relationship between children's spaces, early years pedagogy and research. A number of methodological dilemmas will be considered and the paper will argue that despite the recent popularity of 'participatory' tools in research aiming at eliciting children's perspectives, the method should not be considered uncritically. It will be contended that participatory methods should be grounded within ethnographic study and not seen as a replacement for it. Implications for both participatory research with young children and early childhood pedagogy will be outlined. This paper is related to all conference themes, particularly concerning Theme 3 in relation to the importance of social and educational added value in early childhood education and Strand 4 concerning interaction in institutions and educational practices in outdoor environments.

Keywords: Outdoor play, pedagogy, participation, narratives

Bibliography

- Carr, M. (2001). *Assessment in Early Childhood Settings*. London: PCP.
- Clark, A., and P. Moss (2001). *Listening to Young Children: The Mosaic Approach*. London: National Children's Bureau.
- Clark, A., and P. Moss (2005). *Spaces to Play: More listening to young children using the Mosaic approach*. London: National Children's Bureau.
- Laevers, F. (Ed.) (1994). *The Leuven Involvement Scale for Young Children*. Manual and Video. Experiential Education Series, No. 1. Leuven, Belgium: Centre for Experiential Education.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford: Oxford University Press.

EMOTIONAL DIMENSIONS OF AFFORDANCES IN CHILDHOOD CONTEXTS

FIGUEIREDO, AIDA; UNIVERSIDADE DE AVEIRO, PORTUGAL

The curricular edification in Early Childhood Education is commonly organized around the adults' intentions rather than the real interests of the children. Playing, for instance, although it is viewed by educators as a powerful way to promote effective learning, it is still neglected in regular curricular practices. In addition, within Portuguese childhood educational contexts, the classroom (indoors) is the

privileged and most frequently used space. Hence, playing activities performed outdoors, endorsing active interaction and exploration of open spaces, are not reinforced. Both indoor and outdoor spaces are generally conservative (homogeneity of spaces, materials, and equipment), thus not inviting the practices of exploration, challenge, and adventure.

The aim was to investigate the emotional dimensions of affordances in outdoor educational contexts (pre-school). The following research questions were under study: In which areas of the kindergartens' outdoor space do children choose to play? How are kindergartens' outdoor spaces organized and how do children perceive and use them? Do spaces promote children's development and learning? Could they be considered child-friendly? Which are the levels of children's emotional well being and involvement?

Theoretical and conceptual Framework

According to Van der Speck et al (Arez, 2000), the quality of the surrounding environment should be stimulating in order to enable free initiative from children: "when the access to a large number of activities and experiences allows and enables the involvement of the children, these will therefore encourage them to experience, investigate and try to arrange solutions for the challenges induced by these activities" (p. 35).

The present study builds on an undergoing doctoral research plan, and combines Environmental Psychology and Laevers' Experiential approaches.

Methodology

To answer to the research questions, we conducted a systematic observation of 40 children (girls and boys) belonging to 4 Portuguese Kindergarten.

Ethical considerations

Well-being and rights of children were assured.

Main finding or discussion

Characterization of the relationship between the child and the environment and evaluate children's emotional well being and involvement.

Implications for policy or practice

This research affords early childhood teachers opportunity to reflect on their practices and resize the outdoor space in building the preschool curriculum.

Keywords: Outdoor space; outdoor play and learning; early childhood teachers; innovative practices

PLACES FOR CHILDREN: INVESTIGATING THE CHARACTERISTICS OF GOOD OUTDOOR ENVIRONMENTS FOR YOUNG CHILDREN IN EARLY CHILDHOOD PROGRAMMES – FROM BIRTH TO THREE YEARS

WHITE, JAN; UNIVERSITY OF SHEFFIELD, ENGLAND

This presentation reports continuing study to combine and apply research contributions in the fields of Early Childhood and Landscape Architecture/Design in order to create effective pedagogical outdoor spaces and places, with a focus on provision for children from birth to three years old. Research in Environmental Psychology, Playwork and Body and Movement Studies has also yielded insights to this application. The literature has been reviewed to develop new understandings about the characteristics of good outdoor environments for young children in early childhood programmes. The paper addresses conference themes of questioning the conditions for an education from birth in the 21st century, raising dilemmas for provision and practice about the role and quality of experiences in outdoor environments within ECE programmes. Several major developments of integrated children's services involving refurbishment and new build have recently taken place in the UK. An urgent need exists for the application of research findings in order to create effective pedagogical outdoor spaces and places to meet programme aspirations. Whilst some useful research information exists, it has so far not been captured and drawn together nor made sufficiently available to those developing this crucial aspect of effective experience for the youngest children; nor has it been focused on the earliest years of life.

The presentation describes further analysis of some key characteristics of outdoor spaces indicated to have significance for young children, within a conceptual framework that sees the environment that children 'inhabit' as a critical experiential and pedagogical element. Through the use of extensive and non-intrusive film material, gathered as part of the development of materials for professional development of early childhood educators, it has been possible to examine the responses and behaviours of very young children, from six weeks to three years old, towards a wide range of elements of outdoor environments. The research adhered to the BERA 2004 revised ethical guidelines for educational research. The presentation will examine some of the characteristics of outdoor spaces and experiences revealed during this process to have developmental significance for babies, toddlers and two-year-olds, giving useful

indications for the design of effective outdoor environments for early childhood education programmes.

Placed within a range of conceptual frameworks that cross the various disciplines, such as children's experience of place (Hart 1979), the paper will revisit some previously reported characteristics of outdoor spaces indicated to have significance for young children's well-being, development and learning in relation to this younger age range, and will propose some new characteristics (such as edges, contrast and transformation) that are specific to children up to three or have continuing relevance for children from birth to 5 years. These characteristics seek to maximise the availability of the right kinds of opportunities for children from birth to three to use their bodies, perceive and interpret the world, make discoveries and connections, exercise the emergence of language, relationship, imagination and symbolism, experience agency, and develop thinking processes. The presentation will raise issues for the design of outdoor provision that is appropriate and responsive to the requirements for the nurture and education (upbringing) of children from birth to three years. We will indicate areas for research, how the fields of landscape and early childhood research are beginning to work together, and how findings can become accessible to those developing early childhood provision.

Keywords: Outdoor play environments, children's perspectives, birth to three pedagogy, pedagogical design

A8 GENDER IN PEER- AND ADULT-CHILD-RELATIONS IN ECEC

Chair: Rohrmann, Tim, Dr., Catholic High School for Applied Sciences, Berlin, Germany

BRANDES HOLGER, UNIVERSITY OF APPLIED SCIENCES FOR SOCIAL WORK, DRESDEN, GERMANY
ROESLER WENKE, UNIVERSITY OF APPLIED SCIENCES FOR SOCIAL WORK, DRESDEN, GERMANY
ANDRAE MARKUS, UNIVERSITY OF APPLIED SCIENCES FOR SOCIAL WORK, DRESDEN, GERMANY
FRAPICINI FERREIRA, PAULA, AUTONOMOUS UNIVERSITY OF BARCELONA, SPAIN

Gender aspects are basic for an understanding of children's development from birth on. This has become apparent in debates about boys' underachievement in schools, which have led to a shift in public interest from gender equity as a "feminist" theme towards an understanding of gender as a topic relevant for boys' development at least as much as for girls. Although these debates focus on older children and the role of primary and secondary schools, it has become clear that gender is already relevant in elementary education.

It is widely acknowledged that the educational system should promote gender equity. But how can be measured if gender equity is achieved in ECE institutions? In her presentation, Frappacini presents a protocol developed to evaluate gender equity in Spanish pre-schools. Gender is one important aspect of diversity, and gender sensitivity is a basic competence needed for a better understanding of children's development.

Research points out that gendered peer interactions play an important role for social and cognitive development of boys and girls even in early childhood (e.g. Fabes et al., 2004). But, in his meta analysis of gender in peer interactions, Rohrmann argues that gender separation is much more visible in the gender unbalance of the ECE work force than in the interactions of boys and girls. What effect does this unbalance have on the development of children?

Attachment research has shown that gender plays an important role in adult-child-relations: female ECE workers tend to develop better relationships to girls as to boys (Ahnert, Pinquart & Lamb, 2006). But, until now there is only little research about the role of adults' gender in these relationships. Several studies report differences between male and female ECE workers regarding attitudes and perceptions. As these studies were only based on questionnaires and/or interviews, it is not clear if these differences just mirror stereotypic views, or "real" behavioral differences.

Only recently empirical research projects in Germany, Austria, Switzerland and Spain have begun to focus on behavioral differences in behavior of male and female ECE workers in practice. In his presentation, Brandes introduces an interesting research design and focuses on methodological questions about how the relevance of adults' gender for adult-child interactions can be measured.

At the end of the symposium the idea of putting up a SIG (special interest group) focused on gender will be discussed, as suggested on the last EECERA conference.

(The symposium is linked to proposal 126, More men in ECE? Strategies for a more gender-balanced work force)

Keywords: gender development, gender equity, adult-child-relation, peer interactions, video

Bibliography

- Ahnert, Lieselotte; Pinquart, Martin & Lamb, Michael E. (2006). Security of Children's Relationships with Non-Parental Care Providers: A Meta-Analysis. *Child Development*, 77 (3), 664–679.
- Brandes, Holger (2008). Selbstbildung in Kindergruppen. Die Konstruktion sozialer Beziehungen. München: Reinhardt.
- Fabes, Richard A. ; Martin, Carol Lynn & Hanish, Laura D. (2004). The next 50 years: Considering gender as a context for understanding young children's peers relationships. *Merill-Palmer Quarterly*, 50 (3), 260-273.
- Rohrmann, Tim (2008). Zwei Welten? Geschlechtertrennung in der Kindheit: Forschung und Praxis im Dialog. Opladen: Budrich UniPress.

GENDER DIFFERENCES IN ADULT-CHILD-INTERACTIONS IN PRE-SCHOOL

BRANDES, HOLGER, PROF. DR., UNIVERSITY OF APPLIED SCIENCES FOR SOCIAL WORK, EDUCATION AND CARE

In the last decades, research has left it in no doubt that men and women interact different with boys and girls. With new paradigms and research settings attachment theory research could show that women tend to emphasize the attachment needs of children, while explorative behavior and interest in challenges are more supported by men. These differences gain more importance when it comes to questions of behavior problems and underachievement of boys in school. In public discourse, the lack of men in elementary and primary education is seen as a major reason of boys' problems. Nevertheless, most research on gender differences in early childhood has focused on family relationships. Until today there has been nearly no empirical research in ECE that could support the view that male teachers are different from their female colleagues, and that this difference makes them important for children, especially for boys.

This paper presents first results of an ongoing research project on gender differences in interactional behavior of male and female pre-school teachers. The theoretical frame of the research combines gender theory with a systemic approach to early childhood development. With a qualitative design, the research project focuses on the behavior of male and female professionals in early childhood education. The research analyses interactions of "tandems" of a male and a female teachers in two experimental settings, using videography. In the first setting one adult interacts with an individual child, whereas in the other setting both male and female teacher work with a group of children.

The design was developed from an experimental setting used in attachment theory research. Interventions of male and female teachers are rated and compared to each other. In addition, questionnaires and interviews are conducted with the teachers. Also, the children's perspective is taken into account by interviewing them about how they perceive their teachers and what differences they notice between them. The male/female tandems are compared with interactions of female/female tandems in the same experimental design.

The research aims at developing interaction profiles of male-female teacher "tandems". Following results from attachment theory research, it is expected that men's interactions with children include more stimulation and challenging interactions than those of their female colleagues. On the other hand, the comparison of mixed tandems with only female tandems can show that differences between men and women are not "natural", but are probably results of social arrangements between individuals that can be found in gender homogenous settings as well.

As the research showed, it was a quite difficult task to develop a gender sensitive rating system for the videographed situations. In the presentation, excerpts from videographs will be shown to discuss the problems of rating interactive behavior properly, avoiding the use of gender stereotypes for a description of the behavior of male and female professionals.

Keywords: gender, male workers, adult-child-relation, attachment theory, video

Bibliography

- Brandes, Holger; Friedel, Sandra & Röseler, Wenke (2011). Gleiche Startchancen schaffen! Bildungsbenachteiligung und Kompensationsmöglichkeiten in Kindergärten. Eine repräsentative Erhebung in Sachsen. Opladen: Budrich UniPress.
- Brandes, Holger (2010). Ersatzmutter oder tolle Spielkameraden: Was bringen Männer in die Erziehung ein? *Erziehung & Unterricht, Österreichische Pädagogische Zeitschrift*, 160, Heft 5-6/2010, 484-496.
- Brandes, Holger (2008). Selbstbildung in Kindergruppen. Die Konstruktion sozialer Beziehungen. München: Reinhardt.

GENDER SEGREGATION IN PRE-SCHOOL: DO BOYS AND GIRLS LIVE IN “SEPARATE WORLDS”?

ROHRMANN, TIM, DR., CATHOLIC HIGH SCHOOL FOR APPLIED SCIENCES, BERLIN, GERMANY

Do boys and girls live in gender-segregated “separate worlds”? What impact has the dominance of women in early childhood institutions on the development of children? And how should early childhood education deal with gender differences?

The research presented here started with an extensive review of international empirical research concerning gender interactions during early childhood. Origination, manifold forms and context conditions of gender-related behavior were submitted to a careful examination. Several studies point out that gendered peer interactions play an important role for social and cognitive development of boys and girls already in early childhood (Fabes et al., 2004). Some authors even suggest that boys and girls grow up in “separate worlds” (Maccoby, 1998, 2002). But, in the review it becomes apparent that gender-segregation during childhood is not a constitutional phenomenon, but is in many ways influenced by external conditions and therefore modifiable.

In a qualitative empirical study, the current state of research was put up for discussion to leading experts from gender research and elementary pedagogy. Group discussions allowed for dialogues between research, education and practice. Building up on a content analysis of the transcriptions, discourse analysis was applied to extract patterns of collective orientation of the involved experts.

The results of the study lead to new approaches for scientific research as well as for the educational work with both genders. Concerning the structure of elementary and primary education, the analysis indicates that gender-segregation can play an important role for children’s orientation in educational settings. But, as the author points out, although gender homogenous peer groups have major impact on children’s development, gender separation is much more visible in the gender unbalance of the ECE work force than in the interactions of boys and girls.

The author concludes that

1. Professionals need gender competence for an appropriate understanding of children’s development, especially social and cognitive behavior in peer groups;
2. Research has to focus not only on gender segregation in childrens’ peer groups, but also in gender segregation in the professional work force of ECE institutions.
3. With diversity as a basic approach to ECE, strategies for formation, education and pedagogical practice have to include and develop a gender-sensitive pedagogy.

Keywords: gender development, peer interactions, adult-child-relation, gender-sensitive pedagogy

Bibliography

- Fabes, Richard A.; Martin, Carol Lynn & Hanish, Laura D. (2004). The next 50 years: Considering gender as a context for understanding young children’s peers relationships. *Merill-Palmer Quarterly*, 50 (3), 260-273.
- Maccoby, Eleanor (1998). *The two sexes. Growing up apart, coming together*. Cambridge, MA: Harvard University Press.
- Maccoby, Eleanor (2002). Gender and group process: A developmental perspective. *Current Directions in Psychological Science*, 11, 54-58.
- Rohrmann, Tim; Deutsches Jugendinstitut (Hg.) (2009). *Gender in Kindertageseinrichtungen. Ein Überblick über den Forschungsstand*. München: DJI. [Online] URL: http://www.dji.de/bibs/Tim_Rohrmann_Gender_in_Kindertageseinrichtungen.pdf.
- Rohrmann, Tim (2008). *Zwei Welten? Geschlechtertrennung in der Kindheit: Forschung und Praxis im Dialog*. Opladen: Budrich UniPress.

ASSESSMENT OF GENDER EQUITY IN EDUCATIONAL PRACTICE IN PRE-SCHOOL

PAULA FRAPICINI FERREIRA, ASSOCIATE PROFESSOR, AUTONOMOUS UNIVERSITY OF BARCELONA, AND GREPSIDE, UNIVERSITY RAMON LLULL, BARCELONA, SPAIN

In the work for a fairer society educating children is, among other factors, considered to be a priority. Development and education in the early years provide the solid foundations of the personality. Improving the quality of services at this stage of life is basic for equity and fairness in the society as a whole. The Catalan curriculum for education children highlights that „the kindergarten encourages the development of skills and their relationship, which should enable children grow as people fully in today’s world, with a continuous and progressive learning process that will continue at the stage of primary education with the acquisition of basic skills (...)“ (Generalitat de Catalunya, Decret 181/2008, p. 4). Gender is seen as a basic aspect of social relationships, diversity and plurality in society.

In this paper, we present results of an ongoing research project on gender in pre-schools undertaken by the GREPSIDE study group* at Ramon Llull University, Barcelona. The project builds up on former research on values and attitudes regarding gender issues in Early Childhood Education (Vendrell et al.

2007, 2009). It focuses on methods for evaluation of gender equity in pre-school and on gender aspects of verbal interactions between children and adults.

We are convinced that pre-school is a privileged context to educate towards gender equality. The professionals show sensitivity for questions of gender and equal rights. But we also know that we need tools to assure the quality and objectivity of the work related to gender equity in schools. It has not always been sufficiently proven that we act according to what we know.

To encourage practice based on knowledge, objective observations and conviction, a protocol was developed that facilitates the objective analysis of educational practice, shared reflection of teaching teams, and the entire educational community. The instrument provides a method for analyzing issues of gender equity in educational practices and projects in Early Childhood Education.

Purpose of the research is the development and validation of the proposed protocol and its subsequent adaptation to different educational realities of our country. The protocol, which is already in pilot tests in Catalan pre-schools, covers the following three areas:

- elements of the institutional analysis
- didactic field analysis and
- personal analysis.

The protocol consists of 40 questions related to the above areas. Target group is the population of teachers of pre-school children, average ages between 3 and 6 years old. In the first phase of the project (pilot test) a representative sample of teachers of public and private schools was selected, taking into account the population of Catalonia. The number of participants in this first phase was about 90 teachers from 35 schools. The sample consisted mostly women but also men.

In the paper, results of the pilot tests are presented as well as the definitive Protocol. We would like to share more of all results of the pilot tests in the three areas concerning the protocol.

* The GREPSIDE study and research group focuses on projects linking theoretical research with applied practice, thus strengthening the links between different educational contexts and university. GREPSIDE has acknowledged the support of the Catalan Institute for Women (ASC / 46 / 2008 exp: U-92 / 08) that allowed us to delve into the importance of equal education in values from early childhood. Convinced of this interest we believe that we should continue insisting on this topic and - where possible - provide resources for professional practice.

Keywords: gender development, gender equity, verbal communication, evaluation

Bibliography

Dalmau, M. y Vendrell, R. (2008) Los hombres educadores en las escuelas infantiles: educación y desarrollo de valores y actitudes igualitarias. Póster presentado en V Congreso Internacional de Psicología y Educación: Los retos del futuro. Oviedo

Generalitat de Catalunya. Decret 181/2008. DOGC núm. 5216

Institut Català de les Dones (2005). Informes d'impacte de gènere. Barcelona: Generalitat de Catalunya, Institut Català de les Dones. <http://www.gencat.net/icdona/docs/eines.pdf>

Vendrell, R.; Baqués, M.; Dalmau, M.; Gallego, S.; Geis, A.; i Vidal, C. (2007). Male Teachers at Early Childhood Education Schools: Educating on Values and Equality Attitudes. Póster presentado en XIIth European Conference on Developmental Psychology, Jena, Alemania.

Vendrell, R.; Baqués, M.; Dalmau, M.; Gallego, S.; Geis, A.; i Frapiccini, P. (2009) L'enseignement et l'apprentissage des valeurs et des attitudes égalitaires: des hommes éducateurs dans les Ecoles d'Éducation Infantile (0-6 ans) Symposium presentado en 19th EECERA Annual Conference, Diversités des éducations des jeunes enfants. Strasbourg, Francia.

A9 LEARNING CULTURES IN EARLY CHILDHOOD EDUCATION. SYMPOSIUM I

Chair: Berge, Anita; University of Stavanger

MØRKESETH ELISABETH IANKE, UNIVERSITY OF STAVANGER, NORWAY
MELBERG JORUNN, UNIVERSITY OF STAVANGER, NORWAY

This symposium arises from the cross-disciplinary research program Learning Cultures in Early Childhood Education (LiECH) with its base at University of Stavanger, Department of early childhood education (IFU, Research program, 2009). In this program, learning is seen as a relational and cultural phenomenon and can be studied in multiple ways, involving different theoretical perspectives and various methods (Hodkinson, Biesta and James, 2007). Learning cultures concern the value systems, creation of meanings, traditions and negotiations for learning that is communicated between different participants in early childhood education in an interactive ongoing process (Bruner, 1990; Cole, 1996; Lave & Wenger, 1991). Learning is interpreted in a broad sense as creation of meanings through experience, where cognitions, emotions, perceptions, language and corporality are intertwined parts in these com-

municative processes (Bruner, 1990; Merleau-Ponty, 1962).

The overall aim of this research program is to gain knowledge about learning processes and traditions in preschool and in teacher education. The program intends to create new knowledge about the content of learning cultures, as well as the constructions of these. The research questions concern: What cultures for learning is expressed and how are they constituted by different participants and in different fields of practice? Of significance is to discern and critically analyse the conditions for learning discerned in different learning cultures. In addition, methodological issues will be scrutinised: How can learning cultures be discerned, constructed and interpreted? What theoretical and methodological approaches allows for such understandings? The UN Convention of Children's rights is an important point of departure for our research involving children's right to express themselves in issues of their concern. The field of research is both of basic and applied character and is closely connected to educational practice.

The specific aim of these two symposia (Symposium I and Symposium II) is to discuss construction and content of learning cultures, learning processes and traditions in kindergarten. Five sub studies of the program will be presented aiming to understand learning cultures from different perspectives and subjects. The studies concern following issues: a) Teachers' descriptions of learning and learning processes in kindergartens, b) Learning cultures expressed and constituted by different participants in the organization. C) Aesthetic experience when the impulse is the bilingual child's text. b) What recognizes aesthetic experience and how can images and utterances open up for these as units of meanings? d) Meals in nursery at the edge of chaos.

Keywords: learning cultures, learning processes, aesthetic experience, complexity and learning.

Bibliography

Bruner, J. (1990). Acts of Meaning. Cambridge, MA: Harvard University Press.

Cole, M. (1996). Cultural psychology. Cambridge, MA: Belknap Press.

Hodkinson, P., Biesta, G., & James, D. (2007). Understanding learning cultures. Educational review, 59(4), 415-427.

Lave, J., & Wenger, R. (1991). Situated learning. Legitimate peripheral participation. New York: Cambridge University Press.

Merleau-Ponty, M. (1962). Phenomenology of perception. New York, London: Routledge.

THERE IS A LOT OF LEARNING IN KINDERGARTEN, ONLY IT'S HIDDEN

BERGE, ANITA; UNIVERSITY OF STAVANGER

The overall goal for the Norwegian kindergarten policy is to strengthen the kindergarten as a learning arena, by develop the kindergarten's content and tasks, and prepare the children for school attendance. At the same time the kindergarten have to take care of their traditions, which are described as child oriented, emphasising care, play and wellbeing. The reasons for focusing learning and content are to make sure that kindergarten will become a common platform and a good start for the lifelong learning, according to the government.

In light of this sharpened focus on learning and content one might ask if this might lead to a shift in focus, from the child-oriented social pedagogical founded tradition towards more formalised teacher steered and school preparing practice in kindergarten. According to these perspectives the main questions in this study are: How do teachers describe learning and the processes of learning in kindergarten? And how do they deal with the task to prepare the children for school and at the same time take care of the kindergarten tradition?

The theoretical framework for this study draws on the tradition of socio-cultural view of learning (Bruner, 2006). According to this view the kindergarten tradition is seen as historical, cultural and social embedded to a practice, related to different interpretations of learning and situated in the specific environment in which it takes place (Johansson & Pramling, 2009). Culture is seen as systems of loosely related beliefs and practices, and in this study it refers to the ways of life in kindergarten and how the staff understands their practises in kindergarten (Giddens, 1997). The teachers' horizon of learning is understood as an interrelationship between their dispositions and the learning culture in the kindergarten (Hodkinson, Biesta and James, 2008)

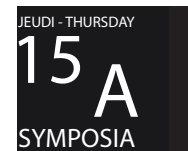
The study is based on a qualitative approach, and the data consist of individual interviews of 5 preschool teachers. The participators have been asked to describe how they understand the concept of learning and their professional role as teachers in kindergarten. Participation was based on voluntary informed consent, and the interviewers were able to withdraw their data at any time. The individual quotations were made anonymous, and confidentiality and safe storage of materials was ensured.

The data analysis adapts an interpretive approach identifying the perspectives on learning which are expressed in the interviews (Kvale, 1997). The perspectives arisen from the analyze show that the teachers describe their perspectives of learning in kindergarten according to varied focus and shifting or broadening horizons. The descriptions of their professional role are seen in perspectives of a sharpened focus on structure and aims.

Keywords: learning cultures, learning, horizons of learning.

Bibliography

- Bruner, J.S. (2006). Culture, mind and narrative. In: In search of Pedagogy, Volume II. The selected works of Jerome S. Bruner. New York: Routledge.
- Giddens, A. (1997). Sociology, third edition. Cambridge: Polity Press. UK.
- Hodkinson, P., Biesta, G. James, D. (2008). Understanding Learning Culturally: Overcoming the Dualism between Social and Individual Views of Learning. *Vocation and Learning* (2008)1; 27-47. Springer
- Johansson, E. and Pramling, I.S. (2009) to weave together- play and learning in early childhood education. In: *Journal of Australian Research in Early Childhood Education*. Volume 16. Issue 1. 2009.
- Kvale, S. (1997) *Det kvalitative forskningsintervju*. Oslo: ad Notam, Gyldendal.



LEARNING CULTURES IN PRESCHOOLS, THROUGH THE EYES OF EARLY CHILDHOOD TEACHERS

MØRKESETH, ELISABETH IANKE; UNIVERSITY OF STAVANGER

During the last 10 years there has been a stronger focus on learning in the Norwegian early childhood education institutions (ECE). While the ECE- sector in Norway earlier was seen as substitute for homecare, and a place for play and social development, it is today seen as a starting point for lifelong learning and an important arena for creating equal opportunities in life for all children. A new framework plan (2006) and two White Papers on quality and content in Norwegian ECE (2009 and 2010) is emphasising the ECE-sectors role as a learning environment and the preschools as learning organisations.

In the development of the quality and content in the ECE-sector, it is important to pay attention to the learning culture, both in the ECE-sector as a whole and in the individual ECE-institution. Learning cultures concern the value systems, creation of meanings, traditions and negotiations for learning that is communicated between different participants in an interactive ongoing process (Bruner, 1990; Cole, 1996; Lave & Wenger, 1991). The learning culture is both formal and informal, and the informal learning culture is often dominating the formal (Wadel, 2002).

The aim in this paper is to create knowledge about learning cultures in ECE, emphasising how different learning cultures is expressed and how they are constituted by participants in the organization. We will do this by studying how 20 ECE-teachers describe the changes their institutions have faced the last 5 years regarding new demands for creating a learning environment, and how they are describing the learning culture in their individual preschools. This is done by informed consent.

In this paper learning culture will be seen from an anthropologic perspective on culture, and related to the organization culture (Schein, 1987; 2010). Culture refers here both to norms, values and governing assumptions understood as beliefs that guide everyday thinking and action (Schein, 1987; 2010) and as construction of meaning and sense making (Alvesson & Svenningsson, 2008). Culture refers to what stands behind and guides behaviour, rather than the behaviour as such. Culture is patterns for behaviour (Goodenough, 1961). It is understood as a human product, shared by people belonging to various groups. Different groups, different occupations, often creates different subcultures in an organization. Though, culture is seen as relatively stable, new forms of behaviour, new norms, new forms of social structures etc. can change the culture over time (Schein, 1985; Wadel, 2002; Hofstede et al. 2007).

Knowledge about learning culture can be used in further discussions about developing a fruitful learning culture in the early childhood education. We need knowledge about how the learning culture in the preschools today can be described, what we find important to keep, to change, to develop, to discuss or stand up against. And also, we need to know if there are elements in the learning culture that stand in the way for developing a desirable learning culture. The learning culture creates opportunities, and can also hinder the development of the preschools towards a learning organisation. It can also foster and hinder a discussion of the role of the preschool in children's life.

Bibliography

- Alvesson, M. & S. Svenningsson (2008). *Changing Organizational Culture. Cultural change work in progress*. London: Routledge.
- Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco: The Jossey-Bass Business & Management Series.
- Schein, E.H. (1987). *Organisasjonskultur og ledelse*. Oslo: Mercuri Media.
- Wadel, C (2002). *Læring i lærende organisasjoner*. Flekkefjord: Seek A/S

AESTHETIC EXPERIENCE – WHEN THE IMPULSE IS THE BILINGUAL CHILD'S TEXT. STORYTELLING WITH PUPPETRY AND DRAMA

MELBERG, JORUNN; UNIVERSITY OF STAVANGER

This presentation will focus on some perspectives from a research carried out in one 3-6 year department in kindergarten from June 2007 – May 2008. The research started as a field research and ended as an action research project (Greenwood & Levin 1998).

Research has shown that some bilingual children may have different challenges when they want to participate in dramatic play (Bundgaard & Gulløv 2008). The research aimed at finding possible strategies through drama and other aesthetic activity in order to develop the culture of dramatic play and praxis to make each child feel part of the group.

The aim of the research is; What impact may it have to the bilingual child that the kindergarten uses text from the child's family/close culture?

The main theoretical framework in the research is the theory of Aesthetic experience (Dewey 2008, Løvlie, 1990, Sæbø, 2009), which in drama consists of the aesthetic impulse, praxis and aesthetic knowledge. The aesthetic experience integrates emotions, intellect and acting in interaction with others. It may be an everyday experience which is experienced as something special, a little more than, or it may be an experience that you get as a performer or as a receiver in an artistic context. The process of the experience becomes interactive and the climax is a state of total absorption and presence both to the performer and the receiver.

Each performance with Storytelling with puppetry and some of the follow up work was videotaped. During the research period I used diary containing participative observations and reflections as well as the results of the informal dialogues and meetings with the staff.

The pedagogic work with each text consisted of four phases/actions:

- Collecting a text from the child's family
- Expectations and preparations (for performing and aesthetic follow up work)
- Storytelling with puppetry and follow up work
- Work to be continued, adults and children

Action research is challenging because of the central part everyone play as an active participant. Evaluation and reflection and new action have been important. The staff was a small group of four persons, all different professions. The role as participating observer and at the same time being a researcher gives both pleasure and challenges.

During the research period we experienced that the focus on the child's text opened up to a learning culture where dialogues and possible aesthetic experiences occurred in a larger extent than expected.

Keywords: aesthetic experience, bilingual child, drama

Bibliography

Bundgaard, H. & Gulløv, E. (2008): Forskel og fællesskab. Minoritetsbørn i daginstitution.

København: Hans Reitzels forlag

Dewey, J. (2008): "Å gjøre en erfaring". Fra Art as Experience (1934). New York: Perigee 1980, s. 35 -

57. I Bale, K. og Bø-Rygg, A. (red.) (2008). Estetisk teori. En antologi. Oslo:

Universitetsforlaget.

Greenwood, Davydd J. & Levin, M. (1998): Introduction to Action Research. California: SAGE Publications.

Løvlie, L. (1990): Den estetiske erfaring. Nordisk pedagogikk(1-2), s.1-18.

Sæbø, A.B. (2009): Drama og elevaktiv læring. Trondheim: NTNU

A10 NEW CHALLENGES IN LEADERSHIP STRATEGIES IN EARLY CHILDHOOD EDUCATION AND CARE

Chair: Lillemyr, Ole Fredrik

GOTVASSLI, KJELL ÅGE, QUEEN MAUD UNIVERSITY COLLEGE, NORWAY

HOÅS MOEN, KARI, QUEEN MAUD UNIVERSITY COLLEGE, NORWAY

SKJÆVELAND, YNGVE, QUEEN MAUD UNIVERSITY COLLEGE, NORWAY

GRANRUSTEN, PER TORE, QUEEN MAUD UNIVERSITY COLLEGE, NORWAY

This presentations focus on a project on challenges in leadership strategies in Early Childhood Education and Care in Norway. The project is being developed for applications for funding. Based upon data analyses, theory development will be attempted, developing methodical suggestions for practice.

The first presentation gives a theoretical and methodical overview approach to the planned project about changes in leadership roles and identities in the field of Early Childhood Education and Care in Norway.

Rooted in ideas of new Public management many directors of public Early Childhood Centres (ECCs), have been delegated more tasks and have increased responsibility for their unit (Opedal 2002). Studies show that in some municipalities small ECCs have been merged into larger centers. The second presentation focuses on a subproject which aims to unravel how the directors of Norwegian ECCs perceive their identity as leaders, and how the organization and size impacts their identity. Further, there is an intention to uncover how the municipality organization influences the directors' perceived identity. The theoretical framework builds on organizational theories, theories of identity building and Klausen's (2001) separation of the small and large community related to ECCs. The third presentation focuses on a subproject which aims at analyzing how some central public policy documents and texts from teachers unions have produced certain understandings of leadership in Early Childhood Education and Care in Norway, Finland and Australia. It is a comparative study that focuses on how leader roles and leader identity has been narratively constructed in the three countries from ca. 1990 till today. The methodological approach is based on a theoretical framework of discourse theory and narrative analysis. Using discourse analysis it can be identified which statements about leadership that are accepted as meaningful and legitimate.

Keywords: Leadership, Leadership roles, Identity, Reorganization, Policy documents

CHANGES IN LEADERSHIP ROLES AND IDENTITIES IN EARLY CHILDHOOD EDUCATION AND CARE: A THEORETICAL AND METHODOLOGICAL APPROACH

LILLEMYR, OLE FREDRIK, QMUC
GOTVASSLI, KJELL ÅGE, QMUC

The field of Early Childhood Education and Care is today influenced by at least three aspects particular:

First, new demands have showed up in leadership roles in early childhood education and care because of societal change. In particular tendencies towards New Public Management and an effective and economic thinking even in the area of children's institutions are typical (Jacobsen, 2009). Second, organizational theory (Bolman & Deal, 2010) has stated that an organization like Early Childhood Centres (ECC) need to develop ability to shift their perspective on organization and leadership in order to adapt to a new suitable perspective for leadership and management. Third, from a period of quantitative development in the field of ECEC in our country, providing an ECC enrolment possibility for all children and their parents that desire such a placement, the focus is now shifting to a period of qualitative development, securing high quality ECCs in all parts of the country. On this background competition between the ECECs is more characteristic than before, as parents can choose between institutions in terms of quality considerations.

This situation represents great challenges for the institutions, and accordingly research is needed. In this study Changes in leadership roles and leader identity in Early Childhood Education and Care a combination between organizational theory (see Bolman & Deal, 2010; Schein, 2010) and motivational theory (Deci & Ryan, 2000) has been selected as a theoretical framework. Schein (ibid. page 297) is in his understanding of a learning organization (cf. Senge, 1990) and perspectives on the learning leader, particularly interested in how leaders can manage culture change and develop into new roles of leadership and leader identities, caused by challenges in society, and accordingly new organizational demands. With this perspective, a socio-cultural motivational theory like the self-determination theory of Deci and Ryan (2002) will strengthen the focus and theoretical rationale by including the leaders' need for competence, need for self-determination and need for relatedness, as well as provide a foundation for developing a relational self perception in ECC leaders (cf. the concept of relational leadership). In this concern our ambition of theory building is reposing on the combination of these two theories, which we don't find has been applied in a leadership study before, even if it has been pointed out that motivation, especially intrinsic motivation is of great importance to a leader's capability to inspire and motivate her staff (Lillemyr, 2007, page 198). Assumedly, the theories selected can even be a point of departure for developing principles for new leadership strategies in ECC practice, to be discussed in national and international forums. None the less, such a theoretical rationale is seen as a foundation for the research questions and methodological approaches.

The study will be carried out applying an integration of historical and contemporary document analysis, a quantitative method approach, and a qualitative method approach, in focusing ECCs in Australia, Finland and Norway. Based upon data analyses, theory development will be attempted, developing methodological suggestions for practice.

Keywords: Leadership roles, Organizational theory, Leader identity, Motivational theory

Bibliography

- Bolmann, L.G. & Deal, T. (2008). *Reframing Organizations*. Jossey-Bass. San Francisco
- Deci, E.L. & Ryan, R.M. (2000). The „What“ and „Why“ of Goal Pursuits: Human Needs and Self-Determination of Behavior. *Psychological Inquiry*, vol. 11, no. 4, pp. 227-268.
- Lillemyr, O.F. (2007). *Motivasjon og selvforståelse*. Universitetsforlaget.

CHANGES IN LEADERSHIP ROLES AND IDENTITIES IN EARLY CHILDHOOD EDUCATION AND CARE: IDENTITIES OF MANAGERS IN ECCS

HOÅS MOEN, KARI, QMUC
GRANRUSTEN, PER TORE, QMUC

During the last years many Norwegian municipalities have changed their organizational structure by reducing the main hierarchic levels of administration from three to two. Being rooted in the ideas of 'New Public Management', the reduction intends, among other things, to develop a more effective administration. As a part of this reorganization, the directors of public Early Childhood Centres (ECCs), have been delegated more tasks and increased responsibility for their unit (Opedal 2002). Studies show that in some municipalities small ECCs have been merged into larger centers. When ECCs have been merged, the range of control of the directors has been increased and the ECCs have become more complex organizations.

The aim of this project is to unravel how the directors in ECCs perceive their identity as leaders and how the organization and size impacts their identity. Further, we intend to uncover how the municipality organization influences the directors' perceived identity. The theoretical framework builds on organizational theories and theories of identity building (e.g Wenger 1999). We also use Klausen's (2001) separation of the small and large community. In this context the small community is within the ECC organization, and the large community is within the whole municipality organization which the ECC is a part of. The director will be torn between the two communities where leadership can be performed differently.

Møller (2009) identifies two kinds of identities among managers of Danish ECCs; a professional leadership identity and a professional educator identity. The last kind is often developed when the director feel that they have little impact on key goals in the ECC and feel a large psychological distance from the local government. These directors also have a strong daily connection to the community of practice in the ECCs. An approach to this might be psychological basic needs theory including the leaders' need for competence, need for self-determination and need for relatedness.

Gotvassli (2010) suggests three categories of leadership identities for directors of ECCs with somewhat different focus and results based on the choices made. The first identity describes the directors who prioritize the large community; an administrative manager or strategic actor. The second identity prioritize the small community; reproducing a correctness culture or amazement culture. The third identity describes those who are trying to balance the internal and the external demands and expectations trying to satisfy all. These directors might experience cross pressure and confusion. These three leadership identities and the theoretical framework will be used as an analytic framework for the project.

A survey will be conducted using a questionnaire to the managers in a selection of municipalities and an indepth interview of twenty managers. The collection of data in the projects will be coordinated and the same subjects will be used and the questionnaires and interview guides will be combined.

Keywords: New Public Management, Reorganization, Identity, Leaders

Bibliography

- Klausen, K.K. 2001. Offentlig ledelse på dagsorden: erfaringer fra toppchefer i det offentlige. København: Børsen.
- Møller, J. K. 2009. Lederroller og lederidentiteter i dagtilbud under forandring. Roskilde. Roskilde Universitet.
- Opedal, S., Stigen, I. M. & Laudal, T. 2002. Flat struktur og resultatenheter. Udfordringer og strategier for kommunal ledelse. Oslo: NIBR-rapport no. 21.
- Gotvassli, K.Å. 2010. Førskolelærere som styrere – utvikling av lederidentitet. In press.

THE NARRATIVE CONSTRUCTION OF LEADERSHIP ROLES AND IDENTITIES IN EARLY CHILDHOOD EDUCATION AND CARE

SKJÆVELAND, YNGVE, QMUC

This project aims at analyzing how some central public policy documents and texts from teachers unions have produced certain understandings of leadership in Early Childhood Education and Care in Norway, Finland and Australia. It is a comparative study that focuses on how leader roles and leader identity has been narratively constructed in the three countries from ca. 1990 till today, and how these constructions have changed through the period. Hence, the project does not aim at analyzing the individual formation of managerial identity of directors in Early Childhood Centers, but to describe what kind of objectives and

guidelines central political authorities and teachers unions put on the leader role, and the limits that exist for the formation of leader identity.

The national educational policy documents might have a governing function called narrative control. This narrative control goes beyond the administrative regulation of Early Childhood Centers, as it produce narratives of leader roles that might frame leader identities and how leaders experience and carry out their job. (Holstein & Gubrium 2000). The early childhood teachers own organizations can support or overlap these narratives, or they can oppose them and produce what has been called “counter-narratives” (Søreide 2007). Together they can form public narratives of the leader role that will frame what is possible, give room for certain intentions, expectations and demands, and thereby also give direction to relevant identities and ways of conducting leadership. Hence, it will be highly relevant to reveal and understand these narratives.

The methodological approach is based on a theoretical framework of discourse theory and narrative analysis. Using discourse analysis it can be identified which statements about leadership that are accepted as meaningful and legitimate (Woodrow 2008). Critical discourse analysis can be a tool to see how policy makers can create legitimate leader identities through the construction of public narratives. (Philips and Jørgensen, M. 2002) Narrative theory emphasizes the structural aspects of a text, and texts that do not immediately appear as a narrative, such as policy documents, can be read as stories about their objects (Polkinghorne 1995). The documents will be analyzed to find “subject positions”. Subject positions are historically and socially constructed categories that persons can identify with and can be seen as a repertoire of identity resources for leaders to draw on. (Holstein & Gubrium 2000). Through close reading of central documents it will be possible to identify narrative constructions or images of Early Childhood Center leadership. The analysis will be built on several empirical sources from the three countries, national framework plans, laws and white papers, and a variety of documents published by the early childhood teachers unions in the three countries. Descriptions of leadership in the documents will be highlighted, categorized and condensed. Through this way of reading the documents it will be possible to illuminate how narratives across the public documents construct or presuppose certain leader roles and leader identities.

Keywords: Leadership, Identity, Public narratives, Policy documents, Teachers unions

Bibliography

- Holstein, J. A. & Gubrium, J. F. (2000) *The self we live by. Narrative identity in a postmodern world*, New York, Oxford University Press.
- Philips, L. and Jørgensen, M. (2002) *Discourse analysis as theory and method*, London, Thousand Oaks, New Delhi: Sage.
- Polkinghorne, D.E. (1995) *Narrative configuration in qualitative analysis*, in Hatch, J. A and Wisniewski, R. (eds.) *Life history and narrative*, London and New York: Routledge Falmer.
- Søreide, Gunn Elisabeth (2007). *Narrative construction of teacher identity*, dissertation (dr.philos.), Bergen: Department of Education and Health Promotion, Faculty of Psychology, University of Bergen
- Woodrow, C. (2008). *Discourses of professional identity in early childhood: Movements in Australia*. *European Early Childhood Education Research Journal*, 16 (1), pp.269-280.

Thursday, September 15th - Jeudi 15 septembre
14.00 - 15.30
Individual paper presentation in workshop
Communications individuelles en atelier



A11 Agentivity

Chair : Geneviève Petitpierre

ANALYSIS OF AGENTIVE RESPONSES TO THE DAY CARE CENTER SITUATION: A COMBINATION OF PIAGETIAN AND VYGOTSKIAN INTERPRETATIONS

CHAO-JUNG LIN ¹, ROSALIND WU ², JYRKI REUNAMO ³

¹ Department of Early Childhood Educare, Ching Kuo Institute of Management and Health, 336, Fu Hsin Rd., Keelung, Taiwan

² Taiwan National Academy for Educational Research, 2, Sanshu Rd., Sansia Township, Taipei County, Taiwan

³ Helsinki University, P.O.Box 9, Siltavuorenpenger 7, FI-00014, Finland

The aims of the research is to produce theoretic and practical research tools in which children's agency can be considered as essential ingredients of the educational content.

Theoretical and conceptual framework. The theory of the project centers on Reunamo's theory on agentive perception (Reunamo, 2007), in which children's views are considered necessary ingredients for children and educators to process. ECEC teachers need to learn about individual children's style of interaction with their environment before they can produce clear objectives and pedagogies for the children.

Methodology: Over 800 children in Finland and 400 children in Taiwan were interviewed and asked how they would deal with 16 hypothetical situations in which they were interacting with a teacher or a peer whose views conflicted with that of the subject. The objectives, interview items, and data analyses were developed collaboratively, during exchange visits between the two countries. The children's responses were recorded and categorized into the 4 categories devised by Reunamo (2007), using the same scoring rubric that was developed collaboratively.

Ethical considerations: Permission was gathered from all parents before the children were interviewed. Names and identifying characteristics were deleted before data merging and analysis.

Results:

The data was first examined according to Piaget's perspective - using polar dimensions of assimilation and accommodation; results show that accommodative responses are significantly more frequent than assimilative responses. The second analysis examined the data according to Vygotsky's perspective - using polar dimensions of agency and adaptation; results show that the agentive responses are significantly more frequent than adaptive responses.

The third analysis used Reunamo's (2007) conception of agentive perception, which divides children into 4 categories: adaptive-assimilative, adaptive-accommodation, agentive-assimilative, and agentive-accommodative. Results indicate that most responses were agentive-accommodative, which means that the children tried to change the environment and were also willing to change themselves in the process. The second most frequent category was adaptive-accommodative, which means that the children do not try to change the environment but tend to change themselves to accommodate their environment. The agentive-assimilation responses and adaptive-assimilation responses are less.

The fourth analysis separated responses to teacher-child situations and peer situation. When interacting with teachers, adaptive-accommodative responses were the most frequent. In the situations with their peers, the most frequent response was agentive-accommodative.

These results support Reunamo's and Vygotsky's conception of agency that young children actively try to control and change their environment. Caregivers and educators cannot just think about how to change children; they must think about how the children change their environment. The paper will further discuss the implications for early childhood education in terms of nurturing agency and adjusting learning situations to different types of children in the day care setting.

Keywords: Early Childhood, Agentive Perception, Interview, Vygotsky

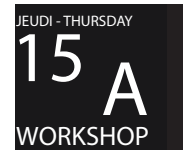
Bibliography

REUNAMO, J. (In print) Agency in education for sustainable development. (Article accepted for the volume of Institute of Sustainable Education 2nd International Collection 2007).

COMPARISON OF AGENCY IN FINNISH AND TAIWANESE DAY CARE CENTER CHILDREN

WANN-YI MOU , HUI CHUN LEE

Department of Early Childhood Education, Ching-Kuo Institute of Management and Health, 336, Fu-Hsing Rd., Keelung, Taiwan, R.O.C.



The aims of the research: This paper compares the agentive perception of day care children in Finland and Taiwan, and explores the factors affecting the cultural differences in order to apply results to practice and policy.

Theoretical and conceptual framework. The theory of the project centers on Reunamo's theory on agentive perception (Reunamo, 2007), in which children's views are considered necessary ingredients for children and educators to process. If ECEC teachers learn more about individual children's styles of interaction with their environment, they can produce clear objectives and pedagogies for the children.

Methodology: Over 800 children in Finland and 400 children in Taiwan were interviewed and asked how they would deal with 16 hypothetical situations in which they were interacting with a teacher or a peer whose views conflicted with that of the subject. The subjects' ages ranged from 3 to 6. The objectives, interview items, and data analyses were developed collaboratively, during exchange visits between the two countries. The children's responses were recorded and categorized into the 4 categories devised by Reunamo (2007), using the same scoring rubric that was developed collaboratively.

Ethical considerations: Permission was gathered from all parents before the children were interviewed. Names and identifying characteristics were deleted before data merging and analysis.

Main findings and implications for policy or practice:

First of all, according to Piaget's perspective, use polar dimension of assimilation and accommodation, children in both Finland and Taiwan were found to be more accommodative than assimilative. Analyzing the data according to Vygotsky's polar dimension of agency vs adaptation, both Taiwan and Finland children gave more agentive than adaptive responses. But Taiwan children were more agentive than Finland children, with no significant differences in adaptive responses.

Examining the data with the perspective of Reunamo's agentive perception (2007), results indicate that in both countries, children were more adaptive-accommodative to their teachers, with a stronger result in Finland. Taiwan's data show no age differences, but Finland children gradually became more adaptive-accommodative.

Taiwan children showed more agentive-accommodative responses than Finnish children, and those responses increased with age in Taiwan, but not in Finland. In response to peer interactions, children in both countries were mainly agentive-accommodative, with a stronger result in Taiwan. In both countries, children became more agentive-accommodative with age. The results indicate that children accept teacher authority, but are more prone to express their viewpoint when interacting with peers. It is surprising to us that Taiwan children are more agentive-accommodative, and that Finnish children show stronger adaptive-accommodative responses to their teachers. The paper will further discuss the implications for early childhood education in terms of nurturing agency under the culture perspectives.

Keywords: Early Childhood, Agentive Perception, Finland, Taiwan

Bibliography

VYGOTSKY, L. (1978) *Mind in society*. Cambridge: Harvard University Press. PIAGET, J. (1978) *Behavior and evolution*. New York: Pantheon books.

REUNAMO, J. (In print) Agency in education for sustainable development. (Article accepted for the next volume of Institute of Sustainable Education 2nd International Collection 2007).

CHILDREN UNDER THREE - ACTIVE LEARNING IN A CHALLENGING ENVIRONMENT

SUSANNE WOLF

University of Bayreuth, Universitätsstraße 30, 95440 Bayreuth, Germany

Infants and toddlers are explorers and discoverers. When they come across a new situation or object which arouses their interest, they will examine it thoroughly, form an assumption, check it through action and observation and modify it if necessary. Therefore, they need their senses and their bodies. During the first years of life, learning and physicalness form an inseparable unit (Elliot 2010). With the help of physical and sensuous experiences, children learn to name things, form categories, assign certain characteristics to the names. By physical actions, they get to know causes and interdependencies. Infants and toddlers get to know their own bodies, their fellow human beings, things or relationships between human beings through cognition (sight, hearing, touch, balance, feel through kinaesthesia as well as scent and taste) and through movement (own active affect on people and objects, experiments with the own body and its functions). Movement helps children to explore their material environment (what feels coarse or even, what can I do with a ball?), the people around them (who's hugging me, who can I romp about with?) and their spatial environment (what is high, low, far away, narrow, overhead?). Through exercise, they also learn about their physical possibilities and limits.

The environments in which children grow up in, can have a decisive impact on their learning processes (Hüther & Gebauer 2003). Examinations in the field of brain and learning research show that learning processes of children of 0 to 3 years of age are boosted especially by adapting them to the specific needs of this age group. How do rooms have to be designed in this context to stimulate their own activities and learning processes and to meet the movement requirements of small children?

For the nursery of the university in Bayreuth, we have developed the room concept „exercise nursery“ with the help of an architect. The rooms have been equipped with a special play and climbing facility to support the independent development of movements of toddlers and to stimulate their own activities according to Emmi Pikler (2001). The rooms invite even toddlers to discover and explore their environment actively and offer lots of possibilities to train basic motor abilities and skills. There are manageable challenges for all development stages of early childhood.

The presentation will show our room concept „exercise nursery“ and explain the pedagogical approach. We will show experiences in film sequences and describe first results of the qualitative research project.

Keywords: children under three, learning, play and meaningful actions, interior of learning-rooms

Bibliography

- Eliot, L. (2000) What's Going on in There? How the Brain and Mind Develop in the First Five Years of Life. Bantam
Gebauer, K., Hüther, G. (2003) Kinder brauchen Spielräume. Düsseldorf: Walter Verlag
Pikler, E. (2001) Laßt mir Zeit: Die selbständige Bewegungsentwicklung des Kindes bis zum freien Gehen. München: Richard Pflaum Verlag

A12 Assessment of children

Chair : Sara Barros Araujo

CHILD ASSESSMENT IN EARLY CHILDHOOD EDUCATION AND CARE SETTINGS: A COMPARATIVE STUDY OF KOREA AND ENGLAND

Kwi Ok Nah

646 Eapnairi Shinchangmyun Asan Chingnam South Korea

The purpose of this study was to compare the practices of child assessment in early childhood education and care settings between England and South Korea. Child assessment plays an important role in early childhood education and care (ECEC) by providing baseline data on knowledge, understanding, skills, interests, and dispositions of children that can be used by educators to develop curriculum that strengthen competencies and provide appropriate experiences to support the learning and development of children. In addition, information obtained from child assessment can contribute to important decisions about issues such as placing special children in intervention programs and moving students between levels as well as to communication with parents, other professionals, administrators, interested parties in the community, and legislators (Wortham, 2008; McAfee & Leong, 2007; NAEYC & NAECS/SDE, 2003). In this study, qualitative methodology was used through classroom observation, interviews with teachers, and documentation of selected preschools in England and South Korea. It uses small samples from London and Seoul, and their suburb areas since this study utilizes a qualitative methodology. This research



investigated the perceptions and attitude of educators, overall characteristics, implementation of child assessment in preschool settings in both countries.

The results were as follows: The practice of child assessment in England was unified and systematic through providing frames and tools, and providing training services to educators by local educational authorities while it was varied across settings. However, educators take much burden observing children and documenting in English preschools due to too much stress on assessment procedures by government and there is a danger to rank children, practitioners, and provisions due to much emphasis on scoring the attainment of children. This study will give implications for developmentally appropriate pedagogies employed in two countries by improving child assessment practices

Keywords: child assessment. ECEC, preschool, England. South Korea

Bibliography

McArfee, O. & Leong, D. J. (2007). Assessing and guiding young children's development and learning (4th Ed.). Boston: Allyn and Bacon.

NAEYC & NAECS/SDE (2003). Position statement: Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. <http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf>

Wortham, S. C. (2008). Assessment in early childhood education. Columbus, OH: Pearson Prentice Hall.

IDENTIFYING TEACHERS', PARENTS' & CHILDREN'S PERCEPTIONS ON ASSESSMENT IN K1 & K2 CLASSROOMS

KARUPPIAH NIRMALA

National Institute of Education, 1 Nanyang Walk, Singapore 637616

This research project aims to develop baseline data about assessment practice in literacy/numeracy in K1 and K2 classrooms. It also aims to gather data from teachers, parents and children on their perceptions of existing and suggestions for alternative assessments as indicated in the Singapore Primary Education Review and Implementations (PERI) Report dated 27 January 2009.

This project was carried out in 8 selected preschools. Data was gathered through interview with teachers, parents and children using a semi-structured questionnaire to solicit their views on exiting assessment and suggestions for alternative assessments. Data was also collected through observations to get an understanding of the teaching and learning process as well as to identify the needs of the teachers and children. The information gathered from the interviews, work sample study and observations will be used as baseline data for future reforms in assessments and classroom practices for K1 and K2 classrooms as well as inform policy, training and practice.

Keywords: assessment, kindergarten, alternative assessment

THE NURSERY SCHOOL TEACHERS' APPLICATIONS OF RECOGNIZING AND EVALUATING CHILDREN IN EARLY CHILDHOOD

NECDET TASKIN¹, BERRIN AKMAN², SENAY OZEN ALTINKANAC²

¹ HACETTE UNIVERSITY, LKOGRETIM BOLUMU BEYTEPE - ANKARA - TURKEY¹

When considering the speed in growth and development in early years of life, environmental factors affecting this speed and the impact upon children's multiple developments into consideration, we encounter the need that children should be recognized and evaluated with all their qualities in early childhood period. Recognizing children is important. Therefore, knowing children's developmental qualities enables to determine the fields in which they need help and of strong aspects, and to form effective and quality education and support programs to meet children's interests and needs. Recognizing and evaluating children in early ages enables to specify the progress and deviations in children's development. In this regard, this study is intended to determine the nursery school teachers' knowledge with respect to the methods and techniques of recognition and evaluation in early childhood, their usage conditions of these methods and techniques and the problems which they confronts in practice. In accordance with this purpose, the answers to these questions were sought:

1. What are the methods and techniques known by nursery school teachers in relation to recognizing and evaluating children in early childhood?
2. Which recognition and evaluation methods and techniques are the nursery school teachers using?
3. What are the problems faced by nursery school teachers in relation to recognizing and evaluating children in early childhood?

In this study, a descriptive design was used for the purpose of presenting the existing situation as it is. The random sampling method was chosen. Questionnaires were filled out by 200 teachers from various cities. This study is limited to 200 teachers who work in nursery schools in Turkey in 2010 and the questionnaire.

In order to learn nursery school teachers' knowledge and practice about recognizing and evaluating of children, a questionnaire was prepared. This questionnaire was presented to experts for their opinions and redesigned accordingly. A preliminary study was made with 20 teachers. Upon assessing the preliminary study results, expert opinions were requested for the second time and, as a result, the three parts questionnaire took its final shape. There is a short paragraph at the beginning of the questionnaire which explains the purpose of the research, introduces the researchers, and instructs participants how to properly answer the questions. The survey form consists of three sections. The first section includes the socio-demographic information of the participants, the second section the recognition-evaluation techniques known and exercised by the teachers and the last section the problems faced by the teachers in recognizing and evaluating children. Questionnaires were distributed to 200 teachers who work in nursery schools. All of the questionnaires were completely filled in and evaluated. The analyses of the data obtained are still in progress. The findings will in detail discussed in the congress.

Keywords: Recognizing, evaluating, early childhood, teachers

A13 Bilingualism in early childhood

Chair : Gisela Chatelanat

SECOND LANGUAGE ACQUISITION IN PRESCHOOL CLASSROOMS

BIZUNESH WUBIE

Marshall University Graduate School of Education and Professional Development, 100 Angus E. Peyton Drive, South Charleston, WV 25303, United States

Title: Acquisition of Second Language in Preschool Classrooms

This presentation is based on a part of a study conducted in Toronto University, Canada. Qualitative research method was used to explore the experiences of six children of newly immigrated Ethiopian parents in their homes and in their early childhood education classroom settings. The age of the children varies from 4-6 years. The Data was collected through in-depth interviews with the children's twelve parents (mothers and fathers) and six teachers. Thorough observations were also conducted both in the homes and the classrooms of the six children in early childhood education classroom settings. One of the questions of the study had to do with the experiences of the six children in learning second language, English, in early childhood education settings. The analysis of the data gained through this question resulted in two major themes: a) Children of newly immigrated Ethiopian parents passed through five major phases in learning/catching second language, in this case English; b) Learning second language in preschools impacted the relationship between the children and their parents in their the home environments. This paper, then, is aimed at informing the participants of the conference on the following issues: a) What these five major phases are; b) The types of experiences that the children demonstrated at each phase; and c) The impact of second language learning on the experiences of young children in their home environment. The paper also highlights techniques that early childhood education professionals use to enhance second language learning/teaching process in early childhood education classroom settings.

Keywords: Early Childhood Education, Preschool Education, Second Language Acquisition, Children of Immigrant Parents

Bibliography

Murphy, Edna (Editor) (2011). Welcoming Linguistic Diversity in Early Childhood Classrooms: Learning from International Schools. Multilingual Matters.
Siren, U. (1991). Minority Language Transmission in Early Childhood. Parental Intentions and Language Use. Institute of International Education, Stockholm University.
Tabors, Patton O. (2008). One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language. Brookes Publishing Company.
Wubie, B. (2001) Children of First Generation Ethiopian Immigrant Parents at Home and at Early Childhood Education Settings: Understanding Their Experiences Through the Perspectives of Their Parents and Teachers. Ph. D. Dissertation. Ontario Institute for Studies in Education, University of Toronto.
Wubie, B (2005). Interconnectedness of Young Children's Home and Classroom Experiences: Implications for Multicultural Curriculum. In Canadian Children, Volume 30, No. 2.

«WE BAKE EGG CAKE «: HOW DO IMMIGRANT PARENTS SUPPORT PRESCHOOLERS' BILINGUAL HERITAGE LANGUAGE DEVELOPMENT IN EVERYDAY HOUSEHOLD ACTIVITIES?

LIANG LI

Monash University

The research reported here is part of a larger study exploring Chinese-Australian family pedagogy in supporting children's bilingual heritage language development. The focus is on language development through verbal interactions within the home context. The research question of this paper is how do families' everyday household activities support preschoolers' bilingual heritage language development?

Vygotsky's (1987) cultural-historical theory on the zone of proximal development in children's mental development and Kravtsova's (2009) subject positioning theory provide the framework for specifically investigating the connections between everyday household activities and children's language development.

In the larger study from which this paper draws its data, the methods of data generation were video interviews and observations of three families engaged in everyday family life. 12 hours of video interviews and 20 hours of video observations were gathered over a total of 15 visits. This paper analyses a four-and-a-half-year-old girl, Lin's baking activity with her mother at home to discuss the importance of mediation in adults' instructions within Lin's zone of proximal language development. This study applies Hedegaard's (2008) dialectical-interactive methodology to explore parents' contributions to children's bilingual heritage language development at home. In the study, I conceptualise myself as being in the context in which the participants' activities are acted, which is different from traditional research.

All the participants signed an informed consent form for the research assuring voluntary participation and confidentiality. As for anonymity, I use pseudonyms and eliminate any potential identifying information that may lead others to identify the participants. Additionally, I tried to make participants as comfortable as possible while answering the questions during the interview and video recording, with the right to refuse answering any questions and to stop the interview and video recording at any time.

This paper foregrounds an approach to language development where a dialectical mediating process between mother and child occurs during everyday household activities. It is argued that the dialectical process is established between the development of language in household activities and adults' instruction. The findings show that the verbal-scaffolding model of parent-child interaction in household activities can be applied in order to support children's language development in everyday life.

The findings have pedagogical implications which show the need for parents to engage in shared interactions and communication with their children in household activities, in order to support their children's bilingual heritage language development in everyday life. This study also contributes to the understanding of subject positioning theory and has extended these strategies to family pedagogy. The paper examines how subject positioning theory provides instructive strategies that adults may apply in household activities to develop children's language skills. It aims to assist parents' understanding that the ways of communicating with children are determined by their knowledge of their child's development, and that it can make significant differences to their child's development.

Keywords: bilingual heritage language development cultural-historical theory zone of proximal development adults' instruction

Bibliography

- Hedegaard, M. (2008). Developing a dialectic approach to researching children's development. In M. Hedegaard, M. Fleer, J. Bang & P. Hviid (Eds.), *Studying children: a cultural-historical approach* (pp. 30-45): Open University Press.
- Kravtsova, E. E. (2009). The cultural-historical foundations of the zone of proximal development. *Journal of Russian and East European Psychology*, 47(6), 9-24.
- Vygotsky. (1987). The collected works of L.S. Vygotsky: Problems of General Psychology (N. Minick, Trans.). In R. W. Rieber & A. S. Carton (Eds.), (Vol. 1): New York and London: Plenum Press.



BICULTURAL BABIES: WHAT THE RESEARCH SHOWED

CHRIS JENKIN

AUT University, Auckland New Zealand

In Aotearoa New Zealand the national bicultural early childhood curriculum Te Whāriki has been mandated for implementation in all early childhood centres. In essence this involves implementing Māori language, customs and world view within mainstream programmes in early childhood centres. However, teachers struggle to do this, as they lack skills, knowledge and confidence in this area. One of the aims of my doctoral research was to discover how the bicultural programme could be effectively implemented with children under two years old. This was in response to some parents and teachers who expressed concern that in particular introducing Māori language, will confuse children who are in the process of acquiring language skills, especially in English, which is the dominant language of usage in Aotearoa New Zealand.

The theoretical frame work for the doctoral research was appreciative inquiry as it was felt that it better precipitated success and development. Whitney and Trosten-Bloom (2003) elaborate that appreciative inquiry is a relational process that is grounded in affirmation and appreciation. Appreciative inquiry was both a theoretical framework and a methodology for my doctoral work, and thus became a heuristic for enabling thinking about the bicultural curriculum within Te Whāriki to occur through the lens of facilitating positive change. If we want to achieve successful Tiriti-based curriculum, then we must build upon our strengths; we must further develop and harness those practices which work.

The five teachers in this case study were part of an urban full-day education and care centre of children under two years old, attached to a large government hospital clinic. The methodology was what I termed action development, which is a blend of the positive workshop dimensions of appreciative inquiry (discover, dream, design, and deliver) (Yoder, 2005) followed by the cycles of action research (plan, act, observe and reflect) (Kemmis & McTaggart, 1988). Utilising this strengthened based approach, teachers began to implement the bicultural curriculum with the infants they taught.

The findings showed that with teachers using both Māori and English languages together, some older infants not only responded but initiated phrases in Māori with their peers. Singing enabled not only children but other teachers to improve their Māori language skills. Crucial elements of implementation required not only leadership, but for the team to work together and for each individual to also take on 'ownership' of the bicultural programme. Implications for future practice are the importance of valuing the strength and skills that teachers already have and to utilise these for building and expanding the bicultural curriculum.

Keywords: bicultural, babies, language

A14 Challenges for research in early childhood settings

Chair : Paola Richard –De Paolis

EARLY CHILDHOOD TEACHER EDUCATION RESEARCH IN AUSTRALIA: CHALLENGES AND POSSIBILITIES

JOCE NUTTALL

Faculty of Education, Australian Catholic University, Level 8 East, 250 Victoria Parade, East Melbourne, VIC3002, Australia

This paper reviews early childhood teacher education (ECTE) research in Australia from 1995 to 2008, and discusses its achievements, limitations, and possible future directions. Data are drawn from a major review of Australian teacher education research from 1995 to 2004 (Murray, Nuttall, & Mitchell, 2008), supplemented by further ECTE data for the period 2005 to 2008. The methodology for the original review was based on comparable reviews in the United Kingdom, USA, and New Zealand (e.g. Cameron & Baker, 2004), with the final data set confined to articles published in peer-reviewed journals. The discussion of findings begins by describing the main features of ECTE research literature in Australia, including research foci. This is followed by consideration of issues of research quality such as transparency of methodological choices, clarity of theoretical orientations, descriptions of ethical considerations, reporting of instrument design and validation, reporting on other forms of validity, and support for key findings. This discussion is set within the context of the development of instruments for determining research quality,



recently developed by the Australian government, the rapid expansion of ECTE as an academic field in Australia, and credentialisation pressures currently facing the early childhood field internationally. The role of ECTE research in this context is theorized as a potential form of governance of the work of early childhood teacher educators (c.f. Nuttall, Seddon, & Phan, in press). The paper concludes by considering some possibilities for future research directions and priorities, in the light of the preceding discussion.

Keywords: teacher education, Australia, research quality, early childhood

Bibliography

- Cameron, M., & Baker, R. (2004). Research on initial teacher education in New Zealand: 1993-2004. Literature review and annotated bibliography. Wellington, New Zealand: NZCER.
- Murray, S., Nuttall, J., & Mitchell, J. (2008). Research into initial teacher education in Australia: a survey of the literature 1995-2004. *Teaching and Teacher Education*, 24 (1), 225-239.
- Nuttall, J., Seddon, T., & Phan, H. T. T. (in press). Continuing professional learning in the Asia-Pacific region: Tensions and opportunities in teacher knowledge and the governance of education. In C. Day (Ed). *International handbook on teacher and school development*. London: Routledge



EMPIRICAL RESEARCH IN EARLY CHILDHOOD SETTINGS: POSSIBLE GAINS FOR TEACHERS' EXPERTISE

VALENTINA MONTÙ

University of Verona, Lungadige Porta Vittoria, 37129, Verona

Nowadays the number of research in childhood contexts that have a transformative aim in order to effect positive changes in children's' educative settings and on their quality of life, is going to increase. The basic idea is that research should have a social significance and be useful for practitioners (service research) by giving them the tools to improve their competences and the reality around them (Mortari, 2009).

What then is the usefulness of such researches in terms of professional development of people who work in the contexts of childhood (in particular of teachers)? What can they achieve in terms of expertise from these researches?

To answer these questions I have conducted a Systematic literature review (Petticrew and Roberts, 2006; McKibbin, 2006). The subject of my analysis is a corpus of articles that report empirical researches, which are carried out in contexts of childhood. The articles that I analyzed in my review have been published in peer review journals that refer to different educational sciences. In order to identify these articles, I conducted an handsearching by applying some selection criteria. The main criterion followed is the United Nations Convention on the Rights of the Child (1989). The Convention in fact marked a change in the approach used to carry out research in childhood settings. Children are recognized as competent and important social actors who are entitled to speak on topics and issues that affect them directly (Dockett and Perry, 2007; Christensen and James, 2000) and thus statement has influenced the way in which children are approached both in research and education.

Children's voice calls upon adults in order to provide useful perspectives to rethink and improve educational practices and educational activities. Indeed, this process requires the acquisition and refinement of skills and competencies by teachers and educators.

Do the published researches that I have included in my review respond to this aim? The presentation of some of my results helps us to answer this question. In my work, data collection was achieved through a descriptive table, which allows a deep analysis of the researches presented in the articles, focusing on: the topic and the purpose of the researches, the epistemological references, the methods and the procedures used, the ethical care, the participants and the forms of their involvement, the significance and the practical implications of the researches.

The presentation aims to show a «descriptive map «of the issues emerged from the analysis process. In particular, the focus of the presentation is highlighting what are the elements of an empirical research that is published in a journal, which could be considered for professional development in education and how they could help to empower the teachers' expertise.

Keywords: educational journals, childhood, teacher's expertise, systematic review

Bibliography

- Mortari, Luigina (2009). *La ricerca per i bambini*. Roma: Mondadori
- Dockett, Sue & Perry Bob (2007). Trusting children's accounts in research. *Journal of Early Childhood Research*, 5 (1), 47-63
- Christensen, Pia & James, Allison (2000). *Research with children: Perspectives and practices*. London: Falmer Press
- Petticrew, M. & Roberts, H. (2006). *Systematic reviews in the social sciences. A practical guide*. Oxford: Blackwell publishing
- McKibbin, K. Ann (2006). Systematic reviews and librarians. *Library trends*, 55, pp. 202-215

A15 Children's construction of identity : social and physical interactions in institutions

Chair : Sue Dockett

PRESCHOOL CHILDREN'S BORDER WORK AND CONSTRUCTING OF (NEW) IDENTITIES IN THE TRANSITION TO SCHOOL

HELENA ACKESJÖ

Linnaeus University, Kalmar, Sweden

The starting point for this study is that children, in the transition from preschool to school, leaves something known and face the unknown; new places, new people, new roles and new rules. They are also changing identities in the transition, from being a "preschool child" to being a "school child". In Sweden, children steps into the school premises at six years old, when they enter the voluntary preschool class. The research question of this study centers on how the transition from preschool to preschool class is experienced and perceived by the children. The study aims to understand and describe children's constructions of (new) identities and the children's border crossing between the two institutions. By using borderland theories, the study aims to describe the children's border work; how they leave "the old" and steps into "the new" and how the transition is experienced. One could argue that the voluntary preschool class is an arena with borders to both preschool and primary school. In previous studies the preschool class has theoretically been placed at the intersection, in the borderland, between preschool and school. The children's identity constructions is studied by taking part in the children's border work, that is if and how they mark boundaries between the different types of schools but also how they cross over and challenge the boundaries. The identity constructions also includes how the children are talking about and describing their expectations of the new and their experiences of the old, but it also how the children are defining themselves in the transition. Borderland theories are little used in educational research, and together with theories about identity constructions they can provide new knowledge about how children construct (new) identities in the transition from preschool to school.

Groups of five year old children in preschool are observed, from before the first orientation visits in preschool class, through the period with introductions and until the children have entered the preschool class in the autumn. Several different methods are used in the study to be able to approach the children's perspectives on the transition. Observations of children's border work are an overall approach. In addition, priming events are staged, in different manners can describe expectations, fears, hopes and experiences of the transition.

In the study, I follow the ethical principles for research adopted by the Swedish Research Council. Parents have given their consent to the children's participation in the study. In order to enter the children's everyday lives and take part of the children's reflections and stories, I also have to be approved by the children. Children's approval is for me an important ethical principle in my research.

Knowledge of how children construct their (new) identities in transition, how children's border work is carried out, how the borders between the institutions are negotiated and challenged and how the borders challenge the children is the study's assumed contribution.

Children's narratives and experiences often vary from adult's narratives and experiences. The study seeks to give the children a voice and to let them describe the transition, in addition to other research that focuses adult's perspectives of what is best for the children.

Keywords: Transition, borderland, border work, identity constructions

LOSING THE BODY' IN EARLY CHILDHOOD? A REFLECTION ON ASPECTS OF SUSTAINED SHARED THINKING

BRIDGET EGAN¹, PENNY LAWRENCE¹, ANN FOX²

¹ *University of Winchester (see above)*

² *N/A*

Since the publication of the early outcomes of the EPPE and REPEY studies (Sylva et al 2004), the term 'sustained shared thinking' has become part of the professional vocabulary of early years practitioners in the UK, and is enshrined in the national framework for early learning. The 'Early Years Foundation Stage' guidance. The development of socio-cultural analyses of interactions between children and the 'more experienced/expert others' (Vygotsky 1978) who reflect, 'scaffold', validate and guide children's learning is of course not new, and has been the subject of much research and discussion.



The emphasis on dialogic practice that use of the sustained shared thinking terminology has brought about has led to research foci heavily dominated by consideration of discourses between adults and children mediated by oral language, and emphasising the questioning skills and styles of adults. Yet much of young children's communication is embodied and enactive in nature, rather than verbal. The bodily tools of communication are available from birth, and continue to be used and refined throughout life. Gesture, body language and modes of expression other than the verbal also require recognition, attention and support (Forman 1994; Nyland, Ferris & Dunn 2008; Chodakowski & Egan (no date)). Chodakowski & Egan suggest that failure to recognise, capitalise upon and support the 'toolkit' of embodied expression which children bring with them into the education system may mean that educators lose opportunities to enhance children's achievements. An overemphasis on linguistic expression of cognitive elements contributes to what is described by Tobin (2004) as a 'disappearance of the body in early childhood education'. If children are to develop expression through the possible range of modes implied by Malaguzzi's '100 Languages of Children' (Edwards, Gandini & Forman 1993), then practitioners may need to broaden the modes of communication which they use for engaging in sustained shared thinking with children. In this paper we present and reflect upon a reflective dialogue between two practitioners and a researcher. The context is reflection on an event in which one practitioner participated, and was recorded by the other, responding to a child's spontaneous use of dance as a mode of expression and communication. We discuss the ways in which this embodied dialogue enables the child to express particular aspects of his individual way of being.

Keywords: dialogue, modes of expression, embodied learning

QUALITY EDUCATION AND TEACHER-CHILD INTERACTION IN PRIMARY EDUCATION

SÓNIA GÓIS, GABRIELA PORTUGAL

University of Aveiro - Department of Education

The learning and intellectual development of children are inseparable from their emotional and social development. The socio-emotional area affects cognitive development and the contrary is also true. So, emotional well-being is a determinant factor of school success (Laevens, 2009). The influence of teacher interaction style has been felt at various levels in children learning and development (language, cognitive development, social skills, capacity to solve problems collaboratively) (Formosinho, 2003) and at emotional well-being level (Portugal & Laevens, 2010).

The experiential approach allows teachers to improve quality of communication through experiential dialogue (Portugal & Laevens, 2010). This is an important strand of emotional growth in order to facilitate learning (Rogers, 1986; Pascal, 2003; Laevens, 2009). The characteristics highlighted in experiential dialogue are based on the work of Rogers (1986) for whom the teacher-child relationship should be developed in an atmosphere of sensitivity characterized by authenticity, acceptance and empathic understanding. The transition to school is one of the most important events in the life of a child. If a child has difficulties in integrating in first grade then long-term adaptation will be more difficult (Kienig, 2008). In recent years there has been great interest in developing practices to facilitate children's adaptation to primary school (Brostrom, 2002; Fabian, 2002; Margetts, 2002; Kienig 2008) considering skills such as positive emotional attitude to school and positive relationship with adults and peers essential for successful adaptation.

The experiential dialogue requires attention and consideration to the child needs (Portugal & Laevens, 2010) being the basis for a qualitatively superior educational intervention and provide children emotional competences essential for their integration (Kog, Moons & Depondt (2004).

The presented research aims at describing and analyzing the conceptions and practices of first grade primary teachers about experiential dialogue in their interactions with children in the context of the classroom; analyzing children knowledge on emotions; designing, implementing and evaluating a program of teacher training for developing teacher-child interaction skills.

Keywords: Quality Education, Teacher-child interaction, Transition to Primary school

Bibliography

- Brostrom, S. (2002) Communication and continuity in the transition from kindergarten to school. In H. Fabian and A. W. Dunlop Transitions in the Early Years: debating continuity and progression for children in early education. London: RoutledgeFalmer.
- Formosinho, J. (2003). Involvement of children and teacher style. Insights from an international study on experiential education. *Studia Paedagogica* 35. (111-127). Leuven University Press
- Kienig, A. (2008). Transitions in the early childhood in the context of Poland and Belarus. In Ulla Härkönen & Erkki Savolainen (Coord.s), University of Joensuu: Finland

- Kog, M., Moons, J. & Depondt, L. (2004). A box full of feelings. Lisboa: Estúdio didático
- Laevers, F. (2009). Se houver envolvimento há desenvolvimento! Noesis, 74, 16-21.
- Margetts, K. (2002). Transition to school - Complexity and diversity. European Early Childhood Education Research Journal, 10 (2), pp. 103 – 114
- Pascal, C. (2003). Effective Early Learning: An act of practical theory. European Early Childhood Research Journal, 11(2), 7-28
- Portugal, G. & Laevers, F. (2010). (no prelo). Avaliação em educação pré-escolar: Sistema de Acompanhamento das Crianças (SAC). Porto: Porto Editora.
- Rogers, C. (1986). Freedom to learn for the 80's. Nova York: McMillian-Merrill

A16 Children-objects interactions and development

Chair : Gláís Sales Cordeiro

LUDIC OBJECTS IN EVERYDAY KINDERGARTEN: WHAT WE FOUND?

MARIA DO CARMO KOBAYASHI

UNESP - Faculdade de Ciências Departamento de Educação

Continual changes shifted the structure and organization of families and therefore the education of young children in all social layers. In Brazil, only because of the Federal Constitution of 1988 the early childhood education became a State duty and a right for children. The interactions and life experiences that children in daycare centers will have are going to enable their psychological, physical, social and cultural development. In this context, the interactions provided by the ludic objects, toys, games, nursery rhymes, repetition jokes, among other factors are essential for this process. This research sought to identify, describe and select toys and games that help in the development/growth of children up to 2 years old. We conducted a qualitative, descriptive and exploratory study in two simultaneous and complementary steps. The first, a referential survey, provided information regarding the child development/growth and its relationship with ludic objects and also to develop tools for collecting and categorizing data, for both the parameters used were: "Classement des objets ludiques", "Critérios para um atendimento em creches" and others. The second stage of collecting and categorizing data, occurred in two public daycare centers serving children aged from 4 to 24 months the Public System in Bauru, São Paulo, Brazil. The mean of data acquisition was direct observation of objects available to. The the search results allowed to indicate a possible list of suitable objects, according to parameters for the studied children, toys for sensory awakening, motor skills, toys for manipulation and symbolic. We found that there were few objects found in nursery schools with these characteristics. The data analysis pointed to the inadequacy of playful objects offered to children and the lack of knowledge of educators and leaders of the agencies responsible for health and planning, the importance of the objects that are part of the infant universe - toys and games, as playful objects were not available to children at all times when they were in nursery the objects should be kept in places of free access so that they might use them and store them. The storage, organization and cleanliness of these objects were not adequate. The children schedule is not flexible and there is no prospect of long periods in which they could play freely under the care of adults. The layout of the children's rooms where were obstructing the spontaneous and interactive games. During this stage, the child wants to experience the world, put everything in their mouths, touch, smell, squeeze, throw, shake or hear. These are actions that allow babies to discover the properties of objects and possibility to perform their actions on the world. We found that these objects are placed in large containers, randomly spread every day, without replacement of damaged objects and proper hygiene, are unfit to the interactions and experiences that children should have in order to entice them to interaction with their colleagues and the world around them.

Keywords: Keywords: Games and playthings; Classification of ludic objects; Formation of early education teachers;

Bibliography

- Campos, Maria Malta; Rosemberg, Fúlvia (2009). Critérios para um atendimento em creches que respeite os direitos fundamentais das crianças. Brasília: MEC, Secretaria da Educação Básica 6.ed.
- Garon, Denise (2002). Le système ESAR - Guide d'analyse, de classification et d'organisation d'une collection de jouets. Paris: Electre-Cercle De La Librairie
- Kobayashi, Maria do Carmo Monteiro (2009). As classificações dos objetos lúdicos. Direcional Educador. Ano 5, n.50, mar 2009, 12-17 p.
- Périno, Odile. (org.) (2002). Classement simplifié des jeux et jouets selon les procédés ludiques. France - Lyon: Quai des Ludes.

“TAKE THE WRONG ONE!” A STUDY ABOUT HUMOUR, JOY AND LEARNING IN THE DIGITAL CONTEXT IN NORWEGIAN KINDERGARTENS.

MARGRETHE JERNES

University College Stord/Haugesund, Klingenbergvn. 8, 5414 Stord, Norway

Within the theme «from birth...», this paper will touch the thread: the role of objects in child development. The paper presented is part of a larger project, «The place of digital objects in the social and linguistic education of children in kindergarten». The project is financed by the Norwegian Research Council and is included in the national research program Practice-based R&D. This paper follows my previous studies about practitioners' perspectives on digital technology (Jernes et al., 2010) and about children's interaction where inclusion/exclusion problematic is focused (forth coming). The aim of the research is to scientifically conceptualize a non described field in Norwegian context (Borg, Kristiansen, & Backe-Hansen, 2008). In the project I am aiming to describe the characteristics of digital contexts and how learning, play and creativity are appearing in such a micro context. How, for instance, do humour and joy appear (Søbstad, 2006)? How might this relate to mastering the tools?

The methodological approach draws on phenomenological and hermeneutic perspectives and the data material is constructed based on an 8 month micro ethnographic fieldwork in three Norwegian kindergartens. Also the practitioners from the research kindergartens are in different ways included in the discussions and interpretations of the material. Mixed methods in the data collection have been used, such as observation, dialogue, field notes and video recording. Ethical question in research with children is continuously discussed, as how it is possible to understand children's perspectives, in this case, of playing with digital technology from observations of their interaction as peers in that context. Even interviewing children might not give any reliable answers (Sommer, Pramling Samuelsson, & Hundeide, 2010). Ethical considerations have been taken care of when it comes to the dilemma when children are unable to give declaration of consent themselves. Their parents have been informed and they have given a declaration of consent on behalf of the children. The issue of confidentiality and information about how results are intended to be presented are been informed about to all the participants in the research project. Preliminary findings put forward a description on how children express their play and desires with digital technology and how joy and humour appears when they are mastering technology. Implications for policy or practice suggest developing digital competence if implementing digital technology in kindergartens to get the most out of it (Plowman & Stephen, 2007).

Keywords: Early Childhood Education, digital context, peers, play, learning

THE ROLE OF CLASSROOM ARTEFACTS IN DEVELOPMENTAL ENGINEERING

DEMETRA EVANGELOU¹, AIKATERINI BAGIATI¹, JENNIFER DOBBS-OATES²

¹ 701 WEST STADIUM AVENUE, West Lafayette, IN, USA

² 101 Gates Road, Purdue University, West Lafayette, IN, USA

This study belongs to the “From birth on...” theme and discusses possible implications the presence of artifacts in a preschool classroom may have on young children's development of engineering thinking. Engineering thinking is a new area of exploration within engineering education that is based on the developmental engineering hypothesis, suggesting that young children's exploratory, inquisitive, and creative behaviors resemble traits highly desirable in engineering (Evangelou, in press).

Engineering is poorly understood in early childhood education, both in terms of how to define it and how to integrate it into early education, although the importance of engineering has been acknowledged by many (Brophy et al., 2008; Katehi, Pearson, & Feder, 2009; Oware et al., 2007). Attention to preschoolers' exploration of engineering-relevant concepts has recently increased; this knowledge will be useful in informing and guiding current efforts to create developmentally appropriate engineering-relevant curricula.

Objects in children's environment appear to be influential in the development of engineering thinking. Exploratory learning is recognized as a developmentally appropriate practice in early childhood education. Exposure to artefacts stimulates exploration and guides children in the acquisition of knowledge, while interactions with a range of familiar and unfamiliar artifacts can support developmental integration (Adams et. al. in press). Prior research on children's interaction with real artefacts supports that “artifacts provide an easy, accessible, and relevant way for young children to explore the engineered world around them” (Adams et.al, in press).

In this paper we present findings from a study designed to investigate the relationship between preschool classroom, the presence of artefacts, and children's explorations. We discuss implications for developmental approaches to Science, Technology, Engineering, and Mathematics (STEM) in preschool settings. This study builds on prior research in young children's interactions with artefacts and possible



implications for developmental engineering, focusing on questions related to the preschool classroom environment.

Thirty-five children aged 4-5, and 15 teachers from six preschool classrooms participated in the study. Three of the child care programs were university-affiliated and served a population of well-educated families of moderate-to-high socioeconomic status. The other three programs were Head Start programs serving low socioeconomic families. The selection of the two sites was intentional aiming to include a wide range of responses as would be expected from the two diverse child populations. Teachers were asked to fill out questionnaires regarding the presence of specific familiar and unfamiliar artefacts in their classrooms. The artifacts to be used in this study were carefully selected by the research team to meet certain criteria. In all cases, artifacts met the definition of being human-made, were relatively inexpensive and easy to transport, and provided some opportunity for interaction. In addition, teachers filled out an engineering interest measure and the Devereux Early Childhood Assessment (DECA) scale for the participating children.

Data get currently quantitatively and qualitatively analyzed. Findings from present the existence of specific artefacts in the schools studied, along with the types of interactions between the children and the artifacts according to the teachers, and support the notion of artefacts as developmentally significant in promoting cognition through exploration.

Keywords: Artifacts and Developmental Engineering, exploratory behavior, curriculum, classroom environment

Bibliography

- Brophy, Sean P., & Evangelou, Demetra. (2007). Precursors to engineering thinking (PET). In Proceedings of the Annual Conference of the American Society of Engineering Education. Washington, DC: ASEE. Retrieved December 1, 2010.
- Brophy, Sean; Klein, Stacy; Portsmouth, Meredith; & Rogers, Chris. (2008). Advancing engineering education in the P-12 classrooms. *Journal of Engineering Education*, 97(3), 369-387.
- Katehi, L. Pearson, G., Feder, M. (2009) The Status and Nature of K-12 Engineering Education in the United States. *The Bridge*, 3(3).
- Adams, R.S., Dias de Figueiredo, A., Evangelou, D., English, L.D., Mousoulides, N., Pawley, A., Schifellite, C., Stevens, R., Svinicki, M., Trenor, J., and Wilson, D. (2010) Multiples Perspectives on Engaging Future Engineers, *Journal of Engineering Education*, Special Centennial Issue (in press).

A17 Conceiving professional training I

Chair : Sandra Haidonger-Bina

DISCOURSE AND REFLECTION COMPETENCIES DEVELOPED BY TEACHING STUDENTS THROUGHOUT THEIR TRAINING YEARS, AS EXPRESSED IN REPEATED PICTURE-BOOK STORYTELLING

CLODIE TAL

Levinsky College of Teachers' Education, Tel Aviv, Israel

The scope of the presentation is to show traces of development and learning of three teaching students enrolled in a four track early education preparation program at Levinsky College of Teachers' Education, Tel Aviv, Israel. We will focus on development related to both discourse and reflection competencies as expressed in transcripts of typical discourses related to engagement in heterogeneous small group repeated picture book storytelling and reflections following the read-alouds and the inspection of the students' transcripts.

At EECERA 2010 we presented the rationale of the «Repeated picture book reading as a way of life in kindergartens and in early education teacher training», as well as the extent of implementation of this procedure throughout years and across training programs. We consider the extensive and continuous repeated picture-book storytelling in small heterogeneous groups as a «curricular device» that enables intimate discussions among children lead by a teacher that promote in a meaningful way literary interpretation of texts, language development and emotional growth. Recently, we realized that the repeated picture-book «procedure» meets Doll's (1993) characteristics of a «post-modern» curriculum (richness, recursiveness, rigorousness, relations). At EECERA 2011, in Geneva we would like to look into teaching students' development and learning related to discourse and reflection as main competencies than could be perceived as central «mechanisms» of learning in schools and teacher education.

Both our training and the lenses through which we interpret the students' transcripts and reflections, are grounded in Vygotsky's (1978) socio-cultural approach to learning. This approach emphasizes both the social nature of knowledge construction and the importance of discourse, of oral language as a «car-

rier» of thought. The notion of scaffolding derived from the Vygotskian approach by Wood, Bruner and Ross (1976) represents an interpretation of social mediation and has been interpreted and applied in various and often contradictory ways. Discourse (for example «progressive discourse»-Bereiter, 1996 ; «dialogic inquiry»- Wells, 2000) and mediation (e.g. Feuerstein 1979, 1980) analysis systems have been developed to enable the study of «learning interactions» and their contribution to children's and students' learning. Based on Vygotskian thought, Sipe (2008) presented a set of criteria representing qualitative discourse with young children focused on literary texts.

Our study is based on a multiple case study design. The materials interpreted will include 3 students' transcripts of group picture-book readings from year one to year three (one transcript for each study year) and reflection written by them following the documented read-alouds. The interpretation of the students' written texts was based on our understanding of «discourse» and «dialogicality» derived from Vygotsky and Bakhtin (1986) by Bereiter (1994), Wells (2000, 2001) and Sipe (2008).

The study is in progress (as the three students are in year 2011, enrolled in their third preparation year). As far as we can see, the three students take less control of the discourse, are more responsive to individual children, allow more literary conversations among the children, are more willing to accept the children's as opposed to the adult's interpretation of the text. Variation among students is related to the «depth» of their reflection which was found as related to the depth and continuity of the discourse related to the literary texts with children. Following our interpretations we defined and will explain the «term» good enough teacher» as a paraphrase of Winnicott's term «good enough mother» and to approach the mentoring situation accordingly.

Keywords: teaching students' professional development, repeated storybook reading, discourse, socio-cultural approach

Bibliography

- Bakhtin, M.M. (1986). Speech genres and other late essays. Austin: University of Texas Press.
- Bereiter, C. (1994). Implication of post-modernism for science, or, science as progressive discourse. *Educational Psychologist*, 29(1), 3-12.
- Doll, E. W. (1993). A post-modern perspective on curriculum. N.Y.: Teachers' College, Columbia University.
- Feuerstein, R., Rand, Y., Hoffman, M. (1979). Dynamic performance of retarded performers, Baltimore, MD: University Park Press.
- Feuerstein, R., Rand, Y., Hoffman, M., Miller, R. (1980). Instrumental enrichment. Baltimore, MD: University Park Press.
- Sipe, L. (2008). Storytime. Young Children's literary understanding in the classroom. N.Y.: Teachers' College, Columbia University.
- Vygotsky, L. (1978). Mind in Society. The development of higher psychological processes. Cambridge, MA: Harvard University Press.
- Wells, G. (2000). Dialogic inquiry in education: building on the legacy of Vygotsky. In C.D. Lee and P. Smagorinsky (Eds.). *Vygotskian perspectives on literacy research*. N.Y.: Cambridge University Press, (pp. 51-85).

ACTIVITY THEORY AND RE-CONCEPTUALIZING EARLY CHILDHOOD PRE-SERVICE TEACHER TRAINING PROGRAM

KAYOUN CHUNG, SUN-YOUNG KIM
Myongji University

The purpose of this study is to investigate pre-service teaching practicum from the perspective of activity theory. Teaching practicum is an essential part of teacher education because it provides pre-service teachers an opportunity to transform their conceptual knowledge into practice. Activity theory highlights the complex process student teachers gain practical knowledge in teaching practicum experience. The study shows closely interrelated aspects which have been disregarded in student teaching experience and reconceptualizes the landscape of practicum experience from student teachers' point of view.

Theoretical framework:

Activity theory has evolved from Vygotskian theory of cultural-historical psychology. Activity theory pays attention to tool-mediated activities and their social and historical contexts that lead to the outcome. Engeström (1987, 2001) conceptualizes activity theory, specifying 6 aspects of activity structure (i.e. subject, tool, object, rules, community and roles). Subject is a group of people engaged in the observed activities. Tool is the nature of tools mediated in the activities. Rules, community, and roles are social and contextual relationships surround activities. Object is goal and intention of the activities which will lead to particular outcomes. This framework is efficient to show complexity of living action and practice rather than a state of knowledge.

Methodology

We used qualitative research method. 8 student teachers voluntarily participated in the study. They are

seniors of the department of child development and education of a university in Seoul. After their teaching practicum is over, we interviewed them individually twice—almost for 2 hours per session. Based on their personal reflection on their practicum experience, we try to understand the factors influence their student teaching experience and the process their practical knowledge is constructed. Participant student teachers did their practicum in 4 day care centers in Seoul area. To understand context of their student teaching experience, we also visited the day care center once. We observed in the classroom for a half day. We also interviewed 8 cooperating teachers and 4 principals about their evaluation on 8 student teachers. We also collected lesson plans, daily log and student teacher journal to triangulate the data.

Ethical consideration:

The participation was completely voluntary and all data from the students and day care centers kept confidential to protect their privacy.

Main findings:

Activity theory focuses on contradictions in an activity structure which motivates an action and ultimately changes the action. We found two major contradictions influence the teaching practicum experience—internal contradiction student teachers psychologically went through and external contradiction between student teachers and cooperation teachers due to different expectation. A case of external contradiction is that cooperating teachers do not expect student teachers have mastery of teaching skill but positive and receptive attitude for learning. But student teachers were concerned about their skills only. Another issue of external contradiction is absence of community of student teachers and absence of group identity as student teachers. In a full-length paper, these two contradictions will be discussed in further detail.

Implication:

The results suggest how to prepare student teachers for better teaching practicum experience.

Keywords: Pre-service teacher training, professionalism, activity theory

TRANSITION TO SCHOOL: TEACHERS' PERSPECTIVES ON MEETING DIVERSITY

GUNILLA SANDBERG

Mälardalen University, Box 325 72123 Västerås

Transitions to School: Teachers' Perspectives on Meeting Diversity

In most countries, children pass through several transitions during their years in the educational system. Characterized as being more or less marked, these transitions might be considered as natural, something everyone has to pass, or regarded as critical, with risks for the well-being of the individual. Applying a perspective of inclusive education, my current dissertation study is focused on the meeting between the diversity among children and the school setting during the transition from pre-school class to primary school. The overarching aim of the study is to describe and to get a deeper understanding of children's transition to school, how teachers respond to the variation of unique abilities and experiences of children and what this means to the children in terms of participation and learning. The study attempts to answer research questions like:

- How do children tell about and express their experience of the transition to school?
- How do teachers recount and reflect upon attitudes and didactic strategies concerning the diversity among children in an including context?

The theoretical framework for this study includes theories of transitions such as "rites de passage", introduced by van Gennep (1960) and also theories of learning and participation. In the case of learning Vygotsky's (1934/86) theories of thought and language are appropriate, in particular the concept of "the zone of proximal development".

Method

To deepen my understanding of what transitions during the educational career mean, for the children involved, especially meeting challenges in the new setting with reference to learning and participation, I apply an ethnographic approach. I'm interested in the perspective of the children as well as the teachers. The current dissertation study is designed as a case study with focus on two groups of children and their transition to school. The study extends from the end of their year in preschool class until the end of first grade. The studied groups of children represent two diverse pedagogical school-practices and they differ a lot when it comes to social-cultural surroundings. The empirical study includes following parts:

- Participant observations in order to catch the day to day-practice in preschool class and first grade.

- Interviews with the children in the studied groups. The first interviews were conducted in the end of their year in preschool class, and the second took place when the children attend first grade.
- Interviews with teachers including preschool teachers, class teachers and special needs teachers.

When using ethnographic methods, there is every reason to carefully reflect on the ethical aspects. In studying children's perspectives, the need of extra consideration with regard to methods and ethics is asserted.

Expected Outcomes

At the conference, I will from report some results from the study. Point of departure for this presentation is a teacher perspective and it is resting on the interviews with the teachers that are connected to the two groups: preschool teachers, teachers for year one and special need teachers.

Keywords: transition to school, teachers' perspective, diversity,

Bibliography

- Garpelin, A., Sandberg, G., Andersson, S. & Hellblom-Thibblin, T. (2009) Hur klarar skolan åtgärdsгарantin – att ge stöd åt alla barn, att kunna läsa, skriva och räkna när de lämnar årskurs 3? [How does the school manage the guarantee for interventions – to give support to all children to learn how to read, write and count as they leave grade 3]. Working paper. Västerås: Mälardalen University.
- van Gennep, A. (1960) Rites of Passage. (Translated by Monika B. Vizedom & Gabrielle L. Caffee). (original published in French 1908). Chicago: The University of Chicago Press.
- Uneskorådet (2006). Salamancadeklarationen och Salamanca +10. Svenska Uneskorådets skriftserie. www.unesco-sweden.org, 2007-05-16
- United Nations . (1989). Conventions of the Rights of the Child. www.unicef.se. 20110110
- Walford, G. (Ed.). (2008). How to do Educational Ethnography. London: Tufnell Press
- Vygotskij, L. (1934/86). Thought and Language. Cambridge: MA: The MIT Press

A18 Continuity and breaking points in the curriculum of young children : Three approaches

Chair : Aline-Wendy Dunlop

THE CHALLENGES OF CURRICULUM LEADERSHIP BETWEEN PRIOR TO SCHOOL AND SCHOOL SETTINGS: LEARNING FROM AN AUSTRALIAN BASED STUDY.

LOUISE HARD ¹, LYNDAL O'GORMAN ²

Charles Sturt University

Queensland University of Technology

The relationship between curriculum in prior to school settings and compulsory school contexts has been vexed. How early childhood teachers conceptualise and articulate their pedagogical philosophy can often stand in contrast to curriculum and its implementation in school settings. In many cases teachers in prior to school settings ascribe to a philosophy involving child initiated and directed learning, play, concrete materials and learning related to real-life opportunities (Hard and O'Gorman, 2007). Even where prior to school curriculum frameworks exist they are most often of a philosophical nature rather than a prescriptive content based formula. This is in sharp contrast to the curriculum provided for primary school educators which frequently defines the content, expected learning outcomes and timeframes for these achievements.

In 2003 a preparatory year of schooling was trialled for four to five year old children in Queensland, Australia. As a result the non-compulsory prep year is now integrated more closely to the primary school context in terms of physical location, curriculum expectations and accountability. This presentation reports on a research project which investigated trial teachers' reflections on their ability to lead curriculum development into the school context during this period. Thirteen of the teachers involved in the original trial were interviewed by the researchers and their views about leadership and their capacity and opportunity to lead curriculum developments during and subsequent to the trial were explored. Data analysis indicates initial opportunities such as principal support and media attention afforded early childhood teachers power to lead and influence. However, on-going curriculum leadership proved difficult where educational philosophies were discreet. To enact curriculum leadership early childhood teachers demonstrate a robust individual professional identity along with multiple strategies to implement and articulate their philosophy. Individual teacher accounts illustrate a variety of mechanisms to sustain an early childhood education philosophy. These include collegial support, subversive interpretations of formal curriculum and the development of multiple reporting mechanisms to satisfy different audiences. It emerges that

a diverse repertoire of skills is needed to enact curriculum leadership. Implications of this research include the need for more overt leadership skill development in both undergraduate and in-service education. This will afford early childhood teachers the leadership knowledge, abilities and confidence to build bridges across various educational curriculum contexts.

Keywords: Leadership, curriculum, early childhood, school

NURSERY SCHOOL IN GREECE: THE COLLABORATION FRAMEWORK FOR CONTINUITY AND TRANSITION TO MANDATORY SCHOOL EDUCATION.

TRIFENI SIDIROPOULOU , ANASTASIA POULAKIDA , SOPHIA DIMITRIADI , KONSTANTINA TSAOULA

Early Childhood Education (E.C.E.) Dept., Technological Educational Institution (TEI) of Athens

In Greece nursery schools provide pre-school education, since modern academic and scientific data shows that the pre-school age is a critical period for the well-rounded development of children. At the same time, for many families it is a support service, since it serves certain social needs, offering care, education and training to children, outside the context of the home.

Over recent decades nursery schools have gradually acquired major importance and significant changes have been made to how they operate. Up until 2008 kindergarten departments were also included in nursery schools and were attended by children aged up to 6 years old. Recently, under a new law, they lost their role as “prep schools” and became part of the mandatory education system.

The issue of including kindergartens in the mandatory education system, becomes more and more complex, if one takes into consideration the question of the transition to mandatory education has been the subject of pedagogic discussion in a few cases only. This view would appear to be supported by the fact that the law, which laid down the conditions in Greece for children entering primary school (mandatory education), specified the age of the child as the only condition for entering primary school. The criterion of ‘readiness for school’, appears to have made an impact in Greece only in recent years and in the context of the mandatory nature, that kindergarten has now acquired.

The transition from non-mandatory education to mandatory education must now be analysed within two different analytical frameworks. Also the connections, which exist between them and the impact of that transition over time, must be sought out. Focusing on those aspects of the issue, responsibilities -whether individual or collective- and the dynamic nature of relations between children, families, teachers can be identified.

The transition is not a simple process. It is accompanied by emotions and has a direct relationship with self-esteem and with the individual’s self-perception. In order for one to move in a prudent and mature manner through the various transitional stages, it is necessary to be suitably prepared. In this context, the purpose of the paper presented, is to investigate how the transitional phase from the nursery school is treated and how that can be related to various factors.

The research was carried out at municipal pre –school centres, in the wider area of Athens, and the sample was comprised of parents, children and early year teachers. In this study were applied multiple methods and the main tools were a questionnaire and interviews.

Research outcomes show that children have already acquired specific skills and in effect have their first contact with society as a whole, outside of the home. Moreover, it is clear that parents trust the educational system of the nursery school and believe that there will be no difficulties in the transition to the kindergarten, since the nursery school has suitably prepared their children. However, like the teachers, they do consider that the two-way relationship of family – kindergarten is a substantive and key factor in ensuring a problem-free transition.

Keywords: Nursery school, transition, kindergarten, collaboration, family.

THE PROCESS ORIENTED MONITORING SYSTEM (POMS) FOR BABIES AND TODDLERS: TOWARDS A PORTRAIT OF PROCESS AND TALENTS.

MIEKE DAEMS , FERRE LAEVERS

KULeuven - Centre for Experiential Education

Antecedents:

At the 2007 EECERA conference, Ferre Laevers reported on the ‘SICS’ (the Self-evaluation-Instrument for Care Settings) and on the scanning of wellbeing and involvement of children in Flanders.

During the implementation of this tool, researchers and users reported that the specific working context of childminders asks for a different approach of self-evaluation. CEGO developed for Child&Family, the Flemish agency for the care sector, a monitoring system as alternative solution.

Aims and Conceptual Framework:

The monitoring system should guide practitioners towards an in depth understanding of children's profile and needs and give insight into possible interventions to meet these. The package should also facilitate communication between practitioner and parents and be accessible to practitioners with limited professional qualifications. The tool should focus on (1) processes in the child (wellbeing and involvement), (2) developmental domains based on an holistic non-performance framework and (3) a positive approach, away from the deficit-model, with the recognition, celebration and fostering of talents.

Research Design and Activities:

Through an iterative process, 54 childminders tried out consecutive versions of a 'child portrait' and accompanying forms. Each version was reviewed taking into account their remarks, findings and theoretical fine-tuning. Also the feedback of 28 parents was processed. In this pilot stage, 197 portraits of children were completed.

Description of the Instrument: Each child is screened with an easy to complete holistic portrait describing the child as a person. The portrait starts from an estimation of the levels of wellbeing and involvement and links these with observed interests and relationships. Eight developmental domains form the structure to record behaviors and talents of children. This provides the basis for interventions geared to individual children and initiatives benefitting the group as a whole.

Introduction and Implementation:

Regional introductory sessions on the instrument were organized for 115 different units of advisers of childminders. After their acceptance to work with the instrument, the tool was introduced to 1249 childminders. A follow-up session for advisers took place after a few months. Later, several extra trainings were given, for different target groups.

Conclusions and Discussion

'Making the portrait' helps practitioners to engage in focused observation, to reflect and to develop a positive attitude to children. It stimulates discussions with colleagues. Both parents and practitioners emphasize the lay-out of the portrait as facilitates communication. Respect for the uniqueness of the child is appreciated as a result of using the tool.

At the same time more training or guidance proved to be necessary to support the translation of observations into interventions. Because of the new paradigm on competencies as base for the instrument, sensitization on the implications for advisory work turned out to be necessary.

Larger care settings and teachers in pre-primary schools started to use this tool as well and valued its role in the communication with parents.

Keywords: child monitoring system; process-oriented; talents; parents; non-performance

Bibliography

Laevers, F., Daems, M., De Bruyckere, G., Declercq, B., Silkens, K., Snoeck, G. (2008). ZiKo-Vo. Kindvolgsysteem voor baby's en peuters. Leuven: Cego Publishers.

Laevers, F., Buyse, E., Daems, M., de Bruyckere, G., Declercq, B., Silkens, K., & Snoeck, G. (2009). Werken aan kwaliteit vanuit het kinderspectief: Welbevinden en betrokkenheid als richtsnoeren. ZiKo II. Eindverslag Partnerschap Kind & Gezin en ExpertiseCentrum ErvaringsGericht Onderwijs. ExpertiseCentrum voor ErvaringsGericht Onderwijs, Katholieke Universiteit Leuven.

Laevers, F. (ed.). (2005). SICS. Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation-Instrument. Brussel: Kind&Gezin.

A19 Cooperation with parents I

Chair : Michèle Schärer

PRACTICE OF COOPERATION WITH PARENTS IN GERMAN DAY-CARE CENTRES: CHALLENGES AND OPPORTUNITIES

TINA GADOW

Deutsches Jugendinstitut (DJI) - German Youth Institute, Nockherstr. 2, D-81541 Muenchen, Germany

Child care – not only in Germany – is facing high expectations: Education and care of the child have to be ensured as well as progress in individual development. The offerings have to ensure the compatibility of work and family life especially for parents; shortfalls of parental education have to be balanced and at the same time children have to be made ready for living and acting in a modern globalized society.

Especially parents are becoming more and more sensitive in case of issues on early childhood education and care, too. But how do child care facilities in Germany transfer these mandates into everyday work? Where is the hassle for cooperation with parents for early childhood education staff? What kind of support do day-care centres need for these challenges? Based on a 2010 published survey of about 1.800 child care facilities in Germany answers on the traced questions can be given.

Results indicate that day-care centres are balancing demands by exchanging with parents. Almost every day-care centre practices forms of exchange with parents: This varies from advisory services for parents, assistance while accustoming the child in the day-care centre up to educational courses for parents. Relevant issues in the cooperation between trained staff and parents include progress in individual development of the child, information about general affairs of the service (e. g. changing opening hours during holiday time or joint activities offered to exchange with other parents) and advising parents in questions concerning child-rearing. Nevertheless, results of the survey also refer to difficulties in cooperating with parents. Especially parents with a lack of interest in kindergarten work, non-native German speaking parents and mentally-ill parents are challenging for early childhood education staff and not easy to motivate for cooperating with the day-care centre.

In the face of restricted resources it is important for child care facilities to provide mixed forms of cooperation, as the use different methods appeals to the needs of all parents. Early childhood education staff should be qualified to encourage all parents to take part in kindergarten life. As curricula on vocational training and education for child care workers in Germany are still focusing on imparting knowledge in the area of educating the child, are challenges for the future. Furthermore it is now necessary to qualify child care workers for cooperation with parents by facilitating knowledge and competencies in advanced training (e. g. on-the-job training). Starting points in the area of human resources development for early childhood education staff should focus on skill enhancement for cooperating with parents. These include imparting general skills for adult education (e. g. choosing appropriate methods for educating adults), motivating parents for collaboration with the day-care centre and dealing with “hard-to-reach” parents (e. g. non-native German speaking or mentally-ill parents). Because it is not easy to co-operate with “hard-to-reach” parents teams of professionals need to obtain supervision to improve a qualified exchange between professionals and parents. Day-care centre providers need to be sensible towards these issues and resource their facilities with qualified early childhood education staff.

Keywords: Cooperation with parents; issues in cooperation; educational demands; skill enhancement of professionals

COOPERATION BETWEEN THE CHILDCARE CENTRE AND THE FAMILY: PERSPECTIVES OF PARENTS AND TEACHING PERSONNEL

KATRIN SCHAEERER-SURBECK, HEIDI SIMONI

Marie Meierhofer Institute for the Child, Schulhausstrasse 64, CH-8002 Zurich

If early childhood education and learning processes from birth get more focused, childcare centres should no longer be seen one-sidedly as social and family care establishments that make family and work compatible. Instead the aim must be to make better use of the possibilities of early childhood settings in order to better support early learning processes and to turn these settings into educational facilities.

The method of systematic observation and documentation of children’s learning called “Learning Stories” developed by Carr (2001) in New Zealand and adapted for use in German-speaking countries by the German Youth Institute (Leu et al., 2007) looks like a suitable instrument for promoting early learning in children and closer cooperation between the childcare centre and the home. The goal of the Learning Stories approach is to support the child in the development of a positive self-concept as being a “competent learner”. This has a decisive effect on the teachers’ understanding of early learning education and their professional identity, as well as stronger parental involvements.

The basis of the research project “Promoting Learning and Resilience in Early Childhood Settings” at the Marie Meierhofer Institute for the child (see Wustmann & Simoni, 2010) is the implementation of a systematic method of observation and documentation of children’s learning in 12 selected Swiss childcare centers using the Learning Stories method. Within the partial study “Professionalization processes and educational understanding of teaching personnel” the following research questions are to be addressed:

- How is the teachers’ educational understanding, professional identity and how are the working methods?
- How do the parents perceive the “Learning Stories” method and the partnership with the childcare cen-

tre?

In the framework of this partial study a multi-informant approach with two groups, namely teaching personnel (trained teachers, teachers in training and childcare centre directors) and parents is used. The sample of the research project consists of N=38 childcare centres: n=12 as intervention group working with the "Learning Stories", n=13 as a waiting control group and n=13 as a comparison group working with another observation method called "Infans-Concept" (see Laewen & Andres, 2007).

Data are collected by the teaching personnel (N=475 persons, all study groups) and parents (only intervention group N=392) via standardized written questionnaires at two points in time: at the beginning (baseline t1) and the end of the project (baseline t2). 12 trained teachers (selected randomised) and 12 child care centre directors (only intervention group) are interviewed twice (guided interviews) in time as well.

The paper will focus on the understanding of learning, the cooperation between the childcare centre and the family as well the practice of observation from both point of views: the parents and the teaching personnel. First results based on the theoretical background, the methods and the research design will be presented and discussed.

Keywords: Cooperation between childcare centres and families, Practice of Observation, Professionalization processes

Bibliography

- Carr, M. (2001). Assessment in early childhood settings. Learning stories. London u.a.: Sage Publications.
- Laewen, H.-J. & Andres, B. (2007). Das infans-Konzept der Frühpädagogik. In N. Neuss (Hrsg.), Bildung und Lerngeschichten im Kindergarten: Konzepte – Methoden – Beispiele (S. 73-99). Berlin u.a.: Cornelsen Scriptor.
- Leu, H.R., Flämig, K., Frankenstein, Y., Koch, S., Pack, I., Schneider, K. & Schweiger, M. (2007). Bildungs- und Lerngeschichten: Bildungsprozesse in früher Kindheit beobachten, dokumentieren und unterstützen. Weimar, Berlin: verlag das netz.
- Textor, M.R. (2006) (Hrsg.). Erziehungs- und Bildungspartnerschaft mit Eltern. Gemeinsam Verantwortung übernehmen. Freiburg, Basel, Wien: Herder.
- Wustmann, C., Simoni, H. (2010). Frühkindliche Bildung und Resilienz. In M. Stamm & D. Edelmann (Hrsg.), Frühkindliche Bildung, Betreuung und Erziehung: Was kann die Schweiz lernen (S. 119-136). Zürich: Verlag Rüegger.

REFLECTIONS IN THE NIDO: PERCEPTIONS OF FATHERHOOD IN THE WORDS OF NEW PARENTS AND EDUCATORS.

LUCIA BALDUZZI , LUCIA SCHENETTI

Department of Educational Sciences - Alma Mater Studiorum Università di Bologna

Sociological researches highlight that in Italy the division of work and parental care is still very asymmetrical, being burdening especially on women (Saraceno, 2003). The care of young children is still predominantly carried out by women at home, and increasingly, within early childhood education institutions although – in relation to the latter – significant differences exist among different geographical areas. In this context, educational policies play a significant role in the cultural promotion of early childhood services and in the valorization of parental roles in the perspective of educational co-responsibility (Ventimiglia, 1997). In fact, in the last decades, we are witness to significant changes in relation to the role of fathers within the family, changes that are connoted by an increasing involvement of fathers in the life of their child (Bertozzi, Hamon, 2005).

This paper aims to discuss the findings of a qualitative study, carried out in the nidi d'infanzia of the Modena Province, that involved fathers, mothers, educators and pedagogical coordinators. The study investigated and compared the lived experiences of fathers with the representations of fathers' parental role produced by mothers and early childhood educators.

The research design provided for interviews to the coordinators, interviews with fathers, with mothers and focus groups with educators of the nido involved.

The interviews of the fathers were semi-structured, with questions of indirect beneficial to allow the interviewee to speak freely.

The focus groups with educators were conducted separately in each service.

Keywords: Fatherhood, Early childhood institutions, educators professionalism, educational co-responsibility; Early Childhood education.

Bibliography

- Bertozzi, N., Hamon, C. (eds.) (2005). *Padri e paternità*, Atti del V Convegno internazionale 4- 5- 6 dicembre 2003 – Forlì. Junior : Bergamo.
- Cacace, M., D'Andrea L. (1996). *Padri nei servizi per l'infanzia*. CCF-Centro di Cooperazione Familiare : Roma.
- Fivaz-Depeursinge, E., Corboz-Warnery, A. (2000). *Il triangolo primario, le prime interazioni triadiche tra madre, padre e bambino*. Raffaello Cortina.
- LeCamus, J., Zaouche-Gaudron, C. (1998). *La présence du père auprès du jeune enfant: de l'implication accrue à l'implication congrue*. Psychiatrie de l'enfant, 41.
- Saraceno, C. (2003). *Mutamenti della famiglia e politiche sociali in Italia*. Il Mulino : Bologna.
- Ventimiglia, C. (eds.) (1997). *Paternità in controluce. Padri raccontati, che si raccontano*. Franco Angeli : Roma.

A20 Des situations familiales contrastées

Chair : Fabienne Guinchard

LES CRÈCHES-GARDERIES COMME PROMOTION DE LA CONCILIATION ENTRE VIE FAMILIALE ET VIE PROFESSIONNELLE: DES CERTITUDES AFFICHÉES, DES FAITS OCCULTÉS

GIL MEYER , ANNELYSE SPACK

Haute école de travail social et de la santé - eesp - Lausanne. Ch. des Abeille, 14, 1010 Lausanne

Cette communication se propose d'examiner certaines tensions qui traversent, en Suisse, le développement des crèches-garderies, lesquelles sont devenues une composante essentielle des politiques sociales et familiales. Selon les comparaisons internationales, la Suisse s'est longtemps présentée comme le « mauvais élève » (Stamm, 2009) en termes d'offre d'accueil. Quand bien même un contexte de pénurie demeure (les familles concernées s'en alarment, certaines agences internationales – OCDE, UNESCO, UNICEF - aussi), depuis quelques années toutefois, notamment grâce à des mesures incitatives, étatiques pour l'essentiel, cette offre s'est considérablement étoffée, surtout dans les régions urbaines (OFS, 2008). Un élément qui rend compte de ce développement repose sur un large consensus : l'accueil extrafamilial constitue un atout essentiel, tant pour l'essor socioéconomique du pays que pour les familles, quand on sait la place toujours plus présente et toujours plus demandée des femmes, y compris des jeunes mères, sur le marché du travail. En d'autres termes : comment concilier vie familiale et vie professionnelle? Cette interrogation a investi les médias, nourri les discours politiques, vivifié les revendications d'associations de parents. Elle a entraîné, également, de nouveaux dispositifs légaux dans certains cantons suisses. Reste que, aussi fondamentale soit elle, la question de la conciliation entre famille et emploi tend à se focaliser sur un aspect fortement quantitatif : comment traiter au mieux le rapport entre l'offre d'accueil et la demande de placement. Cela revient à considérer les crèches-garderies, les enfants, leurs familles, comme un tout indistinct. Ce n'est pas le cas, comme l'ont établi nombre d'enquêtes. D'aucuns ont pu appeler à un « changement de paradigme » (voir COFF, 2008). L'effort porté sur l'offre ne saurait être dissocié d'une attention soutenue, d'une part vers une prise en charge des jeunes enfants, dont l'éducation commence dès la naissance, d'autre part vers les familles, qui, dans leur très grande diversité sociologique, ne doivent pas être ignorées dans la réalisation de leurs aspirations, voire dans leur intégration sociale. La dimension socioéducative de l'accueil prend ici tout son sens, plusieurs études en ont montré l'étendue (voir Meyer et al. 2009). L'importance d'un personnel éducatif en suffisance et qualifié se voit de surcroît posée. Or, en Suisse du moins, nous nous trouvons devant une sorte de paradoxe qui affecte la fonction socioéducative des crèches-garderies. Au souci manifeste du développement de l'offre se voit toujours plus associé celui d'une maîtrise des coûts dont les fondements sont financiers certes, mais aussi, peut-être, idéologiques. Cela se traduit par un assouplissement des normes d'encadrement, par un durcissement des conditions de travail, par une hiérarchisation des fonctions en vertu d'une hiérarchisation des niveaux de formation. Tout se passe comme si, avec ce quasi slogan « conciliation entre vie professionnelle et vie familiale », se voyait mise entre parenthèse la complexité que suppose un accueil de qualité pour le petit enfant et sa famille.

Keywords: crèche-garderie, conciliation vie professionnelle vie familiale, diversité des familles, qualité de l'accueil

Bibliography

- COFF - Commission fédérale de coordination pour les questions familiales (Ed.) (2008). *Accueil familial et parascolaire des enfants*. Berne: Département fédéral de l'intérieur.
- Meyer, G., Spack, A., Perrenoud, D. & Dumont, P. (2009). *Familles singulières, accueil collectif*. Lausanne: Cahiers de l'EESP N°48.
- OFS (Ed.) (2008). *Les familles en Suisse. Rapport statistique*. Berne: Office fédéral de la statistique.
- Stamm, Margrit (2009). *Education de la petite enfance en Suisse. Etude de base*. Berne: Commission suisse pour l'UNESCO.

TISSER DES LIENS : UNE NÉCESSITÉ AU SERVICE DE L'ENFANT

GLADYS ROD , CHANTAL MAGNIN

Service petite enfance de Vernier, Genève

De nombreuses familles inscrivent leur enfant dans une institution petite enfance non par choix éducatif mais parce qu'elles ont besoin d'une place de garde pour leur enfant afin d'exercer une activité professionnelle ou de formation. Les institutions ont pour vocation d'aider les parents à concilier vie professionnelle et vie familiale. Les enfants sont souvent accueillis plusieurs jours par semaine et passent un temps considérable au sein de la collectivité.

Suite au constat répété que de plus en plus d'enfants accueillis dans les institutions vivent des situations familiales complexes, la question du sens de l'accueil se pose différemment, la nécessité d'un projet éducatif construit en lien avec les familles apparaît. Ainsi le projet de création d'un poste d'éducatrice sociale est né. En effet, les besoins de ces enfants et de leurs familles nécessitent davantage de disponibilité et un autre mode d'accompagnement que celui que peuvent proposer les équipes et les directions. Le mandat de l'éducatrice sociale est d'aider l'enfant en apportant un soutien socio-éducatif aux familles et aux équipes. Elle intervient dans les institutions de la commune de Vernier lorsque le personnel en place identifie des situations difficiles.

Ce poste s'est co-construit avec les directions, la responsable du service et les gestionnaires autour de trois axes :

A. Evaluation des situations urgentes ou particulières sur la liste d'attente

Mise en place de réseaux ou de mesures d'accompagnement nécessaires (différents intervenants du réseau social peuvent appuyer la demande de ces familles et contacter l'éducatrice sociale).

B. Soutien de proximité aux familles et aux équipes

Interventions dans les institutions à la demande des équipes ou des parents lorsque des situations particulières se présentent.

§ Disponibilité pour des discussions afin d'échanger sur tout type de situation. Ces rencontres ont lieu dans un cadre de confidentialité qui permet aux familles d'avoir un espace de parole en dehors du quotidien et des enjeux du groupe et pour les équipes de bénéficier d'un regard extérieur afin de prendre du recul.

La collaboration constante avec les équipes et les directions des institutions permet de proposer des entretiens, aux équipes ou aux parents, sous différentes formes afin de répondre au mieux à chaque situation rencontrée. Ces échanges sont des opportunités de mettre des mots sur les inquiétudes qu'elles soient concernant l'enfant, de rassurer, de dédramatiser ou d'identifier les besoins de chacun. De réfléchir ensemble à des solutions et de construire si besoin un accompagnement vers d'autres professionnels pour soutenir le développement de l'enfant (logopédiste, physio, psychologue...) ainsi que de venir en aide pour d'éventuelles démarches.

Pour les familles, il est également possible de parler des soucis d'adultes, qui ne concernent pas directement l'enfant mais qui peuvent avoir des répercussions sur son développement ou rendent la vie familiale difficile.

C. Lien et accompagnement dans les structures spécialisées

Lors de la présentation nous verrons en quoi ces interventions sont utiles pour chacun. La communication sera présentée conjointement par une responsable du service et l'éducatrice sociale et illustrera les applications et bénéfices concrets dans ces situations particulières.

Keywords: soutien à la parentalité, travail de réseau, évaluation, accompagnement

LES REPRÉSENTATIONS RÉCIPROQUES DES PARENTS ET DES PROFESSIONNELLES À LA CRÈCHE EN CONTEXTS MULTICULTURELS: ALLIANCES ET DÉS-ALLIANCES ÉDUCATIVES

MARIAGRAZIA CONTINI ¹, ANNA PILERI ²

¹ Faculty of Education of the University of Bologna, V. Filippo Re, 6 - 40128 Bologna - Italy

² Université Paris Ouest, Nanterre La Défense, 200 Avenue de la République - 92001 - Nanterre - France

L'hétérogénéité des typologies de services 0-6 présente dans le territoire vaste de Paris, les identités pédagogiques différentes qui en caractérisent le style de travail, dont le résultat est étroitement lié aux



rôles professionnels, à la politique de référence, à la formation du personnel, à la réalité socio-culturelle spécifique de chaque arrondissement et aux caractéristiques multiples du contexte offrent un terrain d'enquête très fertile et, en même temps, ils rendent particulièrement complexe le travail de recherche. Dans quelques quartiers il n'y a pas seulement de familles immigrées de III^{ème} et IV^{ème} générations, mais il se relève une présence significative de familles d'immigration de la première génération.

Pour ces raisons l'enquête ne peut avoir aucune présomption comparative avec la réalité des Crèches en Italie, mais se limite à en décrire les contextes éducatifs, les compétences et les critères, à solliciter des réflexions des familles et des professionnelles qui appartiennent aux focus groups, à faire émerger les représentations réciproques et les aspects culturels et interculturels qui sont connexes aux savoirs et aux pratiques éducatives.

La recherche s'occupe aussi à relever les aspects de qualités transférables (policy makers), entre contextes éducatifs (Crèches), à créer l'opportunité de réseaux d'échanges entre le personnel et les institutions impliquées en France et en Italie, à déterminer les stratégies éducatives qu'ils réalisent pour les alliances éducatives en impliquant activement le personnel et les familles.

La méthode active déclenchée par le focus group avec les parents et le personnel stimule considérablement des réflexions critiques sur la valeur pédagogique qui créent une passerelle précieuse pour l'alliance éducative entre la maison et la Crèche. Une occasion aussi significative d'échange interculturel qui permet d'approfondir les représentations mutuelles, les stéréotypes et préjugés, les éléments de désaccord et les points de connexion entre les différents contextes.

Quelques représentations des parents de la part des professionnelles:

parents stressés ayant une difficulté à donner limites, à assumer leur propre rôle, à respecter les règles; eux, qui ne savent pas respecter les propres fils; parents seuls, parents perdus, parents qui se sentent coupables pour le temps passé au travail ou bien pour la situation de séparation ou de divorce etc.

Quelques représentations des professionnelles de la part des parents:

les professionnelles ne répondent pas toujours aux attentes des parents, en particulier aux demandes de soin; la "mise en distance" des professionnelles, parfois, ne facilite pas la relation; sur le sujet des conflits il est intéressant de relever que la plus grande partie des parents déclaraient qu'il ne s'agit pas de conflits véritables, mais d'incompréhensions.

On insiste sur la nécessité de poursuivre activement le sujet de l'alliance éducative entre les professionnelles et les parents en rapport avec l'importance pour ce qui concerne, dans le cadre historique actuel vivement caractérisé par des aspects multiples de complexité: crise culturelle, tensions sociales, chute du welfare, contextes multiculturels qui demandent un engagement éducatif interculturel. L'analyse des problèmes rend possible l'identification de ressources pour renforcer la coopération.

Keywords: Alliance et dés-alliance éducative, représentations réciproques, typologies de services

A21 Development of concepts by young children

Chair : Alain Clémence

PRESCHOOLERS' VIEWS ON THE INCLUSION

LEE-FENG HUANG

Pintung University of Education, Ming-Sheng Rd.4-18, 900, Pingtung, Taiwan

Inclusion has become a leading concept in the field of special education worldwide and many studies have addressed this issue. Most of the research results support that the inclusion benefits all the participating members, including the children with or without special needs, as well as the ordinary and special education teachers. The concerned objects in the research field of inclusion often involve children with special needs and regular teachers. The research issues include progress of children with special needs in the inclusion settings and their integration into regular classes; form and content of the inclusion curriculums; promotion of the inclusion policy, and difficulties in the inclusion classrooms. As important members of inclusion education the regular children's views on the inclusion have not been studied.

This study used picture sociometric as well as interviews to collect research data from 22 five-years-old regular children in a nursery school who took part in an inclusion program weekly. The inclusion activities were designed by a teacher in the nursery school and two special teachers in an early intervention institute. The aim of this study was to understand how the ordinary children thought about the inclusion activities and how they treated the children with special needs. The research findings of this study are

listed below:

1. Most of the regular children could not speak the name of the children with special needs although they could identify the handicapped children from photographs and name them after prompting.
2. Most of them showed interests of participating the inclusion activities, because they enjoyed of playing with the children with special needs and the programs designed by the teachers
3. Most of the regular children regarded the children with special needs as their friends and were willing to share their toys and offering their help when needed. A small number of children were unwilling to accept the children with special needs who were undisciplined.
4. The regular children portrayed the children with special needs positively and used the words like cute, lovely and good to describe their classmates. No child mentioned the disorder characteristic of children with special needs.

These findings enlighten us because young children do not regard learning with special children as a problem. The government and schools should promote inclusion in the preschool stage more aggressively. Additionally, misconduct of special children may cause conflict in the classroom. Teachers should deal with these conflicts. properly.

Keywords: inclusion setting, inclusion program, regular children

Bibliography

- Hodkinson A. & Vickerman, P.(2009)Key issues in special educational needs and inclusion. Los Angeles : SAGE.
- Kaufmann, J.M.(1993) Why we must celebrate a diversity of restrictive environments. *Learning Disabilities Research and Practice*, 10(4), 225-232.
- Stainback&Stainback(1992). *Controversial issues confronting special education : divergent perspectives*. Boston: Allyn & Bacon.
- Su, Y. H. & Wang, T. M.(2003). Challenges of Inclusive Education: Experiences from Regular Classroom Teachers. *Journal of Special Education*, 24 & 39-62.
- Wang, T. M.(2001). An inclusive education program with teaching supports: The experience in a public kindergarten. *Journal of Special Education*, 21 & 27-51.

CHILDREN'S CONCEPTIONS OF SHADOWS: WHAT THEY TEACH US ABOUT THE NATURE OF CHILDREN'S THINKING

ROBERT LOUISELL ¹, JENNIFER WILHELM ²

Department of Teacher Development, St. Cloud State University, 3517 Fremont Avenue South, Minneapolis, MN 55408

College of Education, University of Kentucky, Lexington, KY 40511

We explored children's understandings of shadows during early and middle childhood. The influences of the children's personal experiences as well as the narratives of their cultures were examined. In what ways are children's conceptions influenced by their sociocultural context; e.g., by family, peers, literature, and media? When children revert to their naive conceptions (Gardner, 1991) from more schooled ones (Vygotsky, 1962), are their ideas influenced by "spontaneous" thinking or by cultural influences? We conducted a Piagetian interview (Piaget, 1927) with each child and followed by having the child creatively interpret a poem about shadows. Parents were also interviewed. Next, we engaged each child in a hands-on lesson about shadows and asked the child to write about shadows. After an interval of at least a month, we conducted another interview with an eye towards assessing the impact of the lesson. Implications included: 1. Lessons that relate to a child's ideas about the topic may influence that child's conceptual change, but not necessarily in a way that significantly advances the child's knowledge 2. Parents and teachers can provide important insights about the experiences and context influencing a child's ideas. Also, the responses of these children during these interviews demonstrated a preference for thinking and communicating about science in nonverbal, hands-on ways and through narrative rather than paradigmatic expression. For example, when asked «What is a shadow?», one child responded.» It's like a little puppet you do but it's on light.»

Keywords: shadows, children's conceptions, narrative, handson

Bibliography

- Barrow, Lloyd (2007). "Bringing Light Onto Shadows." *Science and Children*, Summer, 2007, p. 43-45.
- Baxter, J. (1989). Children's understandings of familiar astronomical events. *International Journal of Science Education*, 11, 502-513.
- Bruner, Jerome. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.
- _____. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- _____. (2002). *Making stories: Law, literature, life*. New York: Farrar, Straus and Giroux.
- Caravita, Silvia, and Hallden, Ola. (1994). Reframing the problem of conceptual change,. *Learning and Instruction*,

Volume 4, 89-111.

Cole, Michael, and James Wertsch. Beyond the individual-social antimony in discussions of Piaget and Vygotsky. <http://www.massey.ac.nz/~alock/virtual/colevyg.htm>, circa 1998.

Del Vecchio, P. (Producer), Musker, J. & Clements, R. (2009). The princess and the frog. [Motion Picture]. USA: Walt Disney Animation Studios.

Dewey, John (1943). The child and the curriculum and The school and society (two volumes). Chicago: University of Chicago Press.

_____. (1933) How we think. Lexington, MA: Heath.

DiSessa, Andrea. (2008) «A Bird's Eye View of the 'Pieces' vs. 'Coherence' Controversy (From the 'Pieces' Side of the Fence). In International Handbook of Research on Conceptual Change. Edited by Stella Vosniadou. Taylor-Francis.

DiSessa, Andrea, and Tom Globerson (June, 1984). The Effect of Age and Cognitive Style on Children's Intuitions of Motion. Logo 84. Cambridge: MA.

Driver, Rosalind, and Easley, Jack. (1978), Pupils and paradigms: A review of literature related to concept development in adolescent science students. Studies in Science Education. 5, 61-84.

Driver, Rosalind (1983). The Pupil as Scientist? Milton Keynes, UK: Open University Press.

Duckworth, Eleanor, Jack Easley, David Hawkins, and Androula Henriques (1990). Science education: A minds-on approach for the elementary years. Hillsdale: LEA.

Duit, Reinders. (1999) Conceptual change approaches in science education, in New perspectives on conceptual change, edited by Wolfgang Schnotz, Stella Vosniadou, and Mario Carretero. Oxford: Elsevier Science (Pergamon).

Easley, Jack. Structural analysis of Protocols. Journal of Research in Science Teaching.

Feher, E., & Rice, K. (1988). Shadows and anti-images: Children's conceptions of light and vision. II. Science Education, 72(5), 637-649.

Flyvbjerg, Bent (2004). Five misunderstandings of case study research. In Qualitative Research Practice, edited by Clive Seale, Giampietro Gobo, Jaber F. Gubrium, and David Silverman. London: Sage.

Gallas, Karen. (1994) The languages of learning: How children talk, write, dance, draw, and sing their understanding of the world. New York: Teachers College Press.

_____. (1995) Talking their way into science. New York: Teachers College Press

Gardner, Howard. (1991). The unschooled mind: How children learn and how schools should teach. New York: Basic.

Ginsburg, Herbert, and Sylvia Oppen (1988). Piaget's theory of intellectual development (3e). Englewood Cliffs, NJ: Prentice-Hall.

Hewson, Peter. (2002). A retrospective on students' conceptions and its applications in educational practice. A paper presented at a symposium of the Annual Meeting of National Association for Research on Science Teaching, New Orleans, LA.

Holzman, Lois (2009). Vygotsky at work and play. New York: Routledge.

John-Steiner, Vera, and Holbrook Mahn (1996). Sociocultural approaches to learning and development: A Vygotskian framework. Educational Psychologist, Vol. 31, No. 3&4.

Karmiloff-Smith, Annette (1988). The child is a theoretician, not an inductivist. Mind & Language, Volume 3, Number 3 (Autumn, 1988).

Louisell, Robert, Kazemek, Francis, and Jerry Wellik. (2004) Children's Stories About Their Natural Worlds: An Exploration from Multiple Perspectives. Annual Conference of National Association for Research on Science Teaching. Vancouver, Canada.

Louisell, Robert (2001). Developing A Teaching Style (2e). Waveland: Prospect Heights.

Lourenco, Orlando, and Armando Machado (1996). "In Defence of Piaget's Theory: A Reply to 10 Common Criticisms." Psychological Review, Volume 103, Number 1, 143-164).

Piaget, Jean. (1955). The language and thought of the child. Meridian (World): New York. (first published by Harcourt, Brace, 1926).

_____. (1962). Comments on Vygotsky's critical remarks concerning The Language and Thought of the Child, and Judgment and Reasoning in the Child. Cambridge: MIT Press.

_____. (1964). "Development and learning." in Journal of Research in Science Teaching, II, Number 3, p. 176-86.

_____. (1972). The child's conception of physical causality. Totowa, New Jersey: Littlefield, Adams, and Company. (First published in London by Routledge and Kegan Paul, 1930).

_____. (1975). The Child's conception of the world. Totowa, New Jersey: Littlefield, Adams, and Company. (First published in London by Routledge and Kegan Paul, 1929).

_____. (1928). Judgment and reasoning in the child. London: Routledge and Kegan Paul.

Scholnick, Ellin (1999). "Piaget's Legacy: Heirs to the House that Jean Built." Chapter 1 in Conceptual development: Piaget's legacy, edited by Ellin Scholnick, Katherine Nelson, Susan Gelman, and Patricia Miller. Mahwah, New Jersey: LEA.

Sia, A. (1980). A look at children's conception of shadows. Journal of Science and Mathematics Education in Southeast Asia, 3(1), 5-14.

Stake R. E. and Easley J.A. , editors, 1979. Case studies in science education. University of Illinois, Urbana. 16 volumes.

Stake, Robert. (1995). The art of case study research. Thousand Oaks, CA: Sage.

_____. (2006). Multiple Case Study Analysis. New York: Guilford Press.

_____. (2007). Reconsidering generalization and theory in case study research. A paper presented at the annual meeting of the American Educational Research Association, April 12, 2007.

Vosniadou, S. (1999). Conceptual change research: State of the art and future directions. , in New perspectives on conceptual change, edited by Wolfgang Schnotz, Stella Vosniadou, and Mario Carretero. Oxford: Elsevier Science (Pergamon).

Vygotsky, Lev. (1962). Thought and Language. Cambridge: MIT Press.

_____. (1978). *Mind in society: The development of higher psychological processes*. Edited by M. Cole, V. John-Steiner, S. Scribner, & E. Souberman. Cambridge, MA: Harvard University Press.

Wertsch, James V. (1985). *Vygotsky and the social formation of mind*. Cambridge, MA: Harvard University Press.

_____. (2000). Vygotsky's two minds on the nature of meaning. In *Vygotskian perspectives on literacy research*, pp. 19-30. Edited by C. Lee & P. Smagorinsky. New York: Cambridge University Press.

Wilhelm, J. (2009). A case study of three children's original interpretations of the moon's changing appearance. *School Science and Mathematics*, 109(5), p. 258-273.

A22 Early learning or valorization of « Slow Education »

Chair : Carmel Brennan

CHILDREN'S SOCIAL KNOWLEDGE DOMAINS

ANNICA LÖFDAHL

Karlstad University, 651 88 Karlstad Sweden

Theme

This presentations reports results from a Swedish project about 'Stability and change in social knowledge domains among children in preschool'. Our starting point has been to regard the preschool as an institutionalized, but also an institutionalizing setting, carrying specific structural possibilities and limitations. Thereby it has been important to relate our research questions to practice as well as to policy level. Ethnographic studies have been conducted over a period of two years in two ordinary Swedish preschools.

Aims

Our aims in the project have been directed towards identifying how children in preschool jointly construct knowledge about their social life in preschool and the way this knowledge is utilized, developed and changed over time and to further discuss the way children's perspective can be taken into account in research. and to demonstrate that children's perspective – though interpreted by adult researchers – holds knowledge of great importance in their everyday life in preschool.

Theoretical and conceptual framework

Theoretically, The concept of social knowledge domains were used as a framework for integrated analyses of interpretive reproduction, social representations (Moscovici) and concepts and models from childhood sociology.

Ethics

Ethical considerations were undertaken according to ethical principles (information, consent, confidentiality and conduct) within Humanities and Social Sciences (The Swedish Research Council, 2002). Teachers, parents and children were informed about the aim of my study and their rights to withdraw.

Main findings

Some of the social knowledge domains that we identified contain rules for belonging that are based on inequalities. It was obvious that age, and to certain extends even cultural background, were important markers of difference. Other analyses show that children's social knowledge domains might be tied to certain places in preschool and that its meaning does not always correspond to the institutional or pedagogical function of the place. The children made use of their collective agency in what we might describe as 'social occupation' of spaces in the preschool. The children took possession of a room and gave it a new function, different from the intended.

Implications for policy and practice

Our results indicate that that children's perspective holds knowledge of great importance in their everyday life in preschool and must be taken into account in the teacher's didactic strivings regardless of theme (language, mathematics, science, play, etc.), in local and central quality accounts and thereby gain a more superior place in policy on childcare.

Keywords: children's perspective, social knowledge, ethography,

CURRICULUM IN PRESCHOOL – ADJUSTMENT OR A POSSIBLE LIBERATION?

STIG BROSTROM

Aarhus University, Tuborgvej 164, 2400 Copenhagen, Denmark

The research focuses on early childhood education and care in theory and practice in order to investigate the role and extend of public management and the possibility to describe and practice an autonomous and critical pedagogy beyond the increasing political management.

In early childhood education and care there is a tendency these years to narrow down the educational practice only to be an introductory course for school with a strong emphasis on literacy and math. In modern neo-liberal countries early childhood education is under pressure, which for example is expressed in the Lisbon strategy from 2001. In *Starting Strong 2* (2006) based in Eurostat (2000) it is documented, that a number of countries “in generally introduce structured learning areas to young children from the ages of 4 to 6 years. The preferred domains of knowledge proposed are: nature and the environment; emergent literacy and numeracy; general knowledge; scientific concepts and reasoning. The learning areas that receive most focus in official curricula are emergent literacy and numeracy.” In Europe, and also the Nordic countries, we see a tendency to the development of a sort of technological practice using clear and narrow goals and objectives and one-sided methods plus testing of children’s learning. For that reason early childhood education and care researchers and practitioners have to analyse and reflect these tendencies which might call for a new understanding and creation of a critical early childhood education.

Based on a capitalism critique (Hart & Negri, 2006, 2000) and a societal analysis, and inspired of the idea of direct democracy, old and new critical theories (Freire, 1971, 1974, 1996; Giroux, 1997; Klafki, 1998), I will reconstruct an outline of a critical-constructive ECEC based on Honneths (1995) theory on recognition expressed in three spheres. Observations from educational practice in preschool will be given in order to reflect problems and possibilities.

The research is predominant a literature study but the points will be illustrated with examples based on observations, which intimate an educational practice. Observations are based in data on children’s experiences, thinking, and acting and gathered through an interactive methodology (Hedegaard, 1990), participant observations (LeCompte & Preissle, 1993), videotapes and interviews (Pramling Samuelsson & Lindahl, 1999).

The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw (Putman, Liss & Landsverk, 1994). Data were organised in learning stories illustrated with digital photos which were passed to the children for their approval.

The study seems to show it is possible construct a theoretical based curriculum and practice which at the same time keep the attention on the visionary perspective, the democratic Bildung perspective, and also consider the strive for children’s short time learning.

The findings might inspire pedagogues to overcome and go beyond a technological practice using clear and narrow goals and objectives and one-sided methods plus testing of children’s learning. The findings might inspire pedagogues to return to a more open, experimenting and creative educational practice.

Keywords: Educational standardization, Capitalism critique, Critical educational practice.

Bibliography

Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin Books.

Giroux, H.A. 1997. *Pedagogy and the Politics of Hope*. Colorado: Westview Press.

Klafki, W. (1998). Characteristics of Critical-Constructive Didaktik. In: Gudem, B.B. & Hopmann, S. *Didaktik and/or Curriculum. An International Dialogue*. American University Studies, Peter Lang.

HOW A CHILD CAN LEARN TO WRITE AND READ BY COMPUTER IN THE BEGINNING OF SCHOOL

MARJA NURMILAAKSO

University of Helsinki, Sitavuorenpenker 7, PI 9, 00014 University of Helsinki, Finland

It has been observed that children in kindergarten and primary school can cash in the learning to read by beginning to write. It was form the start of Maria Montessori. The aim of this research is study how a child by writing with computer can direct her/his own learning to write and read. The most children learn read at age from five to seven. In this study the first research question is, how the computer learning



can support a child's learning to write and read, when a child is going to school. The second problem is, how a teacher can support with computer this learning to write and read. The third problem consider at the learning environment. One will know, how the learning environment with computers support or hinder learning to write and read. Is it possible that learning to write and read with computers can hinder a child's later learning in writing and reading, is the fourth question. It is also possible that learning by computer stimulates to learning to write and read in school. The fifth research question is future. How a child learn in future write and read by computer?

The research method is the survey. It send the questionnaire in the Mars to about on hundred kindergarten and primary school teachers. The data analyzes by statistical methods (t-tests, factor analysis). The research should be ready in the June 2011.

Keywords: Reading, Writing, Kindergarten teacher, Primary school teacher, Computer

Bibliography

Nurmilaakso, Marja, Dr.P. Senior lecturer, University of Helsinki

A23 Educational practices : representations and intentions

Chair : Lee Kessler

PROFESSIONALISATION AND ITS IMPACTS IN EARLY CHILDHOOD EDUCATION IN AOTEAROA NEW ZEALAND: HER-STORIES FROM THE FIELD.

ALEXANDRA GUNN

School of Educational Studies and Human Development, University of Canterbury, Private Bag 4800, CHRISTCHURCH, 8140, NEW ZEALAND

This study aimed to document perspectives on a range of major changes in Aotearoa New Zealand's public early childhood education (ece) through the eyes of key participants in that change. From this and in response to contemporary criticisms of aspects of policy and practice, it sought to trouble notions of 'progress' in the field. This paper, focussed specifically on the notion of professionalisation seeks to respond to the questions of: what progress, if any, has been made in ece in Aotearoa New Zealand as a consequence of the impact of professionalisation? And what implications for policy emerge?

The paper responds to the "practice" and "policy" aspects of the conference theme and attends to the strand of: "expertise, qualifications and common sense". This study, which considered 'people', 'policy', 'professionalisation' and 'progress' aims to take stock of where we've 'got to' as a field in Aotearoa New Zealand and to theorise about possibilities for where to next.

The conceptual framework and methodological orientation of the project was qualitative and consistent with kaupapa Māori research principles. It utilised a blend of microhistory and collaborative storying methods. A purposive sample of prominent early childhood educators, policy makers and scholars were recruited as participants; data gathering occurred at a residential hui via collaborative storying of 'collective' early childhood education histories in 'focus groups' and 'paired peer interviews'. These methods that collaboratively storied notions of professionalisation, progress, policy and people worked to produce data for content analysis.

The project's participants were known to each other and to the researchers either personally or by reputation, and were/are all identifiably associated with the project. This and the nature of the accounts that were to be shared 'in the field', provided some challenges with respect to ethical process and the treatment of data. Consent for the study was granted by the authors' employing institution and all participants gave informed consent for participation. We resolved issues of sensitive data by anonymously reporting data that was potentially sensitive and collectively storied, and by giving participants full access to the transcripts of collectively storied accounts that they participated in. This meant they could retain control over what would be useable evidence in the project: in some instances, participants noted when what they were talking about was sensitive or 'off the record' and this content was eliminated from the data pool.

At this point in time (January 2011) the project's data is not yet fully analysed, so it is not possible to indicate firm findings, however the key questions that will be addressed in the paper are noted and

emergent themes already noted by the research team as they transcribed audio and video recordings for the project have identified notions of 'leadership', 'teacher' and 'training' for in-depth analysis. As the policy framework in Aotearoa New Zealand for early childhood education is in a current state of flux and the present strategic plan for the field is due to expire in 2012, policy implications from the project will be noted.

Keywords: Professionalisation, micro histories, collaborative storytelling, policy.

EFFECTIVE PEDAGOGY. WHAT DOES IT MEAN? EXPLORING THE DIFFERENCE BETWEEN PERCEPTIONS AND PRACTICE IN THE EARLY YEARS.

GEORGINA LOVETT

University of Reading, Bulmershe Campus, Reading, Berkshire, RG6 1HY

Background to the Topic

Research suggests the most qualified and knowledgeable staff engage children in sustained shared thinking (SST), providing quality of education for children. There has been much research into ways in that teachers scaffold children's learning using various strategies but particularly through contingent teaching to assist children in problem solving tasks.

Research Question/Focus of the Study

This study focuses on quality of education, through using tools to look at the forms of contingent teaching that teachers adopt and strategies they use in problem solving tasks and engaging children's thinking. It further considers the teacher's ideas of influential practice and what they believe constitutes an effective pedagogue. Observations explored whether teacher perceptions and attitudes carried over to their practice when engaging with children.

Research Methods

Interviews were conducted with 9 teachers, exploring their views on effective teaching and what teaching styles they perceived supported children in problem solving activities whilst also engaging them in extending learning opportunities. A further online survey reflected interview questions eliciting views of a further 54 participants.

Observations of 9 teacher/child dyads in problem solving activities were recorded with the aim of establishing whether rules of contingency were applied and strategies used by teachers in engaging children in problem solving activities and scaffolding learning.

Analytical and/or Theoretical Framework

Qualitative data drawn from observations of teacher/child dyads was analysed using a thematic approach, to establish dominant themes and trends. Quantitative data was analysed using Woods Coding strategy in relation to rules of contingency.

Questionnaires and interviews were analysed using a predominantly thematic approach similar to that used in observations drawing out strategies used by teachers in problem solving activities.

Research Findings/Contribution to Knowledge

Findings suggest that:

1. Teachers apply rules of contingency in collaborative learning relationships with children when completing tasks consistent with other studies.
2. Teacher interviews reveal confusion around what it is to be an effective pedagogue and what constitutes qualified and knowledgeable staff. Such findings illustrate the tension that still exist around understanding and applying theoretical practice into teaching practice. Do psychologists misunderstand teachers or do teachers misunderstand psychologists?
3. Teachers purport to base their teaching practice on popular theoretical concepts yet in practice they adopt similar patterns of intervention (scaffolding) though using different strategies to assist task completion as per 1 above.

The implications on understanding and practice are:

1. Difficulty in providing a universal definition as to what constitutes effective pedagogy leading to confusion on its application, resulting in a myriad of teaching strategies.
2. Provides illumination on the language and strategies used by teachers engaging children's thinking and problem solving skills.
3. Illustrates the continuing confusion over terminology such as SST and its application.
4. Illustrates the need for more 'real world' research to enable teachers to become effective pedagogues and for researchers to find the truth behind effective teaching.

Keywords: Qualified, Knowledgeable, Effective, Pedagogue, Collaboration

Bibliography

- Effective Provision of Pre School Education (EPPE) (Department for Children Schools & Families DCSF 2004; Effective Pedagogy in the Early Years (EPEY) (DCSF 2002) Researching Effective Pedagogy in the Early Years (REPEY) (DCSF 2002).
- Wood, D., Bruner, J.S. & Ross, G (1976), The Role of Tutoring in Problem Solving. *Journal of Child Psychology and Psychiatry*, 17:89-100. doi:10.1111/j.1469-7610.1976.tb00381.x
- Wood, D., Middleton, D., (1975) A Study of Assisted Problem-Solving. *British Journal of Psychology*, 66:2.181-191. Retrieved Oct 24, 2008 & January 3, 2011, from <http://pao.chadwyck.co.uk/PDF/1294156375723.pdf>
- Wood, H.A and Wood, D.J. (1983) 'Questioning the pre school child', *Educational Review* 35:Special Issue (15), 149-62
- Wood, D.J., Wood, H.A., & Middleton, D.J. (1978) An experimental evaluation of four face to face teaching strategies. *International Journal of Behavioural Development*, 1:131-47
doi: 10.1177/016502547800100203

CLOSING DOORS, BUILDING HOPE: EARLY CHILDHOOD EDUCATION SYSTEM IN RURAL MEXICO

GLORIA QUINONES

Monash University, Peninsula Campus, Faculty of Education. McMahon's Road Frankston Victoria 3199 Australia

CONAFE (Consejo Nacional de Fomento Educativo) National Council of Education was created to reduce educational inequities in Mexico by providing support to the most disadvantaged schools and populations (World Bank, 2004; Garza, 2005). This program offers a scholarship for further studies in return for a year of teaching in a rural community. The 'unexperienced' teacher had only her/his common sense in relating to the community and passion to teach with children. However, in this community another story was unfolded. Not only more research is needed to understand the role of how communities can support the teacher and this program but how parents play an important role in children's access to Early Childhood Education (World Bank, 2004; SEP, 2003) and adding upon the conditions in the community for the young teacher and the parents.. This presentation draws upon cultural-historical theory (Vygotsky, 1987; Gonzalez Rey, 2011) and offers a dialectical methodology to investigate how Early Childhood in rural Mexico is understood. This dialectical and wholeness methodology (Hedegaard, 2009) offers participants perspectives as such- a societal the CONAFE system, the institutional perspective, the school and families and individual perspective mothers and male teacher. These perspectives show the challenges and hopes that the participants of this study experienced and lived. The rural community is situated in the north of Mexico. Parents and teachers *perezvivian* – *vivencias* (Vygotsky, 1994) lived emotional experiences are presented on how they support early education and the first male teacher in the community. On the other hand, the young male teacher aged 17 years old and the four mothers in this community through dialogues (Gonzalez Rey, 2002) with the researcher uncover the dilemmas and challenges that the Early Childhood community and how they are lively experiencing the uncertainties of the rural system . The parent uncertainties were not having a teacher. The teacher's uncertainties were being afraid of the kindergarten being closed because of low attendance of other children in the community to the kindergarten and because he was a male teacher. All these meanings of uncertainty were displayed as different forms of subjectivity (Gonzalez Rey, 2011). The participants were giving expression of their lived experiences through how they produce and expressed the effects of the teacher living after two months of teaching. Through the dialogues the participants in this study expressed their emotions and motivations for a better educational system for their children. Through a cultural-historical lens in reading and analysing the dialogues made possible to represent these processes of subjective production, configuration and making sense not only of the educational systems but the motivation that was socially experienced by the participants. This research shows that the societal educational systems need to strongly re-con-

sidered not only the role of parents in their policy documents but further ongoing support to rural communities that experienced emotional uncertainties in the access to kindergarten for their children. This will bring hope to communities were not only teachers experienced getting doors closed but also member in the community in understanding Early Childhood for all children.

Keywords: Rural Early Childhood Education, Mexico, cultural-historical theory, educational systems, emotions

Bibliography

Gloria Quiñones is a PhD student at Faculty of Education, Monash University, Australia. Her PhD research focuses on understanding emotions from a cultural- perspective, play, visual methodologies, and family and community research. Her recent publications include:

Fleer, M. & Quiñones, G. (2010). Assessment of children's technological funds of knowledge as embedded community practices. In A. Jones & M. de Vries (Eds.), *International Handbook of Research and Development in Technology Education* (pp. 579 – 597). Rotterdam: Sense Publishers.

Fleer, M. & Quiñones, G. (2009). A cultural-historical reading of "children as researchers". In M. Fleer, M. Hedegaard & J. Tudge (Eds.), *World Yearbook of Education 2009. Childhood Studies and the Impact of Globalization: Policies and Practices at Global and Local Levels* (pp. 86 -107). New York: Routledge.

A24 Educational supports

Chair : Hazel Wright

GROWING TOGETHER: PRE-SCHOOLS AS A TRANSITIONAL SPACE FOR MOTHERS AND CHILDREN

HAZEL WRIGHT

Anglia Ruskin University, East Road, Cambridge CB1 1PT

This paper will contribute to the conference strand on expertise, qualifications and common sense.

It will discuss findings from a doctoral study of women who decided to train to work with young children as a result of sending their own children to pre-school. The women experienced the pre-school as a supportive and safe space through which both children and mothers could extend their participation in wider society. Drifting into childcare work as a result of helping on the parent rota or management committee, the women sought paid work in the field and consequently enrolled on a Diploma course in an English Further Education College where I was the tutor.

The study, which carried full university ethical approval, used psychosocial interview techniques to encourage 33 students to explore their expectations of education, the practices encountered and the consequences derived from their studies. Students were encouraged to discuss their lives freely and their talk demonstrated that education was an integral strand in a discourse in which family, work and studying were tightly interwoven. From this understanding it was possible to develop an original model of Integrated Lives, that demonstrated how the women were choosing to balance part-time work and part-time study in order to be able to continue to be available for their own children but escape a life of total domestication within the home.

The Integrated Lives model describes the web of reciprocal relationships which enable the women to maintain a level of stasis in their very busy lives, revealing how the women are centred in the present rather than striving towards future challenges. Their apparent levels of satisfaction despite low levels of remuneration and demanding working conditions enabled the creation of a link with a range of additional theoretical perspectives, in particular Amartya Sen's Capability Approach as an overarching framework. Coser's theory of Greedy Institutions, Elster's work on adaptive preference, and as an explanatory mechanism.

This paper will discuss the role of childcare training and work as a force for social capital creation in the community and will demonstrate how, through combining different theoretical perspectives, the research illuminates the practices whereby women can manage the processes of stasis and change to their personal and familial advantage. In so doing, it will demonstrate how training women to work in childcare carries consequences beyond those directly related to vocational achievement, drawing attention to evidence for a range of unplanned social payback.

Keywords: childcare, pre-schools, adult education, capability approach, life-work balance

THE TRANSITION OF PARENTS TOWARDS SCHOOL: AN EMPIRICAL STUDY

WILDGRUBER, DR. ANDREAS (PRESENTER)

GRIEBEL, W. NAGEL, DR. B. NIESEL, R. (CO-AUTHORS)

State Institute for Early Childhood Research, BAYERN, Germany

What are parents' perspectives on their own actual transition to be parents of a school child? How do they prepare themselves and their children for school? And what offers of nursery school and school do they perceive as supportive for their way?

The presented research is based on a theory of transitions that has its foundations in family and developmental psychology (Griebel & Niesel, 2011). Such educational transitions affect not only children, but also parents and educational institutions. In these situations children and parents do need coping strategies to handle developmental tasks on the individual, the interactional and the contextual system level. Especially parents' perspective on this transitional situation has rarely been the focus of research up to now. The importance of this research accrues not only from gathering knowledge about parents' experiences and constructions but also from learning about successful ways to let parents participate and to co-construct transitions.

The study is based on the idea that transition to school is a key situation to attract parents for cooperation with educational institutions. If parents perceive the management of this transitional situation for the children and themselves as well done, this will support a successful transition of their children. The opportunity for parents to participate and actively model offers of kindergarten and school should support a good cooperation and a well done start in school. The diversity of parents results in the need for diverse approaches to cooperate.

1000 parents of first-born and second children are interviewed in three languages (German, Turkish, Russian) by trained pedagogues. The study focuses on the ideas of parents with different ethnic backgrounds. The research is conducted in different parts of Germany predominantly via telephone interviews. Audio data are transcribed and then analyzed quantitatively using statistical procedures and qualitatively using qualitative content analysis.

Findings will inform initiatives on different administrative levels in Germany, may serve as best practice examples for teachers in kindergarten and school and may be included in the training of students and teachers. The aim is to enhance participation and cooperation between parents, kindergartens and schools.

The presentation will discuss the theoretical base, the research design and first findings, e.g. regarding the research participation of parents of cultural minorities.

Key words: transition, parents, perceived support, coping strategies

BRINGING EVIDENCE TO PRACTICE: DESIGNING A LANGUAGE AND LITERACY INTERVENTION FOR FAMILIES WITH YOUNG CHILDREN

DONNA BERTHELSEN¹, JAN MATTHEWS², NAOMI HACKWORTH², JAN NICHOLSON³, WARREN CANN², MISEL TRAJANOVSKA², TESAS HILLGROVE²

Queensland University of Technology, Victoria Park Road, Kelvin Grove, Queensland 4059, Australia

Parenting Research Centre, 232 Victoria Pde, East Melbourne, Victoria 3002, Australia

Murdoch Childrens Research Institute, The Royal Children's Hospital, Flemington Road Parkville Victoria 3052 Australia

This aim of this paper is to present a critical analysis of the research that underpins the intervention model of the Early Home Learning Study which is delivered through playgroups and home coaches, through 2011 and 2012. The study will involve 2000 families who are financially disadvantaged and who have children less than three years of age.

Children's early language and emergent literacy skills are developed through their interactions with parents in home contexts. Many aspects of the home context are relevant for emergent literacy skill acquisition, including parents' involvement with their children in language activities and routines and shared storybook reading which has been repeatedly shown to support young children's vocabulary development. Variations in the quality of home literacy environments are associated with families' socioeconomic status. Financial stress and social complexities associated with low family income can impact on parents' mental health and their emotional capacities for effective parenting and engagement in activities with their young children. There is strong evidence that factors contributing to differences in language and early literacy skills between children of lower and higher income families as they begin school involve the

amount and types of interactions parents have with their young children at home.

Quality Everyday Interactions and Developing a Stimulating Environment are the focus parenting domains of the Early Home Learning Study. Delivery of the intervention involves video modelling, practice with feedback, and didactic materials. The domain of Quality Everyday Interactions target five interactional skills: tuning in, following the child's lead, listening and talking, teachable moments, and being warm and gentle in the tone of interactions. The features of the domain of a Stimulating Environment are: building everyday routines, shared reading at home, supporting children's play at home, using community resources, and monitoring the use of media in the home.

The Early Home Learning Study is delivered through two existing community service platforms, Supported Playgroups and Maternal and Child Health Services. The study design is a cluster randomised control trial. The intervention with families is offered in two formats: a low intensity version in which parents receive a group-based intervention and a high intensity version in which parents receive the group program supplemented with home coaching sessions. Parent and child outcomes are assessed at pre, post, and follow-up, through a computer-assisted telephone interview with the parent and videoed observations in the home of parent-child interactions.

Implications discussed will focus on how program content can be designed and effectively delivered to parents to ensure better early language and literacy outcomes for children. Early interventions with low-income families can target a range of dimensions associated with the early language and literacy environment in the home that can yield a range of learning benefits to children prior to school.

Keywords: parenting intervention, early home learning, parent responsiveness, shared reading, socio-economic inequalities

Bibliography

Fletcher, K. L., & Reese, E. (2005). Picture book reading with young children: A conceptual framework. *Developmental Review*, 25, 64–103.

Lindsay, J. (2010). Children's access to print material and education-related outcomes: Findings from a meta-analytic review. Naperville, IL: Learning Points Associates. Retrieved from www.learningpt.org

Sénéchal, M. (2006). The effect of family literacy interventions on children's acquisition of reading from kindergarten to Grade 3. Jessup, Md: National Institute for Literacy. Retrieved from www.nifl.gov.

Rodriguez, E. T., Tamis-LeMonda, C.S., Spellmann, M. E., Pan, B. A., Raikes, H., Lugo-Gil, J., & Luze, G. (2009). The formative role of home literacy experiences across the first three years of life in children from low-income families. *Journal of Applied Developmental Psychology*, 30, 677–694.

van Steensel, R., McElvany, N., Kurvers, J., & Herppich, S. (2010). How effective are family literacy programs? Results of a meta-analysis. *Review of Educational Research*. published online December 2010. doi: 10.3102/0034654310388819

A25 Emancipatory research

Chair : Deborah Harcourt

EXPLORING THE LANGUAGES OF RESEARCH: LISTENING TO CHILDREN ACROSS INTERNATIONAL CONTEXTS

DEBORAH HARCOURT ¹, VALENTINA MAZZONI ²

Australian Catholic University, Brisbane Australia

University of Verona, Verona Italy

A growing interest in seeking the participation of young children in research has been, in part, responding to the participatory principles of the United Nations Convention on the Rights of the Child (UNCRC). This framework acknowledges the child the capacities to participate in processes that affect him/her and recognizing his/her right to be included in decision-making.

Lundy (2007), in discussing Article 12 of the UNCRC, suggests that to assure the children's right to express their view, it needs to be placed in between «space» and «voice». A participatory research project offers to the children a space to express their view but, according to Lundy, in order to authentically include children's voice, it needs also to facilitate children to express their view. Therefore, the researcher's responsibility is double: (a) creating a space and (b) facilitating children in communicating their perspective.

Through three international research projects undertaken by the presenters (Harcourt 2007, 2009a, 2009b; Harcourt & Mazzone, 2010a, 2010b), which invited children's standpoints on the quality of their prior-to-school experiences, this paper will examine the languages of research that young children in each context used to represent and forward their views on quality.

In order to encourage children to express their view, both researchers recognized the potential of beginning with the mosaic approach (Clark & Moss, 2001) which offers children a range of «communication tools» combining the visual with the verbal - children's own drawing, photos and maps, joined with adult's observations, and focussed conversations between the researchers and the children. Using different 'languages' to talk with children is a technique that encourages them to express their view in ways that acknowledges their current communication competences, thereby creating a more comfortable space for the dialogue.

The paper will highlight the different 'languages' the children used to generate data and the strategies that the researchers used to encourage children's contributions to the research enterprises.

Keywords: Research with children; cross national research; children's rights

Bibliography

Clark, A., & Moss, P. (2001). Listening to young children: The mosaic approach. London: National Children's Bureau and Joseph Rowntree Foundation.

Lundy, B. (2007). Service learning in life-span developmental psychology: Higher exam scores and increased empathy. *Teaching of Psychology*, 34(1), 23-27.

United Nations (1989). The United Nations Convention on the Rights of the Child. New York: UNICEF.

CHILDREN AS PARTICIPANTS IN THE RESEARCH OF SPECIAL EDUCATION: IMPLICATIONS TO PRACTICE

KAISU VIITALA

University of Tampere/ School of Education/Early childhood education/33014 FIN-University of Tampere

Children as participants in the research of special education: implications to practice

Abstract: In special education there has been a long tradition of images of the child, who has special educational needs, as vulnerable or disabled. These images are based mainly on the medical model of disability. To be a child, disabled or with special educational needs seems to have doubled the marginalized position in society. The empowerment of parents has been long at the centre of childhood studies in special education. The children have been participants in few studies, mainly, they have been objects of institutional actions. The medical or individual model of disability has produced mainly negative, stereotypical images of the children who have special educational needs. It is time to say that this kind of view have been already worked out. In modern childhood research, the child is viewed as active and as a subject in his life. However, in special education former views, as well the changing models of disability have not been met very large. In developing inclusive education, it is inevitably to work out the role and the place of children with disability or special educational needs both in the practice and the research of special education.

The aim of this presentation is to analyse and discuss children's participation through three different qualitative data where the children (N=27) has been interviewed. The children are from different grades of special education, from kindergarten, and from the special schools. The presentation addresses the children's role as informants concerning their own experiences of special education. The aim is to overcome disabling barriers, so the focus is not only on the experiences, but on the participation, too. The children's participation was enabled by the qualitative approach, and through the real interaction with the researcher and the children in their natural environments. On the basis of this study, the children were given the voice, they have been listened to, and now their views are taken into account to improve practice in special education. It is suggested that enhance children's participation, it is necessary to apply research methods that take into account child's perspective when planning the individual educational plans.

Keywords: participation, special education, qualitative approach, individual educational plan

CHILDREN AS PRODUCERS OF THE LEARNING CONTENT DURING ROLE PLAY

JYRKI REUNAMO

University of Helsinki, FI-00014 Finland

The aims of the research: To produce theoretic and practical tools in which children's views can be considered as essential ingredients of the educational content. It is impossible to know the educational objectives before children have produced the learning material with their views.

Theoretical and conceptual framework: The theory of the project centers on Reunamo's theory on agentive perception (Reunamo, 2007), in which children's accommodative, assimilative, agentive and participative views produce ingredients for children and educators to process. The paper presents an example of the theoretic orientation by describing how children's role play produces new content for education. When children build a house for bears the play it may be regarded as material play. However, when the bears move into the house and start to make porridge in it, the play starts to remind imaginary play. When the object of the play starts to have motives for its action, the play starts to be role play. When children share their play creations they learn contents they have produced themselves. The paper describes how children's role play makes children's ideas concrete and ready for processing.

Methodology: The data consisted of observations of role play situations, altogether 1603 observations in Finnish day care centers, 247 observation with Finnish childminders and 316 observations in Taiwanese day care centers. Altogether more than 1300 children were interviewed. Children's types of agentive perception were measured with interviews. Educators evaluated children's skills and the qualities of the learning environment. The data from the four independent instruments were merged to give a rich source on the relationships between children's actions, children's views, children's skills and learning environment qualities.

Ethical considerations: The purpose of the research is to empower both ECEC educators and children alike. The educators are considered as research colleagues. The educators are given feedback on tools for developing their work based on the research findings. Children's personal information has not been collected. Permissions have been gathered from all families participating in the research.

The main findings and implications for policy or practice: The children who play a lot of role play seem to follow their vision and ideas. They share their play with children with similar interests. They have strong agentive and personal images to apply in their role play. Children who play more role or imaginary plays have more peer contacts than other children and they are also mentioned as a popular friend to play with more often. Children who play more role or imaginative plays seem to bring favourable qualities to the play. However, in all types of day care the attention the educators pay to children's role or imaginary play is smaller than their attention to children in general. This means that educators pay less attention to children's role or imaginary play than they do to other activities. The educators tend to lose the content children have produced, processed and learned during playing role play. It is difficult for the educators to become aware of the things children have learned and scaffold the play when needed.

Keywords: Children's agentive perception, role play, educational objectives, development work, play

Bibliography

- Reunamo, J. (2007). The agentive role of children's views in Sustainable Education. *Journal of Teacher Education for Sustainability*, 8-2007, 68-79.
- Reunamo, J. (2007). Adaptation and agency in early childhood education. *European Early Childhood Education Research Journal*, 15 (3), 365-377.
- Reunamo, J. (2007). The agentive role of children's views in Sustainable Education. *Journal of Teacher Education for Sustainability*, 8-2007, 68-79.
- Reunamo, J. & NurmiLaakso, M. (2007). Vygotsky and agency in language development. *European Early Childhood Education Research Journal*, 15 (3), 313 - 327.
- Reunamo, J. (2004). Peer orientation in kindergarten. (2004). In A. Veisson & M. Veisson (eds.) *Sustainable development. Culture. Education* (pp. 101-110). Tõõ Kirjastus: Tallinn.
- Reunamo, J. (2005). Also withdrawn children find agency in kindergarten. In L. Talts, & M. Vikat (eds.) *Lapse kasvukeskkond Eesti ja Soomes III* (pp. 174-184). Tallinn: Tallinna Õlikooli kirjastus.



A26 Enfance et développement

Chair : Véronique Desponds

LE TEMPS EXPERIMENTÉ PAR LES ENFANTS

LUCIANA PACHECO MARQUES, CRISTIANE ELVIRA DE ASSIS OLIVEIRA

Universidade Federal de Juiz de Fora, Rua José Lourenço Kelmer, s/n - Juiz de Fora (MG) - Brasil

Cet article veut analyser le temps des enfants d'une école d'éducation enfantine à temps complet. L'article contient quelques réflexions sur le temps chez Bergson, Kohan, Prigogine et Stengers; les enfances chez Kohan et Larrosa; le temps scolaire chez Barbosa et Sanches, la lecture des temps faites par les enfants ainsi que sur d'autres possibilités d'expérimenter les temps pour l'école chez Gallo et Lins. Pour savoir comment les enfants concernés dans notre recherche lisaient le temps, nous avons discuté avec eux en nous servant du livre *Armando e o tempo* de Mônica Guttmann, inspirés duquel ils ont fait un dessin pour la recherche. Dans cette oeuvre, le personnage Armando a décidé de mieux connaître le temps et a créé une horloge pour mesurer son propre temps. Armando a observé qu'il y avait du temps pour tout dans la vie: «le temps de naître, grandir, vivre et mourir. Le temps de faire les choses, se reposer, sourire, prendre les choses au sérieux. Le temps de jouer, d'étudier, manger, faire du régime... Le temps de donner, de recevoir, de faire du bruit, se taire... Le temps de partir et de rester... Le temps de rire et de pleurer...» (p.9-12). Armando a découvert que la vie consistait dans le temps et que le temps était différent à chaque instant et différent pour chaque personne...» (p.13) Il s'est rendu compte que le temps du monde était différent du temps de chacun. Alors, il s'est demandé: Qu'est-ce que le temps? Si le temps que la pendule marque n'est pas le même qui marque notre coeur et notre pensée? Qu'est-ce donc le temps si le temps de chacun est différent du temps qui se trouve en dehors de nous?» (p.17-18). Il a démonté son horloge, mais le temps a continué à passer. Après avoir beaucoup réfléchi, il n'a plus voulu inventer un moyen d'arrêter le temps, mais d'en profiter plutôt. Il a donc créé une autre horloge qui avait les choses qu'il aimait faire à la place des chiffres. «Ainsi il a commencé à vivre avec deux horloges: l'une d'elles marquait le temps des choses, des personnes et des rendez-vous avec le monde et l'autre marquait le temps de son imagination. Nous avons utilisé les indices des dessins, ayant comme point de référence le Paradigma Indiciário de Carlo Ginzburg, dans le but de les déchiffrer et les comprendre à travers les pistes laissées, tout en observant leur signification, sans nous fixer sur les aspects généraux. Nous avons eu l'occasion de constater, à l'aide des pistes des dessins des enfants, que les deux temps - chronologique et aionique - étaient présents dans leur quotidien: le temps chronologique représenté par l'horloge et l'aionique par l'imagination. Nous avons aussi constaté la présence des enfances énigmatiques qui troublent nos certitudes, nos savoirs et remettent en question le pouvoir de nos pratiques en ouvrant un creux qui engloutit l'édifice bien construit de nos institutions, comme le remarque Larrosa. Nous pouvons donc réfléchir, dans et avec les écoles, sur d'autres enfances et d'autres temps, en plaçant l'enfance, selon Kohan, au-delà de la chronologie. Nous la reconnaissons également dans la dimension de l'expérience, dans l'intensité de la durée, avec la possibilité d'expérimenter le temps Aión qui exprime l'intensité du temps de la vie humaine.

Keywords: Temps. Enfance. Ecole. Expérience

INTER-ACTIONS : MUSICALITÉ COMMUNICATIVE À LA CRÈCHE EN CONTEXTES MULTICULTURELS. RECHERCHE ACTION PARIS-BOLOGNE

ANNA PILERI

Université Paris Ouest, Nanterre la Défense, 200 avenue de la République, 92001, Nanterre, France

Pourquoi se consacrer à l'étude des interactions à la crèche ? Quelles sont les raisons psycho-pédagogiques de cette enquête ?

L'enquête s'est adressée à l'étude systémique et transdisciplinaire des inter-actions enfant-parent-professionnelles à la Crèche en recherchant entrelacements et connexions possibles avec les variables suivantes de contexte: typologie et organisation du service; rôles professionnels; styles éducatifs; culture pédagogique; politique de référence; aspects culturels et interculturels (implicites et non-implicites), stéréotypes, préjugés et représentations réciproques (des parents et des professionnelles) dans les savoirs et dans les pratiques éducatives.

Relever, décrire et analyser les inter-actions dans les moments de soin, au cours d'activités libres et structurées et en particulier dans les moments d'accueil-séparation et retrouvailles, en relation aux aspects de contexte mentionnés, il demande une action indispensable: déterminer les éléments de dés-accordage que, en minant l'accordage affectif entre les sujets impliqués dans les inter-actions, ils peuvent être considérés comme facteurs significatifs de dés-alliance éducative.

JEUDI - THURSDAY
15 A
WORKSHOP

La crèche est un contexte éducatif particulièrement important pour la croissance globale des enfants et, en même temps, un endroit qui peut favoriser l'échange interculturelle entre parents, enfants et professionnelles dans une société aujourd'hui multiculturelle, que nous pouvons définir dynamique et en évolution continue. En France la Crèche accueille des enfants âgés de 2 mois et demi ; en Italie à partir de 3 mois ; donc, on prend soin de très petits enfants en déroulant un rôle de formation et de soutien familial tout aussi important. Les objectifs psycho-pédagogiques de la recherche consistent premièrement à assigner à la Crèche un rôle co-éducatif très important pour le développement de la musicalité communicative qui peut être favorisée par une action pédagogique visée et intentionnelle dans le sens husserlien du terme.

Avec ces introductions, j'ai analysé les inter-actions à la Crèche en me rapportant à un nouveau courant d'études qui offre possibilités amples d'application dans le domaine pédagogique: la musicalité communicative (M. Imberty, D. Stern, C. Trevarten, S. Malloch, M. Gratier) définie comme capacité humaine à communiquer avec les propres congénères de manière inter-active. C'est une capacité de régulation des émotions, des affections, mais aussi des comportements dans le temps qui favorise les échanges individuels et sociaux. La théorie de la musicalité communicative émergée de l'étude révolutionnaire qui a attesté modèles considérables de rythme, pulsation, timbre de voix et geste qu'il existe à l'intérieur de la communication mère/enfante. A cette propos, je crois sois nécessaire réfléchir sur les professionnelles eux sont, dans le déroulement du rôle professionnel, constamment en relation avec les enfants et les parents par leur voix accompagnante, par des gestes, des rythmes, des mouvements, des aspects de la musicalité qui interviennent sur la qualité de la relation et de l'apprentissage, donc, sur la qualité éducative du service.

L'enquête met en évidence que les inter-actions ne sont pas seulement identifiées au cours des activités structurées, mais ils semblent encore plus intenses pendant les moments consacrés aux soins et à d'autres activités libres au cours des quelles il a été possible d'observer également des inter-actions interculturelles.

Keywords: Musicalité communicative, alliance éducative, interculturalité, qualités transférables

IMAGINATION ET RAISONNEMENT CHEZ LE JEUNE ENFANT : L'IMPACT DE L'ENTRAÎNEMENT À LA PENSÉE CONTREFACTUELLE

MALAK JALLOUL ¹, AGNÈS FLORIN ¹, PAUL L. HARRIS ²

¹ Laboratoire Education, Cognition et Développement (EA3259), Université de Nantes, France

² Harvard University, USA

Cette étude s'inspire des travaux sur l'imagination comme interface entre le développement du raisonnement déductif et la théorie de l'esprit (Harris, 2007). Ainsi, à partir de 2 ans, lorsque les enfants bénéficient d'un étayage fourni par un adulte et sollicitant l'imaginaire, ils parviennent à se détacher de leurs connaissances empiriques sur le monde et à adopter des attitudes analytiques pour résoudre des syllogismes contrefactuels (Dias & Harris, 1988 & 1990 ; Richards & Sanderson, 1999). Le développement de cette capacité se fait en même temps que celui du jugement causal contrefactuel (Kavanaugh & Harris, 1999b) et la capacité à comprendre les états mentaux (Guajardo & Turley-Ames, 2004). Notre objectif est de voir si un entraînement au jugement causal contrefactuel permet aux enfants de mieux bénéficier de l'étayage par l'imaginaire et augmenter ainsi leur taux de réussite à ce type de syllogismes. L'entraînement expérimental consiste à présenter une série de situations narratives dont la résolution nécessite la mobilisation du jugement causal contrefactuel. Le groupe contrôle s'est vu présenter un entraînement neutre basé sur des exercices logiques non verbaux.

Une première analyse des résultats permet de retenir deux éléments : tout d'abord, une absence de l'effet de l'entraînement expérimental dans les deux conditions (avec ou sans étayage par l'imaginaire), mais la présence d'un effet fortement significatif, à la fois de l'âge et du niveau scolaire, sur les performances des enfants. Cela suggère la présence d'un changement développemental garant du passage d'une attitude cognitive empirique à une attitude analytique. D'autres résultats sont en cours de traitement afin d'éclairer la nature et les processus impliqués dans ce changement et son lien avec la scolarisation des enfants à l'âge de 3 ans.

Keywords: Imagination, Raisonnement, pensée contrefactuelle, entraînement.

Bibliography

Dias, M.G. et Harris, P.L. (1988). The effect of make-believe play on deductive reasoning. *British Journal of Developmental Psychology*, 6, 207-221.

Dias M.G. et Harris, P.L. (1990). The influence of imagination on reasoning by young children. *British Journal of Developmental Psychology*, 8, 305-318

Harris, P.L (2007), L'imagination chez l'enfant. Son rôle crucial dans le développement cognitif et affectif. Paris : Retz.

Kavanaugh, R. & Harris, P.L. (1999b), Pretense and counterfactual thought in young children. In L. Balter and C.S. Tamis-LeMonda (eds), *Child Psychology: A handbook of contemporary issues*. Philadelphia, PA: Psychology Press, pp.158-76.

Leevers, H.J. & Harris, P.L. (1999). Persisting effects of instruction on young children's syllogistic reasoning with incongruent and abstract premises. *Thinking and Reasoning*, 5, 145-73.



Self-organised symposia / Symposia auto-organisés
Thursday, September 15th - Jeudi 15 septembre
16.00 - 17.30

B1 L'OBJET COMME VECTEUR DE DÉVELOPPEMENT PSYCHOLOGIQUE AU TRAVERS DE L'INTERVENTION ÉDUCATIVE

Chair: Moro Christiane, Université de Lausanne

CLAVIEN, WIL, OFFICE DE L'ÉDUCATION ITINÉRANT, SION
ROSCIANO, RAFFAELLA, UNIVERSITÉ DE NEUCHÂTEL, NEUCHÂTEL

Dès la naissance, l'enfant se trouve inséré dans le contexte socio-historique de sa culture. L'éducation et les contextes dès le plus jeune âge sont constitutifs du développement psychologique ; toutefois, rarement ceux-ci sont envisagés comme tels dans la littérature disponible. Il est souvent question d'un développement qui s'exprimerait de manière solitaire et spontanée dans un monde d'objets conçus dans leurs seules dimensions physiques, ou encore transparents, donc extérieurs à la culture et au social. L'intervention éducative se trouve délégitimée dans le cadre de ces travaux et est généralement conçue en extériorité par rapport au développement psychologique dont les traditions s'inscrivent dans une perspective rousseauiste faisant la part belle au développement naturel.

Dans le cadre de ce symposium, nous battons en brèche cette conception d'un développement naturel, peu sensible aux déterminants externes, qui exclut par trop les approches incluant les dimensions socio-génétiques du développement psychologique et déconsidèrent les conditions de production matérielles, sociales et culturelles du développement. Dans la suite de Vygotski (1934/1997) et des travaux réalisés par ses épigones, nous mettons plus particulièrement l'accent sur le statut de l'objet comme source du développement psychologique aux mains du parent, de l'éducateur ou du psychologue dans des situations de développement typique et atypique.

Le symposium présentera trois communications. La première concernera l'intervention éducative dans le développement précoce. Cette recherche prend appui sur les travaux menés dans le cadre de la Pragmatique de l'objet – étude de la transmission-appropriation de l'usage de l'objet entre 7 et 13 mois (Moro & Rodriguez, 2005). Le focus portera sur la construction de l'attention conjointe dans le cadre de l'appropriation de l'usage de l'objet par l'enfant entre 6 et 18 mois. La seconde recherche prend également appui sur la Pragmatique de l'objet mais cette fois pour susciter les prémices de l'attention conjointe chez un enfant avec des troubles sur le spectre de l'autisme. La troisième recherche concerne l'apprentissage des pratiques de possession chez les enfants dans un cadre socio-historique.

Keywords: Usage de l'objet - Développement - Intervention éducative - Attention conjointe - Autisme

LE RÔLE DE L'USAGE DE L'OBJET ET DE L'INTERVENTION ÉDUCATIVE DANS LA CONSTRUCTION DE L'ATTENTION CONJOINTE CHEZ L'ENFANT AU DÉVELOPPEMENT TYPIQUE

MORO CHRISTIANE, UNIVERSITÉ DE LAUSANNE

L'attention conjointe est décrite comme une compétence socio-communicative qui, vers la fin de la première année, permet à l'enfant au développement typique de s'engager avec l'adulte dans une série de conduites (principalement au travers du suivi du regard et du pointage) de partage d'attention vis-à-vis des objets et des événements. Différentes explications de cette compétence socio-communicative sont avancées par les chercheurs (cf. entre autres Butterworth, 1998 et Tomasello, 1995 dont les perspectives sont respectivement qualifiées de « bottom up » et de « top down » par Racine, 2005). Dans ces travaux, l'objet apparaît comme objet prétexte à l'attention conjointe qui se met en place, l'avènement de cette compétence étant considérée dans une perspective cognitive « inside-out », i.e. comme émanant du sujet lui-même, sans considération de ses conditions matérielle, sociales et culturelles de production.

Par contraste, dans la suite des travaux initiés par Vygotski (1934/1997) et des travaux que nous avons nous-même conduits sur la Pragmatique de l'objet (Moro & Rodriguez, 2005), nous considérons que l'objet dans ses dimensions sociales joue un rôle central dans le développement psychologique via



l'intervention éducative. Ainsi, nous posons l'hypothèse que l'avènement et le développement de la compétence d'attention conjointe s'élabore dans le cadre de l'appropriation de l'usage de l'objet dans ses significations culturelles et sociales par l'enfant, apprentissage rendu possible par l'intervention éducative de l'adulte au moyen des signes que ce dernier utilise dans l'interaction triadique pour transmettre l'usage canonique de l'objet à l'enfant. Ainsi considérons-nous que l'agir sur l'objet, si crucial à cette étape du développement, n'est pas indépendant de l'avènement et du développement de l'attention conjointe.

Méthodologiquement, pour tester cette hypothèse, un dispositif longitudinal a été mis en place : deux dyades ont été filmées en situation d'interaction triadique enfant-objet-adulte lorsque l'enfant a 6, 9, 12, 15 et 18 mois. Les objets sélectionnés consistent en un set de dinette avec poupée ainsi qu'un objet tour Fisher Price qui permet d'enfiler cinq anneaux de taille décroissante le long d'une tige conique. Les usages de ces objets, qui présentent un degré différencié de polysémie – et donc d'usages variés – ne sont pas connus à 6 mois.

Une analyse microgénétique a été conduite. Dans le temps imparti, nous présenterons les résultats obtenus dans le cadre d'une seule dyade. Nous montrerons comment s'élabore l'attention conjointe depuis les prémices notamment : 1) dans le cadre du passage de l'interaction dyadique à l'interaction triadique ; 2) dans le cadre de la nécessaire construction de significations partagées et publiques relatives à l'usage de l'objet ; 3) pour conclure, nous mettrons en évidence l'importance du procès d'appropriation des significations partagées et publiques des usages des objets dans l'appréhension des intentions d'autrui.

Keywords: usage de l'objet, intervention éducative, développement, interaction triadique

LA CONSTRUCTION DE L'ATTENTION CONJOINTE DANS SES PRÉMICES AU TRAVERS DE L'USAGE DE L'OBJET CHEZ UN ENFANT AVEC DES TROUBLES SUR LE SPECTRE DE L'AUTISME

WIL CLAVIEN, OFFICE DE L'ÉDUCATION ITINÉRANT, SION

L'attention conjointe constitue un ensemble de compétences qui joue un rôle important dans le développement social et prélinguistique de l'enfant dans le cadre du développement typique et elle est spécifiquement déficiente chez les enfants atteints d'autisme. La recherche qui sera présentée dans la présente contribution vise à saisir l'émergence de l'attention partagée qui est une composante de l'attention conjointe dans le développement normal et dans les prémices de celle-ci, et d'explorer par quelles médiations, l'intervention éducative permet de la stimuler auprès d'un enfant avec des troubles sur le spectre de l'autisme.

Cette recherche se situe dans l'approche du développement selon Vygotski (1934/1997) où la question de médiation des processus psychiques par la culture via autrui est la condition du développement psychologique. Dans la suite de ces travaux, Moro & Rodriguez (2005) montrent que les objets matériels quotidiens, considérés dans leurs dimensions culturelles, jouent un rôle central comme organisateur de la vie psychologique. Ces auteures montrent que l'usage de l'objet se transmet et s'approprie dans le cadre de l'interaction triadique enfant-objet-adulte ; elles mettent au jour que l'appropriation de l'usage de l'objet se réalise au travers des signes qu'autrui utilise pour transmettre l'usage et la reconstruction progressive par l'enfant des significations publiques de l'objet.

Les hypothèses formulées touchent aux conditions de production de l'attention conjointe à travers l'intervention éducative et aux médiations spécifiques susceptibles de favoriser cette construction chez l'enfant autiste eu égard à la déficience présentée et à son évolution au fil des interactions. Quatre séances ont été filmées : la première pour tester les objets utilisés et trois séances d'intervention.

Les hypothèses suivantes ont été formulées :

1. en situation dyadique, l'imitation par l'intervenante des actions de l'enfant et une position plus basse que celle de l'enfant auraient pour effet d'augmenter le contact visuel. Cette augmentation du contact visuel se reporterait sur la situation triadique ;
2. en situation triadique, par une position plus basse que celle de l'enfant, et utilisant l'objet comme support d'attention et de motivation, l'intervenante favoriserait l'occurrence de l'attention conjointe, au moyen d'ostensions, de pointages et de démonstrations de l'usage de l'objet.

Par le focus de l'attention et de la motivation qu'ils suscitent, l'objet et l'intervenante participeraient à la diminution des troubles de la régulation, à l'émergence de l'attention conjointe. Par ailleurs, l'attitude

contingente de l'intervenante favoriserait l'enchaînement des tours de rôle, au travers de l'usage de l'objet.

Après avoir rappelé la spécificité de l'atteinte de l'enfant au départ de notre étude, nous insisterons sur le fait d'intégrer à l'analyse la question de la sélection des objets eu égard à l'intérêt qu'ils suscitent chez l'enfant et à la condition qu'ils ne soient pas encore (ou peu) maîtrisés dans leurs usages canoniques avant l'intervention. L'analyse de type microgénétique montrera l'effet favorable des médiations impliquées dans l'intervention éducative sur la construction des prémices de l'attention conjointe, telles que les hypothèses nous ont permis de les poser. Nous concluons sur la nécessité de prendre l'objet au sérieux dans l'intervention éducative et thérapeutique.

Keywords: Objet - Autisme - Attention conjointe - Intervention éducative - Développement

L'OBJET POSSÉDÉ DANS LA VIE ENFANTINE : INSTRUMENT CULTUREL DE DÉVELOPPEMENT PERSONNEL ET SOCIAL

RAFFAELLA ROSCIANO, UNIVERSITÉ DE NEUCHÂTEL

Cet exposé propose l'étude du développement du sens de propriété dans la petite enfance. Son but est d'analyser comment certains objets prennent progressivement la signification d'objets de possession à partir d'usages et de pratiques sociales quotidiennes spécifiques.

Les travaux cognitivistes et cliniques prônent une vision individualiste de la construction des rapports de propriété (lien associatif d'un possesseur à un objet possédé). Tout en considérant les interactions sociales comme le contexte relationnel dans lequel une meilleure compréhension de l'idée de propriété est élaborée –pour les cognitivistes- ou dans lequel le besoin de s'attacher à un objet pour dépasser l'angoisse de séparation trouve ces racines –pour l'approche clinique-, le lien de la personne à ses propriétés reste le produit d'un processus de construction intra-individuelle. Même dans les recherches conduites à partir d'une perspective plus attentive aux enjeux sociaux, l'étude des conditions sociales et éducatives dans lesquelles et par lesquelles ces processus émergent reste complètement oublié, le développement du comportement possessif résultant d'une stratégie de défense d'un « territoire » (réseau social) ou s'apparentant à un processus de favoritisation de l'image personnelle au détriment de celle des autres.

En partant d'une perspective socioculturelle considérant les conditions de production matérielles sociales et culturelles du développement, notre étude propose une interprétation alternative de type sociogénétique de l'émergence du comportement appropriatif chez l'enfant (maturation naturelle, prévisible et solitaire).

Cette étude a été conduite en Suisse dans 3 crèches et 9 familles avec des enfants de 9 à 60 mois. Suivant une méthode ethnographique, leurs pratiques quotidiennes ont été observées pendant 4 ans en situation de vie réelle. Les données récoltées se composent de notes de terrain, photographies, documents concernant la circulation et gestion des objets personnels dans l'espace public et 100 heures vidéo-registrées d'interactions enfantines et éducatives.

Pour analyser et interpréter la complexité des situations sociales récoltées, nous avons répertorié et classifié les différentes pratiques observées d'usages d'objets en nous focalisant sur la relation entre participants (enfants, parents, éducateurs) et objets sensés devenir des objets personnels (par la volonté des adultes) ou auto-appropriées par les enfants. Finalement nous avons reconstruit les étapes et les différentes typologies de ces usages.

L'étude de 2 cas, que nous allons présenter lors de cet exposé, laisse émerger un double processus se développant en parallèle: d'un côté, les pratiques adultes qui, en structurant le contexte de vie de l'enfant, le socialisent aux pratiques de propriété à travers la transmission d'éléments culturels tels que des normes, des règles, des scripts, une architecture des liens interpersonnels, une organisation de l'espace matériel et temporel de vie ; de l'autre côté, un processus de reproduction interprétative de la part des enfants de ces pratiques transmises par les adultes est mis en évidence, ce qui montre comment la pensée de l'enfant prend forme par la participation active et progressive à ces pratiques culturelles.

Il en résulte que la notion de propriété est pétrie de pratiques culturelles qui à leur tour définissent et modèlent le rapport de l'enfant à l'objet. La propriété, instituée par la participation à ces pratiques culturelles, fait de l'objet un médiateur du développement personnel et du sens de son histoire.

Keywords: possession, développement de l'enfant, relation à l'objet, réciprocité triadique, pratiques conventionnelles.

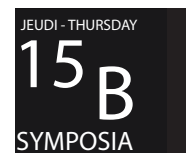
B2 WORKING WITH UNDER-THREES: DEVELOPING AN INTEGRATIVE APPROACH TO EDUCATION, CARE AND HEALTH.

Chair: Cohen, Bronwen, Children in Scotland

WOLFE, TOBY, IFSC, DUBLIN
IEVEN, AAGJE, EUROHEALTHNET, BRUSSELS
RUBIO, MARIE NICOLE, LE FURET, STRASBOURG

This session will consider research findings from the Working for Inclusion cross national reviews completed in 2011 which highlighted the success of countries with fully integrated early years systems in diminishing inequality in the use of services and the Eurohealthnet ongoing Gradient Project. The findings will be discussed in the context of the issues raised by Eurochild's Working Group on Early Years, the Children in Europe magazine Europe's youngest citizens: services and leave provision for under threes and the implications of the EC Communication on Early Childhood Education and Care (COM) (2011) 66.

Keywords: European & national policies, child well-being, services



HOW THE EU CAN CONTRIBUTE TO QUALITY ECEC

WOLFE, TOBY; POLICY & RESEARCH OFFICER, START STRONG, IRELAND AND EUROCHILD MEMBER,

The presentation will describe the latest developments in EU policies on 0-3s and the significance of the EC Communication for Ireland. It will outline some of the research questions raised by Eurochild's Early Years Working Group under the light of recent policy developments at EU level, notably the recent EU Communication on "Early Childhood Education and care: Providing all our children with the best start for the world of tomorrow" (COM (2011) 66 February 2011).

This Communication marks a shift in the perspective from which early years has been addressed at EU level, from economic driven grounds (on the contribution of women to the labour market and the need to facilitate their return to work following birth) to considering early childhood education and care (ECEC) as a "foundation for successful lifelong learning, social integration, personal development and later, employability". On the other hand, it is also acknowledged that investments in the early years yield higher economic returns in terms of reducing social, health and justice costs.

The discussion will also look at gaps and risks of on-going policies, with a particular focus on the impact of the economic crisis on children and how structural funds can be directed to support investments in ECEC. It will furthermore debate the role of the EU in triggering action at national level and how it can promote future research, exchange & learning, opportunities for influence.

Keywords: Under-threes, cross-national comparisons, structural funds

LEVELING UP THE GRADIENT AMONG SMALL CHILDREN AND FAMILIES IN EUROPE

IEVEN AAGJE; PROJECT COORDINATOR, EUROHEALTHNET

This presentation will outline the findings of ongoing Gradient research and discuss the need for greater knowledge regarding effective actions to level up the health gradient in early childhood.

The GRADIENT project (April 2009 – 2012) is a research project funded through the EU's Seventh Framework Programme. It aims to identify effective policy measures to tackle health inequalities among families and children and to influence policy-makers in taking necessary steps to reduce the health gradient.

Specific objectives are to:

- Develop a consensus-based European Evaluation Framework that helps assess the effectiveness of policies in terms of leveling up the gradient
- Investigate if and why children and families from different socio-economic groups respond and act differently to public health policy interventions
- Identify protective factors for the health of children and young people and their families
- Analyse and compare the impact of general policies for families and children with the impact of policies targeted at 'at risk' families and children in different policy contexts
- Formulate policy recommendations and to disseminate the findings across the European Union.

This work is undertaken by a research consortium consisting of 34 members from 12 institutions with expertise in the areas of public policy, public health and health promotion, and child health at the local,

regional, national, EU and international level.

Keywords: Child health and outcome, EU and national policies, health inequalities

COLLABORATIVE APPROACH TO RESEARCH, POLICY AND PRACTICE IN WORKING WITH UNDER THREES

RUBIO, MARIE NICOLE; DIRECTOR LE FURET AND EDITORIAL BOARD OF CHILDREN IN EUROPE

The presentation will consider the opportunities for collaborative approaches to research, policies and practice arising from recent Children in Europe publications and developments at an EU level.

Keywords: European policy, social inclusion, good practices

B3 PARENTS, FAMILIES, PRACTITIONERS AND RESEARCHERS: COLLABORATIVELY DEVELOPING EMANCIPATORY RESEARCH METHODOLOGIES

Chair: Hayward, Kate; Pen Green Research, Development and Training Base, Corby, England

ARNOLD, CATH, PEN GREEN RESEARCH, DEVELOPMENT AND TRAINING BASE, CORBY, ENGLAND
WHALLEY, MARGY, PEN GREEN RESEARCH, DEVELOPMENT AND TRAINING BASE, CORBY, ENGLAND
McKINNON, EDDIE, PEN GREEN RESEARCH, DEVELOPMENT AND TRAINING BASE, CORBY, ENGLAND

The presentations in this symposium examine the wide variety of methodologies which have been used and developed at the Pen Green Centre for Children and Families in England. The presenters are all deeply involved in carrying out research with children, parents and practitioners in children's centres, nursery schools and other early years settings. Key to their collective thinking is that research with families and practitioners must always be co-conceptualised and co-constructed with them. It is seen as vitally important that participants experience research at Pen Green as emancipatory rather than something which they feel is 'done to' them.

The presentations in this symposium consider,

- How workers and parents can work together to develop methods for evaluating outcomes for a parental involvement programme in a children's centre
- How leaders, practitioners and governors in children's centres and schools have developed a 'system leadership' approach to provide services which make a real difference to families
- A tracer study following three- and four-year olds who are now teenagers, and their parents, who all used the Pen Green Centre in the 1990s to record how their experiences affected the educational aspirations and outcomes
- How parents from across Corby have collaborated with practitioners in children's centres to conceptualise, research and analyse data gathered from parents who are 'disillusioned and disengaged' with public services in order to co-produce, lead and deliver innovative interventions which will address Corby's history of social and educational disadvantage
- How 'emancipatory methodologies' have been developed to research children's centres' effectiveness with parents, practitioners and leaders in nursery schools, children's centres and a large primary school

Keywords: reflective practice, advocacy, system leadership

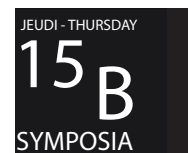
Bibliography

- Boyle, D. and Harris, M. (2009). The Challenge of Co-Production. London. New Economics Foundation and the National Endowment for the Arts, Technology and Sciences.
- Boog, B.W.M. (2003). Emancipatory Character of Action Research, its History and the Present State of the Art. *Journal of Community & Applied Social Psychology*. 13: 426–438
- Dweck, Carol (2000). *Self-Theories: Their Role in Motivation, Personality and Development*. Philadelphia PA. Psychology Press
- Whalley et al (2007). *Involving Parents in their Children's Learning*. 2nd Edition. London. Paul Chapman.
- Whalley et al (2008). Developing and sustaining leadership learning communities: implications of NPQICL rollout for public policy local praxis. *EECERA Journal*, Vol 16, No 1, Special Issue: Leadership and Management, pages 5-38. .

A COLLABORATIVE APPROACH TO DEVELOPING METHODS FOR EVALUATING OUTCOMES THROUGH THE PEN GREEN 'WAY OF WORKING' WITH PARENTS

HAYWARD, KATE; PEN GREEN RESEARCH, DEVELOPMENT AND TRAINING BASE

'Parents and professionals can help their children separately or they can work together to the great benefit of the children (Athey, 2007) Parental involvement has been at the heart of the work at the Pen Green Centre for Children and Families ever since it opened in 1983. A comprehensive programme of parent-worker partnership has been developed. It is a 'knowledge sharing approach', recognising and respecting the knowledge parents have of their own children. Drawing on the work of Freire, Mezirow and Athey this paper considers this particular way of working. The author describes the systematic approach undertaken within the nursery staff team to document and record the effective engagement of parents in their children's learning and how workers share the assessment process with parents and document children's learning and development of supporting socio economic data used to contextualise current models of parental engagement for families experiencing difficulties. Through a process of discussion and reflection on the data the staff team are able to develop critical questions about practice relating to access for all parents and the nature of the transformative relationships that take place through this way of working. The importance of this process in the sustainable development and evaluation of parental involvement programmes in Children Centres is explored.



Keywords: parental involvement, knowledge sharing, home learning, access, outcomes

Bibliography

- Athey, Chris (2007) (2nd Edition). Extending Thought in Young Children. London. Paul Chapman
Freire, Paulo. (1996) Pedagogy of the Oppressed. London. Penguin Books.
Mezirow, J. (1978). Perspective Transformation. Adult Education, 100–110.
Whalley et al (2007). Involving Parents in their Children's Learning. 2nd Edition. London. Paul Chapman.
Whalley et al (2008). Developing and sustaining leadership learning communities: implications of NPQICL rollout for public policy local praxis. EECERA Journal, Vol 16, No 1, Special Issue: Leadership and Management, pages 5-38

HOW DID WE MAKE A DIFFERENCE? FOLLOWING CHILDREN AND FAMILIES WHO USED OUR CENTRE MORE THAN FIVE YEARS AGO

ARNOLD, CATH; PEN GREEN RESEARCH, DEVELOPMENT AND TRAINING BASE

Aims of the Research: Following our exploration of methods suitable for a small scale qualitative and interpretive study presented at last year's conference, this year we began to move from method to findings. We aimed to further develop our ways of finding out what possible lasting differences we have made to the lives of children and families, who became involved in our centre more than five years ago. We wrote in 2004 that 'Staff at Pen Green have for many years been concerned with developing and mobilising parents as passionate advocates on behalf of their children'. Now we want to see how effective we and the parents were in developing that 'advocacy role' particularly within our education system.

Theoretical Frameworks: The theories used include Carol Dweck's work on 'mastery-oriented' learners and 'growth-mindset' (2010), research on 'schemas' (repeated patterns of action) (Athey, 2007), 'agency' (Erickson et al, 1985) and 'advocacy' (Pen Green, 2004).

Methodology: We have continued to use a 'convenience sample' (Cohen et al, 2000, p.102), families who are interested and still live in the area, and to extend out from our original group of six families. We have been experimenting with using various 'triggers' to elicit memories, including photos, video, visits and meeting up with key workers. We have also been considering what might be an optimum age at which children are able to reflect on and articulate their earlier experiences.

Ethics: We began by seeking permissions from young people, who had been filmed as young children and are now almost adults (16 and 17 year olds). Since then, we have engaged with a group of 12 year olds; a group of 10 year olds; women working in education, who moved into their careers after using the services at the centre; and parents, bringing their children to nursery, who previously attended the nursery themselves. Any filmed or recorded material has been checked out with the participants as soon as possible after recording. We have assured participants of their right to withdraw at any time from the research study and we have worked alongside participants to interpret the data.

Findings: Our findings are still quite tentative although we have generated some hypotheses about: parental involvement and advocacy within the education system; involvement in specific projects and how the learning continues to be expressed over a long period of time; children's sense of self; and, embod-

ied knowledge, felt and expressed through the body during visits.

Implications for Policy and Practice: This study adds to major studies on parental involvement (DCSF, 2008) and on the importance of early education (EPPE, 2004) by teasing out some specific actions that can be taken drawn from the lived experience of children and families using early childhood services with a particular stated philosophy.

Keywords: Transformation, Education, Advocacy, Agency

Bibliography

- Athey, Chris (2007) (2nd Edition). *Extending Thought in Young Children*. London. Paul Chapman.
Department for Education and Science (2004). *The Effective Provision of Pre-School Education (EPPE) Project Report*. London. DfES.
Dweck, Carol (2000). *Self-Theories: Their Role in Motivation, Personality and Development*. Philadelphia PA. Psychology Press
Whalley et al (2007). *Involving Parents in their Children's Learning*. 2nd Edition. London. Paul Chapman.

TOTAL PLACE CORBY: PARENTS AND PRACTITIONERS CO-PRODUCING SERVICES FOR CHILDREN AND FAMILIES

WHALLEY, MARGY AND MCKINNON, EDDIE; PEN GREEN RESEARCH, DEVELOPMENT AND TRAINING BASE.

The Total Place Corby project has brought together the four children's centres in Corby by focusing on identifying and implementing radical and innovative ways of delivering services to children and families (Boyle and Harris, 2009). Parents, practitioners and service leaders from Corby's four children's centres have worked in collaboration to co-conceptualise and co-research 'disillusioned' and 'disengaged' families in Corby who are not engaging with public services. Data was gathered by paired parent-practitioner teams who interviewed parents meeting these criteria. Parents also independently completed week-long journals for the project. The data was co-analysed by parent interviewers, practitioners and leaders to identify the critical learning gained from the responses of parents who are not using public services.

The Total Place Corby project has connected a range of people in the town as co-researchers and co-analysts of data gathered for the project. Relationships between parents, practitioners and leaders of the children's centres have been promoted by regular meetings to share feedback on the progress of the research, analyse data and to identify the emerging critical themes. All involved have invested considerable time and energy in the work required because they are committed to the provision of accessible services for parents who do not currently engage with public services (Craig, Horne and Mongon, 2009)

As a town Corby lies at the foot of the national league table in terms of the proportion of the population with degree or equivalent qualifications (376th with 19%) and also has a much higher than average proportion of people with no recognised qualifications at all (40%). In the 1980s and 1990s Corby experienced a series of initiatives designed to address social inequality and disadvantage, especially in the area of educational opportunities and outcomes, e.g. Community Enterprise Programme, Education Action Zone. The fatal flaw common to all of these initiatives was that, as top-down 'solutions', they failed to engage with local people and did not take root and become embedded in the community. Consequently, Corby's trend lines of educational failure and its 'poverty of aspiration' have not been reversed. Total Place Corby is an approach to community development and capacity building which is in a different mode from its predecessors. It is being directly driven by parents in the community who are genuinely engaged in conceptualising, constructing and analysing the research intending to identify radically innovative ways of working with the most 'disillusioned' and 'disengaged' parents and families, at greatest risk of experiencing negative outcomes for their children. Parents involved in Total Place Corby will co-produce, lead and deliver the innovative interventions that will address Corby's history of social and educational disadvantage in the near future. A critical aspect of the project process was the formation of a whole town action research learning set aiming to shift professional practice and improve access for families who were currently not engaged (Whalley et al, 2008). This presentation reports on the emerging outcomes of this participatory action research project.

Keywords: co-production, community leadership, parent-researchers

Bibliography

- Boyle, D. and Harris, M. (2009). *The Challenge of Co-Production*. London. New Economics Foundation and the National Endowment for the Arts, Technology and Sciences.
Boog, B.W.M. (2003) *Emancipatory Character of Action Research, its History and the Present State of the Art*. *Journal of Community & Applied Social Psychology*. 13: 426–438

Craig, J., Horne, M. and Mongon, D. (2009). The Engagement Ethic. London. The Innovation Unit.
Whalley et al (2008). Developing and sustaining leadership learning communities: implications of NPQICL rollout for public policy local praxis. EECERA Journal, Vol 16, No 1, Special Issue: Leadership and Management, pages 5-38.

B4 RECHERCHE, PRATIQUES ET POLITIQUES ÉDUCATIVES : L'APPORT DE L'INTERDISCIPLINARITÉ POUR TRAVAILLER LES QUESTIONS LIÉES À L'ACCUEIL DE L'ENFANCE

Chair: Verniers, Quentin, RIEPP

DUSART, ANNE-FRANÇOISE, RIEPP, LOUVAIN-LA-NEUVE, BELGIQUE
MEYFROET, MONIQUE, BELGIQUE
MOTTINT, JOËLLE RIEPP, LOUVAIN-LA-NEUVE – BELGIQUE

L'interdisciplinarité est importante dans le secteur de la petite enfance, et notamment de l'accueil des jeunes enfants, tant lors de la mise en oeuvre de recherches ou de recherches-actions, que dans les pratiques, lors de la formation ou pour la mise en place de politiques. Le croisement des regards permet d'enrichir la réflexion et de saisir la réalité de façon à la fois plus fine et plus globale. L'interdisciplinarité introduit de la complexité et permet de déconstruire les évidences pour reconstruire une représentation enrichie des réalités vécues et observées. Le croisement de différentes grilles de lecture issues de différents champs - sociologie, psychologie (sociale et clinique), économie, pédagogie de la diversité - dépasse la simple somme des apports de chacun de ces regards pour arriver à une approche innovante de la réalité concernant l'accueil des enfants.

Keywords: interdisciplinarité, recherche, formation, politiques, diversité

Bibliography

Vandenbroeck, Michel (2005) Eduquer nos enfants à la diversité sociale, culturelle, ethnique, familiale, Erès

RECHERCHE : COMPLEXITÉ DES MILIEUX D'ACCUEIL ET NÉCESSITÉ DE CROISER ET D'INTÉGRER DIFFÉRENTS REGARDS THÉORIQUES

MOTTINT, JOËLLE, RIEPP

Les milieux d'accueil pour jeunes enfants sont des services qui répondent à de multiples besoins. En effet, la diversité est devenue une réalité du monde d'aujourd'hui et les milieux d'accueil y sont confrontés. Outre une fonction de garde, les milieux d'accueil ont une fonction sociale et une fonction éducative. De plus, au sein des milieux d'accueil, il existe différents métiers. Les recherches et recherche-actions ont tout intérêt à développer une approche interdisciplinaire permettant, non seulement de croiser les regards, mais aussi construire un modèle complexe qui intègre différentes données qui pourraient a priori être considérées comme inconciliables. C'est le cas par exemple de la qualité pédagogique et de l'accessibilité : un milieu d'accueil qui développe une approche pédagogique très élaborée mais inaccessible au plus grand nombre ou qui ne développe cette approche qu'avec des enfants qui sont dans les conditions de la recevoir est-il un milieu d'accueil de qualité ? L'approche interdisciplinaire permet de dépasser l'apparente antinomie entre qualité et accessibilité pour les interroger l'une et l'autre et ainsi chercher une voie permettant d'optimiser l'une et l'autre.

Keywords: milieux d'accueil, complexité, diversité, fonctions, interdisciplinarité

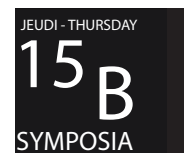
Bibliography

Dusart Anne-Françoise (2007). Accueil atypique en Communauté Française : à la recherche des conditions optimales d'accueil, vers une politique d'égalité d'accès pour tous. Bruxelles: Centre d'Expertise et de Ressources pour l'Enfance.

Lorant, Vincent, Humblet, Perrine, Portel, M-I. (2003). L'accessibilité de l'accueil. Bruxelles : Grandir à Bruxelles, Cahiers de l'Observatoire de l'enfant, n°11, pp.8-9.

Vandenbroeck, Michel. (2005) Eduquer nos enfants à la diversité sociale, culturelle, ethnique, familiale. Ramonville Saint-Agne : Editions érès.

UNICEF (2008). La transition en cours dans la garde et l'éducation de l'enfant, Bilan Innocenti 8. Florence : Centre de recherche Innocenti de l'UNICEF.



PRATIQUES : LA FORMATION CONTINUÉE : APPORT DE L'INTERDISCIPLINARITÉ

MEYFROET, MONIQUE, PSYCHOLOGUE CLINICIENNE

La formation, notamment continue, des professionnel(e)s de l'accueil des jeunes enfants, est un enjeu important. Pour sans cesse optimiser leur travail et remettre en chantier leurs réflexions et leurs pratiques, il est nécessaire que les professionnel(le)s développent différentes clés de lecture : connaître les enjeux sociologiques, économiques, sociaux et psychologiques permet d'ouvrir le champ de la réflexion. En particulier, le regard clinique permet un apport spécifique : celui de pouvoir se mettre à la place du tout jeune enfant, de tenter de se sentir comme un bébé. Ceci est important pour pouvoir recentrer les pratiques sur la mission principale des services : l'accueil de l'enfant. Les regards d'autres disciplines sont également importants : en introduisant de la complexité dans notre appréhension du monde, nous pouvons ouvrir et enrichir la réflexion.

Keywords: regard clinique, interdisciplinarité, formation, professionnels

Bibliography

Peeters, Jan (2008). Les praticiens de la petite enfance. Acteurs de changement – ou la construction d'un nouveau métier sur le terrain. in *Enfants d'Europe*, n°15, pp.21-24.

Rayna, S., Belan, X. (eds) (2007). Quel accueil demain pour la petite enfance ? Elaborer une politique et des pratiques adaptées aux évolutions de la société française. Ramonville Saint-Agne : Editions érès.

POLITIQUES : ACCESSIBILITÉ DE L'ACCUEIL DE LA PETITE ENFANCE EN SITUATION DE PÉNURIE DE PLACES : COMMENT NE PAS « FABRIQUER » DE NOUVEAUX EXCLUS ? RÉFLEXIONS MULTIDIMENSIONNELLES AUTOUR DE L'EXCLUSION, DE LA NÉCESSITÉ D'UNE APPROCHE PARTICIPATIVE ET DE L'INTÉGRATION DES POLITIQUES ET DES ACTIONS DE TERRAIN. L'EXEMPLE DU PROJET BRUXELLOIS « ACCUEIL POUR TOUS. L'INCLUSION SOCIALE COMMENCE À LA CRÈCHE »

DUSART, ANNE-FRANÇOISE, RIEPP

En Communauté française de Belgique, le secteur de l'accueil de l'enfance connaît une situation importante de pénurie de places d'accueil, en particulier à Bruxelles. Cette situation entraîne encore dans de nombreux lieux d'accueil un système de priorité, parfois tacite, aux enfants dont les parents travaillent, laissant peu de possibilités d'accès pour les autres familles. A Bruxelles, ville de diversités et de disparités, il s'agit principalement de familles d'origine étrangère et/ou en situation de vulnérabilité, voire de pauvreté pour lesquelles, bien souvent, l'emploi est inexistant ou, tout au plus, extrêmement précaire. Outre cette pénurie, il existe d'autres freins à l'accessibilité des milieux d'accueil pour ces familles : freins économiques, organisationnels, géographiques et culturels.

Ceci a pour conséquence d'exclure ces familles des bénéfices procurés par la fréquentation d'un milieu d'accueil, tant sur le plan économique (pouvoir se former, chercher un emploi), que sur le plan éducatif (socialisation précoce des enfants) ou social (lien, cohésion sociale). Et dans la foulée, de renforcer la situation d'exclusion déjà vécue par bon nombre d'entre elles.

Le projet « Accueil pour tous, l'inclusion sociale commence à la crèche », mis en œuvre tout récemment à Bruxelles par le RIEPP, vise à améliorer l'accessibilité des milieux d'accueil de la petite enfance à ces familles. Son objectif est d'accompagner la réflexion des professionnels, des pouvoirs organisateurs et des partenaires des milieux d'accueil autour de leur projet social à destination des familles.

L'approche est participative car elle associe tous les acteurs concernés par l'accueil de l'enfance, y compris les familles, et vise à renforcer l'ancrage des milieux d'accueil dans leur environnement local, encourageant de ce fait le travail en réseau.

La démarche vise aussi l'intégration des politiques et des actions sur le terrain, partant de l'idée que l'efficacité des politiques est intimement liée à l'existence d'une vision d'ensemble partagée par l'ensemble des acteurs, et à la capacité de ceux-ci de coordonner leurs actions, de capitaliser leurs moyens et de penser leurs interventions de manière cohérente. Pour ce faire, le RIEPP s'est doté d'un comité de pilotage multisectoriel associant en outre les acteurs institutionnels de la politique de l'accueil de l'enfance, à différents niveaux de pouvoir.

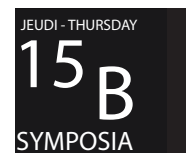
Différentes questions sont au cœur de la réflexion : dans une situation de pénurie, comment améliorer l'accessibilité des milieux d'accueil à ces familles sans que cela soit au détriment d'autres familles, avec le risque de fragiliser celles-ci et d'en faire « de nouveaux exclus » ? Quel équilibre trouver entre des politiques ciblées vers les populations fragilisées et des politiques universelles bénéfiques à tous ? Que met-on exactement derrière les termes « exclusion », « accessibilité économique », « accessibilité organisationnelle », « accessibilité géographique », « accessibilité culturelle » ?

C'est dans l'interdisciplinarité et l'intersubjectivité des différents acteurs concernés (y compris les familles) que ces questions, et beaucoup d'autres, peuvent trouver des pistes de réponse.

Keywords: Accessibilité, interdisciplinarité, exclusion, intégration des politiques, réseau

Bibliography

- Robert Castel (2007). La discrimination négative. Paris : La République des idées/Seuil, 2007
- Cherenti, Ricardo (2010). Mesure anthropométrique de l'Homme le plus pauvre de Wallonie. Namur : Fédération des CPAS, UVCW.
- Dusart Anne-Françoise (2007). Accueil atypique en Communauté Française : à la recherche des conditions optimales d'accueil, vers une politique d'égalité d'accès pour tous. Bruxelles: Centre d'Expertise et de Ressources pour l'Enfance.
- Dusart, Anne-Françoise et Mottint Joëlle (2007). Conditions d'Enfance en Région de Bruxelles-Capitale, Indicateurs relatifs à la petite enfance et aux familles. Bruxelles : Centre d'Expertise et de Ressources pour l'Enfance, Bruxelles.
- Humblet, Perrine (2006). Note « pauvreté et petite enfance ». Bruxelles : Observatoire de l'enfant, Commission Communautaire française.



B5 TODDLERS EVERYDAY LIFE IN PRESCHOOL AND AT HOME - THE DEVELOPMENT IN DENMARK, NORWAY AND SWEDEN

Chair: Greve, Anne, Oslo University College

ENGDAHL, INGRID, STOCKHOLM UNIVERSITY, SWEDEN
HANSEN, OLE HENRIK, AARHUS UNIVERSITY, DENMARK
JENSEN, ANDERS SKRIVER, AARHUS UNIVERSITY, DENMARK

The rising enrolment in preschools in the Nordic countries indicates a dramatic change in child rearing practices compared to thirty years ago, when only a few percent of children under the age of three years attended preschools (Woodhead, 1979). The new situation, with high numbers of toddlers being raised both in their family and in their preschool, can give young children access not only to more adults, but also to multiple peer relationships outside their families. Early childhood in Denmark, Norway and Sweden today is lived both at home and in preschool, which can be seen as transformation from a historical and societal perspective.

This seminar will present recent research with toddlers in preschools, and recognise the development during the last 40 years. The seminar will include

- 1) The participation and inclusion of one year olds in a Norwegian barnehage (preschool)
- 2) Toddlers as social actors in the Swedish preschool
- 3) Working with toddlers in the Danish vuggestue (crèche)
- 4) Intersections between policy, ECEC-research and lived life in childcare.

Keywords: toddlers, family policy, participation, interaction, political influences on education and care

Bibliography

- Engdahl, Ingrid (2011). Toddlers as social actors in the Swedish preschool. Stockholm: Stockholm University, Dept of Child and Youth Studies. (Diss.)
- Greve, Anne (2007). Vennskap mellom små barn i barnehagen [Friendship among small children in the kindergarten]. Oslo: Oslo University College.
- Greve, Anne; Solheim, Morten (2010). Research on Children in ECEC Under Three in Norway: Increased Volume, Yet Invisible. *International Journal of Early Childhood*, 42: 155-163.
- Jensen, A. S., Broström, S., & Hansen, O. H. (2010). Critical perspectives on Danish early childhood education and care: between the technical and the political. *Early Years*, 30(3), 243-254.

THE PARTICIPATION AND INCLUSION OF ONE YEAR OLDS IN A NORWEGIAN BARNEHAGE (PRESCHOOL)

GREVE, ANNE, OSLO UNIVERSITY COLLEGE

In Norway, as in the other Nordic countries, there have been considerable changes in the life of young children during the last 40 years. Today a majority of children take part of Early Childhood Education and Care (ECEC) programs. Before the 1960's, children often stayed at home with their mothers or other care givers. Today we find many children under three in child care institutions (by 2009: 77 per cent of 1 – 2 year-olds), but until recently institutional child care was far from accepted (Johansson, 2008). Since 1998 Norway has had a cash-for-care benefit for children aged between one and two not attending publicly funded childcare services (Ellingsæter & Gulbrandsen, 2007). But all children are entitled to a place in day care centres. This guarantee forces the municipalities to provide for enough places; however the form of institution may differ a lot: municipal institutions, private institutions, municipal day care homes (childminder), private day care homes (childminder), mix aged institutions, crèches, etc. Although the municipality is responsible for all the kindergartens, approximately 50% of them are privately owned.

In this paper, I will focus upon participation and inclusion in ECEC. The study is based upon video-taped observations of one year old children in a Norwegian barnehage during a period of eight months. There were all together 10 children in the group: four girls and six boys. The children were aged from 10 to 36 months. There were four adults working in this group – only one of them with a formal teacher education. Through two different examples I will discuss participation and inclusion of the one year olds in the barnehage. It may seem that the youngest children are more invisible, their voices are not heard and their traces are not noticed by the teachers in the same way as the older children (Greve & Kristoffersen Winje, 2008). On the other hand, the one year olds may be included in the community if the teacher manages to be attentive, be close to the children here and now, and if the framework allows for it.

Keywords: participation, inclusion, one year olds

Bibliography

- Greve, Anne (2007). Vennskap mellom små barn i barnehagen [Friendship among small children in the kindergarten]. Oslo: Oslo University College.
- Greve, Anne (2008). Friendships and participation among young children in a Norwegian kindergarten. In: Berthelsen, D.; Browlee, J. & Johansson, E. (eds). Participatory learning in the early years. Research and pedagogy. London: Routledge: 78-92.
- Greve, Anne & Kristoffersen Winje, Anette (2008). Friendships and participation among small children in the everyday life in a Norwegian kindergarten. Paper presentation, 18th EECERA annual conference, Stavager 2008.
- Ellingsæter, Anne Lise & Gulbrandsen, Lars (2007). Closing the child care gap. Journal of social policy:649-669.

TODDLERS AS SOCIAL ACTORS IN THE SWEDISH PRESCHOOL

ENGDAHL, INGRID

During the last 35 years, the Swedish preschool has developed into a general provision for all children. The development has been driven by groups of parents, politicians and teachers, and the situation in Sweden has attracted considerable international interest. The current situation in Sweden, with a high numbers of toddlers in preschools, gives young children access to additional play arenas and multiple play mates. In Sweden, during the last 35 years, the percentage of children (aged 1-5 years) in preschool has increased significantly. In 1975, only ten percent of children younger than seven years attended preschool, whereas in 2009 47 percent of one year olds, 86.5 percent of two year olds and 90.6 percent of three year olds did so (National Agency for Education, 2010). Swedish preschools are most often run by the municipalities. They offer full days and the parents choose how many hours per day their child will spend in preschool. The Education Act (2010) and the Ministry of Education and Research (2010) state that toddlers in Sweden are raised under specific and child oriented circumstances. The Swedish preschool should according to the national curriculum adopt a child oriented approach, where the children are recognised as participants with rights.

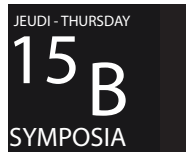
This study was made in a toddler unit with 15 children. Six children, three girls and three boys, were observed for nine months during their second year of life. The ethnographic method follows a phenomenological tradition with participatory observations, including field notes, photos and video recordings. The theoretical framework for the study is built on phenomenology, the view of the child as a social person and a child oriented perspective. The findings show that the young toddlers during their second year of life can use multiple forms of communication when playing with peers. Their actions involve variations of turn-taking through various non-verbal actions. Play invitation strategies were found mostly to be based

on non-verbal communications like movements, gestures, voice quality and facial expressions. The findings also show how young toddlers create friendships by monitoring and paying attention to individual peers. Mutual awareness, joint attention, shared smiles, coordinated locomotion, as well as other types of synchronized actions are parts of nonverbal elements in emerging friendship.

Keywords: toddlers, play, peers, friendship, modern childhood

Bibliography

- Engdahl, Ingrid (2011). Toddlers as social actors in the Swedish preschool. Stockholm: Stockholm University, Dept of Child and Youth Studies. (Diss.)
- Engdahl, Ingrid (2011). Toddler interaction during play in the Swedish preschool. *Early Child Development and Care*, 181, 1-19, First Article.
- Engdahl, Ingrid (2011). Doing Friendship during the Second Year of Life in a Swedish Preschool. *European Early-Childhood Education Research Journal*. (accepted for publication, October 2010)
- Engdahl, Ingrid (2004). Implementing a National Curriculum in the Swedish Preschool. *International Journal of Early Childhood Education*, 10(2), 53-78.



WORKING WITH TODDLERS IN THE DANISH VUGGESTUE (CRÈCHE) AND INTERSECTIONS BETWEEN POLICY, ECEC-RESEARCH AND LIVED LIFE IN CHILDCARE.

HANSEN, OLE HENRIK, & JENSEN, ANDERS SKRIVER, DEPARTMENT OF CURRICULUM STUDIES, THE DANISH SCHOOL OF EDUCATION, AARHUS UNIVERSITY, DENMARK

Danish child and family policy have always been based on the overall principle that the family is the foundation in a child's upbringing and the living conditions of children are mainly the responsibility of their parents. Public authorities have an overall responsibility for providing a good social framework and for providing the best possible conditions for families with children. General issues relating to child and family policy are handled centrally by the Ministry of Social Affairs, which lays down an overall framework and general conditions. One result of social development over the past 30 years is that the active participation of women, particularly the mothers of young children, in the labor market has now reached almost the same level as that of men.

This presentation seeks to identify the relation between policy and lived life, for the small child in the Danish crèche with a special focus on the professional's ability to interact with the small child. To accomplish this, the presentation integrates demography, traditions, national curriculum and psychological, educational, and recent developments in research. The methods used involve field observations, video observations and interviews. The research is used in the exploration of meanings of political, social, and cultural phenomena as experienced by the involved individuals themselves, in their natural context. It is a presumption that the child's development is a consequence of emotional and cognitive stimulation. To outline that, it is vital to emphasize the influence that policy causes on educational practice in the crèche, e.g., the conceptualization of careful interaction. This article suggests that the empathic relation between pedagogue and child is an educational principle, which is highly appreciated by the pedagogues. However, what seems to be missing is the pedagogues' ability to interact with the child, and thereby support the children's striving towards mastering phenomena in the social world.

The presentation is also inquiring into contemporary tensions within childcare curriculum studies, and look at how these tensions in a Danish context are connected to a relatively new way of governing research: big consortiums of academic institutions compete with each other for government funding in a pseudo free-market structure. I draw on my experiences as an external expert involved in a major Danish research-based childcare in-service training coursework. The coursework, inscribed in the mechanisms mentioned above, is anchored in tender documents that stresses "new knowledge" and cutting edge research, but somewhere along the line these broad concepts are transformed into a narrow demand for evidence-based tools. How do the politics of evidence influence the lived life in Danish childcare centers? What counts as knowledge in childcare curriculum research and practice?

Keywords: Evidence, policy, lived life, national curriculum, childcare centers

Bibliography

- Broström, S. & Hansen, O. H. (2010). Care and Education in the Danish Crèche. *International Journal of Early Childhood*, 42(2) 87-100.
- Broström, S. (2006). Care and Education: Towards a New Paradigm in Early Childhood Education (Vol. 35, pp. 391-409): Child Youth Care Forum, Springer Science+Business Media 2006.
- Denzin, N. K., Lincoln, Y. S., & Giardina, M. D. (2006). Disciplining qualitative research. *International Journal of Qualitative Studies in Education*, 19(6), 769-782.
- Jensen, A. S., Broström, S., & Hansen, O. H. (2010). Critical perspectives on Danish early childhood education and care: between the technical and the political. *Early Years*, 30(3), 243-254.
- Tomasello, M. (2006). The social bases of language acquisition. *Social development*, 1(1), 20, 67-87.

B6 NEW PARADIGMS FOR EARLY CHILDHOOD RESEARCH

Chair: Bertram, Tony, Centre for Research in Early Childhood, Birmingham

PASCAL, CHRISTINE, CENTRE FOR RESEARCH IN EARLY CHILDHOOD, UK

SYLVA, KATHY, UNIVERSITY OF OXFORD, UK

OLIVEIRA-FORMOSINHO JÚLIA, UNIVERSITY OF MINHO, PORTUGAL

FORMOSINHO JOÃO UNIVERSITY OF MINHO, PORTUGAL

This SOS starts with 3 presentations, each of which aims to stimulate a focused discussion to explore possible new and complementary paradigms for research in the field of early childhood. It will critically set out three examples of research methodology and explore the strengths and limitations of each approach. From this starting point it is hoped that a debate will be stimulated on the wider possibilities of extending and exploring new paradigms for research in early childhood and the complementarity and distinctness of existing and future research approaches. It will also explore issues of status, credibility, utility and power across the methodologies in the early childhood research world and discuss how we might move beyond 'old' paradigm wars and into a new world of multi-method and collaborative, blended method research designs.

Keywords: Practice Based Research, Practitioner Research, Methodology

PRACTITIONER RESEARCH: AN INTELLECTUAL AND ADVENTUROUS NARRATIVE AT A TIPPING POINT

PASCAL, CHRISTINE AND BERTRAM, TONY, CENTRE FOR RESEARCH IN EARLY CHILDHOOD, UK

This paper will foreground the importance of Practice Based Research in the UK. It aims particularly to encourage and support the development of Practitioner Researchers with a clear focus on developing evidence based practice. Practice based research has the key intention of advancing practice through a process that is more than trying out new ideas or showing that something works but rather looks systematically into questions of 'why' or 'how'. The validity of this kind of research is enhanced because it is grounded in real life situations and is based on a strong and robust ethical code of action. Practice based research is often carried out by people involved in the situation, not outsider observers and Practitioner Researchers might include anyone is involved in the service being studied eg professionals, administrators, officers, leaders, students. This presentation sets out some characteristics of «practitioner research» and the contribution it can make to our professional and scholarly knowledge base. Tracing the narrative from its early beginnings to the current expanding possibilities, it will suggest that, within a developing climate of intense expectations, all practice should be 'evidenced' and that all practitioners should be engaged in systematic professional inquiry about the outcomes and impact of their work. The challenges and possibilities of achieving this cultural and intellectual 'shift' in early years practice during a time of constraint and parsimony in public services demands urgent and collective action from the 'mavens', the 'connectors' and the 'salesmen' (to use Gladwell's terms) in the world of early childhood. Are we nearing a 'tipping' point and who will fulfill these roles and what will this mean for the early years" sector? It is hoped that these ideas and issues will help set the agenda for an intense dialogue about what comes next.

Keywords: Practice Based Research, Practitioner Research, Methodology

Bibliography

Gladwell Malcolm (2000) *The Tipping Point: How Little Things Can Make a Big Difference*, Little Brown: London

THE BENEFITS AND LIMITATIONS OF LARGE SCALE QUANTITATIVE RESEARCH IN EARLY CHILDHOOD

SYLVA, KATHY, UNIVERSITY OF OXFORD, UK

My presentation has two goals: first, to summarise the findings from the large-scale study EPPE as they relate to the impact of pre-school quality on children's developmental outcomes. The second goal, however, is the main one for today. It is to critically reflect on the methods and findings of EPPE, to consider what such large-scale quantitative studies can tell us and what they cannot. It is important to place EPPE in the context of a vast intellectual terrain of methods for studying early childhood education. What do such studies achieve? I will first discuss the EPPE findings, which show regular patterns of development in a large, representative sample of young children. Statistical control has enabled these 'effects'

of the pre-school and home learning environments to be estimated, after rigorous control for individual characteristics. Yet there is a lot which the predictor variables do not explain, and these limits will also be discussed today. We will see in this presentation that the measures of quality used in EPPE are broad-brush; the ECERS-R and ECERS-E provide robust but shallow estimates of quality. The more qualitative EPPE case studies (Siraj-Blatchford et al., 2008), however, illuminate the quantitative findings but also go beyond them. The EPPE findings do establish differences in trajectories of whole groups of children, yet these are generalisations rather than explanatory statements about individuals. What are the limitations of large-scale quantitative research? This is an important question to reflect on today. First, EPPE's multi-level modelling does not provide a deep explanation of the learning 'process', especially for supportive adult-child interactions, which smaller scale qualitative studies are more capable of. EPPE neither explains the 'local' circumstances of an individual pre-school centre, nor 'measures' the whole child; these no doubt contribute to developmental outcomes, but are not included in the statistical models. Moreover, it cannot explain the developmental trajectory of individual children; there are too many 'personal' experiences contributing to a child's development. This presentation will emphasise that case studies make a vital contribution in all these areas. Lastly, it will be acknowledged that the quantitative aspects of EPPE did not capture the 'voices' of thousands of children, families and practitioners. The 'lived' and 'felt' experiences of the participants in the qualitative case studies are a vital part of EPPE. For this reason, this presentation emphasises EPPE's mixed methods approach, allowing individual voices to be analysed in the kind of rich detail not possible with broad-brush statistics. The study uses rich qualitative data from a robust quantitative sample, to study development in fine and gross grain. The merits of a mixed method approach are too many to be summarised today, but I will emphasise the integral role of the qualitative EPPE studies on the research design from the very beginning. We must not consider these as a 'crowd-pleasing afterthought'; their early findings heavily informed the evolving quantitative methods.

Keywords: Large Scale Quantitative Research, Methodology, Mixed Method

Bibliography

Siraj-Blatchford, Iram; Taggart, Brenda; Sylva, Kathy; Sammons, Pamela; Melhuish, Edward (2008) Towards the Transformation of Practice in Early Childhood Education: The Effective Provision of Pre-School Education (Eppe) Project Cambridge Journal of Education, v38 n1 p23-36 Mar 2008

QUALITY, INNOVATION AND RESEARCH PARADIGMS

JÚLIA OLIVEIRA-FORMOSINHO & JOÃO FORMOSINHO
UNIVERSITY OF MINHO/INSTITUTE OF EDUCATION
CHILDHOOD ASSOCIATION, PORTUGAL

This paper is located in the debate about research paradigms to investigate change and innovation projects (Noffle & Somekh, 2010).

The paper assumes three premises:

- (i) only quality early childhood services impact on children's life and learning;
- (ii) educational quality is hard to achieve;
- (iii) achieving educational quality demands the explicit use of change processes.

The complex world of educational change requires the debate about the plurality of paradigms for defining, promoting and evaluating quality in early childhood services. So the debate about the processes of change and innovation is also necessary (Sylva et al, 2010; Bertram & Pascal, 2006, 2009).

This paper briefly contrasts the traditional paradigm for educational change with a praxiological paradigm, dialoguing around rigor and validity as well as ethics within and across paradigms. It will be argued the case for recognition of the importance of analyzing the plurality of paradigms in light of sustainable change (Formosinho & Oliveira-Formosinho, 2008).

Keywords: Methodology, Praxiological Research, Research Paradigms

Bibliography

Bertram T and Pascal C. (2009) Listening to young citizens: the struggle to make real a participatory paradigm in research with young children, European Early Childhood Education Research Journal, Volume 17, Issue 2 June 2009 , pages 249 – 262
Formosinho J and Oliveira-Formosinho J, (2008) Togetherness and play under the same roof: children's perceptions about families European Early Childhood Education Research Journal, Volume 17, Issue 2 June 2009 , pages 233 - 248
Sylva K, Melhuish T, Sammons P, Siraj-Blatchford I and Taggart B, (2010) Early Childhood Matters, Routledge: London

B7 STRIVING FOR 'INCLUSION' AS OPPOSED TO 'INTEGRATION': EXPLORING PARENTS' AND PROFESSIONAL PERSPECTIVES IN BELGIAN ECEC PRACTICES

Chair: Van Laere, Katrien; VBJK Resource and Research Centre for ECEC - DECET, European network for Diversity in Early Childhood Education and Training

CAMUS, PASCALE, ONE, BRUXELLES, BELGIUM

DE WULF, NEELKE, PEDAGOGICAL GUIDANCE CENTRE, GHENT, BELGIUM

DE SCHAUWER, ELISABETH, GHENT UNIVERSITY, BELGIUM)

The Belgian educational system is characterized by a long tradition of specialized childcare and education for children with special needs. These institutions are separately organized from the 'mainstream' childcare and educational institutions for young children. Influenced by the civil rights paradigm, the inclusion of children with special needs in mainstream early childhood services has become an issue for debate in the last decade. Especially since several laws have been issued in childcare services in the Flemish and French community, this theme has received increased public attention. Consequently many policy makers, parental groups, professional teams and childcare practitioners/pre-schoolteachers are reflecting on quality early childhood care and education for children with special needs and their families. The concept of 'inclusion' as an opposite approach to 'integration' leads sometimes to uncertainty, blurred roles and unknown paths. Since inclusion explicitly not intends to normalize children with special needs and adapting them to the norms of the class/groups and the institution. Inclusion is moreover seen as a right for each child to participate in quality early care and education and not as a favor giving to the happy few. (Vandenbroeck et al, 2007; 2010; Neary, 1992, Giangreco, 1998). Neary (1992) and Giangreco (1998) state that inclusion of children with special needs should be seen as an active democratic working process and not as an end stage that needs to be achieved. In this symposium we will highlight the perspective of professionals and parents in this democratic working process.

The first two contributions will focus on the professional role of the childcare worker in the inclusion process. An action-research project about the professional understanding of inclusion conducted in 2007 by the pedagogical guidance service of the city of Ghent and VBJK, the research department in ECEC of the University of Ghent, will be presented. Based on this research, a specific practice model in the city of Ghent is developed for guiding daycarecentres who include children with special needs: Critical learning communities have been organized under supervision of a pedagogical coordinator of the city of Ghent and in close collaboration with the local policy makers. A similar practice model is developed by ONE, the governmental agency responsible for ECEC in the French community of Belgium in order to support professionals in working on inclusion. Professional networks under supervision have been set up to reflect on conditions that are necessary to welcome every child and family. Both practice models will be linked to the DECET principles. (Diversity in Early Childhood Education and Training: www.decet.org) (DECET, 2008).

The third presentation will focus on the role of mothers and fathers of children with special needs in the inclusion process by introducing metaphors that researchers and parents have co-constructed (Goodley, 2007). These metaphors will be positioned as tools that parents are using in their confrontation with the normalizing discourse of normality and education. In this sense mothers and fathers of children with special needs can be seen as 'parents on the margin' from whom we can learn a lot about parenting in general.

Keywords: ECEC (0-6), inclusion, diversity, critical reflection, parents

Bibliography

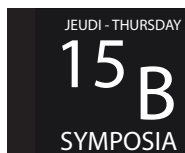
Goodley, D. (2007). Becoming rhizomatic parents: Deleuze, Guattari and disabled babies. *Disability and Society*, 22(2), p 145-160.

Giangreco, M.F. (Ed.) (1998). *Quick-Guides to inclusion 2: Ideas for educating students with disabilities* Baltimore: Paul H. Brookes.

Neary, T. et al (1992). *Curriculum Adaptation for Inclusive Classrooms*. In: Campbell, Patrick, and others. *Statewide Systems Change Project for the Integration of Severely Disabled Students in California: The PEERS Project (Providing Education for Everyone in Regular Schools)*. Final Report; see EC 302 196.

Vandenbroeck M., Boudry C., De Brabandere K., Vens N. (2010). "Inclusion. L'inclusion des enfants ayant des besoins spécifiques", Gent, VBJK.

DECET, 2008, *Making sense of good practice*



FEARING THE UNKNOWN: DEALING WITH PROFESSIONAL DILEMMAS IN A CRITICAL LEARNING COMMUNITY

DE WULF, NEELKE; PEDAGOGICAL GUIDANCE CENTRE GHENT

Since policy is offering supplementary financial support to inclusive childcare provisions (resolution from the 9th of July 2001, modified on the 28th of March 2002 and the 13th of April 2005) in Belgium (FI), this theme has received increased public attention. Many teams and childcare practitioners are reflecting on childcare for children with special needs. Little research has been done on this matter in Belgium (FI). Therefore in 2007 an action-research project is conducted by the pedagogical guidance service of the city of Ghent in collaboration with VBJK, department social welfare, University of Ghent.

In the initial research the professional understanding of the concept 'inclusion of children with special needs' has been explored by analyzing interviews. The pedagogical guidance service of the city of Ghent interviewed 14 coordinators, 11 childcare workers and 5 parents of daycarecentres in Ghent (Vandenbroeck et al, 2007). In addition a thesis student of the University of Ghent interviewed 50 professionals in different daycarecentres in Antwerp (Bocklandt, 2006). The results show that different understandings and conceptualizations of 'inclusion' exist in the professional views and in the ECEC practice: two paradigms can be distinguished: inclusion according to the deficit model and inclusion according to the diversity model. The deficit model focuses on what the child is missing, what it cannot do and how it should be 'normalized'. This vision puts the parents in a meaningless position. The diversity model says that everyone has the right to belong, no matter what his or her background, possibilities, disabilities,... are. Every child should be welcome in ECEC. The child is appreciated as an individual and the parents and practitioners have a bond striving towards the same goals. This inclusive paradigm is translated in 6 leading principles of the international DECET-network (Diversity in Early Childhood Education and Training: www.decet.org) (DECET, 2008).

Based on these results the pedagogical guidance centre of Gent constructed a practice model that supports coordinators and childcare workers in order to 'include' children with special needs and their families. Critical learning communities have been organized under supervision of a pedagogical coordinator of the city of Ghent and in close collaboration with the local policy makers. This action research project moreover influenced the ECEC policy in the Flemish community of Belgium, meaning that Child & Family, the governmental agency responsible for ECEC in the Flemish community of Belgium, organised trainings for professionals in daycarecentres based on inclusion according to the diversity model.

Keywords: childcare services (0-3), inclusion, diversity, reflecting on practice, critical learning community

Bibliography

- Vandenbroeck, M.; Boudry, C.; De Brabandere K. en Vens, N. (2007). Handleiding Inclusie van kinderen met specifieke zorgbehoeften. Gent: VBJK.
- Vandenbroeck M., Boudry C., De Brabandere K., Vens N. (2010). "Inclusion. L'inclusion des enfants ayant des besoins spécifiques", Gent, VBJK.
- DECET, 2008, Making sense of good practice
- Bocklandt, N. (2006). Onderzoek naar inclusie van kinderen met een specifieke zorgbehoefte in kinderdagverblijven. Master. Gent: University of Ghent, Department Social Welfare.

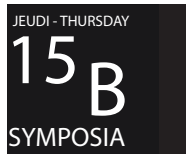
RESPECT FOR EQUITY AND DIVERSITY : SERVICES OPEN TO EACH CHILD AND FAMILY

CAMUS, PASCALE; ONE - COORDINATOR FOR INCLUSION PROJECTS

Quality childcare in the early years (0-6) can have a positive effect on children's development (Unicef, 2008, Nesse, 2009, EACA, 2009) : everyone should have the possibility to benefit from the community services. For the last years, several laws have been issued in the French Community of Belgium to facilitate inclusion of children with special needs, but it is not sufficient. The main issue is to reach necessary conditions to support everyone (each child and his family) to feel welcome in a child care service whatever their characteristics should be.

Several groups of professionals having various qualifications and trainings have started to join in a network and reflect on conditions necessary to welcome daily every child and family while sharing experiences, defining strong options to reach a democratic forum open to everybody in regards to his / her competencies, interests, possibilities. While leaning on tools and research results at their disposal, they have tried to determine possibilities to take everybody into account, to make differences visible, valuable and seen as a part of the whole society.

Thank to this work, they have found conditions for a long-term partnership in terms of what is needed to set up and reinforce a network of local integrated actions.



One of the main options are elaborated and linked to DECET research : the questions which have aroused and been taken into account when welcoming a child with special needs and his family can transform positively the whole childhood service and improve quality conditions for everybody.

Indeed quality depends both

- on social options which question accessibility for everyone, priorities taken by services, ... and pedagogical choices made : i.e. how does the service welcome each family ? What is organized to sustain the first moments of the child in the service (welcoming period of reciprocal discovery) ? what is daily proposed to children and their family ?);
- on the beneficiaries of the service (who are the children and the family welcomed ?).

In this part of the symposium the findings of professionals who have been involved closely in daily practice and reflexion about what diversity means and requires will be discussed.

Keywords: childcare services (0-3), inclusion, diversity, reflecting on practice, professional network

Bibliography

- Mercier, M. (en collaboration avec Pourtois, JP. & Desmet H.) (2009) - « Un milieu d'accueil ouvert à l'enfant en situation de handicap », Bruxelles, Fonds Houtman
- Vandenbroeck M., Boudry C., De Brabandere K., Vens N. (2010). "Inclusion. L'inclusion des enfants ayant des besoins spécifiques", Gent, VBJK.
- Vandenbroeck, M. (2005). Eduquer nos enfants à la diversité. Ramonville Ste Agne : Eres
- Woodhead, M. (2007). Le développement du jeune enfant : une affaire de droits, in G. Brougère, M. Vandenbroeck, Repenser l'éducation des jeunes enfants, Bruxelles, Peter Lang.
- DECET, 2008, Making sense of good practice

WORKING WITH PARENTS OF YOUNG CHILDREN WITH SPECIAL NEEDS: A CONTINUING DIALOGUE

DE SCHAUWER, ELISABETH; CENTRE ON DISABILITY STUDIES AND INCLUSIVE EDUCATION – GHENT UNIVERSITY

We will introduce some metaphors as they were developed and used by mothers and fathers we worked with: the traveler, the warrior, the builder of bridges, the discoverer, the trainer/teacher, the in-betweenner, the manager... We will position these metaphors as tools parents are using in their confrontation with normalizing discours of normality and education. In this sense mothers and fathers of children with special needs can be seen as 'parents on the margin' from whom we can learn a lot about parenting in general. In that sense the methaphors we will present can be situated as a meta level parents present in their continuing process of reflection on their living together with their children. First and foremost we want to stress that we do not want to judge the value of any of the metaphors whatsoever. It is not about the right or wrong choices made by fathers/mothers here, but about attitudes and choices that are needed to make it possible for the fathers/mothers 'to live through another day'. It is not for nothing that Goodley calls them 'philosophers of the day' (Goodley, 2007). In research we tried to develop starting from these metaphors key incidents in the lives of parents with children with special needs. We will present 3 things and attach this with 3 concepts of philosophers.

1/ Birth and confrontation with professionals – Parents often have the feeling that professionals, especially in a medical environment, take over the control over the child and the decisions to be made. Let us think and worry for you! We will confront this with 'listening' as conceptualized by Rinaldi (2006).

2/ Labeling – Children with special needs often encounter a label and parents fight for their child not being reduced to that label only. A child is very rich and has much more potential than only the difficulties. Isarin (2005) talks about 'pigheaded parenthood': a parent can not fall back on knowledge of theories about the development of the child, but he/she knows the child and goes on a journey together with him/her. Parents will fight for the 'who' of their child, they are confronted often only with the 'what' of their child.

3/ Parents don't want professionals to doubt them or go into battle with them. It has no use and it makes parents feel not understood. Professionals have to follow in their way of thinking, be interested in their story and questions, ask questions and not always immediately come to solutions. Levinas (2004) talks about response-ability towards the Other. Only by listening to the appel of the Other, you can discover yourself. This asks for a response that cannot be prepared in advance.

Keywords: parents, special needs, inclusion, listening and metaphors, early childhood

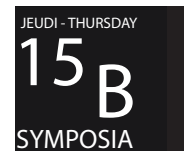
Bibliography

- Goodley, D. (2007). Becoming rhizomatic parents: Deleuze, Guattari and disabled babies. *Disability and Society*, 22(2), p 145-160
- Isarin, J. (2005). Het onachterhaalbare eigen... Symposium geestelijke verzorgers in de verstandelijk gehandicap-
tenzorg. Doorn: 26 oktober 2005.
- Levinas, E. (2004). *Totality and Infinity*. Trans. A. Lingis. Pittsburgh: Duquesne University Press.
- Rinaldi, C. (2006). In *Dialogue with Reggio Emilia*. Listening, researching and learning. London: RoutledgeFalmer.

B8 L'INTERVENTION DU GENRE DANS DIFFÉRENTES ÉTAPES DE L'ÉDUCATION DE L'ENFANT

Chair: Fassa Recrosio, Institut des sciences sociales, Faculté des sciences sociales et politiques, Université de Lausanne

STORARI, CHIARA, UNIVERSITÉ DE LAUSANNE
LE GOFF, JEAN-MARIE, UNIVERSITÉ DE LAUSANNE
GIRARDIN, NADIA, UNIVERSITÉ DE LAUSANNE
GAUTHIER, JACQUES-ANTOINE, UNIVERSITÉ DE LAUSANNE
GIANETTONI, LAVINIA, UNIVERSITÉ DE LAUSANNE



Ce symposium abordera l'éducation à travers le prisme du genre et des attentes des différents acteurs et actrices qui interagissent autour de l'enfant. Tissant ce fil rouge à travers les différentes étapes de l'éducation, les communications présentées dans cet atelier examineront les représentations de différents types d'adultes actifs dans l'éducation et mettront à jour leur dimension genrée.

Du couple et de ses transformations à l'arrivée de l'enfant, au choix du métier et aux influences qui le marquent, en passant par la définition des rapports entre l'égalité et le genre par les acteurs des politiques éducatives, les regards et les pratiques des adultes seront abordés comme autant d'éléments constitutifs de la construction d'une identité sexuée en relation avec l'éducation de l'enfant qui reste encore bipolaire.

Keywords: éducation, genre, pratiques sexuelles

LA RÉPARTITION DES TÂCHES DE SOINS AUX ENFANTS EN BAS ÂGE. INTENTIONS AVANT LA TRANSITION À LA PARENTALITÉ ET RÉPARTITION EFFECTIVE

LE GOFF, JEAN-MARIE; INSTITUT DES SCIENCES SOCIALES, FACULTÉ DES SCIENCES SOCIALES ET POLITIQUES, UNIVERSITÉ DE LAUSANNE
GIRARDIN, NADIA; INSTITUT DES SCIENCES SOCIALES, FACULTÉ DES SCIENCES SOCIALES ET POLITIQUES, UNIVERSITÉ DE LAUSANNE

Dans cette communication, notre intérêt porte sur la répartition des soins aux enfants en bas âge entre leur père et leur mère. Plus spécifiquement, nous aurons pour intérêt d'analyser les liens entre projet de répartition des soins tels que ceux-ci sont exprimés par des couples avant la naissance de leur premier enfant et la répartition effective de ces tâches lorsque l'enfant est né. Les données que nous utilisons sont celles de l'enquête Devenir parent qui est un panel en trois vagues, avec un volet quantitatif (N=235) et un volet qualitatif (N=30), la collecte des données ayant été réalisée en Suisse romande entre 2006 et 2009. La première vague a été réalisée lorsque la femme était enceinte, la deuxième durant les tous premiers mois ayant suivi cette naissance, la femme étant alors en congé maternité si elle travaillait auparavant, alors que la troisième vague a eu lieu plus d'un an après la naissance. Dans le volet quantitatif ont été posées à chaque vague des questions sur les intentions futures concernant la répartition des tâches de soins alors que les deuxième et troisième vagues comportent des questions sur la répartition effective. Des premiers résultats comparant intentions exprimées avant la naissance de l'enfant et répartition effective des tâches lors de la deuxième vague ont montré qu'il n'y avait pas de liens entre intentions et répartition effective des tâches peu de temps après la naissance de l'enfant. Alors que les femmes déclaraient que ces tâches seraient plutôt partagées avec leur partenaire, les faits montrent que ce sont elles qui s'occupent des soins en majeure partie. Dans notre communication, nous verrons si ceci se confirme à plus long terme.

Keywords: Transition à la parentalité, Rôles sexués, Soins aux enfants

LES ENSEIGNANT.E.S ROMAND.E.S ET L'ÉGALITÉ ENTRE LES SEXES

FASSA RECROSIO, INSTITUT DES SCIENCES SOCIALES, FACULTÉ DES SCIENCES SOCIALES ET POLITIQUES, UNIVERSITÉ DE LAUSANNE
STORARI, CHIARA; INSTITUT DES SCIENCES SOCIALES, FACULTÉ DES SCIENCES SOCIALES ET POLITIQUES, UNIVERSITÉ DE LAUSANNE

Les recherches sont aujourd'hui nombreuses qui montrent que les pratiques des enseignant.e.s sont genrées et que l'égalité de traitement est loin d'être réalisée dans les institutions éducatives. On peut dès lors parler de curriculum caché et d'apprentissage différentiel des filles et des garçons en ce qui concerne les rôles qu'ils et elles auront à tenir dans le monde social. Ce qu'on sait en revanche moins bien, c'est ce que sont les représentations qu'ont les enseignant.e.s de l'égalité entre les sexes et la manière dont elles interviennent dans les pratiques pédagogiques.

Il semble dès lors intéressant de se pencher sur les mécanismes qui sont à la source de la transmission/acquisition de ces connaissances sur le système de genre et d'isoler ceux qui tiennent aux individu.e.s enseignant.e.s et ceux qui tiennent aux cadres fixés par les institutions éducatives.

Construite sur un protocole mixte qui mêle questionnaires diffusés aux différent.e.s acteurs et actrices adultes de l'éducation et entretiens, notre recherche, qui s'inscrit dans le cadre du PNR 60 (Egalité entre les sexes), tentera de dénouer cet écheveau et d'isoler les composantes sociales et individuelles qui dirigent les pratiques professionnelles des enseignant.e.s dans le domaine de l'égalité.

C'est sur la base du questionnaire enseignant que la communication que nous présenterons mettra à jour les modèles de l'égalité qui structurent les représentations d'un échantillon significatif des enseignant.e.s de l'école obligatoire des sept cantons romands (Berne, Fribourg, Genève, Jura, Neuchâtel, Valais et Vaud) dans lesquels du matériel pédagogique de sensibilisation au genre existe. Elle tentera ensuite d'articuler ces représentations générales de l'égalité entre les femmes et les hommes avec les pratiques professionnelles de ces personnes.

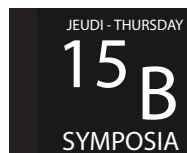
Keywords: école, égalité, enseignant.e.s, pratiques, représentations

PRODUCTION STRUCTURALE DU GENRE ET IDENTITÉ, L'INFLUENCE DE LA TRANSITION DE L'ÉCOLE À L'EMPLOI

GAUTHIER, JACQUES-ANTOINE; INSTITUT DES SCIENCES SOCIALES, FACULTÉ DES SCIENCES SOCIALES ET POLITIQUES, UNIVERSITÉ DE LAUSANNE
GIANETTONI, LAVINIA; INSTITUT DES SCIENCES SOCIALES, FACULTÉ DES SCIENCES SOCIALES ET POLITIQUES, UNIVERSITÉ DE LAUSANNE

En dépit des efforts fournis en Suisse pour promouvoir auprès des filles et des garçons l'accès à un plus large éventail de professions, l'orientation professionnelle reste largement déterminée par des stéréotypes de sexe. La perspective du parcours de vie insiste sur le caractère continu de la socialisation, mais aussi sur l'existence de transitions particulières qui influencent fortement le type de participation sociale ultérieure des individus et donc leur identité sociale. Par exemple, l'effet de la venue de l'enfant sur la division sexuelle du travail et sur sa légitimation a été clairement mis en évidence empiriquement. Certaines dispositions préalables à ces prises de rôles sexués sont intériorisées et renforcées dès la petite enfance. La socialisation différentielle des sexes se réalise tout d'abord dans les familles et à l'école obligatoire et se poursuit lors de la transition à l'emploi. Cette dernière, à travers les orientations qu'elle suppose, participe de manière significative à l'institutionnalisation des identités de genre en anticipant la différenciation des rôles sexués que la transition à la parentalité va radicaliser. Nous appliquons des analyses de séquences aux données de l'enquête TREE (TRansitions de l'Ecole à l'Emploi) qui concernent une cohorte d'individus suivant une formation duale au terme de la scolarité obligatoire. En fonction des ressources et du contexte social initial, nous mesurons l'effet du degré de congruence entre le sexe de l'individu et le degré de sexuation de sa filière de formation sur les variations au cours du temps de l'estime de soi, de l'évaluation du réseau de pairs et de la valeur accordée respectivement au travail et à la famille. Nos résultats montrent que ce type particulier de transition à l'emploi exerce un effet renforceur des identités de genre d'autant plus puissant que les ressources initiales sont faibles. Mais on observe également que les filles qui transgressent les normes de genre ne se différencient pas des garçons, un constat qui souligne l'importance de la hiérarchie des positions occupées dans la structure sociale par rapport aux caractéristiques naturelles associées à chaque sexe.

Keywords: Socialisation, identité de genre, transition école-emploi



B9 LEARNING CULTURES IN EARLY CHILDHOOD EDUCATION. SYMPOSIUM II

Chair: Berge, Anita; University of Stavanger

ELLINGSEN, MARI ANNE GRYTE, UNIVERSITY OF STAVANGER, NORWAY
GRINDLAND, BERIT, UNIVERSITY OF STAVANGER, NORWAY

This symposium arises from the cross-disciplinary research program Learning Cultures in Early Childhood Education (LiECH) with its base at University of Stavanger, Department of early childhood education (IFU, Research program, 2009). In this program, learning is seen as a relational and cultural phenomenon and can be studied in multiple ways, involving different theoretical perspectives and various methods (Hodkinson, Biesta and James, 2007). Learning cultures concern the value systems, creation of meanings, traditions and negotiations for learning that is communicated between different participants in early childhood education in an interactive ongoing process (Bruner, 1990; Cole, 1996; Lave & Wenger, 1991). Learning is interpreted in a broad sense as creation of meanings through experience, where cognitions, emotions, perceptions, language and corporality are intertwined parts in these communicative processes (Bruner, 1990; Merleau-Ponty, 1962).

The overall aim of this research program is to gain knowledge about learning processes and traditions in preschool and in teacher education. The program intends to create new knowledge about the content of learning cultures, as well as the constructions of these. The research questions concern: What cultures for learning is expressed and how are they constituted by different participants and in different fields of practice? Of significance is to discern and critically analyse the conditions for learning discerned in different learning cultures. In addition, methodological issues will be scrutinised: How can learning cultures be discerned, constructed and interpreted? What theoretical and methodological approaches allows for such understandings? The UN Convention of Children's rights is an important point of departure for our research involving children's right to express themselves in issues of their concern. The field of research is both of basic and applied character and is closely connected to educational practice.

The specific aim of these two symposia (Symposium I and Symposium II) is to discuss construction and content of learning cultures, learning processes and traditions in kindergarten. Five sub studies of the program will be presented aiming to understand learning cultures from different perspectives and subjects. The studies concern following issues: a) Teachers' descriptions of learning and learning processes in kindergartens, b) Learning cultures expressed and constituted by different participants in the organization. C) Aesthetic experience when the impulse is the bilingual child's text. b) What recognizes aesthetic experience and how can images and utterances open up for these as units of meanings? d) Meals in nursery at the edge of chaos.

Keywords: learning cultures, learning processes, aesthetic experience, complexity and learning.

Bibliography

- Bruner, J. (1990). Acts of Meaning. Cambridge, MA: Harvard University Press.
Cole, M. (1996). Cultural psychology. Cambridge, MA: Belknap Press.
Hodkinson, P., Biesta, G., & James, D. (2007). Understanding learning cultures. Educational review, 59(4), 415-427.
Lave, J., & Wenger, R. (1991). Situated learning. Legitimate peripheral participation. New York: Cambridge University Press.
Merleau-Ponty, M. (1962). Phenomenology of perception. New York, London: Routledge.

IMAGES OF WONDER

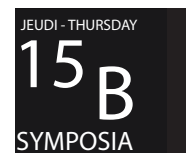
WHAT RECOGNIZES AESTHETIC EXPERIENCE AND HOW CAN IMAGES OPEN UP FOR THIS?

GRYTE, MARI ANNE ELLINGSEN; UNIVERSITY OF STAVANGER

This study is about learning cultures viewed from an aesthetic perspective based on Kant(1790) and later aesthetic and philosophic theories, where the aesthetic emerges from the inner self as wholeness, engagement, and feelings of belonging to the world. For many people the aesthetics still seems unknown, foreign, and available only for few. Today, the inner core of the aesthetics is defined as the invisible or the sublime, available to everyone, wherever and whoever they are (Jørgensen 2008).

The work is a theoretical research, building upon a phenomenological framework, especially the work of the Danish philosopher Jørgensen (2008) explaining aesthetic experiences as extended thinking, which in turn is based on Heidegger's Dasein represented by individuals, narratives and the potential of something more (Adorno) hidden even in a moment.

Also the Norwegian Framework(2006) connects the aesthetic field to experiences, thinking and commu-



nication. This is probably due to the similarity to children's play characterized by presence, imagination and the ability to "take a look behind", searching for what is hidden there. (Benjamin). Each day we are overwhelmed by impressions through all our senses. The human mind has something to it that is continuously transcendental, extending and searching of purpose (Kant). In this search, there lies an important aspect of realization, development and learning. (Ingarden, 1970). This, defined as aesthetics, represents dimensions where even "everyday-experiences" can be loaded and open up for play, reflections and wonder. It's a general contribution to education, an extended dimension, not to be underestimated in the field of learning cultures in early childhood education.

The principle aim of this research is to find qualities of what aesthetic experiences are through theory studies as well as images. In order to do the last, children from two kindergartens and a selected group of preschool teacher students contribute with their images as units of meaning (Rose, 2001) from everyday-life. The title "Images of wonder", indicates the depth and doubleness of this representation.

Visual methods are used, in which data is being collected primarily in the form of snapshots and narratives where children and students contribute with their images. Here, the camera is used as an instrument for intuition, spontaneity and mastering moments. (Cartier-Bresson 1998) Images open up for questions as well as answers and reflections and are used to strengthen and prolong experiences. The participation is voluntary and their images and quotations made anonymous.

As a phenomenological research, the intention is not to find the right answers, but tendencies and patterns by getting close up to people's "lived and living images" (Barthes 1980) and being able to grasp the "general in the specific" through their sayings. The ever-changing meaning of their images and how these images and utterances open up for extended thinking like imaginations, feelings and further interpretations, let us recognize, categorize, and identify them as aesthetic experiences.

Hopefully, this aesthetic approach to learning will also generate knowledge to dimensions in learning cultures focused on identity, self-esteem and values.

Keywords: learning cultures, phenomenology, aesthetics, images.

Bibliography

Bale, K. og A. Bø-Rygg (Red.) (2008): Estetisk teori. En antologi. Oslo: Universitetsforlaget

Cartier-Bresson, Henri (1998). The mind's eye. New York: Aperture Foundation

Fausing, B. og P. Larsen (1980): Visuell kommunikation 1, København: Medusa

Hansen, F. T. (2009): At stå i det åbne. Dannelse gennem filosofisk undren og nærvær. København: Hans Reitzels forlag

Jørgensen, D. (2008). Aglaias dans. På vej mod en æstetisk tænkning. Århus: Aarhus Universitetsforlag.

MEAL IN NURSERY AT THE EDGE OF CHAOS.

GRINDLAND, BERIT; UNIVERSITY OF STAVANGER

Meal community is one of the first communities where small children participate. Though eating food is an activity to satisfy an individual, bodily need, small children soon after starting in nursery, have to regulate this need and come into union with the other children's meal time. The aim of the research is to explore how meal community and identities of children as participants in meals are constructed in conversations with staffs in four Norwegian nurseries. The presentation is focusing on situations in the conversations where one child is breaking some of the frames of the meal, ex turning the plate upside down. Such situations seem in the conversations to call upon the other children to do the same and this is why chaos easily can emerge. Making a discourse analyze of the conversations, two different discourses were identified and giving different meaning to chaos situations. An order discourse constructed chaos as something that have to be avoided or controlled, while an exploration discourse constructed such situations as a detail that the meal have to give way for in nurseries, though it can change the framework of the meal community.

The theoretical and also the methodological framework of the presentation is Ernesto Laclau and Chantal Mouffe's theory of the radical democracy and discourse theory, (Laclau & Mouffe 2002). Central concepts used from the theory are pluralism, agonistic relations and conflictual consensus (Mouffe 2005). Also concepts from complexity theories (Doll et al. 2005, Mason 2008) as selvorganized system and orderly disorder are used when discussing how the two discourses in the conversations can give different conditions for meal community and for children as participants in the meals in nursery.

Keywords: Meal, chaos, conflictual consensus, complexity.

Bibliography

Doll, W., Fleener, M. J., Trueit, D. & Julien, J. S. (2005). *Chaos, Complexity, Curriculum, and Culture – A conversation*. New York: Peter Lang.

Laclau, E. & Mouffe, C. (2002). *Det radikale demokrati. Diskursteoriens politiske perspektiv*. Fredriksberg: Roskilde Universitetsforlag.

Mason, M. (2008). *Complexity theory and the philosophy of education*. UK: Wiley-Blackwell.

Mouffe, C. (2005). *On the political*. New York: Routledge.



Thursday, September 15th - Jeudi 15 septembre
15.00 - 17.30
Individual paper presentation in workshop
Communications individuelles en atelier

B11 Evaluation of family environment and child development

Chair : Gláís Sales Cordeiro

THE VOICED EXPERIENCES OF YOUNG CHILDREN ON LEAVING INFANT SCHOOL FOR JUNIOR SCHOOL IN THEIR OWN VILLAGE.

CHRISTINE HEY

University of Derby, Kedleston Rd, Derby, DE22 1GB

This research project adds to the body of knowledge and awareness of the experiences of young children at key times of transition (Hopkins 2008, McLaughlin 2008, Stern 2007) but focusses on a cohort not well – represented in that literature; that is, children moving to a new school at age 7 years. It gives voice to the experiences of children in Years 2, 3 and 4 in Focus Group conversations which have been transcribed and key and common themes identified. It provides insight into a common shared childhood experience but seeks to identify the experiences of the child, rather than the processes established by professionals and communities of learning.

This qualitative, interpretivist research sits within a burgeoning argument for children's rights and entitlements to be acknowledged in practice (MacNaughton et al 2001, Punch 2009, MacNaughton & Hughes 2009) and reflects a shift in perspective where children are no longer seen as being positioned passively within research but rather research “ accords children conceptual autonomy”. Punch (2009: 46, citing Christensen & Proust 2005:42).

The research design was constructed to journey with the children, gathering voices and using the outcomes of the Pilot Study to identify potential themes to support clarification and reliability of the main study and then return to the original Pilot Study participants for further discussion. Thus, the participants themselves offer robust moderation; that is, internal validity of the research discoveries and may reflect upon them in relation to their own voiced experiences (Punch 2009).

The research design recognises children as capable and competent (Punch 2009 & MacNaughton et al in Hatch 2007), reflecting the researcher's advocacy of children as research participants. As Davis, Mac Naughton & Smith 2007, cited in MacNaughton & Hughes 2009) note, children may be assigned different levels of participation and these will suggest the ethical decisions needed.

The research project could not confidently predict its outcomes nor promise replication or generalisation because, to capture an individual or group voice is to acknowledge at the outset that the results may not be appropriate for generalisation Booker (cited in MacNaughton et al 2001). Furthermore, the child's construct of the world is unlikely to be accurately replicated.

Fabian & Dunlop (2002) and Katz in Edwards et al 1998) note, however, the potential for capturing the voices of a shared experience or context that is already on going in a child's world.

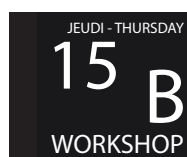
The research findings suggest that common themes of justice, fairness, rumour and bullying were very real to the participants. However, not all themes carried equal status in all groups.

Recommendations arising from the research are; creative communication between Junior School and Infant School to reduce the negative influence of local rumour, a review of the Behaviour Strategy to accommodate the very wide age – range, encompassing a new focus on rewarding expected behaviour and a review of homework to improve pupil's understanding of its relevance.

Keywords: fairness, bullying, homework, rumour, expectations

Bibliography

- Dixon P & Hayden M (2008) 'On the Move': primary age children in transition
Cambridge Journal of Education, 38: 4, 483 – 496
Hopkins E A. (2008) Classroom conditions to secure enjoyment and achievement: the pupil's voice. Listening to the voice of Every Child Matters. Education 3 – 13, 36: 4, 393 – 401.
Margetts K (2009) Early Transition and adjustment and children's adjustment after six years of schooling European Early Childhood Education Research Journal, 17: 3, 309 – 324
McLaughlin, C (2008) 'Emotional well-being and its relationship to schools and classrooms; a critical reflection' British Journal of Guidance & Counselling, 36: 4, 353 – 366
Stern J (2007) 'Mattering: what it means to matter in school' Education 3 – 13: 3, 283 – 293.



PLAYING AND LEARNING AT HOME: TOYS, ACTIVITIES, PREFERENCES AND CHOICES IN THE FAMILY CONTEXT

CHRISTINE STEPHEN¹, OLIVIA STEVENSON²

¹ School of Education, University of Stirling, Stirling, FK9 4LA

² School of Geographical and Earth Sciences, University of Glasgow, Glasgow, G12 8QQ

This paper is about the activities of preschool children as they play and learn at home. The purpose of the work reported here was to enhance our understanding of the multiplicity of contexts which children experience and which impact on their play, learning and response to educational provision. Our aim was to explore the ways in which children, their families and their physical and material environments together create specific contexts for growing and learning.

Our understanding of children's play and learning at home has developed over three studies of 3- to 5-year olds engaging with digital technologies (Plowman, Stephen and McPake, 2010). The data drawn on for this paper come from the most recent study in this series, Young Children Learning with Toys and Technology at Home. We have adopted a socio-cultural theoretical framework and have extended this to include the relationship between the child and the practices and culture of the home in which they live (Hedegaard, 2009). In order to explore this relationship we studied the play behaviour of children and the cultural pathways that individual experienced - the typical activities, resources, choices, values and expectations which constitute the home environment (Tudge, Frietas and Doucet, 2009).

We carried out case studies of 14 families, collecting data in nine rounds over a period of 18 months. The families who volunteered to take part in the study all had a child aged 3- to 4-years old at the beginning of the study. There were seven boys and seven girls, living in families with varying socio-economic circumstances. For this paper we draw on evidence from: a 'toy audit' of each home; three rounds of mobile phone diary records; interviews with parents about their child's toy and play preferences and the activities which they encourage; video of a sub-sample of children using particular technological resources. As this study was conducted in family homes we took special care to ensure the continuing informed consent of parents and the willing assent of children. For each round of data collection parents gave written consent for specific methods and dissemination intentions. We ensured that each child became familiar with one member of the research team, only engaging directly with children when they were comfortable and with their verbal assent.

Our findings make clear the extensive range of play, learning and entertainment resources which children engage with at home and with their families and the influence of parents' preferences and values, along with the specific motives and choices of the children. Technological toys and resources did not dominate the play choices. We will relate our findings about what children do to our evidence about their home context, our earlier conceptualisation of the kinds of learning facilitated by play with technology at home and the debates about the role and nature of play. In addition, we will discuss the policy implications which follow from understanding the contextualised and differentiated experiences which children have at home before they begin primary school.

Keywords: Play, home, preschool children, family culture

Bibliography

- Hedegaard, M. (2009) Children's Development from a Cultural-Historical Approach: Children's Activity in Everyday Local Settings as Foundation for Their Development. *Mind, Culture and Activity*. 16, 1: 64-82.
- Tudge, J.R. H., Freitas, L.B.L. and Doucett, F. (2009) The transition to school. Reflections from a contextualised perspective. In H. Daniels, H. Lauder and J. Porter (eds) *Educational theories, cultures and learning: a critical perspective*, pp. 117-133. London: Routledge.
- Plowman, L., Stephen, C. and McPake, J. (2010) *Growing Up With Technology: Young Children Learning in a Digital World*. Abingdon: Routledge.

ASSESSING HOME ENVIRONMENT FOR EARLY CHILD DEVELOPMENT IN TWO COMMUNITIES OF PAKISTAN

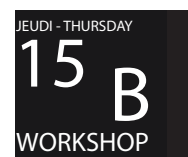
SANOBER NADEEM, GHAZALA RAFIQUE, LIAQUAT KHOWAJA, ANJUM YAMEEN

Aga Khan University, Human Development Programme

Background

Family environment plays very important role in Early Child Development (ECD) and availability of stimulating material in early years of child's life is crucial. The Home Observation for Measurement of the Environment (HOME) inventory is one of the most widely used measures that assess the quality and quantity of support and stimulation provided for children at home. This study aims to measure the prevailing situation of home environment for ECD in two communities of Pakistan.

Methodology



A cross-sectional study was carried out in two field sites; TandoJam (Sindh) and Mastung (Baluchistan). All mothers with children birth to age 3 during December 2009 and May 2010 were recruited for the study. Data on home environment was collected from a cohort of 1097 children by using Infant Toddler-HOME (IT-HOME) scale further distributed over six subscales. Frequency distributions of all the responses, mean and standard deviation (SD) for all subscales were calculated.

Results

Mean \pm SD age of study children were 16.6 \pm 12.1 months. Overall, mean score on HOME scale was 31.6 \pm 7.1 and 29.7 \pm 6.9 in TandoJam and Mastung respectively. On a subscale level about half the families in TandoJam and three quarters in Mastung scored in the lowest fourth category on Learning Material subscale whereas, 41% of families in Mastung and 18% of families in TandoJam were in lowest fourth on Organization subscale. On remaining scales at least 50% of families have scored in upper fourth category in at least three subscales.

Conclusion

Considerable evidence is available that poor home environment retards intellectual growth. The HOME inventory identified up to 23% of young children in the lowest fourth category who are potentially at risk. There is a need to develop culturally acceptable, evidence based parenting interventions to improve the home environment.

Keywords: Home environment, child development, HOME scale, developing countries, parenting

B12 Evaluation of politics and quality

Chair : Gil Meyer

IN TENSION

- THE DANISH KINDERGARTEN BETWEEN CARE, PROFESSIONALISM AND MANAGERIALISM

JAKOB DITLEV BØJE , STEEN BAAGØE NIELSEN

Roskilde University

Across most of the western world, neo-liberal and neo-conservative tendencies have, since the 1980's, made their impact on the educational systems of the welfare state. In particular lower and upper secondary school have felt the impact of educational reform, but also higher education and pre-school has been scrutinized and transformed in accordance with ideas about, for instance, higher standards, better teachers, more effective management etc.

In a Danish context pre-school somehow seems to have escaped some of the neo-liberal and neo-conservative tendencies. More specifically, pre-school has not been placed under exactly the same regimes of truth and technologies of curriculum, teaching, testing and evaluation as has, for instance, lower and upper secondary school. Instead, pre-school in Denmark is still very much a warehouse for kids (while their parents go to work) and at the same time an institution for care.

In this paper we will explore the daily grind in the Danish day care institution. Our analyses will be based on a newly started research project focusing on recently qualified pedagogues and their ways of finding into practice and possibly changing it. By focusing on recently qualified pedagogues we will analyse how their professional ethos attained at school is applied – or not applied – in practice; how it relates to and differs from institutional kinds care and bureaucratic forms of governance.

Keywords: day care institutions, newly qualified pedagogues, professionalism, institutionalism, management

Bibliography

Andersen, Peter Østergaard og Kampmann, Jan (1988): Vuggestuen – hverdag og utopi. Socialpædagogisk Bibliotek, København.

Bayer, Martin og Brinkkjær, Ulf (2003): Professionslæring i praksis. Nyuddannede læreres og pædagogers møde med praksis. Danmarks Pædagogiske Universitetsforlag, København NV.

Bøje, Jakob (2010): Differentiering og sortering i pædagoguddannelsen – et uddannelses- og professionssociologisk studie. Ph.d.-afhandling ved Københavns Universitet, Institut for Medier, Erkendelse og Formidling, Afdeling for Pædagogik.

Nielsen, Steen Baagøe (2005): Mænd og daginstitutionsarbejdets modernisering – teoretiske, historiske og etnografiske perspektiver på sammenhænge mellem køn, pædagogisk arbejde og organisering i daginstitutioner. Ph.d.-afhandling ved Forskerskolen i Livslang Læring, Institut for Uddannelsesforskning, Roskilde Universitetscenter.

EARLY CHILDHOOD EDUCATION IN BRAZIL: A CRÈCHE AND PRESCHOOL QUALITY ASSESSMENT STUDY

MARIA MALTA CAMPOS , YARA ESPOSITO , ELIANA BHERING , NELSON GIMENES , BEATRIZ ABUCHAIM , SANDRA UNBEHAUM

Fundação Carlos Chagas. Rua Quitanduba, 363, Caxingui, São Paulo, Brazil

The Brazilian Ministry of Education (MEC), the Inter-American Development Bank (IADB) and the Fundação Carlos Chagas (FCC), in a joint action, developed a research project which the main objectives were (1) to provide information on ECE quality in 6 Brazilian capitals covering all five regions of the country (Belém/Pará, Teresina/Piauí, Fortaleza/Ceará, Rio de Janeiro/Rio de Janeiro, Campo Grande/Mato Grosso do Sul, Florianópolis/Santa Catarina), (2) as well as to relate ECE quality to children's primary school achievement. International research has shown that quality in the early years provision does matter, since good provision and experiences can help to counteract the risk of poor outcomes as well as of poverty. Recent Brazilian studies have revealed that level of quality differences is actually mingled within the regional and/or local social profile, that is, similar to ECE access in Brazil, the ECE quality of provision is unequally distributed among the population. Inspired by that challenging information, this study has been designed as the first one of this kind in the country with the expectation that results would help improve as well as (re)design national ECE educational policies and practice. This paper aims to present the main results for objective 1 (as mentioned above), from the Quality of Early Childhood Education in Brazil study. For that, data were collected in 147 crèches and preschools in six capitals, during the second semester of 2009. The instruments applied for pre-school and crèche observation were the Brazilian-portuguese translated versions of the Infant/Toddler Environment Rating Scale—Revised Edition and the Early Childhood Environment Rating Scale—Revised Edition. Questionnaires for principals and teachers of the observed crèche and pre-school classes were also applied to obtain information about the institution and its professionals. A group of early childhood education experienced researchers were specifically trained to conduct data collection in all cities involved. Results were carefully discussed with all local ECE department teams and presented to all ECE institutions involved. The main results indicated that, with respect to the American environment rating scales, results were consistent with the questionnaires results, that is, respondents - teachers, coordinators and principals, are well aware of the presence or lack of crucial elements needed to assure good quality education for young children in Brazil. The results have also revealed that crèches and preschools average scores fell within the Minimum level; the lowest scores were found for the following three items: Activities (crèche and preschool), Personal care routines (crèche), and Program structure (preschool); and if changes in some of the institutions characteristics were implemented, scores could be significantly improved. This piece of research has provided an overall picture of ECE in Brazil indicating clear and worrying tendencies. It has suggested that policies need to put more effort into: (1) developing strategies to allow school environment improvement; (2) discussing further teacher training and their career plans for both crèches and preschools; (3) and addressing pedagogical practices problems and difficulties at schools in order to improve substantially the daily school routine of young children in Brazil.

Keywords: Early Childhood Education; Crèche; Preschool; Quality Assessment

Bibliography

- BRASIL. Ministério da Educação. Secretaria de Educação Básica (2006). Parâmetros Nacionais de Qualidade para a Educação Infantil. Brasília, .
- BRASIL. Ministério da Educação. Secretaria de Educação Básica.(2009). Política de educação infantil no Brasil: Relatório de avaliação. Brasília: MEC/SEB/UNESCO.
- CAMPOS, M. M.; FÜLLGRAF, J.; WIGGERS, V. (2006). A qualidade da educação infantil brasileira: alguns resultados de pesquisa. Cadernos de Pesquisa, v. 36, n. 127, p. 87-128, jan./abr.
- CAMPOS, M. M. et al. (2011) A contribuição da educação infantil de qualidade e seus impactos no início do Ensino Fundamental. Educação & Pesquisa. Vol. 37, n.1, jan./abr. , in press.
- SYLVA, K.; MELHUISH, E.; SAMMONS, P.; SIRAJ-BLATCHFORD, I.; TAGGART, B. (2010) Early Childhood Matters – evidence from the Effective Pre-school and Primary Education project. London & New York: Routledge.
- UNESCO/OECD – United Nations Educational, Scientific and Cultural Organization; OECD – Organization for Economic Co-operation and Development. (2005) Early childhood care and education in Brazil. Policy review report. Paris: UNESCO.



A GENEALOGY OF PUBLIC POLICIES FOR THE DAY-CARE-CENTERS IN BRAZIL : STATE AND CHILDREN (1899-1920)

DÉBORA MELLO, TEIXEIRA DE

UNIVERSIDADE FEDERAL DE SANTA MARIA -UFSM -BRAZIL

Abstract: With this study, we tried to investigate the formation of a national policy in Brazil for small child after the creation of the Day-Care-Center Institution. The study comprehends the end of the nineteenth century - from 1899, with the creation of the Child Protection Institute (IPAI) in Rio de Janeiro - to the beginning of the twentieth century, when State actions are aimed at the protection of Brazilian children, and start having a specific legislation for that. The propagation of scientific knowledge, such as the Child Development Studies, the Pediatrics and the Pedagogy, has selected the child as object of study and intervention. Celebrating the Children has become the target of a civilized nation, and the Day-Care-Center begins to be considered as the institution for the protection of the small children. In this context, we analyze first the campaign for the assistance to children, which became the subject for several social activists (doctors, jurists, philanthropists, Church representatives and politicians), gathered for the same cause when the increasing interest for the children has put into discussion the competence of the State in effectively dealing with the problem of children. Secondly, we analyze the different kinds of assistance used in the country to serve the children's cause. Finally, we analyzed the public policies aimed at the small children after the origin of the Day-Care-Center Institution in Brazil, emphasizing the sanitary-doctor discourse and its influence in the effectiveness of these policies.

Keywords: *Childhood , Day care centers , Public policy , Child education ,*

Bibliography

JOBERT, Bruno & MULLER, Pierre. L'état en action. Paris: Puf, 1987.

KUHLMANN, Moysés Jr. _____. Infância e Educação Infantil: uma abordagem histórica. Porto Alegre: Editora Mediação, 1998.

MICHEL, Sonya. Children's Interests/Mother's Rights: The Shaping of America's Child Care Policy. Yale University Press, 1999.

ROSEMBERG, Fúlvia _____. Organizações Multilaterais, Estado e Políticas de Educação Infantil. Cadernos de Pesquisa. São Paulo (115): 25-63, março, 2002.

SKOCPOL, Theda. Los Orígenes de la Política Social en los Estados Unidos. Madrid: Min. Trabajo y Asuntos Sociales, 1996.

B13 Health issues : prevention, therapy and quality of life

Chair : Mike Gasper

RESEARCH ON THE QUALITY OF SCHOOL LIFE OF CHILDREN SUFFERING FROM CONGENITAL HEMORRHAGIC DISEASE. EDUCATIONAL REPERCUSSIONS AND PROPOSALS

ALESSANDRA GIGLI

UNIVERSITY OF BOLOGNA

This paper presents a research project which analyses the quality of school life of children suffering from congenital hemorrhagic diseases (CHD), their relationships with teachers and schoolmates, and the relationship between the school and the families. The theoretical references used come from two different subject areas: the first concerns the general issue of chronic disease during development and its effects on school life; the second includes special education studies which define the correct educational approach to be adopted in situations of disability.

This research work was conducted through the delivery of individual semi-structured interviews to a sample of 13 teachers from 2 preschools, 5 primary schools, 6 first grade secondary schools (in the province of Bologna, Italy) which have CHD pupils in their classes. The interviews were conducted using the critical analysis method.

From the answers received, it appears that little about CHD is still known by teachers in our sample, many of whom associate personal experience with anxiety; need for information; worry; the need to be alert and fear of not having the situation under control. We can state that the lack of information and the lack of social consultation concerning the actual manifestations of the disease and the opportunities for prophylaxis negatively affect the teachers' representations and expectations. From the analysis of the information flow it appears that in almost all cases there is no pre-set procedure, and that communication is structured mainly on an informal basis, by word of mouth among teachers. In almost all the recorded cases, the most important information role is played by the parents: this can be considered a critical ele-

ment in educational terms, as the family's coping skills cannot be the only resilience protection factors in play: schools must have a more active role and be able to effectively intervene, managing the communication skills of the school staff, scientific materials on the disease and relative treatments, and the opportunities offered by the local social and educational services.

The research highlights how CHDs do not affect the child's school performance and show how the main problems concern the quality of the educational relationship and communication; the first problem emerges from the fact that most of those interviewed stated that they had never spoken directly to the child, either about the disease or the problems linked to it. In analysing the opinions on the level of peer integration, serene school paths and levels of integration were seen to be achieved: the concept that CHD sufferers are not socially invalidated, but on the contrary, the subjects in question are open to relationships, exuberant and not at all shy, is underlined.

Some teachers admit that they adopted logistic and organisational precautions in order to allow the child to follow the normal teaching programme; others, on the other hand "deviated" and spoke of episodes, specific situations but did not respond directly to the question.

Keywords: quality of school life - children with congenital hemorrhagic diseases- pedagogical approach

IMPROVING THE HEALTH OUTCOMES FOR BABIES, CHILDREN AND FAMILIES, THROUGH A CHILDHEALTH MODULE, WITHIN AN EARLY YEARS FOUNDATION DEGREE COURSE.

SHARON SMITH

University of Northampton. UK

This paper will raise questions around the subject of promoting child health knowledge of early year's practitioners, through a Child Health module within a Foundation Degree in Early Years. The researcher is a Health Professional, leading a module which explores a holistic view of child health; exploring children's physical, emotional and mental wellbeing. The impact of this module on the knowledge and practice of the early year's practitioner student has been evaluated through a small scale qualitative study. The study was based within the UK and considers those practitioners working at undergraduate level within Early Years Practice.

It aims to consider the following 3 research questions:

Can a child health module support the knowledge and future practice of an early years practitioner in their understanding of contemporary health issues within child health?

Which aspects of a child health curriculum/ and assessment strategies can best promote holistic health care to children and their families?

How does the child health module provide opportunities for the promotion of emotional wellbeing, nutrition, and obesity and the management of childhood illness?

The Early Years Practitioners who took part in the study were a group of 90 completing their first year of a Foundation Degree in Early Years at the University of Northampton. Four cohorts of students were studying in different geographical locations.

They all participated in the ten week child health module which included three assessments related to child health. These included the design of a Health Promotion pack for families, a community report which analysed local health service provision and an essay on a aspect of child nutrition e.g. Breast Feeding.

Methods and data collection include questionnaires and interviews.

The study revealed that the child health module was a very valuable part of the Foundation Degree curriculum, enabling the early year's practitioners to improve the health outcomes for babies, children and families.

This study, although small, highlights the significance of the need for contemporary child health knowledge to be firmly embedded in early year's education. The learning opportunities are relevant to leading and delivering contemporary UK health initiatives such as the Healthy Child Programme. Future graduates within childcare need to engage in the challenges of effectively and efficiently delivering children and families services within the present economic environment.

Key words: Early Years, Child Health, Holism, Health Outcomes.

References:

Department of Health (2009) The Child Health Promotion Programme. London: HMSO http://www.dh.gov.uk/en/publicationsandstatistics/DH_083645

Department of Health (2007) The National Child Measurement Programme. London: HMSO www.dh.gov.uk

Department of Health (2004) National Service Framework for Children, Young people and Maternity services. London: HMSO

Dwivedi, K.N. and Harper, B. (2004) Promoting the Emotional Well-Being of Children and Adolescents: A Handbook. London: Jessica Kingsley

Hall, D. and Elliman, D. (2007) Health for All Children, 4th edition. Oxford: Oxford University Press.

Keywords: Early Years, Child Health Promotion, Holistic Health, Health Outcomes

B14 How to observe and talk about children and their life in institutions

Chair : Alain Clémence

FROM KINDERGARTEN TO EARLY CHILDHOOD SCHOOLS. INFORMATION AND COMMUNICATION TECHNOLOGIES AS A TOOL SUPPORTING THIS TRANSFORMATION PROCESS.

RUBEN MIGUEZ , JUAN MANUEL SANTOS , LUIS ANIDO

Universidade de Vigo, ETSE Telecomunicacion, Campus Lagoas Marcosende S/N 36310 Vigo (Spain)

This paper presents the main results of a government initiative aimed at promoting a high-quality early childhood education (0 to 3 years old) in Galicia, a region in Northwest Spain. Our main goal is going beyond the child welfare role strengthening the development of the early childhood curriculum and the involvement of parents and family in their children's education. The new Galician schools follow the Reggio Emilia philosophy (an open and amiable school, work in pairs, parents' involvement, documentation of the activities...) using the new technologies as a tool to strengthen the link between home and school settings.

The use of web 2.0 tools in this environment has shown a great practical interest for both families and practitioners. Currently 110 early childhood public schools are part of an unique blog community used to: 1) make public the activities carried out in the schools; 2) gather in a single place multimedia material from these activities; 3) to involve families in the day-to-day of schools; 4) build a knowledge network promoting the pedagogical innovation and discussion about current practices.

The transformation process from a system based on the childcare to a new one based on child education can not be carried out without the involvement and complicity of the families. In this sense, ICT technologies act as a bridge between practitioners and parents offering tools for both environments. Blogs are an open window to the schools, showing to the rest of society the importance of a high-quality early childhood education and contributing in this way to the natural process of change from kindergartens into education schools.

The success of this initiative amongst Galician community is evidenced by the portal statistics. Since its launch in 2008 it gathers more than 8.000 posts, 50.000 photographs and 1.000 videos and presentations. ICTs have become an integral part of this new generation of early childhood schools daily routine being added a Through this system practitioners can document their daily work in an easy way and publish it reaching to a broader audience including family members (big brothers, parents, grandparents...), friends, practitioners from other schools, etc. Internet has become a place where the different agents involved in early childhood education can learn, discuss and exchange ideas about pedagogical practices applied in the schools as shown the more than 5.000 comments exchanged through the blog community. Due to this success, new research projects are being funded by Galician government aimed at offering a catalogue of technology-based tools comparable to those existing in higher educational levels. However, early childhood settings are highly specific environments, so tools aimed at supporting the learning and planning process, including the evaluation, observation and monitoring of children progresses both at schools and households should be designed from scratch taken into account the needs and different contexts where early childhood education takes place. Devices as Home Theater PCs and video-consoles can support interactivity through television, providing a new environment, easy to use, that goes beyond the entertainment supporting the educational task carried out at schools.

Keywords: practical experience, blogs, ICT, TV

THE TYRANNY OF FORMS IN PARENT-PRACTITIONER INTERACTION

MAARIT ALASUUTARI

University of Jyväskylä, P.O.Box 35 (X227), 40014 University o

The paper studies parent-practitioner meetings in Finnish early childhood education and care (ECEC). In them an individual educational plan (IEP) is drafted for each child. The plan aims at taking account of the child's individuality in ECEC. The meetings are carried out by using a form that is partly filled in by the parent(s) before the discussion with the practitioner. Besides providing the themes of the parent-practitioner discussion, the form is also supposed to function as the child's IEP.

The paper examines how the use of the form structures the parent-practitioner interaction and especially, the talk about the child. It studies how the child is constructed and portrayed in the form-framed talk and what the function of this talk is in parent-practitioner interaction.

Theoretically, the paper applies a social constructionist approach which assumes that language and discourse are elemental in constructing the ideas, social processes and phenomena that make up the social world. The paper approaches childhood as a thoroughly social phenomenon that is historically and culturally produced, determined and negotiated. In addition, it assumes that also the forms have constructive functions. They pose various descriptive and interactional demands on their users and hence, act as agents in the human interface they are part of.

The data of the paper consist of transcribed voice recordings of 21 parent-practitioner meetings and the hard copies of the IEPs that were drawn up in these meetings. The data are analysed by using discourse analysis and categorized according to the discursive positioning of the child and the interactional function of the positioning. The data gathering and the research procedure have followed all the ethical standards.

The findings show that the forms easily invite a pattern of interaction which comprises reading of the question and the answer on the form, justification of the answer and/or confirmation of its factuality. Consequently, the talk is very much adult oriented. The child is typically constructed as an object and the child's viewpoint and perspective are only seldom taken under consideration. The demand and ways to take account of the child's individuality and viewpoint when drawing up an IEP in ECEC will be discussed.

Keywords: parent-practitioner interaction, forms, individual educational plan, positioning of the child, child's perspective

IMPLEMENTATION OF SYSTEMATIC OBSERVATION AND DOCUMENTATION OF CHILDREN'S LEARNING IN CHILDCARE CENTRES - A COMPARISON BETWEEN SWISS AND GERMAN PRACTICES

ELIZA SPIRIG MOHR , FRANZISKA KOITZSCH , JULIA STEINMETZ

Marie Meierhofer Institute for the Child, Schulhausstrasse 64, CH-8002 Zurich

The importance of promoting early childhood education has been greatly underestimated up to now in Switzerland. Based on more recent findings of developmental neurobiology, psychology and infant research, there is sufficient evidence today that the early years of life lay the foundation for lifelong learning and development of children. Therefore it is essential to establish child-centred early childhood education following the new understanding of education. In particular, the aim must be to make better use of the possibilities of early childhood settings in order to better support early learning processes and to turn these settings into educational facilities.

The method of systematic observation and documentation of children's learning called "Learning Stories" developed by Carr (2001) in New Zealand and adapted for use in German-speaking countries by the German Youth Institute (Leu et al., 2007) looks like a suitable instrument for promoting learning in early childhood. This method focuses on capabilities and the learning processes of children and aims to improve the quality of early childhood education.

Within the framework of the research project "Promoting Learning and Resilience in Early Childhood Settings" the Learning Stories method has been implemented in 12 selected Swiss-German childcare centres between September 2009 and December 2010. Within the implementation process each team participated in comprehensive further education courses for 5 days as well as received about 10 days intensive professional monitoring and coaching. Thus, the method is directly integrated into the everyday practice of the educational setting. The implementation processes of all 12 childcare centres were



documented continuously, so that all settings can be qualitatively analyzed and evaluated (content and document analysis).

Within the project “Learning Stories” in Germany 25 childcare centres have been implemented with the Learning Stories method from 2005-2007 (see Deutsches Jugendinstitut e.V., 2007). The implementation processes were also evaluated.

The paper will present a comparison of the evaluation of implementation processes of systematic observation and documentation of children’s learning in early childhood settings in Switzerland and Germany. Indicators which support and inhibit the integration process of systematic observation and documentation of children’s learning will be pointed out as well as implications for research and practice will be discussed.

Keywords: Early childhood education, Observation and Documentation, Early Learning

Bibliography

Deutsches Jugendinstitut e.V. (2007). Abschlussbericht des Projekts „Bildungs- und Lerngeschichten als Instrument zur Konkretisierung und Umsetzung des Bildungsauftrags im Elementarbereich“. München: Deutsches Jugendinstitut e.V.

Carr, M. (2001). Assessment in early childhood settings. Learning stories. London u.a.: Sage Publications.

Leu, H.R., Flämig, K., Frankenstein, Y., Koch, S., Pack, I., Schneider, K. & Schweiger, M. (2007). Bildungs- und Lerngeschichten: Bildungsprozesse in früher Kindheit beobachten, dokumentieren und unterstützen. Weimar, Berlin: Verlag das netz.

Wustmann, C., Simoni, H. (2010). Frühkindliche Bildung und Resilienz. In M. Stamm & D. Edelmann (Hrsg.), Frühkindliche Bildung, Betreuung und Erziehung: Was kann die Schweiz lernen (S. 119-136). Zürich: Verlag Rüegger.

B15 Improving one’s professional practices : various approaches

Chair : Renata Pegoraro

OBSERVATION AS A PROFESSIONAL TOOL: AN ACTION-RESEARCH IN THE DAY-CARE

PAOLA MOLINA , DANIELA BULGARELLI , MONICA MAROTTA

Dipartimento di psicologia - Università di Torino - 10, via Verdi - 10124 Torino

Aims and theoretical framework: Systematic observation is a professional tool, crucial for day-care educators to evaluate and intervene on their own working context. Nevertheless, few tools were designed to be specifically usable in the day-care (crèche) context; among them, the “Observation-Projet” (OP; Fontaine, 2008) shows interesting features. We present here an action-research that took place in a day-care facility in Turin suburbs (Italy), centred on a training on the OP (Molina et al., in press).

Method: The OP was planned with a double aim: 1) to train the educators on the use of the OP, in order to let them become autonomous with this method; and 2) to observe, and if needed to change, the environmental and spatial organization of the facility, to improve well-being perception for children and adults as well. The OP developed in four phases: 1) the educators identified the specific topic of their observation (“How do adults’ position and furniture location influence the children’s use of the room and the way they interact?”); 2) they built an observational tool designed to specifically respond to their question (a paper-pencil scheme to collect data); 3) they discussed the results and changed the organization of the context; 4) they observed again and compared the pre- and post-intervention data to objectively value the impact of the changes they brought.

Our project involved 5 educators and 23 children, aged between 21 and 49 months. We performed 8 observations lasting about 30 minutes, 4 before and 4 after the planned changes in the space arrangement. Half of them were performed requiring the educators to take a specified position in the room. All the observations were video-recorded, and a scan-sampling technique with 10 sec. intervals was used to code the observations. The coding sheet allowed the observers to code the children’s position in the room, their activity, their interaction with children and adults and the quality of these interactions.

Main findings: Simple variations in the spatial disposition of the furniture and materials (soft carpet, toys, etc.) and more homogenous distribution of the adults in the room produced observable effects on the children’s behaviours (for instance, more appropriate use of the area in the room: decrease of motor activity in the soft corner; improvement of play near the areas occupied by the adults; etc.).

Inter-rater agreement between observers was very good, proving that educators could master the tool.

Ethical considerations and implications for practice: The OP method is an effective tool that could be easily used in the everyday practice in the day-care. It requires to clearly define the observation topic and to dedicate a specific time to observe: the OP requires to create a reflective “mental space” during the

everyday working practice. Thus, as a long-term result, the observational technique becomes a support during the educators' autonomous reflective process about the way they behave and interact with the children and about the way the context influence this relationship. Such reflective approach to the educational profession is one of the aspects improving the quality of the day-care.

Keywords: *observation, observation-projet, day-care, professional training*

Bibliography

Molina P., Marotta M., Bulgarelli D. (in press). L'Osservazione Progetto: uno strumento pratico di lavoro per gli educatori. Psicologia e scuola

Fontaine, A.-M. (2008). Observer en équipe dans les lieux d'accueil de la petite enfance. Développer l'observation-projet. Ramonville Saint-Agne (F): érès

HOW CAN EARLY YEARS PROFESSIONALS IMPLEMENT CHANGE IN THEIR SETTINGS?

SHIRLEY ALLEN

Middlesex University, Trent Park Campus, Bramley Road, London, N14 4YZ

This paper examines how a group of Early Years Professionals (EYPs) have developed practice in their respective settings. The graduate EYP is charged with developing practice to support young children's learning and development and improve their future outcomes (CWDC, 2010). Findings from a longitudinal study of the impact and role of EYPs, (Hadfield et al., 2011), indicate that the EYPS programme, which was introduced in England in 2006, has had a substantive impact upon practitioners' capacity to effect change. It is useful, therefore, to explore the work of a group of EYPs within the context of their experience of the EYPS programme and their subsequent participation in a local EYP Network, which offers the EYPs a space to develop a 'community of practice' (Lave and Wenger, 1991). The group of EYPs in this study attend a local EYP Network. The development of their practice was prompted by a Network visit to Italy to investigate young children's learning opportunities in the outdoor environment. The EYPs observed provision in nursery, primary and secondary schools during this visit, which offers their students opportunities to explore environmental education relating to both agriculture and educational outdoor learning. The EYPs also visited Didactic farms that provide children and their families with a variety of learning opportunities and practical creative sessions. The EYPs took photos, recorded their thoughts about their experience in a reflective journal and engaged in discourse about the different contexts for children's learning, which they had observed. Following their visit, the EYPs decided to follow a theme of developing more naturalistic provision in their settings, which aimed to support children's understanding and learning about the natural environment.

The EYPs subsequently met with each other on their return from Italy in regular Network sessions, which encouraged them to share their ideas about their experience. They were supported to identify and implement change towards the development of a more naturalistic environment in their settings that would support children's well-being, learning and development. The EYPs' knowledge and understanding about the Early Years Foundation Stage (EYFS) Statutory Framework (DCSF, 2008) was applied to the process of developing practice that was in tune with the unique circumstances, needs and interests of individual children and families who accessed the setting.

The EYPs' work to develop practice is relevant to strand four of the conference theme, 'Expertise, qualifications and common sense'. Their work foregrounds the nascent graduate EYP role of implementing change to improve provision of Early Years education and care in England. The EYPs' development of practice rests on their expertise and professional judgement to provide appropriate pedagogical leadership that is grounded in the EYPS Professional Standards (CWDC, 2006).

Keywords: *Early Years Professional (EYP), Network, impact, practice, environment*

Bibliography

Children's Workforce Development Council (CWDC) (2010) On the right track: Guidance to the Standards Leeds: CWDC

Department for Children, Schools, and Families (DCSF) (2008) The Early Years Foundation Stage Statutory Framework Nottingham: DCSF

Hadfield, M., Jopling, M., Royle, K. and Waller, T. (2010) First National Survey of Practitioners with Early Years Professional Status Leeds: CWDC

Lave, J. and Wenger, E. (1991) Situated Learning: Legitimate Peripheral Participation Cambridge: University of Cambridge Press

'THERE'S TWO TOMS! ONE TOM ON THERE AND ONE OVER HERE!': YOUNG CHILDREN'S RELATIONSHIPS WITH VIDEO DATA

SUE ROBSON

Roehampton University, Froebel College, London SW15 5PJ

As part of a larger project looking at young children's self-regulation and metacognition, the children in a Reception class in England, aged between 4.0 and 4.11 years (N=29) are videotaped whilst engag-



ing in child-initiated, adult-directed and adult-led activities. Extracts from these videotapes are used in Reflective Dialogues between the researcher and individual children. The overall aim of the research is to examine the relationship between responsibility for children's choice of activity and evidence of self-regulation and metacognition. The specific element presented here is aimed at developing understanding of young children's perspectives and self-image, in the context of video-recording.

This presentation looks at the ways in which the children engage with both the processes and products of videotaping. The project is currently ongoing, but video and audio data will be presented which explore children's relationships with the camcorder, and which show children displaying a wide range of behaviours, including their playful interactions with the video itself, and their personal commentary on themselves, their actions, affective states and learning. This has potential implications for practice with regard to both cognitive and affective aspects of development, such as Theory of Mind, children's self-image and their sense of agency.

The theoretical position on self-regulation adopted here is drawn from a social cognitive perspective, influenced by Vygotsky's (1978, 1986) conception of a move from 'other' to self-regulation. In this, affective elements such as motivation and social regulation sit alongside cognition as component parts of self-regulation, in an interdependent relationship between social context and an individual's self-regulation. The theoretical position on metacognition followed here derives from the ideas of Flavell, who identifies three components: first, the self and others as learners, second, tasks and goals and recognition that different tasks make different types of cognitive demand, and third, strategies to be used to solve identified problems and meet goals (1979).

Audiotaped discussions (Reflective Dialogues) between individual children and researcher have the potential to illuminate aspects of thinking and behaviour not readily observable. Reflective Dialogue is more commonly seen as a tool for reflection with adults, but in research with children it provides a context for listening to their perspectives, and can be seen as a tool which adds to the range of approaches developed in recent years which suit young children's 'competence, knowledge, interest and context' (Schiller and Einarsdottir 2009, 125). As such, the reflective dialogues function as semiotic tools (Vygotsky, 1978) in support of young children's thinking.

The ethical implications of this research are considerable. BERA guidelines are being followed. In addition, the approach to children as participants in research is informed by Christensen and James (2008) amongst others. For example, minimal use of cinematic devices such as panning and zooming are used in videorecording, in order to attempt to avoid influencing children's thinking, and their subjects for discussion in the Reflective Dialogues.

Keywords: Children's perspectives, video, self-regulation, metacognition

Bibliography

Christensen P, and James A. (eds) 2008. (2nd ed) Research with Children: Perspectives and Practices. London: Routledge.

Flavell, J. H. 1979. Metacognition and Cognitive Monitoring. American Psychologist 34(10): 906-11.

Vygotsky L. 1986. Thought and Language. Cambridge, MA: MIT Press.

-1978. Mind in Society. Harvard, MA: Harvard University Press.

Schiller, W. and Einarsdottir, J. 2009. Special Issue: Listening to young children's voices in research - changing perspectives/changing relationships. Early Child Development and Care, 179(2): 125-30.

B16 Computer use and language development

Chair : Marion Brennan

QUIET STRUGGLE FOR SUPERIORITY. SOME ELEMENTS REGARDING CHILDREN'S INTERACTION IN A DIGITAL CONTEXT IN KINDERGARTEN.

MARGRETHE JERNES

University College Stord/Haugesund, Klingenbergvn. 8, 5414 Stord, Norway

This paper will, within the theme inclusive education, discuss the integration of children from minorities in a digital context in kindergarten. The paper presented is part of a larger project, "The place of digital objects in the social and linguistic education of children in kindergarten". The project is financed by the Norwegian Research Council and is included in the national research program Practice-based R&D. This paper follows my previous study about practitioners' perspectives on digital technology (Jernes et al., 2010). The aim of the research is to describe children's interaction where digital technology is part of the activity: how do inclusion and exclusion appear when children are playing with computer games. This study is embedded in socio - cultural perspectives on learning and knowledge construction and draws on

previous research on children's morality, their sociology and experiences with digital technology (Säljö, 2006; Johansson, 2002; Sutton-Smith, 1997; Plowman, Stephen & McPake, 2010).

The methodological approach draws on phenomenological and hermeneutic perspectives and the data is based on an eight month micro ethnographic fieldwork in three Norwegian kindergartens. I have worked out a narrative based on cases from the material with analyzes also reflecting the practitioners interpretations. Mixed methods in the data collection have been used, such as observation, dialogue, field notes and video recording. Ethical issues have been considered on the dilemma when children are unable to give a declaration of consent themselves, but where their parents have been informed and asked. The confidentiality has been taken care of, and also the information about how results are intended to be presented. Main findings are presented and discussed within the categories inclusion, friendship and dominion. The study points at the phenomenon of power in children's world, especially where digital technology is part of the activity. Implications for policy or practice suggest focusing on observation and interpretation of the children's play in a digital context to choose the best guidance.

Keywords: Early Childhood Education, digital context, inclusion/exclusion, peers, dominion.

Bibliography

- Jernes, M, Alvestad, M. & Sinnerud, M. (2010) "Er det bra, eller? Pedagogiske spenningsfelt i møte med digitale verktøy i norske barnehager. ["Is it good, or?" Pedagogical tensions when meeting digital tools in Norwegian Early Childhood Education.] In: Nordic Early Childhood Education Research vol. 3 nr. 3, side 115–131.
- Johansson, E. (2002). Små barns etikk. [Children's morality.] Oslo: Pedagogisk forum.
- Plowman, L., Stephen, C., & McPake, J. (2010). Growing up with technology. London & New York: Routledge.
- Säljö, R. (2006). Læring og kulturelle redskaper: Om læreprosesser og den kollektive hukommelsen. [Learning and cultural tools: On learning processes and the collective memory.] Oslo: Cappelen akademisk forlag
- Sutton-Smith, B. (1997). The ambiguity of play. Cambridge, Mass.: Harvard University Press.



HOW CHILDREN DEVELOP THEIR LANGUAGE USING COMPUTERS: SOME EXPERIENCES FROM LESS TECHNOLOGICALLY ADVANCED SOCIETY

TAMARA PRIBISEV BELESLIN

University of Banja Luka. Faculty of Philosophy. Bulevar vojvode Petra Bojovica 1A

It is believed that computers can in various ways affect the modern child's growing up, although still little is known about how children, using the technology in customary manner, shape their own development and learning, and where this influence reflects the most. Some studies indicate a positive correlation between the impact of computer activities and language and literacy of preschool children, mostly under controlled experimental conditions (Blok et al., 2002; Cohen, 1995; Feng & Benson, 2007; Ryokai & Cassel, no date; Van Scoter et al., 2001). There are opinions that the children's use of computers can negatively affect language development, limiting the ability of children to express through their speech or writing, and thus become a brake on development, not its accelerator (Cordes & Miller, 1999). When the children are largely left to information and communication technologies, and to conditions of their spontaneous usage, we explored how four and five years old children's computer experiences influence on some indicators of language and literacy development, and on the emergence and manifestation of some common patterns in this aspect of development in children who have a (different) experience in applying computers and those children who do not have such experiences yet. Paper presents a segment of research which referred to the impact of computer experiences on the whole development of preschool children. By its characteristics, besides being distinguished by its ex-post-facto approach, the research was also quantitative. The techniques used were surveys, estimation, and scaling, and a sample covered 460 preschool children from the Public Pre-school Centre of Banja Luka (Republic of Srpska, Bosnia and Herzegovina). The instruments were not anonymous, so we protect the identity of the child and parents in the process of coding. The parents, prior to data collection, were acquainted with this fact, and their consent is meant to continue collecting data for each child. For statistical analysis, multivariate analysis of variance were used (MANOVA) and discriminative analysis; also, univariate analysis of variance (ANOVA) Roy-test, Pearson's contingency coefficient (c), multiple correlation coefficient (R). There was determinate a measure of difference of the three subsamples (children with advanced computer experience, children with little computer experience and children without computer experiences), with the aim of performing reliable and accurate predictions. There was a statistically significant difference in the indicators of language and literacy development among children who use computers and who do not yet have such experiences, indicating that within this aspect of development more pronounced impact of computer technology is taking place (which represents 12.79% of the difference in the hierarchy of the differences in the total development between the three subsamples). Children with advanced computer experience have more positive skills and abilities, and the homogeneity of this group was higher compared to other two groups (66.48% in the group of children with advanced computer

experiences, to 59.79% of those with no experience and 49.44% with less experience). The research revealed the implication that the activities on and around the computer can be used to enrich curiosity, interests and language development of a young child, even there is no, in the pedagogical community, socially valued determination of early computer literacy as social practices that shape the childhood. Also, in cases when children are giving up to process of "maturation and socialization" with new technologies, the educational system, instead of being a safe and powerful environment to overcome the digital divide, that now, in a very sophisticated forms affect virtually all citizens on Earth, it becomes an environment for their further reproduction and deepening.

Keywords: language, preschool children, computer experiences, impact

DIDACTICAL DILEMMAS WHEN COMPUTER GAMES ARE IMPLEMENTED IN KINDERGARTENS

VIGDIS VANGSNES , NILS TORE OKLAND

Stord/Haugesund University College, Rommetveit, 5414 Stord, Norway

This paper focuses on the didactical implications when commercial educational computer games are used in Norwegian kindergartens by analysing the dramaturgy and the didactics of one particular game and the game in use in a pedagogical context. Our justification for analysing the game by using dramaturgic theory is that we consider the game to be a multimodal performance utilizing text, graphics, pictures, sound and animation. Similarly we analyse the didactic situation by using dramaturgic theories and concepts because we consider the didactic meeting between the medium (the game), children (the player(s)), and teacher to be a dramaturgic situation comprising different roles, actions in progress, time and space. The aim of this study is to investigate what didactical challenges the pre-school teacher faces when computer games are implemented in kindergarten. To answer this question the research was designed as a case study (Merriam & Merriam, 1998; Yin, 2003) grounded in the naturalistic environment of the common room in four kindergartens, in a context of free play and child-initiated activity. Our data consist on the one hand of one computer game, policy documents, and pedagogical hegemonic literature. The collecting of data combines three data-collection techniques; observations, video-observations and semi-structured interviews.

To examine this topic we have used a hermeneutic-phenomenological method in our interpretation of computer games, gaming situations, interviews and policy documents. The theoretical interpretation of the case study is in light of dramaturgy as theory as well as dramaturgy as analytical lenses to examine both the game and the game in didactical use.

When it comes to the collecting of data we have chosen an ethnographic methodology because we want to understand the didactical challenges the pre-school teacher is faced with in her daily work.

Our data material shows that the pre-school teacher is more or less absent during the children's playing with the computer games, but when the pre-school teacher involves him/herself, she finds it difficult to realize her ideal socio-cultural didactical project in which dialogue is a central medium for exploration and learning. Through our analysis of the data material we find that there are two different dramaturgies at stake; the built-in interactive dramaturgy of the game materialized in the gaming situation and the dialogical dramaturgy that the pre-school teacher tries to create in the didactical situation. This implies that there is a didactical dissonance between the learning space which the game and the learning space the pre-school teacher wants to construct and orchestrate.

Keywords: Computer games, kindergarten, dramaturgy, didactical dissonance, pre-school teacher

Bibliography

- Kvinge, L. M., Engelsen, K. S., Jernes, M., Vangsnes, V., Sinnerud, M., & Økland, N. T. (2010). Utbreiing, bruk og haldningar til digitale verkøy og spel i norske barnehagar. Resultat frå ei nasjonal spørjeundersøking [Dissemination, use and attitude as regards digital tools and games in Norwegian kindergartens. Report from a national survey]. Stord: Høgskolen Stord/Haugesund. Sandvik, K. (2003). Devising multimedia: Teater som analyse-og design-redskab for interaktive multimediefortællinger [Devising multimedia: Theatre as tool for the analysis and design of interactive multimedia narratives]. Aarhus: Institut for Æstetiske Fag, Afdeling for Dramaturgi, FD Aarhus Universitet. Sandvik, K. (2009). Medieleg af 1. og 2. grad: Mediernes rolle og betydning i børns leg. [Mediplay of 1st and 2nd grade. The role and meaning of media in childrens' play]. BUKS-Tidskrift for Børne- & Ungdomskultur, 53, 75-87. Vangsnes, V. (2009). A dramaturgic perspective: seeing digital role-plays as drama and theatre. What are the epistemological and pedagogical consequences? Digital kompetanse, Nordic Journal of Digital Literacy, 2009(1).



B17 Conceiving professional training II

Chair : Sandra Haidinger-Bina

MINDING THE CHILDMINDER

PHILOMENA LYNCH

IPPA, the Irish Preschool Play Association, Unit 4 Broomhill Business Complex, Tallaght, Dublin 24.

70% of parents of pre-school children in Ireland use a childminder to cover their childcare needs. This research examines the current training provision for childminders and explores a range of issues that impact on this. It seeks to investigate ways of improving the training provided for childminders in an effort to improve the quality of provision, and, in so doing, improve the quality of experiences for children (Lamb, 1998; Scarr, 1998). The literature review examines recent policy developments in the childminding sector in Europe with a particular focus on Ireland (OMCYA, 2008; National Childcare Strategy, 2006-2010; Child Care (Pre-School Services) (No. 2) Regulations, 2006; Childminding Ireland, 2009; Munton, T., Mooney, A., Moss, P., Petrie, P., Clark, A. and Woolner, J., 2002).

Through an action research approach using individual and focus group interviews, insights and perspectives of childminders, parents and childminding advisory officers are gathered. Ethical considerations include confidentiality and the integrity of the researcher. Following data analysis a number of themes emerge, indicating that:

- while there is a small cohort of childminders who do engage in training, this uptake is still quite low
- the current training model does not sufficiently meet the training needs of childminders
- engaging in meaningful training impacts positively on the quality of the experiences the young child has in the childminding setting

The research concludes that there is a need for a suitable training programme to up skill childminders with expertise to carry out their role. It highlights the need for the development of a programme of continuing professional development, post training, for childminders. Implications for policy and practice suggest the need for a commitment to develop a collaborative and systematic approach to training and supports for childminders.

Keywords: Childminders, Professionalism, Qualification, Collaboration

EXPLORING THE DANCE OF EARLY CHILDHOOD EDUCATIONAL LEADERSHIP

KYLIE SMITH¹, SUSAN KRIEG², KARINA DAVIS³, CASSANDRA KOTSANAS¹

¹ *University of Melbourne, Level 4 100 Leicester Street, Carlton 3052 Australia*

² *Flinders University*

³ *NMIT*

The growing field of early childhood education demands not only 'more' leaders but also 'more kinds of leadership' (Kagan & Hallmark, 2001). This demand is related to the many changes and increasing diversity in contemporary early childhood programs and services. Contemporary thinking about leadership in early childhood settings needs to reflect the richness and diversity of the programs and services that are offered across the Birth – 8 phase of childhood. These include Family Day Care, Long Day Care, Pre-school and school. Within Victoria Australia, the services and programs that contribute to the care and education of children in the early childhood phase of childhood (Birth-8) have different policy and funding approaches that are in turn managed by both state and federal jurisdictions. In contemporary times, where many governments are increasingly focused on the importance of early childhood and are reforming some of the ways that services and programs are offered, this diversity is not decreasing but rather increasing. One of the challenges for any professional learning focused on contemporary early childhood leadership is the paucity of research in this area (Fichtman Dana & Yendol-Hoppy, 2005; Woodrow & Busch, 2008). While the importance of early childhood leadership has been recognized in Australia and internationally for many years, this recognition has not been matched by systematic, documented research (Rodd, 1998; Siraj-Blatchford & Manni, 2006). Further, early childhood educators are often reluctant (at times described as reticent, hesitant or resistant) to engage with the idea of 'being a leader' (Rodd, 1998; Siraj-Blatchford & Manni, 2006).

This paper reports on the emerging findings of the first year of an inquiry based professional development research project in Victoria Australia called 'Educational Leadership in Early Childhood Settings'. The program has been funded by the Bastow Institute and the Early Childhood Strategy Division of



OCPC to support early childhood educational leaders to mentor early childhood educators in the implementation of the Victorian Early Years learning and Development Framework (VEYLDF). The paper will draw on data from the Professional Learning Program to examine the possibility that skills, knowledge and dispositions that are required to lead communities and multi-disciplinary teams of professionals involving qualified and unqualified staff in integrated early childhood programs and centres represent extremely sophisticated leadership. The paper examines how through opportunities to engage and critically reflect with different understandings of leadership participants were able to rethink their understandings of themselves as educational leaders and examine to what extent their involvement in the project changed their perceptions of their leadership in relation to the VEYLDF. The paper concludes with a discussion of the tensions and challenges that have arisen in the data regarding the implications of changing perceptions of leadership for the participants, children, families and their co-workers.

Keywords: leadership, critical reflection, change, inquiry

Bibliography

- Fichtman Dana, N., & Yendol-Hoppy, D. (2005). Becoming an early childhood teacher leader and advocate for social justice: A phenomenological interview study. *Early Childhood Teacher Education*, 26(3), 191-206.
- Kagan, S. L., & Hallmark, L. G. (2001). Cultivating leadership in early care and education. *Childcare Information Exchange*, 140, 7-11.
- Rodd, J. (1998). *Leadership in early childhood*. Buckingham: Open University Press
- Siraj-Blatchford, I., & Manni, L. (2006). *Effective leadership in the early years sector study*. London: Institute of Education.

BABIES AND YOUNG CHILDREN: EXPLAIN THE PICTURES PRESENT IN PEDAGOGICAL PLANS OF PUBLIC INSTITUTIONS EDUCATIONAL

MARISA FERNANDES ZANONI , MARIA AUGUSTA BOSANELLO
UFPR - RUA GENERAL CARNEIRO - 460

This thesis analyzes the pedagogical plans of public institutions of the AMFRI - Association of Municipalities of the Foz do Rio Itajaí region of Santa Catarina, seeking to explain the pictures of babies and young children present in these documents. The research was carried out through personal contact with the Secretaries of Education and subsequently, with the public educational institutions of these eleven municipalities, which were asked to provide us with a copy of their pedagogical plans. Of the 109 institutions that work with children aged 0 to 6 years of age, 14.67% stated that they did not have any pedagogical plan; 22.01% said their pedagogical plan was under revision, and 22.01% did not provide their documents. Therefore, in this region, 85.33% of the institutions stated that they had a pedagogical plan. Of the total number of declared documents (93), the sample included 48.38% of the pedagogical plans of these municipalities, i.e. 45 documents. The analysis was based on a complete reading of the pedagogical plans provided, using an analysis tool to record the data, information and comments. After successive readings for an in-depth exploration, and analysis of the information, we used categories of analysis, using the method of content analysis proposed by Bardin (1977). These categories, organized by the axis indicated in the tool, were also grouped by recurring themes, similarities, and differences between the documents. The main conclusions indicate, primarily, the lack of information presented in the majority of the documents, with regard to the needs, specific characteristics, and visualization of babies and young children. The pictures of children shown in the documents are, in general, closer to the image of a school pupil; they do not show babies and young children as subjects of the context, with knowledge, skills and characteristics of their own, and correspond more to the idea of a scholarly childhood education, which assumes the presence of a teacher, who teaches disciplinary contents, and assistants and/or monitors who help 'look after' the children. We observed, in the pedagogical plans, a rigid organization of times and spaces, giving preference to the use of tables and chairs, which suggests a school day that is impoverished, and polarized between caring for and educating the children, with the families being physically and affectively uninvolved. These issues suggest a strong correlation between the concepts inherent to these pedagogical plans, and the place that babies and young children occupy, i.e. an absent presence. The thesis indicates some implications of these images on the development of the child, the organization of the physical and affective spaces, the involvement of the family, and the implementation of the children's right to a quality education. We also point out the need to think of childhood education from a perspective of a systemic, integrated approach (HADDAD, 1997) which excludes impoverished views of children and their rights; rethinks the role of socialization, learning and care; shares education and childcare with the family; and encourages the State and society to see children as a social responsibility, implementing policies and infrastructure that promote access and quality services for all children.

Keywords: Pedagogical plans. Babies and young children. Systemic integrated approach. Childhood

education.

Bibliography

- FUMAGALLI, G. Orientamenti per la progettazione dei servizi educativi per la prima infanzia. In: FORTUNATI, A.; FUMAGALLI, G.; GALLUZZI, S. La progettazione dello spazio nei servizi educativi per l'infanzia. Città di Castello/PG- Italia: Azzano San Paolo, 2008.
- HADDAD, L. A ecologia do atendimento infantil: construindo um modelo de sistema unificado de cuidado e educação. 1997. Tese (Doutorado em Educação) – Faculdade de Educação, USP, São Paulo. Disponível em: . Acesso em: 30 abr. 2007.
- BRONFENBRENNER, U. A future perspective, 1979. In: BRONFENBRENNER, U. (Ed.). Making human beings human: Bioecological perspectives on human development. California: Sage Publications, 2005.

B18 Institutional transitions addressed by three complementary theoretical and methodological approaches

Chair : Denise Hevey

TRANSITIONS BETWEEN THE PRESCHOOL, THE PRESCHOOL-CLASS AND THE SCHOOL, A MATTER OF EDUCATIONAL CHALLENGES AND EXPERIENCES OF PARTICIPATION

PERNILLA KALLBERG , ANDERS GARPELIN

Mälardalens högskola, UKK, Box 883, 721 23 Västerås, Sweden

Transitions between the preschool, the preschool-class and the school, a matter of educational challenges and experiences of participation

The importance of how the transition to school is experienced for well-being and learning opportunities is documented through several studies (Docket & Perry, 2005). Fabian and Dunlop (2006; also cf. Garpelin, 2003) stress how this transition is one of the most important events in the life of a child, both from a perspective of here and now and in the longer term. The preschool-class was introduced in Sweden 1998 to facilitate the transition, for children in the age of six, between preschool and school. In other countries where children usually start school at six years of age, play and creativity is common during their first year (Miller & Almon, 2009). This complies with the Swedish preschool-class even if there are a wide variety of arrangements. The Swedish model of preschool, preschool-class and school creates in a Swedish context different starting points of care and learning settings.

Our presentation will focus on our new research project, running year 2011 and 2012. The overarching aim with the project is to deepen our understanding of what the transitions between the three educational activities, the preschool, the preschool-class and the school, mean for children with their different abilities and experiences as well as for the teachers and their work.

We ask ourselves, what characterizes the educational settings and the challenges children meet in the pre-school, the preschool class and the school, what characterizes the transitions between these settings, and, what characterizes the transitions settings and the transitions with reference to processes of participation, influence, children's perspective, inclusion and exclusion. We try to get hold of the meaning perspectives of teachers and children. with a theoretical framework that includes an interpretive approach and a relational perspective.

Method

Data will be gathered in four ethnographic case studies by participant observation and interviews with both teachers and children. This will take place during spring 2011. Individual interviews will be conducted with 48 other teachers not working at the case study institutions. The results will be analyzed together with those from former studies, all with the purpose to deepen our understanding of the meaning of transitions in the life of children.

References

- Dockett, S. & Perry, B. (2005) "As I got to learn it got fun": Children's reflections on their first year at school. Presented at the annual conference of the Australian association for research in Education, 2004.
- Dunlop, A-W. (2007). Bridging research, policy and practice. In Dunlop, A-W. and Fabian, H. Eds.). Informing transitions in the early years. Research, Policy and Practice. Maidenhead: McGraw-Hill/Open University Press
- Garpelin, A. (2003). Ung i skolan. Om övergångar, klasskamrater, gemenskap och marginalisering. Lund: Studentlitteratur
- Miller, E. & Almon, J. (2009). Crisis in the Kindergarten: Why Children Need to Play in School. College Park, MD: Alliance for Childhood

Keywords: transitions, educational settings, participation, projekt



EVALUATION OF A TRANSITION TO SCHOOL PROJECT: BUILDING THE BRIDGE BETWEEN PRE-SCHOOL AND KINDERGARTEN

LESLEY JONES

Southern Cross University Australia Tweed Heads Australia

Bridges to school

Aims of the research:

As young children transition from pre-school education into the formal schooling there is a perceived disconnect or tension between the end of one educational framework and the beginning of another. The Australian Early Years Learning Framework (EYLF) a play based curriculum (0-5years) and the New South Wales (NSW) Board of Studies (BOS), a content based curriculum framework (5-18) represent the backcloth for this research project. Further the Melbourne declaration on Educational Goals for Young Australians (2008) detail a commitment to providing consistent content, standards and outcomes spanning birth to senior schooling. This focus has triggered discourse around transitional planning for children as they negotiate the bridge between pre-school and formal school.

As such, this project seeks to build an understanding of teacher perspectives of the outcomes of a pilot transition program designed to blend both the EYLF and the NSW BOS over the first 10 weeks of formal schooling. This time frame captures children as they transition into their Kindergarten year at school.

Theoretical and conceptual Framework:

Symbolic interactionism as a conceptual framework informs this project and explores how individual teachers build perceptions and construct meaning of themselves, others and the social setting in which they operate, in this case Kindergarten classrooms (Ary et al., 2006; Babbie, 2007, 2008; Neuman, 2003; Palincsar, 1998). Symbolic interactionism will facilitate an understanding of how participants, at an individual and collective level, make sense and build meaning around the social phenomenon of teaching young children as they transition from pre to formal school environments (Bryman, 2008).

Methodology:

This project is a qualitative multi-case study and involves five pilot schools that were selected to participate in this study; each school was designated as a separate case for study. The research design seeks to understand the cases from a range of viewpoints including, personal, contextual, organisational. The bounds of each case included:

- Each school and associated Kindergarten room is part of the Catholic Education Office for the Lismore (NSW) Diocese, Australia
- Each pilot school has implemented a transition to school program supported by Southern Cross University
- Each pilot school has identified a desired outcome for young children, generated by the transition program

The project was conducted over a 10 weeks period during the first school term of 2011 in five pilot schools in New South Wales (NSW), Australia. Focussed on the Kindergarten room in each pilot school the project was conducted in collaboration with the Catholic Education Office (CEO) for the Lismore diocese NSW. Data gathering tools of semi structures interviews, in-situ observations and focus groups sessions were used during the 10 weeks of school term. Following coding and thematic organisation of data, common themes were identified and reviewed across cases.

Main findings

The initial findings will detail the participant's insights to the bridges and barriers including organizational influences, of a transition program incorporating play based curriculum into formal schooling

Keywords: Transition, Pre-school, Kindergarten, Play-based, curriculum

B19 Cooperation with parents II

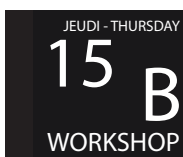
Chair : Eleni Loizou

EMPOWERING PARENTS THROUGH ACTION RESEARCH

ELENI LOIZOU

university of cyprus, pobox20537, 1678 Nicosia

Parent education is a process during which parents are educated to support their children's development and learning, to enhance their parenting identity and strengthen their parent-child relationship. The aim of this study was to create space for parents of infants to be educated "systematically and carefully using techniques of research," through action research which "refers to a disciplined inquiry done by a teacher



[parent in this case] with the intent that the research will inform and change his or her practices in the future” (Ferrance, 2000, p.1) an alternative way of approaching parent education. We wanted to provide parents with the space and time to “plan, act, observe and reflect more carefully, more systematically and more rigorously than one usually does in everyday life” (Kemmis and McTaggart, 1992, p.10) thus follow the steps of action research and support them to understand their practice, the why, the how and the potential change(s).

More specifically the research questions of the study were: 1. How can action research be used as a framework for a parenting program? 2. How does, if it does, action research empower parents during a parent program?

The participants were 4 mothers and 5 infants under the age of two. Data collection involved journaling, questionnaires, electronic communication, a focus group conversational interview, videotaping and photographing. The parents signed a consent form for their children and themselves to be participants of the research project and there was continuous discussion and elaboration of their experience. During the analysis and writing process the researcher was in communication with the two participants in order to ensure that their cases were clearly presented.

The outcomes of the programs stress the potential of a parenting program which involves participation in playgroups allowing gradual involvement in the process of setting up their own action plans to resolve issues with their children reconceptualising their parenting practice. Common themes that emerged for all parents were: a. Reflection, sharing and learning process. All parents highlighted the process of reflecting and learning especially from each other, b. Reflecting on expectations; they commented how the experience forced them to think and reframe their expectations from their children c. Issues faced; the issues faced by the parents were common and often involved guiding children’s behaviour, d. Involvement in a structured process; parents were forced to be consistent, implement action plans and reflect all through the program.

Two parent case studies will be elaborated. Each will highlight the experience of the parent and provide examples of how the methodology of action research through a parent-child playgroup empowered them to develop skills to cope with parenting issues (e.g. recording events, developing and implementing action plans) thus incorporate change implementation and develop an understanding of parenting generate theory.

Action research as the framework of a parent program develops a zone of proximal development for parents where an expert and other parents help and scaffold each other’s understanding and reflection of parenting behaviour allowing for a revised, or even a newly found parental theory to develop.

Keywords: Action Research, parent education, playgroups, case studies

Bibliography

Ferrance, E. (2000). Themes in Education. Action Research. LAB: Providence
 Kemmis and McTaggart (1992). Participatory action research. In L. Cohen, L. Manion, and K. Morrison (Eds.), Research Methods in Education (5th ed.) (567-605). London

CO-OPERATION WITH PARENTS IN DAY-CARE CENTRES CHANCES OF PARENT’S INVOLVEMENT IN A HEALTH AND PHYSICAL ACTIVITY PROMOTING PROJECT

INES EISENBARTH

University of Bayreuth, Department of Sports, Prof. Dr. U. Ungerer-Röhrich, 95440 Bayreuth, Germany

There are already many projects in Germany aiming at health promotion and improvement of physical activity in day-care centres. These projects usually deal with the improvement or development of gym lessons during the daily routine. In this context the existing routines will usually be improved or modified. Thereby, the intervention is focussed on the quality of the gym lessons themselves. The project “Schatzsuche im Kindergarten” of the university of Bayreuth aims at something different: We perceive a day-care centre as an entirety. Based on the essentials of the systemic approach the project involves all relevant aspects and people (including facilities, educational experts, parents and children). In particular, we incorporate physical activity into daily kindergarten routine. Since we regard day-care centres as educational institutions, we want to transfer curricula of health promotion and curricula improvement of physical activity to the families (Bergmann et al. 2009). Thus, parents participating in the project are provided with practical instructions on how to create family life in an active and healthy manner.

Following a resources-based approach, the project aims at children’s and families’ existing resources, strengths and abilities (Hölling et al. 2008). Each family has individual strengths and is faced with a different framework for implementing physical activities into their daily routine. Day-care centres are suitable places for offering low-threshold services: parents are addressed directly. They are also directly involved, e.g. in form of a “motional start of the day”, a “reflection of their own motional behaviour”. The concept of participation is met as parents actively initiate and design development processes in day-

care- centres (Wright, Block, von Unger 2008).

Meanwhile, 43 day-care centres have participated in "Schatzsuche im Kindergarten". The period of the project spans one year (starting twice a year). In the context of the project, the day-care centres and participating parents are supported by a long-term blended-learning-seminar (learning-platform and non-public panel in the internet). Thus, participants will have the chance to permanently compare notes with competent tutors of university of Bayreuth. In addition, they can participate in two further training events. The project will continuously be evaluated and developed further. In this Workshop, we present the first results with respect to processes and effects on co-operation with parents triggered by the project. Which kind of communication with the participating parents has proven itself? Which kind of material, hints and advices have been well-accepted? How can one succeed in relying on parents' excellence and benefit from their health and physical activity resources? Which aspects are actually implemented into family-life and are actually put into practice?

Keywords: Co-operation with parents, systemic approach, physical activity, health

Bibliography

Bergmann KE, Bergmann RL, Richter, R, Finke C, Dudenhausen JW (2009): frühe förderung und Prävention des 20. Und 21. Jahrhunderts. Daten und Gedanken zum 100. Jahrestag der Eröffnung des Kaiserin Auguste Victoria Hauses zu Berlin. Gesundheitswesen 71, 709-721.

Wright M, Block M, von Unger H (2007): Stufen der Partizipation in der Gesundheitsförderung. Download: http://www.gesundheitberlin.de/download/Wright,_M..pdf.

Hölling H, Schlack R, Dippelhofer A, Kurth BM (2008): Personale, familiäre und soziale Schutzfaktoren und gesundheitsbezogene Lebensqualität chronisch kranker Kinder und Jugendlicher. Bundesgesundheitsblatt – Gesundheitsforschung – Gesundheitsschutz 51, 606-620.

B20 Jeu et expression

Chair : Agnès Rakoczy

GYMCÂLINE: ATELIERS D'ÉVEIL CORPOREL ET RELATIONNEL POUR LES PARENTS ET LEUR ENFANT DE LA NAISSANCE À 3 ANS

DANIELLE SCHLAEPFER-BESSIRE

Gymcâline Gottettaz 54 1012 Lausanne

Le lien parent-enfant est vital pour le développement harmonieux de l'enfant, de l'estime de soi et du sentiment d'altérité. Ce processus d'attachement est aussi nécessaire pour les parents qui s'en nourrissent pour leur propre estime, afin de se sentir "suffisamment bons" et pour mobiliser l'énergie et les compétences nécessaires pour élever leur enfant.

Il y a un antagonisme grandissant entre l'importance de maintenir ce lien et notre mode de vie qui privilégie l'individualisme, la spécialisation et la technologie; mettant en difficulté les facteurs favorisant le lien. Seul le lien biologique est indéfectible; on reste le parent de son enfant et inversement; il n'est pourtant ni suffisant ni nécessaire pour établir une relation confortable pour faire grandir l'enfant auprès de ses parents ou de ses substituts. Ce processus d'attachement se tisse au quotidien.

L'encadrement des jeunes parents par l'entourage et la famille fait souvent défaut. Les liens intergénérationnels se distendent, les liens sociaux s'appauvrissent. La consommation et les loisirs ont pris une grande place dans notre société. Petit à petit; faire soi-même et ensemble devient inutile. L'effort; valorisé par la culture judéo-chrétienne, tend à faire place à la consommation immédiate à moindre coût. L'individualisme prend le pas sur le partage et l'altruisme.

Nous avons, en tant que professionnels, un rôle à jouer dans notre contexte socio-culturel peu favorable à la relation humaine. Les effets de la mutations de la société ont une grande influence sur la manière d'établir et de nourrir les liens et particulièrement ceux que nouent le parent et l'enfant.

Les ateliers de Gymcâline sont proposés aux parents et leur enfant afin de leur permettre de vivre une parenthèse dans la semaine, de bénéficier d'un lieu et d'un cadre dans lequel la découverte, l'exploration, la pratique et le plaisir de partager sont valorisés et où les sentiments comme la frustration, la peur...sont compris comme faisant partie de la vie, donnant aux participants l'occasion de surmonter la difficulté et d'exercer la persévérance dans un esprit de non-jugement et d'ouverture.

Keywords: processus d'attachement, activité physique, lien parent-enfant, socialisation,

Bibliography

Cyrulnik, Boris Sous le signe du lien. 1989 Paris Hachette Littérature

Ducommun-Nagy C Ces loyautés qui nous libèrent 2006 Lisiex JC Lattès

DU MATÉRIEL DE JEU À L'ACTIVITÉ LUDIQUE

PHILIPPE ADDOR

ESEDE Chemin de Bougeries 15 1231 Conches

L'observation des activités ludiques dans les institutions de la petite enfance, (IPE), montre que les objets ludiques y sont très présents et parfois même en abondance.

Quelles fonctions remplit ce matériel dans les dispositifs d'éducation de l'enfance?

Comment aborder la notion de matériel ludique, dans le cadre de ce que nous appellerons les "activités ludiques"?

L'activité ludique sera définie ici par un ensemble d'actions effectuées consciemment ou inconsciemment par le sujet; avec une attitude ludique d'intensité variable; à l'aide ou non d'un matériel; dans les domaines cognitif, affectif, moteur, social, éthique (abréviation: CAMSE) et dans le cadre d'animations plus ou moins structurées.

Cette activité ludique apparaît comme une structure, un système composé de quatre pôles en interaction les uns avec les autres:

- . les compétences mobilisées
- . l'attitude ludique de l'enfant
- . le matériel
- . les animations réalisées en interaction avec les enfants.

Le matériel ludique (jeux et jouets) est un médiateur puissant entre l'enfant et son environnement, un outil d'apprentissage performant.

Le matériel peut être inventorié, dans une perspective éducative, à l'aide du système canadien ESAR de classification des jeux et jouets. L'accent sera mis sur les interactions entre le matériel et les trois autres pôles de l'activité ludique

1. Matériel et compétences développées

Pour une approche globale de l'enfant, l'éducateur détermine des intentions et des objectifs en lien avec les domaines de développement, (CAMSE). Il propose un matériel adéquat pour mobiliser les enfants dans ces différents domaines.

La fonction du matériel consiste notamment à aider l'enfant à découvrir et respecter l'autre, l'environnement, les différentes cultures; à construire des connaissances (propriétés physiques des objets, espace, temps, nombre, causalité, etc.); à s'identifier à différents personnages; à développer sa motricité; à imaginer; à apprendre à jouer, etc.

2. Matériel et attitude ludique

L'attitude ludique peut être définie comme un état d'esprit, une manière d'être, caractérisée par sept composantes: symbole, incertitude, confrontation, liberté, règle, plaisir, gratuité, de celui qui joue.

Il conviendra, pour le professionnel, d'harmoniser ces composantes les unes avec les autres et avec le matériel choisi.

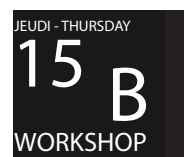
L'enfant sera ainsi amené à construire ses différents savoirs par voie ludique; émettre et expérimenter des possibles; respecter et créer des règles; avoir du plaisir; gérer l'incertitude, ludifier: transposer la réalité en jeu, etc.

3. Matériel et animation

A l'aide d'un matériel sélectionné, éprouvé, l'adulte pourra structurer divers moyens pédagogiques (organisation spatio-temporelle de son animation, types d'interventions, etc.) et les gérer dans « le feu de l'action ».

Pistes d'action et conclusion

Il serait utile de structurer davantage la gestion institutionnelle et pédagogique du matériel (sélectionner et inventorier les objets ludiques, créer des ludothèques-centres de documentations pour la petite enfance, créer des animations-cadre, etc.).



Il serait également nécessaire d'entreprendre des recherches pour concevoir et opérationnaliser des nouveaux modèles d'analyse de l'activité ludique.

Dans une société en mutation très rapide, l'activité ludique est appelée à jouer un rôle toujours plus significatif dans les processus d'adaptation, de création et d'innovation chez les enfants, tout comme chez les adultes.

Keywords: Activité ludique, attitude ludique, jeu, ludifier, médiation éducative.

Bibliography

- Rayna, S. & Brougère, G. (2010). Jeu et culture préscolaire. Paris: INRP.
Brougère, G. (2005). Jouets et compagnie. Paris: Stock.
Périno, O. (2006). Des espaces pour jouer. Ramonville Saint-Agne: ERES.
Caillois, R. (1958). Les jeux et les hommes. Paris: Gallimard.
Garon, D. (2002). Le système ESAR. Paris: Ed. du Cercle de la Librairie.

LES JEUX DE CONSTRUCTION DANS L'ÉDUCATION DES JEUNES ENFANTS

GALENA IVANOVA

Université de Plovdiv 24 rue Tzar Assen Plovdiv 4000 Bulgarie

Les apprentissages des jeunes enfants ne peuvent être pensés en dehors du lien qu'ils entretiennent avec le jeu, car pour les enfants le jeu est non seulement un besoin et un style de vie mais aussi il est un moyen d'orientation dans le monde des objets et des relations sociales. Le jeu de construction est l'un des plus populaires parmi les différents jeux d'enfant. En effet, dans ce type de jeux les enfants recréent et modifient les objets de l'environnement. La valeur spécifique de ce jeu quant au développement de l'enfant consiste en une combinaison unique des activités ludique, cognitive et sociale qu'il englobe. Rappelons que le jeu de construction est une activité productive dans laquelle les enfants créent des modèles des objets de la réalité sous une forme générale et schématisée. Dans ces modèles ils reproduisent les connaissances et les représentations qu'ils ont des objets tout en les transformant et les modifiant. Ainsi ils découvrent leurs particularités.

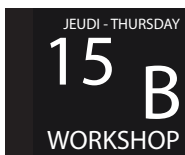
Nous allons donc souligner tout d'abord le rôle du jeu de construction pour le développement intellectuel des enfants : les formes perceptives évoluent au fur et à mesure vers des formes intellectuelles. Mentionnons que ce jeu contribue à l'enrichissement des connaissances des enfants et de leur expérience quant à leurs habilités techniques et leur orientation dans l'espace.

Nous allons également aborder la question de la liberté qui existe dans le jeu et qui permet aux enfants de répéter à maintes reprises un certain acte et de connaître ainsi les différents états de l'objet modélé. Ainsi l'enfant développe un lien avec la réalité et une forme de penser lui permettant d'analyser et de connaître le monde des objets.

Nous allons aussi étudier dans notre présentation comment les jeux constructifs contribuent à l'éducation des compétences sociales et à l'adoption des valeurs sociales. Parallèlement aux conditions pour développement de la pensée constructive chez l'enfant créées par ces jeux, on y trouve un contexte favorable pour la collaboration entre les pairs et d'arrimage des actions de l'enfant avec les autres (enfants où pédagogue)

Voilà donc les principaux sujets que nous voudrions présenter. Ces derniers seront mis en lien avec les pratiques concrètes de l'école maternelle en Bulgarie.

Keywords: jeu de construction, enfants, objets, modèles,



B21 Early mathematics

Chair : Natalie Canning

INVESTIGATING THE STRUCTURE, LEVEL AND DEVELOPMENT OF PROFESSIONAL SKILLS OF PRESCHOOL TEACHERS IN MATHEMATICS

OLIVER THIEL ¹, ANNE NAKKEN ²

¹ Pädagogische Hochschule Schwäbisch Gmünd, Oberbettringer Straße 200, D-73525 Schwäbisch Gmünd, Germany

² Dronning Maud Minne Høyskole, Thoning Ovesensgate 18, 7044 Trondheim, Norway

This talk will be about the study design of a project called “Struktur, Niveau und Entwicklung professioneller Kompetenzen von Erzieherinnen im Bereich Mathematik (KomMa)”. The project is a comparative study between Norway and Germany.

Children develop differently in kindergarten. Because of these differences children enter compulsory school with different levels of mathematical competence (Grassmann et al., 2000). These differences lead to diverse development of achievement in mathematics at school (Dornheim, 2008). Important factors of children’s mathematical development in kindergarten are children’s everyday experiences (Thiel, 2008), the family’s socio-economic status (Thiel, in press), children’s language abilities, and the kindergarten’s ability to facilitate a cognitive stimulating learning environment as well as substantial opportunities for learning mathematics. Positive effects are expected in particular for children from lower social classes.

To enhance children’s mathematical abilities it is important that the kindergarten teacher knows about the child’s level of development and zone of proximal development, as well as to recognise learning opportunities in the kindergarten’s everyday life and use them to support the children’s learning. Up to now there are very few empirical studies that measure the teacher’s competences which are necessary to do this (National Mathematics Advisory Panel, 2008). Especially the competence of teachers who were trained on (post) secondary level is very weak. The few present studies let assume that those teachers in particular underestimate the level and the complexity of the children’s mathematical understanding. Teachers with more advanced competence in mathematics are able to use the informal settings of the kindergarten more often.

Germany belongs to the few countries where still no bachelor degree is required to become a kindergarten teacher. The majority of the teachers are trained in secondary or post-secondary institutions, e.g. vocational schools. In those schools not much mathematics is taught. But even in bachelor studies, which are recently established at German universities and colleges mathematics is mentioned only in 30 of 56 curricula. The extent and main focus of kindergarten teacher training in Germany are heterogeneous. In Norway kindergarten teachers are trained at university colleges, and mathematics became a part of the kindergarten teacher education in 1995.

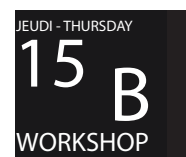
Our research project KomMa has the following four aims:

- 1) the development of a curricular valid model of teacher’s professional competences, which are necessary to enhance children’s mathematical abilities in the kindergarten;
- 2) the development of a test which measures the teachers’ competence to promote mathematical abilities in the informal settings the kindergarten provides;
- 3) the analysis of the teachers’ development of competence from the beginning of teacher training till the first years of teachers’ employment;
- 4) the identification of relevant framework conditions of the teacher training in international comparison between Germany and Norway.

Keywords: pre-school teacher training professional skills, international comparative study, children’s mathematical development

Bibliography

- Dornheim, Dorothea (2008). Prädiktion von Rechenleistung und Rechenschwäche. Der Beitrag von Zahlen-Vorwissen und allgemein-kognitiven Fähigkeiten. Berlin.
- Grassmann, Marianne/Klunter, Martina/Köhler, Egon/Mirwald, Elke/Rau-dies Monika/Thiel, Oliver (2002). Mathematische Kompetenzen von Schulanfängern. Teil 1: Kinderleistungen – Lehrererwartungen. Potsdam.
- National Mathematics Advisory Panel (2008). The final report of the national mathematics advisory panel. Department of Education, Washington, DC.
- Thiel, Oliver (2010). Teachers’ Attitudes towards Mathematics in Early Childhood Education. *European Early Childhood Research Journal*, 18(1), 105-115.
- Thiel, Oliver (in press). Socio-economic diversity and mathematical competences. *European Early Childhood Research Journal*.



TEACHING/LEARNING OF MATHEMATICS IN PRESCHOOLS: A CASE OF BOTSWANA AND SWEDEN

KERSTIN BÄCKMAN ¹, KABITA BOSE ², MARIKA ILLER GIVELL ³

¹ University of Gävle, Sweden and Åbo Akademi University, Finland

² University of Botswana

³ University of Gävle

The aim of this paper is to present a comparative account of Botswana and Sweden regarding the pedagogical and didactic skills preschool teachers possess and utilise in early mathematical teaching/learning process. Building a strong foundation for lifelong interest and sustainability in math among children is necessary. Mathematical education, therefore, is integrated with ECE and the content along with the strategy need to be carefully selected by preschool teachers in order to meet and respond to children's interest in math, during this impressionable age. This study intends to determine what professional skills; the didactic and the pedagogical skills preschool teachers possess and utilise to meet the demands of teaching/learning of mathematics in early educational settings of Botswana, which is a developing country and Sweden, a developed country. Pedagogical Content Knowledge (PCK) might be a base of knowledge that distinguishes a teacher from a subject matter specialist, who represents and formulates the subject that makes it comprehensible to learners (Shulman, 1986). This model is strengthened with the idea of teaching with knowledge of students' conceptions, curriculum, strategies and representations (Grossman, 1989). Subject Matter Knowledge (SMK), is a domain reciprocally interacting with PCK (Schwab, 1978, Grossman, 1990) that refer to the concepts in content areas, to the agreements, norms, paradigms and ways of establishing new knowledge that is held as currently acceptable (Smith 1999). The professionalization that early mathematical educators highlight in relation to PCK and SMK is the key concept of this study. An attempt is made to benchmark the practices regarding PCK and SMK of the preschool teachers both in Botswana and Sweden and identify the best possible practices necessary for quality teaching/learning of mathematics in ECE. The Research Objectives are:

1. To find out the existing practices in the teaching/learning process of math in ECE
2. To benchmark PCK and SMK of the ECE Teachers in Botswana and Sweden. We want to explore if PCK and SMK are possible skills for preschool teachers' as well as for teachers in other school forms
3. To identify the "best practices" and provide alternatives necessary to address the issue

This is a qualitative study and has adopted a Case Study design. The participants are preschool teachers from six (6) preschools, 3 each, from Botswana and Sweden. The study includes recorded Interviews, Observations and Video/Still recordings as tools for data collection..

The expected findings are that preschool teachers play an important role of supporting and guiding children to learn about appropriate mathematical concepts through the use of various teaching/learning strategies and techniques such as asking open-ended questions like what/how/why; giving feedback; and cognitive structuring, in an environment that encourages learning. The study recommends the "best practices" that would help us develop a teaching/learning policy for teaching mathematics in ECE and provide quality education.

In research with children, ethical considerations are of extra importance. Thus, the ethical roles for researcher are followed as per the norms of the Swedish Research Council and the Ministry of Education & Skills Development in Botswana.

Keywords: Mathematics, didactic and pedagogical skills, teaching/learning

MATHEMATICAL ACTIVITY OF A PRE-SCHOOL CHILD

EWA JAGIELLO , ANNA KLIM-KLIMASZEWSKA , ET AL.

University of Natural Sciences and Humanities; Department of Pedagogy; street Popieluski 9; Siedlce 08-110; Poland

Everyday needs made the human brain create the concept of numbers and measures, geometrical intuition. At the beginning this knowledge was passed from generation to generation by parents or grandparents . Inquiring human nature went out of the way of experiencing and into the way of reasoning. Parental knowledge and abilities in the field of passing that knowledge was not sufficient. First schools came into being in ancient Greece and were attended by boys exclusively. They were taught calculations (addition, subtraction, multiplication table) and measurement. Nowadays, the first stage of mathematical education begins at nursery school. "All of the exercises connected with getting to know qualitative and quantitative relations and the development mathematical concepts should be interwoven with nursery school games, starting with the games of the three years old children." Teaching at nursery school

gives a teacher great ease to arrange classes the way they could create the most basic mathematical concepts and skills on the grounds of contents which are close to children and their interests. The most important while teaching mathematics are firsthand experiences.

Here are some ideas how to develop mathematical thinking of a pre-school child:

1. Using everyday activities – counting toys, books, sweets, coins, cars, etc.
2. Searching for numbers, geometric figures and other mathematical terms while reading fairy tales, poems and stories: “Five Peas from a Pod” (H. Ch. Andersen), “The Locomotive” (J. Tuwim).
3. Composing mathematical fairy tales, stories and poem.

It could start with the words:

“Once upon a time, over the seven hills and seven forests in a beautiful castle, there lived a king with his three daughters. One day the king fell ill and his court doctor said that the only remedy could be a flower which never had seen the light of day and its petals were triangular. This plant grows in a cave which is guarded by a five-headed monster...” Next the story is continued by children. Each of them creates a sentence with the word they received on a piece of paper. Among those pictures there are mathematical elements like numbers and figures.

4. Searching for mathematics in music, art and everyday life.

“Little Chestnuts” (lyrics: J. Osinska, music: L. Drege-Schielowa), “Angular Circle” (popular melody to the game “Ring a Ring o’ Roses”), paintings of famous artists, parquet floors...

5. Playing logical, strategic, economic and barter games. Constructing own games.

Mathematics for a Tot; Disney Link Mickey Mouse, Numbers, the Tangram, the Shop, the Post Office.

6. Using already existing and self created (both with children) mathematical riddles.

The riddle: Ola had four sweets, she gave Kate one of them and the second she gave Ann. How many sweet did Ola still have?

7. Leading mathematical experiments during which a child has a chance to discover mathematical relations:

The example

There are many geometrical figures put into a magic box. A child, thanks to the sense of touch only, describes the object which he picked and tries to guess what it is.

8. Building out of boxes that have various shapes (cubes, pyramids, cylinders etc.): houses, robots, cars, bridges, towers, ...

The more exercises that can introduce logical relations the child does, the easier it is for him to capture the attractive language of mathematics.

Keywords: mathematical activity, pre-school child, experiment, discover

Bibliography

1. Filip J., Rams T. (2000), Dziecko w świecie matematyki, Kraków: Impuls
2. Gruszczyk-Kolczyńska E., Zielińska E. (1997), Dziecięca matematyka. Książka dla rodziców i dzieci, Warszawa: WSiP,
3. Gruszczyk-Kolczyńska E., Dobosz K., Zielińska E. (1996), Jak nauczyć dzieci sztuki konstruowania gier?, Warszawa: WSiP
4. Jagiełło E., Metody aktywizujące w kształceniu nauczycieli, „Paedagogica. At utilitatem disciplinae” nr 5, 2009
5. Jagiełło E. (2009), Istota języka matematyki, [w:] Język współczesnej pedagogiki, red. A. Klim-Klimaszewskiej, T. Zacharuk, , Siedlce: Elpil – Jarosław Pilich
6. Jagiełło E. (2010), Małe dziecko i jego twórcze dyspozycje, [w:] „Paedagogica. At utilitatem disciplinae.” nr 6, 2010
7. Jagiełło E. (2010), Twórcza aktywność dziecka, [w:] Innowacje w edukacji elementarnej, red. M. Raczkowska-Lipińska, E. Jagiełło, Józefów: Wydawnictwo WSGE
8. Jagiełło E. (2010), Sztuka i matematyka, matematyka i sztuka, [w:] Aktywność twórcza w edukacji i arteterapii, red. A. Chmielnicka – Plaskota, Warszawa: Drukarnia SOWA
9. Klim-Klimaszewska A. (2010), Pedagogika przedszkolna, Warszawa: Instytut Wydawniczy ERICA
10. Nęcka E. (1992), Trening twórczości, Olsztyn: PTP
11. Nęcka E. (1994), Twórcze rozwiązywanie problemów, Kraków: Impuls

B22 Investing in the quality of child services I

Chair : Marie-Françoise de Tassigny

INVESTING IN EARLY CHILDHOOD EDUCATION FOR SUSTAINING DEMOCRACY: PAST, PRESENT AND FUTURE CRITICAL ISSUES WITHIN THE ITALIAN CONTEXT.

ARIANNA LAZZARI

Department of Education, Bologna University - Italy

This presentation explores the developments occurring in pre-school policies (education for children aged from three to six) in Italy over the last forty years in relation to the social, political and cultural contexts that contributed to generate them. By conceptualising policy-making as a dynamic process that takes place at different levels (national, regional and local) within complex systemic interactions among different institutional contexts – national and regional governments, municipalities, early childhood institutions – this study aims to highlight the trends of continuity and discontinuity which characterised the development of the pre-school system in Italy. In particular, policy-making trends taking place at national level are analysed with reference to the experiences of grassroots politics elaborated at regional (Emilia-Romagna) and local (Bologna) level. This study draws on relevant national, regional, local policies and documentary sources accompanied by academic literature that allowed a critical interpretation of legislative elements within a pedagogical perspective. Furthermore educational researches and journal publications that influenced policy making at the different levels of the system were also analysed as complementary sources. Given the nature of the study there are no ethical considerations to be taken into account. The main findings of the study highlights how the development of pre-school policies in Italy has been marked by subsequent phases:

- an initial phase of democratisation of pre-school institutions in a participatory sense (during the Sixties and the Seventies) characterised by the expansion of public provision;
- a second phase of consolidation of the pedagogical identity of pre-school institutions (during the Eighties and the beginning of the Nineties) which is characterised by a continuous investment for the qualification of public provision through pedagogical coordination and experimental programs;
- a third phase (beginning in the late Nineties) characterised by trends of devolution which opened paths for a progressively increasing collaboration between public and private sector.

From the analysis of contemporary educational policy developments, it emerges that new trends are currently taking place at national level, characterised by a decreasing investment in public provision and by an increased administrative control placed upon pre-school institutions. The discussion of the findings of this study, will be oriented at analysing the implications of current ECE policy developments in the light of the processes illustrated above. In this perspective, present critical issues will be identified and discussed in order to outline possible future directions.

Keywords: early childhood education, democracy, contemporary policy issues, pre-school institutions, policy analysis

Bibliography

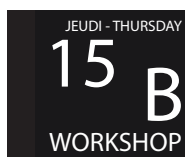
- BALDUZZI, L. (2006). Nella rete dei servizi per l'infanzia: tra nidi e nuove tipologie. Bologna: CLUEB.
- MANTOVANI, S. (2007). Early Childhood Education in Italy. In NEW, R. S. & COCHRAN, M. Early Childhood Education. An International Encyclopedia, Westport (CT): Praeger Publishers.
- MOSS, P. (2009). There are alternatives! Markets and democratic experimentalism in early childhood education and care. Bernard Van Leer Foundation. Retrieved from: www.bernardvanleer.org/English/Home/Our-publications
- MOSS, P. & URBAN, M. (2010). Democracy and experimentation: two fundamental values for education. Bertelsmann Stiftung.
- PUTNAM R. (1992) Making democracy work: civic tradition in Modern Italy. Chichester (West Sussex): Princeton University Press.

FLYING IN THE FACE OF EVIDENCE? EARLY YEARS PROVISION IN THE REPUBLIC OF IRELAND

COLETTE GRAY , ET AL.

Stranmillis University College

Early childhood education and care (ECEC) has been, since the 1992 Council Recommendations on child care, a recurring topic on European policy agendas. In recent years the importance of high quality services for young children has been further emphasised. Socio-economic, educational and civil rights based rationales for investing in high quality services for young children and their families have been laid out in European and international policy documents. Throughout the EU, there is a consensus on the need for more and higher quality services, increasing integration of 'childcare' and 'early education', and



enhanced training and status for the workforce whose members are seen as essential to quality provision. Conversely early childhood education and care in the Republic of Ireland (RoI) has been sparse, scattered and unregulated (Hennessey and Hayes, 1997; Hayes, 2008). Hayes (2008) indicates that the 1970s and 1980s saw a slow but steady increase in the provision available for 3 and 4 year old children. The publication of the national frameworks *Síolta* (2006) and *Aistear* (2009) promoted a play based pedagogical approach that integrates ECCE.

Given the lack of empirical data on ECCE in the RoI (Murphy, 2004), the present study seeks to inform the debate by reporting evidence from a large scale survey (n=1271) designed to audit early years pedagogy across four key early years services in the RoI; more specifically, infant teachers (706, 55.5%), sessional playgroup staff (307, 24.2%), child minders (131, 10.3%) and day care staff (127, 10.0%).

Situated within a social constructivist framework, findings take cognisance of the gender, educational qualifications and training available to practitioners, and the nature of the activities they offer children in their settings.

Results: Consistent with previous research (e.g. Siraj-Blatchford & Manni, 2007), the results indicate that the vast majority of ECCE practitioners are female (98.4%). Unsurprisingly, the majority of infant teachers (94.9%) possess a tertiary level degree or post-graduate qualification, whereas the highest qualification held by the majority of sessional playgroup staff, daycare staff and childminders was 'vocational' or 'other.' Formal learning appears to characterise the early learning experience of children in infant classes in the RoI and in a considerable number of preschool settings. Encouraging children to use computers, and teaching children to read, write and understand number concepts were commonly taught subjects by sessional playgroup staff, day care providers and childminders.

The implications of this approach are discussed against the changing backdrop of early years policy and practices in the RoI.

Keywords: Pedagogy, early childhood, playbased, formal learning



ASSESSMENT TO ENHANCE THE QUALITY OF CHILD CARE CENTRES FOR INFANTS AND TODDLERS

DALILA LINO ¹, CRISTINA PARENTE ², FÁTIMA VIEIRA ²

¹ *Higher Studies Institute of Fafe, Rua Universitária, Apartado 178, 4824-909 Fafe, Portugal*

² *University of Minho*

This study aims to assess the quality of infant and toddler's programs available to children and families at the district of Braga, north of Portugal. It also aims to identify priority areas of intervention and professional development for those involved in the education and care of children aged 0 to 3.

The 20 child care centers involved in this study have a protocol with two higher educational studies institutions, the University of Minho and the School of Higher Educational Studies of Fafe. Fifty infant and toddler's classrooms, their teachers and assistants, directors and pedagogical coordinators, and 140 parents participated in this study. The quality of infant and toddler's programs was assessed using the PQA (Program Quality Assessment) for Infants and Toddlers (High/Scope Educational Research Foundation, 2001), semi-structured interviews to teachers, directors, staff, and parents, and analysis of documents.

The results of this study highlighted: 1) programs and practices for infants and toddlers that are not developmentally appropriated; 2) lack of teacher (in-service and pre-service), and other professionals training in infant and toddler's development, care and education; 3) low parent involvement, and continuity of care between home and child care centers. The findings suggested the need to improve the quality of Portuguese programs serving infants and toddlers and their families.

Keywords: Infants and toddlers; quality; assessment; teacher training; professional development.

B24 Inclusion and transitions

Chair : Geneviève Petitpierre

A FRAMEWORK FOR INCLUSIVE LEARNING BASED ON THE AUSTRIAN CURRICULUM FOR PRESCHOOL EDUCATION

WALTRAUT HARTMANN , GABRIELE BÄCK , MICHAELA HAJSZAN , LISA KNEIDINGER , MARTINA STOLL , BIRGIT HARTEL
Charlotte Buehler Institute, Favoritenstrasse 4-6, 1040 Vienna, Austria

The aim of this paper is to outline a framework for inclusive learning in early childhood education centers. The "Statewide Framework Curriculum for Preschool Education in Austria" (Charlotte Buehler Institute, 2009) provides the conceptual for the discussion. In 2009 this curriculum became mandatory in all Austrian preschools, child care centers, and kindergartens for children from their birth until the age of six. The curriculum emphasizes the thesis that inclusive pedagogy answers to every child's individuality and that, as a consequence, every child has to be seen as "exceptional". Conversely, inclusion strengthens the image of every child as equal member of the community. Key elements of the curriculum concerning inclusive learning settings are presented and discussed:

(1) Educational principles: The basis of the curriculum is the image of the child as "co-engineer" of his/her education (Moss, 2008) and as a capable individual. Thus, the educational principles of inclusion (Vollmer, 2008) and diversity as well as individualization and differentiation are reflected throughout the curriculum.

(2) Early learning styles: The ability to play is innate to every human being. It is therefore one of the most important learning styles in early inclusive settings.

(3) Framework conditions: In the context of the curriculum, the most important framework conditions for educational processes are determined. These consider the environment of the room, the quality of the toys, and the significance of unstructured time for learning through play (Hartmann & Stoll, 2006).

Inclusive education demands a fundamental change in many teachers' way of thinking. Even though the curriculum discussed provides the required framework for inclusive learning settings and encourages kindergarten teachers to individualize and differentiate, a lot of work still remains to be done for inclusive pedagogy to become state of the art in Austrian early childhood education centers. Based on this observation, it is important we discuss how theoretical frameworks for inclusive learning can be implemented in early childhood education centers.

Keywords: preschool curriculum, inclusive learning, exceptional children

Bibliography

Charlotte Bühler Institut (2009). Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen in Österreich. [Online]. URL: <http://www.bmukk.gv.at/medienpool/18698/bildungsrahmenplan.pdf> (05.02.2011).

Hartmann, Waltraut, Bäck, Gabriele, Hajszan, Michaela, Hartel, Birgit, Kneidinger, Lisa & Stoll, Martina (2010). The Importance of Play in the "Statewide Framework Curriculum for Preschool Education in Austria". Poster presented at the 25th ICCP World Play Conference (16.-18. Juni 2010, Lissabon).

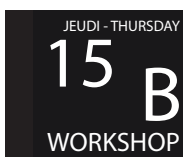
INCLUSIVE TRANSITIONS

SALLY PETERS , VANESSA PAKI

Dept. Human Development & Counselling, University of Waikato, Private Bag 3105, Hamilton, 3240, New Zealand

This paper explores the nature of the transition between early childhood education and school through the lens of inclusion. It therefore builds on the notion of continuity in education within the conference theme fits within the strand of inclusion. We will draw firstly on some of the findings from a literature review on starting school, carried out for the Ministry of Education by the first author (Peters, 2010). The second part of the paper will share initial findings from the first phase of a three-year (2011-2013) Teaching and Learning Research Initiative project, based in New Zealand: Learning journeys from early childhood into school.

According to Ministry of Education (2009) figures, over 46% of Year One children in New Zealand are from backgrounds other than European. The review therefore considers diversity and social justice issues for the wide range of children who make the transition to school in New Zealand. Within this, the limited picture for New Zealand children with special educational needs was dominated by findings which emphasized the importance of respectful and reciprocal relationships in order to foster successful transitions. The subtleties of inclusion and exclusion highlighted the subtle nuances of interactions that are important and the complexity involved (Rietveld, 2008).



Learning journeys from early childhood into school has been designed to help to address some of the current gaps in understanding by addressing four broad themes. Firstly, providing insights into improving transitions to school for Māori children. Secondly, exploring the alignment between the ECE and school curricula, and the ways in which shared understandings between teachers in each sector might develop. Thirdly, it will focus on establishing and maintaining reciprocal and respectful relationships between sectors, an area where there is still much to learn. Finally, it seeks to provide robust evidence of the longer-term impact of strategies designed to support transitions.

The theoretical approach is framed largely around consideration of interactions, or proximal processes, that vary substantially and systematically “as a function of the characteristics of the developing Person, of the immediate and more remote environmental Contexts and the Time periods in which the proximal processes take place” (Bronfenbrenner & Morris, 1997, p. 994, emphasis in the original). Although not a Kaupapa Māori research project we consider carefully the principles of Kaupapa Māori research described by Bishop (1996, 1997) in each step of our planning to explore the transformative possibilities applicable to the research project. A range of methodologies will be used including from a series of interviews, surveys, observations and case studies of children and their families over an 18-month period, beginning in early childhood education and following the children over time as they make the transition into and across the first year of school. In this paper we will explore the initial findings with regard to inclusive practices for children with special needs.

Keywords: Transition to school, inclusion, learning journeys over time



THE TRANSITION TO SCHOOL FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES: FACTORS AFFECTING EASE AND DIFFICULTIES OF TRANSITION

DONNA BERTHELSEN¹, SUE WALKER¹, JAN NICHOLSON², SUZANNE CARRINGTON¹, KIRSTINE HAND¹

¹ *Queensland University of Technology, Victoria Park Road, Kelvin Grove Queensland 4059, Australia*

² *Murdoch Childrens Research Institute, The Royal Children's Hospital, Flemington Road Parkville Victoria 3052 Australia*

The transition from early intervention programs to inclusive school settings presents children with developmental disabilities with a range of social and academic challenges. While inclusion of young children with disabilities in regular classrooms has been an important direction in Australian educational policy for the last two decades, research on child outcomes for successful inclusion in mainstream classrooms is limited. It remains important to identify potentially modifiable factors that are causally related to transition difficulties for children with additional learning needs.

In the Australian state in which this research was conducted, young children with developmental disabilities attend sessional programs at Early Childhood Special Development Programs (ECDPs). In the transition year, when typically developing children begin a preparatory full-time school program, many children with developmental disabilities continue to attend an ECDP for 2 to 3 days each week, while also beginning attendance in a mainstream school program for 2 to 3 days; increasing to full-time attendance across the year if the transition is successful.

The Transition to School Project is tracking cohorts of children from ECDPs through the early years of school from recruitment in the year in which they also attend another mainstream program and across the next two years. This paper presents quantitative and qualitative data from parents and teachers for 150 children participating in the project from cross-sectional data collected in the year in which children begin in the preparatory year at an inclusive school. Data is collected through parent phone interviews and teacher questionnaires and direct child assessments.

Research questions addressed in this paper are: How satisfied are parents with their child's inclusive program and the level of support provided for the transition of their children to a mainstream school program? How easy was it for the child to make the transition? What are the benefits and challenges for the teacher to include the child in regular classroom? Collective responses from parents and teachers are reported in this paper as well as two case studies of children contrasting easy and more challenging transition experiences.

From the qualitative data, benefits for the child's attendance in the Prep program noted by the teachers included the availability of positive peer models. Child-related concerns related to the management of children's aggressive and non-compliant behaviours. Major challenges for teachers related to planning to ensure appropriate activities across the curriculum. Parent satisfaction with the school placement was related to the extent that they felt the school provided support to the child. Quantitative analysis used lo-

gistic regression to identify child characteristics, family and school factors that explained teacher-reported ease of transition, Ease of transition is related to the children's self-regulated learning (e.g., attentiveness and task persistence), the child's level of competence reported by parents, and the extent to which the teacher believed that the child was appropriately placed in the preparatory program.

Findings from this project will inform the development of transition-to-school programs to promote adjustment and achievement in the early school years for children with developmental disabilities.

Keywords: transition to school, developmental disabilities, inclusive practices, parental satisfaction

Bibliography

Cameron, R., Hughes, D., Janus, M., & Kopechanski, L. (2008). In transition: Experiences of parents of children with special needs at school entry. *Early Childhood Education Journal*, 35, 479-48.

Pianta, R.C., & Rimm-Kaufman, S.E. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21 (5), 491-511.

Baker, B.L., Blacher, J. & McIntyre, L.L. (2006). The transition to school. Adaption in young children with and without intellectual disability. *Journal of Intellectual Disability Research*, 50 (5), 349-361.

B26 Inclusions et différences

Chair : Annelise Spack

INCLUSION D'ENFANTS DIFFÉRENTS: RÉCONCILIER CONCEPTS ET RÉALITÉ. UN POINT DE VUE.

ROBERT FRUND

Fondation Père - ch. du Palastre 18 - 2800 Delémont 2

Inclusion d'enfants différents : réconcilier concepts et réalité.

Un point de vue.

Bon gré mal gré, en termes de pratiques professionnelles, on n'échappe pas à considérer les choses sous l'angle double du discours et de l'action. Souvent, cela se fait sans que le lien entre discours et action ne soit examiné, comme si ce compagnonnage était réglé une fois pour toutes et ne présentait plus de question suffisamment intéressante. Or, la manière dont discours et mise en œuvre interagissent peut faciliter ou entraver leurs développements respectifs (Dejours, Clot. 1993).

Au quotidien, lorsque vous échangez avec des acteurs potentiellement concernés par la mise en œuvre de mesures intégratives, une majorité se déclare favorable aux postulats et principes de l'inclusion sociale des enfants en situation de handicap. Par contre, dès que ces mêmes acteurs se trouvent confrontés à la perspective d'une application concrète de l'inclusion, une forte proportion d'entre eux se rétracte et devient réticente.

Pourquoi adhérer à un discours général, et ne pas adhérer à son application ? Comment se fait-il qu'un projet manifestement innovant, véhiculant des valeurs unanimement reconnues, fasse l'objet de résistances ? (Rais. 2009). Ce qui semble certain, c'est que nous ne sommes donc pas engagés par nos idées, ou par nos sentiments, mais par nos conduites effectives. (Joule et Beauvois.1987).

Toujours au quotidien, on observe une polarisation des discours, en faveur ou en défaveur des mesures intégratives. Au sein même de l'ensemble des discours favorables à l'intégration, la polarisation s'effectue autour des différents modèles existants (Gremion et Paratte. 2009). Ces discours, qui se cristallisent sur des points sensibles, n'ont plus la souplesse nécessaire qui rendrait leur application raisonnablement envisageable. Ils créent le sentiment que les idées prévalent sur la réalité professionnelle, et donne un caractère d'utopie à certains projets. La question de la mise en œuvre dépend étroitement de la crédibilité des discours : non pas en termes de principes (qui est relativement acquise pour la question de l'inclusion sociale des enfants en situation de handicap), mais en termes d'applicabilité.

L'idée selon laquelle concepts et pratiques se construiraient dans des temps et des espaces différenciés, et dans une chronologie qui place le discours comme étant la source de l'action, est l'une des causes possibles de la difficulté à mettre en œuvre de façon significative des mesures intégratives. L'homogénéité et l'invariabilité des discours sont sources d'inertie ; l'hétérogénéité des concepts et leur adaptabilité aux contraintes réelles peuvent au contraire en favoriser la réalisation. C'est l'hypothèse qui traverse cet exposé.

Une impulsion aux pratiques intégratives peut être donnée par des discours qui se rapprochent visiblement de la réalité, apportant des réponses adaptées aux objections récurrentes fournies par les per-

sonnes affirmant que si l'inclusion est souhaitable en soi, elle n'est pas réaliste.

Cette communication est un exposé théorique, schématisant l'influence réciproque entre les idées et la réalité sous deux angles : idéologique (prépondérance des idées) et pragmatique (prépondérance de la réalité). Toujours schématiquement, l'exposé propose quelques pistes générales d'adaptation des discours à la réalité.

Keywords: décalage postulats - pratiques ; changement ; pragmatisme.

Bibliography

EDUCATION PERMANENTE. (1993). Comprendre le travail. N°116 et 117.

GREMION Lise et PARATTE Morgan. (2009). Intégration scolaire : de quoi parle-t-on au juste ? Une étude de cas dans un collège secondaire. In FORMATION ET PRATIQUES D'ENSEIGNEMENT EN QUESTIONS. Revue des HEP et institutions assimilées de Suisse romande et du Tessin. Intégration et inclusion scolaire. Du déclaratif à leur mise en œuvre. N°9. pp 159 à 176.

JOULE Robert-Vincent et BEAUVOIS Jean-Léon. (1987). Petit traité de manipulation à l'usage des honnêtes gens. Grenoble : Presses universitaires de Grenoble.

RAIS Georges. (2009). Comment la pratique interroge la théorie. Delémont : Editions D+P SA.



PETITE ENFANCE ET INCLUSION : UNE ENQUÊTE DE TERRAIN SUR L'ACCUEIL D'ENFANTS HANDICAPÉS EN MILIEU ORDINAIRE

ERIC PLAISANCE

Université Paris Descartes 45 rue des Saints Pères 75006 Paris

Alors que les organisations internationales (UNESCO, ONU, OCDE...) s'expriment en faveur de l'inclusion en milieu ordinaire des enfants handicapés ou avec besoins éducatifs particuliers, les éducatrices et éducateurs sont en attente d'orientations précises pour réaliser cet accueil. Comment passer du principe à la pratique ? Quelles conditions concrètes d'application ? C'est en fonction de cette interrogation qu'un projet européen « Comenius » a été mis en place entre plusieurs pays (Allemagne, Portugal, Suède, Hongrie, France) pour fournir des éléments de réflexion sur les conditions éducatives qui formeraient une base favorable à l'accueil de tous dans leur diversité.

Deux enquêtes de terrain ont été menées en France par une petite équipe du laboratoire CERLIS pour contribuer à cette réflexion. L'une d'entre elles portait sur un jardin d'enfants ordinaire dont le projet éducatif est d'accueillir, parmi les autres enfants âgés de 2 à 6 ans, un tiers d'enfants avec besoins particuliers et, en particulier, ceux que les autres structures ont rejetés, parce qu'ils ne pouvaient pas s'y adapter. L'enquête menée sur ce jardin d'enfants par deux chercheurs est de type ethnographique, impliquant une présence longue sur le terrain, des observations soutenues par des vidéos, des interviews avec les professionnels... Plusieurs pratiques quotidiennes observées montrent l'importance de la flexibilité du personnel dans ses capacités d'utiliser les situations inattendues et même les situations parfois difficiles pour inventer des pratiques nouvelles. Même les comportements déviants des enfants (hors de la norme attendue) peuvent être l'occasion de créer des conditions d'apprentissage. Mais des conditions institutionnelles plus générales peuvent être dégagées : l'engagement de toute l'équipe éducative, dynamisée par la direction qui se réfère théoriquement à la psychothérapie institutionnelle (mais sans pratiques thérapeutiques dans l'établissement) ; l'absence de hiérarchie rigide dans les tâches effectuées par les personnels (qu'il s'agisse du service des repas ou des activités pédagogiques) ; l'ouverture aux parents ; les conditions matérielles d'espace (grande flexibilité des passages d'un espace à l'autre.) ; la présence des adultes en nombre suffisant (en général 2 adultes pour un groupe de 12 enfants).

Cette contribution à la réflexion du groupe de travail européen met bien en évidence qu'il faut dépasser le moralisme abstrait ou le « politiquement correct » de l'inclusion pour révéler les conditions nécessaires à la réalisation de pratiques ouvertes à la diversité des enfants.

Keywords: Inclusive education, disability, jardin d'enfants

RÉFLEXIONS AUTOUR D'UN DISPOSITIF LÉGISLATIF AU SERVICE DE L'INTÉGRATION POUR LA PETITE ENFANCE

JÉRÔME LAEDERACH

CCIJBEP, DIP, Genève

L'éducation précoce spécialisée ne peut plus se concevoir aujourd'hui sans intégrer le concept de l'inclusion sociale. Sous l'influence de multiples facteurs socio-politiques, le Canton de Genève a récemment adopté une loi sur l'intégration des enfants et des jeunes à besoins éducatifs particuliers ou handi-

capés (LIJBEPH).

Conséquemment à la mise en œuvre de la réforme de la péréquation financière et de la répartition des tâches entre la Confédération et les cantons (RPT), le transfert à chaque canton suisse de la responsabilité des mesures de formation scolaire spéciale qui relevaient auparavant de l'assurance-invalidité fédérale, a conduit à un accord intercantonal sur la collaboration dans le domaine de la pédagogie spécialisée.

L'un des principes essentiels de ce nouveau dispositif est de ne plus distinguer entre bénéficiaires et non-bénéficiaires de l'assurance-invalidité, et de préférer les mesures intégratives aux mesures séparatives. Il s'agit donc désormais de viser à l'intégration totale ou partielle des enfants et jeunes en situation de handicap dans la structure de formation la plus adaptée, et ce dès la petite enfance.

Les travaux constitutifs de la Commission consultative de l'intégration des enfants ou jeunes à besoins éducatifs particuliers ou handicapés sont autant d'indicateurs des nombreux défis actuels et à venir pour l'application de cette politique.

Keywords: Education précoce spécialisée, Intégration, Législation



Self-organised symposia / Symposia auto-organisés

Friday, September 16th - Vendredi 16 septembre

09.00 - 10.30

C1 CHILDREN AND ADULTS IN EARLY CHILDHOOD EDUCATION: EXPLORATION OF SELF, OTHERS, AND THE WORLD IN THE DAILY LIFE

Chair: Goulart, Maria Inês; Universidade Federal de Minas Gerais

SILVA, ISABEL, UNIVERSIDADE FEDERAL DE MINAS GERAIS, BELO HORIZONTE, BRASIL
LUZ, IZA, UNIVERSIDADE FEDERAL DE MINAS GERAIS, BELO HORIZONTE, BRASIL

This symposium portrays research findings that focus on the subjects of early childhood education and their daily relationships within Early Childhood Institutions from 0 to 6 years of age. Its three articles are based on research conducted in Early Childhood Education Centers in the city of Belo Horizonte, in Brazil.

The researches analyze the experiences of both children and adults within the daily context of an Early Childhood Education Center, in an attempt to highlight the relationship between its routine activities and the concepts of childhood, development, knowledge and learning as well as the meaning of Early Childhood Education for the children during their early years.

It's understood that children's socialization processes in contemporary society (MOLLO-BOUVIER, 2005; SARMENTO, 2005) must be examined taking into account their relationships with others.

The first article - Children from 0 to 2 years old in Early Childhood Education: between mothers and educators- discusses the shared socialization of young children between families and school, presenting this social action as part of the issues related to the transformations and conditions of the children's socialization in the Brazilian society. The second study - Early Childhood Education, Children, Behaviour, Adult-Child Relationship - presents three years old children in early childhood environment, analyzing the routine and activities proposed by the educators and their repercussions in children's behaviour. The third study - Exploring the physical world in Early Childhood Education - focus the analyzes about the relationship between adults, children and learning in the early childhood education, seeking to understand the way children from four to six years old investigate the physical world and learn by participating in collective activities proposed by their teachers. This symposium seeks to articulate the conceptions about childhood, children and the role of adults in the process of socialization within the Early Childhood Education.

Keywords: Shared socialization, Participation, Learning, Adult/child relationship

Bibliography

MOLLO-BOUVIER, Suzanne (2005). Transformações dos modos de socialização das crianças: uma abordagem sociológica. (Transforming children's socialization process: a sociology approach). Educação e Sociedade. São Paulo: Cortez/Campinas: Cedes, vol. 26, n. 91, p. 391-403, maio/ago.

SARMENTO, Manuel (2005). Gerações e alteridade: interrogações a partir da sociologia da infância. (Generations and alterity: interrogations from sociology of childhood) Educação e Sociedade, vol. 26, n. 91, p. 361-378, maio/ago.

BARRETO, Angela (1998). Situação atual da Educação Infantil no Brasil. (The situation of Early Childhood Education in Brazil) Em: BRASIL, Ministério da Educação e do Desporto. Secretaria de Educação Fundamental. Subsídios para Credenciamento e Funcionamento de Instituições de Educação Infantil. Volume II. Brasília: MEC/SEF/DPE/COEDI, p.23-33.

HAGUETTE, Teresa (1992). Metodologias qualitativas na sociologia. (Qualitatives Methodologies in Sociology) Petrópolis : Vozes.

OLIVEIRA, Zilma (2002). Educação infantil: fundamentos e métodos. (Early Childhood Education: bases and methods) São Paulo: Cortez.

WALLON, Henri (1975). Objectivos e métodos da psicologia. (Objectives and Methods in Psychology) Lisboa: Editora Estampa

GOULART, M.I.M. ROTH, W-M. (2006). Margin/Center: toward a dialectic view of participation. Journal of Curriculum Studies, vol. 38, no.06, 2006. 679-700.

LEONT'EV, A. N. (1978). Activity, consciousness and personality. Englewood Cliffs, NJ: Prentice Hall,

ROTH, W.M. (2005). Activity theory in education: an introduction. Mind, Culture & Activity.

SEWELL, W. H. (1992). A theory of structure: duality, agency and transformation. American Journal of Sociology 98 (1): 1992. 1-29.



CHILDREN FROM 0 TO 2 YEARS OLD IN EARLY CHILDHOOD EDUCATION: BETWEEN MOTHERS AND EDUCATORS

SILVA, ISABEL

This first study aims to discuss the meaning that early childhood educators and parents of children between 0 and 2 years of age who attend Early Childhood Education Centers in Belo Horizonte, attribute to this stage of education. Such meanings are being approached based on the premises that there is a process of socially constructing the legitimacy of children and babies presence in public spaces, specially the school. The article analyses the concepts that are present amongst early childhood educators and mothers of the young children from a Municipal Unity of ECE regarding the shared socialization of young children between families and school. This social action is being understood in the context of the transformation of socialization conditions of children in Brazilian society. The methodology consisted of observations in the institution and semi-structured interviews with both educators and mothers. The analysis of the data acquired during the observations and interviews made it possible to reveal elements present in the concepts that guide the institutional and professional practices as they relate to the children's families.

The families see themselves facing other caregivers and educators whose practice and approach are presented as the standards of socialization, caregiving and education; thus arising new evaluations of the practices of care and education carried on in the family context.

As far as the early childhood educators in Belo Horizonte's case, they are a newly created position in the municipal education system; however, the high education and professional standards, does not seem to follow the experiences that promote opportunities for the educators to deconstruct their stereotypes around families, mothers, children and even the role of early childhood education in the early years.

Keywords: Early Childhood Education; Socialization; Sharing; Children from 0 to 2 years of age.

Bibliography

MOLLO-BOUVIER, Suzanne (2005). Transformações dos modos de socialização das crianças: uma abordagem sociológica. (Transforming children's socialization process: a sociology approach). Educação e Sociedade. São Paulo: Cortez/Campinas: Cedes, vol. 26, n. 91, p. 391-403, maio/ago.

SARMENTO, Manuel (2005). Gerações e alteridade: interrogações a partir da sociologia da infância. (Generations and alterity: interrogations from sociology of childhood) Educação e Sociedade, vol. 26, n. 91, p. 361-378, maio/ago.

CHILDREN AND ROUTINES IN EARLY CHILDHOOD EDUCATION

LUZ, IZA RODRIGUES; UNIVERSIDADE FEDERAL DE MINAS GERAIS

This second article presents the research results of a study whose goal was to understand the behaviour of a group of 3 years old children in response to the regular daily educational activities of an early childhood institution. The theoretical framework for this research includes studies of (Early) Childhood Education (Barreto, 1998; Oliveira, 2002), the theory of psychological development by Henri Wallon (1975) and the recent studies in Sociology of Childhood (Oliveira, 2004; Vilarinho, 2004).

During the research an interview was conducted with the coordinator in addition to the participative observations (Haguet, 1992) within the chosen class. The analysis of the processed data demonstrated that the disciplinary control was extremely valued; therefore, not allowing space for the unpredictable situations that occurred on a daily basis to be used as a mean of promoting children's learning. A fair amount of time was devoted towards keeping the children quietly seated or speaking softly. This management was eroding the relationship between the children and the teachers, who often seemed irritated. When the children were engaged in some kind of activity such as playing, listening or telling stories, in general, they were behaving according to teachers' expectations. Meanwhile, during times when they couldn't carry on an activity, the amount of circulation across the classroom would increase, as well as the conversations, arguments and fights with colleagues. All these behaviours were considered inadequate by the professionals.

To conclude, the institution can improve its way of organizing time and space to better promote a holistic childhood development as established in the current Lei de Diretrizes e Bases da Educação (Brasil, 1996) hence fostering more pleasant and appropriate relationships amongst children and adults alike.

Keywords: Early Childhood Education, Children, Behaviour, Adult-Child Relationship.

Bibliography

BARRETO, Angela (1998). Situação atual da Educação Infantil no Brasil. (The situation of Early Childhood Education in Brazil) Em: BRASIL, Ministério da Educação e do Desporto. Secretaria de Educação Fundamental. Sub-

sídios para Credenciamento e Funcionamento de Instituições de Educação Infantil. Volume II. Brasília: MEC/SEF/DPE/COEDI, p.23-33.
 HAGUETTE, Teresa (1992). Metodologias qualitativas na sociologia. (Qualitatives Methodologies in Sociology) Petrópolis : Vozes.
 OLIVEIRA, Zilma (2002). Educação infantil: fundamentos e métodos. (Early Childhood Education: bases and methods) São Paulo: Cortez.
 WALLON, Henri (1975). Objectivos e métodos da psicologia. (Objectives and Methods in Psychology) Lisboa: Editora Estampa.

EXPLORING THE PHYSICAL WORLD IN EARLY CHILDHOOD EDUCATION

GOULART, MARIA INÊS; UNIVERSIDADE FEDERAL DE MINAS GERAIS

The third study seeks to understand how children between 4 and 6 years of age explore the physical world and learn through participating in group activities planned by their teachers. Young children's exploration of the physical and natural world is a subject that has been poorly developed in the daily activities of Early Childhood Education and also in the academic world.

Preliminary studies demonstrate that the common thinking is that young children are not able to investigate more complex phenomena thus justifying the limited socialization of this type of knowledge for this age-group (Goulart e Roth, 2006). This way of thinking is present in the teacher's training material and in the selection of strategies to be developed with the children.

In this research we used the Historical-Cultural framework as a base, but most specifically the Theory of Activity of Leont'ev (1978). This approach makes it possible to go beyond the classic theories and notice the changes that arise from the participatory interaction between children and teachers in order to understand learning as a result of this dynamic. The study demonstrates aspects of a collaborative research conducted with children and teachers alike of a public school in Belo Horizonte (Brazil). The data was video recorded and transcribed afterwards. The children who participated in this research come from a lower socio-economic background and were fully engaged in the classroom learning activities; thus contradicting the belief that members of this social class are less able of learning. The results of this study helped us develop further considerations on learning as well as the teaching of science in the early years. At first, we observed learning as a process of changing concrete social practices that were a part of the dynamic and were characterized by the expansion of its subjects ability to act. Secondly, we created an stimulative environment and along with the teachers we developed principles that could direct the thinking of science teachings in the early years.

Keywords: Early Childhood Education, Learning, Participation; Science Education

Bibliography

GOULART, M.I.M. ROTH, W-M. (2006). Margin/Center: toward a dialectic view of participation. Journal of Curriculum Studies, vol. 38, no.06, 2006. 679-700.
 LEONT'EV, A. N. (1978). Activity, consciousness and personality. Englewood Cliffs, NJ: Prentice Hall,
 ROTH, W.M. (2005). Activity theory in education: an introduction. Mind, Culture & Activity.
 SEWELL, W. H. (1992). A theory of structure: duality, agency and transformation. American Journal of Sociology 98 (1): 1992. 1-29.

C2 PRESCHOOL TEACHERS VIEW ON CHILDREN'S LEARNING - A VOICE FROM SWEDEN, DENMARK, ESTONIA, GERMAN, GREECE, AND AUSTRALIA

Chair: Broström, Stig; Aarhus University, Denmark

JOHANSSON, INGE, UNIVERSITY OF STOCKHOLM, SWEDEN
 SANDBERG, ANETTE, MÄLARDALEN UNIVERSITY, SWEDEN
 BROSTRÖM, STIG, AARHUS UNIVERSITY
 FRØKJÆR, THORLEIF, UNIVERSITY COLLEGE CAPITAL, DENMARK
 NYLAND, BERENICE, RMIT UNIVERSITY, AUSTRALIA
 MARGETTS, KAY, UNIVERSITY IN MELBOURNE, AUSTRALIA
 UGASTE, AINO, TALLINN UNIVERSITY, ESTONIA
 KIEFERLE, CHRISTA, SIECR, MUNICH, GERMANY
 VRINIOTI, KALLIOPE, UNIVERSITY OF WESTERN MACEDONIA, GREECE

The aim of the international study is to investigate how preschool teachers in Sweden, Denmark, Estonia, German, Greece, and Australia reflect and describe children's learning in preschool and more specific to analyse their understanding of learning and participation and use this knowledge as a starting point



for in-service training based on action learning. The study is a continuation of a previous study «Learning and participation - two interrelated key-concepts in the preschool (Johansson and Sandberg, 2008), a study of Danish and Swedish preschool teacher's view on children's learning (presented in EECERA conference in Birmingham 2010), more a study on children's participation in preschool (Sandberg & Eriksson, 2008), and also a developmental work on preschool teachers in action learning (Broström & Frøkjær, 2009). The theoretical background of the study is a complex of social-cultural oriented learning theories reflecting activity, participation, social interaction (Vygotsky, 1978; Stetsenko, 1999; Säljö, 2005; Carlgren & Marton, 2000; Damasio, 2004; Lave, 1993).

The research was conducted as a quantitative study using a structured questionnaire in order to generate frequencies of response amenable to statistical treatment and analysis (Oppenheim, 1992). The survey focuses on the questions: What is learning and how do children learn in a preschool teacher's perspective? What are the best conditions for children's learning? How do preschool teachers understand the participation related to children's learning?

The items in the questionnaire were organised rank ordering, which enabled a relative degree of preference, priority, intensity etc. to be charted, and not using too many priorities (Wilson & McLean, 1994).

The respondents were guaranteed non-maleficence, confidentiality, anonymity and with possibility to withdraw and not to complete particular items.

The Danish and Swedish data show that children's learning is connected to children's social interaction and development in which their own initiatives are crucial. Learning to a great extent comes from the children's active involvement in practice. There are clear likeness between how Danish and Swedish preschool teachers understand the content of the pedagogy work related to learning and participation. This strengthen an earlier OECD (2001) assumption about the existence of a Nordic preschool model or tradition which unites education and care.

The main findings are still unfinished while the analysis of European, Australian and US data is not completed at this stage. Probably the findings will open for new discussions on preschool children's learning, which may influence preschool teachers understanding of how to organise the learning environment. We need more expansive theories in preschool practice about children's learning and concerning policy, the findings will open for new theoretical discussions on children's learning.

Keywords: Curriculum preschool, preschool teacher, learning, participation, professional competence.

Bibliography

- Johansson, I., and A. Sandberg. 2010. Learning and Participation – Two Interrelated Key-concepts in the Preschool. *European Early Childhood Education Research Journal*, 18: No 2, 229-242.
- Leontjev, A.N. 1978. *Activity, consciousness, and personality*. Englewood Cliffs, NJ: Prentice-Hall.
- Pramling Samuelsson, I., and S. Sheridan. 2006. *Lärandets grogrund*. [The thriving of learning]. Lund Studentlitteratur.
- Vygotsky, L.S. 1978. *Mind in society. The development of higher psychological processes*. Edited by M. Cole et al. Cambridge, Massachusetts: Harvard University Press.

C3 CHILDREN AS LEADERS, DECISION-MAKERS AND ADVOCATES: PLAY, SPACES AND PEDAGOGY.

Chair: Whalley, Margy; Pen Green Research, Development and Training Base

BENFORD, JOANNE, PEN GREEN RESEARCH DEVELOPMENT AND TRAINING BASE, CORBY, ENGLAND, ARNOLD, CATH, PEN GREEN RESEARCH DEVELOPMENT AND TRAINING BASE, CORBY, ENGLAND

The presentations in this symposium explore current research at the Pen Green Centre for Children and Families in England. The presenters are all researchers and practitioners in the centre which has early childhood provision for children from 6 weeks to 5 years old and their parents. We have developed an ethos of listening to children and parents and encouraging parents to share knowledge with us about their children's learning at home. Theories of child development are shared between parents and practitioners. We know that we are all striving to improve our relationships with families and to develop research methodologies that improve reflective practice. The presentations in this symposium will be based on research which draws on 'mastery orientation' (Dweck, 2000), schema theory (Athey, 2007) early years leadership (Whalley et al, 2008), collaborative play (Bruner, 1983), 'learning through companionship' (Trevvarthen, 2001) and the 'togetherness of children' (Haan and Singer, 2001). The papers critically examine how children's autonomy, agency and leadership can be supported pedagogically by Pen Green staff and parents. Presentations will consider: what adults do when working with babies and toddlers to support them as leaders and decision-makers, developing a sense of mastery within their

environment; how adults use schema theory to understand young children's cognitive and emotional concerns; how adults support children's connections with key people in their lives as they transition between a drop in group and crèche provision; how children learn through collaborative play to accumulate 'negotiation capital' and how this process 'shapes their autonomy, agency and 'leaderfulness'; the identification of the pedagogy which supports children's autonomy and agency to negotiate the changes when the physical boundaries between pedagogical spaces are removed

Keywords: pedagogy, leadership, autonomy, agency, mastery

Bibliography

- Athey, Chris (2007). *Extending Thought in Young Children* (2nd Edition). London. Paul Chapman.
- Dweck, Carol (2000). *Self-Theories: Their Role in Motivation, Personality and Development*. Philadelphia PA. Psychology Press.
- Haan, D. and Singer, E. (2001). Young children's language of togetherness. *International Journal of Early Years Education*, 9, 117-124.
- Trevarthen, C. (2001). Intrinsic motives for companionship in understanding: Their origin, development and significance for infant mental health. *Infant Mental Health Journal*. Vol 22, Issue 1-2, pages 95-131.
- Whalley et al (2008). Developing and sustaining leadership learning communities: implications of NPQICL rollout for public policy local praxis. *EECERA Journal*, Vol 16, No 1, Special Issue: Leadership and Management, pages 5-38.

INFANTS AND TODDLERS AS LEADERS AND DECISION-MAKERS, 'NEGOTIATING CAPITAL' AND NEGOTIATING DIFFERENT PEDAGOGICAL SPACES.

WHALLEY, MARGY, HAYWARD, KATE AND NORTON, FELICITY; PEN GREEN RESEARCH DEVELOPMENT AND TRAINING BASE

Children in our Baby and Toddler Nest and Nursery have no time to waste: they are avid learners, keen to express their leaderfulness. The challenge to early childhood educators is to 'move ahead', assert their own authority over curriculum issues and develop pedagogical approaches that will best support children's learning. Practitioners and researchers at Pen Green have been working together on three simultaneous projects designed to explore several facets of children's behaviour.

One project focuses on how children's leadership emerges when they are trying to master their possibilities and develop a sense of agency. Early years workers often adopt positions that are conflict-avoidant and risk averse. Affordance needs to be given to children so that they learn to challenge adults and peers and their leaderfulness can emerge. Researchers, baby nest practitioners and participating parents explored how a pedagogy can be developed within which practitioners,

- actively encourage young children's leadership and leaderfulness
- actively critique their own practice and provide more affordance for children's emerging leadership
- support children to trouble and challenge the actions of adults and their peers
- encourage children to advocate for themselves and their peers

A second project seeks to understand the 'possible worlds, possible selves' (Carr et al., 2010) afforded to children by collaborative play involving negotiation, focusing on how adults can move from being 'solution fixers' to engaging in a more reflective pedagogy where they 'tune to' the child's collaborative play in action. Drawing on Bruner's assertion (1983) that 'the infant's principal tool of achieving his ends is another person', this research looks at how 3 and 4 year olds achieve their ends through collaboration and negotiation. Preliminary findings suggest that the ability to lead collaborative play appears to depend on the amount of 'negotiation capital' held by each child. Children engage in a process of 'brinkmanship' assessing how much 'negotiation capital' they hold at any time. Workers, parents and researchers reflected upon how adults support and encourage children to learn through collaboration and what supports individuals to accumulate 'negotiation capital'.

A third project focuses on how infants, toddlers and adults explore, use and negotiate different pedagogical spaces and boundaries. The Baby and Toddler Nest is a purpose built environment that supports and facilitates the learning of children aged one to three. Currently a gate separates the Nest from the other Nursery spaces at Pen Green. Practitioners are now interested in exploring what happens when the gate is open and asking some pertinent questions: Who enjoys and who fears the consequences? Could the gate ever always be open? Removed altogether? What might happen then? The research considers how children's connections with one another and adults are facilitated through the opening of boundaries and how a pedagogy can be developed that facilitates children's exploration of boundaries can support children's developing autonomy, agency and leaderfulness in their new surroundings. Initial findings suggest that boundaries are self-justifying; children and adults identify their own boundaries in different contexts.



Keywords: agency, leadership, brinkmanship, pedagogical spaces

Bibliography

- Bruner, J. (1983). *Child's Talk: Learning to Use Language*. New York. W. W. Norton and Co.
Carr, M. et al (2010). *Learning in the Making: Disposition and Design in Early Education*. Amsterdam. Sense Publishers.
Corsaro, W. (2003) *We're Friends, Right?* Washington, DC: Joseph Henry Press.
Haan, D. and Singer, E. (2001). Young children's language of togetherness. *International Journal of Early Years Education*, 9, 117-124
Whalley et al (2007). *Involving Parents in their Children's Learning*. 2nd Edition. London. Paul Chapman.

HOW A CHILD'S RELATIONSHIPS WITH SIGNIFICANT CHILDREN AND ADULTS SUPPORTS HER TRANSITIONS.

BENFORD, JOANNE; PEN GREEN RESEARCH DEVELOPMENT AND TRAINING BASE

This is a study of an individual child in one of the Pen Green Centre for Children and Families Growing Together groups. The research is providing practitioners with valuable insights into how 'working alongside' parents supports them and their children to have more positive experiences of transitions between the home, the group and the crèche provision in the Centre. Children are helped on their journeys between these different places, gaining the confidence to be able to take leave of their parents, while remaining connected to them in the knowledge that they will return in the not-too-distant future.

The research focuses on the work that takes place in the 'Growing Together' groups, a very specific provision in our setting,. In the group sessions practitioners work 'alongside' parents in order to enhance,

- their own relationships with the parents and their children
- relationships between parents and their own children
- relationships between children and their peers
- relationships between the parents and children who attend the Growing Together groups generally

Working 'alongside' parents also involves practitioners taking opportunities to share a variety of child development concepts such as containment (Bion, 1962), attachment (Bowlby, 1969), holding in mind (Winnicott, 1965), and schemas (Athey, 2007). The practitioner's 'public theory' about child development is combined with the parent's 'private theory' about their child. A common language is built up which enhances both the parent's and the practitioner's understanding of the child's learning, providing everyone with 'a broad and accurate picture... of a child's developmental progress.' (Easen et al, 1992) As 'joint advocates' parents and practitioners can support children to make decisions and take the lead in their own learning within a socially safe and physically well-resourced environment.

Leaders and practitioners at Pen Green are conducting an in-depth child study to identify the key areas of learning and development that are having significant impacts on a child. Consideration is being given to how a young child uses her peers to support her learning and development, and how adults are able to support or hinder this development.

Discussions with parents and narrative observations have been used along with video observations of the child engaging in chosen activities in order to identify key themes within her learning and development.

The video and narrative observation data will be analysed via the theories of 'companionship' (Trevathan, 2002), Pedagogic strategies (Whalley & Arnold, 1997), Involving Parents in their Children's Learning (PICL) (Whalley et al, 2007), Well Being and Involvement (Laevens, 1994) and Schema (Athey, 2007)

The study is beginning to show how being 'alongside' parents affords children the security to explore their environment and develop friendships from an early age. We hope to learn how to effectively support children's transitions between spaces in a setting in ways that ensure they can successfully maintain relationships with their parents, friends and key worker.

Keywords: ,working alongside', ,companionship', pedagogic strategies

Bibliography

- Bion, W. R. (1962, 1984). *Learning from Experience*. London. Karnac Books.
Bowlby, J. (1969). *Attachment. Attachment and Loss*. Vol. I. London: Hogarth.
Athey, C. (2007). *Extending Thought in Young Children* (2nd Edition). London. Paul Chapman.



Winnicott, D.W. (1965) *The Family and Individual Development*. London, Tavistock Publications.
Whalley et al (2007). *Involving Parents in their Children's Learning*. 2nd Edition. London. Paul Chapman.

PEDAGOGICAL CHOICES AND UNDERSTANDING CHILDREN'S DECISIONS ABOUT THEIR OWN LEARNING

ARNOLD, CATH; PEN GREEN RESEARCH DEVELOPMENT AND TRAINING BASE

The children involved in this study are making decisions about their learning all of the time. On those occasions when there is a 'meeting of minds' we, as educators and parents, gain a deeper understanding of what the children are trying to learn about. Knowing about schema theory helped us to understand and connect with the children and their ideas. Children have 'working theories' and make new 'connections' between what they know already and new learning all of the time. We can 'move forward' and provide the right resources, language, stories and experiences when we understand the children's cognitive concerns. This presentation is about 'leadership' in the sense that children lead their own learning and make important decisions about how they use resources and people. We were trying to uncover the 'curriculum' in each child by using schema theory to understand their explorations. The purpose of this study was to engage a small group of workers in studies of individual children alongside their parents. Schema theory was shared with the parents and used as a framework for understanding the children's spontaneous explorations at nursery and at home. We envisage that the dialogue with families will continue throughout the time that they use the centre although the initial small study is complete. Each child was filmed and the film was shared with them and their family. Time was spent in dialogue with the parents and with the research team in order to gain a deeper understanding of the children's learning. As in other child studies and work with parents, we were amazed at the learning and the relationships built through this process. Knowing about schemas helped workers and parents to understand and to 'tune in' to children's interests much more effectively than previously. This study has implications for professional development on schema theory to be offered across organisations and with parents. There are also resource implications, i.e. string, sellotape and junk-play rather than so many expensive conventional toys.

Keywords: children, schemas, learning, parents, pedagogy

Bibliography

Arnold, C (2003) *Observing Harry: Child Development and Learning 0-5 years*. Open University Press. Maidenhead
Athey, C. (2007) *Extending Thought in Young Children*. (2nd Edition). London. Paul Chapman.
Isaacs, S (1930, 1966) *Intellectual Growth in Young Children*. Routledge and Kegan Paul Ltd. London.



C4 DÉVELOPPER LA PENSÉE RÉFLEXIVE DANS LES MÉTIERS DE L'ENFANCE: UN ENJEU POUR LA FORMATION INITIALE ET L'ACCOMPAGNEMENT DE TERRAIN

Chair: Rayna, Sylvie; Ecole Normale Supérieure de Lyon-Université de Paris 13

PIRARD, FLORENCE, UNIVERSITÉ DE LIÈGE
PICCHIO, MARIECRISTINA, CNR, ITALY
DI GIANDOMENICO, ISABELLA, CNR, ITALY
BOUVE, CATHERINE, CENTRE DE FORMATION ST HONORÉ, PARIS

Quelles professionnelles de la petite enfance pour quels types de services? Les enjeux actuels «de qualité, de diversité et d'équité» (Rayna, 2010) dans les services de la petite enfance obligent à repenser les modes de formation initiale et continue ainsi qu'à concevoir des dispositifs d'accompagnement ad hoc des professionnelles de la petite enfance, tant celles qui travaillent auprès des enfants et des familles que celles qui les encadrent. Parmi les multiples compétences attendues de ces professionnelles, la réflexivité est particulièrement recherchée en réponse à la complexité des situations éducatives actuelles et aux visées de professionnalisation qui lui sont associées. Le symposium donnera un triple éclairage sur cette problématique: développement d'une réflexivité dans le cursus universitaire de futurs et potentiels formateurs ou encadrants (Université de Liège, Belgique), dans une dynamique de documentation et d'analyse partagée des pratiques quotidiennes à l'échelle d'une commune (Pistoia, Italie) et dans une dynamique de co-construction curriculaire au niveau local et régional (France)

Keywords: réflexivité, formation, professionnalisation

PORTFOLIO: UN OUTIL D'APPRENTISSAGE ET DE DÉVELOPPEMENT DE LA RÉFLEXITÉ

PIRARD, FLORENCE; UNIVERSITÉ DE LIÈGE

La communication traite de l'expérimentation d'un dispositif et d'une démarche d'apprentissage et d'évaluation à partir de portfolios dans la formation universitaire d'étudiants en master en Sciences de l'Education engagés dans une nouvelle option „éducation des jeunes enfants et formation des professionnelles du champ“ (Université de Liège, Belgique). Ce dispositif propose un ensemble coordonné d'activités à partir desquels les étudiants, pour la plupart déjà bénéficiaires d'un titre d'enseignant, sont amenés d'abord à expliciter par écrit et de manière régulière leurs représentations du jeune enfant et des conditions éducatives à lui assurer en EAJE; ensuite à analyser l'évolution de ces représentations au fil du temps.

Expérimentée dans le cadre de la formation des enseignants (Tardif 2006, Deum&Vanhulle, 2008; Scalton, 2009; Roegiers, 2010), la démarche par portfolios peut aussi initier les étudiants en Sciences de l'Education à documenter et analyser leurs apprentissages relatifs à l'éducation des jeunes enfants dans les services EAJE. Enrichie de référents liés à différents courants pratiques et théoriques, elle peut les aider à dépasser les risques d'une vision uniforme et normative de l'éducation. Elle leur fait expérimenter la pensée réflexive (Peeters, 2008; Urban, 2008; Peeters, Vandenbroeck, 2011) à partir d'une diversité de situations éducatives toujours contextualisées.

A l'image des professionnelles de l'enfance dont il est de plus en plus attendu de „documenter“ leurs pratiques éducatives (Rinaldi, 2006; Gallardini, 2009; Picchio, Musatti, 2010) et sur cette base, de partager leurs points de vue à propos de l'éducation avec l'ensemble des partenaires (les enfants, les familles, les autres professionnelles, les élus, etc.), il est ici demandé aux étudiants en Sciences de l'Education, futurs encadrants ou formateurs potentiels, de „documenter“ et de rendre compte de leurs apprentissages au sujet de questions et de pratiques d'éducation des jeunes enfants.

L'analyse des portfolios des étudiants donne à voir des transformations dans leurs représentations du jeune enfant et des conditions éducatives à mettre en oeuvre dans les services EAJE. Elle montre, chez eux, la découverte d'une spécificité éducative différente de celle mise en oeuvre dans le champ scolaire et à partir de laquelle peuvent être envisagées d'autres manières d'agir et de penser (ex: la collaboration avec les familles). Elle développe chez eux une réflexivité dans l'analyse de situations de vie quotidienne mises en oeuvre dans les EAJE. Dans de nombreux cas, elle montre les indices d'un bouleversement dans la dynamique identitaire: à partir d'une remise en question personnelle, ils sont pour la plupart amenés à repenser leur manière de définir l'éducatif et à mieux cerner ses dimensions professionnelles dès le plus jeune âge.

Keywords: Formation initiale, réflexivité, portfolio, documentation

Bibliography

Deum, M.&Vanhulle, S. (2008). Portfolio et démarches socio-réflexives, Cahier de la section des Sciences de l'Education, n°116.

Peeters, J. (2008). The construction of a new profession. A European Perspective on Professionalism in Early Childhood Education and Care. Amsterdam: SWP Publishers.

Rinaldi, E.(2006). In Dialogue with Reggio Emilia, Researching and Learning. London: Routledge

RÉFLÉCHIR À PLUSIEURS ENTRE PROFESSIONNELLES: UNE DÉMARCHE DE DOCUMENTATION ET D'ANALYSE DES PRATIQUES

PICCHIO, MARIECRISTINA, DI GIANDOMENICO, ISABELLA; INSTITUTE OF COGNITIVE SCIENCES AND TECHNOLOGIES, NATIONAL RESEARCH OF ITALY

La formation en service est un facteur important de développement des compétences des professionnelles des EAJE italiens (Mantovani, 2007). La plupart des initiatives de formation en service sont réalisées par les municipalités en collaboration avec les universités et autres centres de recherche. Elles visent principalement, plus qu'à transmettre des connaissances théoriques et pratiques, à promouvoir la réflexion des professionnelles autour de leurs pratiques et de leur expérience quotidienne dans la relation avec les enfants et leurs familles.

La communication présente une recherche-action dans le cadre des initiatives de formation en service organisées par le Département Education de la ville de Pistoia et réalisées en collaboration avec l'Institut des Sciences et Technologies Cognitives du Conseil National de Recherche d'Italie. La recherche visait à mettre au point de nouvelles stratégies et procédures pour soutenir les compétences

réflexives des professionnelles des EAJE. La démarche a impliqué les professionnelles de huit crèches municipales au cours de trois années scolaires dans: a) une réflexion en groupe autour des objectifs éducatifs à poursuivre, leur identification et définition ainsi que leur partage; b) une activité systématique d'observation et de documentation par écrit de l'expérience quotidienne des enfants (Di Giandomenico, Musatti & Picchio, sous presse); c) l'analyse de cette documentation pour apprécier le rapport entre les observations documentées et les objectifs poursuivis.

La documentation consistait en journaux de bord hebdomadaires rédigés au cours de toute l'année scolaire par le groupe de professionnelles de chaque section. Ces journaux ont été analysés par les professionnelles deux fois par an pour saisir et décrire par écrit les changements produits et les processus activés dans le groupe d'enfants dans la période considérée. Les résultats de cette analyse devenaient à la fois sujet de discussion au cours d'une réunion d'équipe pour juger comment les objectifs poursuivis avaient été atteints et décider quels éventuels changements introduire dans les pratiques.

Nous présenterons une analyse des difficultés rencontrées par les professionnelles au cours de la démarche, les ajustements introduits pour intégrer les activités de documentation et d'analyse dans le cadre de l'activité professionnelle habituelle ainsi que les processus de réflexivité activés et les modalités de partage. Enfin, nous discuterons la possibilité de généraliser la démarche expérimentée dans d'autres contextes.

Keywords: Formation continue, documentation, évaluation, innovation, collégialité

Bibliography

Mantovani, S. (2007). Early Childhood Education in Italy. In R.S. New & M. Cochran, Early Childhood Education, An International Encyclopedia. Vol.4 (pp.1110-1115). Westport (CT): Praeger Publishers.

Di Giandomenico, I., Musatti, T., Picchio, M. (in press). Analizzare la qualità dell'esperienza quotidiana dei bambini nei servizi per l'infanzia: la documentazione scritta. In AA.VV. Accogliere la diversità nei servizi per l'infanzia (0-6 ans). Analizzare, valutare, innovare. Bergamo: Edizioni Junior.



LE CURRICULUM PETITE ENFANCE: UN PROJET POLITIQUE ET PÉDAGOGIQUE PORTEUR D'UNE DYNAMIQUE PARTICIPATIVE

BOUVE, CATHERINE; CENTRE DE FORMATION ST HONORÉ (PARIS)

A partir de l'analyse de deux exemples de démarches, l'une régionale (Région PACA, Provence Alpes Côte d'Azur) sur l'initiative du Centre National de la fonction publique territoriale (CFNPT), l'autre sur la commune de Fontenay-sous-Bois sur l'initiative d'un Service petite enfance, la communication traite de la réflexivité suscitée par l'élaboration accompagnée d'un curriculum à l'échelle locale et régionale. La notion de curriculum est entendue ici comme un processus démocratique ancré dans une dynamique participative qui implique les différents partenaires concernés par le fonctionnement des institutions à un niveau local et qui leur permet de mieux définir ensemble la qualité de l'accueil à travers l'énonciation de ses finalités en tenant compte des prescrits. Dans les deux cas, il s'agit de parvenir à la définition d'un cadre de fonctionnement commun, de s'appuyer sur les capacités et les compétences de chacun, de faire aussi avec les limites, de réajuster. Soit, co-construire en partant des expériences concrètes de terrain, des individualités et du collectif, mais aussi de l'histoire passée.

L'analyse montre l'importance d'un engagement dans une démarche active, éloignée de la consommation passive d'un contenu de formation, aussi riche soit-il. La bienveillance envers la parole de l'autre est un élément du cadre de l'échange qui rend possible l'expression de la divergence de points de vue, de l'incompréhension de la notion de curriculum ou de la déstabilisation liée à l'approche pédagogique qui ne correspond pas aux canons traditionnels de la formation en inter. C'est par ce processus, dans un va-et-vient entre retour réflexif sur ses propres pratiques professionnelles, ouverture aux expériences diversifiées des unes et des autres, et prise en compte du contexte local et national, que s'exprime toute la potentialité des compétences des professionnelles et que sont mises en valeur les pratiques pédagogiques effectives. L'étape du conflit cognitif, faite d'incompréhensions, de fausses attentes et de doutes, joue également un rôle fondamental. Ce n'est qu'une fois passée cette phase d'instabilité, que l'engagement et l'autonomie des personnes peuvent se déployer et déboucher sur des formes d'autoformation. Le curriculum devient ainsi un levier pour la formation du personnel, rejoignant la démarche du praticien-chercheur (Drouard, 2006). Il engage les professionnels à se positionner comme acteurs d'un dispositif institutionnel et relationnel, en opérant un travail de modélisation de leurs pratiques. Modéliser, n'est pas figer. C'est élaborer, mais aussi donner à voir, donner à lire, pour ouvrir un retour réflexif. C'est entrer dans une praxis formative, autoformative. En ce sens, c'est aussi un acte politique. Ce mode de fonctionnement horizontal crée un vide institutionnel où l'autonomie des participants est mise à l'épreuve de soi et des autres.

Keywords: curriculum, qualité, réflexivité, formation

Bibliography

- Brougère, G. & Vandenbroeck, M. (2007). Repenser l'éducation des jeunes enfants. Bruxelles: Peter Lang.
- Drouard, H. (2006). Former des professionnels par la recherche. Paris: L'Harmattan.
- Rayna, S., Bouve, C. & Moisset, P. (2009). Quel curriculum pour un accueil de qualité de la petite enfance? Ramonville Saint Agne: Eres.

C5 CHILDREN'S VOICES

Chair: Einarsdottir, Johanna

OSKARSDOTTIR, GUNNHILDUR, UNIVERSITY OF ICELAND, REYKJAVIK, ICELAND
PALMADOTTIR, HRONN, UNIVERSITY OF ICELAND, REYKJAVIK, ICELAND
GARDARSDOTTIR, BRYNDIS, UNIVERSITY OF ICELAND, REYKJAVIK, ICELAND
KARLSDOTTIR, KRISTIN, UNIVERSITY OF ICELAND, REYKJAVIK, ICELAND
THORDARDOTTIR, THORDIS, UNIVERSITY OF ICELAND, REYKJAVIK, ICELAND
HREINSDOTTIR, ANNA M., GARDABAER COMMUNITY, ICELAND

The goal of the study is to gain understanding and increase knowledge of the perspectives and ideas of young children on various aspects of their daily lives and education. The study further aims to develop methods to explore children's understanding and the meaning they put into their lives.

The study is built on the conviction that children, like adults, are citizens who hold their own views and perspectives, who have competencies and the right to be heard, and who are able to speak for themselves. The study uses qualitative methods that build on children's competencies and individual differences. These methods include group interviews, individual interviews with and without props, children's drawings and photographs, learning stories, and questionnaires through cardboard and play. The research project will contribute to our understanding on children's perspectives and their views on their lives. Increased understanding of children's perspectives is an important foundation for policy formulation in early childhood education.

The research is divided into six project components, each addressing various aspects of children's lives and education.

Keywords: Children's voices, children's experiences, preschool

TRANSITION EXPERIENCES OF YOUNG CHILDREN

EINARSDOTTIR, JOHANNA, UNIVERSITY OF ICELAND

THE AIM OF THE STUDY PRESENTED IN THIS PAPER WAS TO SHED LIGHT ON HOW CHILDREN SEE THE DIFFERENCE BETWEEN THEIR EARLY CHILDHOOD SETTING AND PRIMARY SCHOOL, AND WHAT THEY FELT THEY HAD LEARNED THAT WAS OF USE WHEN THEY STARTED PRIMARY SCHOOL. THE CHILDREN'S PLAYSCHOOL TEACHERS WERE CO-RESEARCHERS PARTICIPATING IN THE DATA GENERATION AND THEY WERE AT THE SAME TIME PARTICIPANTS IN THE STUDY. THE STUDY WAS PREMISED ON A VIEW OF CHILDREN AS STRONG AND COMPETENT ACTORS IN THEIR OWN LIVES, AND A BELIEF THAT THE VOICES OF CHILDREN SHOULD BE HEARD AND TAKEN SERIOUSLY. CHILDREN'S PERSPECTIVES WERE ELICITED THROUGH GROUP INTERVIEWS AND CHILDREN'S DRAWINGS A FEW MONTHS AFTER THEY STARTED PRIMARY SCHOOL. THE RESULTS OF THIS STUDY INDICATE THAT THE CHILDREN HAD THE EXPERIENCE, KNOWLEDGE, AND ABILITY TO REFLECT ON BOTH THEIR PLAYSCHOOL EXPERIENCE AND THE TRANSITION TO PRIMARY SCHOOL, AND THEREFORE, THAT THEIR VOICES SHOULD BE HEARD; THEY SHOULD HAVE INFLUENCE AND AFFECT ON POLICY AND PRACTICE.

Keywords: Children's voices, children's experiences, preschool, transitions

Bibliography

- Dockett, S., & Perry, B. (2007). Transitions to school: Perceptions, expectations, experiences. New South Wales, Australia: UNSW Press.
- Dockett, S., Einarsdottir, J., & Perry, B. (2009). Researching with children: Ethical issues. *Journal of Early Childhood Research*, 7.
- James, A., & Prout, A. (Eds.). (1990). Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood. London: Falmer.
- Mannion, G. (2007). Going spatial, going relational: Why „listening to children“ and children's participation needs reframing. *Discourse: Studies in the Cultural Politics of Education*, 28(3), 405–420.



„IF WE DID NOT HAVE BONES WE WOULD JUST BE SOFT AND LAZY“ THE IDEAS FOUR YEAR OLD CHILDREN HAVE ABOUT THE INSIDE OF OUR BODIES.

OSKARSDOTTIR, GUNNHILDUR, UNIVERSITY OF ICELAND

The main aim of the study is to explore what kind of ideas four year old children have about their body; that is, the location, structure and function of bones and certain organs e.g. brain, heart, lungs and stomach.

A number of studies have been undertaken where children's drawings have been used to get information on their ideas about different things and phenomena especially in the area of science education. Few studies have been done on children's ideas about the human body where e.g. drawings have been used as a research method.

In the study presented here twenty children in two preschools in Reykjavík were chosen to take part in the research. The children were asked to make two drawings each, one of the bones and one of the organs. The children were interviewed about their drawings as they drew and asked about the function of the bones and organs. The children were also given a cracker (biscuit) and a glass of water asked to describe what happens when they eat and the way the food goes from mouth and onwards. The drawings were analysed by using a scale specially developed for analysing drawings of bones and organs.

The results show that most of the children draw bones as lines throughout the body and the ribs are the first bones they know apart from bones in legs and hands. The heart and the brain are the first organs that they know and they know that we need to eat healthy food to be big and strong. They also know that the food we eat goes from the mouth and into the stomach but their understanding of what happens in and beyond the stomach is very vague.

Using drawings to get access to children's ideas can be very effective although young children may have difficulties in making drawings that represent their ideas as their fine motor skills are not so well developed. Therefore it is important to use other methods like interviews (or talk to the children as they draw) as well.

Young children are interested in their own body and therefore it is important to motivate them and build on their ideas and experience. The preschool has an important role in children's lives and education and therefore it is important that children's ideas are taken into account when organising their daily activities in the preschool.

Keywords: children's ideas, preschool, body awareness

Bibliography

- Carvalho, G. S., Silva, R., Lima, N., & Coquet, E. (2004). Portuguese primary school children's conceptions about digestion: Identification of learning obstacles. *International Journal of Science Education*, 26(9), 1111-1130.
- Gunnhildur Óskarsdóttir (2006). The development of children's ideas about the body: How these ideas change in a teaching environment. Reykjavík: Háskóli Íslands, Félagsvísindadeild.
- Haney, W., Russel, M. og Babel, D. (2004). Drawing on education: Using drawings to document schooling and support change. *Harvard Educational Review* 74(3), 241-271.
- Osborne, J., Wadsworth, P. og Black, P. (1992). *Processes of Life: Primary Space Project Research Report*. Liverpool, Liverpool University Press.
- Reiss, M.J. og Tunnicliffe, S.D. (1999). Children's knowledge of the human skeleton. *Primary Science Review* 60(Nov/Dec), 7-10.

TODDLER'S VOICES IN ICELANDIC PRESCHOOL

PALMADOTTIR, HIRONN, UNIVERSITY OF ICELAND

The aim of the research is to shed light on toddlers' experiences from the perspectives of the children themselves and gain understanding on their meaning making in play.

The focus of the study is on toddler's interaction in play in an Icelandic preschool. The study builds on and adds to studies carried out in the Nordic countries on toddler's interaction and the culture they create in their everyday life in preschools. The study is conducted under the influence of theories and researches where children are seen as social actors which are capable to build up meaning with their actions with or without adults. The emphasis is placed on children's role as social agents and children's rights to have their voices heard. It is also considered important that children are participants in research and they can give adults insight into their peer culture.

The research was carried out in two classrooms in one preschool in Reykjavík. The participants were children from twelve months to three year old. Data was gathered by observations; video-recordings and field-notes.

In qualitative research the emphasis is on understanding a phenomenon in a particular context. Phenomenology centres upon human direct and bodily existence in the world and allow opportunities to capture children's experience. The child is a body subject and uses the body to encounter the social- and physical environment and makes meaning in the light of the experience.

There are various ethical issues regarding access, informed consent, trust and interaction between the researcher and the participants. Scholars have pointed out the question of whether and how it is possible to give young children good enough information regarding the research and whether it is possible because of children's and adult's power positions.

The findings indicate that the children are bodily engaged in their interaction in play. Children's perception, emotions, movement and thoughts makes a continuum in the children's bodies when they encounter the social- and physical environment in the preschool. The environment inspires children's action, whether it is the space which encourages to pleasant movements, peer who is interesting to interact or to play with, an exciting toy which motivates to investigation, or that the children want to have a confirmation or assistance from a preschool teacher. Through children's action in play the children brought forth an individual perspective and a shared perspective which were connected to the intersubjectivity between the children. Through children's actions; by changing postures and orientation of the body as well as words the children dealt with consolidation of these perspectives. The organisation of the environment in the classrooms affected children's possibilities for shared meaning making and their agency of their bodies.

The findings indicate that the children are competent in their interaction in play but at the same time children's expression is fragile. It requires an understanding, encouragement and support from the preschool teachers as well as attention to how the space in the classrooms can support toddler's voices to be heard.

Keywords: Children's perspectives, preschool, body subject

Bibliography

- Dockett, S. Einarsdottir, J. & Perry, B. (2009). Researching with children: Ethical tensions. *Journal of Early Childhood Research*, 7 (3), 283–298.
- James, A. 2009. Agency. In J. Qvortrup, W. A. Corsaro & M. S. Honig. *The Palgrave handbook of childhood studies*. (pp.34–45). New York: Palgrave Macmillan.
- Johansson, E. (1999). *Etik i små barns värld. Om värden och normer bland de yngsta barnen i förskolan*. (P.Hd.). Göteborg Studies in Educational Sciences, 141.
- Lökken, G. (2000a). Tracing the social style of toddlers peers. *Scandinavian Journal of Educational Research*, 44 (2), 163–176.
- Moss P. & Petrie, P. (2002). *From children's services to children's spaces: Public, policy, children and childhood*. London: Routledge Falmer.

C6 „IT IS A RISK, BUT A RISK WORTH TAKING!“ : REVIEWING PRACTICE USING AN APPROACH OF PRACTICAL PHILOSOPHY

Chair: Grey, Anne, AUT University

CHISNALL, NICOLA, AUT UNIVERSITY, WELLESLEY ST, AUCKLAND
JENKIN, CHRIS, AUT UNIVERSITY, WELLESLEY ST., AUCKLAND

This paper draws on a case study of four teachers who reviewed their practice against their practical philosophy. Practical philosophy can be defined as a better understanding of practice consisting of the habits and modes of thought that determine our actions (Schwandt, 1996) and involves social inquiry amongst those immediately involved to inform decision-making and ethical practice. When used for reflection and professional dialogue, practical philosophy results in professional wisdom, viewed as the basis of wise practice. Wise practice is (Goodfellow 2003) a combination of expert knowledge, sound judgement and thoughtful action. Goodfellow considers that practical wisdom refers to that part of the early childhood education teacher's role that is invisible. This research aimed to make visible each participating teacher's practical philosophy, so that it could be discussed amongst the teaching team. In particular the research aimed to explore whether the values the teachers espoused were reflected in their teaching practice.

The research took an epistemological framework of social constructionism considered to comprise of personal philosophies, the negotiated philosophy of the team, and the externally imposed standards and guidelines that shape teachers practice in Aotearoa New Zealand. The living values approach to action research was chosen as the most suitable methodology as it is a caring methodology (McNiff, 1999)

that aims to uncover the lived reality of the experiences of the teachers in their attempts to improve their teaching practice through reflection and dialogue with each other.

The research demonstrated that although teaching practice is governed by the macro discourses of managerialism and external accountability that seek to form a standard of teaching practice, a counter balance can be formed by recognizing and exploring the micro discourses of the teachers own beliefs and values reflected in their practical philosophy. The approach of reviewing practice through a lens of practical philosophy can be transformational as, rather than standardising, it allows for alternative opinions, imagination and other possibilities.

In this study, four teachers from centre met monthly for a year. Firstly they outlined their own personal philosophy of teaching. They then negotiated the values they wished to underpin their practice as a teaching team. Each teacher then reviewed her teaching practice against these values by means of reflection and discussion. Teachers found it difficult to express their personal philosophy. They were anxious that about being misunderstood by their colleagues, but were also anxious about hurting their colleagues feelings if there was a disagreement. They decided that the most important aspects of practice were relationships, listening and supporting each child's developing competence. They concluded their practice was often constricted by time. They also became more aware of how the words used to express their philosophy can also determine their practice. The four teachers who participated in this process reported initial anxiety at having their beliefs, values and practice scrutinized by their peers, but at the completion of the process also reflected that participating in the research was a "risk worth taking"

Keywords: practical philosophy, reflection, dialogue, relationships, listening

Bibliography

- Goodfellow, J. (2003). Practical wisdom in professional practice: The person in the practice. *Contemporary Issues in Early Childhood*, 4(1), 48-62.
- McNiff, J. (1999). Action research - a methodology of care. In U. Collins & J. McNiff (Eds.), *Rethinking pastoral care* (pp. 43-51). London: Routledge.
- Schwandt, T. (1996). Farewell to criteriology. *Qualitative inquiry*, 2(1), 58-72.



MONTESSORIANA: A PROCESS OF RADICAL CHANGE

CHISNALL, NICOLA; AUCKLAND UNIVERSITY OF TECHNOLOGY

Montessori spent a good deal of her life addressing the question of transformative education for children. This paper investigates the intersection between this work and the indications Montessori gave for transformation in teachers.

Child development and the materials that aid this process are a key focus in Montessori teacher education. My question relates to how we reach beyond the transmission mode of teacher education to prepare for the challenge Montessori poses to teachers in *The Absorbent Mind*, "to bring humanity to a deeper understanding, to a higher wellbeing, and to a greater spirituality" (1988, p. 61) In my doctoral project I have surveyed the literature pertaining to Montessori education and have observed in classrooms and interviewed many of my former students. Not surprisingly, I discovered that the formation of Montessori teachers takes more time than any diploma or degree can offer.

Like the first part of the three-period lesson, the Montessori qualification is designed to give an overall impression and a structure for further investigation. The teacher's own experimentation, reflection and continual seeking for greater understanding lies at the heart of the second stage of the transformative process. The challenge rests in reaching the third period which involves articulation of what has been discovered and outreach to share this knowledge.

This paper arises from a research cycle that included archival research alongside inquiry into the continued development of a teacher education degree at Auckland University of Technology, Aotearoa New Zealand. The qualitative methodological approach included case studies in four Montessori centres and interviews with teachers in their first, second, and third year of practice in the field, following graduation. Ethical approval required the protection of confidentiality for teachers, parents and centre management and assent was sought from children before they were included in the observations. My epistemological standpoint was drawn from the realms of critical theory and the insights of those whose work seeks to disrupt regimes of power in both classrooms and wider society. The research findings reveal, however, that it is holistic care, (deemed by Montessori: 'care of the soul' and Simone Weil: 'attentive love') gifted unconditionally, that is the prime requirement for the transformation of both teachers and children. A revised model of teacher preparation and induction is offered for discussion.

Keywords: Montessori; teacher education; social justice; peace; ethics of care.

Bibliography

Crawford, J. (2005). Spiritually-engaged knowledge: The attentive heart. Aldershot: Ashgate.

Montessori, M. (1949/1988). The absorbent mind. Oxford: Clio Press.

Vaughan, G. and Estola, E. (2008). The gift paradigm in early childhood education. In S. Farquhar and P. Fitzsimons (Eds.), Philosophy of early childhood education: Transforming narratives.(pp. 24-41). Malden, MA: Blackwell Publishing.

Weil, S. (1947/2002). Gravity and grace. London: Routledge

BICULTURAL BABIES: WHAT THE RESEARCH SHOWED.

JENKIN, CHRIS AUT UNIVERSITY

In Aotearoa New Zealand the national bicultural early childhood curriculum Te Whāriki has been mandated for implementation in all early childhood centres. In essence this involves implementing Māori language, customs and world view within mainstream programmes in early childhood centres. However, teachers struggle to do this, as they lack skills, knowledge and confidence in this area. One of the aims of my doctoral research was to discover how the bicultural programme could be effectively implemented with children under two years old. This was in response to some parents and teachers who expressed concern that in particular introducing Māori language, will confuse children who are in the process of acquiring language skills, especially in English, which is the dominant language of usage in Aotearoa New Zealand.

The theoretical frame work for the doctoral research was appreciative inquiry as it was felt that it better precipitated success and development. Whitney and Trosten-Bloom (2003) elaborate that appreciative inquiry is a relational process that is grounded in affirmation and appreciation. Appreciative inquiry was both a theoretical framework and a methodology for my doctoral work, and thus became a heuristic for enabling thinking about the bicultural curriculum within Te Whāriki to occur through the lens of facilitating positive change. If we want to achieve successful Tiriti-based curriculum, then we must build upon our strengths; we must further develop and harness those practices which work.

The five teachers in this case study were part of an urban full-day education and care centre of children under two years old, attached to a large government hospital clinic. The methodology was what I termed action development, which is a blend of the positive workshop dimensions of appreciative inquiry (discover, dream, design, and deliver) (Yoder, 2005) followed by the cycles of action research (plan, act, observe and reflect) (Kemmis & McTaggart, 1988). Utilising this strengthened based approach, teachers began to implement the bicultural curriculum with the infants they taught.

The findings showed that with teachers using both Māori and English languages together, some older infants not only responded but initiated phrases in Māori with their peers. Singing enabled not only children but other teachers to improve their Māori language skills. Crucial elements of implementation required not only leadership, but for the team to work together and for each individual to also take on 'ownership' of the bicultural programme. Implications for future practice are the importance of valuing the strength and skills that teachers already have and to utilise these for building and expanding the bicultural curriculum.

Keywords: bicultural, appreciative inquiry, action development, Leadership

„IT IS A RISK, BUT IT IS A RISK WORTH TAKING!“ : EARLY CHILDHOOD TEACHERS REVIEW OF PRACTICE USING AN APPROACH OF PRACTICAL PHILOSOPHY

GREY, ANNE
AUT UNIVERSITY

This paper draws on a case study of four teachers who reviewed their practice against their practical philosophy. Practical philosophy can be defined as a better understanding of practice consisting of the habits and modes of thought that determine our actions (Schwandt, 1996) and involves social inquiry amongst those immediately involved to inform decision-making and ethical practice. When used for reflection and professional dialogue, practical philosophy results in professional wisdom, viewed as the basis of wise practice. Wise practice is (Goodfellow 2003) a combination of expert knowledge, sound judgement and thoughtful action. Goodfellow considers that practical wisdom refers to that part of the early childhood education teacher's role that is invisible. This research aimed to make visible each participating teacher's practical philosophy, so that it could be discussed amongst the teaching team. In particular the research aimed to explore whether the values the teachers espoused were reflected in their

teaching practice.

The research took an epistemological framework of social constructionism considered to comprise of personal philosophies, the negotiated philosophy of the team, and the externally imposed standards and guidelines that shape teachers practice in Aotearoa New Zealand. The living values approach to action research was chosen as the most suitable methodology as it is a caring methodology (McNiff, 1999) that aims to uncover the lived reality of the experiences of the teachers in their attempts to improve their teaching practice through reflection and dialogue with each other.

The research demonstrated that although teaching practice is governed by the macro discourses of managerialism and external accountability that seek to form a standard of teaching practice, a counter balance can be formed by recognizing and exploring the micro discourses of the teachers own beliefs and values reflected in their practical philosophy. The approach of reviewing practice through a lens of practical philosophy can be transformational as, rather than standardising, it allows for alternative opinions, imagination and other possibilities.

In this study, four teachers from centre met monthly for a year. Firstly they outlined their own personal philosophy of teaching. They then negotiated the values they wished to underpin their practice as a teaching team. Each teacher then reviewed her teaching practice against these values by means of reflection and discussion. Teachers found it difficult to express their personal philosophy. They were anxious that about being misunderstood by their colleagues, but were also anxious about hurting their colleagues feelings if there was a disagreement. They decided that the most important aspects of practice were relationships, listening and supporting each child's developing competence. They concluded their practice was often constricted by time. They also became more aware of how the words used to express their philosophy can also determine their practice. The four teachers who participated in this process reported initial anxiety at having their beliefs, values and practice scrutinized by their peers, but at the completion of the process also reflected that participating in the research was a "risk worth taking"

Keywords: practical philosophy, reflection, dialogue, relationships, listening

Bibliography

- Goodfellow, J. (2003). Practical wisdom in professional practice: The person in the practice. *Contemporary Issues in Early Childhood*, 4(1), 48-62.
- McNiff, J. (1999). Action research - a methodology of care. In U. Collins & J. McNiff (Eds.), *Rethinking pastoral care* (pp. 43-51). London: Routledge.
- Schwandt, T. (1996). Farewell to criteriology. *Qualitative inquiry*, 2(1), 58-72.

VENDREDI - FRIDAY
16
C
SYMPOSIA

C7 PARTICIPATION DE L'ENFANT : UN DROIT ET UN DEVOIR EN FAVEUR DE LA QUALITÉ DE L'ACCUEIL

Chair: Guinchard Hayward, Fabienne; Service d'appui pédagogique PEP

RAKOCZY, AGNÈS, SERVICE D'APPUI PÉDAGOGIQUE PEP, LAUSANNE, SUISSE
DESPOIS THEURILLAT, VÉRONIQUE, SERVICE D'APPUI PÉDAGOGIQUE PEP, LAUSANNE
GACHET NEGRO, CAROL, STORIA / FORMATIONS, BELMONT S/LAUSANN, SUISSE
DENISART, VALÉRIE, GARDERIE DE LAVAUX, CULLY, SUISSE

Le droit de l'enfant à la participation sera le fil rouge de notre symposium. Nous nous questionnerons sur la mise en application de l'article 12 de la Convention internationale des droits de l'enfant dans le domaine de la petite enfance. Comment comprendre cet article ? La nature de la participation du jeune enfant encore peu assuré dans l'expression verbale est singulière. De nombreuses recherches démontrent que très tôt l'enfant peut s'engager dans une démarche participative. Pourtant la confusion entre « consultation et participation » est courante, et le risque que la participation de l'enfant soit utilisée à des fins qui arrangent les adultes n'est pas à négliger.

La prise en charge éducative de jeunes enfants en collectivité suppose, selon Julianna Vámos «un effort continu pour identifier et créer des conditions d'un environnement humain et matériel soutenant les compétences existentielles des jeunes enfants afin qu'ils puissent être sujets et acteurs de leur vie et de leur développement » C'est une tâche complexe qui ne se résume pas à occuper les enfants ni à simplement les laisser jouer. C'est en participant que l'enfant s'engage et acquiert de nouvelles compétences et nous relèverons les nombreuses opportunités de participation offertes à chaque enfant dans les différents moments qui composent une journée d'accueil.

Les pratiques professionnelles destinées à soutenir les enfants dans ce processus sont donc essentielles, elles méritent notre attention et sont intrinsèquement liées à la qualité de l'accueil.

- La première présentation traitera de l'Art. 12 de La Convention internationale des droits de l'enfant et sa mise en application centrée sur la petite enfance.
- La seconde présentera une démarche pensée au travers de douze grandes catégories de questions destinées à soutenir ou susciter la remise en question des pratiques. Nous interrogerons les attitudes et les organisations professionnelles destinées à soutenir la participation du jeune enfant.
- La troisième partie du symposium présentera d'une part l'exemple d'un projet pédagogique opérationnel centré sur la participation de l'enfant et d'autre part, un outil participatif créé avec les enfants, leur permettant d'évaluer la qualité de leur propre milieu d'accueil.

Keywords: Participation, droit, qualité d'accueil

Bibliography

David, Myriam. Golse, Bernard. Mellier, Denis. Missonnier, Sylvain. Vamos Julianna (2001). Le bébé et ses institutions. Ramonville St -Agne: Editions Érès.

DE LA QUALITÉ DE L'ACCUEIL À LA PARTICIPATION DE L'ENFANT

GUINCHARD HAYWARD, FABIENNE; SERVICE D'APPUI PÉDAGOGIQUE PEP

La qualité de l'accueil des jeunes enfants est un sujet d'actualité souvent pensé en terme de norme, de rendement ou de production et son sens nous renvoie à des concepts de valeur devant satisfaire des conditions. Dans notre pratique, nous l'envisageons comme une démarche participative. Selon Florence Pirard « (...) le processus de définition de la qualité est considéré comme dynamique et continu, impliquant une révision régulière, sans finalisation définitive. »

Si nous considérons que la qualité ne se construit pas uniquement à l'intérieur du milieu d'accueil et que la participation des différents acteurs chargés de la mettre en oeuvre est nécessaire, cette présentation se veut centrée, principalement, sur la prise en compte de la participation du très jeune enfant. L'Article 12 de la Convention internationale la reconnaît comme un droit et nous nous arrêterons sur la compréhension de celle-ci dans la réalité d'une collectivité de jeunes enfants. Où et comment se situe l'action éducative la soutenant ? Quelle place est accordée au besoin de l'enfant de participer et de s'impliquer pour acquérir de nouvelles compétences ?

Notre fonction de conseillères pédagogiques dans les structures d'accueil de jour préscolaires du canton de Vaud, nous a amenées à construire une démarche participative, pensée au travers de douze grandes catégories de questions que nous avons nommées «les vignettes qualité ». Elles recensent une série de questions destinées à soutenir ou susciter la remise en cause des pratiques sur les aspects suivants :

- sécurité affective
- expériences, découvertes, initiatives
- autonomie, confiance en soi, expression
- socialisation
- repères, règles et limites
- intégration, égalité des chances
- relation avec les parents
- liens avec l'environnement social et géographique
- santé
- sécurité et prévention
- ressources professionnelles

Les pratiques professionnelles destinées à soutenir la participation de l'enfant peuvent être interrogées sous l'angle de chaque vignette et il s'agira dans cet atelier de porter un regard attentif sur deux d'entre-elles. Nous postulons que la participation de l'enfant doit pouvoir influencer favorablement les conditions d'accueil. Un projet pédagogique centré sur la participation implique, comme nous l'enseigne l'approche Loczy, une prévisibilité des événements dans le temps d'accueil dont le but est de permettre à l'enfant d'anticiper et de s'impliquer ; c'est de cela dont il sera question. Lorsque les besoins de l'enfant sont compris et que les réponses sont adaptées, nous considérons que la participation de l'enfant est engagée. Nous verrons que cette compréhension implique une fine observation des enfants et de leurs besoins. L'objet principal de cet atelier est la mise en évidence des conditions d'accueil qui autorisent et favorisent la participation de l'enfant.

Keywords: Participation, qualité d'accueil, petite enfance



Bibliography

Ouvrage collectif (2002). Accueillir les tout-petits. Oser la qualité. Un référentiel psychopédagogique pour les milieux d'accueil de qualité. Bruxelles :Édition: O.N.E - Fonds Houtman.
Paulette Jaquet-Travaglini. Caffari-Viallon, Raymonde. Dupont, Alain (2003). Penser, Réaliser, Évaluer l'accueil en crèche. Genève : Ed. des Deux Continents.
Brougère, Gilles et Vandebroek, Michel (2007). Repenser l'éducation des jeunes enfants. Bruxelles :PEI Peter Lang, Editions scientifiques internationales.
Caffari-Viallon, Raymonde. Guinchard Hayward, Fabienne. Schuhl, Christine (2008). La qualité : une nécessité pour l'enfant. Lausanne : Bulletin de liaison PEP 25.

EXEMPLE D'UNE DÉMARCHE PARTICIPATIVE EN INSTITUTION PRÉSCOLAIRE

DENISART, VALÉRIE: GARDERIE DE LAVAUX

Ouverte en 2004, la Garderie de Lavaux accueille quarante-quatre enfants chaque jour. Quatorze éducateurs-trices participent à l'élaboration et à la mise en œuvre du projet pédagogique. La démarche participative au sein de la garderie attribue un rôle à chacun-e dans la prise de décision et tend à long terme à optimiser la collaboration et la motivation du personnel. C'est un moyen pour chacun-e de s'approprier les objectifs définis en équipe, de créer l'implication favorisant l'équation entre l'assignation de la tâche et son objectif.

La participation de l'enfant occupe une place importante dans notre projet pédagogique. Par différentes actions éducatives, que nous présenterons dans cet atelier, nous encourageons les enfants à exprimer leur avis sur toute question les intéressant. En prenant en compte leur âge et leur degré de maturité, leur opinion est prise en considération. Par exemple, l'enfant participe aux retransmissions le soir lorsque son parent vient le chercher. S'il ne désire rien raconter, nous respectons son choix. L'enfant participe également à l'élaboration de son goûter et aux autres actes de la vie quotidienne. Nous verrons dans cette présentation les aspects concrets de notre projet pédagogique qui soutiennent et encouragent la participation de l'enfant.

La garderie de Lavaux est gérée par une association et à ce titre, les parents participent au fonctionnement et à la gestion de la garderie tout en collaborant avec la direction.

Devant les besoins croissants des parents en matière de garde extra-familiale, l'objectif principal des pouvoirs publics est d'augmenter le nombre de places d'accueil tout en optimisant les coûts. Face à la pression de certains groupes politiques liée à l'augmentation du taux de fréquentation et à la diminution des coûts, se pose la question de la qualité d'accueil pour les enfants, dont il est rarement question dans les débats. Il s'agira dans ce symposium, de mettre en évidence les aspects qualitatifs de l'accueil qui tendent à soutenir le processus participatif des enfants.

Afin d'obtenir le diplôme post grade de directrice d'institution socio-éducative, j'ai réalisé en collaboration avec Isabelle Plater-Zyberk, directrice des unités d'accueil parascolaire (UAPE) à Nyon, un travail de recherche sur l'évaluation et la gestion de la qualité dans les institutions petite enfance. Nous avons créé un outil d'évaluation et de gestion (QIPE: qualité institution petite enfance) pour les directeurs d'institutions de l'accueil extra-familial. Celui-ci a pour objectif d'évaluer, de manière transparente, la qualité du travail offert par l'équipe éducative aux parents et aux enfants accueillis.

L'évaluation de la qualité doit être considérée comme un processus participatif car elle offre des occasions de partages et de discussions facilitant la compréhension de certaines valeurs, idées, connaissances et expériences. Il s'agit de privilégier ce processus démocratique impliquant différents groupes parmi lesquels se trouvent les enfants, les parents et le personnel.

L'outil QIPE qui sera présenté dans cet atelier, comprend trois supports

- le baromètre (pour les enfants),
- la grille-qualité (pour le personnel)
- le questionnaire de satisfaction (pour les parents).

Pertinent et opérationnel cet outil facilite notre responsabilité de directrice en lien avec la promotion de la qualité de l'accueil et de la participation des usagers, enfants et parents.

Keywords: projet pédagogique, petite enfance, participation

Bibliography

Schuhl, Christine (2006). Réaliser un projet accueil petite enfance. Lyon : Chronique sociale.
Broch, Marc-Henry (2004). Travailler en équipe à un projet pédagogique. Lyon : Chronique sociale.



C8 APPROCHES ET REPRÉSENTATIONS DE L'ENFANT , «NOIR ET DE COULEUR» DANS L'ÉDUCATION DE LA PETITE ENFANCE

Chair: Véronique FRANCIS, IUFM Université d'Orléans, Chercheure au CREF Paris-Ouest-Nanterre

THIERRY, NATHALIE, UNIVERSITÉ PARIS-OUEST-NANTERRE

ABRAMOVICZ, ANETE, UNIVERSIDADE FEDERAL DE SÃO CARLOS, SÃO PAULO, BRASIL

JOVINO, IONE, UEPG, BRASIL

SILVEIRA DÉBORA DE BARROS, UEMS, BRASIL

CRUZ, ANA CRISTINA, UFSCAR, BRASIL

OLIVEIRA, FABIANA, UNIFAL, BRASIL

RODRIGUES, TATIANE COSENTINO, UFSCAR, BRASIL

BOUCHAMMA, YAMINA, UNIVERSITÉ LAVAL, QUÉBEC

L'ambition de ce symposium est d'aborder le thème de l'enfant 'noir' et 'de couleur' dans l'éducation de la petite enfance, question complexe et sensible pour différentes raisons. Des études anciennes (Clark et Clark, 1950 ; Morris, 1981) ont montré les perceptions contrastées que les enfants expriment dès le plus jeune âge. Récemment, le rapport d'Eurostat (2007) souligne que, selon les pays, les discriminations perçues sont plus ou moins importantes. Il paraît donc intéressant de se pencher sur les contextes où la question des minorités ethniques et des ségrégations dans le système éducatif est documentée depuis de nombreuses années (DES, 2006) et ceux où, si certains aspects de la diversité – handicap, genre, ...- commencent à être abordés, des résistances émergent dès lors qu'on aborde comme un objet de recherche ou de débat le critère de la couleur de peau. En France par exemple, bien que la diversité soit un thème jugé important dans l'espace éducatif, des deux préoccupations qui la composent, celle liée à la reconnaissance et au respect des différences, et celle concernant les discriminations (Wieviorka, 2008), il semble qu'on s'attache plus à la première.

Le symposium présentera des travaux réalisés au Canada, où la reconnaissance des minorités est ancienne, et au Brésil où ont été reconnus un certain nombre de dénis historiques - déni du fait colonial, de l'esclavage, de l'exclusion sociale, du racisme, ...- touchant les personnes 'de couleur' ou 'noires'. Pour la France, il soulignera les facteurs qui freinent la reconnaissance de ce « fait social », la pertinence à le documenter ainsi que les difficultés à l'aborder (Fassin, 2006 et 2010 ; N'Diaye, 2008). En effet, on ne peut négliger certains effets pervers tels que ceux de concourir à l'approche essentialiste, d'accentuer voire de créer des divisions ou des revendications communautaristes. Cependant, questionner la place accordée à l'enfant 'noir' et de 'couleur' dans la sociologie de l'enfance et l'éducation de la petite enfance comporte des enjeux forts. Ainsi, selon les travaux de Vandebroek (2005), dans les structures de la petite enfance accueillir la diversité suppose d'en intégrer toutes ses facettes. Quels sont les défis éthiques, sociaux et éducatifs liés à cette question ? Comment les chercheurs et les professionnels les abordent-ils ? Quels supports documentaires et dispositifs pédagogiques utilisent-ils ? Se heurtent-ils à des difficultés et lesquelles ?

Keywords: enfant ,noir' et ,de couleur', représentations sociales, diversité, petite enfance

Bibliography

- Clark, K.B. & Clark, M.P. (1950). Emotional Factors in Racial Identification and Preference in Negro Children. The Journal of Negro Education. Vol. 19, No. 3, The Negro Child in the American Social Order (Summer, 1950), pp. 341-350.
- DES (2006). Ethnicity and Education : The Evidence on Minority Ethnic Pupils aged 5–16. <http://www.education.gov.uk/rsgateway/DB/RRP/u014955/index.shtml>.
- Eurostat (2007). Statistical portrait of the European Union 2008. European Year of Intercultural Dialogue. http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-EP-07-001/EN/KS-EP-07-001-EN.PDF.
- Fassin, D. & Fassin, E. (2006). De la question sociale à la question raciale ? Représenter la société française. Paris : La Découverte.
- Morris, J. (1981). Indirect influences on children's racial attitudes. Educational leadership, pp. 286-287.
- N'Diaye, P. (2008). La Condition noire. Paris : Calmann-Lévy.
- Vandebroek (2005). Eduquer nos enfants à la diversité. Ramonville Saint Agne : Eres.
- Wieviorka, M. (2008). La diversité. Paris : Laffont.

REPRESENTATIONS OF CHILDREN AND CHILDHOOD IN BRAZILIAN ICONOGRAPHY BETWEEN 1880 AND 1940.

RODRIGUES, TATIANE COSENTINO (UFSCAR/BRASIL), OLIVEIRA, FABIANA DE (UNIFAL/BRASIL), CRUZ, ANA CRISTINA (UFSCAR/BRASIL), SILVEIRA, DÉBORA DE BARROS (UEMS/BRASIL), JOVINO, IONE (UEPG/BRASIL) E ABRAMOWICZ, ANETE (UFSCAR/BRASIL).

This work developed by the Study group about children, childhood and children's education: politics and practices of difference, belongs to a research project entitled "Representations of Children and Childhood in Brazilian iconography between 1880 and 1940". The work aims at demonstrating the manner through which black children were depicted in the history of iconography in order to reconstruct the way in which they are represented in daily and school lives in photographs of school archives and museum's collections in some Brazilian states.

Through the utilization of these images (ARIÈS, 1973), we seek to build a history, a socio-anthropology of children and black childhood and their education in Brazil between 1880 and 1940, aiming at providing and in depth and wide perspective about the history of black and mixed-race children since the 20th century. This focus enables another kind of iconography about black children, since the dominant perspective during that period is marked by picturesque and exotic views of slavery, vis-à-vis their invisibility in social life (ERMAKOFF, 2004). This time period is also marked by historical ruptures in Brazilian social dynamics such as the formal abolition of the process of black slavery, the transition of Monarchy to Republic, among other historical changes that reorganize Brazilian social relations (JOVINO, 2010). During that time period, there is project of nation in operation, which is pointed out by the Republic advent, in which the school is the place of its theoretical and practical experimentation.

We seek to establish relationships between the images and the discourses about the black child, based on a debate within the field of children's sociology in the Brazilian context (ABRAMOWICZ & OLIVEIRA, 2010). Unlike the European context, our country presents specificities that should be considered in this theoretical and methodological orientation in this research about children. Those particularities should be taken into account in order to enable an understanding of the meaning of talking about the child and black childhood, from the grounding established by this field that assigns to children the role of subject and protagonist of history, and the processes of socialization.

The proposition in this communication is grounded on the consideration of differences, taking into account the racial issue, which should be considered as one of the lines that intersect the debate about children and childhood, from their standpoint. The themes of difference, diversity, and otherness are crucial for our understanding of what has been called the "culture of childhood", as well as the comprehension of the child as a "social actor".

Keywords: Child education; iconography of children and childhood; Child and childhood, children's education

Bibliography

ARIÈS, P. (1973). *L'enfant et la vie sous l'ancien régime*, Paris, Seuil.
ABRAMOWICZ, Anete & OLIVEIRA, Fabiana (2010). A Sociologia da Infância no Brasil : uma área em construção. In : Revista Educação (UFMS), v. 35, n.1, Jan/Abr. p.39-52.
ERMAKOFF, George (2004). *O negro na fotografia brasileira do século XIX*. Rio de Janeiro: Casa Editorial.
JOVINO, Ione da Silva. *Crianças Negras em Imagens do Século XIX*. Tese (Doutorado em Educação). Programa de Pós-Graduação em Educação. Universidade Federal de São Carlos, São Carlos, 2010.

FIGURES ET REPRÉSENTATIONS DE L'ENFANT 'NOIR' ET 'DE COULEUR' DANS LES ALBUMS DE JEUNESSE EN FRANCE

VÉRONIQUE FRANCIS, IUFM UNIVERSITÉ D'ORLÉANS, CHERCHEURE AU CREF PARIS-ouest-NANTERRE
NATHALIE THIERY, UNIVERSITÉ PARIS-ouest NANTERRE

Au cours de la dernière décennie, des auteurs (Lozes, 2006 ; Fassin, 2008 ; Ndiaye, 2008) ont soulevé la question du tabou qui entoure, en France, le critère de la couleur de la peau, le terme « noir » en particulier faisant l'objet d'un rejet dans le discours public. S'il convient de ne pas évacuer le paradoxe minoritaire qui explique que les personnes 'noires' et 'de couleur' souhaitent à la fois qu'on ignore leur particularisme de peau tout en intégrant leurs singularités mélaniques (Ndiaye, 2008) peut-on les ignorer ? Les rares études menées montrent pourtant le poids réel de processus ségrégatifs qui mettent en relief la catégorisation ethnique dans les établissements (Felouzis, Liot et Perroton, 2007 ; Lorcerie 2003). Amenés à scolariser les enfants des familles les plus discriminées, ils sont touchés par un phénomène de ghettoïsation dès les classes de maternelle. Un indicateur de cet « apartheid scolaire » est la visibilité de « la condition noire » dans certains espaces sociaux, dont témoignent les photographies de classe et d'école, marquées par une dominante de visages d'enfants 'de couleurs' ou 'noirs' (Francis, 2010). Dans les initiatives émanant de mouvements associatifs qui ont émergé récemment afin de mettre à dis-



position des écoles et structures d'éducation des documents dont le but est d'engager le débat sur les différentes formes de racisme et la lutte contre les discriminations, les jeunes enfants sont encore peu intégrés. Pourtant l'accueil de la diversité ethnique suppose une réflexion dans les structures de la petite enfance également (Vandenbroeck, 2005). Quelles images de l'enfant 'noir' et 'de couleur' les ouvrages de littérature de jeunesse proposent-ils ? Dans quels contextes ces enfants apparaissent-ils ? La communication aborde ces questions à partir d'une étude des ouvrages de fiction en langue française destinés à des enfants d'âge pré-scolaire (0 à 6 ans). Le corpus est constitué d'ouvrages où figurent dans les illustrations, des enfants, et plus largement, des personnes dont la couleur de peau est foncée ou dit autrement, ayant un indice mélanique élevé ou un phénotype foncé (Fassin, 2006 ; Ndiaye, 2008). Parmi les 131 ouvrages de fiction sélectionnés, 104 ont été édités entre 2000 et 2010, et 27 font l'objet d'une réédition. Les résultats montrent que, sauf très rares exceptions, la présence de personnages 'noirs' et 'de couleur' est liée : 1) au lieu géographique de la narration et spécialement Afrique, Inde, Brésil, Antilles 2) lorsque l'album aborde les « questions vives » associées aux thèmes de la citoyenneté, de la diversité et des phénomènes d'exclusion : racisme, questionnements identitaires, adoption, immigration, discriminations. Ainsi, moins de dix ouvrages font figurer des personnages 'noirs' et 'de couleur' dans les situations ordinaires de la socialisation enfantine. Avant de souligner les limites de la recherche et les développements envisagés, nous montrons l'intérêt de tels ouvrages dans des contextes où les jeunes enfants abordent leurs premières expériences sociales et où l'un des objectifs est d'éduquer les enfants à la diversité dans la confiance et l'estime de soi (Vandenbroeck, 2005).

Keywords: enfant ,noir' et ,de couleur', représentations sociales, diversité, albums de jeunesse, minorités

Bibliography

- Fassin, D. & Fassin, E. (2006). De la question sociale à la question raciale ? Représenter la société française. Paris : La Découverte.
- Francis, V. (2010). Les actions en direction des parents dans le cadre du programme d'évaluation de la réussite éducative. Rapport de recherche subventionnée au Groupement d'Intérêt Public pour la Réussite Educative de la Ville de Paris.
- Lorcerie, F. (2003). L'école et le défi ethnique, Paris : ESF Editeur.
- N'Diaye, P. (2008). La Condition noire. Paris : Calmann-Lévy.
- Vandenbroeck (2005). Eduquer nos enfants à la diversité. Ramonville Saint Agne : Eres.

FACTEURS DE RISQUE DES ENFANTS NOIRS ET MODÈLES D'INTERVENTION

YAMINA BOUCHAMA, UNIVERSITÉ DE LAVAL, QUÉBEC

Cette présentation aborde les facteurs de risque avec lesquels les enfants noirs arrivent dès leur entrée à la maternelle. Elle identifie les facteurs scolaires susceptibles de les atténuer ainsi que les modèles d'intervention qui ont fait leurs preuves dans l'intervention auprès de ces enfants et de leur familles (Raver, Gershoff & Aber , 2007). En fait, les enfants noirs arrivent avec plusieurs facteurs de risque à la maternelle : pauvreté, faible niveau de scolarité, faible santé mentale des parents, usage de discipline physique pour leurs enfants (Bodovski, Youn, 2010), etc. ce qui se traduit, entre autres, par une faible participation de ces familles à l'école (Brown, Tanner-Smith & Lesane-Brown Ezell , 2007). Mais plusieurs facteurs peuvent contribuer à l'amélioration de l'intégration de ces enfants. À titre d'exemple, la qualité de la relation avec les enseignants telle que perçue par les parents (Nzinga-Johnson, Baker & Aupperlee, 2009).

Keywords: petite enfance, ethnicité, enfant noir, facteurs de risque, interventions

Bibliography

- Raver CC, Gershoff ET & Aber JL (2007) . Testing equivalence of mediating models of income, parenting, and school readiness for white, black, and hispanic children in a national sample CHILD DEVELOPMENT Volume: 78 (1) 96-115.
- Lesane-Brown CL, Brown TN & Tanner-Smith EE, Bruce MA. (2010). Negotiating Boundaries and Bonds: Frequency of Young Children's Socialization to Their Ethnic/Racial Heritage. JOURNAL OF CROSS-CULTURAL PSYCHOLOGY Volume: 41 (3) 457-464.
- Bodovski K & Youn MJ (2010). Love, discipline and elementary school achievement: The role of family emotional climate SOCIAL SCIENCE RESEARCH Volume: 39 (4) 585-595.
- Nzinga-Johnson S, Baker JA & Aupperlee J (2009). Teacher-Parent Relationships and School Involvement among Racially and Educationally Diverse Parents of Kindergartners. ELEMENTARY SCHOOL JOURNAL Volume: 110 (1) 81-91.

C9 VALUES AND GENDER COMMUNICATED BETWEEN TEACHERS AND CHILDREN IN NORWEGIAN AND SWEDISH PRESCHOOLS

Chair: Johansson Eva, Department of Early Childhood Education, The University of Stavanger, 4036 Stavanger, Norway

EMILSON, ANETTE, LINNÆUS UNIVERSITY, KALMAR, SWEDEN
RÖTHLE, MONIKA, UNIVERSITY OF STAVANGER, STAVANGER, NORWAY
FUGELSNES, KRISTIN, UNIVERSITY OF STAVANGER, STAVANGER, NORWAY
ROSELL, LARS YNGVE, UNIVERSITY OF STAVANGER, STAVANGER, NORWAY

Current educational goals and visions in Norway and Sweden emphasize democracy and equality in the education of children. Children's active participation is a keyword in the respective countries' curriculum texts. Research highlights questions about how norms of femininity and masculinity manifest themselves in early childhood education, specifically in relation to caring, disciplinary and democratic values. It is well documented that boys and girls act differently, and that teachers encounter boys and girls in a different way, but we know less about the relation between values and gender in preschool upbringing (Brownie, 2004).

The overall aim of this project is to examine the institutionalized fostering of values in relation to gender, as expressed in everyday interactions between teachers and children (aged 1 to 3 years) in Norwegian and Swedish preschools. Following research questions have been formulated: 1) What gender-related patterns emerge in the communication between teachers and children regarding values such as care, discipline and democracy? 2) When, and in what ways, are these gender-related patterns broken? 3) How can these patterns be understood from a societal perspective and a comparative perspective?

In order to answer the project's research questions, interaction between teachers and children in Swedish and Norwegian pre-schools have been documented with video. Habermas' (1995) concepts of strategic and communicative actions is used in the analyses, and to understand how ideas about gender manifest themselves in the communication, we use Davies's (2003) idea of duality, the bi-polarity, between femininity and masculinity. Certain concepts developed by Bernstein (2000) have also inspired the study and the analyses. This symposium address preliminary interpretations of the communication of values between teachers and children in free-play sessions and in circle time. The discussion is based on empirical examples of interactions between teachers and children in Norwegian and Swedish preschools. A connected research project will also be presented investigating values with reference to continuity and alteration in children's communication. This particular study is inspired by the theory developed by Maurice Merleau-Ponty (1962) and initial analyses of children's communication of values will be presented.

Keywords: values, gender, communication, teachers. children

Bibliography

- Browne, N. (2004). Gender equity in the early years. London: Open University Press.
Bernstein, B. (2000). Pedagogy, symbolic control and identity. Theory, research, critique. Revised edition. Oxford: Rowman & Littlefield
Davies, B. (2003). Hur pojkar och flickor gör kön [Frogs and Snails and Feminist Tales – Preschool Children and Gender, in Swedish]. Stockholm, Sweden: Liber.
Habermas, J. (1995). Kommunikativt handlande. Texter om språk, rationalitet och samhälle. Göteborg: Daidalos.
Merleau-Ponty, M. (1962). Phenomenology of perception. New York, London: Routledge.

RIGHTS AND GENDER IN NORWEGIAN AND SWEDISH PRESCHOOL CONTEXTS.

JOHANSSON EVA¹ AND EMILSON, ANETTE²

¹ DEPARTMENT OF EARLY CHILDHOOD EDUCATION, THE UNIVERSITY OF STAVANGER, 4036 STAVANGER, NORWAY

² SCHOOL OF EDUCATION, PSYCHOLOGY AND SPORT SCIENCE, STAGNELIUSGATAN 14 LINNÆUS UNIVERSITY | SE-391 82 KALMAR SWEDEN

It is well documented that boys and girls act differently, and that teachers encounter boys and girls in a different way, but we know less about the relation between values and gender in preschool upbringing (Brownie, 2004). While the standard tied to femininity seems to allow the girls to show caring through physical contact, the standard of masculinity open to boys is that caring appears through verbal support. There is also a tendency toward gender patterns in which being a girl can mean that girls sometimes waive some of their rights and that their communication of values is expressed by avoiding negotiation and offering compensation (Johansson, 2007). However, there is no clear gender pattern. There are different ways of being a girl (and being a boy) and that girls are far from always giving up rights (Tallberg Broman, et al., 2002). Fostering for rights in pre-school is conditional on the teacher's attitudes, rules and

VENDREDI - FRIDAY

16C
SYMPOSIA

power (Emilson, 2007). The above-referenced studies give reason to wonder how the child's gender is related to values for rights in pre-school.

This study examines how values of rights are communicated in relation to gender, as expressed in everyday interactions between teachers and children in preschool. The discussion is based on empirical examples of interactions between teachers and children in Norwegian and Swedish preschools. Two research questions are in focus: How are rights and caring values communicated to girls and boys? What gender-related patterns emerge?

In order to interpret and understand the communication between teachers and children, Habermas' (1995) concepts of strategic and communicative actions is used, and to understand how ideas about gender manifest themselves in the communication, we use Davies's (2003) idea of duality, the bi-polarity, between femininity and masculinity. Data consist of video observations of teacher and child (aged 1-3 years) interactions in Norwegian and Swedish preschools. The constructed data requires special responsibility of the research team. Written and informed consent for participation has been obtained from each pre-school's management, teachers and parents. Children at a young age are involved in the study and we have, taken steps to assure that the participants do not feel the researchers' presence as disruptive or intrusive.

Results will be discussed in terms of tentative patterns for communication according to rights and gender. The analyses indicate that the children both hold and are given rights. These rights concern the right to participate but also to refuse participation. Rights also concern a right to the artefacts, to be listened to, influence the content, and express an opinion. The rights are maintained in different ways and purposes, either by the teachers or by the children. The same right can have different meanings dependent from whose perspective the right is interpreted. No clear gender patterns can be discerned. Instead the study indicates that certain children possess certain rights under certain conditions.

Keywords: rights, gender, communication, teachers, children

Bibliography

- Davies, B. (2003). Hur pojkar och flickor gör kön [Frogs and Snails and Feminist Tales – Preschool Children and Gender, in Swedish]. Stockholm, Sweden: Liber.
- Emilson, A. (2007). Young Children's Influence in Preschool. *International Journal of Early Childhood*, 1(39), 11-38.
- Habermas, J. (1995). Kommunikativt handlande. Texter om språk, rationalitet och samhälle. Göteborg: Daidalos.
- Johansson, E. (2007). Etiska överenskommelser i förskolebarns världar [Moral agreements in preschool-children's worlds, in Swedish]. Göteborg, Sweden: Acta Universitatis Gothoburgensis, no 251
- Tallberg Broman, I., Rubinstein Reich, L., & Hägerström, J. (2002). Likvärdighet i en skola för alla. Historisk bakgrund och kritisk granskning [Equity in a school for all. Historical background and critical review, in Swedish]. Skolverket, Forskning i fokus. Stockholm, Sweden: Fritzes.

COMMUNICATING VALUES DURING FREE-PLAY SESSIONS IN TODDLER GROUPS

RÖTHLE MONIKA AND FUGELSNES KRISTIN

DEPARTMENT OF EARLY CHILDHOOD EDUCATION, THE UNIVERSITY OF STAVANGER, 4036 STAVANGER, NORWAY

In Norwegian preschool play is regarded as significant for children's social life and well-being. Studies indicate that toddler's peer interactions in play contribute to the building of friendly social relations (Løkken, 2002, Greve, 2009). Free play is commonly taken for granted as positive; enhancing values such as respect, waiting on turn and caring. Teachers often regard play as something that should be supported but not disturbed (Grieshaber & McArdle, 2010). Others have argued that play can also involve aggression and the marginalization of others (Sutton-Smith, 1997, Ruud, 2010). In this study we will examine sequences of child - teacher communication during free play sessions in relation to values. We do not presume that these sessions are "free" from teacher control, rather that there is a variety of ways in which teachers' interact with children and thus communicate different values that can create a variety of conditions for play. In this presentation we will examine the values communicated in teacher-child interaction during free-play sessions. The research questions are: Which values are encouraged and which values are discouraged? Which values pretend to be desirable and how are these values communicated?

Departing from Bernstein's (2000) concept of weak or strong classification, the content of "free play" sessions does not seem to be very distinct and may be classified as weak classification. In addition to this, Bernstein uses the term weak or strong framing to analyze different forms of communication with respect to the degree of teacher control. We presume that there are differences in teacher control and will investigate the different ways of framing which may occur. Values are understood as motivating forces

for actions. Values are enduring and must be prioritised, as they often are competing with one another (Gilbrant, 2010). In order to understand how values are communicated we will use Habermas' (1997) concept of strategic and communicative actions. This requires a cautious interpretation of toddler's communicative expressions like gestures, gaze, facial expressions and voices.

Data are based on video recorded observations of free play sessions from 6 early childhood settings for children (1-3 years) in Norway. Written and informed consent for participation has been obtained from each preschool's management, teachers and parents. As this study involves very young children, we have taken steps to ensure that the children do not feel the researchers' presence as intrusive or disruptive.

Results will be presented in terms of tentative findings. The analysis indicates that there is a variety of values communicated, which might limit or foster playfulness and thereby create different conditions for children's play.

Keywords: values, free-play, toddlers, teachers

Bibliography

- Bernstein, B. (2000) Pedagogy, symbolic control and identity. Theory, research, critique. Oxford: Rowman & Littlefield.
- Gilbrant, R. (2010) Toward a Theory of Children's Values. Paper presented at XXVI OMEP World Congress 13. 8. 2010 Gothenborg, Sweden.
- Greve, A. (2009) Friendship and participation among young children in a Norwegian kindergarten In: Berthelsen, D., Jo Brownlee & Eva Johansson (eds) Participatory learning in the early years : research and pedagogy. New York: Routledge.
- Grieshaber, S. & F. McArdle (2010) The trouble with play. Maidenhead: Mc Craw-Hill Open University Press.
- Habermas, J. (1997) Theorien om den kommunikative handlen. Ålborg: Ålborg Universitetsforlag.



CHILDREN'S PARTICIPATION IN THE PEER-COMMUNITY – VALUES EXPRESSED IN COMMUNICATION WITH PEERS.

ROSELL, LARS YNGVE

DEPARTMENT OF EARLY CHILDHOOD EDUCATION, THE UNIVERSITY OF STAVANGER, 4036 STAVANGER, NORWAY

The aim of this study (phd-project) is to develop knowledge of children's (1-3 years) expression of values in communication with peers in Norwegian kindergartens, and how these values reflect on children's participation in the peer community. Previous research indicates that; children express values in communication with peers, create peer-cultures, and use individual and collective strategies of withdrawal - hence inclusion of some children can result in exclusion of others (Corsaro; 2005; Johansson, 2007).

This study focuses on children's experiences and expressions of values in their communication with peers and the condition these values creates for children's participation in the peer community. Based on the results from an ongoing fieldwork (phd-project), this paper will present some examples on values that are expressed when there is continuity and alteration in the children's communication. In the study values are apprehended as something children communicate in their encounters, influenced by the tradition and culture they are a part of. Values can be defined as something we prefer, or something that is desirable, both individually and socially (Fjellström, 2004).

The study is based on Merleau-Ponty's (1962) philosophical view of the life-world; "being-in-the-world", where children express intention and meaning as body-subjects. The observational tool in the fieldwork is video and the observations is focused on children's free-play in early years settings. An ethical consideration about the age of the children and the use of video as a tool for observation has been made through the implementation of this study. Written and informed consent for participation has been obtained from each pre-school's management, teachers and parents.

Keywords: Early Childhood Education, Values, Peer Community, Video observations.

Bibliography

- Corsaro, W. (2009). Peer Culture. I J. Qvortrup, W. Corsaro & M-S Hong (Red.), The Palgrave handbook of childhood studies (301-286). New York: Palgrave Macmillan.
- Fjellström, R. (2004). Skolområdets etik. En studie i skolans fostran [Ethics in the context of school, in Swedish]. Lund, Sweden: Studentlitteratur.
- Johansson, E. (2006). Children's morality – Perspectives and Research. I B. Spodek & O. N. Saracho (Red.), Handbook of Research on the Education of Young Children (s. 55–83). Mahwah, New Jersey, London: Lawrence Erlbaum Associates.
- Merleau-Ponty, M. (1962). Phenomenology of perception. New York, London: Routledge.

C10 LEADERSHIP IN NORWEGIAN KINDERGARTENS

Chair: Hjortdal Gry Telemark University College

BØE, MARIT, TELEMARK UNIVERSITY COLLEGE, NOTODDEN
HOGNESTAD, KARIN, TELEMARK UNIVERSITY COLLEGE, NOTODDEN
FROGH, CATHRINE, TELEMARK UNIVERSITY COLLEGE, NOTODDEN

The main focus of the symposium is educational leadership. Educational leadership is now emphasized in the early childhood field, but has been neglected as a field of research through out the years. In a few decades the ECEC sector has developed from being a possibility for the few to a universal right for children. There has also been a change in kindergartens mandate in Norway. From being solely a care giving institution it is now regarded as an important arena of learning for all pre-school children. There is now a common understanding that children who have attended kindergarten, have better chances of succeeding in education and working life than children who have not attended kindergarten.

This symposium consist three different presentations that illuminate different aspects of leadership. These are 'New as a leader in kindergarten', 'Place as a framework in educational leadership', 'Place learning and municipal quality plans'.

The different presentation applies different theoretical perspectives on educational leadership. Both socio-cultural theories and place based theories are used in studies. The research methods used in the different studies are qualitative interviews, focus group interviews and document analysis. The studies in the symposium confirm that the field of ECEC in Norway needs to alter their understanding of leadership in Norwegian kindergartens. There have to be a continuous focus on content and quality in a time where the governments have a focus on increasing the quantity of kindergartens in ECEC. As a result of this the supervision of the sector is strengthened. This also has an impact on the quality of educational leadership. As a result of these studies we believe rethinking and expressing new thoughts in the daily life in the kindergarten is important in the future.

Keywords: Leadership-kindergartens-place-quality

Bibliography

Rammeplan for barnehagens innhold og oppgaver (2006). [Oslo]: Akademika [distributør].
Bleken, U. (2007). Barnehagen i samfunnet. I T. Moser & M. Røthle (Red.), Ny rammeplan- ny barnehagepedagogikk (27-40). Oslo: Universitetsforlaget

WHAT KIND OF EXPECTATION DO NEW HEADS IN KINDERGARTENS HAVE TO THEIR ROLE AS NEW LEADERS?

HJORTDAL GRY TELEMARK UNIVERSITY COLLEGE

To be new as a head is a phase of the transition, going from being an employee to become a leader. The perspectives and strands in the study are relevant for the conference because of the responsibility the heads have to develop the kindergartens and the field of ECE as a professional arena.

The aims of the research in this study are to make a survey where leadership in kindergartens has the main focus. The tasks in the job have been altered in many ways and the heads have a lot of expectation to deal with in the beginning as new leaders. Being a good and effective leader is important. Is there a similarity between newly qualified teachers phase of transition becoming new teachers and the phase of transition these leaders experience in becoming a leader?

The theoretical framework in the study is social cultural theory based on authors as Olga Dyste, Roger Säljö, Ragnar Rommetveit and Andy Hargreaves. Mentoring is a tool for learning and professional development. The conceptual framework is making consciousness of leadership based on interaction, dialog and construction of meaning.

This is a qualitative study comprehending 8 heads in kindergartens in Norway. The kindergarten teachers in this study have been working in departments as leaders of the pedagogical work. The methodologies in the study have been individually interviews twice in a period of one year. Other methods are writing logs, focus group interview and mentoring the heads in groups.

There are always ethical considerations when a researcher is working with people as informants in this



kind of studies. The researcher is required to always consider ethical guidelines in all of the research she is doing.

One motive for having focused on the phase of transition for new leaders is my job as assistant professor mentoring Newly Qualified teachers in kindergarten and schools in Norway. Newly Qualified teachers in kindergartens say there are several undefined tasks and a complex reality when they start their first year as new teachers. Main findings in the study show that newly employed heads are in a phase of transition where they experience similar circumstances as newly qualified teachers.

The heads in the study gives the impressions that the step from being a pedagogical leader to becoming a leader of the organization is demanding and they need to have another focus on leadership and management in their new position. The culture of the organization and what kind of follow-up the new heads gets are factors who will affect the heads feeling of success of mastering their work as leaders.

Heads in kindergartens are responsible for building competences and developing professional pedagogues in ECE. It is expected they master their job as a leader from day one. In Norway there are political plans of starting courses of leading for heads in kindergartens. This is good news, but I believe there should be something more to it, as an implication for the policy or practice in the field of ECE there should be made systems for mentoring newly employed heads. This practice should be the employers' responsibility embedded in a local system where the new leaders meet each others in the dialog and interaction where the goal is to experience to master their job as leaders.

Keywords: Heads, mentoring, kindergarten, phases of transitions, learning

Bibliography

Dysthe, O. (1997). *Leing i eit dialogperspektiv* (s. 77-98). Bergen-Sandviken: Fagbokforlaget..

Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.

Rommetveit, R. (1996). *Læring gjennom dialog: Ei sosiokulturell og sosiokognitiv tilnærming til kunnskap og læring* (88-104). [Oslo]: Cappelen akademisk forlag.

Säljö, R. (2001). *Læring i praksis: et sosiokulturelt perspektiv*. Oslo: Cappelen akademisk.



PLACE LEARNING AND MUNICIPAL QUALITY PLANS

BØE MARIT TELEMARK UNIVERSITY COLLEGE

FROGH CATHRINE TELEMARK UNIVERSITY COLLEGE

The aim of this presentation is to clarify how place understood as the interplay between humans, landscape, culture and nature can be of significance to strengthen kindergartens as learning arenas. We would also like to shed light on how the collaboration with practitioners can create knowledge about in processes.

We have reached the Norwegian government's goal on full coverage and focus is turned towards quality in the pedagogical content. As a result of this a lot of municipalities have prepared local quality plans. In Norway municipalities supervise both public and private kindergartens to ensure that the kindergartens meet the requirements in the kindergarten Act.

In this presentation the focal point is how 'place' is embodied in local plans and in what ways place can strengthen learning. We are investigating the connection between municipal opportunity to govern the kindergarten sector, place pedagogy and quality. The following research question is formed: How is 'place' applied in municipal quality plans to strengthen kindergartens as a place of learning?

The research sample is municipal supervisors. Document analysis and focus group interviews are used to collect data. We explore how municipal quality plans can be read in relation to a place based framework. This framework offers three broad and interrelated principles that underpin critical place pedagogy: place learning is embodied and local; relationships to place are communicated in stories and other representations; place learning involves a contact zone of contested place stories (Somerville 2007).

Place pedagogy can be understood as bridge between local and global issues. Place can offer resistance to universal learning standards, because it has the potential to take into consideration children's experiences through body and mind. Place offers alternative stories of the significance of children's learning context in the kindergarten. Furthermore place can reinforce children's active participation and strengthen belonging to both the kindergarten and local community.

Keywords: kindergartens-quality plans-learning-context

Bibliography

Sommerville M (2007) Place literacies in Australian Journal of Language and Literacy

PLACE AS A FRAMEWORK IN EDUCATIONAL LEADERSHIP

KARIN HOGNESTAD TELEMARK UNIVERSITY COLLEGE
MARIT BØE TELEMARK UNIVERSITY COLLEGE

The purpose of this presentation is to show how attention on `place` can be productive in educational leadership. New challenges in relation to the standards of quality emphasize educational leadership. In Norwegian kindergartens there have been an increasing number of children age one to three, and this requires new educational leadership practices.

The focus on children's rights and active participation challenges power relations in educational leadership, and requires leadership that enables power to be investigated. In this presentation we investigate how power relations can affect educational leadership.

Using `place` as a lens in collaborative deconstruction we show how power relations are interrupted and open up for alternative ways in educational leadership in kindergarten. Place as a framework enables us to deconstruct the taken for granted ways that we look upon leadership. Inspired from Somerville (2007) elements of place are put in the centre of the analyses. The three key elements of place that is put to work are: Our relationship to place is constituted in stories and other representations; place learning is local and embodied; and place is a contact zone for cultural contact. Based on our research project; outdoor place and children's active participation, we detail one story and use it to explore how relations emerging at place works, and how they have the possibility to produce new ways of educational leadership. Taking up an emergent arts-based methodology (Somerville, 2007) we wish to focus on how place stories can work, and further create alternative stories about educational leadership. Arguing that we relate to place in different ways, place can be productive in educational leadership in kindergarten.

Keywords: educational leadership-participation-place-children age one to three.

Bibliography

Sommerville M (2007) Place literacies in Australian Journal of Language and Literacy

Taguchi Hillevi Lenz (2010) Doing collaborative deconstruction as an 'exorbitant' strategy in qualitative research in (RERM), Vol 1, No 1



Friday, September 16th - Vendredi 16 septembre
09.00 - 10.30
Individual paper presentation in workshop
Communications individuelles en atelier

C11 Intercultural pedagogy

Chair : Paola Richard –De Paolis

PRESCHOOL IN ANOTHER LANGUAGE: CHILDREN'S EXPERIENCES IN GAELIC-MEDIUM PRESCHOOL SETTINGS

CHRISTINE STEPHEN¹, JOANNA MCPAKE², WILSON MCLEOD³

¹ School of Education, University of Stirling, Stirling, FK9 4LA

² Faculty of Humanities and Social Sciences, University of Strathclyde, Glasgow, G1 1XQ

³ Celtic and Scottish Studies, University of Edinburgh, Edinburgh, EH8 9LD

This paper reports on a project designed to explore the experiences of 3- to 5-year olds in Gaelic-medium preschool settings in Scotland. Most children attending these settings do not speak or hear Gaelic at home or in their community. This means that Gaelic-medium preschools have a dual role. They are expected to meet the national expectations about curriculum, pedagogy and learning outcomes at the same time as ensuring that the children develop competency in Gaelic. They are challenged to offer all the benefits of 'standard' educational provision as well as specialist language learning opportunities. However, our earlier work revealed that practitioners in Gaelic-medium settings had very limited training to equip them to support second language learning and raised questions about the quality of the language learning environment and access to learning opportunities across the curriculum (Stephen, McPake and McLeod, in press).

In this paper we will focus on the language learning opportunities and pedagogy which children experienced in three case study preschool settings. There is little established theory (or empirical evidence) to draw on when considering how to meet the challenges of Gaelic-medium preschool provision with young children but our approach was broadly socio-cultural, working from the position that learning is facilitated by sensitive and responsive interactions with more competent others and that children can learn as they participate in shared practices with adults and peers (Vygotsky, 1978; Rogoff, 2003).

The study employed two observational methods (i) time interval scans of activities across the playroom and (ii) observations of six target children in each setting, recording their language use, the activities in which they were engaged and their interactions with others. Five rounds of observation visits, each lasting half a day, were completed at each setting over a school year. On a sixth visit the target children participated in structured conversations with the researcher to explore their perspectives on learning and using Gaelic. In addition, we compiled a profile of the language learning resources at each setting and had access to the progress records of the target children. All of the adults in the playrooms gave informed consent before the observations began. Parents were asked for permission to include their child in the target child observations and later conversations with the researcher. When invited to take part in conversations with the researcher the target children gave verbal assent and were able to withdraw at any point. The researchers were sensitive throughout to any discomfort which their observations might create for adults or children and ready to stop if this occurred.

We will present evidence about the ways in which children and adults used Gaelic in the playroom and the nature of the language models which practitioners offered and reflect on the range and efficacy of the pedagogic interactions employed to support learning Gaelic. The findings raise issues about literacy and identity and suggest tensions between language learning pedagogy and preschool pedagogy. The implications of our findings for the design of immersion language learning programmes for preschool children will be presented.

Keywords: Second language learning; preschool settings; immersion; pedagogy.

Bibliography

- Rogoff, B. (2003) *The Cultural Nature of Human Development*. New York: Oxford University Press.
Stephen, C., McPake, J. and McLeod, W. (in press, 2012) *Playing and Learning in another Language: ensuring good quality early years education in a language revitalisation programme*. *European Early Childhood Education Research Journal*, 20, 4.
Vygotsky, L. S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge MA: Harvard University Press.



PROJECT METHOD: A TOOL FOR AN INTERCULTURAL PEDAGOGY

JOÃO FORMOSINHO , JÚLIA OLIVEIRA-FORMOSINHO
Childhood Association - Portugal

This paper analyses and illustrates how project work is being used as a tool for intercultural pedagogy in Childhood Association socio-constructivist approach Pedagogy-in-Participation .

Children are not born biased but research evidences that they acquire biases very early in life through their early experiences. The Pedagogy-in-Participation approach creates an educational environment that promotes awareness and knowledge about diversities, respect and celebration of diversities along with the understanding of similarities. These early explorations of diversity are promoted to counteract the evidenced tendency of three years old children to build bias against differences (Banks, 2001; Vandenbroeck, 1999).

Project method is used as a tool to promote this knowledge leading children to enquiry through various means about diversities and similarities and to include and respect socio-cultural differences of children and families.

The paper includes an in depth case study of this approach which includes the analysis of a project with 4 to 5 years about Cape Verde children living in Portugal.

Keywords: socio-constructivist pedagogy, project work, intercultural pedagogy

Bibliography

Banks, J. (2001). Citizenship education and diversity: Implications for teacher education. *Journal of Teacher Education*, No. 1, January/February, 5-16.

Oliveira-Formosinho, J., & Araújo, S. B. (2006). Listening to children as a way to reconstruct knowledge about children: Some methodological implications. *European Early Childhood Education Research Journal*, 14(1), 21-31.

Oliveira-Formosinho, J. (2009). Togetherness and play under the same roof: children's perceptions about families. *European Early Childhood Education Research Journal*, vol. 17, n. 3, June, 233-248. (ISIS indexed journal).

Vandenbroeck, M. (1999). The view of the Yeti: Bringing up children in the spirit of self-awareness and kindredship. The Hague: Bernard Van Leer Foundation.

WHICH APPROACH TO 'DIVERSITY' «IN THE WORDS OF TEACHERS AND STAFF SERVICES FOR CHILDREN? INTERCULTURAL READING

STEFANIA LORENZINI

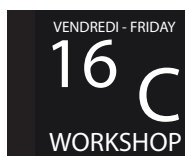
University of Bologna, Via Filippo Re, 6 - 40126 - Bologna, Italy

Which approach to «diversity» is apparent from the interviews aimed at teachers and staff of nursery and kindergarten teachers and collaborators characterized by the presence of boys and girls of different geographic and cultural origins?

At a distance of nearly two decades since Italy in the reflection on intercultural teaching context we can say that the theme of «difference» has assumed a leading position, but, specifically, how we relate to it? If common and widespread use in speech assertions such as: «Diversity is an asset,» «Diversity is a resource», «... is an opportunity for mutual growth,» such as reviews and images of diversity are, in fact, the origin statements made by educators, teachers, staff, and educational practices implemented in childcare? We tried to let emerge opinions and representations, possible differences, particular difficulties or positive aspects, avoiding an investigation for «separate compartments», that concerned only «foreigners», in order to identify them as subjects of separate affiliations in comparison to the so-called ones «autochthonous». Looking for, that is, not to help crystalize the representations of «us» and of the «others» as universes «not communicating» and to develop a reflection that, beginning from the general aspects, could decline on the analysis of the specificities.

In the words of the respondents still point out examples in which diversity gives rise to hostility, embarrassment, fear of showing that attitudes might be considered «discriminatory» or even «racist», afraid to talk about the differences as if it corresponded to create the same difference, for acute, it «feel for the children», or as though talk about the differences corresponded to «do different» discriminate. Here then declared that the need to recognize and value the differences are flanked by phrases such as «do not see a difference,» «overcoming differences», etc.. An interesting data is highlighted by the confirmation of some results of research carried out 15 years according to which the resistance to recognize the differences are related primarily to children, as if to tell the difference constitute a discriminatory situation in itself. In comparison to such fears and to the underlying substantially negative conceptions of the difference, it still results very strong the need to affirm that children are all equal ones and the educational intervention is based on this assumption node. However, in the recent research emerge different interpretations of the statement.

Overall, the horizon that is emerging from the analysis of these interpretations highlight different approaches to somatic origin, cultural, experiential, children and families of users of educational services in



the statements of some teachers of nursery, kindergarten teachers and staff respondents are guided by the applicants according to some directions:

- The difference does not exist. Particularly with regard to children
- The difference exists but will
- «make no difference»
- «As for the Italian children»
- «As for the Italian children», or «each with its own specific»
- Enlarging the conception of the diversity
- The look of the other defines diversity
- See an element of diversity in disqualification
- Awareness reached / reversal of perspective

Researcher in General and Social Pedagogy (Intercultural Education), Alma Mater Studiorum - Università di Bologna.

Keywords: Diversity, representations, interculturality, educational contexts

C12 Multimedia

Chair : Rebecca New

SCREEN-MEDIA-RELATED EMOTIONAL EXPERIENCES OF CHILDREN AGED 5 TO 7 IN THE CONTEXT OF LEARNING

KRISTI VINTER

Tallinn Pedagogical College, Räägu 49, Tallinn, Estonia

This presentation aims to give an overview of the emotional experiences related to the content of screen-media and children's preferences based on their descriptions. Similarly to Marshall, Gorely and Biddle (2006), the definition of screen-media in this paper comprises TV, video games and computers.

Along with home and child-care institutions, the media has turned into yet another educational environment where learning takes place. Modern neuroscientific theories support the view that strong emotional experiences provided for instance by computer games or scary movies may significantly affect learning (Dworak et al 2007). It has been shown that the attractiveness of programs and their regular use promote learning and therefore from the perspective of learning and creating educational media content it is vital to take into account children's habits and media consumption preferences (Stipp, 2003).

So far research has focused on the different aspects of using technology and children's emotional responses to the media content have been studied less (Plowman & Stephen, 2003; Anderson & Hanson, 2010; Anderson & Hanson, 2009; Livingstone & Millwood Hargrave, 2006).

The research method used in the study was focus group interviews of 5-7-year olds (50). Data analysis relies on the grounded theory, which allows the categories of media preferences and emotional experiences to be created.

Initial research results suggest that strong emotions are primarily attributable to horror and action films as well as ghost and death themes. Boys and girls have different and gender stereotyped media favourites and preferences. Boys are attracted by speed, supernatural powers, heroes and girls by more realistic media content such as nature programmes, family and reality films.

Keywords: screen-media, young children, emotions, media preferences, learning

Bibliography

- Anderson, D. R., Hanson, K. G. (2010). From blooming, buzzing confusion to media literacy: The early development of television viewing. *Developmental Review* No. 30, 239–255.
- Anderson, D. R., Hanson, K. G. (2009). Children, Media, and Methodology. *American Behavioral Scientist*, Volume 52, Number 8, 1204-1219.
- Livingstone, S. & Millwood Hargrave, A. (2006). Harmful to Children? Drawing Conclusions from Empirical Research on Media Effects. *Regulation, Awareness, Empowerment*.
- Plowman, L., Stephen, C. (2003). A 'benign addition'? Research on ICT and pre-school children. *Journal of Computer Assisted Learning*, 19, 149-164.
- Stipp, H. (2003). Commenray: How children can learn from television. *Applied Developmental Psychology*, 24, 363–365.



MULTIMEDIA IN PRESCHOOL: AN ADDITIONAL OPPORTUNITY TOWARDS EQUAL CHANCES IN EDUCATION

GREET DECIN , NELE VANUYTVEN , CHRIS MAZARESE

KHLeuven, departement lerarenopleiding, Hertogstraat 178, 3001 Heverlee, Belgium

The objectives of this practice-based project are fourfold. Firstly, it investigates how multimedia literacy of preschool children (3 years and older) can be stimulated. Secondly, it aims at understanding the influence of multimedia literacy on their world exploration. Thirdly, the potential of multimedia to support the children's personal development is assessed, with particular emphasis on young children with extra needs. Finally, the project aims at reducing the technological fear experienced by preschool teachers, students and lecturers by increasing their understanding of multimedia literacy.

Today's world is very different from the one in which educators have grown up. For the present generation of children (digital natives) electronic means are evident. The dominance of language literacy has disappeared; society becomes ever more multimedia-rich (Bottelberghs, 2005). Education needs to adapt to this changing environment (Goegebuer, 2004; Vandenbroucke, 2005). In accordance to Bottelberghs (2010), the project doesn't focus on the technology of audiovisual materials, but rather on the creative processes and the development of talents achievable by using a multimedia setting. While using different media (including audiovisual means) throughout their education, young children discover and develop their communication skills.

During an initial test phase of several weeks, more multimedia rich activities were offered to a group of children with different needs. Although this phase indicated positive evolutions, the question arose whether this was caused by the presence of an extra teacher in the classroom, by the offer of audiovisual materials, or by a combination of both. In a second phase, 4 different conditions were created: with or without extra teacher – with or without audiovisual input. The standardized Teacher Report Form and Child Behavior Check List were used to select children with similar profiles in the different classes. In each classroom, a pre-measurement, a post-measurement and a long-run measurement have been performed. Both the qualitative video-observations throughout the duration of the condition and the measurements are interpreted using the observation framework of Laevers (2005) and Buyse (2009) (Experience-based preschool education).

Finally, the results of a survey show the means and ideas of preschool teachers with respect to multimedia literacy.

A set of good class practices for 3 till 5 years-olds using more audiovisual means to explore the world is presented. Even though the children are quite young, they are very handy and careful with these materials. Some children with extra needs do well in exploring these materials. Some children exhibit a high level of wellbeing, involvement, initiative, creativity, language skills and artistic expressivity. The analysis of the video-observations together with these good practices will be used to formulate an answer on the first and second research goal.

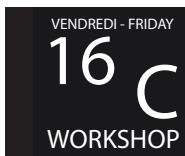
Subsequently, intended strategies to answer the third and fourth research objectives are presented briefly.

This research illustrates the necessity for different means in the classroom in order to offer each child a proper way to express himself. Moreover, this research indicates how (future) preschool teachers can use multimedia in the classroom in a pedagogical way.

Keywords: multimedia literacy, preschool, extra needs, communication skills

Bibliography

- Bottelberghs, P. (2010). Media literacy in education, Media and Learning conference, Brussels
- Buyse, E., Verschueren, K., Doumen, S., Van Damme, J., & Maes, F. (2008). Classroom problem behavior and teacher-child relationships in kindergarten: The moderating role of the classroom climate. *Journal of School Psychology*, 46(4), 367-391
- Goegebuer, A. (2004). Audiovisuele vorming in het Vlaamse onderwijs
- Laevers, F., Debruyckere G., Silkens, K. & Snoeck, G. (2005). Observation of well-being and involvement in babies and toddlers. A video-training pack with manual. Leuven: Research Centre for Experiential Education.
- Vandenbroucke, F. (2005). Studiedag Audiovisuele media en onderwijs, H. Consciencegebrouw, Brussel



THE IMPACT ON PROVISION AND PRACTICE OF THE ONLINE INFORMAL SÍOLTA QUALITY PROGRAMME

ANNETTE KEARNS

Irish Preschool Play Association.

Síolta (CECDE 2006) is the national quality framework for Early Childhood Education (ECE) in Ireland. The Síolta Quality Assurance Programme is in its first formal phase of delivery. Access to the formal programme which carries National Accreditation is, at present, limited and the demand to participate exceeded availability. To facilitate other practitioners to work towards improving practice in their services, IPPA decided to develop an informal Síolta programme and deliver it online. Bates (2005) reminds us that online delivery offers freedom, convenience and the ability to connect with others in different places. Presenting this programme online affords opportunities for participation for various practitioner cohorts including those who might otherwise be geographically isolated.

The aim of this informal programme is to inform early childhood practitioners about the Principles and Standards of Síolta and to help them to develop the skill of reflective practice, leading towards an improvement in quality practice. Research contends that the level of quality in a setting can be directly linked to children's learning and developmental progress. It also indicates that the level of quality practice has a proportionate impact on the increase in positive outcomes (Peisner-Feinberg et al, 2001; Love et al, 2003; Sammons et al 2004; Montie, Xiang, and Schweinhart 2006).

The programme was piloted in three rural counties amongst practitioners from both preschool and day-care services. The challenges of developing an online programme that caters for the varied skill levels, both in terms of IT and ECE practice, were identified, and ongoing issues were addressed (Kearns, 2011).

This research uses an action research approach to examine the impact of the online programme on the provision and practice of the participants. Findings indicate:

- raised awareness of the principles, standards and processes of the Síolta quality programme
- an increase in the practice of reflective action
- an improvement in the quality of provision and practices within the services who engaged in the process.

Keywords: Online Informal Síolta Programme Quality practice Reflection



C13 Strengthening the professional capacity

Chair : Victoria Whittington

EARLY CHILDHOOD TEACHER WORKFORCE DEVELOPMENT: BUILDING EXPERIENCED TEACHER KNOWLEDGE AND PROFESSIONAL CAPACITY

VICTORIA WHITTINGTON , SUE SHORE , CAROL THOMPSON

University of South Australia

Early childhood teacher capacity is critical to the achievement of the goals of the Council of Australian Governments' early childhood policy agenda (Commonwealth of Australia, 2009). Within this policy climate early childhood teachers have an opportunity to develop themselves as professionals. South Australian teachers of 3.5 to 5 year olds were invited to upgrade their qualification to meet the national Universal Access requirement that all 4 year olds have a teacher with a 4 year early childhood qualification (DEEWR, 2009). To meet the required national benchmarks for future work in the field, the Department of Education and Children's Services (DECS) joined with the University of South Australia to provide participating teachers with the opportunity to build overall professional capacity as early childhood educators (ECEs). In this program teachers reflect on their experience and practice, develop their capacity to articulate that practice and update their knowledge in key policy areas such as working with Aboriginal families and knowledge of early years brain development. Employing Smith's (2005) notion of 'generous work', the initiative draws on theoretical and practical applications of recognition of prior learning (RPL) practices in universities (Taylor & Clemans 2000) to map teachers' existing skills and knowledge against four year graduate proficiency. It also develops assignment practices to build academic literacies required for success in later courses within the university program. As part of this program, the RPL component begins to develop a model of professional learning that goes beyond the immediacy of workforce requirements, to build a broad base for early childhood teacher capacity (Andersson & Hellberg 2009; Buysse, Winton, & Rous 2009; Wood & Bennett 2000).

The aim of this paper is to investigate the responses of experienced teachers to returning to study designed to build their capacity as early childhood educators. First the paper describes the underlying principles of the program. Drawing upon teachers' writings in a foundation course at the beginning of their study program, two research questions were posed. What tensions did teachers experience in returning to university study? Using the RPL process devised for this program, how did teachers document their everyday work as ECE professional knowledge, and how did they experience that process? All writings analysed were included with the permission of their authors. Preliminary analyses revealed that teachers found it difficult to articulate their practice using contemporary ECE discourses, and that they experienced substantial challenges to their identities as competent professionals on re-entering a university learning environment. These findings have implications for workplace learning for educators subject to substantial policy change.

Keywords: early childhood education, teacher workforce, professional capacity, recognition of prior learning

Bibliography

Andersson & Hellberg 2009

Buyse, Winton, & Rous 2009;

Smith, DE 2005 Institutional ethnography: a sociology for people, Altamira Press, Lanham.

Taylor & Clemans 2000

Wood & Bennett 2000

THE GRADUATE LEADER AS AN AGENT FOR CHANGE IN EARLY YEARS CARE AND EDUCATION

MARGARET STEPHENSON ¹, MARGARET PARSONS ²

¹ University of Sunderland, Faculty of Education and Society, David Goldman Building, Sunderland, SR6 0DD.

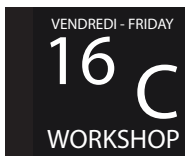
² University of Sunderland, Faculty of Education and Society, Priestman Building, Green Lane, Sunderland, SR1 3PZ

This research explores the emerging expertise of developing and established practitioners working in the context of early years care and education in North East England and considers an evolving understanding of what it means to be a professional operating in a leadership role in this context.

In 2007 the government launched Early Years Professional Status (EYPS) to raise the status and quality of existing and emerging practitioners working with children aged 0-5 in private, voluntary and independent settings (e.g. private day care, nurseries in Children's Centres and child minders). Graduate practitioners are assessed against 39 professional standards; success in this assessment leads to Early Years Professional Status. EYPS is an entirely new approach for the early years sector and is designed to produce practitioners with a broad understanding of learning in the early years which will enable them to lead curriculum development and practice, resulting in improved quality outcomes for children. This research aims to identify Early Years Professionals' perceptions of themselves as graduate leaders of practice and to determine whether their practice as graduate leaders results in the introduction of innovative practice in early years care and education.

Through their role as an early years leader there is an expectation that they will become agents for change in their setting. This research uses the work of Bass and Riggio (2006) on transformational leadership as a framework through which to explore and explain the leadership role of those who have achieved EYPS. This identifies the leader not as a solo figure but as someone who, through inspiring, stimulating, coaching and supporting colleagues to live their ideals, has the capacity to bring about change in individuals and groups. The research is qualitative in nature, using questionnaires to gather data from EYPs who have completed the status with the University of Sunderland about their perceptions of leadership and the nature of change in their settings. Focus groups of the most recent candidates to achieve the status have been used to track and monitor the on-going development of practice. Within this research all participants will be adult practitioners and research has been carried out within the ethical guidelines of the institution.

Initial findings suggest that for some practitioners, achieving EYPS has given them confidence in their ability to lead and in their ability to make changes in their setting. They are also seeking to support other practitioners to develop their practice, although some colleagues are still sceptical about the value of the status and feel that experience in a setting is more important. Early responses to the questionnaire indicate that the colleagues with whom EYPs work do not always fully understand the aims and purpose of EYPS and may even resent the idea of someone having the status, especially if the EYP receives any financial reward, for example, from the Graduate Leader Fund.



Keywords: Leadership, professionalism, innovation, change-agents

Bibliography

Bass, B.M. & Riggio, R.E. (2006) Transformational Leadership (2nd edn) New York: Psychology Press

DAY CARE INSTITUTIONS AS A UNIQUE THIRD: DEVELOPING AND STRENGTHENING THE PROFESSIONAL COMPETENCES OF PEDAGOGUES: CONFRONTING NEOLIBERAL REGULATION

ANNEGRETHER AHRENKIEL , BIRGER STEEN NIELSEN

Roskilde University, Universitetsvej 1, Postboks 260, p 10, 4000 Roskilde

Day care institutions serve a central function in modern society since taking care of children is a prerequisite for the parent's participation in the labour market. This is certainly the case in Denmark; in 2010 more than 97 % of children aged 3-5 attended day care institutions and more than 87 % of children aged 1-2 .

The relation between day care and family life has been discussed in terms of a "supplementary" or a "compensatory" function. But in our view either of these positions succeeds in grasping day care as a unique third different from school on the one hand and family on the other hand and yet connected to both in a very special way. Day care as a unique third plays an extremely important role in creating coherence in the everyday lives of the children and their families and in applying a holistic approach to the lives of children. With inspiration from Henri Lefebvre we discuss the special quality of day care as the ability to create a sense of "rhythm". The creation of a rhythmic coherence is seen as the central and necessary mission of modern day care institutions. But it is also a mission that is threatened by neoliberal forms of regulation and in some approaches to professionalization of day care work. The central mission is often neglected both when central qualifications of day care workers are discussed and when day care work is officially documented and evaluated. Thus a large part of the work in day care institutions remains hidden, unnoticed and invisible (Bech Jørgensen, Bloch, Baagøe Nielsen) and yet extremely important.

Lately neoliberal forms of regulation have been implemented in day care institutions putting more emphasis on learning and preparation for school, such as demands on specific plans for learning and tests on children's linguistic development. These forms of regulations tends to separate certain "learning" activities from other activities in day care and to classify them as more important (Bernstein). At the same time these learning activities seem to offer the professionals a chance to shed light on their otherwise hidden, unnoticed and invisible work. But the professional competences (In Danish: "faglighed") of the pedagogues are expressed in many other activities and situations in the everyday life in day care institutions, such as putting children to sleep, eating with children etc.. Also the specific learning activities require unnoticed professional competences to make them work. Our project intends to raise the awareness of how professional competences are expressed in many other ways than the neoliberal forms of regulation focus on. This should be used to formulate political alternatives to neoliberalism based on our understanding of the central mission of modern day care institutions.

Keywords: quality of day care, between family and school, unnoticed competences, creating coherence,



C14 Numeric technologies and learning

Chair : Brownen Cohen

YOUNG CHILDREN'S TEXT-MAKING AS RHIZOMATIC WORK

CARINA HERMANSSON

Estetisk-filosofiska fakulteten, 651 88 Karlstad

Young children's involvement in written communication show that children today are acquainted to a variety of communicative forms, i.e. written words, sound, images, layout, moving pictures among many others. Written words are now no longer the only central mode in texts that children are involved in, whether it is the printed page in a comic or advertisements on a website, whether it is on sms, movies or when making their own sms. These early childhood literacy events of today are important issues for early childhood educational research to investigate and interpret in order to increase the understanding of children

as active citizens, as writers and readers who construct and reconstruct literacies in everyday practical learning situations.

These literacies of today can be constructed both for and by the children within an actively negotiated set of relations. As young children use combinations of different modes there is a need to understand the complex ways in which speech and writing interact with 'non-verbal' modes and this in its turn raises questions about how children actually do when making text-like writings. In my research I will investigate how these writing events can be interpreted to reveal how children engage in making text-like writings in which they use various resources as a pen or a computer, movements of their body, verbal interaction but also the use of space and time.

The aim of this presentation is to draw the attention to the question: How do young writers combine, assemblage, transform, construct and negotiate different resources when making text-like writings? I will present data from a study, aiming at exploring children's text-making and their processes as writers. The study is conducted in a Swedish elementary class including twenty-seven children in the age range six till eight years. An ethnographical approach is used involving video and audio documentation as well as field notes and examples of children's written products. My ambition in this presentation is, from a multimodal and rhizomatic perspective, to discuss some empirical findings in relation to the research field of literacy with special interest to modern childhood, learning and didactics. By presenting the experience of a writing event as an evolving act, rapidly moving, temporary and present, may on the one hand initiate to reflection on how literacy is constituted in the educational settings and how educators engage with the performance, which in continuation can lead to advances in early childhood education settings. On the other hand, new knowledge about how children make texts can be made and explained on a theoretical and methodological level and may generate for example new concepts.

Keywords: Early childhood education, writing practices, rhizome, multimodality

DEVELOPING EARLY LITERACY IN A MULTI-MEDIA WORLD: A MULTIMODAL PERSPECTIVE

ROSIE FLEWITT

The Open University, Stuart Hall, Walton Hall, Milton Keynes, MK7 6AA, Angleterre

There is little doubt that digital media now play a significant part in everyday literacy practices in many societies around the globe, but what impact do they have on young children's literacy learning as they engage with a range of objects at home and in early education? In this paper I report on a small-scale study funded by the UK Economic and Social Research Council (ESRC) that explored young children's literacy development in a multi-media world.

The primary aim of the study was to understand how three and four-year-old children develop literacy as they engage with multiple media as part of everyday literacy practices at home and in early education. Informed by sociocultural theories of literacy as social practice, the study used multimodal analysis to gain in-depth insights into the richness and diversity of nursery-aged children's literacy learning with a range of media. A particular focus was therefore placed on how participants encountered and used a range of modes (such as gaze, gesture, body movement, spoken and written language) with diverse literacy-related artefacts.

Using ethnographic methods of data collection along with questionnaire data in one Sure Start nursery, we conducted interviews with staff and parents and made video recordings, in the nursery and in the children's homes, of ten boys and girls from different social backgrounds, with different reported uses of new media and with different learning abilities. Ethical issues related to conducting video studies of young children in an educational setting and in the privacy of their homes will be discussed.

The study found that all the observed children experienced both traditional and new technologies as part of everyday literacy practices. However, their participation and expertise varied widely depending on adult beliefs about early literacy and new technologies. Most parents and practitioners recognised the importance of digital media in the young children's present and future lives, yet were unsure about how to harness their learning potential. In local and national Early Years documentation and practice there was a strong emphasis on the acquisition of traditional literacy skills, whereas children's knowledge of digital technologies was rarely addressed or integrated in planning. Whilst some children, with parental support, were developing skilled literacy competence and confidence across a range of media, others were not, and there was strong evidence of an emerging 'digital divide' which cut across socio-economic groupings.



In this paper I will discuss how practitioner and parental beliefs about new technologies shaped the children's experiences, and will show instances of how the young children studied developed literacy knowledge and skills as they engaged with the different representational modes available to them in a range of media, from making marks with crayons on paper, to sharing illustrated story books, computers, interactive TV screens, games consoles and digital toys. The talk will then explore the implications of these findings for early years practice and policy, and the need to acknowledge the presence of digital media and electronic objects in contemporary young children's lives.

Keywords: early literacy, new technology, artefacts

Bibliography

- Flewitt, R.S. (in press) 'Bringing ethnography to a multimodal investigation of early literacy in a digital age'. *Qualitative Research Special Issue on Multimodal Ethnography* (Issue Editors, B. Dicks, R.S. Flewitt, L. Lancaster and K. Pahl) 2011 (3).
- Wolfe, S. and Flewitt, R.S. (2010) New technologies, new multimodal literacy practices and young children's meta-cognitive development, *Cambridge Journal of Education* Vol. 40, No. 4, December 2010: 387–399.
- Nind, M., Flewitt, R. and Payler, J. (2010) 'The social experience of early childhood for children with learning disabilities: inclusion, competence and agency', *British Journal of Sociology of Education*, (31) 6: 653 — 670.
- Nind, M., Flewitt, R.S. and Payler, J. (2009) Social Constructions of Young Children in 'Special', 'Inclusive' and Home Environments, *Children and Society* (Early View).
- Flewitt, R.S., Nind, M. and Payler, J. (2009) 'If she's left with books she'll just eat them: considering inclusive multimodal literacy practices' *Journal of Early Childhood Literacy*, Special Issue on Multimodal Literacy. Vol. 9, No. 2: 211-233.

TODDLER'S DIGITAL PLAY AT HOME! AN EXPLORATIVE STUDY OF TODDLERS PLAY EXPERIENCES WITH NEW DIGITAL TECHNOLOGY

FARZANEH MOINIAN

Institute of pedagogy, didactic and educational studies Box 2136 SE-75002 Uppsala Sweden

Digital technology is a significant part of many toddlers' everyday lives in Sweden. These very young children develop access and competences with digital technology such as mobile phones (iphones), multimedia players (ipods), digital cameras and other information and communication technologies in the context of social interaction with their families from birth. When toddlers use digital technology in their play it is new and different forms of play which are created depending on new and different context and opportunities these new technologies offers. This paper presents some main results from a study which explores how five toddlers living in Swedish middle-class families play and acquire access to digital technologies, within the social relationship of their families and peers. The study is based on media ethnographic fieldwork in which video observation is a primary method together with interviews with parents as well as written inquiries and informal talks. A number of recent international studies are drawn upon to analyze the growing field of research on toddlers play and learning on the internet (Wood, 2009; Yelland, 1999; Zevenbergen, R. 2007). Adapting the theory of situated learning, together with the application of critical and socio-cultural analyses to play in early childhood, the study explores where, in interaction with whom, how and when do toddlers play on the internet. Findings of this study describe and highlight toddler's e daily experiences of incorporating the new technology into their play. At the same time, by analyzing the location, time and frequency of access to media as well as patterns of verbal and non-verbal interactions related to toddler's media use the study highlights even the parent's active part in the media socialization of their children. Finally the findings are discussed within the dominant discourse on the increasing digital divide considering gender, class, and ethnicity.

Keywords: Toddlers, families, Play, digital technology,

References:

- Wood, E.(2007). New directions in play: consensus or collision? *Education* 3-13, 35(4):309-20.
- Yelland, N.J.(1999).Technology as play. *Early childhood education journal*, 26(4):217-25.
- Zevenbergen, R.(2007) Digital natives come to preschool: Implications for early childhood practice. *Contemporary issues in early*

Keywords: Keywords: Toddlers, families, Play, digital technology



C15 Outdoor play development

Chair : Elly Singer

OUTDOOR PLAY ENVIRONMENTS AND ACTIVITIES IN FINNISH AND TAIWAN DAY CARE CENTERS

LI-CHEN WANG ¹, JYRKI REUNAMO ²

¹ Department of Early Childhood Education, Ching-Kuo Institute of Management and Health, 336 Fu Hsin Rd., Keelung, Taiwan, R.O.C.

² University of Helsinki, P.O.Box 9, Siltavuorenpenger 7, FI-00014, Finland

The aims of the research: The paper compares children's outdoor free play in Finland and Taiwan using long term systematic observation in the day care setting.

Theoretical and conceptual framework: This report is part of a larger collaborative project between Finland and Taiwan that explores agentic perception in early childhood. Vygotsky's theory suggests that children actively create changes in their environment. The paper presents data that may offer clues to the children's agency during outdoor free play, and articulates a theoretic orientation that depicts how the existence of agency in children's outdoor free play suggests new perspectives for early childhood curriculum and for teacher child interaction.

Methodology: Systematic observation was applied to 300 children in Taiwan and 700 children in Finland over a period of six months. The objectives, instruments, observational items and data analyses were developed collaboratively, during exchange visits between the two countries. The observed items included types of activities, activity level, involvement, teacher-child interactions, and child-child interactions. Observers were teachers from a different group in the same center who had four months of intensive training before data was collected. Data from the two countries were merged for analysis.

Ethical considerations: Permissions were gathered from all parents before the children were observed. Names and identifying characteristics were deleted before data merging and analysis.

Main findings and implications for policy or practice:

The percentage of time for outdoor free play in Taiwan was significantly lower than Finland. Taiwan outdoor free play activities are focused on non-social elements of learning and on the general environment. The design of Finnish outdoor free play focused on one child or a small group of children.

Taiwan children have higher physical activity levels than Finnish children in outdoor free play. In terms of level of involvement, most Taiwan children have medium levels, followed by high levels. For Finland, most children have high levels of involvement, with medium levels being the most frequent.

The physical distance between teacher and children is much closer in Taiwan than Finland, with greater proportions of teacher-child interaction than Finland. In both countries, the main task of teachers during outdoor free play is to observe the children.

Discussion of the data include factors such as climate, the physical surroundings, daily routines, cultural views of education, etc. These findings provide concrete evidence for pedagogical development in the two countries. They promote new understanding of the cultural and educational environments, and challenge us to reconsider and reflect upon currently accepted views of education.

We believe that the findings empower both classroom teachers and children. Teachers' participation as researchers promotes practical inquiry and empowers them to become critical thinkers based on the process and results.

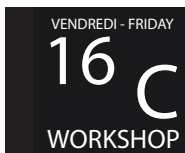
Keywords: Learning Environment, Outdoor Free Play, Observation, Agentic Perception

OUTDOOR ACTIVITIES AND PLAY IN NATURE AS AN EDUCATIONAL VALUE

KAREN MARIE EID KAARBY

Oslo University College, Pilestredet 52, p.b. 4, St. Olavs plass, 0130 Oslo

This paper discusses cultural values and understandings in relation to the Norwegian concept «friluftsliv» and children's outdoor play. Outdoor activities and play in nature are deeply rooted in Norwegian society. To practice «friluftsliv» can be understood as a cultural competence and a reproducer of «being a happy camper». The concept «friluftsliv» is ambiguous, but there is a core element of simple life in natural settings combined with nature conservation. It also includes a pedagogical way of working. According to tradition positive experiences of «friluftsliv» and outdoor play are goals in the curriculum both in early childhood education and in kindergartens. «Friluftsliv» and outdoor play represent educa-



tional values and normativity. But common people's and immigrants' relation to «friluftsliv» and play in nature in different seasons are more complex. Based on different kinds of work with the topic from last year students in a workplace-based program and focus group interviews with them, their understandings are analysed in an attempt to answer how these multicultural students do adopt and expand the Norwegian concept of «friluftsliv» and play in nature in kindergartens. Critical considerations will be given to different understandings and practices of «friluftsliv» and play in nature in multicultural kindergartens, among multicultural students and in the early childhood education. The implications of these findings may open up for other ways of understanding and practicing «friluftsliv» and play in nature.

Keywords: Outdoor activities, educational values, cultural diversity, knowledge, normativity

WEST-VIRU AND JÕGEVA COUNTY PRESCHOOL TEACHER'S AWARENESS OF LEARNING IN NATURE, OUTDOOR LEARNING METHODS AND THE POSSIBILITIES OF USING THEM

LEHTE TUULING

Tallinn University Rakvere College

Many researchers including Pestalozzi, Comenius, Szczpanski, Dahlgren, Hammermann, Bilton have written about and studied the importance of outdoor learning. In Estonia Mikk Sarv has defined outdoor learning as learning in a real environment through first hand experience, by doing things oneself and sharing one's experiences. Children's activities are inspired by their surroundings. That which can be seen and felt naturally becomes the subject of many games. It is easy for children to see the actions and emotions of those close to them and to mimic them during play. While playing the child can relive his/her experiences and expand on them – this deepens the understanding of the experiences and develops creativity. On the other hand it is much more difficult for children to perceive things that surround them, but they have no personal emotional connection with. Many experiences in the surrounding natural environment play an important part in supporting a child's development. Through them a child can obtain knowledge much faster and more effectively than they would using just pictures and words. Therefore the preschool teacher plays an important part in teaching children about the world around them and in guiding them to explore it. It is important that teachers know how and what to teach so the children would actually learn it, understand it, remember it and be able to connect it with new knowledge that they obtain so they would grow up to be wise and independent people.

The purpose of this study was to find out about West-Viru and Jõgeva county Kindergarten Teacher's awareness of learning in nature, outdoor learning methods and the possibilities of using them. Using a questionnaire we found out how pre-school teachers rate the importance of nature in a child's development and how they use outdoor learning in their work with children. We found out that most pre-school teachers think that outdoor learning is very important because a child learns through practical activities and being outside is healthy. They try to plan outdoor learning activities at least twice a week. So it is safe to presume that teachers like to use outdoor learning. Different movement and observation activities are mostly used when learning outdoors. Teachers rate the support of outdoor learning for different education areas quite highly. Outdoor learning is mostly used in the areas of Movement and Me and the environment because they are easier to do outdoors and the goals of these areas call for learning about surroundings and being outdoors. The biggest obstacles in implementing outdoor learning are the absence of proper environments and little knowledge about outdoor learning methods also poor weather conditions and children's age. Still many teachers found that if there is a will to learn outdoors there is a way. We found out that pre-school teachers use outdoor learning but it is unclear how much they know about outdoor learning and where they obtain their knowledge about it.

Keywords: development, outdoor learning, supportive environment, active learning



C16 Learning environment

Chair : Carol Duffy

SIGNIFICANCE OF THE PHYSICAL ENVIRONMENT IN IMPLEMENTING PRE-SCHOOL EDUCATION IN COMPREHENSIVE SCHOOL CONTEXT

ANNELI NIIKKO , SARI HAVU-NUUTINEN

University of Eastern Finland, Tulliportinkatu 1, 80100 Joensuu, Finland

In pre-school education pedagogical quality has been extensively studied. In these considerations environment has been often ignored. Also in practical work the teachers have paid little attention environmental issues (Blenkin & Kelly 1996). In our small-scale case study we are examining Finnish teachers', parents' and children's views of preschool's environment when it is part of the comprehensive school context. Also we are investigating the physical environment's relation to psycho-social, aesthetic and pedagogical environment.

The theoretical foundation builds upon socio-constructivist thinking where learning is understood as a reciprocal relation between the child and environment (Lave & Wenger 1991; Petegem, Donche & Vanhoof 2005). The key concept of the study is learning environment that is determined as the physical, psycho-social, aesthetic and pedagogical dimensions. Physical environment consists of constructed and natural environment, buildings, space, equipment and material. Psycho - social environment refers to the various thinking, attitudes, wellbeing, interaction and linguistic environment. Aesthetic environment means the elements which we value through our own experiences. Physical and psycho-social dimensions which are examined through the goals of education and learning are part of the pedagogical environment. (Pianta et. al. 2002; Piispanen, M. 2008.)

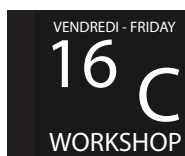
The study consists of one municipality of 12 000 inhabitants in the eastern part of Finland. The informants are 9 pre-school teachers, 93 parents and 15 children (12 % total 121). Data was collected with the questionnaires. The questions in the teachers' questionnaire focused on the teachers' conceptions of pre-school activities, teaching strategies and co-operation. The questions in the parents' questionnaire emphasized the children's development and school transition. The teachers and the children were interviewed. The children's interviews took place at the beginning of in the first grade. Quantitative data were interpreted through frequencies and percentiles and qualitative data through discourse analysis and content analysis. In consideration of empirical data anonymity has been taken into account.

The central findings were: 1) the advantages and disadvantages in physical environment; 2) Physical environment's interaction with the socio-emotional and aesthetic dimensions of learning environment and 3) Physical environment's interaction with the pedagogical dimensions of learning environment. The advantages were associated with school transition. The disadvantages connected with physical space, equipment and materials indoors and outdoors (teachers) and also children's transportations and free time before and after pre-school (parents). The pre-school had many positive impacts on socio-emotional learning environment. However, the language which was expressed by the teachers, the parents and the children reflected the adaptation to the traditional school context. One implication for policy and practice is that physical environment influences significantly on how well children's education and learning can be organized and which factors can be emphasized in preschool.

Keywords: pre-school education, learning environment, school transition, school context

Bibliography

Blenkin, G.N. & Kelly, A.V. (1996). Early childhood education. a developmental curriculum. 2.ed. London : Chapman. 29-55. Lave, J. & Wenger, E. (1991). Situated learning. Legitimate peripheral participation. Cambridge: Cambridge University Press. Pianta, R.C., La Paro, K.M., Payne, C., Cox, M. J. & Bradley, R. (2002). The Relation of Kindergarten Classroom Environment to Teacher, Family and School Characteristic and Child Outcomes. The Elementary School Journal, vol. 102(3), 225- 238. Petegem, P., Donche, V & Vanhoof, J. (2005). Relating pre-service teachers' approaches to learning and preferences for constructivist learning environments. Learning Environment Research 8, 309-332. Piispanen, M. (2008). Good learning environment. Perceptions of good quality in comprehensive school by pupils, parents and teachers. university of Jyväskylä. Kokkola University Consortium Chydenius



RE- INTRODUCING NATURAL PLAY SPACES IN PRESCHOOLS.

CAROL DUFFY

Irish Preschool Play Association.

A growing interest in outdoor play and the success of the IPPA 'Garden of Possibilities' in the Bloom Garden Festival in Dublin in 2010 has generated a demand in Ireland from early childhood practitioners for support in developing their outdoor spaces. Consequently an IPPA Early Childhood Specialist engaged in this action research project with a cohort of urban childcare pre-school services with limited space and resources as they reconceptualise their outdoor play spaces. The research question addresses how to support practitioners in introducing a more natural play environment to their services, in line with the principles of Aistear, the Early Childhood Curriculum Framework (NCCA, 2009) and Siolta, the National Quality Framework for Early Childhood Education (CECDE, 2006). This paper tracks the methods used, the challenges encountered, the lessons learned and the improvements made. We see how national, regional, and local organisations collaborate to support practitioners in improving the quality of their outdoor environments. It offers an example of the complexities involved in changing attitudes, building and maintaining competence, and embracing a risk-benefit approach. The research is underpinned by the theories of Bilton (2007), Gill (2009), Moore, (1999) Sobel (2008) and White (2009) and is carried out with the research participants and with the permission of practitioners, parents and children. The findings have implications for the work of early childhood practitioners and those who support them in developing outdoor play opportunities

CREATING NEIGHBOURHOODS FIT FOR EVERYDAY PLAY

CARMEL BRENNAN

Irish Preschool Play Association.

The Irish Preschool Play Association (IPPA) has initiated a research project on the availability of play spaces and opportunities for young children in Irish neighbourhoods. The aim is to explore the affordances and constraints on neighbourhood play in Ireland, particularly the structural barriers (Crawford et al, 1991) so that we can inform national policy and support communities in improving their play facilities for young children. Previous research in this area in Ireland is limited, focusing on broader leisure facilities. De Róiste and Dinneen (2005) found that 90% of teenagers play some sport, thanks largely to the prevalence of the Gaelic Athletic Association. Most recently, the longitudinal study entitled 'Growing up in Ireland: the lives of 9 year olds' (Williams, Greene et al, 2009) also found a high percentage of 9 year olds (75%) are involved in sport but significantly only 1:4 of them meet the World Health Organisation recommendation that school age children engage in 60 minutes of moderate to vigorous exercise every day. IPPA's research is more interested in this younger age group and their access and use of neighbourhood play spaces and consequently the latter statistic is of major interest.

The research literature provides substantial and wide-ranging evidence of the importance of play for young children. For example, 'Play for a Change' (Lester and Russel, 2008) undertaken for Play England, U.K. concludes that 'The evidence is compelling.....the benefits of play accrue from its characteristics of unpredictability, spontaneity, goallessness and personal control...' (p4). Likewise in the U.S., Burdette and Whitaker (2005) in a paper entitled 'Resurrecting Free Play in Young Children: Looking Beyond Fitness and Fatness to Attention, Affiliation and Affect.' published in the Archives of Paediatrics and Adolescent Medicine tell us that unstructured free play brings cognitive, social and health benefits to children. It is important therefore for children, families and communities that we develop mechanisms, such as this research project, for advocating for play. The research methodology includes an opinion poll targeting both adults and children combined with a series of focus group discussions with participants from a cross section of neighbourhoods, ethnic groups and age cohort, providing both quantitative and qualitative data. Research participants remain anonymous.

This paper

- presents the findings of the research. Findings include the need for (i) more child friendly and safe public spaces in neighbourhoods, (ii) a strategy for educating parents and communities on the importance of play for healthy children and healthy neighbourhoods and (iii) supports for communities to support and encourage children's play.
- explores possible strategies for developing play opportunities in local neighbourhoods including generating a shared community commitment, creating spaces and mentoring and monitoring play.
- discusses the impact of the research on public opinion and policy in Ireland.

Keywords: neighbourhood play, opinion poll, focus groups, media, policy



C17 Conceiving professional training III

Chair : Astrid Thomann Jeanneret

A LARGE SCALE IN-SERVICE TRAINING PROGRAM FOR PRINCIPALS AND COORDINATORS OF EARLY CHILDHOOD EDUCATION INSTITUTIONS: A CASE STUDY

MARIA PAULA ZURAWSKI ¹, TATIANA SOUZA ²

¹ Instituto Superior de Educação Vera Cruz - Rua Baumann, 73 CEP 05318-000, São Paulo - SP Brazil

² Distrito de Rubião Jr., s/nº - CEP 18618-970, Botucatu - SP Brazil

Brazil is undergoing a moment of important transformations regarding Early Childhood Education: welfare service to children is gradually being replaced by an understanding of Early Childhood Education as a social right of all children and a duty of the State. Therewith, daycare centers and preschools were provoked to build up a new identity for overcoming antagonist and fragmented positions, whether they were welfare-based or based on a preparatory perspective for subsequent schooling stages.

This new focus on Early Childhood Education created also new perspectives for public policies. Since 2006 a large-scale in-service training Education Program has been developed by the Secretary of Education of São Paulo, a city with near 11.000.000 of inhabitants. Among them, approximately 380.500 are children who attend public daycare centers and pre-schools.

The Program proposed the implementation of a continuing in-service training for Early Childhood Education to assist principals, pedagogical coordinators and teachers from the city's daycare centers and preschools.

In this presentation we will focus on the in-service training of approximately 1.500 principals and coordinators, as professionals who organize and coordinate their team's reflection processes, question choices and recover the principles of their institutions. In this sense, the Program considers the idea of a shared pedagogical management focused on the education in the children's daily life, as well as on the professional growth of the institution's team.

The structural design of the program provides monthly meetings, which necessarily involved the dual management of the units (principal and pedagogic coordinator). These meetings were mediated by specialists hired by the Secretary, which were supervised by the coordinator in-charge of this area of training in the Program.

In order to analyse the challenges of this management conception and the ways to face them to become it real, these professionals should be able to systematize their actions, observations and decision making so as to produce reflections that, based on the analysis of daily practices, subsidize the production of knowledge on the collective education of small children in public institutions. Thus, the Program is creating methodological instruments supported by curricular documents produced by the schools themselves, in a shared writing process that involves all of the city's daycares and schools.

The work carried out in the Program points out three aspects that need to be addressed. The first one deals with the processes of decision making, a big challenge of contemporary management in an Early Childhood Education institution. Another point is dealing with the turnover rate of professionals that work in the institutions, a common fact in public education, which prevents managers from taking on, besides their administrative functions, the function of team builders. Finally, we will focus on the lack of preparation of these individuals, at a university level, to coordinate continuing training processes in the units in which they work, since the need for educational processes becomes trivial in public schools, given the many changes in education reality and the quick development of theories in education and care for small children.

Keywords: Public education; large scale in-service principals and coordinators training; managerial education, methodological tools

Bibliography

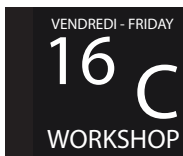
DAHLBERG, Gunilla; PENCE, Alan; MOSS, Peter. Qualidade Na Educação da Primeira Infância. ARTMED. São Paulo, 2003.

MAUÉS, O. C. Reformas internacionais da educação e formação de professores. Cadernos de Pesquisa. São Paulo, n.118, p.89-117, mar. 2003.

OLIVEIRA-FORMOSINHO, J. O Desenvolvimento profissional dos educadores infantis: entre os saberes e os afetos, entre a sala e o mundo. In: OLIVEIRA-FORMOSINHO, J.; Io: Pioneira; Thomson Learning, 2002. p. 41-88.

VYGOTSKY, L. S. A formação social da mente. São Paulo : Martins Fontes, 1984.

ZABALZA, Miguel; ANGEL Neves, BEATRIZ Affonso. Qualidade Em Educação Infantil Artmed, São Paulo, 1998.



KNOWLEDGE ACQUISITION AND MEANING ELABORATION IN IN-SERVICE TRAINING OF PEDAGOGICAL COORDINATORS OF ECE INSTITUTIONS

IEDA ABBUD

Instituto Superior Vera Cruz – Rua Baumann, 73 – CEP 05318-000 – São Paulo, SP, Brazil

For many of the public schools in big cities such as São Paulo, Brazil, which today assists approximately 380.500 children in their public daycares centers and pre-schools, it has been a great challenge to guarantee that curricular orientations are overall appropriated in the educational practice of each school unit with its singularities.

Since 2006, the Secretary of Education of São Paulo City has been faced this challenge investing in a large in-service pedagogical training program for Early Childhood Education, a decentralized project in its execution and an integrated one in its conception. In 2008, this Secretary disclosed a document called Curricular Orientations: expectations for learning and didactic orientations for Early Childhood Education, which seeks to subsidize the elaboration of the pedagogical project in the educational units. This curricular intervention also assumed that the Pedagogical Coordinator would be responsible for the articulation of the curriculum improvement linked to in-service training of unity's teachers. Therefore, this professional was recognized as an essential element in the development of more advanced educational practices for children in their daily school lives.

The subjects of the Program's formative action were Pedagogical Coordinators of 864 early childhood education units that assisted children aged 0 to 6. They were enrolled in 34 groups' monthly meetings mediated by 26 technicians of the regional teaching boards. These technicians, in turn, were monthly supervised in eight hours group meetings with the program's central staff to prepare them for their task. In these meetings themes and strategies were discussed to provide specific methodologies for the pedagogical coordinator's work, such as: institutional diagnosis, observational schedules and registration, formative sequence planning; group's dynamic analyses and analysis of daily practices.

Our intention in this presentation is to discuss some aspects of the program, aiming to investigate how to articulate theoretical knowledge with more efficient methodologies in the continuing education of education professionals. This analysis is based on the idea that professional education constitutes a complex acquisition process by the subject of how to feel, think and act in situations created in the environment where the professional works, and of ways to attribute meanings to its components. Therefore, a practice transformation process cannot be limited to the study of curricular documents and technical orientations, but should take into account the significance processes of these orientations by the professionals involved.

This presentation will analyze the data of recordings of three meetings developed by six regional technicians with their pedagogical coordinators groups following the same agenda. This analysis let us to point out that the activities promoted for coordinators and the interactions between them and more experienced teachers are essential for the construction process of meanings and the acquisition of knowledge experience by these coordinators and, therefore, require attention from the teachers responsible for the mediation of these processes.

Keywords: Public education; large scale in-service training in Education, methodological tools.

Bibliography

NÓVOA, A. (org.) *Vidas de professores*. Porto: Porto Editora, 1992.

PERRENOUD, P. *A Prática reflexiva no ofício de professor: profissionalização e razão pedagógica*. Porto Alegre: Artmed, 2002.

ROSSETTI-FERREIRA, M. C.; AMORIM, K. S.; SILVA, A. P. S.; CARVALHO, A. M. (orgs.) *Rede de significações e o estudo do desenvolvimento humano*. Porto Alegre: Artmed, 2004

SMOLKA, AL.B. *Sobre significação e sentido: um ensaio - uma contribuição à proposta de Rede de Significações*. In M.C. Rossetti-Ferreira, K. S. Amorim; A P. Soares

VYGOTSKY, L. S. *A formação social da mente*. São Paulo : Martins Fontes, 1984.

APPROPRIATION OF NEW METHODOLOGICAL TOOLS FOR ECE PRACTICING TEACHERS

SILVANA DE OLIVEIRA AUGUSTO

Instituto Superior Vera Cruz – Rua Baumann, 73 – CEP 05318-000 – São Paulo, SP, Brazil

In Brazil, during the last few years, there has been a growing debate among educators on what it means to be a teacher of early childhood education. In the academic world, researches referenced on different authors advance in the didactic and pedagogical discussion on the practices of early childhood education. Others seek to establish a relationship between the teacher and his/her own learning process. Despite the contributions on what and how a child learns, on one side, and on what and how the teacher learns, on the other, few changes have been effectively observed in the daily pedagogical practice of teachers in daycares and schools. Therefore, a current challenge in Brazilian public education is how to



link theoretical knowledge from academic researches with more efficient methodologies in the continuing education of education professionals.

To analyze this possibility we will discuss a curricular intervention experience in a Brazilian public early childhood education school. Such intervention was characterized by developing a professional education program between 2009 and 2010 to assist approximately 3.749 teachers working in early childhood education centers that attend children from 8 months to 6 years of age. Such program is based on a vision of early childhood education that seeks to ensure the right of every child to experience his/her childhood and to be brought into a context that promotes development.

The education methodology that guided the education program considered that the «personal and professional development of a teacher is a complex process, woven as he/she chooses sides regarding multiple and, sometimes, contradictory situations» (Oliveira et al, 2004). This methodology recognizes the network of meanings (2004) that each teacher uses to make decisions in teaching situations, its subjective processes based on the different fields of experience that are activated during the teaching activity.

Based on Vygotsky, we understand that the teaching activity implies the use of determined instruments that cause the transformation of psychological tools that were historically developed to control determined mental processes. Such tools are essential in the teacher's self-regulation of his/her world with the children and, for this reason, they are the founding blocks of the work described herein. Based on these theoretical frameworks, and presuming the social and dialogical nature of development and knowledge, we focus on the teaching education methodology founded on the use of the teacher's specific practical instruments: the didactic planning of activities and reflection on records.

The methodology used here created a planning device for pedagogical activities shared with more experienced colleagues in the different languages - dance, theater, music, drawing, verbal language - inciting the elaboration of interpretations for the children's answers. This allowed teachers to build their own instruments: anticipate actions, observe, record, argue in favor of an idea or position and formulate new concepts. Thus, the methodology used in the education of teachers contributed to define a profile for the early childhood education teacher and oriented new ways of working with children in the different fields of experience, seeking changes in deep-rooted educational practices.

Keywords: Public education; Didactic planning; large scale in-service teacher training.

Bibliography

NEWMAN, F.; HOLZMAN, L. Vygotsky: cientista revolucionário. São Paulo: Loyola, 2002.

OLIVEIRA, Zilma De Moraes Ramos; SOARES, Ana Paula; CARDOSO, Fernanda Moreno; AUGUSTO, Silvana De Oliveira. Construção da identidade docente: relatos de educadoras de educação infantil. Cadernos de Pesquisa, v. 36, n. 129, p. 547-571, set./dez. 2006.

SILVA, A M. Almeida Carvalho, orgs. Rede de significações e o estudo do desenvolvimento humano. Porto Alegre: Artmed, 2004.

SOUZA, S. J. Infância e linguagem: Bakhtin, Vygotsky e Benjamin. Campinas: Papirus, 1996.

VYGOTSKY, L. S. A formação social da mente. São Paulo : Martins Fontes, 1984.

C18 Parents expectations

Chair : Marianne Modak

THE BABY ROOM: CONSULTING FAMILY WISH LISTS

KATHLEEN GOOCH ¹, SACHA POWELL ²

¹ Canterbury Christ church University

² Canterbury Christ Church University

Currently there appears to be increasing political and economic pressure on women to take paid employment outside of their home, necessitating day care for babies. In England there is a variety of commercial provision, ranging widely in relation to cost and content. The Baby Room Project is now in its second year. One of the recurring themes of the project, amongst its participants and advisers, has been to interrogate notions of 'quality', ie what is an 'ideal' baby room? In this paper we explore some of the issues relating to the choices made by parents for their baby's care in out-of-home settings. We look at the potential for synthesis between the family's stated values and concerns for their baby's care and the provision offered. Additionally we examine what practitioners say about 'ideal' provision and report their perspectives, in relation to their own values about child care and their practice. We also explore the relationship between family and practitioners. Our research attempts to function 'relationally', adopting a social constructivist paradigm as it seeks to offer opportunities for participants to analyse their contributions and their responses and to share together their findings. We have used questionnaires, interviews,

video, field notes and research conversations in order to construct a mosaic of understanding. In addition to obtaining permissions in relation to participation, observation and film, there are further ethical considerations relating to the care and support of those participating in the research. It is not our intention to create an atmosphere of suspicion or dissatisfaction with provision or between practitioners and families. Neither is it our intention to suggest that nurseries in England offer a panacea in relation to child care. Early findings suggest that there is a mis-match between families' wish lists and practitioners and provision, but that through support, transparency and careful professional development stronger relationships can be built to the advantage of babies.

Keywords: families' voices, ideal daycare provision, quality, relationships

Bibliography

Anning A, Cullen J and Fleer M (eds) (2004) *Early childhood Education - society and culture*, London: Sage
 Dahlberg G, Moss P and Pence A (2007) (2nd ed) *Beyond quality in Early Childhood Education and Care: languages of evaluation*, London: Routledge
 Elfer P, Goldschmied E and Sellack D (2003) *Key Persons in the Nursery, building relationships for quality provision*, London: fulton
 Foldschmied E and Jackson s (2004) (2nd ed) *People Under Three - Young children in day care*, London: Routledge

CHOOSING IRELANDS ONLY FULL DAY, OUTDOOR, EARLY CHILDHOOD CARE AND EDUCATION SERVICE.

RITA MELIA ¹, SALLY O DONNELL ²

¹ *National Childrens Nurseries Association Ireland.*

² *The Glen Outdoor School.*

The increasing number of women returning to work after childbirth in Ireland, coupled with parents growing awareness of the benefits of quality ECCE for their children, provided the catalyst for one ECCE provider to consider and offer a full day outdoor ECCE service. This paper documents the decision and the process, by the provider to offer this service for children aged 2-10 years, where children spend 95% of their day in the ECCE service outdoors. Parents decision to access this type of ECCE service are recorded. Documentation, using childrens graphic art, audio and video give visibility to the participation and consultation of children in the service provision. Interviews with the Health service Executive, pre school inspection team, describe how this type of ECCE provision complies with pre school childcare regulations. The paper reflects how the outdoor service reflects Siolta the national quality framework and Aistear the national curriculum framework. The paper links to the strand of the conference «From economic necessities to educational necessity», it describes parental choice and reasons for choosing this type of ECCE, it also reflects on parents expectations of this service type and their priorities for choosing this service. The paper outlines how this ECCE service meets regulation requirements. The aim of this research was to describe why parents choose an outdoor ECCE service for their child. The paper documents, why the provider decided to provide this service, how she worked in collaboration with the inspectorate to comply with regulations. Qualitative research using narratives with parents, childcare provider and pre school team, Childrens artwork, audio and video coverage, gives voice to the child. All participants in this research were fully informed of the research project, written consent was obtained from all participants, parental consent, was obtained and all children were given the choice to participate, following consultation. This research paper is not complete, the author expects that the findings will have implications for ECCE sector in Ireland.

Keywords: Parental Choice, out doors, regulations, educational value.



C19 Pedagogical initiatives I

Chair : Linda Mitchell

THE CONTRIBUTION OF NEW ZEALAND'S EARLY CHILDHOOD EDUCATION STRATEGIC PLAN POLICY INITIATIVES TO PEDAGOGICAL CHANGE: FINDINGS FROM A LONGITUDINAL EVALUATION.

LINDA MITCHELL

University of Waikato, Private Bag 3105, Hamilton 3240

Theme: expertise, qualifications and common sense.

«Pathways to the Future—Ngā Huarahi Arataki» was New Zealand's 10-year strategic plan for early childhood education (ECE) published by the Ministry of Education in 2002. It had three overarching goals— to promote participation in good quality ECE; to improve the quality of ECE; and to enhance collaborative relationships between ECE services, parent support and development, schools, health and social services. The aims of the evaluation were to find out to what extent, in what ways and how effectively had the strategic plan supported these goals. The evaluation examined the responses of individual ECE services in 2004, 2006 and 2009 to the opportunities and resources offered by the strategic plan, and contextual factors that influenced them. This paper focuses on the relationships between policies aimed at raising quality and teaching and learning practices. Research methods included observations using a rating scale of process quality, semi-structured teacher interviews, a parent questionnaire, a management questionnaire and a review of documentation. Rubrics were developed so that judgments about levels reached on strategic plan outcomes could be made and related to strategic plan actions. Ethical approval was given by the Faculty of Education University of Waikato Research Ethics Committee. Impressive findings were the large positive shifts over the evaluation years in quality assessment, planning and self-review practices and teachers' understanding of Te Whāriki (the ECE curriculum). These were associated with a high and continuing take up and usage of Ministry of Education professional resources and professional development, and the employment of higher levels of qualified teachers. These have been government strategic plan initiatives. Parents became much more involved in teaching and learning processes over the years of the evaluation. Taken together, these findings suggest that the strategic plan initiatives were contributing to a curriculum that is "permeable", open to contribution from all comers (Carr et al., 2001, p. 31) and that enable teachers to work with families' funds of knowledge (Gonzalez & Moll, 2002). Teachers' understanding of sociocultural theory of learning has been enhanced. The main message from this evaluation is that the strategic plan initiatives were being used as intended to improve quality. The greatest gains have come from initiatives that were universally available, in particular, professional resources and associated professional development, and incentives and targets to employ registered teachers. The reduction of the teacher qualification requirements may make it difficult for ECE services in New Zealand to meet standards of "very good" quality, since the evaluation and international evidence have demonstrated the importance of qualified teachers.

Keywords: policy evaluation, early childhood education and care, teacher qualifications, professional resources and professional development

Bibliography

- Carr, M., Cowie, B., Gerrity, R., Jones, C., Lee, W., & Pohio, L. (2001). Democratic learning and teaching communities in early childhood: Can assessment play a role? In B. Webber & L. Mitchell (Eds.), *Early childhood education for a democratic society* (pp. 27-36). Wellington: New Zealand Council for Educational Research.
- Gonzalez, N., & Moll, L. C. (2002). Cruzando el puente: Building bridges to funds of knowledge. *Educational Policy*, 16, 623-641.
- Mitchell, L., & Hodgen, E. (2008). *Locality-based evaluation of Pathways to the Future: Ngā Huarahi Arataki. Stage 1 report.* from <http://www.educationcounts.govt.nz/publications/ece/28948/28949>
- Mitchell, L., Meagher Lundberg, P., Mara, D., Cubey, P., & Whitford, M. (In review). *Locality-based evaluation of Pathways to the Future - Nga Huarahi Arataki. Integrated report 2004, 2006 and 2009.*

PRESCHOOL TEACHERS TALK ABOUT CURRICULUM FOR THE YOUNGEST CHILDREN. WHAT HAPPENED TO AESTHETICS IN PRESCHOOL?

AGNETA JONSSON

Kristianstad University Elmetorsvägen 15 29188 Kristianstad

The intention of this presentation is to discuss the role of aesthetics in preschool for children 1-3 years of age. It's one angle of a study made in some Swedish preschools in 2009. The main study aims to develop knowledge concerning what the curriculum looks like that is described by teachers working with the youngest children in early childhood education. Focus is on descriptions of the what and the how in the curriculum, eg. what children should learn and how they can learn and also what is characteristic for early childhood education concerning the youngest children. A theoretical mapping of Scandinavian preschool research shows that only a few of the studies concern the youngest children, which contributes to the direction of this study's interest. An interviewstudy with semistructured questions was carried out with 15 teachers who are working with children 1-3 years old in 5 different preschools. In this presentation I discuss and analyze some of the findings from the main study related to curriculumtheory and to different paradigms holding childhood perspectives. Childhood sociology, childhood psychology and childhood pedagogy constitutes a background to questions concerning child perspectives and the children and teachers as actors doing preschool. The results show that teaching assignment seem to be unique while the responsibility is to deal with and manage a large amount of care, education and learning on the spot. One concept evolved from the study is "a didactic in terms of the present moment". It's closely



connected to the didactic questions what, how, why, who, where and when and important aspects are time, concreteness and a child perspective. Since aesthetics hardly are mentioned in the interviews it's interesting what role it has in these teacher's outspoken curriculum. In teacher's descriptions children's interests seem to be more strong guidelines than intentions of the curriculum which, corresponding to childhood perspectives (Sommer, Pramling Samuelsson & Hundeide, 2010; Corsaro, 2005), indicates a child who is seen as competent and having the equal rights as adults. Another result is teacher's sayings that self-esteem and self-confidence are prime abilities for children to achieve before they can learn anything else. This at the same time indicates an opposing view of the child as incompetent to learn until they reach certain amounts of these abilities. Related to curriculumtheory (Evans, 1982) for the youngest the results show a childcentered position and a broad interpretation of what are characteristic grounds for preschool activities. Aesthetics have an important role to support children's creativity (Austring & Sørensen, 2006). Therefore it's essential to discuss what could be the consequences if children never choose or are interested in aesthetics and if teachers follow children's intentions more than the curriculum.

Keywords: Preschool teacher, curriculumtheory, childhood perspectives

DEVELOPING EARLY YEARS PEDAGOGY USING MUSEUMS AS A PROVOCATION

SAMANTHA WEEKS ¹, DONNA LUCK ¹, GILLIAN SYKES ²

¹ University of Northampton, Northampton

² University of Northampton

This paper will raise questions around the subject of the theme of expertise, qualifications and common sense through a small scale qualitative and quantitative study. The study was based within the UK and considers those practitioners working at Graduate level within Early Years Practice.

It aims to consider the following 3 research questions:

Can a study trip to a Museum support future Early Years Professionals (EYP's) in developing a personal pedagogy to empower children to learn outside the childcare setting?

Can a study trip to a Museum empower future Early Years Professionals (EYP's) open up possible creative opportunities?

What is it that future EYP's identify from a study trip to a Museum as significant in their future role in leading and supporting others in improving practice.

The future Early Years Professionals who took part in the study were a group of 60 completing their final year of an Undergraduate Degree. In addition they were working towards achieving Early Years Professional Status.

They were supported in preparation and during the study trip to the Museum by 5 Senior Lecturers in Early Years Education. An experienced Museum Education Team facilitated the day.

Methods and data collection include questionnaires and case studies.

The study revealed that the group of future EYP's were excited by the study trip and motivated to engage with their local Museum in a way that they had not previously anticipated.

An interesting finding was that the future EYP's made clear connections between knowledge gained on the study trip and ways in which possible creative opportunities regarding visits in general could be followed in an innovative manner.

This study, although small, highlights the significance of the need for innovative training. Future graduates within childcare need to engage with a variety of opportunities that will empower them to open up possible creative opportunities in their work with young children.

Keywords: Early Years, Museum Education, Professional Training, Change, Developing pedagogy

Bibliography

- Stephen, K. (1994). Learning through Art and Artefacts. London: Hodder and Stroughton
 Clark, A. and Moss, P. (2001). Listening to young children: the Mosaic Approach. London: National Children's Bureau and Joseph Rowntree Foundation
 Bancroft, S. Fawcett, M. and Hay, P. (2008) Researching children researching the world; 5x5x5=Creativity. Staffordshire: Trentham Books



C20 L'enfance : un concept en évolution

Chair : Annelise Spack

ENFANT ET ENFANCE : UNE GÉNÉALOGIE BASÉE SUR LA SOCIOLOGIE DE L'ENFANCE AU BRÉSIL (1970 - 1990)

ANETE ABRAMOWICZ¹, ANDREA MORUZZI BRAGA¹, CAROLINA RODRIGUES SOUZA²,
GABRIELA GUARNIERI DE CAMPOS TEBET¹, LUCÉLIO FERREIRA SSIMIAO³

¹ Universidade Federal de São Carlos. Av. Washington Luiz km 235

² Universidade de São Paulo, campus São Carlos

³ Universidade Estadual do Mato Grosso do Sul. Cidade Universitária de Dourados - Caixa postal 351 - CEP: 79804-970

Ce travail, réalisé par le Groupe de travail « enfant, enfance et éducation : politiques et pratiques de la différence », fait partie d'un projet de recherche dénommé « Éducation et sociologie de l'enfance au Brésil : une généalogie en construction »¹, dont l'objectif est, entre autres, de « réaliser une généalogie visant à définir le champ de la sociologie de l'enfance au Brésil grâce à un relevé bibliographique et à l'analyse d'articles et de livres publiés depuis 1947, ainsi qu'au moyen d'entrevues avec certains chercheurs nationaux liés à la thématique de l'enfant, de l'enfance, de l'éducation et de la sociologie de l'enfance ». Dans ce contexte plus ample, nous souhaitons présenter la généalogie du concept d'enfant et d'enfance sur la base de la production scientifique brésilienne des domaines des sciences de l'éducation et de la sociologie des années 1970 aux années 1990, et de la mise en relation de ces travaux avec la production européenne. À cette fin, nous effectuerons un relevé exhaustif de la production théorique des chercheurs du domaine au Brésil et chercherons à comprendre de quelle manière, au sein de quelles thématiques et selon quelles références théoriques les enfants et leurs enfances sont représentés. Nous chercherons en même temps à comparer certaines de ces thématiques avec celles développées par les chercheurs européens. Nous avons par conséquent pu localiser à l'intérieur de ces travaux les thématiques suivantes : l'institutionnalisation de l'enfant de zéro à six ans, le travail des enfants, le développement de l'enfant, l'apprentissage et la façon dont les enfants, dès leur naissance, sont constitués socialement et représentés par ce que l'on a pris l'habitude d'appeler « l'enfance ».

1- Financé par la FAPESP (Fondation de soutien à la recherche de l'État de São Paulo-Brésil).

Keywords: la généalogie de l'enfance, le travail des enfants, l'institutionnalisation des enfants.

Bibliography

ABRAMOWICZ, Anete & OLIVEIRA, Fabiana (2010). A Sociologia da Infância no Brasil : uma área em construção. In : Revista Educação (UFSM), v. 35, n.1, Jan/Abr. p.39-52

FARIA, Ana Lúcia Goulart de. (1999). A Contribuição dos Parques Infantis de Mario de Andrade para a Construção de uma Pedagogia da Educação Infantil. EDUCACAO E SOCIEDADE, Campinas - SP, n. 69, p. 60-91, .

KISHIMOTO, T. M. (1990). A Pré-Escola na República. Pro-Posições (Unicamp), Campinas/Unicamp, v. 3, p. 55-66.

ROSEMBERG, F. (1990). Ano 2.000: educação da pequena infância. São Paulo em Perspectiva, São Paulo, v. 3, n. 3, p. 32-35, 1989. Campinas/Unicamp, v. 3, p. 55-66.

43210, LES GROUPES D'ÂGES DANS LES INSTITUTIONS DE LA PETITE ENFANCE GENEVOISES : QUELS DÉCOUPAGES POUR QUELS PROJETS ÉDUCATIFS ?

MARIE-THÉRÈSE LÉVY JEANNERET, ASTRID THOMANN JEANNERET

Ecole supérieure d'éducatrices et d'éducateurs de l'enfance, Chemin des Bougeries 15, 1231 Conches, Genève Suisse

Comme l'ont montré la sociologie, l'anthropologie, l'histoire et la psychologie, les âges de la vie ainsi que les représentations et les pratiques qui y sont attachées sont à resituer dans un contexte socio-culturel et historique. Fonction d'un lieu, d'une organisation sociale et d'une époque, les définitions de l'enfance et ses découpages internes n'ont cessé d'évoluer. « Prime enfance », « petite enfance », « jeune enfant », les signifiants fluctuent en même temps que les significations. Toutefois, la recherche scientifique et les discours politiques, notamment au niveau international, ont désormais balisé, délimité et plus clairement découpé cette étape de la vie qui était demeurée longtemps dans un flou de définition. Au-delà des discours et des recommandations internationales, la réalité de la prise en charge de la petite enfance n'en demeure pas moins multiforme, notamment au niveau du regroupement institutionnel des enfants par classe d'âges, mais aussi en ce qui concerne le choix de la composition des équipes de professionnels qui les encadrent (nurses, jardinières d'enfants, éducateurs de l'enfance...) et de la spécificité des projets pédagogiques qui orientent les pratiques au sein même de ces groupes d'âges. Aux institutions qui se définissent sur le mode de groupes cloisonnés en fonction des âges viennent s'ajouter désormais des institutions qui s'organisent sur la base de groupes dits horizontaux ou décro-



sonnés intégrant des enfants d'âges différents. Cette hétérogénéité n'étant pas sans rappeler le système d'éducation par les pairs instauré par Owen dans les salles d'asile du 19^e siècle, venant interroger une réalité qui est longtemps apparue comme un invariant : l'homogénéité des groupes. Or, au sein des groupes dits homogènes ou cloisonnés, la variabilité des groupes d'âges dans les institutions genevoises s'avère plus diversifiée que ne laissent supposer des catégorisations larges telles les 0-1 ans, les 1-2 ans, etc. On peut ainsi recenser aujourd'hui des groupes de « bébés » allant de 4 mois à 16 mois ou de 3 mois à 12 mois, des groupes de « petits » de 0 à 2 ans ou de 12 mois à 24 mois, des groupes de « grands » de 15 mois à 4 ans ½ ou de 3 à 4 ans... Pour la petite histoire, ces groupes sont souvent dotés d'appellations colorées tels les trotteurs, les moussaillons, les canaris, les clowns, les papillons... Cette communication n'a pas pour objet de trancher dans la réalité institutionnelle multiforme et de désigner ainsi la « juste ou bonne » pratique. A travers une recherche empirique, elle visera, dans un premier temps, à présenter un aperçu de la variété des options prises dans le cadre des institutions d'accueil de la petite enfance tout en tentant, dans un second temps de comprendre les fondements et les visées de ces choix à travers une approche sociologique et historique.

Keywords: petite enfance, groupes d'âges, profils professionnels, histoire, sociologie

Bibliography

Becchi, Egle. Julia, Dominique (1996). Histoire de l'enfance en occident (2 tomes). Paris: Seuil.
 Chaplain, Didier-Luc. Custos-Lucidi, Marie-France (2001). Les métiers de la petite enfance. Des professions en quête d'identité. Paris: Syros.
 Renevey Fry, Chantal (sous la direction de) (2001). Pâtamodlé. L'éducation des plus petits 1815-1980. Genève: SRED et Musée d'ethnographie.
 Sirota, Régine (sous la direction de) (2006). Eléments pour une sociologie de l'enfance. Rennes: PUR.
 Verba, Daniel (2001). Le métier d'éducateur de jeunes enfants. Paris: Syros.

LA LENTE HISTOIRE DES CRÈCHES : LE CAS DE GENÈVE ENTRE 1874 ET 1990

ELEONORE ZOTTOS ¹, MICHÈLE SCHAEERER ²

¹ Haute école de travail social et de la santé - EESP Lausanne, Route de Frontenex 100, 1208 Genève

² Haute école de travail social et de la santé - EESP Lausanne, rue de Carouge 108A, 1205 Genève

Cette communication vise à rendre compte de la recherche réalisée par Michèle Schaerer et Eléonore Zottos (Haute école de travail social et de la santé EESP-Lausanne) sur l'histoire des crèches à Genève entre 1874 et 1990 à travers la perspective de la construction d'une politique envers la petite enfance. Elle s'inscrit dans la thématique du congrès portant sur la question des choix de société quant au type de prise en charge des jeunes enfants et englobe une réflexion sur la dimension éducative des structures d'accueil.

Une tendance générale se dégage de la littérature suisse et étrangère relative à l'histoire des crèches : ces institutions philanthropiques, fondées dès le milieu du 19^e siècle, sont d'emblée marquées par un paradoxe. Accueillant la journée des enfants d'ouvrières contraintes de travailler hors de leur foyer, les crèches sont cependant vues comme un « pis-aller » au regard de l'idéal que constitue l'éducation du jeune enfant au sein de sa famille. Censées apporter un remède à un problème social et sanitaire, ces institutions cristallisent en même temps une remise en question de l'ordre social, et plus particulièrement des rapports sociaux de sexe. L'image négative des crèches a perduré, pour ce qui est de la Suisse, jusque tardivement. Comment et pourquoi est-on passé à Genève d'une crèche considérée comme un « mal nécessaire » à une crèche qui commence à être perçue et reconnue comme un espace d'éducation et de socialisation bénéfique aux tout-petits ? Par ailleurs, comment expliquer l'intervention si tardive des collectivités publiques dans ce domaine ?

En prenant l'exemple de Genève, il s'agit de décrire les principales étapes de l'évolution des crèches, en se focalisant sur la dynamique autour de la question du travail des femmes et son corollaire, la prise en charge des enfants en bas âge.

Si le contenu et l'intensité des débats entourant cette institution varient au cours du temps, certaines questions du passé perdurent au présent. Pour l'enfant, la crèche est-elle un ersatz imparfait de l'éducation maternelle/familiale ou au contraire un lieu d'éducation et de socialisation bénéfique à son développement ? Pour la mère, la crèche est-elle un lieu qui l'aliène de son rôle naturel ou une structure qui lui permet de poursuivre - par choix ou par nécessité - une activité professionnelle ? Pour la société enfin, la crèche est-elle une institution qui remet en question la répartition traditionnelle des rôles entre femmes et hommes ou qui, facilitant l'activité professionnelle de la femme, permet à cette dernière d'être un acteur économique et social ? Des réponses à ces questions découlent la définition de la mission attribuée aux crèches ainsi que les moyens qui leur sont octroyés pour y répondre.

Keywords: histoire ; crèches ; Genève ; politique.



Bibliography

Schärer, Michèle E. & Zottos, Eléonore (2011). Kinderkrippen zwischen Fürsorge, Pflege und Erziehung am Beispiel des Genfer Kinderkrippenwesens 1874 bis 1990 mit besonderer Berücksichtigung der Jahre 1960. In Geschichte der Pflege - Der Blick über die Grenze. Wien: ÖGVP Verlag (à paraître).

C21 Perspectives in favor of democratic education

Chair : Alain Clémence

YOUNG CHILDREN LEARNING GENDER EQUALITY

THORDIS THORDARDOTTIR

School of Education, University of Iceland, v/Stakkahlid, IS105

In this presentation, gender-stereotypes as they appear in children's discussions and play are in focus. For almost forty years, Icelandic law of gender equality, states quite clear that equality education is obligated in every stage of the educational system. Albeit preschools are the first stage of Icelandic school system the educational equality laws and several equality projects in preschools gender equality seems not to be coming along. Therefore, is a great need to understand why gender- stereotyped activities, are the most common, amongst girls and boys in preschools.

The aim of the study is to understand how social and cultural context in two preschool in Reykjavik, Iceland maintains children's gendered practise and how the educational part of them seems to be worthless in these preschools.

The theoretical framework is within the theories of social construction and focus upon common sense assumptions on natural ways for girls and boys to be. The data are extracted from a quality research including memos; videotapes and interviews with eight preschool-teachers and seventeen groups (of four) with 4-5 year olds children in, two preschools in Reykjavik.

The findings demonstrate social and cultural norms in popular culture (text, films and videogames), as a common source for the children's practises, knowledge construction and meanings making. Gender stereotypes are common in children's discussions of popular culture and they divide its content conscientiously into boys and girls stuff. The preschools culture reflect traditional gendered emphasizes where athletic saviours and competition are ideals for boys, but formality, communication, and relations for girls. Most often, teachers' intent children to emphasize gender-stereotyped practises but some, where non-stereotyped intervention appeared also on the teachers' behalf, which seemed to motivate children to deconstruct gender stereotyped concepts. Albeit exceptional examples most of the teachers believe gender differences do not exist at all, in their classes, except one who told it unmistakable exist in her class. She said working against it would be a waste of time, because her colleagues disagree with her and think she should keep her feminist attitudes for herself.

The finding also includes girls more willing to take stereotyped boys activities than boys taking similar girls activities, as well known from other studies, i.e. Davies (2003, 2007).

It is of ethical concerns how popular culture creates dilemma in pedagogical work, the teachers evaluating it as none educating stuff, which they only discuss as responses to children's initiative. Also interviewing children is a sensitive and ethical issue demanding the interviewer to keep in mind whose voices are being interpreted, along concerns' of young children's informed approval, and the purpose of the study.

The findings can be some implications for the role of popular culture in young children equity education. Even though the stuff is known for sexism and racism (Marsh and Millard, 2000) it can be used to motivate doubts and to deconstruct gender stereotyped concepts.

Keywords: equality, gender, popular culture, policy making

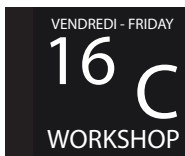
Bibliography

Davies, B. and Saltmarsh, S. (2007). Gender economies: literacy and the gendered production of neo-liberal subjectivities. *Gender and Education*, 19(1), 1-20.

Davies, Bronwyn. (2003). *Frogs and snails and feminist tales*. New Jersey: Hampton Press, Inc.

Marsh, J. og Millard, E. (2000). *Literacy and popular culture. Using children's culture in the classroom*. London: Paul Chapman publishing.

Thordardottir, Thordis (2007). „...the good guys are smarter, they always win». Preschool children's discussions of childrens stuff . In Jóhannesson, G. Ó. (Ed.) *Social science*, VIII (p 759-770). Reykjavik: Háskólaútgáfan.



DIALOGICAL PRACTICES IN EARLY CHILDHOOD EDUCATION: THE RESULTS OF A COLLABORATIVE ACTION RESEARCH PROJECT.

SONIA LIKOMITROU , SOFIA AVGITIDOU , ET AL.

University of Western Macedonia, P.O. Box 21, 53 100 Florina, Greece

This study reports on the processes and effects of a collaborative action research project involving a group of 10 early childhood practitioners. The aim of the action research was to find ways to enhance dialogical practices with young children during practitioner-directed (organized) activities.

The demand for a democratic, collaborative and participatory early childhood education is emphasized nowadays stressing the need for the enhancement of dialogue in the classroom. In addition, current theories of learning demand opportunities for the co-construction of knowledge based upon participation and interaction. However, research of daily practices in early childhood settings report that dialogical practices are not easily embodied in early childhood education (Dahlberg, Moss & Pence 1999). In addition, the pattern in practitioner-organised activities is that teacher asks – child responds – teacher gives feedback (Mercer, 2000; 2006).

The current research aims to provide answers to the following questions a) what are the practitioners' practices concerning their conversations with young children in practitioner-organised activities (P.O.A), b) which practices are effective in promoting dialogue among children in P.O.A.? and what are the practitioners' difficulties in their effort to enhance dialogical practices, c) which processes within the action research project enhance changes in practitioners' practices and d) how practitioners' educational practice can be differentiated from the beginning of the action research until its end.

In this project, methods employed i) individual semi-structured interviews with the practitioners; ii) recordings of practitioner-organised activities and analysis of the transcripts; iii) seven meetings, lasting 2-3 hours each one, with the group of practitioners during the year to discuss concerns, practices and reflections upon the effort to enhance dialogical practices and iv) interviews with children concerning their feelings and views of their experience in the early childhood setting.

Results so far indicate that initially practitioners thought that dialogical practices are too hard to achieve because of children's young age and their deficient characteristics. However, during the project, as training and support from the facilitator of the action research was provided, they started documenting upon children's ability for participation and their showing interest and respect for others' ideas. In the course of the project, practitioners related their changing ideas about children's abilities to their current practices (giving time for children's response, organizing the dialogue to enhance children's interaction rather than practitioner-child interaction, changing the nature of questions put forward such as open-ended and productive questions). Children themselves recognized these changes and discussed them with the practitioners. Action research is still in progress. At this point of the project, practitioners are fully motivated to proceed to further changes and document their practice based on young children's opinions and proposals, as they see positive changes in their personal and professional development.

There are two main implications of the current study. One, that the rhetoric of democratic education as well as modern theories of learning can not be easily put into practice. Second, early childhood practitioners need support to explicate as well as reflect upon their dialogical practices with young children and make efforts to improve them. Support is valuable when working within a group with a clear aim to improve practice and when challenged by a facilitator to reflect upon and think over the taken for granted beliefs and practices.

Keywords: Action research, early childhood teachers, dialogue, practices

Bibliography

Dahlberg G., Moss P., Pence A. (1999). *Beyond Quality in Early Childhood Education and Care*. London: Falmer Press.

Mercer N. (2006). *Words & Minds. How use language to think together*. London: Routledge.

VALIDATION OF THE CBEMO QUESTIONNAIRE, AN INSTRUMENT THAT ALLOWS TEACHERS' ASSESSMENT OF MOTIVATION OF KINDERGARTEN STUDENTS

LISSETTE OVERTOOM , GEERDINA AALSVOORT

Postbus 14007 - 3508 SB Utrecht

Motivation is considered as fuel that drives a person to fulfil his goals, wants and needs. Little is known about Kindergarten students' motivation, although it is widely accepted that motivation is an important factor in learning. Supposedly young children have a natural need to get a grip on their environment, and their personal goals are aimed at controlling their environment in order to reduce their uncertainty (Boekaerts & Simons, 2007). They are optimistic about their own capabilities, and have high expectations of success when they are asked to fulfil a task (Berk, 2006). A failure in performing a task may decrease



their optimism about their own capacity after which they develop a feeling of inability to perform the task by themselves. A next time, they feel more dependent upon the help of someone else like the teacher or a peer. In the worst case scenario they may avoid the task completely. In the case of academic tasks this is an unwished-for attitude. Lepola (2000) designed a questionnaire to assess Kindergarteners' motivation in order to reveal whether motivation and emergent literacy are related, called the Child Behaviour Motivation (CBemo) questionnaire. Based upon his findings with Finnish preschoolers the questionnaire was translated in Dutch and used with a small sample (Overtoom & Van der Aalsvoort, 2010). The study that we wish to present here is carried out with 150 students from 75 teachers of Kindergarten classes in the Netherlands. The children between 4 to 6 years old. The study investigated the relationship between motivation and pre-reading skills as well as motivation and the quality of the learning environment by using the Early Childhood Environment Rating Scale Revised Edition (Clifford, Cryer & Harms 1998). Statistical tests demonstrated a relationship between the quality of the educational environment and two factors of motivation, being social dependence and self-regulation. The findings are discussed with regard to its significance for early childhood education.

Keywords: Preschoolers, Kindergarten, motivation, teachers, classrooms

C22 Investing in the quality of child services II

Chair : Liz Brooker

THE QUALITY OF NURSERIES AND FAMILY SERVICES FOR CHILDREN UNDER THREE YEARS OF AGE.

ESTHER SECANILLA , SÍLVIA BLANCH

Universitat Autònoma de Barcelona

Background. The aim of this study is to analyse different family and early childhood services working in networks within the Barcelona area, in Catalunya (Spain). Nowadays the care system has changed in order to adjust to the different family and children needs and expectations. There have been increased demands for nurseries and also other services where parents share experiences with other families and toddlers, under the supervision of qualified professionals. The professionals work under a socio-educational and systemic approach in order to enhance the parents' skills and to promote the abilities needed to improve. On the other hand, the growing society complexity and the specialisation of the professional's expertise have led to an increased creation of networking. This work's methodology offers a better quality care to the population of a territory and allows areas of coexistence and coordination between different professionals and institutions. It also allows reflection and the exchange, optimizing its own equipments and resources offered, benefiting the work of professionals in an interdisciplinary way to improve care with children and families. In this study we conceive the networking as a dynamic process in constant motion, as a system full of interactions between the various factors that make up among the professionals and families.

Method: The present research is based on a quantitative and qualitative methodology to analyse through 2 directors' interviews and 53 questionnaires to analyse the perceptions of the professionals participating in nurseries and family playgroups. Initial and final interviews to 9 parents and weekly observations during 8 month were analysed through a qualitative approach to relate the parents' expectations and their practices in a family and child service.

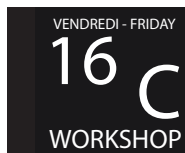
Results: The results show the high quality standards of the services analysed, the educational practices done and the satisfaction of the professionals and families involved in the socioeducational programmes. The analysis of the data shows how networked services can help to improve the quality of the services in a town.

Professionals' perceptions based on the analysis's of questionnaires, related to six aspects: improvement of development, learning and socialization of early childhood; adequacy of material environment and internal and external spaces to ensure optimal development toddler; improving links with families; support for working families and rearing education of the child; the centre's satisfactions; the centre's improvement strategies.

Families' expectations towards their children and the service relate to four aspects: the attitudes, the relationships, the activities and the competences. Families explain their opportunity to learn from other families sharing activities, experiences and observing other practices. They feel they have improved their children care, as the observations also showed.

Conclusions: The results suggest that the services analysed showed high quality standard which helps to promote better family practices and facilitates more confidence in parents helping them to improve their children interactions.

Keywords: Network, Family and child services, Expectations, Quality



IMPACTS OF EARLY CHILDHOOD EDUCATION QUALITY IN BRAZIL

MARIA MALTA CAMPOS , ELIANA BHERING , YARA ESPOSITO , NELSON GIMENES , BEATRIZ ABUCHAIM , RAQUEL VALLE SANDRA UNBEHAUM

Fundação Carlos Chagas. Rua Quitanduba, 363, Caxingui, São Paulo, Brazil

The Brazilian Ministry of Education (MEC), the Inter-American Development Bank (IADB) and the Fundação Carlos Chagas (FCC), in a joint action, developed a research project which the main objectives were (1) to provide information on ECE quality in 6 Brazilian capitals covering all regions of the country (Belém/Pará, Teresina/Piauí, Fortaleza/Ceará, Rio de Janeiro/Rio de Janeiro, Campo Grande/Mato Grosso do Sul, Florianópolis/Santa Catarina), (2) as well as to relate ECE quality to children's primary school achievement. International research has shown that quality in the early years provision does matter, since good pre-school provision and experiences can help to counteract the risk of poor outcomes as well as of poverty. Recent Brazilian studies have revealed that level of quality differences is actually mingled within the regional and/or local social profile, that is, similar to ECE access in Brazil, the quality of ECE provision is unequally distributed among the population. Inspired by that challenging information, this study has been designed as the first one of this kind in the country with the expectation that results would help improve as well as (re)design national ECE educational policies and practice. This paper aims to present the main results for objective 2 (as mentioned above), from the Quality of Early Childhood Education in Brazil study. That main objective unfolds into two specific ones: assess pre-school quality and identify children's first primary years achievement differences associating with their pre-school attendance. The sample included pre- and primary schools in three Brazilian capitals (Teresina/Piauí; Florianópolis/Santa Catarina and Campo Grande/Mato Grosso do Sul). 762 state primary school low-income students were involved in the study and had all undergone the national test with available test results (named Provinha Brasil which is targeted at 8 year olds), of which 605 had attended one of the previously assessed pre-schools and 157 did not attend pre-school at all (control group). A group of early childhood education experienced researchers were specifically trained to conduct data collection in all three cities involved. Pre-school quality was assessed by the Brazilian-portuguese translated versions of the Early Childhood Environment Rating Scale-Revised Edition. Parents' questionnaires were used to gather information about children's pre-school education and family profile. Children's national test results were used as the primary school outcome measure. Data were analyzed using multilevel analysis, cross-classified model which allows considering the effects of various variables simultaneously such as students' and families' characteristics; pre-school and primary schools profile; and students outcomes as provided by the national test results. This study revealed that quality pre-school attendance affects positively students' outcomes as measured by the national test. Analysis has also indicated that children's age is an important aspect that greatly influences test results, as well as mothers' education, household income and primary school quality. The literature in the field of the theme here explored acknowledges that children greatly benefit during as well as after pre-school experience, but, above all, ECE attendance impacts the most when quality is assured to all pre-school children, especially those from poorer backgrounds.

Keywords: early childhood education; pre-school; primary school; impact assessment; quality.

Bibliography

- BARNETT, W. S. Long-Term Effects on Cognitive Development and School Success. In: _____. & BOOCOK, S. S. (orgs.). Early Care and Education for Children in Poverty. Program, and Long-Term Results. Nova York: State University of New York Press, 1998, p. 11-44.
- CAMPOS, M. M. Educação infantil: o debate e a pesquisa. Cadernos de Pesquisa, n. 101, p. 113-127, jul. 1997.
- KAGAN, S. Readiness – Multiple Meanings and Perspectives. In: MOSS, P. & WOODHEAD, M. (eds.). Early Childhood and Primary Education. Transitions in the Lives of Young Children. Milton Keynes: The Open University, 2007, p. 14. (Early Childhood in Focus 2)
- MOSS, P. What Future for the Relationship between Early Childhood Education and Care and Compulsory Schooling? Research in Comparative and International Education, Didcot, v. 3, n. 3, 2008, p. 224-234.
- SYLVA, K.; MELHUISH, E.; SAMMONS, P.; SIRAJ-BLATCHFORD, I.; TAGGART, B. Early Childhood Matters – evidence from the Effective Pre-school and Primary Education project. London & New York: Routledge, 2010.

TESTING THE TRIANGLE OF CARE: THE CHANGING ROLE OF CHILDMINDERS IN ENGLAND

LIZ BROOKER

Institute of Education, Bedford Way, London WC1H 0AL

This paper is located in the conference theme 'Expertise, Qualifications and Good Sense' and in the strand 'Levels of qualifications in Europe for preschool education staff'. It explores the tensions, revealed during fieldwork with childminders in England, between their traditional caregiving roles and the new pro-



fessional roles required of them by legislation. The exploration is framed by the concept of the triangle of care (Hohmann 2007, Brooker 2010), and of the ethics of caring (Noddings 2002) as a policy informant. Childminders (family day care providers) have historically offered home-based care for children from birth to 8 years in England, and substantial numbers continue in this role despite an expansion of centre-based provision, and a decline in childminder numbers, in the last decade. Their appeal has traditionally been the provision of childcare which is 'not like a nursery', although recent policy initiatives have aimed to increase their skills and training, to bring their practice more into line with that of other sector workers, making the home 'more like a nursery'. The recent introduction of a new framework for early childhood provision (the Early Years Foundation Stage) now requires them to follow the same guidelines as all other providers, in effect changing their traditional roles and relationships.

One important aspect of the childminder role has been the informal, flexible and relatively equal relationship that can develop between parents and caregivers. On the whole, such relationships have been negotiated to the mutual satisfaction of both partners, and for the benefit of the child. It is this relationship, and the ways that policy developments have impacted on it which is explored in this paper.

The data were collected as part of a larger study of practitioners' experiences within the new framework (Brooker et al 2010). Focus groups were held with childminders in six English regions, following the distribution of information leaflets and completion of consent forms. Most participants offered their phone numbers to be contacted for follow-up interviews, and these were used to probe further on some aspects. The data were analysed thematically to answer the research questions set by the government funders, but the analysis also prompted many new themes, raised by the childminders themselves and indicative of their concerns over their changing role and the adverse impact this could have on the practitioner-parent relationship – potentially weakening the 'triangle of care' which supports the young child. These concerns have been reported to the government body reviewing the framework and it is hoped that the childminder role may be acknowledged as distinctively different from centre-based care, with particular values and qualities which the latter can not provide.

Keywords: childminders, parent partnership, policy contexts

Bibliography

Brooker, Liz (2010) Constructing the triangle of care: power and professionalism, *British Journal of Educational Studies*, 58 (2)

Brooker, Liz et al (2010) *Practitioners Experiences of the Early Years Foundation Stage*, London: Department for Education.

Hohmann, Ulrike (2007) Rights, expertise and negotiation in care and education, *Early Years*, 27 (1) 33-46

C23 Perspectives on professional career

Chair : Lee Kessler

EARLY CHILDHOOD TEACHERS' AND YOUTH EDUCATORS' PROFESSIONAL CAREERS – A LONGITUDINAL AND QUASI-LONGITUDINAL STUDY

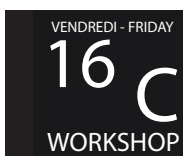
MARTIN BAYER¹, ULF BRINKKJÆR²

¹ Roskilde University, Universitetsvej 1, 4000 Roskilde

² Tuborgvej 164, 2400 København NV

A longitudinal study funded by the Danish Research Council (Bayer and Brinkkjær 2005, Bayer and Brinkkjær 2009) and inspired by Basil Bernstein and Pierre Bourdieu following schoolteachers and early childhood teachers and youth educators (survey, observations and interviews) in eight years points out that first year early childhood teachers and educators were surprised both in negative and positive ways when they started working in day care institutions and in schools. The early childhood teachers and educators left college in 1998. Due to this more than 40% of newly educated early childhood teachers and educators considered to leave the profession within a 3-4 years perspective. After eight years teaching it was a rather little part of the early childhood teachers and educators who wanted to leave the profession. The biggest part of the remaining teachers liked their work although there were a group of self-doubt preschool teachers (15%). Tendencies to deprofessionalism did not seem to influence them concerning their wishes to stay or leave the profession. During eight years working their practice did not change and their conceptions of central elements in their professionalism did not change either. After eight years of teaching the early childhood teachers and youth educators still found their personality as one of the most important factors in their practice. Considering e.g. political initiatives, the debate about evidence based practice. This is remarkable.

The preliminary results from a new quasi-longitudinal study funded by The Danish National Federation of



Early Childhood Teachers and Youth Educators (survey, observations and interviews) are presented and discussed as well. The ongoing quasi-longitudinal study is following early childhood teachers and youth educators who finished college in 1979, 1989, 1998 and 2010 and by that they belong to three different generations (early and late Baby Boomer, Generation X, Millennials). The results from the two studies are planned to contribute to a theory about teachers', early childhood teachers' youth educators different career trajectories.

Keywords: Professional careers, generations, workplace curriculum, work live

KINDERGARTEN TEACHERS' ASSESSMENTS TO THE OPPORTUNITIES OF THEIR PROFESSIONAL CAREER IN THE CONTEXT OF APPRAISAL

MAIRE TUUL, TIIA ÕUN, KRISTINA NUGIN

Tallinn University, Narva street 25, Tallinn, Estonia, 10120

In the Strategy of Estonian Teacher Education (Eesti, 2009) one of the aims mentioned is the systematic and continuous support of the teacher's professional development including the promotion of the professional career. The appraisal system for the support of the teacher's professional career has been created in Estonia which is common to the teachers of kindergarten as well as school of general education. The aim of the teachers' appraisal is to promote the teachers' development and career, assessing the performance of the teacher's work and its conformity to the requirements of the professional rank. In the appraisal the teachers are granted the rank of junior teacher, teacher, senior teacher or teacher-methodologist (Pedagoogide, 2002). Nevertheless, in the results of the external assessment of Estonian educational system it has been pointed out that most of the teachers had not paid attention to their professional career development (Ülevaade, 2009). This tendency may prevent the practical development of preschool education. The main aim of the present study was to compare the kindergarten teachers' own assessments to the opportunities of their professional career in the context of appraisal.

As a study method a questionnaire was used, on the basis of which the assessments to their professional career of different professional ranks: junior teacher, teacher and senior teacher were compared. The study was carried out in 2010 and 126 teachers were questioned. The information was processed with the help of SPSS 16.0 program.

It turned out from the results, that most of all the junior teachers were interested in improving their professional career, somewhat less the senior teachers. When the junior teachers emphasized more the need for constant self-development, then for the senior teachers also the maintenance of their professional rank and salary increase was important. Least of all were interested in the professional career the teachers with teacher's professional rank, who mainly explained it with the wish to deal with children and found that it is not necessary to take on additional tasks, which won't get worthily paid. It also became evident that the most important factor that makes teachers to improve their career is self-development, and self-motivation. Factors that have prevented teacher's professional career development were the lack of time and complexity of forming teacher appraisal documents.

In summary it can be said that the kindergarten teachers' professional career has to be supported in the level of the kindergarten, local government as well as state as a whole system which would ensure the teacher's professional development and job satisfaction.

Keywords: preschool teacher, professional career development, teacher appraisal

Bibliography

- Eesti Õpetajahariduse Strateegia 2009-2013. (2009). [Strategy of Estonian Teacher Education 2009-2013]. Haridus- ja Teadusministri käskkiri nr 64. Haridus- ja Teadusministeerium. Tartu (in Estonian).
Pedagoogide atesteerimise tingimused ja kord. (2002). [The condition and procedure of the teacher's appraisal]. Riigi Teataja, 115, 1649 (in Estonian).
Ülevaade haridussüsteemi välishindamisest 2008/2009 õppeaastal. (2009). [An overview of the surveillance of the educational system in the academic year 2008/2009]. Haridus- ja Teadusministeerium. Tartu.



RECONSTRUCTIONS OF PROFESSIONAL IDENTITIES IN EARLY YEARS WORK: A FEMINISED OR A FEMINIST WORKFORCE?

GILLIAN MCGILLIVRAY

Newman University College

Recent policy in England in terms of early years work has focused on workforce reform and integrated working. Debates have emerged relating to professionalization and professionalism in early years work which demand interrogation and contestation, and thus professional identities too.

Demands for increased pay and status for early years workers in England have prevailed for several decades but have failed thus far. A consideration of such failure suggests that agency, gender and power are critical in shaping how the workforce has constructed its professional identity. This assumes an homogeneous identity and that agency, gender and power shape professional identities within a workforce.

The aim of the research therefore was to investigate what factors contribute to the construction of professional identities and how professional identities impact on practice. The research adopted an interpretive paradigm, informed by feminist perspectives. Methods of data collection included interviews, focus group conversations and documentary analysis undertaken with early years workers, students and selected texts, reports and similar documents. These generated discourse for dialectic, hermeneutic and genealogical analysis.

The analysis of findings revealed dominant and competing feminized professional identities for early years workers. These were shaped by influences in the home, the workplace and wider communities specifically mediated through feminised, not feminist, performativities. The framework for analysis that informed the methodology and reconstruction of findings was Bronfenbrenner's ecological systems model of human development. It revealed that professional identities were reproduced by workers and various communities at micro-, meso- and macro-levels of influence.

There is room for optimism however, despite the past failure to address issues of status and low pay for early years work. Findings showed that early years workers also construct an identity of resistance to hegemonic influences and through resistance to imposed identities they have the agency to construct new professional identities for themselves.

Keywords: professional identities, workforce reform, England

C24 Inclusion, diversity and education for all

Chair : Margaret Simms

FORMING PERCEPTIONS OF MIGRANT CHILDREN IN ENGLISH EARLY YEARS SETTINGS

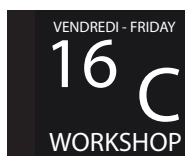
HELEN TRORY , CILEL SMITH

University of Northampton, Park Campus, Boughton Green Road, Northampton, NN2 7AL, UK

The state of education in developing countries is varied and according to the Dakar Framework Education for All (EFA) in 2000 it stated that:

113 million children have no access to primary education, 800 million adults are illiterate, gender discrimination continues to permeate education systems, and the quality of learning and acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies (UNESCO, 2000 p.8).

Within the theme of inclusive education this paper critically considers the importance of supporting the social integration of migrant children through the application of a hermeneutic phenomenological approach. Arguments will be put forward to locate the practitioner at the centre of the analytical process. Following consideration of the hermeneutic phenomenological approach the discussion will seek to emphasise the use of this process to facilitate practitioners' reflections upon the experiences of migrant children. It will be argued that a synergy needs to be sought between literal and sociological hermeneutics to find the anchor for the child. This will provide evidence for the practitioner to support effectively the social integration of these special children in English schools.



The paper will also suggest practitioners need to acknowledge and reflect upon their own cultural experiences and how this may be a possible source of conflict if there are attempts to impose Westernised views upon the migrant children. The practitioner needs to acknowledge the parents' stage of settlement and level of language skills (Hamilton and Moore, 2004) and confront the possible danger of refugees being perceived as a homogeneous group, all with the same experiences and needs. As Soguk (1999) suggests, this is an over simplification of the situation:

...there are a thousand multifarious refugee experiences and a thousand refugee figures whose meanings and identities are negotiated in the process of displacement in time and place (Soguk, 1999 p.4)

It will be argued that practitioners' perceptions should be challenged through use of Gadamer's theory of hermeneutic dialogue via an internal or external process. This proffering of opinions and considered thought encourages the practitioner to clarify their thoughts and views (Van Der Heiden, 2009) of the migrant children before and during migration as part of a hermeneutic cycle of analysis. Thus providing the opportunity to consider the trans and post migratory experiences of the migrant child. This aspect, the reflection upon the journey that the child and family have travelled, is of paramount importance. Practitioners must consider the reasons the family had for leaving their country; experiences on the journey travelled; what resources enable the family to function within a new cultural environment and how the family were welcomed into the host country (Segal and Mayadas, 2005). The practitioner therefore must fuse the experiences of the child at present with the child's experiences of the past.

The discussion will utilise research captured as part of a PhD thesis into the learning experiences of refugee children.

Keywords: migrant children, hermeneutics, phenomenology, social integration

Bibliography

- Hamilton, R. and Moore, D. (2004) Educational Interventions for Refugee Children, London: Routledge
 Segal, U. and Mayadas, N (2005) Assessment of issues facing immigrant and refugee families, Child Welfare, Vol. 84, no.5, pp 563-583
 Soguk, N (1999) States and Strangers: Refugees and Displacements of Statecraft, University of Minnesota Press, Minnesota.
 UNESCO. (2000). The Dakar Framework for Action: Education for all—Meeting our collective commitments. World Education Forum, Dakar: UNESCO.
 Van Der Heiden, G. (2009) Speaking on behalf of the other: Death and Dialogue In Plato, Gadamer, and Derrida, The Heythrop Journal, XLVIII (2009), Available from: <http://onlinelibrary.wiley.com/DOI/10.1111/j.1468-2265.2009.00551.x> [Accessed 16th March 2011]



INCLUSION – USING A RIGHTS FRAMEWORK TO PLAN

MARGARET SIMS

University of New England, Elm Avenue, Armidale, New South Wales 2351, Australia

Theme – Inclusive Education

In this practically focused paper, I will present a framework I have developed which uses a rights approach in planning. Australian quality standards require that all children in child care have an individual plan based on observations of children functioning in the regular child care environment. Often when children are identified as having special needs, such planning focuses around what the child does not do or what the child does not know: a deficit approach. Such an approach is antithetical to the intentions of the United Nations Convention of the Rights of the Child and the current understanding of children's agency. As an early childhood educator, I have found it difficult to embed in students an understanding of the importance of working from strengths and recognising children's agency when they are concurrently using a developmental and deficit approach in planning how to address child needs. Over a period of many years I have developed and tested an approach that uses a rights framework and avoids reference to children's needs (which in itself, links to a deficit approach).

The action research underpinning the development of the approach involved successive cycles of development implementation and reflection with successive cohorts of students, who themselves used action research in implementing the approach in their professional practice placements.

Keywords: inclusion, rights-based planning, children's agency

Bibliography

- Hertzman, C. (2002). Leave no child behind. Social exclusion and child development. Toronto, ON: Laidlaw Foundation.
 Sims, M. (2011). The Early Years Learning Framework and Social Inclusion: a way of working with all children. Castle Hill, NSW: Pademelon Press.

Sims, M., & Hutchins, T. (2011). Program planning for infants and toddlers. In search of relationships. Castle Hill, NSW: Pademelon Press.

Wilson, R. (1997). Bringing them Home. National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families. Sydney: Human Rights and Equal Opportunity Commission, Commonwealth of Australia.

THE ROLE OF SOCIAL CAPITAL IN INCLUSIVE EDUCATION POLICIES IN EUROPE: A PROPOSED ICF-CY-BASED FRAMEWORK FOR POLICY-MAKING

ELENI KOUTSOGEOURGOU ¹, GREGOR MAXWELL ²

¹ Neurology, Public Health and Disability Unit Scientific Directorate Neurological Institute Carlo Besta IRCCS Foundation, Via G. Celoria 11, 20133, Milan, Italy

² CHILD, School of Education and Communication, Jönköping University, Jönköping, Sweden; Swedish Institute for Disability Research, Jönköping University, Jönköping, Sweden

Aims: The present study analyses the role of social capital as a determinant of health and how social capital can enter in practice into the discussion of inclusive education policies towards the development of a health equity framework for children with disabilities. This conceptual paper proposes the International Classification of Functioning, Disability and Health Children and Youth Version (ICF-CY; WHO 2007) as a bridge to link social capital and inclusive education and thus provide a way to measure social inclusion in education with social capital. Europe is building national identities through education and adding the social capital perspective will compliment to existing conceptual frameworks of inclusive education, supporting policy development and health equity.

Theoretical and conceptual framework: Social capital consists of formal and informal social networks, trust and civic norms (Kaasa & Paarts 2008) and is considered as a social determinant of health¹. The World Health Organization (WHO) Commission on Social Determinants of Health (CSDH 2008) urges policy-makers to take specific actions for reducing health inequalities by constructing social and physical environments which provide inclusive services for persons with disabilities. According to Chenoweth & Stehlik (2004), constructing an inclusive model which strengthens social capital building could be advantageous for persons with disabilities, however, it should be created under a framework that connects and bridges social capital approaches. The WHO ICF-CY framework defines health and disability through the biopsychosocial model. Based on this framework, Hollenweger (2010) proposes, the MAFES matrix which provides a structure that is coherent for exploring the role of contextual factors, and for testing empirically the impact that the functioning of education systems has on the functioning of children.

Methodology: Based on the ICF-CY conceptual framework, the MAFES matrix and the fact that there are differences observed in inclusive education policies and the levels of formal social capital and trust between European countries, the authors proposed a conceptual framework for biopsychosocial-based policy development in Europe. Working towards the enhancement of inclusive education environments for children with disabilities and health and social equity, two of the ICF-CY's components (Activities and Participation and Environmental Factors) encompass social capital indicators and will be discussed.

Ethical considerations: This study is entirely theoretical so any reported findings will come from existing literature.

Main findings: What is needed for policy development in inclusive education is a better understanding of the role and importance of having clear social capital components. This paper proposes a model based on the ICF-CY framework, the MAFES matrix and social capital indicators that allows a better policy development if considered at a European level as a common tool.

Implications for policy or practice: The specific ICF-CY-based instrument presented here has not been applied yet in practice and is introduced in a theoretical manner; therefore, further development and refining of it is expected in the near future.

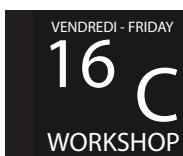
Keywords: *Mainstreaming (Education), Social Networks, World Health Organisation, Public Policy*

Bibliography

Chenoweth L, Stehlik D. (2004). Implications of social capital for the inclusion of people with disabilities and families in community life. *International Journal of Inclusive Education*, 8(1), 59-72.

CSDH. (2008). Closing the gap in a generation : health equity through action on the social determinants of health : final report of the commission on social determinants of health. Geneva: World Health Organization.

Hollenweger J. (2010). MHADIE's matrix to analyse the functioning of education systems. *Disability & Rehabilitation*, 32, S116-S124.



Kaasa A, Parts E. (2008). Individual-level Determinants of Social Capital in Europe: Differences between Country Groups. *Acta Sociologica*, 51(2), 145-168.
WHO. (2007). *International Classification of Functioning, Disability and Health – Version for Children & Youth (ICF-CY)*. Geneva: World Health Organization.

C25 Language and culture

Chair : Christian Winterbottom

WHEN ENGLISH INTEGRATED INTO KINDERGARTEN TEACHING ACTIVITIES IN AN EFL LEARNING ENVIRONMENT: A CASE STUDY FROM TAIWAN

YVONNE LIU ¹, EMILY LIU ²

¹ *University of Tampere, Unit of Early Childhood Education. Åkerlundinkatu 5, 2. kerros. Tampere, Finland*

² *University of Shih Chien. No.70, Ta-Chih Street, Taipei 104, Taiwan.*

In the Globalization world, English learning is viewed as a key to have a successful future in EFL countries. In Taiwan, English learning was a huge fashion trend in kindergarten and resulted in some negative impacts on children past few years (Chang, Chang and Lin, 2002; Fan, 2003; Chang, 2006). The Ministry of Education and scholars issued that English activities should be integrated in regular curriculum and not be a discrete subject in kindergartens (MOE, 2004; Liu, 2004). However, government only declared abstract guidelines about teaching English in kindergarten but rarely mentioned the details about how to organize teaching activities. Many kindergarten teachers have no clue about English teaching because they were not trained for it during training process. Teachers have very limited competence on English teaching, especially in an EFL learning environment (Liu, 2004; Liu and Wu, 2008). There are mainly four approaches to organized English teaching activities in Taiwanese kindergartens (Chang, 2001). This paper examined the most common English teaching approach that is group teachers cooperate with a part-time English teacher and aimed to conclude one practical possibility to solve the problem about English teaching in Taiwanese kindergartens. Research questions are: how do an English teacher design course before teaching, how to implement it in course teaching, how to evaluate children's learning and what are the obstacles during course teachings.

One kindergarten that cooperated with teacher training college in New Taipei City was chosen as the case in this research. Curriculum and teaching style in this kindergarten was project approach. Teaching and learning context was mainly from children's interests. There was one English teacher in this kindergarten who had both early childhood education and English educational backgrounds. Qualitative methods were used to gain data which included observations of course teaching, teachers' meeting, interviews of teachers and documents relate to course teaching in chosen kindergarten. Researcher came to kindergarten three times a week while English teaching was implementing and spent 5 months in data collecting process. Researcher asked staff's and parents' permission to start data collecting and all the private information were anonymous.

There were three main findings. 1. In the course design phase, English teacher joined teachers' meeting once a week, discussed children's learning experience with group teachers then decided the English teaching content. English teaching content was taught only after children have clear concept or previous experience in Chinese. 2. During course teaching, English teacher focused on children's understanding about western culture and kept their motivation to learn. Story books and songs often been chosen as the media to introduce teaching content. There were different learning tasks in English course to keep children's motivation such as experiment, group discussion and craft. 3. English teacher gave every child learning assessment which included quantitative and qualitative feedback once a semester. 4. The difficulties on integrate English into regular course were as below: First, it was not easy for a part time teacher to organize course discipline, especially in a project-approach kindergarten. Second, government policy about teaching English in kindergarten was not clear yet. This English course teaching was stopped during government kindergarten review because teachers worry about this teaching style will make them fail in the evaluation.

Keywords: kindergarten, Taiwan, course design, EFL, integrated course teaching

Bibliography

Chang, S.J. (2001). The Possibility to Recruit Foreign Teachers to Implement Language Teaching in Taiwanese Kindergartens. Government project from Ministry of Education.
Chang, S.J., Chang, C.R. and Lin, Y.J. (2002). English Teaching in Kindergarten: current implement and problems. *Citizen Education*, 42(5), 37-42. Ministry of Education (2004). Government declaration about English Teaching in kindergarten. (Retrieved from 02062011 from <http://www.ece.moe.edu.tw/document/earleng.pdf>).



- Chang, Y.S. (2006). Problems and Solutions in Implement English Teaching in Private Kindergartens in Taiwan. Master Thesis from Chaoyong University of Technology.
- Fan, M.C. (2003). Current Situation and Issues about Teaching English in Taiwanese Kindergarten. *Journal of Montessori*, 50, 23-24.
- Liu, Y.F. (2004). Exploration of Experts' Opinions on "Integrated English Learning Activities" for Young Children. Master Thesis from National Hsin-Chu University of Education, unpublished.
- Liu, Y.F. and Wu, C.R. (2008). Promote Preschool Teachers' Skills of English Teaching Activities. *Journal of Children and Education*, 4, 259-186.

CULTURAL NEGOTIATIONS OF SENSE OF PLACE THROUGH SHARED PARENT-CHILD ART-MAKING IN A PRESCHOOL FOR IMMIGRANT CHILDREN

ANNA KIROVA ¹, PATTI PENTE ², CHRISTINE MASSING ³

¹ University of Alberta, 438 Education South, Edmonton, AB, Canada T6G2G5

² University of Alberta, 435 Education South, Edmonton, AB, Canada T6G2G5

³ University of Alberta, 551 Education South, Edmonton, AB, Canada T6G2G5

The need to find meaningful ways to engage immigrant families in early childhood settings and to build bridges between teachers and parents has been a focus of a number of recent studies (e.g. Knopf & Swick, 2007; Vandenbroeck, Roets, & Snoeck, 2009). Persistent barriers to such involvement are well-documented. They include the inability of parents to communicate in English (Turney & Kao, 2009), parental discomfort with the culture of the school (Isik-Ercan, 2010), conflicting goals of families and teachers (Lahman & Park, 2007), teachers' inability to move beyond their own culturally bound ideas about child rearing (Eberly, Joshi, & Konzai, 2007), and teachers' emphasis on some cultural groups or aspects of culture to the exclusion of others (Sohn & Wang, 2006).

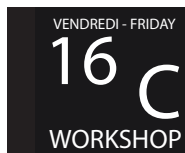
It is imperative therefore that educators and researchers rethink the current parent involvement paradigm in working with immigrant families to honour their visual and oral traditions (Souto-Manning & Swick, 2006). However, very few studies identify strategies that utilize arts and creative processes as a way of involving parents meaningfully. One exception is a project in which disposable cameras were sent home with immigrant children to allow families and children to document photos to share with their teachers; thus providing teachers with a glimpse into the family's world (Strickland, Keat & Marinak, 2010).

The research described in this presentation proposes a unique approach to engaging immigrant families, children and their teachers in art-making. As an embodied experience (Bresler, 2004; Springgay, 2008; Stinson, 2004), art-making can expose tacit and potentially unrecognized values, so that in creating art and discussing it, there may be potential strategies for greater understanding within diversity.

The primary objective of this study was to explore how immigrant preschool teachers and their immigrant students and families investigate their bicultural identities through aesthetic explorations of sense of place. This exploration of identity, national community, and place is informed by the philosophy of Jean-Luc Nancy (1991, 2000, 2007). With his work, the focus shifts from the individual in an entity called community to the meaning created within the relationship of one person existentially exposed to another. It is here, according to Nancy (2000), that meaning is made. Thus, identity and community are theorized as de-centered, flexible events of emergence. An understanding of diversity using Nancy's (2000) model of the subject enhances the goals of multiculturalism whereby within cultural encounters, renegotiated meaning emerges when conflicts in values are identified and discussed, rather than relying on straight assimilation or consensus. Here is one area where the potential for art-making, with its open-ended nature within the milieu of visual culture (Walker, 2004), could be useful as a strategy for cultural learning and negotiation.

The participants in the study focussed on the question, "what does winter look like in your country?" during a workshop where parents and their preschool children created aesthetic responses using paint, clay, and fabric. The notions of cultural hybridity, including aspects of cultural conflict and cohesion were interrogated in light of a sense of place understood as a physical and psychological attachment that is involved in the formation of the subject. In this context, art is understood as a visual form of self-expression and communication, and as an indicator of social values. This research used qualitative research with a focus on art-making as a hermeneutical process of reflection and sharing of cultural values. We inquired how cultural memories inform ideas of self and community. The research is important in providing opportunities for bicultural teachers and immigrant families to understand their own sense of identity with relation to place, teaching, and/or community through personal artistic explorations.

Keywords: immigrants, parent involvement, art-making, preschool children



Bibliography

- Bresler, L. (2004). Prelude. In L. Bresler (Ed.), *Knowing bodies, moving minds: Towards embodied teaching and learning* (pp. 7-11). Dordrecht, Netherlands: Kluwer Academic Publishers.
- Eberly, J.L., Joshi, A., & Konzai, J. (2007). Communicating with families across cultures: An investigation of teacher perceptions and practices. *The School Community Journal*, 17(2), 7-26.
- Isik-Ercan, Z. (2010). Looking at school from the house window: learning from Turkish-American parents' experiences with early elementary education in the United States. *Early Childhood Education Journal*, 38, 133-142. doi: 10.1007/s10643-010-0399-8.
- Knopf, H.T., & Swift, K. (2008). Using our understanding of families to strengthen family involvement. *Early Childhood Education Journal*, 35, 419-427. doi: 10.1007/s10643-007-0198-z
- Lahman, M.K.E., & Park, S. (2004). Understanding children from diverse cultures: Bridging perspectives of parents and teachers. *International Journal of Early Years Education*, 12, 131-142. doi: 10.1080/0966976042000225525
- Nancy, J. (1991). *The inoperative community*. Trans. P. Connor, L. Garbus, M. Holland, & S. Sawhney. Minneapolis, MN: University of Minnesota Press.
- Nancy, J. (2000). Being singular plural. Trans. R. Richardson & A. O'Byrne. Stanford, CA: Stanford University Press.
- Nancy, J. (2007). *The creation of the world or globalization*. Trans. F. Raffoul & D. Pettigrew. Albany, NY: State University of New York Press.
- Sohn, S., & Wang, X.C. (2006). Immigrant parents' involvement in American schools: Korean mothers' perspectives. *Early Childhood Education Journal*, 34, 125-132. doi: 10.1007/s10643-006-0070-6
- Souto-Manning, M., & Swick, K.J. (2006). Teachers' beliefs about parent and family involvement: Rethinking our family involvement paradigm. *Early Childhood Education Journal*, 34, 187-193. doi: 10.1007/s10643-006-0063-5
- Springgay, S. (2008). *Body knowledge and curriculum: Pedagogies of touch in youth and visual culture*. New York, NY: Lang.
- Stinson, S. (2004). My body/myself: Lessons from dance education. In L. Bresler (Ed.), *Knowing bodies, moving minds: Towards embodied teaching and learning* (pp. 153-167). Dordrecht, Netherlands: Kluwer Academic Publishers.
- Strickland, M.J., Keat, J.B., & Marinak, B.A. (2010). Connecting worlds: Using photo narrations to connect immigrant children, preschool teachers, and immigrant families. *The School Community Journal*, 20(1), 81-102.
- Turney, K., & Kao, G. (2009). Barriers to school involvement: Are immigrant parents disadvantaged? *The Journal of Educational Research*, 102(4), 257-271.
- Vandenbroeck, M., Roets, G., & Snoeck, A. (2009). Immigrant mothers crossing borders: Nomadic identities and multiple belongings in early childhood education. *European Early Childhood Education Research Journal*, 17, 203-216. doi: 10.1080/13502930902950452
- Walker, S. (2004). Art-making in an age of visual culture: Vision and visibility. *Visual Arts Research*, 30(2), 23-37.



WHAT ARE THE BARRIERS RELATED TO LANGUAGE AND CULTURE THAT JAPANESE IMMIGRANT MOTHER'S FACE IN MAKING DECISIONS ABOUT EARLY EDUCATION?

CHRISTIAN WINTERBOTTOM ¹, ITHEL JONES ², IMAN BETAWI ³

¹ *The Ohio State University, School of Teaching and Learning, Mansfield Campus, 1760 University Drive, Mansfield, OH 44906*

² *The Florida State University*

³ *The University of Jordan*

Using a multi-method case approach including interviews and observations this study examined barriers related to language and culture Japanese immigrant mother's face in making decisions about early childhood education in North Florida. Moreover, pattern coding was used to analyze the phenomenon in greater detail as the informants answered questions and shared stories on their most intimate experiences in early childhood education.

This study included 11 mothers from Japan who recently immigrated to the U.S. The length of time the participants had lived in the U.S. varied from 3 months up to 108 months. The mean (with standard deviations in parentheses) of participants living in the U.S. was 49 (34.7) months. There is strong evidence to suggest that Japanese mothers express less confidence in their parenting abilities than do mothers in other industrialized countries (Bornstein et al., 1998; Kazui, 1997). In one study of Japanese mothers, nearly half described themselves as not very confident or not confident about childrearing (Shwalb, Kawai, Shoji, & Tsunetsugu, 1995; Ujiie, 1997). Furthermore, Japanese mothers living in the U.S. represent the contrast between Eastern and Western cultures, which are different in terms of history, beliefs, and values. Immigrants from Asia (and South America) have replaced Europeans as the majority immigrant group in the U.S., but have received little attention in research (Cote & Bornstein, 2003).

Previous studies have cited the following variables that might influence an immigrant child's enrollment in a U.S. preschool: English proficiency, availability of center-based care, program eligibility criteria, parent perceptions of eligibility, parental need for flexibility in services, and perhaps even family fears related to immigrant status (Capizzano, Adams, & Sonenstein, 2000; Kirmani & Yeung, 2008; Matthews & Ewen, 2006; Schumacher & Rakpraja, 2003). However, only English proficiency was alluded to by the parents as a barrier when making decisions about early childhood education and out of home care. Participants cited losing their Japanese culture, their expectations, a lack of awareness of programs offered, and

American culture as barriers related to language and culture. This study examines those barriers cited by the informants and concludes with recommendations for future practice when working with Japanese immigrant families.

Keywords: Early Education, Immigration, Japanese mothers, Barriers, Cross-Cultural

C26 Les enfants ne sont pas tous les mêmes

Chair : Gil Meyer

DU SENTIMENT D'INJUSTICE EN CRÈCHE

ORIANA BRUECKER ESEDE - CONCHES (GENEVE) / HES-éesp - LAUSANNE

Du sentiment de frustration à la revendication d'égalité de traitement, les institutions de la petite enfance sont une scène sur laquelle les petits enfants nous montrent tout un panel d'émotions et de différentes formes d'expression liées à la notion de justice. Comment expriment-ils leur sentiment d'injustice? Vis-à-vis de qui et de quoi éprouvent-ils le sentiment d'avoir été victimes d'une injustice? De quelle forme d'injustice se plaignent-ils: ne pas avoir reçu l'attention qu'ils réclament, ne pas avoir reçu la même tranche de gâteau que le camarade, devoir attendre ou reporter un plaisir annoncé...? De quelle forme de justice font-ils preuve quand ils cèdent leur jouet au camarade ou ne suivent pas l'injonction de l'adulte afin de pouvoir poursuivre leur jeu? Pour répondre à ces questions, je propose une revue rapide de quelques recherches fondamentales en psychologie morale. Cette excursion succincte dans une partie de l'histoire de la recherche sur la petite enfance aboutira à une présentation critique de quelques livres récemment publiés pour animer des «ateliers philo» avec les petits enfants.

Grâce à ses recherches, Piaget (1932) nous a montré que l'enfant commence à manier les valeurs morales déjà depuis son plus jeune âge et que son raisonnement se développe par grands stades. Si avant 8 ans la justice est pour lui étroitement liée à l'obéissance de l'adulte, après cet âge elle commence à devenir une notion autonome, qui peut même servir pour contredire le vouloir de l'adulte. De plus récentes recherches, menées aux États-Unis par Kohlberg (1981, 1984), ont précisé les différents stades du développement moral de l'enfant et mis en évidence la nature des exigences éthiques du tout petit: sa recherche d'un plaisir immédiat caractérise le stade que le psychologue américain a appelé «impulsif» et «hédoniste». À travers ses recherches, Lebovici (1995) met en évidence le lien entre l'expression de la frustration du nouveau-né et la genèse du pré-concept de justice. Les résultats de ces recherches et les observations menées en crèche par les professionnels nous montrent la variété des sentiments d'injustice et de leurs expressions dont dispose l'enfant. À la lumière de ce constat, il est intéressant de lire et analyser quelques livres récemment publiés pour aider les éducateurs à animer des «ateliers philo»: de la capacité de repousser son plaisir à celle de se comparer avec ses camarades, la notion de justice semble d'abord passer par les usages linguistiques des enfants. Que dit le petit qui hurle son indignation morale quand sa glace tombe par terre? Et que dire du silence de celui qui offre son jeu au camarade qui voudrait le lui arracher?

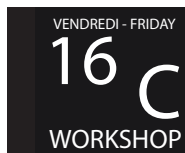
Keywords: Sentiment d'injustice, égalité de traitement, éthique

Bibliography

Baranès, William. Frison-Roche, Marie-Anne (1995) La justice. L'obligation impossible. Paris: Autrement.

Piaget, Jean. (1932). Le jugement moral chez l'enfant. Paris: PUF

Viganò, Renata (1991). Psicologia ed educazione in L. Kohlberg. Un'etica per la società complessa. Milano: Vita e Pensiero.



L'OBSERVATION : AU DELÀ DE LA MAÎTRISE DE L'OUTIL... RÉINVENTER SON TRAVAIL AU QUOTIDIEN

MICHELLE FRACHEBOUD¹, KARINA KÜHNI²

¹ CVE de Montelly / Ch. de Montelly 13 / 1007 Lausanne

² CVE de Valency / Ch. de Champrilly 21 A / 1004 Lausanne

La petite enfance est au cœur du monde, d'un monde « en devenir », ouvert sur la vie quotidienne. Les éducateurs-trices de la petite enfance (EPE par la suite) sont donc au centre d'une « pratique très vivante » dans le sens où ils sont au carrefour de ce qui fait société et aux premières loges de la visibilité même de celle-ci. D'une part, les questions/problèmes que les parents rencontrent leur sont au jour le jour relayés (sommeil, alimentation, autorité, etc... (Meyer/Spack, 2009). D'autre part, la prise en charge, voire la prise en compte (Karsz, 2004) quotidienne des enfants suscite également des questionnements/problèmes que les EPE tentent de résoudre.

L'éducation, même si ses résultats quantifiables sont insignifiants, table sur l'efficacité évidente des gestes éducatifs. C'est un lieu où il est souvent demandé de rendre des comptes... sur ce que fait l'enfant, sur ce qu'il fait aux autres, sur ce que les EPE font avec l'enfant, sur ce que les EPE font pour l'enfant, voire sur ce que les EPE font de l'enfant ou à l'enfant.

L'observation est un outil régulièrement mis en avant par les EPE.

Réfléchir non plus seulement à l'outil en tant que tel (simplicité d'accès, efficacité, description de la méthodologie, ...), mais réfléchir à comment celui-ci est conçu dans une formation en alternance nous semble important. Existant déjà dans un cours OASIS auquel nous participons depuis plusieurs années, nous nous demandons, au-delà des aspects formateurs exigés par les écoles sociales (maîtrise/exercice d'un outil, sensibilisation à une population), comment il pourrait être retravaillé ou prolongé. Histoire de dépasser la possession et la maîtrise de l'outil pour signifier l'intelligence du geste.

Quel intérêt pour des institutions d'accueil de la petite enfance d'accueillir des étudiants ou d'autres personnes qui viennent observer ce qui s'y passe ? On pourrait imaginer une certaine réticence à ce qui pourrait être vécu comme un envahissement, voire une peur du jugement. Pourtant notre expérience nous suggère que ces rencontres sont (devraient devenir) un enrichissement pour les deux parties: Ouvrir les lieux d'accueil à ces étudiant.e.s venant de domaines voisins mais différents, c'est aussi offrir une visibilité à nos institutions et à une profession encore souvent regardée de haut, c'est permettre à d'autres professionnel.le.s de se rendre compte qu'on ne fait pas qu'y « garder » les enfants. Mais encore : nous postulons que la pratique de l'observation par des étudiants extérieurs augmente les pratiques éducatives et réflexives des personnes en présence. Une certaine hétérogénéité réciproque permet une certaine fécondité. Observer les pratiques des autres conduit à se questionner sur ses propres pratiques. Les étudiant.e.s ont leur mot à dire dans ce qu'ils voient du réel de nos pratiques et ce qu'ils perçoivent de nos manières de faire en étant pris au sérieux. Nous avons, en retour, à rendre compte de ce que nous faisons. Nous établissons ici des liens avec l'analyse du travail (Jobert, 1999, 2000).

Inventer, réinventer son travail au quotidien avec d'autres, motive et redynamise les équipes et semble avoir un réel intérêt pour les étudiants.

Keywords: Observation, action, formation, Petite Enfance, +

Bibliography

- Caffari-Viallon, R., (1998), Observer pour agir et agir en observant, in : Ramonville Saint Agne, Prendre soin d'un jeune enfant : de l'empathie aux soins thérapeutiques. Paris : Erès
- Jobert, G. (1999). L'intelligence au travail in : P. Carré et P. Caspar, Traité des sciences et méthodes de la formation. Paris : Nathan.
- Jobert, G. (2000) travailler est-ce penser ? De l'action intelligente à l'intelligence de l'action in : F.Hubault (coord.), Comprendre que travailler c'est penser, un enjeu industriel de l'intervention ergonomique. Toulouse : Octarès Ed.
- Karsz, S. (2004). Pourquoi le travail social ? Paris : Dunod
- Meyer, G., Spack, A., Perrenoud, D. et Dumont, P. (2009). Familles singulières, accueil collectif. La réception de la diversité de la situation familiale par les crèches-garderies. Lausanne : Cahiers de l'EESP, n°48

LE JARDIN D'ENFANTS ENSEMBLE : UN OBSERVATOIRE SUR LA COMPLEXITÉ DE LA MISE EN ŒUVRE D'UNE VÉRITABLE MIXITÉ

JÉRÔME LAEDERACH

Fondation Ensemble, case postale 1050, 1211 Genève 26

Le Jardin d'Enfants Ensemble est un projet particulier et précurseur à Genève. Fondé en 1993 sur la base d'une précédente structure spécialisée, il accueille des enfants dits ordinaires et des enfants dits handicapés, au sein d'une même institution de la petite enfance.

Cette spécificité portant sur un concept éducatif inclusif a toutefois eu comme condition nécessaire à sa



réalisation une structuration en deux entités juridiques distinctes, engendrant divers obstacles et contraintes.

Avec comme arrière fond une politique sociale visant l'inclusion, une crise institutionnelle a mis en évidence les défis nécessaires pour tendre vers une véritable mixité.

Sur la base d'une analyse systématique des obstacles dans la transition de deux entités distinctes vers une seule entité mixte, et afin que celle-ci se déploie pleinement, nous mettrons en évidence la nécessité de mener de front à la fois une optimisation du concept institutionnel précisant les prestations offertes à tous les enfants, mais aussi ses composantes aussi bien de gouvernance, que de management et d'administration.

Ce n'est qu'au prix de cette démarche que l'inclusion prendra tout son sens dans la politique sociale d'intégration de l'enfant en situation de handicap, par une approche qui préserve la mise en évidence des potentialités de tous les enfants et adapte la prise en charge au plus proche de leurs besoins.

Keywords: Inclusion, Institution, Politique



Self-organised symposia / Symposia auto-organisés
Friday, September 16th - Vendredi 16 septembre
11.00 - 12.30

**D1 COLLABORATION AVEC LES PARENTS ET LIEN AVEC L'ENVIRONNEMENT:
QUELLES COMPÉTENCES ET QUELLES FORMATIONS POUR LES PROFESSIONNELS
DE L'ÉDUCATION?**

Chair: MONY, Myriam, ESSSE, Lyon, France

BATON, ODILE, ESSSE, LYON, FRANCE

BAUDOT, ODILE, ESSSE, LYON, FRANCE

FERRIER, ERIC, ARFRIPS, LYON, FRANCE

MALLEVAL, DOMINIQUE, ESSSE, LYON, FRANCE

Les compétences des professionnels de l'éducation des jeunes enfants et/ou du travail social dans leurs environnements de travail respectifs sont-elles transversales ou spécifiques: Enseignants en maternelle, éducateurs de jeunes enfants en maisons d'enfants, en EAJE, en services pour enfants en situation de handicap; Accueillir, coopérer avec les familles, les accompagner au quotidien, et faciliter leur participation institutionnelle;

Le métier d'éducateur au sens large du terme demande-t-il une ou des compétences spécifiques ou communes, comment les professionnels de la petite enfance identifient-ils les compétences engagées dans leur travail ?

C'est ce que ce film, que l'on voudrait vous présenter aujourd'hui, illustre: questions, réflexions, préoccupations, hypothèses, partage d'expériences ;

Après le visionnage du film, les intervenants vont l'éclairer :

Myriam Mony et Odile Baudot aborderont les questions de compétences:

Myriam Mony présentera la démarche du groupe des professionnels et formateurs qui ont conduit ce film ; Odile Baudot rendra compte du document d'accompagnement du film et issu de la réflexion du groupe.

Eric Ferrier explicitera la manière dont les images ont été sélectionnées pour rendre compte du travail et des compétences des éducateurs de la petite enfance au travail avec les familles ; Odile Baton et Dominique Malleval développeront les axes de formation au travail avec les parents:

Odile Baton présentera les apports et mises en situations liés au positionnement professionnel, et Dominique Malleval mettra le film en résonance avec le mémoire de fin d'études que rédigent les étudiants Educateurs de jeunes enfants au terme de leurs 3 années de formation et 9 mois de stage qui révèle un travail d'analyse des pratiques professionnelles en lien avec le travail avec les parents.;

Keywords: compétences transversales, travail avec les parents, formation théorique et pratique, analyse des pratiques, recherches professionnelles



D2 TROIS ASPECTS DE L'APPROCHE PIKLÉRIENNE DANS UNE COLLECTIVITÉ : LANGAGE, MATÉRIEL DE JEU, RELATION INDIVIDUALISÉE

Chair: Rákóczy, Agnès; Association Emmi Pikler Lóczy Suisse

CAFFARI-VIALON, RAYMONDE, ASSOCIATION EMMI PIKLER LÓCZY SUISSE, LAUSANNE

BACHMANN, VÉRONIQUE, ASSOCIATION EMMI PIKLER LÓCZY SUISSE, LAUSANNE

BIANCARDI, PAOLA, ASSOCIATION EMMI PIKLER LÓCZY SUISSE, LAUSANNE

SINOBAS, CATHY, CVE GRATTAPAILLE, LAUSANNE

JAQUET-TRAVAGLINI, PAULETTE, ASSOCIATION EMMI PIKLER LÓCZY SUISSE, LAUSANNE

BAERISWYL, JOSIANE, OFFICE MÉDICO-PÉDAGOGIQUE, GENÈVE

Le bébé vient au monde avec une tendance innée à la croissance et un important potentiel de développement. Afin que potentiel et tendance puissent se réaliser, il est nécessaire que le bébé trouve dans son environnement :

- un objet maternant couplé à des soins ajustés à ses besoins,
- et un environnement adéquat.

Ainsi les processus de maturation, débutant dans la vie intra-utérine, pourront continuer après la naissance, grâce à la vie relationnelle et aux expériences sensori-motrices.

L'objet maternant doit s'ajuster au plus près des besoins du bébé et de l'enfant, en lui offrant la relation stable, régulière, affectueuse, prévisible et anticipatrice qui lui permettra de se sentir nourri pour appréhender l'environnement proche puis élargi. L'environnement adéquat spatial et matériel, ajusté et évolutif, le bébé puis l'enfant va le découvrir au fil des jours.

Emmi Pikler (1902-1984), pédiatre, a mené des recherches, désormais de mieux en mieux connues. Elle a voulu transmettre sa vision du bébé comme étant une personne dotée de compétence et d'initiative, prenant une part active à son propre développement, et qui peut être reconnue comme un partenaire dans ses relations avec son entourage.

Les aspects très concrets de la relation maternelle et de l'environnement sont au cœur de la pédagogie Pikler et s'appuient sur l'observation, la théorie et la réflexion. Elle a réussi à offrir un cadre institutionnel offrant une qualité d'attention individualisée dans un environnement stable, prévisible et continu dans lequel les enfants peuvent grandir et se construire.

C'est donc cette approche, qui sera le fil conducteur de du symposium. Les trois questionnements soutenant les présentations sont :

- Quels sont le contenu et la fonction du langage des professionnels lors des interactions avec l'enfant ?
- Une relation individualisée stable et prévisible est-elle possible avec un groupe d'enfants de plus de trois ans dans un cadre institutionnel ?
- Le matériel moteur et de manipulation influence-t-il les activités des enfants et l'attitude des éducatrices ?

Keywords: crèche, Pikler, langage des éducatrices, relation individualisée, matériel de jeu

Bibliography

Appell, Geneviève. Tardos, Anna (1998). Prendre soin d'un jeune enfant, de l'empathie aux soins thérapeutiques. Toulouse : Erès.

David, Myriam. Appell, Geneviève (2008). Lóczy ou le maternage insolite. Ramonville-Saint-Agne : Erès, 1001 BB. Jaquet-Travaglini, Paulette ; Caffari-Viallon, Raymonde ; Dupont, Alain (2003). Penser, réaliser, évaluer l'accueil en crèche. Genève : Edition des Deux Continents.

Pikler, Emmi (1974). Se mouvoir en liberté dès le premier âge. Paris : PUF.

Szanto-Feder, Agnès (2002). Lóczy : un nouveau paradigme ? Paris : PUF.

L'IMPACT DE L'INTRODUCTION D'UN MATÉRIEL DE MOTRICITÉ ET DE MANIPULATION DANS UN GROUPE D'ENFANTS DE MOINS DE TROIS ANS

CAFFARI-VIALON, RAYMONDE. ASSOCIATION EMMI PIKLER LÓCZY SUISSE

Les travaux scientifiques d'Emmi Pikler nous ont dévoilé comment l'enfant, laissé libre dans ses mouvements dans un environnement adapté, franchit de lui-même, à son rythme, tous les stades du développement psychomoteur. Ce processus se déroule avec une gestuelle harmonieuse, dans un subtil contrôle de l'équilibre, avec une perception par l'enfant de ses possibilités à chaque stade de son développement et le conduisant à une connaissance bien intégrée de son corps. Par ses recherches, Emmi Pikler nous a également montré qu'il en est de même sur le plan de la manipulation. L'enfant développe de façon progressive des gestes habiles et précis et accède de lui-même à toutes les possibilités de

manipulation. « L'activité spontanée auto-induite que l'enfant poursuit librement de façon autonome a une valeur essentielle pour son développement : elle doit être pour lui une source de plaisir sans cesse renouvelée. » (M. David, G. Appell, Loczy ou le Maternage Insolite, Erès, 2008, p.93).

L'étude que nous présentons porte plus particulièrement sur les conséquences de la mise à disposition de l'enfant d'un matériel favorisant l'activité motrice et de manipulation.

Nous sommes parties du constat que traditionnellement pour sensibiliser aux idées piklériennes on enseigne les grands principes, on explique les éléments organisationnels et les gestes qu'ils impliquent. On procède ainsi de l'abstrait au concret, du général au particulier, de la théorie à son application.

Il nous paraît intéressant de tenter la démarche en sens inverse : introduire les éléments les plus concrets que nous propose l'approche piklérienne – soit du matériel – et voir en quoi l'activité des enfants s'en trouve modifiée. Cela pourrait aussi induire une évolution dans l'attitude des éducatrices.

L'étude se base sur des observations menées pendant plusieurs mois au cours desquels du matériel nouveau a remplacé progressivement ce que les enfants avaient à disposition. Elle montre les évolutions dans l'activité des enfants : attention, investissement, utilisation conjointe des grands mouvements et des mouvements fins. Elle indique aussi comment dans une brève période la sensibilité des éducatrices a évolué.

Cette étude veut montrer très concrètement l'impact sur l'activité des enfants d'un matériel conçu pour soutenir leur activité propre.

Keywords: crèche, enfants de moins de 3 ans, matériel de jeu, évolution de l'activité

Bibliography

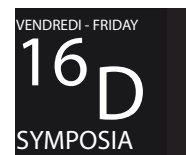
Caffari, Raymonde (1991). Pour que les enfants jouent. Lausanne : Ed. EESP.

Falk, Judit (2006). Les fondements d'une vraie autonomie chez le jeune enfant. Paris : Association Pikler Loczy de France.

Pikler, Emmi (1970). Se mouvoir en liberté dès le premier âge. Paris : PUF.

Tardos, Anna ; David, Myriam (1991). De la valeur de l'activité libre du bébé dans l'élaboration du self. Genève : Médecine et Hygiène, Devenir.

Winnicott, Donald (1975). Jeu et réalité. Paris : Gallimard



LE LANGAGE ADRESSÉ AUX ENFANTS DANS UNE COLLECTIVITÉ

JAQUET-TRAVAGLINI, PAULETTE; CRÈCHE LA PETITE MAISONNÉE, GENÈVE

Pour accéder au langage, le jeune enfant a besoin d'entendre la voix humaine, la parole : recevoir un « bain de langage », selon l'expression de Françoise Dolto.

Emmi Pikler écrit « ... qu'il faut parler au jeune enfant, qu'il faut « se parler » lorsqu'on est ensemble ; qu'il faut être attentif à ses initiatives et qu'il faut y répondre. Il faut satisfaire la curiosité de l'enfant par des réponses, des explications. Il faut l'encourager pour que les signaux qu'il nous envoie soient de plus en plus nombreux et actifs ; il faut l'introduire dans la communauté dans laquelle il vivra, lui faire accepter les règles de la vie sociale. Tout cela est une tâche extrêmement complexe. » (Se mouvoir en liberté dès le premier âge. Paris : PUF, 1974, p. 19).

Découvrir les contenus du langage des éducatrices adressés aux enfants constitue le thème de la recherche qui sera présentée.

Que disent les éducatrices lorsqu'elles parlent aux enfants, quel type de langage utilisent-elles : construisent-elles des phrases, s'adressent-elles à l'enfant de manière personnelle, utilisent-elles de manière préférentielle les injonctions ? Quelles sont les différentes fonctions du langage pour les enfants et aussi pour les éducatrices ?

Pour répondre à ces questions une petite équipe a mené une recherche action en utilisant des enregistrements filmés pour rendre compte de la manière dont les adultes s'adressent aux enfants dans une crèche. Cette recherche a été conduite dans une seule institution, s'inspirant de l'approche d'Emmi Pikler.

L'étude se fonde sur l'enregistrement de 40 repas donnés à des enfants de quelques mois jusqu'à 4 ans. L'ensemble des énoncés formulés par les adultes a été relevé et analysé. Les différentes catégories d'énoncés et leur fréquence donnent une bonne image de la nature du langage des adultes. Cinq

séquences avec des enfants d'âges différents ont fait l'objet d'une analyse qu'on peut qualifier de qualitative, qui permettent d'interpréter plus finement le contenu et la fonction du langage.

Cette démarche de recherche a ouvert la réflexion concernant l'impact d'un tel travail sur une équipe éducative. Elle lui a permis de se situer clairement par rapport au langage et de rendre ce dernier plus présent dans les différents moments de la vie quotidienne des enfants au sein de la structure d'accueil. Elle a en particulier mis en évidence la nécessité de se référer à une pédagogie explicite, ici la pédagogie pikléienne, pour soutenir le travail d'une équipe, sa réflexion constante en vue d'améliorer la qualité de l'accueil.

Keywords: crèche, langage des éducatrices, nature, fonctions, langage et relation

Bibliography

- Aimard, P (1984). L'enfant et la Magie du langage. Paris : Ed. R. Laffont.
Caffari-Viallon, Raymonde ; Jaquet-Travaglini, Paulette ; Baeriswyl, Josiane (2009). Mais qu'est-ce qu'elles disent ? Etude du langage adressé aux enfants dans une collectivité. Genève : Ed. des Deux Continents.
Dolto, Françoise ; Levy D.M (1988). Parler juste aux enfants. Paris : Ed. Mercure de France.
Golse, Bernard (2008). Le développement affectif et intellectuel de l'enfant ; complément sur l'émergence du langage. Issy les Mouleaux : Ed. Masson.
Stern, Daniel (1977). Mère enfant, les premières relations. Bruxelles : Ed. Mardaga.

RELATION INDIVIDUALISÉE DANS UNE COLLECTIVITÉ POUR DES ENFANTS DE 4 À 6 ANS

BIANCARDI, PAOLA; CENTRE DE VIE ENFANTINE GRATTAPAILLE, LAUSANNE

Un des axes de l'approche pédagogique d'Emmi Pikler se situe dans la relation privilégiée que l'enfant tisse avec l'adulte qui s'occupe de lui, en particulier grâce aux soins.

La stabilité des personnes qui interviennent auprès du petit enfant, notamment lors des moments de changes et de repas est donc une priorité si on veut atteindre une relation significative avec chacun des enfants qui fréquente la collectivité. Cette relation permet à l'enfant de se construire dans un climat de confiance, dans son entourage et dans ses propres capacités. Il construit ainsi le sentiment de sa propre valeur et une compréhension du monde.

Dans une institution de la petite enfance jusqu'aux environs de trois ans l'enfant bénéficie quotidiennement, plusieurs fois, d'un moment de relation individuelle avec l'adulte. Néanmoins cette attention personnalisée ne va pas de soi lorsque l'enfant n'est plus l'objet de soins corporels individuels.

Un centre de vie infantine s'inspirant de l'approche pédagogique d'Emmi Pikler a mené une réflexion sur les besoins de moments de contacts individuels pour les enfants plus grands. Ces contacts individuels existaient, mais de manière non systématique et non prévisible et ne pouvaient donc assurer la stabilité et la permanence du lien avec l'adulte. Un élément nouveau la prévisibilité du temps de relation individuelle a été introduit. La possibilité a été offerte à tous les enfants d'avoir régulièrement un moment d'attention exclusive de l'adulte de référence. Ce moment est connu des deux acteurs et peut être anticipé par chacun.

C'est cette réflexion et sa mise en œuvre ainsi que ses effets pour les adultes et les enfants qui seront présentés

Keywords: petits écoliers, accueil périscolaire, relation enfant-adulte, organisation pédagogique

Bibliography

- Bowlby, John (1978). Attachement et perte, Tome I. Paris : PUF.
David, Myriam (1998). 2 à 6 ans. Vie affective et problèmes familiaux. Paris : Dunod.

D3 KINDERGARTEN TEACHERS : EXPERTS IN A FIELD OF LAY(WO)MEN?

Chair: Steinnes, Gerd Sylvi, Volda University College

ØDEGÅRD, ELIN, TELEMARK UNIVERSITY COLLEGE, PORSGRUNN, NORWAY
EIK, LIV TORUNN, VESTFOLD UNIVERSITY COLLEGE, TONSBERG, NORWAY

This symposium will present diverse perspectives on kindergarten teachers in Norway. The presentation is based on three ongoing PhD studies on kindergarten teachers' competence and competence building from newly qualified to experienced kindergarten teachers.

Kindergarten has become a significant contribution to the Norwegian welfare state. It is now part of the educational system, and it is expected to comprise care, formation, play and learning. Studies show that the quality of children's learning is related to the qualifications of the staff (Aukrust and Rydland 2009). Kindergarten teachers can be seen as experts on children, and their qualifications can be regarded as crucial when it comes to the quality of kindergarten. Still, only 32 percent of staff in Norwegian kindergartens are educated kindergarten teachers. Which challenges does this constitute for the kindergarten teachers who are responsible for providing high quality care, formation, play and learning?

The session will consist of three presentations:

- a) Newly qualified pedagogical leaders and leadership.
- b) Professional qualifications for kindergarten staff. -Expertise or common sense?
- c) Experts without a professional language? How can newly qualified kindergarten teachers develop their professional language?

Keywords: Professional competence, leadership, professional judgement, professional language, division of labor

Bibliography

Aukrust, V.G og Rydland, V (2009): Barnehagens kvalitet og skolefaglig læring; en kunnskapsoversikt. Norsk pedagogisk tidsskrift nr 3-2009

IS IT POSSIBLE TO BE A LEADER IN KINDERGARTEN IF YOU HAVEN'T APPROPRIATED PROFESSIONAL COMPETENCE AS A KINDERGARTEN TEACHER?

ØDEGÅRD, ELIN, TELEMARK UNIVERSITY COLLEGE

My PhD has focused on the competence building of newly qualified pedagogical leaders in kindergartens. I have been inspired by social cultural theory to frame the concept competence (Bakhtin, 2005; Wertsch, 1991). I have used the concepts mastery, appropriation and cultural tools, and my research question focuses on; how do newly qualified kindergarten teachers master and appropriate the cultural tools in kindergarten?

I have used multiple methods in my ethnographic inspired research. The informant groups are five newly qualified kindergarten teachers, their heads in five different kindergartens and three local mentors. For one year, from June 2007 to July 2008, I have observed the newly qualified pedagogical leaders in their daily work with the children, their planning sessions with the staff and the mentoring of the newly qualified by their local mentors. I have interviewed the newly qualified kindergarten teachers, their heads and their mentors several times individually and in focus groups, and analyzed documents, such as local plans and instructions, of the kindergartens. The project has been approved by the Data Inspectorate in Norway (NSD) and I have followed their guidelines.

In the Norwegian context most all of the newly qualified kindergarten teachers are employed as pedagogical leaders. They are responsible for the children, for contact with the parents and for leading the staff in one department in the kindergarten. When I have asked how the newly qualified pedagogical leaders master and appropriate the cultural tools in their kindergartens, I have got several findings.

The kindergarten context expects the newly qualified to master various tasks and different roles, and the newly qualified have many challenges the first year after graduation. The newly qualified pedagogical leaders in my study master and appropriate the horizontal tradition in which kindergarten culture is embedded. They master the daily work with the children, with the parents and with their staff, but they facing problems when the kindergarten culture expects them to be leaders from a vertical leadership approach. It seems that the newly qualified meet different leadership discourses in kindergarten (Gronn,



2002; Møller, 2006). It looks like the heads of the kindergartens talk about and expect their pedagogical leaders to appropriate a vertical leadership model. New public management ideas influence the rhetoric of the heads, but the ideas are not implemented in the kindergartens (Seland, 2009). The staff in the department run by the newly qualified expects sharing and team work, and one of my results shows that the newly qualified appropriate and want to use a horizontal leadership model.

In this symposium we will focus on expertise and on challenges on professional competence in kindergarten, and my presentation focus on newly qualified kindergarten teacher's challenges as pedagogical leaders in kindergartens.

Keywords: Newly Qualified, Pedagogical Leader, Leadership Competence

Bibliography

- Bakhtin, M. (2005). Spørsmålet om talegenrane (R. Slaattelid, Oversetter). Oslo: Pensumtjeneste.
 Grønn, P. (2002). Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13, 423 - 451.
 Møller, J. (2006). Nyere forskning om skoleledelse i gode skoler. *Norsk pedagogisk tidsskrift*, 90(2), 96-108.
 Seland, M. (2009). Det moderne barn og den fleksible barnehagen: en etnografisk studie av barnehagens hverdagsliv i lys avnyere diskurser og kommunal virkelighet. Doktoravhandling, Norges teknisk-naturvitenskapelige universitet, Trondheim.
 Wertsch, J. V. (1991). *Voices of the mind: a sociocultural approach to mediated action*. Cambridge, Massachusetts: Harvard University Press.

PROFESSIONAL QUALIFICATIONS FOR KINDERGARTEN STAFF. -EXPERTISE OR COMMON SENSE?

STEINNES, GERD SYLVI, VOLDA UNIVERSITY COLLEGE

Kindergarten has become a significant contribution to the Norwegian welfare state as part of the educational system. The political expectations are high regarding quality and effects of kindergarten to learning outcome in school. Still, only 32 % of the staff are educated kindergarten teachers, while the rest is assistants. There are no formal requirements to be employed as an assistant, and OECD (1999) has pointed out that the large amount of assistants might affect the quality of Norwegian kindergarten. Questions have been raised about if the extensive use of assistants with no formal pedagogical training is an expression of trivialization and undermining of the pedagogical content (Bae 2004).

In my PhD I am studying how kindergarten teachers are coping with their role as professionals, working closely together with and outnumbered by the assistants. The presentation is comparing division of labor between kindergarten teachers and assistants in Norwegian kindergarten, based on their own report on to what degree they participate in different activities. The research questions are: What does kindergarten teachers and assistants emphasize as important basic knowledge for those working in kindergarten? How do they assess their own competence related to important work tasks?

The study presented here is part of a research project supported by The Norwegian Research Council, titled: Coping with the role of kindergarten teacher in a field dominated by laymen. The study is based on a nationwide survey including staff in Norwegian kindergarten during spring 2009. 1192 pedagogical leaders and 1357 assistants in 576 kindergartens have answered a questionnaire about their work and their comprehension of competence and professional qualifications. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD).

My conception of competence includes ability, authority, knowledge and skills to perform certain action (Nielsen and Kvale 2007) and these are acquired through compound experiences. Knowledge can be practical or theoretical, self experienced or read about, codified or relational. According to Eraut (2004) cultural knowledge plays a key role in most work based practices. Kindergarten is a close working community, where kindergarten teachers and assistants are working side by side, often performing the same tasks. Still, Eraut's (2004) distinction between individual and cultural knowledge shows how although some knowledge is developed through cooperation, common action, communication and reflection, the individual also have personal experiences constituting their unique body of knowledge.

The most obvious distinction between kindergarten teachers and assistants is that the kindergarten teachers have developed professional, academic knowledge during years of formal education. Though, the most striking characteristics of the data analyzes are the similarities between the two groups, both regarding how they assess their own competence, and task performance. Kindergarten teachers and assistants are involved in the same activities and they express that only some marginal tasks require education as kindergarten teacher.

These findings imply the need for a discussion about quality in kindergarten and about what kind of professional qualifications are required working with small children.

Keywords: Kindergarten teachers, assistants, professional competence, division of labor

Bibliography

- Aukrust, V.G og Rydland, V (2009): Barnehagens kvalitet og skolefaglig læring; en kunnskapsoversikt. Norsk pedagogisk tidsskrift nr 3-2009
- Bae, B. (2004) Dialoger mellom førskolelærer og barn. (Dialogues between preschool teachers and children) Oslo, HiO – rapport 2004 nr.25.Forskrift om pedagogisk bemanning av 16.desember 2005. Oslo, Kunnskapsdepartementet.
- Eraut, M. (2004): Transfer of knowledge between education and workplace settings. I: H. Rainbird, A. Fuller og A. Munro (red). Workplace Learning in Context. London og New York. Routledge
- Kvale, S og Nielsen, K (ed) (2007): Mesterlære. Læring som social praksis. Oslo. Gyldendal akademisk
- Nørregård-Nielsen, E. (2006): Pædagoger i skyggen. Om børnehavepædagogers kamp for faglig anerkendelse. Odense. Syddansk universitetsforlag

EXPERTS WITHOUT A PROFESSIONAL LANGUAGE? HOW CAN NEWLY QUALIFIED KINDERGARTEN TEACHERS DEVELOP THEIR PROFESSIONAL LANGUAGE?

EIK, LIV TORUNN, VESTFOLD UNIVERSITY COLLEGE

High pedagogical quality in kindergarten depends on the knowledge and competence of its heads and kindergarten teachers and newly qualified kindergarten teachers meet great expectations and challenges in their first job. How do newly qualified kindergarten teachers assess the knowledge and competence they bring with them from their studies? And how do they experience their further qualification process together with their colleagues at their workplace?

In my ongoing PhD-study I inquire and discuss these questions. The study has a qualitative and ethnographic approach and focuses on the experiences of six newly qualified kindergarten teachers in different Norwegian kindergartens. All of them are employed as pedagogical leaders in one department in their kindergarten. I have observed the new kindergarten teachers in their work and I have interviewed them individually and in focus groups several times during their first professional year. All of them have participated in a national mentoring programme and I have observed some of their mentoring conversations as well. Ethical considerations are taken care of through institutional ethical procedures regulating research in Norway (NSD).

The theoretical framework for my study is socio-cultural learning theory (Vygotsky 1978, Säljö 2001) and theories connected to my key concepts profession (Molander og Terum 2008), competence (Eraut 2004), culture (Kvalbein 1999) and language (Säljö 2001).

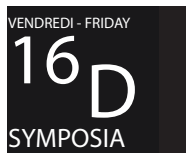
I see kindergarten teachers as members of a new profession, who are seeking recognition for their special professional competence. One perspective on professional competence is that it consists of two main components, namely competence to act and competence to verbalize. The first one is the ability to act professionally, to master the main tasks and activities of a kindergarten teacher. The other component is the competence to describe, analyze and discuss professional actions, in order to learn from one's own experiences and to share and build new competence together with colleagues (Molander og Terum 2008). Some of my findings related to the first component are that the new kindergarten teachers seem to master most of their pedagogical work with the children. They show professional judgement and improvisation skills in their interactions with children. However, they seem to find it difficult to describe their practices and to discuss them with their colleagues. The newly qualified kindergarten teachers seem to change their language during their first year from the precise language they had learned in college to a more everyday kind of language.

I see their abilities for professional judgement and improvisation as an important part of their professional competence, a demanding part which requires knowledge and ethical reflections. According to my theoretical framework, the competence to describe, analyze and discuss professional actions is a prerequisite of common knowledge construction. My presentation discusses how new (and experienced) kindergarten teachers can develop their professional language in order to describe, share and develop their professional knowledge and practice.

Keywords: Profession, professional competence, professional judgement, improvisation, professional language

Bibliography

- Eraut, M. 2004: Eraut, M.: Developing professional knowledge and competence. London: Falmer Press.
- Kvalbein, I. A. 1999: Lærerutdanningskultur og kunnskapsutvikling. HiO-rapport nr. 15. Oslo: Høgskolen i Oslo
- Molander, A. & Terum L. I. (red.) (2008). Profesjonsstudier. Oslo: Universitetsforlaget.
- Säljö, R. 2001: Læring i praksis. Et sosiokulturelt perspektiv. Oslo: Cappelen Akademiske Forlag
- Vygotsky, L. 1978: Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.



D4 LA CELLULE SOCIOÉDUCATIVE, UN OUTIL AU SERVICE DES INSTITUTIONS POUR L'ENFANCE LAUSANNOISES

Chair: Claude Thüler - adjointe pédagogique, Service d'accueil de jour de l'enfance, Ville de Lausanne

DESCOEUDRES, VÉRONIQUE. SERVICE D'ACCUEIL DE JOUR DE L'ENFANCE, VILLE DE LAUSANNE
BEAUSIRE KARINE - ASSISTANTE SOCIALE /SERVICE D'ACCUEIL DE JOUR DE L'ENFANCE, VILLE DE LAUSANNE

Depuis plus de dix ans, le service de l'accueil de jour de l'enfance (SAJE), grâce à un management stratégique et dynamique, a soutenu et encouragé le développement d'une politique urbaine d'accueil de la petite enfance.

Dans le cadre de leur travail avec les enfants et les familles, les collaborateurs des IPE (équipe éducative et de direction) élaborent, construisent, améliorent, pensent, cherchent et se questionnent dans le but d'offrir une qualité d'accueil adaptée à leur mission et aux problématiques qui se présentent.

Pour renforcer les professionnels dans le cas de certaines situations complexes, soutenir et identifier les ressources des directions et de leurs équipes, développer des projets divers en lien avec leurs projets ou les missions, le service d'accueil de jour de l'enfance a créé la cellule socioéducative : un outil spécifique d'accompagnement, d'approfondissement et de questionnements.

Par son action avec le terrain, la cellule socioéducative souhaite également renforcer les prestations du SAJE et ainsi apporter une plus-value à son fonctionnement institutionnel. Elle est un levier permettant de développer un processus de qualité d'accueil perceptible par la satisfaction des familles, le renom des prestations, la satisfaction des professionnels et la reconnaissance politique.

Aujourd'hui, la cellule socioéducative est composée de trois intervenantes qui ont à cœur de proposer des prestations qui favorisent les ressources et l'autonomie des personnes accompagnées. Elles se soucient de traiter les différents partenaires avec équité en prenant soin des situations, des personnes, des collectifs et en tenant compte de leur appartenance avec le Réseau-L (réseau d'accueil de jour de Lausanne) et le SAJE.

Keywords: vie institutionnelle - accompagnement - réflexivité - processus qualité - prestations

RESSOURCES, RENCONTRES, REcul ET RÉFLEXIONS: LA CELLULE SOCIOÉDUCATIVE AU SERVICE DES INSTITUTIONS POUR L'ENFANCE EN VILLE DE LAUSANNE

CLAUDE THÜLER - ADJOINTE PÉDAGOGIQUE
SERVICE D'ACCUEIL DE JOUR DE L'ENFANCE

Dans le cadre de ce symposium, nous illustrerons le travail et les apports de cette cellule, par le biais d'un exemple concret à regards croisés entre les professionnels de l'institutions (direction - équipe éducative) et les collaboratrice de la cellule.

Présentation de la situation, de son contexte, des démarches entreprises et des résultats obtenus et exprimés.

En sa qualité de « structure ressource », la cellule socioéducative offre des espaces de rencontres, de réflexion, de négociation, de construction. Elle cherche à comprendre plutôt qu'à condamner, à accompagner plutôt qu'à obliger, à écouter plutôt qu'à imposer.

Porte d'entrée n° 1

Présentation d'une situation de terrain - amenée à la cellule socioéducative par la direction de l'IPE - travaillée en étroite collaboration et en concertation, qui met en lumière des questionnements spécifiques sur le rôle, la fonction, le positionnement de la direction et qui présente les pistes choisies et leurs impacts sur l'environnement professionnel.

Keywords: directions - équipes - familles - outil- accompagnement - complexité



LA CELLULE SOCIOÉDUCATIVE AU SERVICE DES ÉQUIPES ÉDUCATIVES

VÉRONIQUE DESCOEUDRES - ASSISTANTE PÉDAGOGIQUE

Porte d'entrée n° 2

A partir de la situation présentée et abordée plus haut, présentation du travail effectué avec l'équipe éducative, en collaboration avec la direction et en lien avec la cellule.

Présentation du contexte - identification des questionnements - pistes travaillées et à suivre, effets et résultats obtenus.

Keywords: équipe éducative - regard systémique - co construction - processus - ouverture

LA CELLULE SOCIOÉDUCATIVE AU SERVICE DES FAMILLES

KARINE BEAUSIRE - ASSISTANTE SOCIALE /SERVICE D'ACCUEIL DE JOUR DE L'ENFANCE

Porte d'entrée n° 3

A partir de la situation présentée et abordée plus haut, présentation du travail effectué avec la famille, en collaboration avec la direction, l'équipe éducative et en lien avec la cellule.

Présentation du contexte - identification des questionnements - pistes travaillées et à suivre, effets et résultats obtenus.

Keywords: familles - ressources - liens - créativité

D5. CHILDREN'S VOICES II

Chair: Einarsdottir, Johanna, University of Iceland, School of Education

GARDARSOTTIR, BRYNDIS, UNIVERSITY OF ICELAND, ICELAND
KARLSOTTIR, KRISTIN (UNIVERSITY OF ICELAND, ICELAND
THORDARSOTTIR, THORDIS (UNIVERSITY OF ICELAND, ICELAND
HREINSOTTIR ANNA MAGNEA, EDUCATIONAL OFFICE, GARDABAER, ICELAND
OSKARSOTTIR, GUNNHILDUR, UNIVERSITY OF ICELAND, ICELAND
PALMADOTTIR, HRONN, UNIVERSITY OF ICELAND, ICELAND

The goal of the study is to gain understanding and increase knowledge of the perspectives and ideas of young children on various aspects of their daily lives and education. The study further aims to develop methods to explore children's understanding and the meaning they put into their lives. The study is built on the conviction that children, like adults, are citizens who hold their own views and perspectives, which have competencies and individual differences. These methods include group interviews, individual interviews with and without props, children's drawings and photographs, learning stories, and questionnaires through cardboard and play. The research project will contribute to our understanding on children's perspectives and their views on their lives. Increased understanding of children's perspectives is an important foundation for policy formulation in early childhood education. The research is divided into six project components, each addressing various aspects of children's lives and education.

Keywords: Children's voices, Children's experiences, preschool

DEVELOPING PROFESSIONALISM THROUGH LISTENING TO CHILDREN AND PROFESSIONAL DEVELOPMENT PRESCHOOL TEACHERS DOCUMENTING LEARNING STORIES

GARDARSOTTIR, BRYNDIS
KARLSOTTIR, KRISTIN

This study is a part of a bigger research project on Children's voices. The aim of the presentation is to introduce results from a study on how documenting and reflecting on learning stories can support preschool teachers listening to children and in what way that effects their practice and pedagogy. Data was generated, over a period of two years, in reflection meetings where children's learning stories were discussed by a team of preschool teachers and two researchers. The preschool teachers documented children's learning stories (seeking support from the New Zealand curriculum Te Whāriki) with reference to children being ready, willing and able; their interest, competencies and learning processes



when participating in the preschool community.

According to the UN convention (article 12) on the rights of the child preschool teachers need to make spaces for children's voices, see children as individuals having possibilities to use and develop their strengths and uniqueness. As preschool teachers plan children's participation, facilitate and make meaning together with children, they are in a key position to support children's empowerment in the preschool community. Thus the preschool teachers need to develop their sensitivity towards listening to children to be able to honor their views, interests and strengths.

The results show that documenting learning stories opens up for the possibility of making more visible, what often is tacit in preschool practice. In this study the preschool teachers, were able, through the learning stories, to read into and follow the process of children's ideas, and interpret children's multiple ways of expressing themselves. By documenting in a nonjudgmental way, the preschool teachers saw children's views more clearly, in that way they were able to focus on children's interests and their competencies in daily practice. The learning stories shed a light on children as different individuals with own interests and ability, being active participants in the group of children.

Documenting learning stories affected the preschool teachers methods and professional identity, as they became more aware of their own collaboration methods, how they planned children's time and in what way they could support children's influence through the day in the preschool. In that way they saw their own professional development more clearly, what they did and why; in what way they could influence children's play and learning in the preschool. The preschool teachers saw the importance of their work more clearly and they also found learning stories practical in developing collaboration with children's families.

The parents found the learning stories informative and enjoyed getting a view of what happened in their children's everyday life. In that manner both parents and preschool teachers get a better insight into the children's activities, what they do and how they find solutions, plan their own play and communicate with other children.

Keywords: children's voices, learning stories, professional development, changing views

Bibliography

- Carr, M. (2001). Assessment in early childhood settings: Learning stories. London: Paul Chapman.
Clark, A. og Moss, P. (2005). Spaces to play:.. More listening to young children using the Mosaic Approach. London: National Children's Bureau.
Miller, L. og Cable, C. (ritstjórar). (2008). Professionalism in the early years. London: Hooder Education.
Rinaldi, C. (2006). In Dialogue with Reggio Emilia: Listening, researching and learning. London: Routledge.
Rogoff, B. (2003). The cultural nature of human development. Oxford: University Press.

YOUNG CHILDREN'S VOICES OF FEMININITIES, MASCULINITIES AND OCCUPATIONS

THORDARDOTTIR, THORDIS

This small-scale research aims to shed a light on how 40 young children, 4-5 years old, in two typical preschools in Reykjavik, Iceland discuss femininities, masculinities and occupations after watching a part of the film *The Incredibles*. The film deals with a super hero's family, forced to suppress their super nature and live a normal life. Mr. Incredible starts secretly, a superheroes work, and gets in to trouble. The part of the film watched, starts as Elastic girl (the mother) flies a jet, to save her husband, together with her children, Dash and Violet. In short, Elastic girl and Violet play the main roles of saviours in this part of the film and it ends happily, when the family unite again.

The aim of the study is to understand how young children interpret their experiences of popular culture and how they relate it to real life experiences. The focus is upon the children's voices as an important factor in preschools practises.

In the study a socio-cultural and feminism perspective is taken, drawing on Davies (2003) definition of young children's understanding of gender stereotypes deriving Bourdieusian concepts, super ordinate-sub ordinate embedded silence and degrading (Bourdieu, 2001).

The method used is a small-scale qualitative study with ten focus groups interviews of four children, each one organized as conversation of the film, between children themselves but leaded by a preschool teacher. All interviews was being, recorded, transcribed and coded in Nvivo and categories driven from these data is the backbone of further discourse analysis.

Some ethical issues rise related to children's informed approval. They got a simple description of the process and goals of the study and told they were free to participate or not. However, one can never be sure of how 4-5 years-old children understand such a description or the process and it will remain the researcher's dilemma.

The finding indicates that there are two different discourses of gender, beside the general masculinities and femininities. Masculinity is divided into fathers-masculinity and saviours-masculinity but femininity

into mothers-femininity and female-saviours- femininity. The findings indicate some similarities to Davies findings (2003) of children fixation in gender stereotypes and Bourdieu's (2001) concepts of sub- and super ordination embedded silence and degrading. To describe characters in the film and family members the children use more and less gender stereotyped concepts but are more flexible discussing gender roles in works. They postulated two occupations as strictly gender separated. Seamanship is only a men's job and tailoring only women's job, but others are for both females and males. The children's meanings making is shaped by cultural beliefs and practices in context of the film and real life experiences which appears in their discussions of characters and real experiences. Some children doubts gender stereotypes and some girls refer to the strength of Elastic girl to rationalise that girls can make somersault sufficiently. On the other hand, none of them reasoned boys to adjust feminine activities. The findings can guideline preschool teacher to make equality policy in preschools curriculum as well as being an input to professional discussion of how to use popular culture to increase children capacity to interpret their experiences.

Keywords: children's voices, femininities, masculinities, stereotypes

Bibliography

Bourdieu, P. (2001). Masculin domination (R. Nice, transl.). Stanford: Stanford University Press.
Davies, B. (2003). Frogs and snails and feminist tales. New Jersey: Hampton Press, Inc.

"WHO LISTENS?"

CHILDREN'S VOICES AND AGENCY IN TWO PRESCHOOLS IN ICELAND

HREINSDOTTIR, ANNA MAGNEA

The aim of this study is to explore children's views of everyday life in preschool and what influence they have on preschool activities according to preschool staff. Children are considered to be social actors, competent and capable and there is an increasing emphasis on consulting children as active participants in the work of the playschool, in planning and in evaluation (Clark, Kjörholt & Moss, 2005; James, 2004). Children's voices and agency are key issues in this research (Corsaro, 2003, 2005; Rinaldi, 2006). The concepts of nurture and care are used to cover the education of playschool children and the researcher emphasized that children should take part in identifying their own needs (Kjörholt, 2005; MacNaughton, Hughes & Smith, 2007; Qvortrup, 1994).

- Children's voices refer to the views they have on preschool activities and how preschool staff can listen.
- Children's agency refers to what influence their views have on staff, parents, the children themselves and on preschool activities.

This research assumes that children are agents and that they have voice and agency. They create society with their peers and they create social worlds with their friends. Preschool policy, practice and research should therefore support children's voices and agency.

The study was conducted in two playschools in the fall of 2008. The preschools Hóll and Borg are both situated in Reykjavík. To ensure anonymity the preschools have been given new names. The same holds true for the participants. To discover the views of the children they were interviewed in groups of three. In Borg the children were 16 four years old and in Hóll the children were 36 five years old. The preschool teachers were also interviewed in focus groups. In Borg the preschool teachers were three and in Hóll they were four. The researcher presented the children's views to the preschool teachers and asked them to consider and discuss possible influences and agency their voices can have in preschools.

The findings indicate that children in preschools have views and can express them freely if they are given the opportunity to do so. The views of the children provided an insight into the way in which they experienced the school and give indications of what could be done to promote learning and meet their needs. The findings also show that the children often have different views than the preschool staff have. One example of that is when the children are going outside to play. They dress themselves, often without help and they think nothing of that. The staff, on the other hand thought the children were lazy and took a long time getting dressed. The children's perspectives invite attention in the context of the preschools and increase our knowledge into children's way of life.

This study has elucidated a need for further research into the conditions and perspectives of children at the playschool age. What hinders preschool staff in considering children's views in daily activities seems to be when the preschool is understaffed. Then the preschool activities are organized in accordance to the needs of the staff and not the children's interests and autonomy. Another hindrance is how teachers

and other staff members view children. Children's views can prove to be useful in further research on the part children can play in their own lives.

Keywords: Children's voices, agency, nurture and care, preschool

Bibliography

- Clark, A., Kjørholt, A. & Moss, P. (2005). *Beyond listening: Children's perspectives on early childhood services*. Bristol: Policy Press.
- Corsaro, W. A. (2003). *We're friends right? Inside kids' culture*. Washington, D.C: Joseph Henry Press.
- Corsaro, W. A. (2005). *The sociology of childhood* (2. edition). Thousand Oaks, California: Pine Forge Press.
- James, A. (2004). Understanding childhood from an interdisciplinary perspective. Problems and potentials. In P. Puffall & R. Unsworth (editors), *Rethinking childhood* (p. 25–38). New Jersey: Rutgers.
- MacNaughton, G., Hughes, P. & Smith, K. (2007). Young children's rights and public policy: Practices and possibilities for citizenship in the early years. *Children and Society*, 21(6), 458–469.
- Rinaldi, C. (2006). *In dialog with Reggio Emilia: Listening, researching and learning*. London: Routledge.

D6 THEORISING TRANSITION SYMPOSIUM 1

Chair: Peters, Sally: University of Waikato, New Zealand

GARPELIN, ANDERS: MÄLARDALEN UNIVERSITY, VÄSTERÅS, SWEDEN
DOCKETT, SUE; CHARLES STURT UNIVERSITY, AUSTRALIA

In recent years there has been a great deal of research focused on children's transition to school. This research has drawn on a range of approaches, utilised multiple methodologies and methods and generated an opus that has influenced not only research itself, but also policy and practice in many countries around the world. Much of this research has occurred among members of the EECERA community, often involving members of the Transition SIG.

Underpinning this extensive body of research has been a diversity of theoretical frameworks and approaches. In some instances, researchers have applied established paradigms to their investigation of the transition to school; in others, theories have been adapted and synthesised to generate new and varied perspectives not only of transition as a process, but also of the participants and their roles within transitions.

This symposium is the first of two which aim to explore and interrogate several theoretical positions that have been used to explain and explore the transition to school. Over the two linked symposia, five papers draw on different approaches to using theory within different research projects and contexts. These papers propose various theoretical positions, question the applicability of theory in general and explore the implications of adopting different theoretical stances. In each paper, researchers draw from their own investigations of transition, reflecting on how theoretical frameworks have guided this research, as well as how the research and its outcomes have informed those frameworks. Research from Iceland, Scotland, Sweden, New Zealand and Australia is highlighted.

The final paper reflects the efforts of a large group of international researchers – many of whom are Transitions SIG members – to develop a consolidated position statement, based on diverse theoretical frameworks, that emphasises the significance of the transition to school within children's educational careers. This statement is of relevance to researchers, educators and policy makers and urges recognition of the transition to school as a pivotal time for engagement in education. Each of the researchers presenting papers in the linked symposia was among those who have contributed to this position statement. The relevance of adopting a position statement and implications of this for researchers, policy makers and practitioners is discussed.

Keywords: transition theories.

THE THEORETICAL FOUNDATIONS OF TRANSITIONS TO SCHOOL RESEARCH IN A SCOTTISH CONTEXT.

DUNLOP, ALINE-WENDY : UNIVERSITY OF STRATHCLYDE

In a recently completed investigation of the theoretical models used in transitions research in relation to the types and purposes of the particular transitions studies, I sought to answer the question 'Is there a



best fit?' transitions' methodology and concluded that that a mixed methodology is needed for the effective study of educational transitions over time (Dunlop, 2009). By extension I find now that I want to assert not one single frame, but the variety of the theoretical frameworks that have informed my transitions study over time.

The theoretical models used in transitions research are selected for their relevance to the particular concepts of transition held by, and being developed in, the researcher, the way in which the researcher's thinking about transitions seeks tools to explain their developing understanding and their relevance to the ways in which they support research in any given situation or of transitions processes. The field of study and its purposes - whether family transition, educational transitions, professional or personal transitions - may also determine the models and frames for research. This paper sets out to explore such synergies and to inform them through an interrogation of the current literature on both models of transition and transitions research methods.

The backdrop is a longitudinal study of transitions which has followed a group of children through fourteen years of schooling from early childhood to school leaving. This particular context challenges the notion of single successful transitions setting the individual up for later transition ease, by considering how transitions differ, the other factors they may have an impact on the educational journey and the growing understanding that transitions exist throughout life. Certain transitions are educational markers - the entry to the first out of home setting, joining an early childhood group setting, starting school, moving to a new level of the school or into the next school, moving out of one school to another and eventually leaving school behind. What theorizing can travel with a group on this journey and how do methods of study change and evolve so having an impact on the process of theorizing?

Keywords: transition, theories, transitions ease

STARTING SCHOOL – A RITE OF PASSAGE IN LIFE

GARPELIN, ANDERS: MÄLARDALEN UNIVERSITY, VÄSTERÅS, SWEDEN

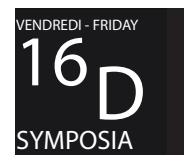
Transitions in educational systems are organized in different ways around the world. Children pass through a number of marked transitions, organized on the basis of age group, stages or types of schools (European Commission, 2009; Marlow-Ferguson, 2001). Our research group has studied transitions in the educational system of Sweden, focusing especially on the perspectives of children and young people (i.e. Garpelin 1997, 2003, 2004b; Garpelin, Ekström, Kallberg & Sandberg, 2008; Garpelin & Sandberg, 2010; Hellberg, 2007). In our research, a connection is made between such transitions and the concept of rites of passage (van Gennep, 1960/1908).

In this paper, the focus is laid on some theoretical foundations, how these have influenced our research, plans for future studies, and finally, implications, dilemmas and questions.

The paper examines theoretical foundations based on the work of van Gennep, the theory of rites of passage (van Gennep, 1960/1908). The theoretical exploration is supported by data from three studies of transition in Sweden: transitions within preschools (Garpelin & Kallberg, 2008); transition from the preschool class into school (Garpelin, Sandberg, Andersson & Hellblom-Thibblin, 2009); and an ongoing project on transition between preschool, the preschool class and school (Garpelin, 2010). In the last project, we ask ourselves, what characterizes the educational settings and the challenges children meet in the pre-school, the preschool class and the school, what characterizes the transitions between these settings, and, what characterizes the transitions settings and the transitions with reference to processes of participation, inclusion and exclusion. This research explores individual understandings of transitions using an interpretive approach, where the main focus on developing a deep understanding of the meaning actors attribute to the phenomena studied.

From a child perspective, the transition to school might be recognized as an institutionalized border between the life of small children and that of school children. Passing this border could be interpreted as a "rite of passage" (van Gennep, 1960), an initiation rite recognized by the adult world, a rite they go through together with others in the same age. After leaving preschool-class behind, they experience a liminoid position (Turner, 1982) together with the others, being on the threshold to school. As they start school, they might feel vulnerable in contact with older schoolmates and the new environment. But, they can rely on the feeling as a shared collective vulnerability (Garpelin, 2003). As newcomers, they are not alone. They are in the same position as the others in their school class, regardless of different abilities and experiences. But, how can we prevent school failure for those not ready to meet the demands and expectations in school?

Keywords: transition theories, rites of passage



Bibliography

- Garpelin, A. (2010). Hur skapar vi förutsättningar för att alla elever skall nå skolans mål? (How do we create conditions for all pupils to meet the demands and expectations in school?) A research plan. Västerås: Mälardalen University.
- Garpelin, A. & Kallberg, P. (2008). Övergångar i förskolan som kollektiva passageriter eller smidiga transitioner. [Transitions in pre-school as collective rites of passage or smooth transitions] Tidskrift för lärarutbildning och forskning. 15, (1), 63–84.
- Turner, V. (1982). From Ritual to Theatre. New York: PAJ Publications.
- Garpelin, A., Sandberg, G., Andersson, S. & Hellblom-Thibblin, T. (2009) Hur klarar skolan åtgärdsgarantin – att ge stöd åt alla barn, att kunna läsa, skriva och räkna när de lämnar årskurs 3? [How does the school manage the guarantee for interventions – to give support to all children to learn how to read, write and count as they leave grade 3]. Working paper. Västerås: Mälardalen University
- van Gennep, A. (1960) Rites of Passage. (Translated by Monika B. Vizedom & Gabrielle L. Caffee). (original published in French 1908). Chicago: The University of Chicago Press.

TRANSITION TO SCHOOL: NORMATIVE OR RELATIVE?

DOCKETT, SUE; CHARLES STURT UNIVERSITY, AUSTRALIA

Managing the transition to school has become a focus of Australian education policy at local, state and national levels. In recent years there has been a dramatic increase in the number of transition programs, approaches and interventions, all aimed to ease the transition to school. Many of these assume that the transition to school is problematic, particularly for some groups of children, families and communities. One aim then, of transition programs and approaches, has been to manage transitions in ways that ameliorate these problems.

It is the case that some children, in some contexts, find the transition to school problematic. It is also the case that many children find it a time of excitement and adventure, albeit tinged with some initial nervousness. The research focus on transition has helped to identify the nature of some of the problems experienced by children, families, communities and school as children start school, as well as ways to assist in promoting a smooth transition. However, the time has come to ask about the implications of this approach. In our focus on 'easing the transition' have we:

- generated normative expectations, expecting that some children, but not others, will find the time of transition to school problematic?
- positioned some children and families – particularly those considered vulnerable or disadvantaged – as necessarily needing support in order to meet these normative expectations?
- sought to remove much of the risk and challenge children encounter as they start school?

The aim of this paper is to explore these questions. Data to support the arguments are drawn from a number of studies of transition, including studies conducted with children, families, educators and community members from diverse communities across Australia. From these, it is argued that transition to school is both a relative and individual experience.

Drawing on a definition of transition as a time when individuals change their role in a community (Rogoff, 2003), it is argued that transition is a time of individual and social change, influenced by communities and contexts and within these, the relationships, identities and agency of all involved. This view recognises the social element of transition and accepts that children and families experience transition in different ways. Underpinning successful transitions is a focus on relationships, whether they be existing relationships such as those between parents and children, or new relationships such as those between children and teachers. These relationships provide the contexts in which identities are constructed and assessed, and where agency is recognised and exercised. Further, this view of transition suggests that it is possible to develop and offer supports for children and families, but cautions that the institutionalisation of that support positions individuals as passive and unable to manage transitions without such support. This view also recognises that the transition to school will be unsettling and challenging for many children. Most importantly, this view argues that in children and families have the competence to manage such changes, particularly in a context of appropriate support that recognises the strengths they already have.

Keywords: transitions theories, normative, relative

D7 BLIND SPOTS IN THE PROFESSIONALIZATION OF EDUCATORS

Chair: Damrow, Miriam; Martin-Luther-Universität Halle/Wittenberg Germany

BLUMENTHAL, SARA, FREIE UNIVERSITÄT BERLIN, GERMANY

IRMLER, LENA, MARTIN-LUTHER-UNIVERSITÄT HALLE-WITTENBERG, GERMANY

WARNECKE, WIEBKE, NIFBE, OSNABRÜCK, GERMANY

This symposium highlights hidden and/or blind spots in the professionalization of educators. Mainly it deals with bodies, sexuality, sexuality education and the potential influences on the daily work processes. The purpose of this symposium is to highlight exemplary research on the hot but hidden topics of children's sexuality and sexuality education as well as physical interactions between children and educators. The underlying philosophy of each paper is that children are living in a sexual world with own sexual activities - as do the educators. The inclusion of these topics is pivotal if we aim to understand the life worlds of children.

It refers to the session «Levels of qualification in Europe for pre-school education staff».

Keywords: Professionalization, sexuality, physicality

SHAME IN SEXUALITY EDUCATION IN SCHOOLS

BLUMENTHAL, SARA; FREIE UNIVERSITÄT BERLIN, GERMANY

The intermediate data of an empirical study of shame in sexuality education in secondary school in Berlin/Germany shows, that shame-display in sexuality education needs to be examined as gender-specific. Girls were generally often silent when it came to discussing sexuality, whereas boys tended to talk more and to make fun of the situation. Both can be interpreted as practices of shame-avoidance (see Scheff 1988, 401). Further girls tended to contribute more to discussions around contraception, child birth and -raising whereas boys contributed more to discussions around sexual activities. To understand gender-specific performances in sexuality education, I draw on Bourdieu's theory of habitus, which he used in his late work „Die männliche Herrschaft“ to analyse the symbolic violence inherent in the binary construction of male and female (see Bourdieu 2005, 63). Bourdieu did not conceptualize emotions in his theory and has also been criticized for the way he theorized gender. Therefore, I aim to connect Bourdieu's theory of habitus and gender under a critical scope to emotion theory, with specific regard to shame (see Scheff 1988). Methodologically, the ethnographical study is based on the Participatory Observation of four classes from 7th to 9th grade in different secondary schools in Berlin/Germany. Each class was observed for two and a half months to gather material on sexuality education and beyond. At the end of the observation the teachers were interviewed and the students were invited to group discussion. Shame is a very intense and distressing affect that is generally seldom talked about in western societies (see Scheff 1988). For ethical and methodological considerations, the students were not questioned about situations in which they were humiliated but asked to describe various tasks from sexuality education. The ethnographical study aims to point out the emotion-theoretical implications of Bourdieu's theory of habitus (see Bourdieu 2005). Further the study combines the documentary method (see Bohnsack 2009) with psychological approaches to study emotions (see Upman/Holodynski 2002, see Lewis 1976). The interpretation of the material aims to contribute to theorizing shame as an influential affect on learning processes. The findings of the study contribute to a discussion around the normativity of sexuality education and beyond, can be used to argue for a further institutionalization of sexuality education. Agreeing with the findings of the WHO and the BZgA, the material underlines the necessity to change the basis on which sexuality education is integrated in school curriculums and the education of professionals. Sexuality education is a lifelong process that includes early childhood. In this stage primary caretakers influence the babies' perception of the own body (see WHO/BZgA 2010). Material for early childhood sexuality education as well as professionals who work with primary caretakers and babies, should focus on a positive approach towards sexuality while the child is exploring the own body, including early childhood masturbation (see WHO/BZgA 2010, 38).

Keywords: Sexuality, Education, Gender, Shame

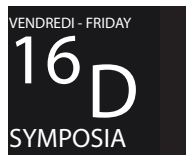
Bibliography

Bohnsack, R. (2009). Qualitative Bild- und Videointerpretation. Stuttgart: UTB.

Bourdieu, P. (2005). Die männliche Herrschaft. Frankfurt a.M.: Suhrkamp.

Holodynski, M. & Upmann, K. (2008). Manual zur ausdrucks-gestützten Emotionskodierung (EMOS). Unveröffentlichtes Manual. Münster: Universität, Institut für Psychologie in Bildung und Erziehung.

Scheff, T. (1988). Shame and Conformity: The defence Emotion System. In: American Social Review 53(3), 395-406.



PHYSICAL INTERACTION IN BETWEEN BOYS AND GIRLS AND EDUCATORS - THE GROUP HABITUS IN THE PHYSICAL FORM

IRMLER, LENA; MARTIN-LUTHER-UNIVERSITÄT HALLE-WITTENBERG

This analysis falls in the genre of the basic research in the early teachings with the aim to analyze the professional behavior within physical interactions. The study is conceptually located in the empiric qualitative social research. Theoretically, the analysis of the material refers to the disposition studies of Pierre Bourdieu. Bourdieu describes in his writings the socialization dimension of the body specifics. This analysis is specifically directed toward the interactions of bodies of teachers as well as boys and girls in the daily life of Kindergarten. The materials were analyzed under the documentary method invented by Ralf Bohnsack. At the beginning the recorded material was used for an interpretive formulation. In this formulative interpretation it is showing what exactly each body parts do. Within this step the picture transforms into textform. The next step follows the reflective interpretation, in which the material of the formulated interpretation is summarized with the specialty, the How (the kind) of the individual physical interaction. The case specificity compiled from several interactions in the physical interaction of the educators is compared in a comparative analysis to the greatest possible contrast cases. By this comparative analysis types of body-linguistic interaction styles can be developed on different comparative horizons - virtually body-linguistic disposition. The types point beside the span of the strength of body-linguistic participation in interactions from very intensely to an almost bodiless phenomenon which is called „group disposition“ (Cloos 2007). This result of the analysis shows, that in the daily life of educators within the team, not only does the planning and execution of educational options to the boys and girls in within educators experience a verbal closeness. Educators who work together for an extensive period of time tend to mimic their body language interactions within the shared social spaces of the Kindergarten. The educators show support, care, but it is also power and strength with their bodies. Because they are much larger and stronger than the children a special care in the physical handling is required. The formation of a group habitus in relation to use powerful body shows that there is no reflection of the own body. Especially in the discussion on the prevention of body contacts an accurate view of reality is needed to avoid wrong decisions. Children themselves act very physical and the avoidance of physical contact cannot be the solution. The fact of building a „group disposition“ shows, that the habitus (in general of the physicality of the interaction) is very much changeable. It also details the importance of the reflection of one's own physicality in the work-related context. The body as a communication and interaction medium needs to receive a stern place within the educational field as well as work reflective and continuing education. Physical interaction styles are, if you follow the Bourdieu Model, a momentary expression of biographical and (as shown in this analysis) work expertise, which have a lifelong social influence on the physical habitus. Professional actions require a level of consciousness over your own physicality, a reflection that one's own action stands in connection with the needs of the boys and girls as well as one's own feelings. Apart from the necessity of additional research (e.g. physical interactive behaviour of male educators and the development of theme appropriateness for continuing education) the theme of bodies belongs in the middle of the professional view, as well as language development and integration.

Keywords: Physical interaction, Habitus, Educators, Kindergarten

Bibliography

- Bohnsack, R. (2007). *rekonstruktive Sozialforschung. Eine Einführung in qualitative Methoden*. Opladen & Farmington Hills: Verlag Barbara Budrich.
- Bourdieu, P. (1976). *Entwurf einer Theorie der Praxis auf der ethnologischen Grundlage der kabylischen Gesellschaft*. Frankfurt a.M.: Suhrkamp.
- Bourdieu, P. & Wacquant, L.J.D. (1996). *Reflexive Anthropologie*. Frankfurt a.M.: Suhrkamp.
- Dinkelaker, J. & Herrle, M. (2009). *Erziehungswissenschaftliche Videographie. Eine Einführung*. Wiesbaden: VS.

(HOMO) SEXUALITY AS PART OF DIVERSITY - A TOPIC IN EARLY CHILDHOOD EDUCATION?

WARNECKE, WIEBKE; NIFBE-NIEDERSÄCHSISCHES INSTITUT FÜR FRÜHKINDLICHE BILDUNG UND ENTWICKLUNG

The presentation will discuss the pros and cons on including „homosexuality“ when it comes to sexual education in early childhood institutions. The paper mainly complements the EECERA 2011 strand „expertise, qualifications and common sense“, but might also serve as a seldom discussed correlate of „in-

clusion“. Whereas inclusion over the last decades often was minimized on integration, mostly focusing on children with special needs due to specific handicaps and/or disability, the academic debate nowadays seems to open up for a broader understanding of equity, diversity and inclusion: Today concepts of gender, ethnic and social background, religious orientation etc. and their intersections are discussed - and last but not least sexual orientation. Do we also have to do so in early education? Do young children really need to know about it? And if we agree to this, what do they need to know? And how are teachers supposed to handle it? How do they feel about it? There always seem to be „hot“ topics, things that are hard to talk about, often intertwined with feelings of insecurity, shame, helplessness and that shy, insecure smile we all do know. Sexuality and especially homosexuality in early education seem to be very difficult topics, but: Children do ask questions. Research has shown that children are sexual beings right from the start - they examine the world they live in with curious and open eyes. And what could be more powerful than to rouse the Sundays' coffee-table by saying one of these wonderful, mysterious and somehow forbidden words? The fact is: There is hardly any research concerning the relevance to talk about homosexuality (when it comes to sexual education) in kindergarten and/ or preschool. Some reports of professionals show that indeed children do ask questions - and that answering these questions often feels like walking a tightrope. Conceptions of „family“ are changing (think patchwork families and so-called rainbow families): A growing number of children already live with homosexual parents - what does that mean for them but also for kindergarten?

The paper will present a short overview of current data (studies and academic positions) mostly from western countries, e.g. Europe, Canada, USA. This data will be analyzed on its meanings and effects for early education and offer approaches for professionals to deal with this challenge in their institutional context. It also provides recommendations for professional reflection in teams or on one's own. The presentation is based on a broad context analysis including international data (quantitative and qualitative research), academic perspectives and guidelines for professionals.

All different - all equal: Talking about topics that are hard to deal with might be more terrifying, but also more enriching. The presentation offers perspectives for professionals but also hopes to encourage the academic society to dip deeper into this field of research.

Keywords: Homosexuality, children, educators, inclusion

D8 MORE MEN IN ECE: STRATEGIES TOWARDS A GENDER-BALANCED WORK FORCE

Chair: Rohrmann, Tim, Dr., Catholic High School for Applied Sciences

GERNER WOHLGEMUTH, ULLA, UNIVERSITY COLLEGE SOUTH DENMARK, KOLDING, DENMARK
EMILSEN, KARI, QUEEN MAUDS UNIVERSITY-COLLEGE, TRONDHEIM, NORWAY

What can be done for a more gender-balanced work force in ECEC? The symposium presents research focusing on the process of vocational orientation, on recruitment strategies, and on individual motivations, experiences and wishes of males entering the field of ECE. Although there have been discussions about rising the proportion of male ECE workers for more than two decades, the theme remains an issue. Recently, research projects and international cooperations have put the theme on the agenda again. Several countries have started governmental funded programs for bringing more men in the profession of Early Childhood Education and Care. In Norway, the government urged action to increase the percentage of men working in kindergarten to 20 % among the staff members. The Ministry of Education and Research (2006) worked out an Action Plan for Gender Equality in nursery and primary education 2008 - 2010. In Germany, a nationwide coordination office for men in kitas (ECE centers) was founded in 2010, followed 2011 by 16 regional model projects funded with 13 million €. In Denmark, 2011 the Ministry for Equity started recruitment and information activities towards boys/men aiming at the care sector, especially to men seeking for new orientation (job shifters).

But even in the Nordic countries, where positive action towards more men in kindergartens has been on the political agenda for many years, gender balance is not achieved. Especially institutional care for infants remains dominated by female workers, whereas in families changes of parental roles have led fathers to take a much more active role.

At the same time, many men experience a general distrust against male workers when entering the child care field. Especially cases of pedophilia in educational institutions arouse debate in the media and among experts. Research presented in this symposium shows that discussions about males as potential abusers work against programs and initiatives for a more gender-balanced work force.

The research presented in the symposium aims at opening up the gender-segregated labour market towards a more gender-balanced work force, which is seen as a benefit for children as well as a chance for more diversity and professionalism in ECEC. The symposium is initiated by the research network KOME - Knowledge on Men in Early Childhood Education and Care and is linked to another self orga-

nized symposium: From birth on – the role of adults' gender in adult-child-interactions in ECEC (early childhood education and care).

Keywords: care, gender balance, male workers, recruitment, qualification

Bibliography

see bibliography in the presentations.

Links to the mentioned projects:

Denmark: <http://www.skiftjob.dk/>

Germany: <http://www.koordination-maennerinkitas.de/?L=1>

Norway: <http://www.menibarnhage.no>

Austria: <http://www.uibk.ac.at/psyko/forschung/elementar/index.html.en>

WHY DO MEN CHOOSE TO EDUCATE WITHIN CHILDCARE/CARE?

ULLA GERNER WOHLGEMUTH, LECTURER, PhD, UNIVERSITY COLLEGE SOUTH DENMARK

The research presented deals with men's choice of training and education within care work in Denmark, specifically, the choice of an education leading to employment within e.g. kindergartens and an education as social and healthcare assistant (psychically, mentally handicapped and elderly people). While aiming at attracting men to care, at the same time the overall social policy level often identifies this choice as an "unusual choice" for men.

Previously men's choice of care for their professional life has given rise to assumptions under which circumstances the choice was made, often concluding the choice to be based upon necessity linked to former illness, opting out from other educations or unemployment.

The research is conceptualized by the European and thus a national policy objective of breaking down a gender-segregated labour market - which, in essence, has the purpose of levelling out differences in the two genders' education and career choices. The work has been conducted by analyses of Danish and foreign studies and reviews of choice education. The theoretical understandings tied to the perspective of choice and the nature of the significant factors in respect of actions is found in a rational understanding of actions and is compiled with theoretical aspects of perspectives of care and gender and work.

A thematic analysis of the policy objective of breaking down a gender-segregated labour market is followed by an analysis of initiatives and projects initiated in Denmark on the basis of the policy objective. The analysis also includes studies and analyses in relation to the set of discourses accompanying initiatives and projects. An internet-based questionnaire survey has been carried out at a large number of Danish educational institutions and is compared with a number of interviews conducted with men who have completed the education, want to enrol for such education or are currently studying to become a care worker.

The men covered by the study are highly different with much differentiated backgrounds for choosing care as their profession. They have many reasons for their choices and these choices may be compiled within three perspectives: Career, job guarantee and care in itself.

The decision for an education in care work may function as stepping stones to further education, it nearly provides a job guarantee, it offers a new and better beginning, and it may be a "calling". The perspectives emphasize that men may choose care precisely on the same grounds as all other more ordinary "masculine" training or educations.

The research unfolds the reactions from the surroundings and experiences during training periods and presents a 'wishing list' from men educating as care workers or working within the field.

The Danish welfare sector is facing challenges: A steep rise in retiring employees is accompanied by an aging population who again is expected to need more care. An education within the welfare sector seemingly has prosperous perspectives for both genders.

Recruitment planning and strategies have to deal with the knowledge of motivation when men's choice of education and work is care and thus characterized as 'unusual'. Stereotypic and limited expectations categorizing men may cloud the vision, and a male care-worker may tend to be regarded as an addition to a female workforce, and not a qualified worker having made a personal career choice.

If men's reasons for choosing care are based mainly on suppositions that they chose care because they had no better choice, it is clearly not in accordance with European educational, employment related and equality objectives such as these are designated in the main objective of combating a gender segregated educational choice and workforce.

Finally a future rise in the male workforce educated within childcare and care will bring the sector to the test of being willing to discuss the right of defining care-work.

Keywords: care, gender balance, male workers, recruitment, career choices

Bibliography



Gerner Wohlgemuth, Ulla (2010): Men and care – why (why not)? Men's motivations for choosing educations within care and their experiences when doing so. Dissertation for the PhD degree, University of Southern Denmark.
 Gerner Wohlgemuth, Ulla (2010): Mænd vælger omsorg a lyst, Forkant, no. 4, pa 22-24.
 Juul Olsen Karsten & Gerner Wohlgemuth, Ulla (2008): Er omsorg noget for mænd? CUBION, http://www.cubion.dk/Er_omsorg_noget_for_maend_-15360.htm
 Ministry of Gender Equality (2011): www.skiftjob.dk – changing (gender) choices – not gender. Video.

RECRUITMENT OF MEN TO NORWEGIAN KINDERGARTENS

EMILSEN, KARI; ASSOCIATE PROFESSOR, QUEEN MAUDS UNIVERSITY-COLLEGE, TRONDHEIM, NORWAY

In this presentation examples on different recruitment efforts worked out in the different counties in Norway will be presented. It is reflected on why it is important with more men working in Norwegian kindergartens, and why there are so few men working there today. The presenter was managing the national project of recruiting men to the kindergartens on the behalf of the Ministry of Education and Research. In many countries there are very few men in care for young children. In Norway we have a consensus that men and woman should be a part of young children lives, both in home and kindergarten. Gender inequalities have great present interest in Norway. More gender balance in Norwegian kindergarten is outspoken. The government hold that children in kindergarten need to experience that both genders take part in care and everyday life and activities in the kindergarten. This is based on an equal society where everybody can use their abilities and interest, irrespective of gender. Equality between the sexes has to be the foundation of pedagogical activities in kindergarten. In order to give young children a stimulating and pedagogical environment we find it important to provide more gender balance. This is also outspoken in the Norwegian Framework Plan for the Content and Tasks of Kindergartens (Ministry of Education and Research 2006).

The government therefore, in 2008, urged action to increase the percentage of men working in kindergarten to 20 % among the staff members. The Ministry of Education and Research (2006) worked out an Action Plan for Gender Equality in nursery and primary education 2008 - 2010. Regarding the kindergarten there are two main goals in this plan: 1) The learning environment in kindergarten and basic education shall promote equality between boys and girls; 2) Better gender balance among member of staff in pre schools and basic education.

Action 3.4 in the action plan was the goal to establishing recruitments teams in collaboration with the county. These teams are to do out-reach recruitment work and market kindergarten as workplaces for men, and to get men to full fill an early childhood education.

In spite of this we find relatively few men in professional care. Research shows that men and woman have different motivations for working with children (Emilsen and Lysklett 2009). There must be space for different motivations in care taking, and different people, men and woman, represent variety (Emilsen and Løge Hagen 2010). It is important for young children to experience diversity, both in play and learning. This is important to have in mind when we recruit men to care for young children.

The methods of the research presented in the paper include literature studies and descriptions on various actions that have been started locally and regionally. Different approaches and methods have been used to arouse an interest in a better gender-balanced work force in Norwegian Kindergartens. It is questioned why the governmental goals are not reached, and why the percentage of men in kindergartens is still only 9 %.

Keywords: care, gender balance, male workers, recruitment, positive action

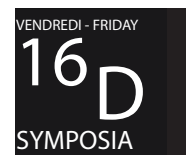
Bibliography

Emilsen, Kari og Løge Hagen, Trond (2010): Vil du ha verdens viktigste jobb! Rekruttering av menn til barnehagen. Midtveisrapport fra rekrutteringsteamene. Trondheim DMMH.
 Emilsen, K., Dronning Mauds Minne, H. f. f., & Lysklett, O. B. (2009). Motivasjonsforskjelle\ blant menn og kvinner i natur- og friluftsbarnhager Fou i praksis 2008 (pp. 59-67): Trondheim, Tapir Akademisk Forlag.
 Norwegian Ministry of Education and Research (2008). Action Plan for Gender Equality in Kindergarten and Basic Education. Oslo, Kunnskapsdepartementet.

DOES THE FEAR OF PEDOPHILIA PREVENT MEN TO BECOME CHILDCARE WORKERS?

DR. TIM ROHRMANN, COORDINATION OFFICE FOR MEN IN KITAS (ECE), CATHOLIC HIGH SCHOOL FOR APPLIED SCIENCES, BERLIN, GERMANY

Recent research projects on men in ECEC in Austria and Germany aimed at identifying factors which make it difficult for men to enter the field of childcare. In this context it has to be reflected that the fear of pedophilia is an important theme in the public discussion on men working in the educational system.



The aim of the presented research is analyzing reasons and outcome of a general distrust against males working in ECE institutions or training for this profession.

The research projects presented here build up on several international studies on male workers in ECE. The connections between gender and care are analyzed in the framework of gender and masculinities studies.

With a range of qualitative and quantitative methods a nationwide Austrian research project investigated the views of active ECEC workers, adolescents and adults in vocational training, pupils prior to career choice, and also parents. Similar research was conducted in Germany.

The results show that many men experience negative reactions on their decision for taking up a training program or a job in ECEC. The fear of being distrusted or even accused as abuser is clearly identified as one of the factors which make it difficult for men to enter the field of child care. This is especially evident in the work with infants.

From an ethical point of view, prevention of sexual abuse is a basic necessity for ECEC institutions. But, regarding this as a problem only of male workers is not only wrong, but puts all men under spell. This has to be addressed as a question of equal rights. Moreover, preventing sexual abuse by generally restricting physical contact between men and children ("no touch policies") ignores basic knowledge about the needs of children.

Recruitment strategies and training programs have to deal with the fear of pedophilia and have to counter false accusations of (all) male childcare workers as possible child abusers. For this, it is necessary to develop strategies to prevent sexual abuse in ECE institutions regardless of the gender of workers. A general distrust towards men works against the aim of developing a diverse, gender-balanced work force.

Keywords: gender, men in ECE, sexual abuse, qualification

Bibliography

Koch, Bernhard; Strubreither, Barbara; Schauer, Gabriele & Rohrmann, Tim (2010). Männer in der Kinderbetreuung: neue Perspektiven für die Elementarpädagogik. *Erziehung & Unterricht - Österreichische pädagogische Zeitschrift*, Heft 5-6/2010.

Koch Bernhard; Rohrmann Tim (2010). Male and female coworkers in Austrian childcare institutions. Presentation on the 26th OMEP World Congress, Göteborg, Sweden, 11th – 13th August 2010.

http://www.omep2010.org/uploads/files/abstractlista_100702_final.pdf

Rohrmann, Tim (2010). From research to action: A comparison of recent research in Austria and Germany. Presentation on the 20th EECERA Conference (European Early Childhood Education Research Association), Birmingham, UK, 6th – 8th September 2010.

http://www.eecera2010.org/images/stories/eecera2010/abstract_book_final.pdf

Sargent, Paul (2005). The gendering of men in early childhood education. *Sex Roles: A Journal of Research*, 52 (3-4), 251-259. [Online] URL: http://www.findarticles.com/p/articles/mi_m2294/is_3-4_52/ai_n13620138/print

D9 SENSE AND MEANINGS OF BEING AN ECE TEACHER: A STUDY WITH FIRST YEAR STUDENTS OF PEDAGOGY IN THREE BRAZILIAN STATES.

Chair: Haddad, Lenira, Federal University of Alagoas, Brazil

ANDRADE, DANIELA, FEDERAL UNIVERSITY OF MATO GROSSO, BRAZIL

CORDEIRO, MARIA HELENA, FEDERAL UNIVERSITY OF FRONTEIRA SUL, BRAZIL

The papers that compose this Self-organized symposium are part of an international project from the International Center of Study on Social Representations and Subjectivity-Education (CIERS-Ed/Fundação Carlos Chagas/SP, Brazil), which aims at investigating the Social Representations (SR) of future teachers on the teacher's work. Our group focuses on the SR of ECE teachers' work and it is carried out by researchers in four Universities of four Brazilian states. Based on Serge Moscovici's Social Representations Theory, on Jean Claude Abric's Central Core Theory and on references about Early Childhood Education we assume that the image of the child and the roles traditionally attributed to the crèches and pre-schools organize the SR concerning the work of ECE teacher. The research presented here is part of a longitudinal study organized on three stages in which different techniques are used: The free association technique and questionnaires (first stage), interview with the use of the Multiple Classifications Procedure (second stage) and interview with the elaboration of a narrative text (third stage). The section will stressed the results of the first stage of the research regarded to the social representation of crèche and preschool; the child; and the teacher.

Keywords: Social representation, teacher's work, early childhood education

Bibliography

- ABRIC, J-C. (2007). *Méthodes d'étude des représentations sociales*. Ramonville Saint-Agne, França : Érès.
- MOSS, P. (2000). *Workforce Issues in Early Childhood Education and Care*. Columbia University, New York.
- MOSCOVICI, S. (2005). *Representações sociais: investigações em psicologia social*. 3ª ed. Petrópolis, RJ: Vozes.
- OECD. (2006). *Starting Strong II: Early Childhood Education and Care*. Paris: Education and Training Division, OECD.

SENSES AND MEANINGS OF CRÈCHE AND PRESCHOOL, ACCORDING TO FIRST YEAR PEDAGOGY STUDENTS IN BRAZIL

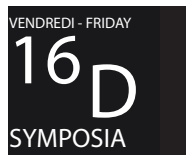
HADDAD, LENIRA, FEDERAL UNIVERSITY OF ALAGOAS, BRAZIL

Early Childhood Education (ECE) in Brazil is recognized as an extension of the universal right to education for children from zero to five years old. Since the approval of the National Education Bases and Guidelines Law (LDB) in 1996, all child care services are under the auspices of Education. Crèche and pre-school were redefined in terms of age group (zero to three and four-to-five-year-olds respectively) and ECE was defined as the first stage of basic education, with both care and education function in respect to the child's overall development. Moreover, it was defined the childcare workers as teachers and stipulated a minimum educational qualification of secondary level while recommending the university level as the ideal. Since 2006 it was assigned to Pedagogy course the task of initial training for teachers who work in crèche and pre-school. This paper presents the partial results of a longitudinal study that investigates the social representations of first year students of Pedagogy about the work of ECE teacher. It relies on the Theory of Social Representation of Serge Moscovici (2005) and on the references of early childhood education. 326 students from three Brazilian universities: UFAL (194), UFMT (67), UNESP (68), participated in the research. A plurimethodological approach was adopted in order to apprehend the various dimensions of the object under study. It was used a questionnaire divided into three parts. The first one contains questions of free association with four inducers words: CRÈCHE, PRESCHOOL, CHILD and TEACHER. The second is related to the profession in itself, addressing the tensions of the field such as development versus preparation for school, public versus domestic; education versus care (Cochran, 1993; HADDAD, 2002; OECD, 2002, 2006). The third contains questions on personal characteristics, such as age, gender, civil status, education of the mother and the father etc. The analysis focuses particularly on the specific elements of the differentiation between crèches and pre-school, from the evocations associated with inductors CRÈCHE and PRESCHOOL and from some questions of questionnaire. It is assumed that ECE, which is expressed through collective practices of care and education of children 0-5 years, constitute, in the own junction of its two dimensions (crèche and pre-school) a polymorphic object and of normative tension. The frequent discrepancy between the legal norms (what should be, because the law says so), and social norms (what that is, as the majority favors such action, thought and discourse) contributes negatively to the delineation of the professional field and hence the identity of the ECE teacher. As a reflection of historical legacies, the characterization of „educational“ intentionality of the teacher is ambiguous, oscillating from one pole-driven instruction and teaching to other regulated by the wider sense of formation of self. The results so far show that for the vast majority of the subjects, crèche and preschool are different, not in the sense given officially, but by the role traditionally assigned to these institutions. Although LDB redefines crèche and preschool only by age (0 to 3 year old, and 4 to 5 respectively), this is not the idea prevailing in the common sense. Crèche is still associated with basic care and to the need of family and preschool to the preparation of the child to elementary school. The „care of the child“ seems to generate the meaning of the social representations of CRECHE, determining its organization, whereas „child and learning“ seems to be the elements that give meaning to the social representations of PRESCHOOL. The high salience and importance given to literacy suggests the predominance of this function of teaching (to write and read) associated to the identity of the preschool. The data are indicating that ECE is not yet understood as a unified and specific field for the education of young children. The different images of the child associated to each of the types of services also suggests that the image of teacher may differ and can be subordinated to the care of the child in the crèche and to prepare children for school, in the preschool.

Keywords: ECE, crèche, preschool; social representations

Bibliography

- BENNET, J. (2006). 'Schoolifying' Early Childhood Education and Care: Accompanying Preschool into Education. A paper given at the Institute of Education, London, 10 May.
- COCHRAN, M. (ed.) (1993). *The international handbook of child care policies and programs*. Westport, CT: Greenwood Press.
- COSTA, Maria Helena Gil. (1998). *A construção social da identidade do educador de infância: estudo de um caso*.



Braga: Edições APPACDM Distrital de Braga.

HADDAD, L. (2002). An Integrated Approach to Early Childhood Education and Care. UNESCO Early Childhood and Family Policy Series Number 3: UNESCO Paris, França, 2002.

MOSCOVICI, S. (2005). Representações sociais: investigações em psicologia social. 3ª ed. Petrópolis, RJ: Vozes.

OECD. (2006). Starting Strong II: Early Childhood Education and Care. Paris: Education and Training Division, OECD.

ONGARI, B.; MOLINA, P. (2003). A educadora de creche: construindo suas identidades. São Paulo: Cortez.

SENSE AND MEANINGS ASSIGNED TO THE CHILD BY STUDENTS OF COURSE PEDAGOGY IN BRAZIL: FIRST APPROACHES

ANDRADE, DANIELA,
FEDERAL UNIVERSITY OF MATO GROSSO, BRAZIL

The debate around the meanings on child has been stimulated in the context of studies on early childhood education, in view of the intimate relationship between the educational practices geared to children up to five years and the professional identity of adults dedicated to educating the young children. In this perspective, this study allows the exploration of meanings associated to the child and assumes the understanding of the importance of other for the construction one's identity. For this reason it is argued its contribution to the debate on the professional identity of teachers in early childhood education in the context of initial training. The present study is characterized as an institutional research which focus is on the analysis of the common sense on early childhood education, under the theory of social representations. The sample consisted of 326 first years students from three universities in Brazil, UFAL (194), UFMT (67), UNESP (68). The study was based on contributions from Chombart De Lauwe (1991) and Sarmiento (2007) on the social images of childhood. It was applied a free association technique with the term CHILD and a questionnaire with open and closed questions. For the purpose of this study, besides the analysis on the free association of CHILD, using the computer program EVOC, which allows for understanding of the connections between the words evoked, it will be presented the analysis of issues concerned the meaning of "to be a good and bad teachers" of day care center and preschool, which were processed by the software Alceste. The results so far indicate that the social that the social representations of child are anchored in the meanings associated with symbolized and authentic child. Meanings associated with modeled child appear subtly on the list of the analyzed attributes. The child thus represented seems to raise the presence of the sensitive adult and identified with the joy and love to assigned to her/him, as well as adults whose action is organized according to the practices of care, education and schooling. The results show that the subtraction of the aggressive aspects of the child manifestation is justified in function of its undesirable character. In this movement, an idealized child it produced. Thus the ideal, innocent, happy and cheerful child contrasts with the apparently and sometimes messy authentic child. The analysis of the open questions revealed two distinct images of children. The first associated with the child up to three years old - like it was a son - and the second related to the child between four and five years old- as it was an adult. In the first image one find the baby, as an incomplete being, under development. This meaning comes close to the representation of symbolized child (CHOMBART DE LAUWE, 1991) in which the teacher, assuming the role of a substitute mother, make a bond to the biological, emotional and developmental needs of infants through the practice of extreme care and attention. The second picture, linked to the representation of bad child (SARMENTO, 2007), reveals the child as someone who needs to be taught and literate. One observes the expression as if was an adult to announce the modeled child (CHOMBART DE LAUWE, 1991) in the role of a student who needs to give up the "unproductive" playfulness in the name of preparation for future school life thanks to the action of a competent teacher. Both representations announce the dichotomy between the identity of the ECE teacher, being such status denied to the teacher of children up to three years. One also observes the teacher of preschool impersonating the identity of the elementary school teacher. These elements allow for questions about the absence of representations on ECE teacher.

Keywords: Social Representations; child; Pedagogy.

Bibliography

ABRIC, J. C. (1998). A abordagem estrutural das representações sociais. In: MOREIRA A. S. P.; OLIVEIRA D.C. (orgs.), Estudos interdisciplinares de representação social. Goiânia: AB.1998.

CASTORINA, J.A.; KAPLAN, C.V. (2008). Las representaciones sociales: problemas teóricos . In: CASTORINA, J.A(compilador) Las representaciones sociales: problemas teóricos y conocimientos infantiles. Barcelona: Gedisa editorial.

CHOMBART DE LAUWE, M-J. (1991). Um outro mundo: a infância. SP.: Perspectiva/EDUSP.

DUVEEN, G. (1994). Crianças enquanto atores sociais: As representações sociais em desenvolvimento. In: JO-VCHELOVITCH, S. ; GUARESCHI, P. (orgs) Textos em Representações Sociais. Petrópolis: Vozes.

FISCHER, G-N. (1996). Lês concepts fondamentaux de la psychologie sociale. Paris:Dunod.

SARMENTO, M. J. (2007). Visibilidade social e estudo da infância. In: VASCONCELLOS, V. M. R.; SARMENTO, M. J. (orgs.). Infância (in)visível. Araraquara, SP : Junqueira & Marin.

SENSES AND MEANINGS OF BEING AN ECE TEACHER, ACCORDING TO FIRST YEAR PEDAGOGY STUDENTS IN BRAZIL

CORDEIRO, MARIA HELENA,
FEDERAL UNIVERSITY OF FRONTEIRA SUL, BRAZIL

Teachers' work is strongly determined by their interactions with the people with whom they deal directly. That's why we can expect to find remarking differences on social representations about the work of teachers who attend people of different ages. To be a teacher of babies, toddlers, school aged children, teenagers or adults, on its own, already engenders different attributions which are legitimated or even produced by the very organization of the educational system. This paper presents a piece of a research that aims to know the social representations of freshman Pedagogy students about the work of ECE teachers. The subjects were 365 students in public Brazilian universities of three different states: 194 from UFAL (Alagoas), 67 from UFMT (Mato Grosso) and 68 from UNESP (São Paulo). Having Moscovici's Social Representations Theory as a framework and adopting methodological procedures inspired on Abric's Central Nucleus Theory, the free association technique was used, having the following stimulus-words: CRÈCHE, PRESCHOOL, CHILD and TEACHER. The participants also answered to two questionnaires with both open and structured questions, one of them regarding their social and demographic profile and the other focusing their motivations, opinions and expectations about being an ECE teacher. In this paper we will address only the evocations elicited by the stimulus word PROFESSOR and the answers to a question where students were asked what should be expected from an ECE teacher, what they themselves expected and what they thought to be parent's expectations. Although the stimulus word has been presented after other words which referred to ECE, there was no evocation regarding the specificities of being a teacher of small children. The teacher is seen as an educator, a qualified professional to teach with patience and responsibility, as well as a friend of their pupils. The answers revealed that students agree that, mainly, an ECE teacher should be very patient and should know how to teach children to read and to write. They think that this is also what parents expect. This confirms that the image of ECE teacher is superseded by the consensual model of a primary teacher. This does not fit the necessities of small children. These results raise important issues to be dealt with in teachers training courses. In Brazil, ECE teachers' courses are the same as primary teachers'. Along the course, there is not much time to address the specificities and the needs of small children, mainly babies and toddlers. When we look at the social representations of the teachers who care for babies, we realize that they are not seen as teachers. Instead, they are confounded with nannies without the need of a university qualification. Probably this representation is hegemonic within the universities as well, what would explain why Pedagogy courses undermine the knowledge about babies and toddlers and about the pedagogic activities which should be carried out with them. Therefore, the suitability of considering ECE teachers and Primary teachers as a unique profession with a unique formation will be discussed.

Keywords: ECE, teachers' work, social representations.

Bibliography

- ABRIC, Jean-Claude. (2001). O estudo experimental das representações sociais. In: JODELET, D. (org.) *As Representações Sociais*. Rio de Janeiro: EDUERJ.
- MOSCOVICI, Serge (2003). *Representações sociais: investigações em psicologia social*. Petrópolis, RJ: Vozes.
- OLIVEIRA-FORMOSINHO, Júlia (2002) O desenvolvimento profissional das educadoras de infância: entre os saberes e os afetos, entre a sala e o mundo. In: OLIVEIRA-FORMOSINHO, J.; KISHIMOTO, T. (orgs.) *Formação em contexto: uma estratégia de integração*. São Paulo: Pioneira Thomson Learning.
- ONGARI, B.; MOLINA, P. (2003). *A educadora de creche: construindo suas identidades*. São Paulo: Cortez.
- TARDIF, Maurice; LESSARD, Claude (2005). *O trabalho docente: elementos para uma teoria da docência como profissão de interações humanas*. Petrópolis, RJ: Vozes.

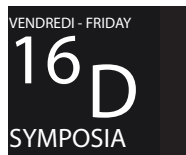
D10 A NEW BACHELOR FOR THE YOUNGEST CHILDREN FOCUSES ON PEDAGOGICAL GUIDANCE

Chair: Dr. Jan Peeters, Ghent University

DETAVERNIER, CAROLINE, ARTEVELDE HOGESCHOOL, BELGIQUE
JANSSENS, LIESBETH, KAREL DE GROTE HOGESCHOOL, BELGIQUE
WERBROUCK, LIEN, KAREL DE GROTE HOGESCHOOL, BELGIQUE
DE RAEDEMAEKER, GEERT, ERASMUS HOGESCHOOL, BELGIQUE

A new bachelor for the youngest children focuses on Pedagogical Guidance, introduction by the Chair

Since 2009 different initiatives within the 0 to 3 sector in the Flemish Community of Belgium have been taken to counteract a process of deprofessionalization that has been going on since the beginning the



millennium: qualification requirements have been increased and a new bachelor degree for practitioners who work with the youngest children will start in September 2011 within three University colleges. In this SOS the profile of the new 'Bachelor of Early Childhood Education' will be featured and situated among existing bachelor degrees in other countries: de 'éducateur jeunes enfants' in France, the 'pedagogue' in Denmark and the ECEC teacher trainings in Norway, New Zealand, Slovenia and Croatia.

Recent research has indicated that in nearly all European countries around 50% of the workforce in ECEC consists of assistants (CoRe, 2011). This is also the case in Flanders, therefore special attention will be given to an important part of the training profile: the pedagogical guidance of other team members or of unqualified workers or assistants that follow a training path towards qualification. From recent research we also know that ECEC can play an important role in breaking the circle of disadvantage for children coming from poor background. Therefore the bachelor will also focus on increasing the opportunities of ethnic minority children and children living in poverty by working around diversity and on participation of parents, another important factor of quality for ECEC (Leseman, 2009).

Keywords: qualification, under threes, bachelor training, pedagogical guidance/mentoring

Bibliography

CoRe (2011) Research report for the European Commission on Competence requirements in ECEC, In press.

Peeters J, Vandenbroeck (2011). Child care practitioners and the Process of professionalization. In Miller & Cable Professionalization and Management in the Early Years London: Sage 62-74.

Leseman, P. Euridicy report. Brussels: EU,

THE NEW BACHELOR IN EARLY CHILDHOOD EDUCATION (BECE) IN THE FLEMISH COMMUNITY OF BELGIUM IN INTERNATIONAL PERSPECTIVE.

GEERT DE RAEDEMAEKER

In and beyond Europe many bachelor trainings focus on the education, the care and development of young children. Differences between the trainings depend on the country's pedagogical traditions and on whether the bachelor training has a more socio-pedagogical or a more educational focus.

This abstract aims to outline briefly the international position of BECE in relation to three existing pedagogical models, i.e. the Norwegian Pre-school Teacher, the French Educateur de Jeunes Enfants and the Dutch education Pedagogisch Management Kinderopvang.

Norway

Norwegian childcare institutions make no distinction between the 'care' and 'education' of young children. Instead, children aged from 0 to 6 years, are taken care of in barnehager (i.e. 'Kindergarten'), where 'educare' is regarded as the central pedagogical principle. The Barnehager Act declares that all persons pedagogically responsible for early childhood education, should have completed the three-year bachelor-training of Pre-school Teacher. Today only 35% of the employees in Norwegian childcare hold the official degree of Pre-school Teacher. The graduate is, therefore, not only responsible for the quality of his own interaction with the children. He is also accountable for coaching or giving pedagogical guidance to differently trained colleagues, thereby maximizing their qualitative input in the children's well being and education.

As in the Norwegian model, a central educational goal of the new BECE in Flanders will be to develop the trainee's competency in pedagogical guidance so that they are able to coach and support low- or differently trained colleagues.

France

The French equivalent is the Educateur de Jeunes Enfants. The degree 'Diplôme d'Etat d'éducateur de jeunes enfants' is acquired after a three-year training. The student is trained as a social worker specialized in the pedagogy, the prevention and the coordination of services for the youngest children (0 to 3). The formation has four central pedagogical domains:

- support of the young child and its family
- pedagogical activities for young children
- professional communication
- collaboration within the institution, between institutions and with external partners

These domains are highly similar to the professional competencies stipulated regarding the Flemish bachelor training BECE.

The Ecole Santé Social Sud Est (ESSSE) in Lyon, an inspiring partner in the development of the new bachelor in Flanders, uses the following key competences in their in-service training for the Educateur de Jeunes Enfants:

- managing and positively applying diversity within the educational context
- using individual family-context and spontaneous learning as essential starting-points for pedagogical activities



- professionally coaching non- or differently trained colleagues
- improving the overall professional character of the childcare system

These ESSSE-competencies correlate highly with the pedagogical goals stipulated concerning the bachelor BECE. The ESSSE-institute is, therefore, an excellent international reference for optimizing the quality and social reach of the Flemish bachelor-education.

The Netherlands

The Bachelor Pedagogisch Management Kinderopvang trains people with a middle management function in the childcare sector. Graduates may apply for jobs not only in childcare institutions, but also in consultancy agencies and (semi-) governmental institutes concerned with early childhood education.

The graduate also acquires the competencies necessary to work independently in childcare.

The Dutch training starts from a different perspective than the Flemish one. While the Flemish bachelor will mainly focus on coaching competencies, the Dutch is mainly focused on developing management competences.

Conclusion

The Flemish BECE promotes the overall development of children by focusing on their intellectual, linguistic, emotional, social, moral, artistic and physical powers. Through this global support he enables the process of integration in social life and (local) society. The Flemish training will explore coaching or pedagogical guidance competencies. On the job he will be responsible to coach differently trained colleagues, thereby maximizing their qualitative input in the children's well being and education.

Keywords: qualification, under threes, bachelor training, international overview

Bibliography

Peeters, J. (2008). The Construction of a new profession. Amsterdam : SWP Publishers

THE COMPETENCE PROFILE OF THE NEW BACHELOR TRAINING IN EARLY CHILDHOOD EDUCATION

CAROLINE DETAVERNIER

In the first part of the self-organised symposium we present the Flemish competence profile of the 'pedagogical coach' (bachelor). This profile is developed in 2010 by three Flemish teacher training institutions and is aligned with the 'description of the profession' that 'Kind en Gezin', the Flemish Governmental organization in charge of the services for the 0 to 3 and the out of school care, formulated in close cooperation with educational experts and the professional field.

The Flemish competence profile is inspired by theories about the functions child care should fulfill in order to realize more equal opportunities for disadvantaged children: child care has an economic, an educational and a social function (Vandenbroeck, 2005).

Therefore, students 'Bachelor of Early Childhood Education' will be trained to assume responsibility towards four target groups: the children, the parents of the children, the staff and external partners. For each target group, two educational competencies are formulated.

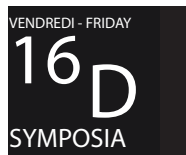
Besides, there are two generally supporting educational competencies:

- the pedagogical coach should reflect on the practice in the ECEC setting and should innovate this practice;
- the pedagogical coach should be able to manage diversity in the ECEC setting.

Reflection, innovation and coaching of the staff by the pedagogical coach will be the focus of this presentation: The pedagogical coach constructs new pedagogical knowledge. He integrates that knowledge into the policy of the facility. Together with the staff, he collects, analyses and interprets relevant complex situations of the professional practice. He uses results of research and takes initiative and responsibility to innovate the pedagogical practice.

Jan Peeters (2008) has demonstrated that there is a consensus in the existing literature and in international organizations that 'reflective practice' aimed at educational change is necessary to cope with the current and complex social reality in ECEC. Also, his study has demonstrated that training at the bachelor level of higher education is necessary to educate such reflective practitioners who are able to construct new pedagogical knowledge (Peeters, 2008).

The training institutions want to stimulate this critical-reflective attitude by creating critical learning communities where students can reflect on practice and discuss future actions with the support of a respon-



sible teacher. To do so, the training institutions are looking for inspiration in the French ‘analyse de la pratique’ training methodology, roughly translated as ‘critical practice analysis’ (Favre, 2004; Malleval, 2004; Meunier, 2004). This method provides strategies to critically question existing practices in order to better understand the context of a problem; the method also shows how to analyse practical experiences in the light of various theoretical frameworks. From this new insights, new actions can grow and evolve. This method is focused on learning in a group. When used in ECEC settings, it is the child care team (both low-skilled and highly skilled employees) as a whole that is learning and by doing so, improves the quality. By training the future pedagogical coaches in ‘analyse de pratiques’ in the training institutions, they acquire the necessary skills to install this practice in their future working environment and to coach the employees in reflecting on their practice. International examples show that these bachelors are able to transfer this reflective attitude towards the other colleagues (Peeters, 2008). So, even when not all practitioners have a bachelor degree, it is possible to imbed a pedagogical culture in a team that is focused on innovative change, on reflecting on the own pedagogical practice and on creating new practical knowledge. It is a challenge for the new bachelor program to find an adequate way to adopt this method to the Flemish situation. Developing this is the focus of WANDA, a transnational ESF-project that Artevelde University College and VBJK started in October 2010.

Keywords: competence profile, qualification, under threes, bachelor training, pedagogical guidance.

Bibliography

- Favre, D. (2004). Quelques réflexions de formateur sur l'analyse des pratiques professionnelles en secteur petite enfance. In D. Fablet, Professionnel(le)s de la petite enfance et analyse de pratiques (pp. 39-66). Parijs: L'Harmattan.
- Malleval, D. (2004). Sensibiliser des éducateurs de jeunes enfants en formation à la diversité des pratiques éducatives familiales. In D. Fablet, Professionnel(le)s de la petite enfance et analyse de pratiques (pp. 91-110). Parijs: L'Harmattan.
- Meunier, Y. (2004). L'analyse de pratiques en formation initiale d'éducateurs de jeunes enfants. In D. Fablet, Professionnel(le)s de la petite enfance et analyse de pratique (pp. 111-133). Parijs: L'Harmattan.
- Peeters, J. (2008). The Construction of a new profession. Amsterdam:SWP.

A FOCUS ON DIVERSITY IN THE NEW BACHELOR'S DEGREE IN ECE

LIEN WERBROUCK, LIESBETH JANSEN

From recent research we know that ECEC can play an important role in breaking the circle of disadvantage for children coming from poor background (Euridyce, 2009). Therefore the bachelor will also focus on increasing the opportunities of ethnic minority children and children living in poverty by working around diversity and on participation of parents, another important factor of quality for ECEC (Leseman, 2009).

An important competence in the training profile is the following: “The bachelor is aware of his own values, own culture and identities, and shows respect for the identity and diversity of others (children, parents, team members and external partners). The bachelor supports the development of the identity of children and supports them in developing respect for others.”

We want to train this competency in three different ways: as a part of the program, in the portfolio, and in the training in the field.

There is a great focus in the curriculum on dealing with diversity. The focus on working with diversity is integrated in several courses. In the first year, students make get acquainted with the different roles they will have to take up (working with children, with parents, with team members and with external partners). In different courses with a focus on one of these roles, they learn what it means to show respect for the diversity and uniqueness of each human being. This means dealing with diversity is a starting point for working with children, for getting into real dialogue with parents and external partners and for pedagogical guidance or coaching of the team members.

In the second year, there is a focus on diversity within the course ‘working with parents’. This contains a section on ‘children and opportunities’, which specifically focuses on children in poverty and disadvantaged children, together with another component that deals with “parental participation”. In this part of the course, students will have to set up a project on parental participation, that focuses on getting into dialogue with parents. The focus on dealing with the uniqueness of each human being is again dealt with in the course “individual pedagogical coaching” and “teamcoaching”.

In the third year of the training, in the course “with commitment to quality care for diversity”, students start and develop a project in collaboration with the field. They can choose to set up a project in which they try to make childcare more accessible for disadvantaged families.

Because we consider it important that students learn naming their own cultural values and identities, we use a portfolio in the training. This portfolio is composed of a development portfolio, and secondly from an assessment portfolio. In the development portfolio, there are many tasks that aim to make the student aware of his own values, his own identity, his own culture.

Besides the individual tasks, per year also several round table discussions will be organised in which students discuss ethical issues with each other.

A third way to train this competence is by training in the field. Gradually students will get the opportunity to practice in the various roles they will take up as a bachelor in early childhood education. While working on specific tasks, they will repeatedly be confronted with the aspect of diversity within their job. We hope this way of training provides bachelors for who dealing with diversity is an natural way of acting in their job.

Keywords: diversity, qualification, under threes, bachelor training, pedagogical guidance,

Bibliography

Vandenbroeck, M. (2001) the view of the yeti. The Hague, Bernard van Leer Foundation.

Vandenbroeck, M.; Roets, G. & Snoeck, A. (2009). Immigrant mothers crossing borders: Nomadic identities and multiple belongings in early childhood education. *European Early Childhood Education Research Journal* 17(2).

Friday, September 16th - Vendredi 16 septembre
11.00 - 12.30
Individual paper presentation in workshop
Communications individuelles en atelier

D11 Play, reading, theater : useful tools for transitions between institutions

Chair : Joao Formosinho

“PLAYFUL STRUCTURE”: THE ESSENCE OF QUALITY EARLY CHILDHOOD PEDAGOGY IN NORTHERN IRELAND PRIMARY CLASSROOMS.

GLENDAL WALSH¹, LIZ SPROULE², CAROL MCGUINNESS², KAREN TREW²

¹ Stranmillis University College, Stranmillis Road, Belfast

² School of Psychology, Malone Road, Queens University Belfast

This paper arises from an eight-year evaluation of an innovative developmentally appropriate, play-based early years curriculum in Northern Ireland, called the Early Years Enriched Curriculum Project (McGuinness et al. 2010; Sproule et al. 2010; Walsh et al. 2010a). The Enriched Curriculum (EC) was introduced as a pilot early years curriculum in for 4- 6 year old children in Year 1 and Year 2 classes in over 100 primary schools between 2000 and 2002 and continued until the Foundation Stage became statutory for all primary schools in Northern Ireland in 2007. Children in Northern Ireland can enter Year 1 as young as 4years and 2months; this stage thus corresponds to pre-school stages in most other countries.

The empirical evidence which informs this paper includes structured classroom observations in over 100 Year 1 and Year 2 EC classrooms, interviews and surveys of teachers' (N=119) perceptions of the curriculum and of children's progress and more intensive observations in a sample of eight classrooms that had particularly high ratings on the Quality Learning Instrument (Walsh and Gardner, 2005).

The paper is embedded in the conceptual framework that teaching through play — ‘play as pedagogy’ — is problematic and not straight forward (Wood 2007; Walsh et al. 2010b) and recent evidence such as EPPE (Sylva et al. 2004), REPEY (Siraj-Blatchford et al. 2002) and the Early Years Enriched Curriculum Evaluation project — EYECEP (McGuinness et al. 2010; Walsh et al. 2010b; Walsh et al. 2010c) where there is an emerging acceptance that high quality early years pedagogy is associated with an equal balance between child- and adult-initiated activities and mixed pedagogies to suit curriculum content and children's interests. Such a notion has been prompted by shifts in theoretical perspectives away from an over emphasis on an ‘ages and stages’ approach, usually associated with Piaget towards a greater appreciation of the social and cultural context for young children's learning and the adult's role as ‘scaffolder’ and ‘co-constructor’ of children's knowledge (usually associated with Vygotsky).

The detailed observations of the learning experience and interviews with teachers revealed certain barriers to good practice where some EC teachers had difficulty in achieving a coherent concept of developmentally appropriate practice and some appeared uncertain as to how the educational value of play could be guaranteed. There appeared to be a tension between play as pedagogy and play as the medium to ensure a high level of interest, confidence and overall well-being for children. Working with teachers to counteract these impediments and to put forward a positive, active foundation for good practice that would be readily assimilated by practitioners, we formulated the pedagogical image of ‘playful structure’ aimed at bridging apparent dichotomies and contradictions and allowing the evolution of play-based pedagogy beyond Year 1. The purpose of this paper is to explain this new pedagogical image more fully and to illustrate how it can be implemented effectively in early years primary classrooms.

Keywords: early years, pedagogy, play, young children, Northern Ireland

Bibliography

McGuinness, C., L. Sproule, G. Walsh, and K. Trew. 2010. The Early-years Enriched Curriculum Evaluation Project: End-of-Phase 2 Report 1. Overview: Evaluation Strategy and Curriculum Implementation. Report produced for



Northern Ireland Council for Curriculum Assessment and Examinations (CCEA).
 Siraj-Blatchford, I., K. Sylva, S. Muttock, R., Gilden, R., and D. Bell. 2002. *Researching Effective Pedagogy in the Early Years*. London: Department of Education and Skills.
 Sproule, L., C. McGuinness, K. Trew, H., Rafferty, and G. Walsh. 2010. *The Early-years Enriched Curriculum Evaluation Project: End-of-Phase 2 Report 4. Outcomes for Pupils over Time*. Report produced for Northern Ireland Council for Curriculum Assessment and Examinations (CCEA).
 Sylva K., E. Melhuish, P. Sammons, I. Siraj-Blatchford and B. Taggart 2004. *The Effective Provision of Pre-School Education [EPPE] Project*. Institute of Education, University of London.
 Walsh, G. and J. Gardner. 2005. Assessing the quality of early years learning environments. *Early Childhood Research and Practice* 7: 1.
 Walsh, G., L. Sproule, C. McGuinness and K. Trew. 2010a. *The Early-years Enriched Curriculum Evaluation Project: End-of-Phase 2 Report 2. Inside EC Classrooms and Schools: Children, Teachers and School*. Report produced for Northern Ireland Council for Curriculum Assessment and Examinations (CCEA). Walsh, G., C. McGuinness, L. Sproule, and K. Trew. 2010b. Implementing a play-based and developmentally appropriate curriculum in Northern Ireland primary schools: What lessons have we learned? *Early Years* 30: 53-66.
 Walsh, G., L. Sproule, C. McGuinness, K. Trew, and G. Ingram. 2010c. *Playful Structure: Six Pillars of Developmentally Appropriate Practice. A Handbook for Teachers*. Guidance submitted to Northern Ireland Council for Curriculum Assessment and Examinations (CCEA).
 Wood, E. 2007. New directions in play: Consensus or collision? *Education* 3-13 35: 309-320.

ACTS OF RESISTANCE: EARLY LITERACY TEACHING AS AN ETHICAL PRACTICE IN CHILDCARE AND FIRST YEARS OF SCHOOL.

ANDERS SKRIVER JENSEN

DPU, Aarhus University, Tuborgvej 164, 2400 Copenhagen

This paper reports on a research project on early literacy in Danish early childhood education and care (ECEC).

To approach the ECEC as a field of ethical practice, is to see the need for policy, legislation and practice to be based on research that is sensitive to the subtle differences in the children's pre-requisites, backgrounds and world views. As early literacy curricula in childcare and in the first years of school are now merged with standardized teaching methods based on evidence of "what works", the race is on for 1) each child to "break the reading code"; and 2) each nation to do well on international benchmarks. Inquiry into early literacy is turned into the handmaiden of a technocratic, globalizing managerialism as it must approach subjects as numbers and normalize indicators of cultural diversity in order to mount evidence.

To further develop an agenda for ECEC as a field of ethical practice, we need research that connects the focus on evidence-based early literacy curricula to the general loss of freedom in the lived life in ECEC, with this study focusing on teachers and childcare workers.

Using a critical inquiry approach - performance autoethnography - fieldwork was carried out in the same suburban school district where I grew up and went to childcare and two different schools. The data from this fieldwork consist of 1) taped interviews conducted on a group of childcare workers and school teachers who collaborate on the children's transition to school (thus connecting early literacy to notions of 'school-readiness', etc.); 2) observations and field experiences saved as field notes. Autoethnographic reflections are weaved into data and analysis to create a "performance text". Thus the paper produces no stable answers or results, but a montage of evocative fragments constructing glimpses of early literacy on an agenda for ECEC as a field of ethical practice.

Keywords: early literacy, early childhood education and care, evidence, ethical practice, transition to school

Bibliography

Broström, S. (2006). Education to democracy: A possible approach to early childhood education? Presented at the 34th Congress of the Nordic Educational Research Association (NERA), Örebro University, Sweden.
 Dahlberg, G., & Moss, P. (2005). *Ethics and politics in early childhood education*. New York: RoutledgeFalmer.
 Denzin, N. (2009). A critical performance pedagogy that matters. *Ethnography and Education*, 4(3), 255-270.
 Denzin, N. K. (2010). Moments, Mixed Methods, and Paradigm Dialogs. *Qualitative Inquiry*, 16(6), 419 -427. doi:10.1177/1077800410364608
 Jensen, A. S., Broström, S., & Hansen, O. H. (2010). Critical perspectives on Danish early childhood education and care: between the technical and the political. *Early Years*, 30(3), 243-254.



A STUDY OF GUIDANCE IN ARTISTIC AND CO-CREATIVE PROCESSES

MARIT HELDAL , TONE PERNILLE ÖSTERN , ANNA LENA ÖSTERN

NTNU, PLU Dragvoll gaard 7491 Trondheim, Norway

This paper presents some preliminary results from a study of theatre direction and choreography as a form for guidance in a production characterized by co-creative processes. The study is led by the problem formulation: What characterizes theatre direction and choreography as a form for guidance in artistic and co-creative settings? and leans on a theoretical framework based on the concept of aesthetic guidance (Ødegaard, A. Og Meyer de Mott, M., 2008; Bourriaud, 2002), body phenomenological understanding (Merleau-Ponty, 1960) and dialogical dance education (Anttila, 2003; Hämäläinen, 1999).

To direct pupils through creative processes is an important part of being a teacher, but what characterizes the guidance of such, often open-ended processes? In order to generate more knowledge about this, the study was designed around the production of "Appelsiner og sitroner (Oranges and lemons)", a performance for toddlers in Norway.

During the five weeks long production period, the three actors – a dancer, a clown and a musician – were guided by the director and choreographer in ways which allowed the actors to be highly co-creative in the evolving performance. There are co-creative processes going on both between the director and the choreographer, and between the two of them as a guiding couple and the performing actors. The artistic context unfolding out of this highly dialogical setting is full of deep and democratic learning possibilities, and therefore of interest for theatre and dance education specifically, and for pedagogy in general. The research project is designed by a phenomenological and ethnographic approach. The focus is on the theatre director and choreographer, who were observed and video observed through out the production period. In addition, the director and choreographer wrote focused research journals during the whole period. The choreographer is also a co-researcher in the study and she therefore brings the element of introspection into the study.

The aim of the research design is to allow for an articulation of the subject position of the director and choreographer; how they think, feel, sense and move their way through the production process, guiding towards an open-ended result (the performance) in a highly co-creative landscape. Based on this, some characteristics of theatre direction and choreography in artistic and co-creative processes can be described and discussed in relation to its pedagogical value. The preliminary results of the study draws the contours of a form for guidance where active listening and presence "in the other", the ability to formulate the right key questions and a view on the body as a sensitive and creative subject is central.

Keywords: guidance, co-creative processes, dialectical processes

D12 Science activities

Chair : Alain Clémence

THE IMPACT OF TEACHER EDUCATION AND PRESCHOOL CULTURE ON FUTURE SCIENCE ACTIVITIES IN PRESCHOOLS

KENNETH EKSTRÖM ¹, BODIL SUNDBERG ², OTTANDER CHRISTINA ³, BRITT TELLGREN ²

¹ *Departement of Applied Educational Science. Umeå universitet SE-90187 Umeå Sweden*

² *School of Science and Technology Örebro University I SE-701 82 Örebro, Sweden*

³ *Department of Science and Mathematics Education Umeå universitet SE-901 87 Umeå Sweden*

A background for the study is that The National Curriculum in Sweden is revised from July 2001. The revision concerning learning goals embraces children's language and communication development, mathematical development, and science and technology. These objectives are clarified and developed in both scope and content.

The study attempts to obtain at a deeper understanding of the relationship between teacher education and preschool teacher students' future practice, with special emphasis on science activities. The aim is to examine on how their professional roles develop when meeting the values and norms at in-service practice.

The project is a follow up on results from a previous longitudinal study of students attending a science and art oriented preschool teacher education program. Here, it was shown that the socialization process into the scientific discourse takes time, and that one full year with scientific content was needed for the skeptical attitudes towards science to change. The results also, however, indicate that their perception

of their professional role was mainly caring and nurturing while educational intentions came second hand, and that this perception was not affected during this time. Studies show that such discourses in preschool education are fairly stable. In this study we will explore epistemological views, interest in science, science teaching and beliefs about the teacher role of preschool teachers, who have attended the same science and art oriented teacher education program and then worked as a preschool teacher for two years.

Theoretically we stress on models and concepts developed by Basil Bernstein and Yrjö Engeström. The activity systems develop specific modes of discourses, social languages, with specific expressions and meanings of framing the pedagogical discourse in Basil Bernstein's terminology. How practitioners' interact with these modes and change them or adapt to them is regarded as significant in the process of shaping professional identities.

Case studies are conducted related to 8-10 graduate students' preschool practices. These students completed their studies in teacher education with the profile "Science and Art" which emphasized science, in autumn -08. The projects intentions to get a deeper understanding of the formation of professional identities related to practices the entire preschool will be treated as a case study were all aspects of the activity systems will be involved. Semi structured interviews, observations and focus group discussions will be conducted.

Keywords: Professional identities, activity systems, learning objects, practices, discourses.

Bibliography

Appelton, K. (2003b). How do Beginning Primary School Teachers Cope with Science? Toward an Understanding of Science Teaching Practice. *Research in science education*, 33, 1-25.

Beijard, D., Meijer, P. C. & Verloop, N. (2004). Reconsidering Research on Teachers' Professional Identity. *Teaching & Teacher Education*, 20:2, 107-128.

Bernstein, Basil. (1996). *Pedagogy, Symbolic Control and Identity - Theory, research, Critique*. Bristol; Taylor and Francis Ltd.

Engeström, Yrjö. (1987). *Learning by expanding. An activity-theoretical approach to developmental research*. Helsinki; Orienta-Koskit Oy.

Sundberg, B. & Ottander C. (2008). Development of pre-school teacher students' attitudes towards science and science teaching. *Proceeding 9th Nordic Research Symposium on Science Education*

PRESCHOOL CHILDREN DEVELOP THEIR KNOWLEDGE ABOUT SCIENTIFIC PHENOMENA

LAILA GUSTAVSSON

Kristianstad University, School of Teacher Education

The aim of this study is to contribute to knowledge about how pre-school children aged four to five focuses their attention to scientific phenomena when visiting nature and the teacher's role in further develop the children's knowledge about the phenomena. Science is in the preschool curriculum in Sweden pointed out as an important area to develop children's knowledge of. In this study learning is seen as a change in the learners' possibility to experience the world in a certain way and it takes place everywhere. It can be both planned and unplanned. The framework used, variation theory, states for learning to occur, critical aspects of the learning object have to be simultaneously discerned and focused on. The learning object is seen as a capability and it can be defined by its critical features. When playing and interacting with others, a space of variation is constituted that decides what is possible to learn concerning a delimited learning object. When teacher's make differences in the childrens earlier experiences visible it may contribute to, critical aspects that the learner has not been previously able to discern becomes visible. Childrens stay in nature is videotaped and a qualitative analysis seeks to discern how children pay attention to scientific phenomena and how the teacher can maintain children's interest of the phenomena and contribute to develop the children's knowledge. In this presentation the very first findings of the analysis will be discussed..

Keywords: Learning, preschool children, scientific phenomena, preschool teacher, variation theory



PLANTING THE SEEDS OF SCIENCE. DEVELOPMENT AND EVALUATION OF A FLEXIBLE AND ADAPTABLE EARLY CHILDHOOD SCIENCE RESOURCE

CHRISTINE HOWITT

The University of Western Australia, Graduate School of Education, M428, 35 Stirling Highway, Crawley, WA 6009, Australia

This research falls within the Theme of 'Expertise, qualifications and common sense', under the Strand of 'Levels of qualification for pre-school education staff: advances, evolution and current issues' as it relates to the development of resources to improve science education. In his comprehensive review of the crisis in science education in Australia, Tytler (2007) proposed re-imagining science curriculum. Within his re-imagined vision, he emphasised recognising teachers as professionals, and allowing them flexibility and creativity in what and how they deliver curriculum. Tytler recognised, however, that such changes need to be supported with appropriate resources that themselves are flexible and embedded in contexts that are meaningful for students. Science is a subject that early childhood teachers tend to avoid (Harlen & Holroyd, 1997). Various reasons have been attributed to this including the lack of resources for supporting science education (Eshach & Fried, 2005). The purpose of this research was to encourage early childhood teachers to teach more science through the development of a flexible and adaptable science resource based upon best practice early childhood principles. This paper describes the emergent process used to develop that resource, called Planting the Seeds of Science, and presents an evaluation of the resource through multiple case studies. A participatory curriculum development approach was utilized in the research, where diverse stakeholders were encouraged in participatory procedures to create curricula that incorporated their needs, perspectives and interests (Stringer, 2008). Five science modules were subsequently developed, trialed, evaluated and redeveloped in an ongoing manner over two years by a range of participants: teacher educators, pre-service teachers, science academics, and in-service teachers. All adults participated with fully informed consent. Photographs of children and copies of children's work were only used after school, parental and children's consent. The five modules were titled: Look what we found in the park!; Is the grass still green at night? Astrophysics of the dark; We're going on a (forensic) bear hunt!; Muds and suds: The science of cleanliness; and The Sun changes everything! The resource was designed to allow teachers maximum agency through interpretation of information, flexibility in choice of learning experiences, and adaptability in modifying learning experiences. Thus, the information presented within each module was developed to provide a range of possible science ideas and activities that could be used in the early childhood context. This approach to curriculum development acknowledged teachers as professionals, and that the teacher best knows their children and interests, the teaching context, the environment, and the outcomes they wish to achieve. The highly integrated nature of the resource encouraged teachers to approach science through any of the curriculum learning areas. Such an approach acknowledges that early childhood teachers have strengths in many areas (Howes, 2002), and allows them to work with these strengths while connecting with science in a manner that is comfortable for them. This innovative approach to curriculum design, as found in the five case studies, encouraged teacher flexibility, improvisation, adaptability and creativity in developing and implementing a classroom curriculum. The cross case analysis highlighted the strengths of the modules as: the range of ideas and activities presented, the flexibility to adapt for a given context, the integration across the other areas of the curriculum, and the ease of use in planning and programming. Planting the Seeds of Science was found to be a "practical, child-friendly, classroom-based resource that actively encourages teachers to teach science to young children." All participants will receive a free CD of Planting the Seeds of Science.

Keywords: science, curriculum development, flexible, adaptable

Bibliography

- Eshach, H., & Fried, M. N. (2005). Should science be taught to early childhood? *Journal of Science Education and Technology*, 14(3), 315-336.
- Harlen, W., & Holroyd, C. (1997). Primary teachers' understanding of concepts of science: Impact on confidence and teaching. *International Journal of Science Education*, 19(1), 93-105.
- Howes, E. V. (2002). Learning to teach science for all in the elementary grades: What do preservice teachers bring? *Journal of Research in Science teaching*, 39(9), 845-869.
- Stringer, E. (2008). *Action research in education* (2nd ed.). New Jersey: Pearson Prentice Hall.
- Tytler, R. (2007). *Re-imagining Science Education: Engaging students in science for Australia's future*. Melbourne: Australian Council for Educational Research.



D13 Politics in favor of childhood

Chair : Liz Dunphy

ATTITUDES TOWARDS RELATIONSHIPS WITH CHILDREN IN THE EARLY YEARS SETTINGS: CASE STUDY IN ROMANIA

ALINA GEORGETA MAG

Teachers Training Department, University "Lucian Blaga" Sibiu, Dumbravii Street, Nr.34, Sibiu, Romania

Childhood and early education has become a hot topic for the last decade all over the world. Promoting children's wellbeing is one of the biggest challenges facing Early Years' services today. Adults are legally and practically responsible for children's wellbeing and their wellbeing is understood to be crucial to the social and economic infrastructure of healthy and wealthy nations. This study examines attitudes towards relationships with children in Romanian Early Years settings. Is Romania a good place to be children right now? In order to examine Romanian children's wellbeing, this research is primarily concerned with how adults connect with children and develop supportive relationships.

Romania is facing a huge economical and political crisis. It is therefore appropriate to explore the condition of childhood in Romania today and to ask how far the current anxiety about children's well-being is justified. Children need first and foremost, affective security and appropriate education. The relationship between the adult and the child in Romania has very frequently rules established only for the child and adults do not speak openly of their emotions. Unfortunately, Romanian cultural patterns express this tendency. Children from our kindergartens rarely express their feelings, because they learn even as small children to suppress them. Their wellbeing is there for questioning.

The purpose of this study is to involve practitioners and parents in the Early Years settings in an experimental training program called "Today's educational relationships" that is focused on how to fulfill children's needs. Recent studies have demonstrated that success in life, mental and emotional health depends on the efficiency of early relationships. The theoretical and conceptual framework is sustained by recent research into early brain development, child development psychology and the sociology of childhood.

The research uses focus groups, different surveys and observation in order to evaluate children's, parents' and teachers' perspectives about how children's wellbeing could be achieved. The research group was represented by 254 children from two Romanian towns whose parents and teachers attended the experimental program during the first semester of the academic year 2010-2011.

By respecting children's emotional needs we have the chance to regain essential universal values for peace, justice and welfare. We must only reach out with more consideration to the ones next to us, to listen to the children, to fight for justice, for principles and for values.

We found out that many children don't know how to express their feelings and thoughts because they weren't used to do so. These findings are consistent with parent and teacher reports of lack of consistent opportunities for meaningful communication and indicate directions for future research and for improving children's wellbeing. The need to invest in professional training programs for teachers and parents is obvious in order to improve children's lives in Romania.

Keywords: children's wellbeing, emotional education, professional training, partnership

Bibliography

- Munteanu, Camelia and Munteanu, Eusebiu (2009). A practical guide for preschool education-an approach from the perspective of the new curriculum. Romania, Iasi: Polirom Publishing House.
- Jones, Phil (2009). Rethinking Childhood Attitudes in Contemporary Society. Great Britain: Continuum International Publishing Group.
- Johnson, Jessica (2010). Positive and trusting relationships with children in Early Years Settings. Great Britain: Learning Matters Ltd.
- Foley, Pam and Leverett, S (2008). Connecting with children developing working relationships. United Kingdom: The Open University.
- Collins, Janet and Foley, Pam (2008). Promoting children's wellbeing policy and practice. United Kingdom: The Open University.

A GREEK RESEARCH PROGRAM OFFERING CONTINUING LEARNING AND WAYS OF EVALUATING PRESCHOOL EDUCATION

TRIFENI SIDIROPOULOU ¹, MARIA POUMRPOU ², KONSTANTINA TSAOULA ²

¹ *Technological Educational Institution (TEI) of Athens, 65 Demokratias Avenue, Ilion, 13122*

² *Technological Educational Institution (TEI) of Athens, 65 Demokratias Avenue, Ilion, 13122*

Levels of preschool-teachers' training and qualifications may be important factors in establishing learn-



ing, quality and evaluation in early childhood education (Doliopoulou ; Gourgiotou, 2008). Moreover, the challenge on how to sustain quality throughout the years remains.

All of these issues are interwoven by some members of the Department of Early Childhood Education of the Technological Educational Institution of Athens which is under the administration of the Greek Ministry of Education. This department provides education and training for future early childhood teachers who will be responsible for the education of children aged 0-5 years old.

We initiated and developed a research project called Thales (a Greek research program of the Department of E.C.E of TEI of Athens, which offers chances of continuing learning and ways of evaluation to preschool – educators) in order to increase the professionalism of preschool teachers by building and enhancing the capacity of those already working or preparing to work within early childhood education. We also wanted to look at the degree to which continuing training and evaluation is utilized within the sector, focusing on the culture, motivation and initiatives taken for preschool professionals.

We used action research as a method.

The aim of the project was to establish an interaction between the academic community and people who already work or who will work in early childhood education. The reason for this was to provide preschool teachers with new psycho pedagogic and teaching approaches as well as with ways of evaluating themselves and their pedagogical work.

We formed a team of 30 teachers from different nursery schools and 150 undergraduate students – on a voluntary basis – and we suggested the use of portfolio in its electronic format.

All teachers and students have studied at the department of early Childhood Education of T.E.I. of Athens. The duration of the program Thales was two years. Six meetings face to face between the researchers and the participants took place in museums, galleries and at T.E.I of Athens

After each meeting educational material provided to all the participants in order for them to use it at the nursery and the practitioners had the chance to present their portfolios.

All the practitioners gave their consent for the use of their data.

Specifically, we suggested that they would select and include in the portfolio whatever they would consider positively characteristic of their practices: activities with children, actions and interaction with colleagues, parents and social partners.

The results showed:

- a) The response rate of the teachers toward an innovation which concerns themselves in their profession. They were given the opportunity for a systematic collection of information which allowed them to assess whether the necessary modifications of their behavior have been achieved.
- b) The different ways of presenting their personal achievements (narrations, photos, music, video, etc.) thus exhibiting further information on themselves.
- c) Their reflective progress as they get used to documenting the development of work (as part of their educational culture) and its evaluation without expressing their personal feelings.
- d) The change in the way they cooperated within the pedagogic team. The need for interaction for new ideas for their pedagogical work and the acceptance of the “other” was the image of their professional and personal development.

Keywords: Learning, Evaluation, Preschool Educators, Research Programm, Portfolio

Bibliography

Doliopoulou, E & Gourgiotou, E (2008). Evaluation in Education: Emphasis on Preschool Education. Athens : Gutenberg.

Noddings, N (2005) What does it mean to educate the whole child? Educational Leadership, 63(1), 8-13.

PILOTING DATA COLLECTION PROTOCOLS TO MONITOR IMPACT OF COMMUNITY-BASED ECE SERVICES FOR CHILDREN AND THEIR FAMILIES.

YULIYA KARIMOVA¹, ULVIYA MIKAILOVA, ELMINA KAZIMZADE, FUAD SULTANOV

Center for Innovations in Education, Republic of Azerbaijan

Education of children of pre-school age (3 to 6 years) is one of the priority areas of the public policy of the Republic of Azerbaijan. Low enrollment in early childhood education and quality of its services are among the main areas of public concern. The National Program on the Improvement of Quality of Preschool Education adopted in 2007 indicated importance of introducing alternative programs for preschool service provision as an optional to the programs provided by public kindergartens.

The Center for Innovations in Education, a local non-governmental organization, initiated a project which focused on expanding an access to quality school readiness programs in five remote rural communities in Azerbaijan for revitalization of traditional school readiness programs provided by local public kindergartens and promotion of new flexible community-based and community-run programs based on learner-centered pedagogy principles. As an integral part of this initiative CIE aimed at developing the sound system for gathering evidences allowing assessing its impact and examining whether planned

and implemented interventions were critical to the development of professional qualifications of early childhood practitioners and effective for the improvement of community resources and practices related to provision of early childhood education and development services in selected villages in Azerbaijan. This paper aims to map the process of development and implementation of data collection protocols as means to gather and record evidences related to the project activities which allow making reliable judgment regarding the impact of the initiative .

Keywords: developing community-based services, impact assessment, evidence-based practice, data collection protocols

D14 Portrait of early care through time and space

Chair : Michèle Schärer

A COMPARATIVE HISTORY OF EARLY CARE AND EDUCATION IN FRANCE AND IN THE UNITED STATES

KASPAR BURGER

Universität Fribourg, Departement Erziehungswissenschaften, Rue Faucigny 2, 1700 Fribourg

The history of early childhood care and education facilities has been particularly interesting in the United States and in France. Traditionally, U.S. American attitudes towards early childhood and family policy have been based on a “domestic ideology” (Allen, 1988, p. 26), that is, a philosophy of restricting public assistance for child care, consideration of the family as a private unit, and great importance attributed to individual responsibility in child-rearing. Such attitudes bear on a rich legacy of visions that historians have named “the cult of true womanhood” and “republican motherhood” (Koven & Michel, 1990) – notions that began to expand in America by the 1830s along with a romantic educational philosophy (epitomized, for instance, by Amos Bronson Alcott, who claimed that early instruction harmed children) and a new trend toward home education in the family which arose against the background of fears about a premature separation of the child from its mother. The home was deemed to be the sphere to bring up children, characteristically feminine and permeated by the spirit of womanhood. Proponents of this kind of privatism argued that mothers, endowed with specific female qualities like cooperation, compassion, and nurturing love, could better care for their children than educators and pedagogues in early childhood facilities (Beatty, 1997). Today, only about 58% of children aged three to five years are enrolled in state pre-primary programs in the United States whereas the «*école maternelle*» in France (a universal model of preschool education) is attended by almost 100% of three-to-five-year-olds (OECD, 2010), suggesting that the French are more amenable to early out-of-home care and education than the Americans. Albeit less distinct, disparities in enrollment rates in formal care or early education services can also be found for children between birth and two years (31% in the U.S. vs. 43% in France). In view of this discrepancy, it is important to study the history of the social and political conditions of day-care facilities as well as the evolution of theoretical concepts underlying early childhood care and education practices in both countries. This paper aims to give an outline of the history of relationships between social, political and cultural changes on the one hand and major conceptual ideas in the development of day-care facilities in France and in the United States on the other hand, summarizing the main processes in the evolution of pedagogical theories that have substantiated educators’ and custodians’ pedagogical and educational practice in these institutions. It is a part of an international comparative study looking at how different figures of thought have emerged and why substantial disparities in early childhood care and education concepts for the youngest children have persisted between France and the United States. The study draws on a comparative-historical approach (Mahoney, 2004), integrating and synthesizing sources concerning political, organizational, economic, and statistical data (Hinitz, 2006). Predominant discourses about child care, the transformation implicit or explicit pedagogical ideas have experienced, and the circulation of theories and experiences beyond national frontiers will be highlighted. This study will contribute to the understanding of current approaches in extra-familial child care.

Keywords: History of early care and education, ideologies underpinning extra-familial childcare, cross-cultural disparities, comparative-historical analysis

Bibliography

- Beatty, B. (1997). *Preschool education in America: The culture of young children from the colonial era to the present*. New Haven: Yale Univ. Press.
- Hinitz, B. F. (2006). Historical research in early childhood education. In B. Spodek & O. N. Saracho (Eds.), *Handbook of research on the education of young children* (2nd ed., pp. 573–594). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.



Luc, J.-N. (1997). *L'invention du jeune enfant au XIXe siècle: De la salle d'asile à l'école maternelle*. Paris: Belin.

Marbeau, J. B. F. (1845). *Des crèches; ou, moyen de diminuer la misère en augmentant la population*. Paris: Comp-toir des Imprimeurs-Unis; Microéditions Hachette.

OECD (2010). *Formal care and education for very young children*. PF3.2 Enrolment in childcare and pre-schools. Retrieved July 14, 2010, from www.oecd.org/els/social/family/database.

THE PICTURE OF THE CHILDREN WITH SOCIO-EMOTIONAL DIFFICULTIES

PÄIVI PIHLAJA

University of Turku, Assistentinkatu 5, 20014 University of Turku, Finland

The theme in this presentation is children assigned with socio-emotional difficulties. These children have challenged Finnish day-care and basic school system with decades. In both educational systems children are experienced problem-oriented way.

The focus is on the language: the language personnel use when speaking to children or about children, and also the stories and the language children themselves have recounted in group analytic therapy. Language is essential, it repeats old and have also possibilities to create new (see Conrad & Schneider 1981). Language is a description of speaker's reality or experiences. According to Lehtonen (2000) language is a very essential part of being a human being. Language takes part in creating a picture of the world (Lehtonen 2000, 30 – 34) and it describes the world by organizing, building, repeating and transforming it with meanings (Jokila, Juhila & Suoninen 1993, 18). Language is a tool for thinking, informing, expressing feelings and emotions. It is an important tool in social relationships. (Flavell 1985; Koppinen, Lyytinen & Rasku-Puttonen 1989; Dale 1996.) Through language and a story the past and the future can be connected (Dale 1996). Also the socio-cultural environment of day-care or therapy is "a meaningful part of child's development, for individuals are ontological structures of their culture" (Cousin, Diaz, Flores & Hernandez 1995, 657). The method used in these two part-studies is grounded theory.

The aim is to analyse day care personnel's speech about these children and to these children. The data consists of words or short sentences by 350 day-care workers (70% kindergarten teachers, 25% nurses, 5% special teachers). What are the hidden meanings behind the speech? The speech personnel targeted at children were mostly questions and statements. Most often, the employees asked questions from the children, like Why are you always breaking things? How many times do I have to tell you...? Statements were often connected with the child's person: You are really tiring. You are so stupid. In addition to questions and statements, there were many different commands and normative instructions. These were clearly directed toward the child's activity: Sit still and calm down! Be quite, Stay where you are! You'd better believe me, now! About the speech that personnel use when talking about these children were mostly statements. These statements were classifications or character descriptions of the children, such as demanding, troublemaker, dumb as a plank, impossible, poor thing, wicked, really difficult.

The language kindergarten teachers and nurses use is an interesting basement to focus on children's language. Are there any similarities concerning of the ontological child with socio-emotional difficulties? In group analysis the emphasis is on free association and communication that children themselves create (Foulkes 1964). In this study children had right and possibility to create a story of their own in group therapy sessions. Children were all boys (n=6) and they were all in preschool classes. The story that they created in therapy sessions (n=12) was full of aggression, hidden fears with no structure.

In my presentation I shall analyse the picture and the meaning personnel have made to the self portrait that children made up themselves. What is the significance of the language used around these children?

Keywords: social and emotional difficulties, day care, therapy, language

Bibliography

- Pihlaja, Päivi (2009). Early childhood special education practices: the view of inclusion. *Kasvatus [Education]* 49 (2), 42-53.
- Pihlaja, Päivi (2008). Behave Yourself! Examining meanings of children with socio-emotional difficulties. *Disability and Society* 23(1), 2008, 5-15.
- Pihlaja, Päivi (2007). Early Childhood Education and the School in Identifying Abuse and Supporting the Child. In: Laiho, M. (ed.) *Children's Sexual Abuse and the New Information Technologies*. Multiprofessional Cooperation. Helsinki: Pelastakaa Lapset ry
- Pihlaja, P. 2005. A Child's View of Special Services for Adults. In: Kallio, Tarja & Pihlaja, Päivi. (eds.) (2005) *Managing Children's Socio-emotional Difficulties and Developing Upbringing in Day-Care*. The final report. Kaarina: Publications of the South-West Finland Centre of Expertise on Social Welfare 3/2005.
- Pihlaja, Päivi, Rantanen, Maija-Liisa & Sonne, Valpuri (2010). *Early Childhood Special Education in Southwest Finland*. Turku: The Competence Center of Social Services in Southwest Finland.



'I WORRY ABOUT CHILDREN BELIEVING: ADULTS ARE ALWAYS RIGHT, AUTHORITY WAS AN ISSUE IN MY CHILDHOOD'. INFLUENCES ON PROFESSIONALS' BELIEFS

ANTJE ROTHE

Institute for Special Education, Leibniz University of Hanover

Raising the question what 'good practice' in the context of the Early Years is about and how it can be supported calls attention to the professional's self-conception and pedagogical beliefs. Especially considering reflective practice as a pathway of 'good practice' implies a holistic approach to the profession of early childhood education.

Psychotherapist qualification programs contain modules of self-reflection taking into account that the therapist has to consider implicit expectations and stereotypes to do a 'good job' (Voderholzer & Kuhr 2008). In the national context of Germany debates concerning professionalism in the Early Years are related to the topic of reorganization and the balance between theory and practice. Few voices express demands for the educators' qualification programs such as modules of self reflection (Schäfer 2005). This paper presents first results of the dissertation 'influences of biographical experiences on the professionals' self-conception' is carried out at the Leibniz University of Hanover (thesis supervisor: Prof. Rolf Werning). It aims to highlight the importance of biographical experiences in relation to the professionals' self-conceptions. Therefore biographical experiences in general and especially childhood experiences are taken into account.

Currently seven autobiographical narrative interviews following Schütze (e. g. 1981) have been conducted to capture biographical experiences as well as professionals' self-conceptions of early childhood educators. Referring to an open narrative impetus the educators are free to point out experiences and topics which they regard as relevant. Using the 'theoretical sampling' (Strauss & Corbin 1990) additional interviews will be acquired for the purpose of a contrastive analysis.

Drawing on the biographical concept of Schulze (2006) the individual's experiences are regarded as very lasting because of the relation to situational attributes as well as affections. In order to capture the professionals' self-conceptions in particular it is complemented by the concept of 'subjective theories' (König 2002).

Biographical experiences conflate in beliefs about life ('Biographie im Kopf', Schulze 2006, 41). These can be irritated by new information if conflicting with existing beliefs. Hence the individual is forced to modify these beliefs or develop other strategies to deal with these irritations (e. g. Sloterdijk 1978; Bateson 1999). The caused reorganization reinforces the sustainability of biographical experiences as well. The research project emphasizes those childhood experiences which the educators regard as relevant to their professional self-conceptions. The attachment theory highlights the relationships to attachment figures in the childhood. In the 'internal working model' (Bowlby, e. g. 1979) single experiences within relationships in the childhood become implicit expectations and attitude routines toward social relationships in general. The stability of the internal working model but also its potential to change through new experiences of steady or forceful nature could be identified by research (for an overview: Davila & Cobb 2004).

An ecological approach is combined with the attachment theory following Belsky et al. (2000) to emphasize the impact of the contextual factors such as living conditions of the educators' family in the phase of childhood.

Professionals' self-descriptions reveal interesting insights in the emergence of subjective relevances and their impact on their pedagogical work. They also show that already early life experiences influence the way the educator thinks about what 'good practice' should be like. Considering the influences of biographical experiences on the professionals' self-conceptions delivers meaningful information and starting points in the context of professionalism in the Early Years.

Keywords: biographical experiences, childhood experiences, professionals' self-conception, professionalism in the Early Years

Bibliography

- Bateson, G. (1999): *Ökologie des Geistes* [The ecology of mind]. Frankfurt a. M.: Suhrkamp.
- Belsky, J./ Rosenberger, K./ Crnic, K. (2000): The origins of attachment security. "Classical" and contextual determinants. In: Goldberg, S./ Muir, R./ Kerr, J. (Eds.): *Attachment theory. Social, developmental and clinical perspectives*. Hillsdale, NJ: The Analytic Press, Inc. 153–184.
- Bowlby, J. (1979): *Das Glück und die Trauer* [Attachment and loss]. London: Tavistock Publications.
- Bronfenbrenner, U. (1981): *Die Ökologie der menschlichen Entwicklung. Natürliche und geplante Experimente* [The ecology of human development. Experiments by nature and design]. Frankfurt a. M.: Fischer.
- Davila, J./ Cobb, R. J. (2004): Predictors of change in attachment security during adulthood. In: Rholes, W. S. & Simpson, J. A. (Eds.): *Adult attachment – Theory, research, and clinical implications*. New York [u. a.]: The Guilford Press. 133–156.
- König, E. (2002): *Qualitative Forschung im Bereich subjektiver Theorien* [Qualitative research in the context of subjective theories]. In: König, E. & Zedler, P. (Hrsg.): *Qualitative Forschung* [Qualitative Research]. 2th ed. Weinheim: Beltz. 55–98.

VENDREDI - FRIDAY
16
SYMPOSIA

- Schäfer, G. (2005): Überlegungen zur Professionalisierung von Erzieherinnen. Beiträge der Expertenrunde Rahmencurriculum [Considerations concerning professionalism of early childhood educators. Contributions of the panel of experts 'basic curriculum']. www.profis-in-kitas.de/studiengangsentwicklung/curriculumentwicklung/expertentexte/rahmencurriculum_schafer (20.11.2010).
- Schütze, F. (1983): Biographieforschung und narratives Interview. In: *Neue Praxis*, 3, 283 – 293.
- Schulze, T. (2006): Biographieforschung in der Erziehungswissenschaft – Gegenstandsbereich und Bedeutung [Biographical research in the science of education – the subject area and its meaning]. In: Krüger, H.-H./ Marotzki, W. (Eds.): *Handbuch erziehungswissenschaftlicher Biographieforschung* [Handbook of biographical research in the science of education]. 35–58.
- Sloterdijk, P. (1978): *Literatur und Organisation von Lebenserfahrung. Autobiographien der Zwanziger Jahre* [Literature and organization of life-experiences. Autobiographies of the twenties]. Munich: Hanser.
- Voderholzer, U./ Kuhr, A. (2008): *Aus-, Fort- und Weiterbildung in störungsfreier Psychotherapie* [Advanced qualification in undisturbed psychotherapy]. Herpertz, S./ Caspar, F./ Mundt, C. (2008): *Störungsfreie Psychotherapie* [Undisturbed Psychotherapy]. Munich: Elsevier.

D15 Professional development

Chair : Oriana Brueker

IMPROVING IN-SERVICE TEACHER QUALITY IN THE ALBANIAN PRESCHOOL CONTEXT: WHAT IS THE BEST ROUTE?

GERDA SULA

University of Tirana, Faculty of Social Sciences, Rr. M. Tutulani # 2, Tirana, Albania

The provision of high quality preschool education is regarded internationally as a significant factor in raising educational standards. Such aspirations are dependent on achieving effective patterns of continuity and progression from preschool to school, and the improvement of teacher quality on the job is one of the accepted variables in improving the quality of the preschool education. Despite the centrality of these terms, little is known about the factors likely to result in improving teacher quality based on the different models of in-service teacher training. This study aims at examining the relationship between teacher quality and formative models on the job when they are involved in: 1) initial training at the beginning of the school year; 2) initial training at the beginning of the school year plus a monthly mentoring session; 3) a monthly mentoring session; and 4) no in-service teacher training during the school year. These formative models will be compared with the teachers' performance and their education/academic background; years of employment in early childhood education; and other cultural/sociological issues. The study will focus on the whole population of kindergarten teachers within the schools in the Albanian public system (200 teachers). The reason for choosing to compare these modalities is due to the fact that these are the dominant in-service teacher training modalities in Albania. We hypothesize that the most meaningful, and durable model of inducing sustainable change to the teachers is a longitudinal, teacher-oriented process. Qualitative and quantitative measures will be used to analyze the data.

Keywords: in-service teacher training, preparatory classrooms, transition to school, Albania

PEDAGOGICAL DOCUMENTATION AND ANALYSIS OF EDUCATIONAL PRACTICES USED IN THE PROFESSIONAL DEVELOPMENT OF THE INVESTIGATIVE TEACHER.

IEDA ABBUD , MÁRCIA DO VALLE LOPEZ

Instituto Superior de Educação Vera Cruz, Praça Professora Emília Barbosa Lima, 39

This presentation will deal with the project of educators' continuing professional development in 17 public educational units ('Young Children Education Centers') in the city of São Paulo, Brazil, which attend young children in 0 to 3-year age range.

This project gets in a very particular moment of that teaching stage in this city: its constitution as an integrating part of the Basic Education Stage, with the transfer of responsibilities and guidelines from the Social Action public bodies to the Education ones.

The gap between what nowadays is considered and expected as top quality teaching assistance to young children and the knowledge and competence held by CEI's professionals becomes clearly evident. The need for a culture change in the ways how we understand infancy and the learning environments intentionally planned for the development of so young and little children became also very clear. The aim of the project was to provide visibility to the learning possibilities of 0 to 3-year age young children assisted by the school unit, demonstrated during quality educational experiences, created and ac-



cordingly registered by the network professionals (participating in the development process) for professionals of the same public education network.

The starting point for the educators' investigative process was the question: "What and how does a 0 to 3-year age child learn?"

Two working groups were formed with two teachers from each school unit, interested and committed to: Investigate his/her practice, record and disseminate to other professionals this reflection's outcome, informing with different documented records made throughout this development process the children's learning possibilities.

A great challenge that had to be faced was the need for creation of records of good practices to be analyzed, in order to make become visible the particular way how a young child learns, in a didactical model that favors his/her action and expression. The development of activities with the children, conducted in a partnership between the teacher developer and the classroom teacher, was an important strategy to make become possible the use of qualified practices that evidenced children's learning potential.

These activities, recorded in video/photos, became a material for analysis during teachers meetings. The planning of those activities was previously discussed during those meetings, when the observation focus that would guide the teachers' analysis and the records documentation was also defined. Reading of theoretic texts during these meetings was treated as a subsidy to the analysis of the recorded practices. Collective syntheses were produced, at the end of contents blocks, with the objective of systematizing teachers' learning and generating communication material for the school units' remaining teachers.

During this development experience the teachers took an investigative posture that allowed the revisal of infancy and early childhood education concepts, and the competence improvement for an adequate organization of learning environments. They started to take into consideration and to properly value the particular way how 0 to 3-year age young children learn and express themselves. The disclosure of the children's learning possibilities/capabilities caused great impact not only on the school units but also on the families as well.

Keywords: early childhood (0 to 3-year age) education, teachers' professional development, educational practices analysis, public/private partnership



TEACHERS' CREDENTIALS, CHILD REARING BELIEFS, AND PRESCHOOL STUDENTS' SOCIAL SKILLS

IMAN BETAWI ¹, ITHEL JONES ², CHRISTIAN WINTERBOTTOM ³

¹ Jordan University

² Florida State University

³ Ohio State University

In response to UNESCO's call to "expand early childhood care and education" countries throughout the world have been paying increased attention to early childhood education, with governments allocating unprecedented resources to various programs. Standing out as one of the more ambitious approaches is Jordan's Education Reform Initiative and their Early Childhood Development Strategy Project. This initiative strives to enhance the learning readiness of children through early childhood education by focusing on access and quality. Supported by the Royal family, this program emphasizes the expansion of quality kindergarten to enhance children's readiness for kindergarten. The success of such an expansion, however, depends on the training, education, and quality of the early childhood teachers. From a policy perspective, therefore, there is a need to determine the extent to which preschool teachers in Jordanian preschools are adequately trained for the work they do. This study examined the nature and extent of the training, credentials, and beliefs of preschool teachers in Amman, Jordan. Also studied were the relationships between teachers' credentials, childrearing beliefs and preschool children's social skills. Participating in the study were 78 teachers and 956 preschool students from Amman, Jordan. The preschool teachers completed a survey designed to collect information about their credentials, including their educational background, post secondary education, education major, years of teaching experience, and specific training in early childhood education. Then the teachers were administered an instrument to measure their child-rearing and educational beliefs. The Parent Modernity (PM) Scale of Child Rearing and Educational Beliefs (Schaefer & Edgerton, 1985) is an instrument that assesses the traditional authoritarian and non-authoritarian (progressive democratic) child rearing and educational beliefs of parents. The instrument consists of 30 items scored by respondents on a 5 point likert scale. Preschool children's social skills were measured using the Social Skills Improvement Rating Scale. Data were analyzed using a correlational and regression analyses. The findings indicated that most of the teachers had low credentials and that there was a moderate correlation between teachers' credentials, beliefs, and children's social skills. These findings seem to be consistent with other studies (e.g., Campbell & Sipprestein, 1994; Peisner-Feinberg, et al., 2001) suggesting that children's social development is associated with teacher's education and credentials. The accumulated evidence suggests that teacher quality

does make a difference in student achievement (Darling-Hammond, 1996, 199, 2000; Darling-Hammond & Youngs, 2002). Data from the current study suggests that teacher quality also makes a difference in students' social skills. Possibly, better educated teachers are more likely to interact with their preschool students in a manner that enhances their sociability and competence.

Keywords: Teacher education, teacher qualifications, social skills, child-rearing beliefs

D16 Professional language of educators : acquisition and evolution

Chair : Gisela Chatelanat

EARLY CHILDHOOD PRACTITIONERS - INSIDERS WITHIN A COMMUNITY OF PRACTICE. EARLY CHILDHOOD TUTORS - OUTSIDERS RESEARCHING THE PROCESS

ROSIE WALKER , MICHAEL REED

University of Worcester, Henwick Grove, Worcester, England, WR26AJ

We see teaching and learning in higher education as requiring interactive, co-constructed innovative teaching strategies. In effect, encouraging students to develop as confident, challenging and reflective practitioners. Importantly, being able to 'learn how to learn'. We argue that such an approach encourages students to form 'communities of practice' based on a common purpose. This allows an exchange of views and facilitates the emergence of new ideas. The research follows a number of Foundation Degree students who have engaged in such active learning and as part of this approach, came together to form a writing group in order to publish the results of their work based enquiry.

The research was based on what may be termed a dual interpretation (double hermeneutic) approach where participants are making sense of their world and the researcher is attempting to make sense of the process and critically examine their own role. It explores tensions involved in researching active lived experiences in particular to critically explore the methodological aspects of the researchers as 'insiders' and 'outsiders'. Methods of data collection included phenomenological interviews with students, participant observation, and review of the literature, journal entries, content analysis, and the use of critical companions who were consulted on methodological issues. Ethical propriety was observed from the outset and where necessary advice was sought on an ongoing basis from a University Ethics Committee.

The investigation revealed issues about student practice and student research in particular, we should not see the terms as mutually exclusive, but as mutually responsive. It provided insights into what motivated the 'community' to engage in practice based enquiry and what sustained their engagement. It suggests that the community allowed the development of qualities that were far more than competencies and importantly should be seen as transformative. In terms of methodological approach, It underlined the importance of positioning oneself as a researcher as well as recognising the phenomenon and asking if this makes a difference to the research process and improves research practice.

Keywords: Communities of practice, work based research

Bibliography

Full references are contained in the paper which will be issued to participants who attend the presentation.

THE ACQUISITION OF PROFESSIONAL LANGUAGE AND REASONING IN DANISH PRE-SCHOOL TEACHER EDUCATION.

JAN JAAP ROTHUIZEN ¹, LINE TOGSVERD ¹, STEEN JUUL HANSEN ¹, JAKOB DITLEV BØJE ²

¹ VIA UC, Peter Sabroesgade 14, 8000 Aarhus, Denmark

² RUC, Institut for Psykologi og Uddannelsesforskning, PO 260, 4000 Roskilde, DK

For many years early childhood education has been the domain of pedagogues and parents, and the organization and content of work in the "Kindergarten" was legitimized by communicative action between the involved persons. By now politicians and decision-makers in the public administration require efficiency and functionality based on knowledge, and pedagogues are criticized for their silent knowledge and their tricks of the trade. The task of the pedagogue however is a complex one and consists of handling wicked problems and creating individual solutions, so the concepts of functionality and efficiency are not unambiguous. The choice is not between silent knowledge and evidence-based knowledge, the choice is between haphazard action at one side and informed action and power of judgment at the other.



In order to cultivate informed action there is a need for precise communication, for the ability to inquire own practice, for working in a systematic way with the development of practice. In our research project we ask how the education of Danish pre-school teachers (pedagogues) contributes to the students' acquisition of a professional language and a professional reasoning for use in the process of inquiring, developing and practicing their practice? As the education of pedagogues is a bachelor-education, the education policy supports that professional education contains not only preparation for carrying out specific tasks, but also research and development.

In our study we observe the students performance and the interaction between students, teachers and supervisors at different occasions. We do not beforehand have a ready-made conception of what the professional language and reasoning consists of, so we are searching for traces and we are sensible for different concepts among the various stake-holders of what it means to use professional language and professional reasoning. We explore the field and discuss our findings with the teachers at the college, as we are curious to know if they find any reason to develop their practice of educating professionals.

Preliminary results of studies indicate that there is a strong focus on daily routines and methods in supervised professional training and that professional language often is used for legitimating what has happened and not as a tool for inquiry. The pragmatic aspect may shed for ambitions as a culture of enquiry and development is only frail.

Those preliminary results indicate that it is worth to discuss what kind of learning environments at the university college and in professional practice could promote students taking the roles of practice-researchers and practice-developers. They also indicate that is worth to discuss how to develop a form of reasoning that can transform floating signifiers in encircling concepts and homing keywords.

Keywords: professional language and reasoning, pre-school teacher education, professionalism, practitioner research.



D17 Professionalization : development of practices and modification of training

Chair : Jean-Paul Bari

'LEARNING THE TRADE: UNDERGRADUATE PERCEPTIONS OF EARLY YEARS TRAINING AND PROFESSIONALISM IN NORTHERN IRELAND'

DOROTHY McMILLAN, BARBARA McCONNELL

Stranmillis University College, Belfast, BT9 5DY, Northern Ireland

Early Years training and professionalism involve a blend of factors including values and attitudes, autonomy, professional standards, a specific body of knowledge and practice, reward, membership of a professional body and quality of action (Cherrington 2001; Brock 2006; Cooke and Lawton 2008; Cameron 2006; Griffin 2008; Cable 2008; Menmuir and Hughes 2004; Dalli 2008). Staff in EY settings in Northern Ireland have a wide variety of qualifications and are at various stages on the 'continuum of professionalism' (Karstadt, Lilley and Miller 2003:41) according to their age, experience and sector. However, many vital questions remain unanswered: Is graduateness considered essential to early years professionalism? Which parts of a degree course do students value most? What are the essential elements of EY professionalism?

This paper aims to explore and compare the perspectives on training and professionalism of two groups of undergraduate students within one institution: one group who have recently graduated from the original BA (Hons) in ECS degree course and one group who are about to graduate from the recently revised degree course. The study involved a survey of a sample of students from both these courses, followed up by focus groups with students from each course in order to explore more deeply the issues raised in the questionnaire and to allow students to relate their personal and professional experiences more effectively.

The paper draws on both qualitative (focus group) and quantitative (questionnaire) data in order to analyse the professional traits and priorities identified by participants. These will be compared and mapped across training levels and conclusions drawn for both training providers and policymakers.

Keywords: professionalism, training, early years

Bibliography

- Fowler K and Robins A (2006) 'Being reflective: encouraging and teaching reflective practice' in Robins A (ed) *Mentoring in the Early Years*. London: Paul Chapman Publishing
- McMillan D J (2009) 'Preparing for educate: student perspectives on early years training in Northern Ireland'. Inter-

national Journal of Early Years Education, 17: 3 pp219 - 235 Miller L and Cable C (eds) (2010) Professionalization, leadership and management in the early years. London: Sage
Nurse A (ed) 2007 The New Early Years Professional: Dilemmas and Debates. London: David Fulton

THE PEDAGOGUE'S PROFESSION - DISCOURSES OF AUTHENTICITY AND EDUCATIONAL CURRICULA.

ANDERS ELOF NIELSEN

University College Sealand, Slagelsevej 7, 4180 Soroe, Denmark

My paper presentation on "The pedagogue's profession - discourses of authenticity and educational curricula" summarizes the findings in my research so far, as a PhD-scholar in The Danish School of Education, University of Aarhus.

My analysis is based on a case study research on kindergarten teachers in the 1940-1950's and contemporary pedagogues in day care institutions for small children in Denmark. As a research method I have been inspired by critical discourse analysis, as it was presented by Norman Fairclough.

I have also done some field work in three day care centres in local communities in Copenhagen and in a town in Sealand. A part of my study includes readings and findings of national and local curricula for kindergartens.

My research question is: How does the educator's professional self-perception influence the articulation and staging of the 'authentic teacher' in everyday life, in working with national curricula?

Historically there has been a paradigmatic shift from a care-oriented discourse that also focused on the development of children, to a more learning-oriented discourse. This has taken place in Denmark over the last two decades.

In my research I aim to analyse different discourses in the profession, regarding the 1940's and the modern institutions of the 21st century.

Especially discourses oriented towards authenticity as an ideal for kindergarten teachers and pedagogues, and the manner in which the concept of 'profession' has been adapted.

Keywords: Authenticity, profession, discourse analysis

Bibliography

Authenticity and documentation in pedagogy, in: "Pedagogical documentation", Dansk Pædagogisk Forum, 2005.
Review of "Targeted skills in teaching and learning" (Sten Clod Poulsen, MetaConsult 2001), in: Tidsskrift for socialpædagogik, no. 11, p. 58-60, 2003.
Didactics in educational work, in: "Education and educators", Dafolo, 2009.

DIFFERENT WORK GENERATIONS AND THEIR PROFESSIONAL IDENTITIES IN FINNISH ECE

KIRSTI KARILA , PÄIVI KUPILA

University of Tampere, 33100 University of Tampere, Finland

The paper studies the professional knowledge among the different work generations in the field of ECE. The professional knowledge related to the child, childhood, upbringing and early childhood education and care is historically and culturally constructed (Karila 2010). Consequently, the ECEC professionals from different working generations may value various forms of knowledge to a different degree or extent, which has to be taken into account in studying the nature of professionally legitimate knowledge (Karila & Kupila 2010). According to Mannheim (1952) each generation has shared meaningful experiences that shape the human life. The study prescribed in the paper is one part of the writers' larger research project focusing on the construction of professional identities in the context of different occupations and work generations.

The research project applies a multi method approach. Data gathering has been conducted on using individual and focus group interviews, diaries and audio taped team conversations in the team meetings. The participants are Finnish day care centre directors, kindergarten teachers and nursery nurses. They work as ECE professionals in two Finnish cities, in six day care centre teams. Each team consists



of professionals representing different work generations. The analysis utilizes the discourse analysis approach.

The ethical approval has been applied for from the municipalities. The participation of data collection has been based on the professionals' voluntary decisions. They have also been informed about the research in person. All the information that makes it possible to identify the persons will be changed or left out.

The different work generations produce the relation between the work and leisure time. In addition, the partnership with parents is produced differently. The findings will help to recognize how the different working generations interpret their profession and professional claims. Furthermore, it will give new means to understand the conflicts taken place in the team context. Finally, the results give new elements to develop ECE leadership from the generational point of view.

Keywords: discourse analysis, professional identity, work generation, professional knowledge

D18 Reading in daycare centers

Chair : Glaís Sales Cordeiro

READING SITUATIONS IN DAY CARE CENTERS

JYRKI REUNAMO ¹, ROSALIND WU ², HUI CHUN LEE ³, CHAO-JUNG LIN ³, WANY-YI MOU ³, LI-CHEN WANG ³

¹ University of Helsinki, FI-00014 Finland

² Taiwan National Academy for Educational Research, Sanxia, Taiwan

³ Ching Kuo Institute, Keelung, Taiwan

The aims of the research: To find out what really happens in reading situations, what children do in them, what they attend to, how active physically and mentally they are during reading sessions and what the educators do in these situations. Furthermore, the impact of children's orientation and learning environment is considered. The aim of the study is to get pedagogical insight about the reading sessions and make them personally more meaningful for children.

Theoretical and conceptual framework: In this research reading sessions include both reading done by the educators and by the children themselves. Children orientate towards reading in their personal way. Children see reading situations differently, resulting in different interaction and different learning experiences for children (Reunamo, 2007). Even though the text in the books may remain the same the children participate in producing the content and context of the read material.

Methodology: The data has been collected in identical ways in Finland and Taiwan in spring of 2010. In Finland and in Taiwan 1300 children participated in the research. Altogether there were 2270 observed cases of reading situations. The children were interviewed to measure children's type of orientation towards changes. Children's skills were evaluated by the teachers. The teachers also evaluated the qualities of their learning environment. The observations and interviews were collected independently from each other.

Ethical considerations: The purpose of the research has been to make both children and teachers more aware of things that happen during reading sessions and thus be able to get a more wholesome perspective of the processes happening during reading sessions, empowering them to steer their own learning. The teachers have been considered as research colleagues and they participate in the development project based on the results. Children's identity and data have been processed confidentially. The families have permitted their children's participation in the research.

The main findings and implications for policy or practice: Between 8:00-12:00 hours children attended reading sessions in Finnish day care centers 5.1 % of the time (12 minutes) and in Taiwanese day care centers 12.5 % of the time (30 minutes) on average. In Finnish day care centers children were "reading" more by themselves (22.5 % of the reading time) than in Taiwan (12.8 % of the time). Reading sessions are among the most involved activities in day care centers. The reading sessions seem to be more frequent among adult-centered groups. Children with strong and independent ideas spent more time in reading sessions than other children. Reading sessions were more related with the organization and not with the content of the pedagogy. We are planning to work on the following questions for pedagogical development: How to make the reading sessions less adult centered? How to get more personal flavor to children's reading? How to connect reading with participative pedagogy? How to include drama and performances more in reading sessions? Should we rethink reading in transition situations? These questions will be addressed in the presentation.

Keywords: Children's agentive perception, language learning, learning to read, learning to write, pedagogy



Bibliography

- Reunamo, J. (2010). Children's agentic perception uncovered. Keynote speech at the International Conference on Cross-Cultural Comparison of Educational Setting and Children's Agentic Perception. At the National Academy for Educational Research, Sanxia, Taiwan. November 19-20, 2010.
- Reunamo, J. T. (2010). The different aspects of art education in early childhood. H. Ruismäki & I. Ruokonen (ed.). Rights of the Child to the Arts, Culture and Creativity: 2nd International Journal of Intercultural Arts Education Conference: Post-Conference Book. Helsinki : University of Helsinki, Department of Teacher Education pp. 71-82. Research Report; 320.
- Reunamo, J. (2009). Vygotsky: A systemic approach. In J. Hytönen, J. (ed.). Educational environment in early childhood: Education in Estonia and Finland IV. University of Helsinki, Department of Applied Sciences of Education (pp. 29-48). Research reports; 311.
- Reunamo, J. (2007). Children's agency: Imperative in education for sustainable development. In A. Pipere (ed.) Education and sustainable Development: First steps towards changes, Volume 2 (pp. 20-37). Daugavpils: Daugavpils University Academic Press Saule.
- Reunamo, J. (2007). Adaptation and agency in early childhood education. European Early Childhood Education Research Journal, 15 (3), 365-377

LITERACY AND NUMERACY IN THE EARLY YEARS OF PRIMARY SCHOOL

DEIRBHILE NIC CRAITH , ANNE FAY
INTO, 35 Parnell Square, Dublin 1

The Department of Education and Skills in Ireland published a draft plan in November 2010 to improve literacy and numeracy. The draft plan was subject to a public consultation process. The draft plan included proposals relevant to families and communities, early years education, primary education and post-primary education.

In order to prepare a submission to the Department on the draft plan the Irish National Teachers' Organisation (INTO) engaged in a process of gathering the views of its members, who are practising teachers, on aspects of the plan, but also on the broader issue of language development, literacy and numeracy for young children. The purpose of this project was to bring the voice of practising teachers to the policy process. As part of this research a questionnaire was issued to a random sample of teachers. In addition a number of focus group discussions were held with practising teachers, including teachers in early years classrooms. All participants were guaranteed confidentiality and participated voluntarily.

Using Bowe, Ball and Gold's (1992) policy cycle which includes the contexts of influence, practice and text as a framework, this presentation will present an analysis and critique of the proposals in the text of the draft plan as they relate to literacy and numeracy in the early years. The presentation will also include the findings of the focus group discussions in order to represent the context of practice.

The importance of early language development, both in the home, in pre-school and in the early years of primary school was highlighted in the draft plan and by teachers participating in the focus groups. Many of the difficulties children experience with literacy and numeracy development in the early years are associated by teachers with poor language development. Both the draft plan and practising teachers recommended the development of an oral language programme for pupils in the early years, accompanied by an assessment tool to diagnose early language difficulties so that intervention strategies and supports could be introduced at the appropriate time.

However, differences emerged between the teachers' views on how to address literacy and numeracy challenges and the proposals in the draft plan. Teachers were critical of the over emphasis on assessment and monitoring as a mechanism to enhance literacy and numeracy achievement. They argued that excessive assessment and monitoring takes time away from teaching, which, in their view is more important than standardised testing in improving children's achievement. Teachers supported diagnostic assessment and assessment for learning but at the same cautioned against taking too much away from pupil learning.

Recommendations to enhance literacy and numeracy development in the early years centred on revising the current curriculum and bringing it in line with Aistear, the new curriculum framework for children from birth to six, reducing the number of children in classrooms, more active parental support and professional development for teachers.

From a policy perspective, it is envisaged that teachers' engagement with the consultation process pertaining to the draft plan will influence the next version of the national plan.



Keywords: Literacy, numeracy, language, primary school, policy.

Bibliography

DES (2010) Better Literacy and Numeracy for Children and Young People - A Draft National Plan to Improve Literacy and Numeracy in Schools. Dublin: author
Bowe, R., Ball, S.J., with Gold, A. (1992) Reforming Education and Changing Schools, London: Routledge

D19 Pedagogical initiatives II

Chair : Sophie Tapparel

CAN MUSIC BE USED AS A VEHICLE TO SUPPORT CHILDREN'S COMMUNICATION AND LANGUAGE SKILLS WITHIN A PRE SCHOOL SETTING?

DEBORAH HARRIS

Newman University College, Genners Lane, Bartley Green, Birmingham, UK

Shake, Rattle and Roll : Can music be used by parents and practitioners as a vehicle to facilitate children's communication and language skills within a pre-school setting?

This small-scale case study seeks to evaluate whether music can facilitate communication and language development within a pre-school setting in a Local Authority within the West Midlands, UK.

The research focuses on a music specialist who provided a range of musical activities that engaged both parents and children aged six months to three years over a 20-week period as part of an initiative implemented through a Surestart Local Programme.

The theoretical framework that underpinned the research is located within Vygotsky's social constructionist theory of child development.

Both qualitative and quantitative data were gathered through participant and non-participant observations of children, parents and practitioners, semi structured interviews with parents and practitioners and documentary analysis.

Findings from initial interviews with parents undertaken at the beginning of the project, indicated that music could be an important vehicle in developing children's social skills.

Exit interviews however acknowledged that by the end of the project, parents' views had changed with the primary benefits being identified as the development of children's musical skills, in particular singing, increased levels of concentration and an improvement in children's speaking and listening skills.

Research findings also identified that effective adult-child interactions where the child was viewed as an active constructor of knowledge (Soler and Miller 2003:60) appeared to be key in fostering language development through music. This echoes findings from previous research which highlights that involving parents and children regularly in musical activities can impact upon children's learning.

Keywords: music, communication, language, pre-school education, music specialist

Bibliography

Soler, J. and Miller, L. (2003) The Struggle for Early Childhood Curricula: a comparison of the English Foundation Stage Curriculum. Te Whariki and Reggio Emilia, International Journal of Early Years Education 11(1) pp. 57-67

PRE- AND POSTNATAL MUSIC EDUCATION FOR MOTHER-CHILD INTERACTION AND ATTACHMENT.

KAARINA MARJANEN

University of Helsinki, Palmenia Centre for Continuing Education, Saimaankatu 11, 15140 Lahti, Finland

Starting in the very beginning of one's life a baby somehow expresses his basic needs to the caretaker. Interaction skills are fundamental in human communication, and even for the survival in life, despite of the culture. In this study, the connections of pre- and postnatal music education with early mother-child interaction were investigated to find out, if it would be possible to support mother-child early communication skills, and the ability to use language in the centre of it, with means of music education.

In this paper for EECERA 2011, under the theme "From birth...", the music-language relation is described as a framework serving language learning within the strand of "How does language come to children?" In the investigation, music and language were understood as ways of communication, based on a large variety of musical expression and one's mother tongue. Vocal expression ways were considered as a bridge from music to language. Mothers and babies were given various shared musical experiences based on emotional bodily and cognitive areas, starting prenatally. Music is filled with emotions, and



mothers and babies are very emotional and sensitive as well.

This multiple strategies study, including both qualitative and quantitative methods, and several ways of collecting and analyzing data, utilizes theoretically a combination of three music-related theories: Hinde's (1997) interaction-development theory, Brown's (2000) music-language theory and Juslin's (2001) music-emotions theory. The investigation draws on philosophical, practical and didactic/pedagogical ideas evident in early childhood music education, based on phenomenological philosophy and the constructivist approach. A three-part empirical study was conducted as an adaptation of an action study in 2006, systematic video observation as a main method. In the study, the interaction activities were compared between three groups of mothers and babies with various musical backgrounds. Within the study procedures, after the preliminary study, group E attended pre- and postnatal musical sessions, group C1 only the postnatal musical sessions and group C2 attended no musical sessions at all. The interaction behavior of these mothers and babies were videotaped and analyzed. Besides the video observation, data was collected throughout questionnaires, interviews, essays, and follow-ups.

In the study it was found out that especially prenatal music education had clear connections to a strong and living mother-baby communication, which could be stated in vocal and bodily activities and presence levels, in the emotional atmosphere of the interaction events and as a very clear mother-child bond strongly affected by the shared prenatal musical experiences. As a conclusion of the study results it was suggested that prenatal music education should be strongly developed, and young families should be addressed musical support starting prenatally, based on the shared elements of music and language. A fascinating set of theories about humans and their artistic and emotional abilities, in the context of music were faced during this study. Musical experiences are innate. Sharing this information with everybody is a privilege and a duty. A strong mother-child bonding serves as a solid basis for interaction.

Keywords: early interaction, music education, early parenting, musical communication

Bibliography

Brown, Steven (2000). The "Musilanguage" Model of Music. In N.L. Wallin, B. Merker & S. Brown (Eds.) *The Origins of Music*. London: The MIT Press, 271 - 300.

Hinde, Robert A. (1997). Etologinen teoria ja suhdeteoria. (The Ethological theory and the Relationships approaches.) In Ross Vasta (Ed.) *Kuusi teoriaa lapsen kehityksestä*. (Six theories of a child's development.) Kuopio: Kuopion yliopiston painatuskeskus, 289-320.

Juslin, Patrik N. (2001). Communicating emotion in music performance: a review and theoretical framework. In P.N. Juslin & J. Sloboda (eds.) *Music and emotion*. New York: Oxford University Press, 309-337.

CONSTRUCTS OF DISABILITY IN PICTURE BOOKS- HOW DO EARLY YEARS (EY) PRACTITIONERS MAKE CHOICES?

KAREN ARGENT

Newman University College

This PhD research is located in a social constructionist framework that argues the case for recognising and analysing the relevance of powerful individual and structural influences on EY practitioners when they select picture books to use with young children.

The selection of picture books to use with young children is a highly subjective process. This strand of the research was carried out with a purposive sample of EY practitioners in nursery schools in one Local Authority in the United Kingdom over a two year period. It aimed to investigate some of the factors that influence these choices.

The methodological approach for this study sits within the tradition of critical educational research since it is concerned to examine the underlying interests and agendas that influence behaviour with an ultimate aim to influence practice.

A case study approach was relevant because it provided an insight into the various viewpoints of the EY practitioners who took part in this research and who can be seen as representing a group of professionals working in a particular environment that may at first appear to be homogeneous. To an outsider, each workplace is very similar and bound by a strong, distinctive EY pedagogy and regulated by a plethora of policies and curriculum guidance. However, the ways in which individual EY practitioners interpreted and carried out their instrumental role in picture book selection was varied because, despite the commonality of pedagogical approaches alongside the compliance with curriculum guidance, other individual and structural influences remained a powerful influence.

Robson (2002) discusses the need for research about people to use a range of methods to understand multiple and varied constructions of meaning and thereby beginning to make sense of motivation for their actions. Mason (1996:79) suggests that each method should be designed to help answer the research questions and in this way contribute to 'solving parts of the puzzle.' Consequently, initial questionnaires were used and then semi structured interviews took place with the same participants at a later stage in order to elaborate on the original findings.

Bassey (1999: 5) recommends that the findings from this kind of research should inform professional discourse that is partly influenced by 'a range of ideological positions' that are 'often unacknowledged or even unrecognized'. He believes that educational researchers have a responsibility to find effective ways to disseminate their findings if they are to have any significant impact on practice and policy. Part of this dissemination is through relevant international conferences.

Keywords: practitioner, picture books, disability, discourse

D20 Penser la pratique. Quelques défis

Chair : Catherine Noël

COMMENT RÉDUIRE LES ÉCARTS ENTRE LES FINALITÉS ÉDUCATIVES ET LES PRATIQUES RÉELLES DANS LES INSTITUTIONS DE LA PETITE ENFANCE?

MARIANNE ZOGMAL, E.V.E. TOURNESOL, CH - 1203 GENÈVE

Les finalités éducatives évoquent des notions comme la sécurité affective, le respect de l'enfant et de son activité autonome. Comment ces discours se reflètent-elles dans les pratiques? A l'instar de tous les métiers, les écarts sont inévitables: comment et où ces écarts se situent-ils? Quel est leur sens?

La charge psychique du métier d'éducatrice du jeune enfant est importante. Les angoisses de séparation, les émotions des enfants, des parents et des éducatrices s'ajoutent à un sentiment d'une insuffisance indépassable de l'action, face à des finalités d'ordre idéal.

Comment les éducatrices arrivent-elles à faire face? Quelles stratégies défensives mettent-elles en place pour "tenir"? A partir d'une compréhension des processus en cours, il s'agit de réfléchir aux dégagements à construire. L'élaboration collective d'un projet pédagogique qui aborde les contraintes du réel et la charge psychique inhérente au métier constitue une des démarches possibles.

Keywords: Analyse de pratique, charge psychique, stratégies défensives, controverse professionnelle, projet pédagogique

Bibliography

Zogmal, M. (2008). "T'es un enfant à caprices"; les stratégies défensives du métier d'éducatrice du jeune enfant: Genève: Université de Genève.

DES ÉMOTIONS AUX COMPÉTENCES RELATIONNELLES : UNE APPROCHE SYMBOLIQUE

SYLVIE CHATELAIN

Centre de Vie Infantile de Morges, site "la Bergerie", chemin St-Roch, 1110 Morges

Le travail du professionnel de l'enfance est un travail de liens. Accompagner, encadrer, soutenir, encourager... Ce métier de rencontres quotidiennes, individuelles et collectives, est exigeant et nécessite un engagement constant de la personne. Deux spécificités le caractérisent : l'imprévisibilité et la singularité des situations ainsi que la prédominance des compétences relationnelles en regard des maîtrises techniques. Une pratique professionnelle respectueuse des enfants demande donc une grande capacité d'adaptation pour poser des actions adéquates, toujours singulières et non reproductibles. Ces compétences relationnelles sont à remettre en question et à ajuster selon l'enfant, le contexte mais également selon le professionnel que nous sommes, avec notre vécu, nos limites, nos émotions. Or cette attitude ne s'enseigne ni ne s'apprend, telle une technique qu'il suffirait d'imiter et d'exercer. Elle s'acquiert par un travail d'introspection et la confrontation à soi et aux autres, par l'identification et la compréhension de nos émotions.

En tant que formateurs (praticiens ou enseignants), nous accompagnons des futurs professionnels dans l'acquisition de ces compétences. Cependant un paradoxe est perceptible : comment transmettre un « savoir-être » qui n'est pas « enseignable » ? La responsabilité de ce processus de professionnalisation appartient certes à l'étudiant. Néanmoins, le formateur a un rôle fondamental dans la facilitation de cette démarche. Dès lors, comment accompagner ces futurs professionnels dans l'acquisition de compétences relationnelles ?

L'approche symbolique peut apporter une ouverture originale sur cette mission des formateurs. Elle a



été développée sur l'idée que les symboles contiennent une forme d'universalité et créent un lien entre les personnes, au-delà du discours, véritable pont entre le réel et l'imaginaire, entre le verbal et les émotions, entre le dicible et l'indicible. Face aux émotions, à la complexité de certaines situations, le langage analogique, créant un espace de rencontre différent entre l'étudiant et le formateur, peut débloquent une réflexion dans l'impasse, des mots paralysés. Ainsi, en abordant les questions pédagogiques non pas seulement d'un point de vue analytique mais également sous l'angle symbolique – par des images, des collages, des dessins, etc. – l'étudiant va pouvoir exprimer autrement ce qu'il vit et ressent. Le symbole – choisi ou créé et travaillé avec le formateur – devient alors le médiateur entre l'émotion et la pensée, tissant ensemble la propre histoire de la personne, celle des enfants accueillis et l'action éducative. Cette approche permettra peu à peu au futur professionnel de se connaître dans ses représentations, ses projections et ses préconstruits. Le rôle du formateur est alors d'accompagner l'image par des mots, de soutenir la création de liens entre le symbole, la vie intérieure et le rôle professionnel. Ce travail aidera aussi le futur professionnel à définir la « bonne » distance affective, tout en se montrant empathique et à l'écoute. De plus, cela l'amènera à se construire un positionnement suffisamment clair et solide pour s'ouvrir à l'imprévisibilité de l'autre. Ces compétences relationnelles sont la condition nécessaire pour, à terme, élaborer des actions éducatives qui partent bien de là où en est l'enfant, de ce qu'il nous montre de ses fragilités et de ses habilités.

Keywords: Compétences relationnelles, symbole, image, émotion, professionnalisation

Bibliography

- Berton, Jacques (2005). Parler de soi ne va pas de soi. In: De l'analyse des pratiques professionnelles en formation. Paris: Editions Seli Arslan.
- Caillé, Philippe, Rey, Yveline (2004). Les objets flottants. Méthodes d'entretiens systémiques. Paris: Editions Fabert.
- Chatelain, Sylvie (2008), « Formation : acquérir des compétences relationnelles » In EJE Journal, n°13.
- Gohier, Christiane (2006). « Les sources du savoir-être comme finalité éducative. Former à être, une injonction paradoxale ? » In Nouvelles Pratiques Sociales, Vol. 18, n°2.
- Eliade, Mircea (1980). Images et symboles. Paris: Gallimard.

L'APPORT DE LA RECHERCHE EN PSYCHOLOGIE : UN MOYEN POUR PARVENIR À UNE VISION HOLISTIQUE DE L'ENFANT CHEZ L'EDE ?

SOPHIE MEAN ¹, RENATA PEGORARO ²

¹ Crèches de Lancy, « Les Couleurs du Monde », 22 chemin des Palettes, 1213 Petit-Lancy - Suisse

² Ecole supérieure d'éducatrices et d'éducateurs de l'enfance (ESEDE), 15, Chemin des Bougeries, 1231 Conches - Suisse

Dans le cadre de la formation des éducatrices et éducateurs de l'enfance (EDE), le développement de l'enfant est souvent étudié selon les axes suivants: sensoriel, moteur, affectif, social, psychique, cognitif voire physique, et ceci indépendamment les uns des autres. Pourtant, l'EDE est confronté dans son quotidien professionnel à rencontrer des enfants dans leur globalité. Le découpage théorique proposé classiquement relève d'une décomposition des savoirs et théories de référence en vue de l'enseignement et de l'apprentissage des connaissances du développement de l'enfant. Il ne garantit en rien d'acquérir une pratique professionnelle holistique, dans laquelle l'enfant est à considérer dans son entier et non pas axe par axe.

La formation des EDE doit également se soumettre à un deuxième impératif qu'est celui de la nécessité de transmettre les connaissances les plus récentes. Pourtant l'actualité scientifique est principalement destinée aux psychologues, aux pédagogues, aux sociologues. Bien que l'EDE doive avoir des connaissances et des compétences dans chacune de ces disciplines, tel que le PEC le mentionne pour la formation suisse de ces professionnels, il reste un généraliste et parfois l'accès à de telles recherches est complexe.

Sur la base de ces deux constats, nous voudrions, en nous appuyant sur une recherche récente en lien avec le développement psychologique de l'enfant, proposer une réflexion autour de la formation des EDE.

Il semble nécessaire alors de proposer aux étudiants futurs EDE comme aux professionnels de la petite enfance qui suivent des formations continues, de réfléchir aux liens que les connaissances issues des différents axes du développement entretiennent. Comment permettre à l'EDE d'intégrer ces données dans sa pratique professionnelle et adapter ses interventions auprès des enfants en s'appuyant sur les connaissances qu'il a du développement ?

Keywords: formation des EDE, développement de l'enfant, articulation théorie-pratique, transposition des connaissances, enseignement et apprentissage



D21 Reflexive practice and professionalism

Chair : Josephine Bleach

DEVELOPING ECCE PRACTITIONERS' SENSE OF PROFESSIONALISM THROUGH REFLECTIVE PRACTICE AND ONGOING PROFESSIONAL DEVELOPMENT.

JOSEPHINE BLEACH

National College of Ireland

Reflective practice and on-going professional development for staff are regarded as central to ensuring high standards of quality provision in early years care and education settings. In Ireland, as in many other countries, the education and care divide still operates. Pay, status and conditions for staff in the pre-school sector are inferior to those in the education sector, with most Early Years Care and Education (ECCE) practitioners having qualifications well below the graduate-level training that is standard in primary schools. In addition, there are a substantial number who have no formal qualifications. This has an impact on the professional identity of those working in the ECCE sector, where often they are perceived by parents and others as 'glorified babysitters'.

This paper examines the impact of a professional development programme on practitioners' sense of themselves as early years professionals. Participants brought to the programme their professional identity, which was influenced by their 'individual dispositions and emotions, day-to-day lives and relationships, training and education' (McGillivray 2008, 246). A social, collaborative and dialogic approach enabled participants to explore their values, beliefs and practice in a safe way. Asking clarifying questions and exploring issues in-depth was encouraged. This deepened participants' understanding of both the theory and their practice.

The action reflection cycle of observe, reflect, act, evaluate and modify (McNiff and Whitehead 2006) informed the development of the programme and ensured that everyone had a 'voice' and was included. Support in developing the participants' pedagogical knowledge in the learning and teaching domains was also provided. The National College of Ireland's Code of Conduct for Researchers was observed. Good practice in relation to action research and professional development was followed.

This paper explores how through reflective practice (Schon 1983) and action research, ECCE practitioners' perception of themselves changed from being 'just child-minders' to educators. The findings of independent evaluations (Moloney 2010; Children's Research Centre 2011) are incorporated as well as the literature on professional identity and development.

Through actively evaluating their own practice, not only did the participants gain new knowledge about themselves and their teaching, they also acquired the professional language required to discuss children's learning and their practice with others. Following the programme, participants could see more clearly where they fitted into the big picture, that they were at the beginning of the child's learning journey and that they provided the foundation for future learning. This enhanced their perceptions of themselves as professionals.

As the quality of the early childhood education and care depends on the motivation, skills and abilities of the staff, providing regular and on-going professional development will encourage ECCE practitioners to contribute positively to the development of quality practice in their setting.

Keywords: Reflective Practice; Qualifications, Professionalism, professional development

Bibliography

- Children's Research Centre (2011) Evaluation of the Early Learning Initiative's Professional Development Programme in Community Childcare Centres in the Dublin Docklands, Dublin: TCD
- McGillivray, G. (2008) Nannies, nursery nurses and early years professionals: constructions of professional identity in the early years workforce in England, *European Early Childhood Education Research Journal*, Vol. 16, No. 2, June 2008, 242-254
- McNiff, J. and Whitehead, J. (2006) *All You Need to Know about Action Research*, London: Sage Publications
- Moloney, M. (2010) *Síolta: Working Together to Sow the Seeds*. The story of of Síolta in Limerick's Northside. Retrieved September 8, 2010, from <http://limerickcitychildcare.ie/Publications/Siolta%20Working%20together%20to%20sow%20the%20seeds.pdf>.
- Schon, D. (1983) *The Reflective practitioner: How Professionals Think in Action*, London: Temple Smith



A UNIVERSITY-BASED CHILD EDUCATION CENTRE: A BRAZILIAN EXPERIENCE

DOMINIQUE COLINVAUX

CRECHE UFF / Universidade Federal Fluminense - Niterói, RJ - Brazil

This paper describes a University-based child education centre: Creche UFF, located in Niterói, nearby Rio de Janeiro, Brazil and discusses some of the theoretical and practical guidelines of the centre as they apply to teacher training and research carried out in an educational institution.

Created in 1997, the centre provides education for 60 children, aged 1 and a half up to 6 years, organized in three age groups, from the families of student and staff from the university. Current staff includes early education teachers, university students, health and social service staff, and a small group of lecturers from education and psychology. The educational proposal adopts a socio-historical approach and a contemporary view of children as capable of assuming a protagonist role in their school life. Two assumptions in particular are underlined: participation and autonomy, that apply not only to children but also to the staff. Play, conceived of as a fundamental dimension of young children's development, is taken as the main organizer of everyday routine.

More to the point for this paper are the distinctive features associated to being a university-based child education centre: the 20 or so like centres existing in Brasil establish an institutional identity which integrates educational services with professional development and research on the many issues concerning child education. This paper focusses on these two features as they characterize practices in Creche UFF.

Concerning initial and inservice teacher training, a monthly one-day meeting involving teaching staff as well as all staff working at Creche UFF is dedicated to in-service activities; weekly meetings with classroom teaching groups are concerned with planning daily routine and activities. Theoretical and practical assumptions underlying teacher training include participation and autonomy, as well as group work and listening (as in Reggio-Emilia listening principle), spelled out in the several written documents of the centre. An interview with two teacher students helps to make evident some of the mechanisms supporting teacher training, such as: a particular understanding of children and their protagonism; being part of a team - whereby thinking, planning and doing are supported by others -; acting and then reviewing one's practice, mainly through documenting and coming back to the many records.

Concerning research practices, Creche UFF is integrated to a research unit focussing on children's development and learning in the everyday settings of family life and (pre)school. The aim is to involve teaching and other staff of Creche UFF in research projects set up by those university lecturers directly involved with the centre. This paper looks into a research project carried out in 2009/2010 on children's drawings, taken as a symbolic expression contributing to the development of childhood cultures (Borba et al). Based on documentation of individual and collective drawing processes, both spontaneously developed and suggested by the researchers, analysis focussed on imagination and how it is socially developed. Findings show how children's drawings are the result of interconnecting several experiential plans, from children's experiences at school and in the family, to children's sharing of specific traits of their drawings.

Keywords: child education institutions, teacher training; research in educational institutions

Bibliography

Borba, A. (2010) Dessin: une voie d'expression et de production de cultures enfantines. Colloque International Enfance et Cultures (CR Sociologie de l'enfance et Ministère de la Culture), Paris, 15-17 Décembre 2010.

PEDAGOGY IN CRÈCHE: A PRAXIOLOGICAL RESEARCH ON THE TRANSFORMATION OF EDUCATIONAL ENVIRONMENTS

SARA ARAUJO ¹, JULIA FORMOSINHO ²

¹ Polytechnic of Porto and Childhood Association, Rua Dr. Roberto Frias, n° 602, 4200-465 Porto, Portugal

² University of Minho and Childhood Association, Rua Dr. Justino Cruz, n°154, 3º, 4700-314 Braga, Portugal

Research on the impact of crèche contexts on children's experiences has been pointing to their detrimental effects when the services are characterized by low quality. Some studies carried out in Portuguese contexts point the low quality in what concerns the education and care services for under 3's (eg. Aguiar, Bairrão & Barros, 2002; Barros, 2007).

Considering these circumstances, a case study of action research was developed, in two crèche rooms located in the city of Porto, aiming at: (i) understand the practices of early childhood teachers concerning pedagogical dimensions that are central to pedagogical action in crèche; (ii) develop a context based teacher education process, of collaborative nature, addressing the deconstruction and reconstruction of

pedagogy; (iii) evaluate and understand the effects of context based education processes in the learning of early childhood teachers, concerning pedagogical dimensions that are central to pedagogical action in crèche.

The study integrated an initial phase of evaluation of the quality of the activity rooms through the Program Quality Assessment (PQA) (High/Scope Educational Research Foundation, 2000). This was followed by a context based teacher education process, mediated by a context based trainer/ educator, also in the role of researcher. The process was developed throughout 58 work meetings, centred on the transformation of quality through processes of experimentation that involved spirals of action and reflection.

The multimethod evaluation of effects of the context based teacher education process showed its positive impact in the professional learning of early childhood teachers. This impact was associated with a positive evolution of the quality of crèche rooms, from low to medium levels, in different pedagogical dimensions.

The study stresses the need for pedagogical, evaluative, scientific, and normative referentials (Oliveira-Formosinho, 2009) to support professional action in crèche contexts. It also stresses the need to focus on praxiological studies as a privileged way for the construction of knowledge, reconstruction of practices and the improvement of the quality of crèche contexts (Formosinho & Oliveira-Formosinho, 2008), which are considered central tasks in order to guarantee substantive rights of children and adults.

Keywords: crèche, quality of care and educational environments, praxiological research

Bibliography

Aguiar, C., Bairoão, J., & Barros, S. (2002). Contributos para o estudo da qualidade em contexto de creche na Área Metropolitana do Porto. *Infância e Educação: Investigação e Práticas*, 5, 7-28.

Barros, S. A. (2007). *Qualidade em contexto de creche: Ideias e práticas*. Tese de Doutoramento em Psicologia, não publicada. Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto.

Formosinho, J., & Oliveira-Formosinho, J. (2008). *Childhood Association's approach*. Research Report. Lisbon: Aga Khan Foundation.

High/Scope Educational Research Foundation (2000). *High/Scope Program Quality Assessment – Infant-Toddler Version*. Ypsilanti, MI: High/Scope Educational Research Foundation.

Oliveira-Formosinho, J. (2009). *A avaliação da qualidade como garantia do impacto da provisão na Educação de Infância*. In T. Bertram e C. Pascal (aut.), *Manual DQP-Desenvolvendo a Qualidade em Parcerias* (pp. 9-23). Lisboa: DGIDC.

D22 Relationships between theory and practice in professional activities

Chair : Zenna Kingdon

THE IMPACT THAT A FOUNDATION DEGREE IS PERCEIVED TO HAVE HAD ON EARLY YEARS SETTINGS IN SOUTH-WEST ENGLAND.

ZENNA KINGDON ¹, JAN GOURD ²

¹ UCP Marjon, Derriford Road, Derriford, Plymouth, Devon UK PL6 8BH.

² UCP Marjon, Derriford Road, Derriford, Plymouth, Devon UK PL6 8BH

This case study is concerned specifically with experiences of a cohort of students who have followed a programme in England that has been designed to up-skill the Early Years workforce. The research that underpins this study is focused on the Early Years literature that demonstrates the need for a highly qualified and highly skilled workforce and which investigates widening participation in Higher Education in England and Wales.

Since the Plowden Report (1967) there has been discussion within England about the organisation of early years and the appropriate level of qualification. The previous and current governments agree that there is clear research evidence that demonstrates children benefit from a workforce that is appropriately skilled and highly qualified (EPPE 2003). The Effective Provision of Pre-school Education (EPPE 2003) was a longitudinal study that influences both policy and practice in England and Wales. The study led to the development of Foundation degrees, and Early Years Professional Status (EYPS), a graduate level status.

In 2006 the first Childcare Act was passed, this made provision for every full-daycare setting to have an EYP from 2015, though the current minister suggests that this should be an aspiration rather than a target. Since 2005 the government has financially supported the process of up-skilling the Early Years

workforce. This has been achieved through foundation degrees and top-up programmes. Students on these programmes are expected to maintain employment whilst engaging with a full-time programme of study. For many of the students moving through this process is not necessarily about gaining a qualification but it is about gaining professional status within the Early Years workforce.

The purpose of this paper is to evaluate the experiences of one cohort of Foundation degree students. As part of a 2nd year module, the students are asked to reflect on the impact that the programme has had on their practice with children, and how it impacts on those with whom they work. This piece of research attempts to explore how the students have integrated theory and practice. They are asked to consider how they feel that becoming critically engaged with the literature and research impacts on the way in which they work.

This qualitative data has been drawn from the students' reflective accounts of their learning, which has been further supported through focus group discussions and from data generated through inspection reports.

These practitioners will be the leaders of the Early Years workforce of the future; expected to engage with the research and debates that are occurring within the Early Years sector. It is therefore part of the purpose of this research paper to question whether or not the process with which they are engaged is suitably equipping them for this.

A theme which has started to emerge from the research is the students' change in focus from using the programme as a way of improving their earning capacity to valuing learning in its own right. This is something that suggests that the ideal of a professional reflective practitioner within Early Years is achievable.

Keywords: empowerment, confidence, professionalisation of practitioners, early childhood settings, foundation degree

STUDENTS - AND SUPERVISORS' COMMENTS

INGER HENSVOLD

Frescati Hagväg 24 10691 Stockholm

The purpose of this study is to investigate the role of the supervisors' comments concerning the students' self-identities in relation to their future professions. The main question is: How will students, in teacher education, describe their reactions on written and oral comments by supervisor during their practical training? Other points of interest are: What are the students doing with these comments? Do they perceive that the supervisors' words can be used as a tool for thinking of their professional development - while at the same time being able to maintain respect for their own words? Do they perceive that the supervisors understand their perspective? Is there a negotiation of meaning? In this context, I will use Bakhtin's concept of dialogue (Bakhtin, 1981, 1996). Bakhtin emphasizes the vague, ambiguous and polyphonic voice and are interested in the development of skills through negotiation of meaning - through meetings with different voices.

Empirical data will be the narratives of six Swedish pre-school students. The narratives will be considered, according to Giddens (2008), as an expression of their professional identity, that is regarded as a relational concept and deals with the ability to be occupied with a specific narrative (ibid). The processes of identity take place in the daily activities in the preschools within their specific cultural patterns and their different voices. The supervisors' comments will reflect these differences, which might be models for the student's identity processes (Hundeide, 2003).

The data collection will be implemented in the form of interviews with six pre-school students during the spring 2011. The interviews will be transcribed and analyzed according to the study's theoretical perspectives. Some of the results will be presented at the conference.

Keywords: pre-school teacher student, self-identity, supervisor's comments, narrative.

Bibliography

Bakhtin, M, M (1981) *The Dialogic Imagination: Four Essays* By M.M.Bakhtin.

Red. M. Holquist. Austin TX: University of Texas Press.

Bakhtin, M, M (1981) *The Dialogic Imagination: Speech Genres and other Late Essays*.

Red. C. Emerson, M. Holquist. Austin TX: University of Texas Press.

Giddens, A (2008) *Modernitet och självidentitet. Självet och samhället i den senmoderna epoken*. Göteborg: Daidalos.

Hundeide, K (2006) *Sociokulturella ramar för barns utveckling: barns livsvärldar*. Lund: Studentlitteratur.

GREAT DIVIDES: THEORY AND PRACTICE, EDUCATOR IDENTITY AND CHILDREN'S PARTICIPATORY RIGHTS IN EARLY CHILDHOOD SETTINGS.

CASSANDRA KOTSANAS

University of Melbourne, 100 Leicester St Carlton VIC 3052

There is an acknowledged divide between theory and practice in early childhood that is attributed, at least in part, to the field being female-dominated (Lenz Tagchi, 2010). That the education and care of young children is understood as 'women's work' (Apple, 1986; Canella, 1997) has roots in the history and ideology of early childhood education from Plato to Froebel to Developmentally Appropriate Practice (Canella, 1997; Langford, 2010). The gendered identities of early childhood educators contribute to the maintained separation of theory and practice in a number of ways. Practice – the feminine side of the theory/practice binary – is privileged by educators (mainly female) in early childhood, as the more rational (male) theory often fails to acknowledge the complex reality of relational work in early childhood settings (Lenz Tauchi, 2010). Additionally, as fields are feminised they are often de-intellectualised – as education became the domain of women the increased focus on efficiency and technical control has led to decreased autonomy, de-skilling and the degradation of labour (Apple 1986; Cannella, 1997).

In a time of increasing interest in early childhood by the State and of increasing professionalization and reform in the early childhood field in the Australian context, the theory/practice divide is particularly problematic. In previous research I became aware that the lack of access to theory in the uptake of new practices contributed to educators 'remapping' new ideas into their existing practices. Without a theoretical basis educators were unable to recognise, reflect upon or resist the dominant discourses and power relations that were shaping their practice. This paper will present beginning doctoral research related to the theme 'Expertise, qualifications and common sense' to examine how a gendered history has affected the identity of early childhood educators, and how identities might relate to the theory/practice divide.

Specifically this research is interested in examining how the theory/practice divide connects to the ability of early childhood educators to enact children's participatory rights in early childhood settings. There is growing concern about how children's participation is becoming problematic as it gains popularity as a concept within the field of education and is absorbed into dominant discourses (Bath, 2009). Additionally, the way children's participation has been theorised to date has been critiqued in terms of its relevance to children in early childhood. This research is based upon the assertion that a lack of theorisation in the early childhood field results in an overt focus by educators on how to increase children's participation (practice) rather than why it is important to do so (theory), and in turn leads to a remapping of participatory practice into existing practices. An action research methodology is proposed as a means of addressing the divide and creating change in the way children's participatory rights are understood and enacted in early childhood settings.

Keywords: Theory, practice, identity, gender, participation



D23 Representations of childhood and effects on professional practices

Chair : Gil Meyer

DISCOURSES ABOUT CHILDHOOD IN EARLY CHILDHOOD EDUCATION: THEIR IMPACT ON PRACTICE.

SOFIA AVGITIDOU ¹, SONIA LIKOMITROU ²

¹ *University of Western Macedonia, P.O. Box 21, 53 100 Florina, Greece.*

² *University of Western Macedonia, P.O. Box 21, 53 100 Florina, Greece*

This study aims to highlight pre-service teachers' as well as early childhood teachers' discourses about childhood. Recent efforts to theorize about childhood have been put forward in the last twenty years (James, Jenks & Prout, 1998; Woodrow 1999; Sorin 2005) but we have few empirical evidence that inform us about teachers' beliefs concerning childhood (McGillivray 2009). However, views of childhood are closely related to views of important issues such as the practitioner's role and the aims of early childhood education (Dahlberg & Moss 2005). It is therefore important to learn more about how both pre-service and in-service teachers think about childhood.

Research method employed the writing up of a text through which participants attributed specific characteristics to childhood and reasoned children's ability for decision-making for matters that concerned

them. 112 pre-service teachers and 60 teachers (both novice and experienced) participated in the study. Content analysis as well as critical discourse analysis (Fairclough, 1989) were used to categorise and give meaning to emerging discourses of childhood. Despite differences found among the participants of the study, there were similarities in their responses that highlighted the strength of specific discourses: Children were perceived to belong to a homogeneous social category. Socio-political, cultural and other local contexts were not taken into account to differentiate among children's characteristics. Children were also given a deficient status in terms of knowledge and abilities due to their biological age. Thus, little participation was expected in decision making processes about matters that concerned them and mostly this participation was expected to be accompanied by adults' guidance. Early childhood teachers constructed the homogeneous and minor discourses about childhood through different discursive practices that drew from normalizing educational discourse of how children should be (disciplined and interested), from developmental psychological theories, that stressed children's immaturity and egocentrism, and classical sociological theories, that stressed the need for adult protection and guidance in the socialization process. These constructs have multiple implications about the effect of these discourses upon practitioners' ways of interacting with young children, expectations from them and related educational aims as well as opportunities offered for participation and problem-solving. Based on these results we propose a systematic organization of the content and processes of initial and professional education. The process should encourage the deconstruction of prior beliefs about one, common and minor childhood. The content should enhance the understanding and need for the employment of pedagogical theories related to a democratic, collaborative and dialogical early childhood education, where participation and co-construction of learning are emphasized.

Keywords: Childhood, discourses, pre-service teachers, early childhood teachers

SOCIAL REPRESENTATIONS OF PRESCHOOL

INGRID GRANBOM

School of education and communication, Jönköping

A majority of Swedish children take part in preschool activities, which indicates that the preschool environment plays an important role in children's everyday experiences. However, the preschool environment is largely based on teachers' fundamental values and ideas concerning, among other things, child rearing, the task of preschooling and the role of preschool in society. My aim with this study is to describe and analyze the teachers' construction of meaning concerning preschool as a pedagogical practice. The study aims at answering the following questions:

What content and themes of the preschool experience is central to the conversation between the teachers? What features of preschool as a pedagogical practice becomes central to the conversation between the teachers? What communicative resources are used by the participants to create a common understanding of everyday work in preschool?

The thesis draws on the theory of social representations in order to investigate everyday knowledge as a social phenomenon. According to the theory of social representations, our representations of the world are constituted by experiences made in everyday life and shaped in interaction with other people. The theory is about how people jointly form shared, or partly shared representations of the surrounding world. These representations develop into a sort of everyday-knowledge, – or “common sense knowledge”, which helps people orientate in social reality.

The data consists of relatively unstructured discussions in seven focus groups. The participants knew each other from before, since they worked together in the same working team. The groups were given stimulus material to support the discussion. One stimulus material consisted of headlines taken from Swedish newspapers. Each headline was a statement, which the participants were asked to reflect upon.

The analysis of participants talk came up with three overall content themes: 1) The teacher and preschool, 2) The child and preschool, 3) The society and preschool. Each overall theme contains different aspects of the issue in focus. In this presentation I will give you a glimpse of the result from this study of teachers social representations of preschool as a pedagogical practice. Speaking from the position of something implies that we take something for granted, a kind of common-sense knowledge. Empirical data shows that teachers develop shared knowledge systems, which include different, often even contradictory, ideas and values of preschool as a pedagogical practice.

In this presentation I will discuss the result in relation to the theory of social representations.

Keywords: preschool, teacher, social representations, common-sense knowledge



D24 Prévention et soutien à la parentalité

Chair : Karina Kuhni

ACCOMPAGNER LES MÈRES EN SITUATION DE VULNÉRABILITÉ LORS D'INTERACTIONS AVEC LEUR JEUNE ENFANT.

ANNE-MARIE DOUCET-DAHLGREN

Université Paris Ouest Nanterre, 200 Av de la République, 92001 Nanterre, France

Nous proposons de présenter les premiers résultats d'une recherche que nous conduisons actuellement dans une région française. Cette recherche relève de la « recherche active » définie par Lewin (1941) avec comme principale méthode celle de l'observation participante. Il s'agit dans ce contexte d'interroger la parentalité (Houzel, 2000) du point de vue des interactions mères-enfants (naissance - 6 ans) en situation de vulnérabilité sociale et psychologique. Ces familles sont suivies dans le cadre de la protection de l'enfance.

Ce contexte précis insufflé des répercussions sur l'accompagnement proposé par les professionnels dans différents services de l'aide sociale à l'enfance. S'agissant de très jeunes enfants, ces derniers cherchent à relever les problèmes soulevés quant à la parentalité (Sellenet, 2007) et à apporter les réponses les plus adaptées. L'importance est de fait accordée aux premières années de la vie de l'enfant et au rôle éducatif des parents bien que les enfants soient précocement pris en charge par des professionnels, acteurs externes à la famille. Ces aptitudes parentales se traduisent sur le plan des comportements par un savoir-faire avec l'enfant que nous pouvons entrevoir lors de la mise en œuvre de pratiques éducatives quotidiennes (Doucet-Dahlgren, 2010). La particularité de ce rôle parental requiert, entre autres, des stimulations intellectuelles, une sécurité affective, un encouragement dans les apprentissages ainsi qu'un soutien dans la prise d'autonomie de l'enfant impliquant des modes d'attachement et de séparation particuliers qui dans le cas présent font quelque peu défaut du côté maternel (et paternel mais non développé ici). Or, tout en tenant compte des situations de vulnérabilité (Paugam, 2004), les professionnels font état de difficultés dans la relation entre les mères et enfants qu'ils accompagnent au quotidien et auprès desquelles il y a nécessité d'intervenir.

A travers la recherche présentée, en premier lieu, c'est l'analyse des observations interactionnelles mère - enfants (moins de 12 mois) relevées par les professionnels qui sera discutée. En second lieu, il s'agira de réfléchir à la mise en œuvre d'un projet par les professionnels ciblant le « tissage de liens entre mères et tout-petits ». L'objectif en vue est de construire des critères d'observation ciblant une meilleure adéquation de l'accompagnement proposé et plus particulièrement en ce qui concerne le développement de l'enfant en interaction avec sa mère.

Keywords: développement, jeune enfant, accompagnement, interaction, parentalité

Bibliography

Doucet-Dahlgren A.M (2010). Partager les savoirs chez des parents migrants. IN Diversité N° 163-décembre 2010.159-164.

Houzel D (2000). Les enjeux de la parentalité. Paris : Belin

Paugam S. (2004), La disqualification sociale. Paris : PUF

Sellenet C. (2007), La parentalité décryptée. Paris : L'Harmattan



L'ÉDUCATEUR DE JEUNES ENFANTS, ACTEUR DE PRÉVENTION

SYLVIE COUVAL , FABIENNE COEUR

L'éducateur de jeunes enfants (EJE), professionnel de la petite enfance, travaille essentiellement auprès d'enfants de 0 à 7 ans.

Il exerce son métier dans les structures d'accueil (crèches collectives et familiales, halte garderies, multi accueil, relais d'assistantes maternelles, jardins d'enfants, ...) mais également en milieu spécialisé, auprès d'enfants malades ou handicapés, et, de manière plus large, dans tout secteur accueillant des enfants de moins de 7 ans et leurs familles (PMI, lieux de parentalité, centres de loisir, péri scolaire, ludothèques, ...)

Ce métier a beaucoup évolué ces dernières années, et la formation a été réformée par le décret du 3 novembre 2005, portant la durée totale à 3 ans après le baccalauréat, affirmant le statut de travailleur social de l'EJE et ses compétences en termes d'expertise de la petite enfance.

A ce titre, L'EJE s'inscrit véritablement comme un acteur de la prévention auprès du jeune enfant et de sa famille, et cela dans plusieurs domaines :

-La santé

L'EJE observe, repère les troubles pouvant évoquer une inadaptation, ou un handicap, et oriente si

nécessaire les parents vers les partenaires adaptés (médecins, CAMSP...) ; il participe à la mise en place d'actions de prévention en matière d'éducation à la santé et à la sécurité (accidents domestique, obésité, ...)

-Prévenir et détecter les inadaptations

Par sa connaissance du développement de l'enfant sur tous les plans, il se positionne dans une démarche de prévention précoce, d'observation, de repérage de dysfonctionnements éventuels, et impulse, en équipe, des projets pour la mettre en œuvre.

Par la médiation éducative, il contribue à l'éveil, l'épanouissement et la socialisation de l'enfant. Il favorise les apprentissages, crée un milieu de vie sécurisant, soutient les interactions entre enfants. Il participe à l'égalité des chances entre enfants.

-La prévention de la maltraitance

Il repère les situations potentiellement préoccupantes, les indicateurs, et met en place, en équipe, des protocoles de prévention ou d'action.

Il contribue à l'accueil des familles dans leur diversité et leur spécificité, gardant comme priorité la co éducation parents/professionnels.

-La lutte contre les exclusions sociales

Il a pour mission d'adapter ses interventions aux différentes populations, afin de lutter contre les risques d'exclusion et de prévenir les inadaptations sociales. Loin du rapport sur la prévention de la délinquance qui amène les professionnels vers un contrôle et une normalisation des modèles éducatifs, l'EJE est soucieux du développement harmonieux de l'enfant.

-La prévention des difficultés d'attachement parents / enfants

Il met en place des actions visant à renforcer ou créer des liens d'attachement entre parents et enfants, et cela parfois de manière très précoce. Valorisant les compétences parentales, l'EJE permet le rétablissement de ces liens, évitant ainsi l'aggravation de certaines situations pouvant conduire à des procédures judiciaires (placement de l'enfant, ...), et créant ainsi du lien social pour éviter l'isolement de certaines familles.

L'EJE est un acteur de proximité et agit au quotidien sur un territoire. Il s'inscrit dans une relation de confiance qu'il a tissée avec la famille.

Dans cet atelier, nous développerons les divers aspects évoqués ci-dessus, et donnerons des exemples de pratiques ou structures oeuvrant dans le sens de la prévention : lieux d'accueil parents / enfants, crèches « atypiques », travail de prévention dans des quartiers défavorisés, partenariat avec le secteur du handicap, ...

Keywords: travail social, prévention précoce, observation, exclusion sociale, co éducation

Bibliography

M. Garrigue Abgrall, (2007) Violences en petite enfance, pour une prévention opportune, Erès,
Collectif pas de 0 de conduite, (2008) Enfants turbulents : l'enfer est-il pavé de bonnes intentions? Erès,
Repenser l'accueil des enfants de 2 - 3 ans, (2004) Métiers de la petite enfance, n° 96,
La mission de prévention des structures petite enfance, (2007) Métiers de la petite enfance, n°128,

“FAMILLES ET CONSTRUCTION DE L'IDENTITÉ SOCIALE CHEZ L'ENFANT: IMPLICATIONS, PRATIQUES “

SABAH AYACHI

Université d'Alger 2 ,Bouzareah - Alger- Algérie

Notre communication aborde un nouveau thème qui traite des mécanismes de renouvellement à travers le temps et l'espace du rôle de la famille dans la construction de l'identité sociale (en plus des autres dimensions de l'identité: corporelle, psychologique, sexuelle, culturelle, religieuse, nationale...) chez l'enfant (légitime ou adoptif) depuis sa naissance jusqu'à la phase de préadolescence.

L'intérêt accordé à la prime enfance à travers l'assistance, l'éducation, l'enseignement devient un des enjeux majeurs dans les politiques de développement des pays avancés, avec la conviction qu'investir dans ces domaines aboutit à l'amélioration de la situation socio- économique et permet de réduire les efforts et les dépenses qui seront en cas de négligence effectués ultérieurement pour combattre surtout la délinquance. Ceci conduit à mettre en place les conditions nécessaires pour développer la personnalité de l'enfant dans ses dimensions émotionnelle, cognitive, sociale, esthétique; ceci exige une connaissance approfondie des changements sociaux subis et en premier lieu ceux de la famille et de l'école. Nous procéderons à classer les identités et repérer leur évolution dynamique qui se détermine en fonc-

tion de l'existence ou l'absence de deux variables essentielles (expérience de l'individu ou son absence à propos de la crise identitaire).

Nous aborderons ensuite les types de familles et leurs pratiques de construction ou reconstruction de l'identité sociale de l'enfant et les implications induites sur l'orientation de son comportement et de certaines politiques mises en œuvre.

L'identité sociale occupe une place essentielle dans le comportement de l'individu, chaque comportement volontaire revêt une signification particulière et est le fruit d'un choix préalable en fonction des représentations qu'il s'est forgées sur lui-même et de la valeur qu'il s'attribue dans le cadre du processus d'auto-évolution individuel et social. Soit il élaborera une identité sur la base de la confiance en soi et en autrui et avec le sentiment d'appartenance à un certain milieu ou une certaine société ou bien il sera affecté par l'absence de confiance en soi, les sentiments de honte, de doute et d'infériorité, et sa personnalité sera troublée. Il sera assailli par des sentiments d'anxiété, de crainte, de doute sur ses capacités, désespoir, mélancolie, de rejet de son entourage et ressentiment et se sentira donc aliéné depuis son enfance.

En conséquence à partir du milieu familial et des pratiques éducatives des parents leur degré de stabilité, leur condition économique, leur appartenance sociale et culturelle se constituera sa structure, comme résultante dans la constitution de son identité sociale.

En conclusion, les résultats de notre recherche démontrent la nécessité de faire prendre conscience aux parents de leur rôle déterminant dans la constitution de la personnalité de l'enfant et dans l'affirmation de son identité sociale, garant de son équilibre psychologique et social et lui permettant d'élaborer une conception de sa vie future.

Nous avons utilisé la méthode qualitative analytique centrée sur l'étude de cas d'enfants assistés évoluant dans le milieu familial et dans les centres. A cela s'ajoute un échantillon de 412 familles des différentes régions de l'Algérie caractérisées par des subcultures variées pour l'enfant légitime.

Keywords: Identité, Identité corporelle, Identité Psychologique, Identité Sociale.

Bibliography

Mucchielli, Al. L'identité, Que sais je- 1989.

Loulou, Dune Marie. Modernité et identités culturelles in Aires régionales- Méditerranéennes, Ed Alif, Tunis 1992.

Gruner, Roger. Des maghrébins à la recherche de leur Identité Culturelle in l'Afrique et l'Asie modernes, n° 142, automne 1984.

Hidiya, Mustapha: Identité et socialisation de l'enfant marocain, Rabat, 1992.

D25 Relations between professionals and parents

Chair : Nicola Smith

FAMILY CHILD CARE IN ENGLAND: CHILDMINDING PRACTICE

HELENA JELICIC , REBECCA FAUTH , JOANNA LEA , SUE OWEN , NATASHA WILLMOTT

National Children's Bureau

In England, childminders provide child care in a home environment: day care for children under age five and after school child care for school age children. 'Early years' childminders caring for children from birth to 5 years must register on the Early Years Register and deliver the Early Years Foundation Stage (EYFS). The EYFS is a statutory framework implemented in 2008 that combines standards in education, care and welfare for young children. As early years providers, childminders are thus part of the government's current childcare and education strategy.

While childminding had always been the largest provider of full day childcare outside the home for young children, recent data indicate that the number of young children in full-time centre-based care has far surpassed the number of children in childminders' care and that there has been a sizable decline in the number of registered childminders over the past several years. Childminders have thus lost their pre-eminent position in England's childcare market. Yet, many early years advocates would attest to the value of having childminders in the mix given their unique offer of care within a home environment. Given the dearth of research, though, this claim remains invalidated.

The present study aimed to fill some of the gaps in existing knowledge on childminders in England to try to better understand their place in the current childcare market, notably:

- The key elements of childminding practice

- Parents' views of childminding practice and how important this is when making childcare decisions
- Childminders' views and understanding of children's learning and development and how their practice supports this
- Childminders' views of whether and how they are supported in their practice and what other support they feel they need – generally and to meet the demands of EYFS.

In phase 1 of the study, a random sample of 581 childminders in England completed a survey focusing on their practice, motivations for becoming a childminder, attitudes about childcare quality, their commitment to childminding and job satisfaction, their understanding of EYFS and the support they receive.

Phase 2 of the study includes in depth interviews and observations with 25 childminders from five local authorities in England, which further explore childminder's views of the key elements of their practice and the influence of the EYFS, balancing the learning and care elements of provision, and recommendations for the future of EYFS. Observations provide data on childminding practice, range of activities available in childminding homes and quality of provision. Phase 2 also includes focus groups with parents, which explore parent's views of childminding practice.

The key findings from both phase 1 and phase 2 of the study will be presented, focusing on how the childminding practice fits within the EYFS, how childminders balance the caring aspect with the learning/educational aspect of childcare, and what are parents' expectations of the childminding practice.

This study brings much needed knowledge on the childminding practice in England today and how it links with the government initiative to improve the quality of early childhood education.

Keywords: family child care, early childhood education, government childcare framework

A THIRD SPACE? EXAMINING WAYS IN WHICH PRACTITIONERS CAN INVEST IN BUILDING RELATIONSHIPS WITH PARENTS USING BHABHA'S (1994) THEORY.

NICOLA SMITH

University of Wolverhampton/CREC, Wulfruna Street, Wolverhampton, WV1 1LY

The research was conducted in two UK Nursery classes located in primary schools. Parent and child participants were of Bangladeshi and Pakistani origin. The research was conducted from a social constructivist perspective. Case studies were developed which examined parents', children's and practitioners' perceptions of parental involvement in children's Nursery education. Responsibility to the participants, the research profession and to the public are considered (see BERA, 2005). Particular consideration is given to the issues concerning a white researcher working with 'British Asian' participants. Identity, culture and power relationships are examined, with particular reference to the work of Bourdieu (e.g. 1977, 1980, 1991). Freire's (1996) understanding of 'praxis' and dialogue is considered in relation to the ways in which practitioners work with parents. Whilst practitioner participants are well-intentioned in their work with parents, existing structures and power relationships make the construction of meaningful partnerships extremely difficult. The research suggests that practitioners need to move away from efforts to 'involve' parents towards more democratic notions of participation. It examines Bhabha's (1994) concept of third space and considers what this space might look like in terms of parents and teachers working together. Practitioners need to invest in building meaningful relationships with parents along the lines of Vincent's (2000) notion of a 'participatory democracy'. In this way, parents can be allowed to create their own space in which they can build dialogue and involvement around issues of importance to themselves and their community.

Keywords: Bhabha, space, dialogue, parents, involvement



GREAT MOMENT IN THE PATH OF PARENTHOOD? PARENT-TEACHER PARTNERSHIP IN FINNISH EARLY CHILDHOOD EDUCATION

SAKU TIFFERÄINEN ¹, YVONNE LIU ²

¹ University of Jyväskylä, Finland. Seminaarinkatu 15, 40014 Jyväskylän yliopisto.

² University of Tampere, School of Education. Åkerlundinkatu 5. Tampere, Finland

In 2002, a new concept “kasvatuskumppanuus” (educational partnership) was introduced by Finnish Ministry of Social Affairs and Health, to define the core elements of parent-teacher cooperation in early childhood education. Through specific organizational structures and practices (an individual educational plan for each child, parent-practitioner discussion) partnership has become a self evident ideal and aim in Finnish early childhood education. Key elements of this partnership are that staff of early childhood education should work with parents, strengthen the partnership by close and open cooperation and take the partnership as one resource to strengthen families in their educational task. Teachers are expected to strengthen partnership by close cooperation with parents and to take it as a recourse in strengthening families in their educational and upbringing tasks. However, parents, children and families are also involved with professionals in health care and education where partnership approach is not that strong or prevalent.

In other institutional contexts the expectation of cooperation with parents appears differently. Other services directed at families focus especially on screening the health of a child, and guide and support the developing parenthood. Health care professionals, school teachers and psychologists work with parents on a similar communicative foundation to early childhood educators, yet some differences emerge. In spite of the official rhetoric of partnership in place in early childhood education, it remains unclear if the highlighted official discourse materializes to the parent. In addition, systemic perspective of the parent is searched for; how parental point of view on communication differ between early childhood education and other fields, or does it?

Thus, initial research questions are: Firstly, how parents feel they were met in the different service stages in the course of a growing, learning child? Secondly, how does educational partnership actualize in parental perspective on child services? In the process of analysis research questions will be refined.

Research data consists of parents' interviews (six couples, parents interviewed as a couple by an interviewer). Data is subject to phenomenological analysis. Preliminary results will be presented.

Keywords: partnership, home and school cooperation, early childhood education, Finland

Bibliography

Alasuutari, M; Karila, K. (2009). Framing the Picture of the Child. *Children and Society*, 24:2, pp100-111.

Lehtolainen, R. (2008) Keltaista ja kimaltavaa. Kodin ja koulun yhteistyöstä koulun ja kodin yhteyteen. (Yellow and shiny. From cooperation of home and school to unity of home and school.) Academic dissertation, Helsinki University.

Siniharju, M. (2003) Kodin ja koulun yhteistyö peruskoulun alkuopetusluokilla -Yhteistyön arvostus ja toteutuminen Helsingin kaupungin peruskoulujen alkuopetusluokilla lukuvuosina 1983-1984 ja 1998-1999. (Collaboration of home and school at early grades of basic school) Academic dissertation, Helsinki University.

Tonttila (2006) Vammaisen lapsen äidin vanhemmuuden kokemus sekä lähiympäristön ja kasvatuskumppanuuden merkitys (The parenthood experience of a mother with a disabled child and the meaning of the social environment and parent-professional partnerships) PhD

Viljamaa, M.-L. (2003) Neuvola tänään ja huomenna. Vanhemmuuden tukeminen, perhekeskeisyys ja vertaistuki. (“Checkups today and tomorrow. Support, family orientation and peer support of parenthood.”) Academic dissertation, Jyväskylä University.



D26 Politiques de développement de l'accueil

Chair : Isabelle Kovacs

PARTICIPATION ET APPRENTISSAGE DES ADULTES AUTOUR DU PRÉSCOLAIRE : LE CAS D'EXPÉRIENCES COMMUNAUTAIRES AU CHILI.

PABLO RUPIN

Université Paris Nord, Laboratoire EXPERICE, 99, avenue J-B Clément, 93430 Villetaneuse, France

Dans le domaine de l'éducation préscolaire chilienne, le sujet de la participation des familles et des communautés locales a été soulignée à la fois comme une composante clef et comme un cadre faible et peu développé. Dans le spectre des modalités présentes, il existe des alternatives qui semblent attrayantes au vu de leur approche de la participation parentale et du travail communautaire, spécialement du fait des possibilités de développer non seulement des processus d'éducation auprès des jeunes enfants, mais aussi des dynamiques d'apprentissage entre les adultes qui y participent.

Cette communication renvoie aux résultats préliminaires d'une recherche en cours sur la participation parentale en préscolaire au Chili, en cadrant la problématique sur la réalité de ces modalités nommées « communautaires et participatives » : des programmes qui ont une origine citoyenne et populaire, une volonté d'insertion dans le cadre d'organisations présentes dans la localité, et qui appellent la participation parentale comme élément structurel.

En appliquant une théorisation de la participation comme modalité essentielle de l'apprentissage, il s'agit de comprendre quelles sont les possibilités de participation offertes aux parents et quelles peuvent en être les conséquences en ce qui concerne les apprentissages et les représentations des différents acteurs. Une proposition en est que les caractéristiques particulières des expériences étudiées permettraient, au-delà de l'objectif explicite lié à l'éducation et l'accueil des enfants, le développement de compétences et d'attitudes sociales et politiques entre les adultes concernés.

La recherche relève en même temps d'une réflexion autour du type de qualification et des compétences requises et développées de la part des responsables des expériences, soient parents ou professionnels. Il s'agit d'un point où l'on met en question les visions plus traditionnelles par rapport aux notions du savoir, d'expertise, de professionnalité dans le préscolaire, tout en tenant compte des enjeux de la participation parentale : une participation qui interroge nécessairement la question du savoir et la posture professionnelle, qui permet de rendre visible le rôle éducatif des parents face aux enseignants et qui peut permettre ainsi l'apprentissage partagé et le développement de compétences qui sortent du cadre traditionnellement plus associé au travail pédagogique ou didactique.

Concernant le Chili mais rédigé en français, le projet relève d'un effort de rencontre entre les domaines de recherche francophone et hispanophone sur le sujet. Du côté francophone, il s'agit d'une démarche nourrie de perspectives critiques par rapport à la pensée dominante sur l'EAJE, instaurant un dialogue avec la littérature anglophone (Brogère et Vandenbroeck, 2007). Du côté hispanophone, concernant la réalité latino-américaine, une source de références est celle de l'éducation populaire et communautaire mais en lien avec des travaux plus récents portant par exemple sur la relation entre les processus d'apprentissage informel, la démocratie participative et le développement communautaire (Schugurensky, 2009).

En termes de méthodologie, la recherche s'appuie sur des stratégies qualitatives. Au-delà d'un travail d'observation sur le terrain, il s'agit pour l'essentiel de la passation d'entretiens collectifs en profondeur et semi dirigés aux acteurs participants (parents et professionnels, séparément).

Keywords: Préscolaire, participation, parents, communautés, apprentissages.

Bibliography

- Billett, Stephen (2004). Working participatory practices: conceptualising workplaces as learning environments. *Journal of Workplace Learning*, vol. 16, n° 5/6.
- Brogère, Gilles & Vandenbroeck, Michel (coord.) (2007). *Repenser l'éducation des jeunes enfants*. Bruxelles : Peter Lang.
- Dahlberg, Gunilla; Moss, Peter; Pence, Alan (2005). *Más allá de la calidad en Educación Infantil. Perspectivas Posmodernas*. Barcelona : Graó.
- Lave, Jean & Wenger, Etienne (1991). *Situated Learning - Legitimate Peripheral Participation*. Cambridge : Cambridge University Press.
- Schugurensky, Daniel (2009). Apprendre en faisant : démocratie participative et éducation à la citoyenneté. In G. Brogère & A.L. Ulmann (dir.), *Apprendre de la vie quotidienne*. Paris : PUF.



DÉVELOPPEMENT DE PRATIQUES D'ÉCHANGES LINGUISTIQUES ET CULTURELS

RUTH OBERSON , CÉCILE BOREL , RAPHAËL STEFFEN , EMILIE DE KUYPER

Commune de Vernier, Genève - Service de la Petite Enfance

Développement de pratiques d'échanges linguistiques et culturels

Le projet présenté ici est né à la suite d'un concours fédéral portant sur les mesures d'encouragement à l'intégration pour les familles migrantes dans le domaine préscolaire et s'inscrit dans la politique volontaire de la commune de Vernier. Celle-ci comptait au 31 décembre 2009 : 33'004 habitants, dont 45% d'étrangers avec 122 origines différentes. Dont 45% d'étrangers originaires de 122 pays.

Les obstacles à l'intégration se situent massivement dans le lien entre les parents, l'institution et les équipes éducatives. Ils se cristallisent dans des difficultés de communication liées principalement à la barrière de la langue, mais aussi aux différences culturelles dans le domaine de l'éducation. L'objectif est de proposer des mesures qui contribuent à l'intégration des enfants, en agissant sur la qualité de la relation entre les parents migrants, l'institution et les équipes éducatives.

Le projet prévoit entre autre un travail de sensibilisation et de formation pour valoriser et développer les compétences de tout le service de la petite enfance dans ce domaine: le personnel administratif, les directions d'institution et le personnel éducatif. Une première journée de formation sur ce thème a eu lieu le 27 novembre 2010.

Le concept de pratiques d'échanges linguistiques et culturels vise à dépasser les pratiques actuelles en matière d'interculturalisme et de multiculturalisme qui, bien que positives, reposent sur des bases conceptuelles vagues, restent très ponctuelles et limitées et n'ont, du coup, pas d'effet réel sur l'intégration des enfants issus de familles migrantes. L'un des points clefs de ce concept tient dans la notion d'échange. Il s'agit de développer une réciprocité entre les parents et les équipes éducatives.

Le service propose aux professionnels qui y sont impliqués un soutien logistique, un budget et surtout des formations ciblées pour leur permettre de développer leur démarche.

Le groupe de travail a développé plusieurs projets, dont celui de l'immersion linguistique : il s'agit accueillir dans les groupes d'enfants, des parents allophones pour une durée déterminée d'une centaine d'heures, afin de leur permettre de faire de réels apprentissages linguistiques en « baignant » dans la langue. En échange, le parent partage des éléments de sa culture. Ce projet implique la formation des professionnels concernés à l'accueil d'un adulte étranger au sein de l'équipe. Il nécessite l'établissement d'un « contrat d'échange » entre l'institution et le parent qui règle de manière claire les questions de cahier des charges, de confidentialité, de la place du parent dans le groupe d'enfants et dans l'équipe éducative.

En complément de la communication, une présentation sera faite sur la première immersion linguistique.

Keywords: échange multiculturel, immersion linguistique, accueil parent - professionnel.

DÉFIS POLITIQUES ET PRATIQUES INCLUSIVES POUR AMÉLIORER L'EPPE CHEZ LES 0-3 ANS AU SÉNÉGAL.

SOPHIE BASSAMA

Faculté des Sciences et des Technologies de l'Education et de la Formation. Université Cheikh Anta Diop BP 507 Dakar

Depuis 2000, une nouvelle politique de développement de la petite enfance est initiée, en rupture avec celle antérieure qui reléguait les enfants de moins de 3 ans au secteur sanitaire et nutritionnel, et accordait pour la prise en charge, une priorité aux enfants de 3-6 ans de l'éducation préscolaire. S'inscrivant dans les orientations de la Déclaration de Jomtien sur l'Education pour Tous et du Forum de Dakar en 2000, cette politique marque une évolution majeure, en préconisant une prise en charge des enfants dès leur naissance jusqu'à leur entrée à l'école primaire (0-6 ans); et selon une approche intégrée qui prend en compte l'ensemble des besoins de l'enfant (éducation, protection, santé , nutrition).

Si le secteur de l'éducation préscolaire a connu un développement soutenu ces dernières années, l'EPPE des enfants de moins de trois ans , reléguée principalement à la sphère familiale est marginalisée, voire inexistante dans la réglementation en vigueur. En effet, les rares services de crèche qui existent sont des structures privées qui semblent opérer dans un véritable vide juridique.

Face à cette situation, il est proposé des approches alternatives : crèches rurales, communautaires, re-



groupement de femmes etc., qui tentent d'apporter certaines formes de réponse au problème. La présentation analyse ces pratiques en matière de prévention, d'intégration et de diversité . Elle formule des recommandations quant aux politiques d'implantation, d'expansion, d'amélioration des facteurs de qualité des services, la formation et le statut du personnel de ce secteur, afin qu'il progresse sur la voie d'une EPPE inclusive , de qualité.

Keywords: Education, Inclusive, Pratiques, Politiques, EPPE

Bibliography

ANCTP, (2010). Politique nationale de développement intégré de la petite enfance au Sénégal. Dakar, ANCTP
Bennet. J, Moss. P, (2010). Working for inclusion: an overview of European Union of Early Years services and their workforce.
Bassama. S, (2009). la case de tout-petits au sénégal.in revue internationale d'éducation, Sèvres n° 53 avril 2010.
Unesco.(2010). Rapport mondial de suivi sur l'éducation pour tous. Atteindre les marginalisés. Paris, UNESCO.



Self-organised symposia / Symposia auto-organisés

Friday, September 16th - Vendredi 16 septembre

16.00 - 17.30

E1 PROFESSIONAL DEVELOPMENT STRATEGIES FOR LOW-QUALIFIED ECEC STAFF: VALUING FORMAL AND INFORMAL LEARNING MOMENTS.

Chair: Michel Vandebroek

LAZZARI, ARIANNA, UNIVERSITY OF EAST LONDON, LONDON, UK
BRANDT, STEVEN, UNIVERSITY COLLEGE GHENT, GHENT, BELGIQUE
VAN LAERE, KATRIEN UNIVERSITY OF GHENT, GHENT, BELGIQUE

In 2010 and 2011 a European study on 'competence requirements in early childhood education and care' (CoRe) was conducted by the University of East London (UK) and the University of Ghent (Belgium) and funded by the European Commission's Directorate General for Education and Culture. This CoRe study explored professionalism and competence development of staff from a systemic perspective. The data and results were constructed in close collaboration with key experts and representatives of professional networks across Europe.

The methodology involved three stages:

1. A critical review of European and international literature was written in order to investigate conceptualisations of 'competence' and their relationship to debates on 'professionalism' and 'quality' beyond the limitations of the predominantly English language discourses in the field.
2. A cross-national survey in 14 European member states and one European candidate member state was conducted in order to gather grounded data on existing competence requirements and profiles of ECEC staff
3. A series of in-depth case studies was conducted in seven European locations.

One of the main findings of the CoRe study is that the assistants, who represent a large parts of the ECEC workforce in many European countries are often 'forgotten' in official legislations of competence requirements and professional development strategies. In this research 'assistants' are defined as – often- unqualified staff who assist the core practitioner in working directly with children and their families. Their difference in status compared to the higher qualified core practitioners may result in denying the assistants opportunities for professional development, which in turn can contribute to the perpetuation of their 'inferior' position. It is a challenge in many countries to value the assistants' role, without devaluating the professional status and the importance of qualifications. Based on the survey, the literature review and the case studies the three presentations explore possible professional development strategies to meet this major challenge in ECEC.

Keywords: Professionalism, competence development, low-qualified staff , assistant, (in)formal learning

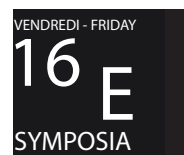
Bibliography

Urban, M., Vandebroek, M., Peeters J., Van Laere, K. & Lazzari, A. In CoRe (forthcoming). Literature review.
Vandebroek, M., Van Laere, K., & Peeters, J (2011). In CoRe (forthcoming) Competence Requirements for Early Childhood Education and Care in the European Union. Report based on a survey in 15 countries.
Urban, M. & Lazzari, A. In CoRe(forthcoming). Insight into practices. Report on seven case studies.
Brandt, S. (2011). Perspectives on learning and growth. A case study about competences of childcare workers in three good practices in ECEC services in Ghent. (unpublished thesis) University of Ghent: Ghent.

THE INVISIBLE POSITION OF LOW-QUALIFIED 'ASSISTANTS' IN COMPETENCE DEVELOPMENT STRATEGIES

VAN LAERE, KATRIEN, VBJK, DEPARTEMENT SOCIAL WELFARE UNIVERSITY OF GHENT

One of the aims of the CoRe study was to analyze competence requirements for ECEC staff according to official regulations in European member states. Therefore in 2010-2011 a CoRe cross-national survey



in 14 European member states and one European candidate member state has been conducted. Countries in a geographically balanced sample included in this survey were Belgium (Flemish and French speaking Communities), Croatia (as a candidate state), Denmark, France, Greece, Ireland, Italy, Lithuania, The Netherlands, Poland, Romania, Slovenia, Spain, Sweden and the United Kingdom (England and Wales). To gather factual and qualitative data from each of these countries, locally based, but internationally renowned researchers were asked to work in close collaboration with the CoRe research team. Each country provided data about the formal competence requirements for the profession, competence requirements for the initial training of future staff and systemic aspects including professional development opportunities. A thematic and interpretative phenomenological analysis is conducted.

An important finding of this survey is that large parts of the workforce are often absent from international literature, comparative reports and official national regulations. The invisible 'assistants' may comprise up to 50% of the workforce. In the research 'assistants' are defined as – often- unqualified staff who assist the core practitioner in working directly with children and their families. These workers are predominantly assigned to caring tasks. As a result of their different status and the split tasks, the care may be separated from education resulting in a narrowing of the concept of education; and care may be regarded as 'inferior' to the learning. Moreover, the difference in status may result in denying the assistants opportunities for professional development, which in turn can contribute to the perpetuation of their inferior position. It is a challenge in many countries to value the assistants' role, without devaluing the professional status and the importance of qualifications. The survey reveals that options to take up this challenge may include shared trainings and team meetings to build up a common culture and language, as well as investing in pathways that enable the assistants to obtain some form of qualification at their own pace.

Keywords: Professionalism, low-qualified staff, competence development, assistant, ECEC (0-6)

Bibliography

Vandenbroeck, M., Van Laere, K., & Peeters, J (2011). In CoRe (forthcoming) Competence Requirements for Early Childhood Education and Care in the European Union. Report based on a survey in 15 countries.
Oberhuemer, P., Schreyer, I., & Neuman, M. (2010). Professionals in early childhood education and care systems. European profiles and perspectives. Opladen&Farmington hills: Barbara Budrich Publishers.
Cameron, C., & Moss, P. (2007). Care work in Europe. Current understandings and future directions. London- New York: Routledge.

SUSTAINING PROFESSIONAL DEVELOPMENT OF ECEC STAFF: INSIGHTS FROM CORE CASE STUDIES

LAZZARI, ARIANNA, UNIVERSITY OF EAST LONDON

Within the CoRe study a particular attention was dedicated to the issue of professionalization of low qualified staff. This issue was explored both through the review of existing literature and through the analysis of case studies carried out at seven European locations (England, Denmark, Slovenia, Poland, Lyon in France, Pistoia in Italy and Ghent in Belgium-Flanders).

In relation to this issue the review of the literature aimed at highlighting the meanings and understandings underpinning conceptualizations and practices of ECEC professional development within international academic debates. In this sense the literature reviewed includes not only contributions originated within the English-speaking debates but also the contributions developed within the debates carried out in other languages within the European context (German, French, Italian, Dutch and Croatian).

Through a series of in-depth case studies instead the issue of ECEC professional development was explored in the context of practices, by focusing on the perceptions and perspectives of the actors involved across different settings (core practitioners, assistants but also pedagogical coordinators, practitioners' educators and training mentors). The case study investigations – which did not intend by any means to be comparative – aimed rather at analyzing interesting ways of enhancing practitioners' competences within a variety of learning environments such as training institutes as ECEC institutions.

This presentation will discuss the findings that emerged from the analysis of the literature and of the case studies in relation to the professionalization of ECEC staff. In the presentation of findings the diversity of strategies put in place – in different contexts – for promoting practitioners' professional development will be illustrated in relation to the diversity of ECEC traditions elaborated across Europe: analyse de pratiques, pedagogical coordination and school-based in-service training initiatives that involve all staff are only some examples. In the discussion of findings challenges and possibilities of these professionalizing initiatives will be critically analyzed in order to stimulate a reflection on future directions.

Keywords: professionalism, professional development, in-service training, ECEC institutions

Bibliography

Urban, M. & Lazzari, A. In CoRe(forthcoming). Insight into practices. Report on seven case studies.
Urban, M., Vandenbroeck, M., Peeters J., Van Laere, K. & Lazzari, A. In CoRe (forthcoming). Literature review.

LESSONS TO BE LEARNED: POWERFUL INFORMAL LEARNING PATHS IN A CONTEXT OF LOW QUALIFICATION

BRANDT, STEVEN, FACULTY OF SOCIAL WORK AND WELFARE STUDIES, UNIVERSITY COLLEGE GHENT

The professionalism of ECEC in the city of Ghent is characterized by a lack of sufficient initial training, complemented by pedagogical counseling and in-service training. The ongoing support of the Pedagogical Guidance Centre has led to outstanding practices and projects and increased individual and team competencies. As a part of the CoRe investigation, a case study was conducted employing following research question: "What are the critical success factors for a policy based on increasing the competences on individual, team and institutional level in a context of low qualification?"

Data were gathered at three levels: the Pedagogical Guidance Centre, the directors of the institutions and at the level of the practitioners working with the children and families. 9 practitioners were interviewed twice. A biographical interview was conducted to identify the process of professionalization since they were at school until the present. A second, in-depth interview focused on their perspectives and perceptions towards these learning activities and the connection with professionalization.

One of the main results is that increasing competences derives from practice rather than theory. Practice is seen as a starting point for learning. Childcare workers are critical towards knowledge from books or theoretical insights. But "theory can be a great help to practitioners as a tool to help construct their understandings and enhance their practices; in turn practitioners can play an important part in the development of theory" (Dahlberg et al., 1999: p.12). Informal talks between colleague childcare workers in which knowledge and daily experience is exchanged is valued far more than theoretical classes. Childcare workers are team workers, they rely continuously on each other and develop a group working mentality that determines a particular kind of social learning style. All practitioners state that their initial training failed preparing them for crucial aspects of the complexity of this job. Necessary competences to communicate with parents or to work in a context of diversity for example, are not acquired in school but are developed later on in the work placement within teams. The practitioners emphasize on the importance of sharing knowledge and asking advice to colleagues in their learning style. Peer groups helped them a lot in this process of learning through sharing knowledge and experience.

Also the dialogue with parents is seen as a source of learning and professionalization.

Working with parents is seen by experienced workers as a source of pedagogical, rather than technical knowledge. It is all about integrating knowledge of the child and its parents with underlying values, cultural backgrounds and attitudes towards care and education. For workers with years of practice, this dialogue becomes a way of building relationships and understanding rather the transfer of factual knowledge about the eating or sleeping habits of the child.

Paradoxical one of the findings is that the important informal learning moments for the practitioners are not always valued or seen as professional development. Although (young) parents do appreciate this kind of knowledge, childcare workers doubt about the value of their competencies when confronted with teachers who have higher grades.

Keywords: informal learning, professionalization, peer learning, knowledge construction

Bibliography

Brandt, S. (2011). Perspectives on learning and growth. A case study about competences of childcare workers in three good practices in ECEC services in Ghent. (unpublished thesis) University of Ghent: Ghent.
Urban, M. & Lazzari, A. In CoRe (forthcoming). Insight into practices. Report on seven case studies.
Dahlberg, G., Moss, P., & Pence, A. (1999). Beyond Quality in Early Childhood Education and Care: Postmodern Perspectives. London: The Falmer Press.
Peeters, J. (2008) The construction of a New Profession. A European perspective on professionalism in Early Childhood Education and Care. Amsterdam: SWP
Vandenbroeck, M. (2009). In verzekerde bewaring. Amsterdam: SWP.

E2 PROFESSIONALITY OF PRESCHOOL TEACHER

Chair: Veisson, Marika, Tallinn University, estonia

TUUL, MAIRE, TALLINN UNIVERSITY, ESTONIA,
SUUR, SILVI, TALLINN UNIVERSITY, ESTONIA,
NUGIN, KRISTINA, TALLINN UNIVERSITY, ESTONIA
KUNGUS, KAISA, TALLINN UNIVERSITY, ESTONIA,
PETERSON, TIINA, MINISTRY OF EDUCATION AND SCIENCE, TARTU, ESTONIA
ÕUN, TIIA, TALLINN UNIVERSITY, ESTONIA

Professionalism can be understood as an attribute of the entire system, which has developed in its reciprocal relationships (Urban, 2010). Professionals engage in a process of constructing new knowledge and applying it to practice. Understanding the complexity of professional knowledge and practice is an important step for all practitioners wishing to improve the quality of their practice (Dayan, 2010).

In the Strategy of the Estonian Teacher Education (Eesti, 2009) one of the aims mentioned is the systematic and continuous support to teacher's professional development including the promotion of professional career. The appraisal system for the support of the teacher's professional career that has been created in Estonia is common to the teachers of kindergarten as well as schools of general education. According to the National Curriculum for Pre-school Child Care Institutions (2008) cooperation between kindergartens and families and early intervention are very important.

In this self-organised symposium Estonian researchers present results of three different research: 1) Kindergarten teachers assessments to the opportunities of their professional career in the context of appraisal;

2) Cooperation between parents and teachers in pre-school child care institutions to support child's development; 3) Professionalism of Estonian, Finnish, and Swedish pre-school teachers.

Keywords: preschool teacher, professional career development, teacher appraisal, professionalism, teacher-parent partnership

Bibliography

Dayan, Jael (2010). Towards professionalism in early childhood practicum supervision – a personal journey. In C. Dall'i & M. Urban (Eds), Professionalism in Early Childhood Education and Care. International perspectives (pp. 22 – 40). New York: Routledge.

Urban, Mathias (2010). Dealing with uncertainty: challenges and possibilities for the early childhood profession. In C. Dall'i & M. Urban (Eds), Professionalism in Early Childhood Education and Care. International perspectives (pp. 4 – 22). New York: Routledge.

Eesti Õpetajahariduse Strateegia 2009-2013. (2009). [Strategy of Estonian Teacher Education 2009-2013]. Haridus- ja Teadusministri käskkiri nr 64. Haridus- ja Teadusministeerium. Tartu (in Estonian).

Koolieelse Lasteasutuse Riiklik Õppekava. (2008). Vabariigi Valitsuse 29. mai 2008. a määrus nr 87 (National Curriculum for Pre-School Child Care Institutions).

<https://www.riigiteataja.ee/akt/12970917> Retrived 24.02.2011 (in Estonian).

KINDERGARTEN TEACHERS ASSESSMENTS TO THE OPPORTUNITIES OF THEIR PROFESSIONAL CAREER IN THE CONTEXT OF APPRAISAL

MAIRE TUUL, TIIA ÕUN, KRISTINA NUGIN, KAISA KUNGUS
TALLINN UNIVERSITY

In the Strategy of the Estonian Teacher Education (Eesti, 2009) one of the aims mentioned is the systematic and continuous support to teacher's professional development including the promotion of professional career. The appraisal system for the support of the teacher's professional career that has been created in Estonia is common to the teachers of kindergarten as well as schools of general education. The aim of teachers' appraisal is to promote their development and career, assessing the performance of teacher's work and its conformity to the requirements of the professional rank. In the appraisal the teachers are granted the rank of junior teacher, teacher, senior teacher or teacher-methodologist (Pedagoogide, 2002). Nevertheless, in the results of the external assessment of Estonian educational system it has been pointed out that most of the teachers had not paid attention to their professional career development (Ülevaade, 2009). This tendency may prevent the practical development of preschool education. The main aim of the present study was to compare the kindergarten teachers' own assessments to the opportunities of their professional career in the context of appraisal.

As a study method a questionnaire was used, on the basis of which the assessments to their professional career of different professional ranks: junior teacher, teacher and senior teacher were compared.

VENDREDI - FRIDAY

16 E

SYMPOSIA

The study was carried out in 2010 and 126 teachers were questioned. The information was processed with the help of SPSS 16.0 program.

It turned out from the results, that most of all the junior teachers were interested in improving their professional career, somewhat less the senior teachers. When the junior teachers emphasized more the need for constant self-development, then for the senior teachers also the maintenance of their professional rank and salary increase was important. Least interested in the professional career were the teachers with teacher's professional rank, who mainly explained it with the wish to deal with children and found that it is not necessary to take on additional tasks, which won't get worthily paid. It also became evident that the most important factor that makes teachers to improve their career is self-development, and self-motivation. Factors that have prevented teacher's professional career development were the lack of time and complexity of forming teacher appraisal documents.

In summary it can be said that the kindergarten teachers' professional career has to be supported on the levels of the kindergarten, the local government, as well as the state as a whole, which would ensure the teacher's professional development and job satisfaction.

Keywords: preschool teacher, professional career development, teacher appraisal

Bibliography

Eesti Õpetajahariduse Strateegia 2009-2013. (2009). [Strategy of Estonian Teacher Education 2009-2013]. Haridus- ja Teadusministri käskkiri nr 64. Haridus- ja Teadusministeerium. Tartu (in Estonian).
Pedagoogide atesteerimise tingimused ja kord. (2002). [The condition and procedure of the teacher's appraisal]. Riigi Teataja, 115, 1649 (in Estonian).
Ülevaade haridussüsteemi välishindamisest 2008/2009 õppeaastal. (2009). [An overview of the surveillance of the educational system in the academic year 2008/2009]. Haridus- ja Teadusministeerium. Tartu.

COOPERATION BETWEEN PARENTS AND TEACHERS IN PRE-SCHOOL CHILD CARE INSTITUTIONS TO SUPPORT CHILD'S DEVELOPMENT

SILVI SUUR & MARIKA VEISSON, TALLINN UNIVERSITY, ESTONIA

Parent cooperation, early detection and intervention are important issues both for educational policy and for creating the necessary conditions to support children's development in pre-school child care institution.

The current study is first and foremost based on the contextual approach and the bioecological theory (Bronfenbrenner, 1979, 2005).

The value of having a strong parent and family involvement in early childhood education programs is supported by considerable research and study. The challenge in many cases is how to achieve high quality family involvement efforts. Too often the reality of parent and family involvement is lacking, especially in relation to the meaningful engagement of parents and families in all aspects of the early childhood program. The key aspect of the approach presented is to capitalize on family strengths in developing positive and empowering relations with families (Knopf & Swick, 2007).

Early intervention can be offered at any age before or in the early stages of disabling conditions and circumstances, but the term typically is reserved for infants and young children. Typically children receiving early intervention are at risk for developmental, emotional, social, behavioural, and school problems because of biological and/or environmental factors (Feldman, 2004).

According to the National Curriculum for Pre-school Child Care Institutions (2008) cooperation between kindergartens and families and early intervention are very important.

Research problem: How teacher-parent cooperation, early detection and intervention enable to create necessary conditions to support children's development in pre-school child care institution and provide families with support services?

Research question: How support services and cooperation between parents and pre-school child care institution support child's development and meet the needs of family?

The aim: To explain how is the cooperation between teachers of child care institution and parents organized and how are early detection and support to child's development arranged.

Method. The authors developed a 5-point Likert-type questionnaire, which included questions about the cooperation between home and child care institution and early detection and intervention. The research was carried out in all counties of Estonia. Questioned were 465 teachers, 167 principals and 396 parents.

Analysis. Quantitative data analysis using the statistical program SPSS 14.0. Conducted was the analysis of variances (ANOVA).

Results and conclusions.

Strengths of cooperation:

- child care institutions have raised parents' awareness of health care requirements,
- children's smooth transition from day care to school,
- principals' support for teachers and parents in solving problems concerning cooperation, good reputation of child care institutions,
- parents' active involvement and participation in parents' meetings and kindergarten events.

Strengths of early detection and intervention:

- information on special needs experts is available,
- parents' involvement in decision-making process about their child's development,
- quality of educational services is guaranteed,
- child's development monitoring at child care institutions and individual development plan for children with special needs.

Weaknesses of cooperation:

- parents' insufficient interest in providing children with necessary home environment to support child's development,
- teachers' insufficient work with parents to share the best practice in developing healthy life-style,
- parents pick up children from kindergarten not considering the daily schedule of the child care institution and insufficient parents' training.

Weaknesses of early detection and intervention:

- insufficient movement of information and cooperation between educational, medical and social experts in supporting children and families,
- insufficient training of parents to support the development of children with special needs,
- insufficient participation of teachers in special needs experts' meetings.

Keywords: pre-school child care institution's teachers and principals, parents, cooperation, early intervention.

Bibliography

- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge: Harvard University Press.
- Bronfenbrenner, U. 2005. *Making human beings human. Bioecological perspectives on human development*. Thousand Oaks, CA: Sage.
- Feldman, M.A. 2004. Introduction: What is early intervention? In M.A. Feldman (Ed.) *Early intervention: The essential readings*. Oxford, UK: Blackwell Publishing, 1–4.
- Knopf, H.T and Swick, K.J. (2007). How parents feel about their child's teacher/school: implications for early childhood professionals. *Early Childhood Education Journal*, 34(4), 291-296.
- Koolieelse Lasteasutuse Riiklik Õppekava. (2008). Vabariigi Valitsuse 29. mai 2008. a määrus nr 87 (National Curriculum for Pre-School Child Care Institutions).
- <https://www.riigiteataja.ee/akt/12970917> Retrived 24.02.2011

PROFESSIONALISM OF ESTONIAN, FINNISH, AND SWEDISH PRE-SCHOOL TEACHERS

PETERSON, TIINA; ESTONIAN MINISTRY OF EDUCATION AND RESEARCH; TALLINN UNIVERSITY
VEISSON, MARIKA; TALLINN UNIVERSITY

Theoretical background

Professionalism can be understood as an attribute of the entire system, which has developed in its reciprocal relationships (Urban, 2010). Professionals engage in a process of constructing new knowledge and applying it to practice. Understanding the complexity of professional knowledge and practice is an important step for all practitioners wishing to improve the quality of their practice (Dayan, 2010).

Research problem

Based on the new concept of learning, we need a new concept of pre-school teachers' professionalism and a model of development for pre-school teacher's professionalism.

The aim

Explain how Estonian, Finnish and Swedish teachers and principals evaluate professionalism of pre-school teachers.

The research questions are:

1. How principals and teachers evaluate professionalism of pre-school teachers in the interaction?
2. How principals and teachers evaluate professionalism of pre-school teachers in family involvement?
3. How principals and teachers evaluate professionalism of pre-school teachers in planning the education and evaluation of children's development?

4. How principals and teachers evaluate professionalism of pre-school teachers in using teaching strategies?
5. How principals and teachers evaluate pre-school teachers' professional development?
6. How principals and teachers evaluate professionalism of pre-school teachers in creating the growth environment?
7. How principals and teachers evaluate professionalism of pre-school teachers in the development of values?

Method. The structured questionnaires that were used for the Estonian, Finnish and Swedish principals on Likert scale from 1 to 5, where 1 meant "strongly disagree" and 5 meant "strongly agree". Key-factors were interaction, family involvement, planning of education and evaluation of children's development, using teaching strategies, professional development, creating growth environment, development of values.

Sample. The sample consisted of 100 Estonian, Finnish and Swedish teachers and principals from urban and rural regions, and from both municipal and private pre-school institutions in each country.

Procedure. The study was conducted in different Estonian, Finnish and Swedish counties. Questionnaires were sent by post and by e-mail to pre-school institutions. Questionnaires were anonymous.

Analysis: The quantitative data analysis, using the statistical program SPSS 14.0, included analysis of frequencies, correlations, factors, clusters, and reliability. Figures were made in the Microsoft Excel programme.

Results:

The reliability of the blocs of questionnaires was over 0.85. The mean values of different blocs of questionnaires were rather high. According to the five point scale, these were between 3.98 to 4.48 points. Standard Deviation was most variable in Family Involvement and Professional Development blocks, where the mean values were also the lowest. The highest mean values were in case of the Creating Growth Environment and the Development of Values blocks. We also conducted factor analyses of the question blocks. The Interaction question block consisted of 5 factors; the Family Involvement question block consisted of 3 factors; the Planning of Education and the Evaluation of Children's Development blocks consisted of 5 factors; the Using Teaching Strategies, the Professional Development, the Creating Growth Environment, and the Development of Values question blocks consisted of 3 factors. We also found some cultural differences between the countries.

Keywords: *pre-school teachers, professionalism, pre-school principals*

Bibliography

- Dayan, Jael (2010). Towards professionalism in early childhood practicum supervision – a personal journey. In C. Dalli & M. Urban (Eds), *Professionalism in Early Childhood Education and Care. International perspectives* (pp. 22 – 40). New York: Routledge.
- Ebbeck, Marjory & Waniyanayake, Manjula (2004). *Early Childhood Professionals. Leading today and tomorrow*. Australia: Elsevier.
- ISSA (2010). *Competent Educators of the 21st Century. ISSA's principles of quality pedagogy*. Internal Step by Step Association.
- NESSE (2009). *Early Childhood Education and Care. Key lessons from research for policy makers*. An independent report submitted to the European Commission by the NESSE networks of experts. European Commission.
- Urban, Mathias (2010). Dealing with uncertainty: challenges and possibilities for the early childhood profession. In C. Dalli & M. Urban (Eds), *Professionalism in Early Childhood Education and Care. International perspectives* (pp. 4 – 22). New York: Routledge.

VENDREDI - FRIDAY
16 E
SYMPOSIA

E 3 THE LONGITUDINAL STUDY OF THE ROLE AND IMPACT OF EARLY YEARS PROFESSIONALS IN ENGLAND

Chair: Waller, Tim; University of Wolverhampton

NEEDHAM, MARTIN, UNIVERSITY OF WOLVERHAMPTON, WALSALL, UK
WHITMARSH, JUDY (UNIVERSITY OF WOLVERHAMPTON, WALSALL, UK

This symposium is based around a longitudinal evaluation of the role and impact of Early Years Professionals (EYPs) in England commissioned by the Children's Workforce Development Council (CWDC). Over the past five years the children's workforce in England has undergone significant change in order to establish a graduate-led profession to improve the quality of provision in all early years' settings and raise the profile and status of those working with young children and their families. A range of initiatives

have been developed to support these aims including a new professional standard for early childhood provision, Early Years Professional Status (EYPS). EYPs lead practice across the Early Years Foundation Stage (EYFS), support and mentor other practitioners, and model the skills and behaviours that secure high quality EY provision for children. To become an EYP, candidates need to gain Early Years Professional Status (EYPS) – this is a status that recognises an individual's expertise as a practitioner and a professional leader of others. EYPS is rewarded to individuals who can demonstrate they meet a set of national, graduate-level EYP Standards when working with children from birth to five.

The overall aims of the research are to investigate EYPs' views of their ability to carry out their roles since gaining Early Years Professional Status (EYPS), and the impact of their leadership in relation to outcomes for children and the quality of provision in early years settings. In addition, the project is concerned with EYPs' career pathways and trajectories. The first paper in the symposium outlines the overarching methodology adopted in the project. The study is designed around two main strands of activity. Firstly, case studies are being undertaken in thirty settings in England, selected to include a range of provision and types of setting. The case studies are based on observations, individual and group interviews, documentary analysis and practitioners' reflective journals. The second strand of activity involves two national surveys of practitioners with EYPS. The first of these surveys has been completed and has elicited information around career aspirations and perceptions of the impact EYPs are having on their working contexts. The findings from this first national survey of EYPs will form the basis of the second paper in the symposium.

The final paper in the symposium considers one aspect of the project, involving the voice of children and practitioners and how ECEC practice responds to new knowledge and voices. This paper will discuss the development of the methodology in this area.

Keywords: Early years professional, leadership, professional identity, pedagogy, career aspirations

THE LONGITUDINAL EVALUATION OF THE ROLE AND IMPACT OF EARLY YEARS PROFESSIONALS: AIMS AND OVERARCHING METHODOLOGY

NEEDHAM, MARTIN; UNIVERSITY OF WOLVERHAMPTON

The first presentation in the symposium will outline the aims and overarching methodology of the Longitudinal Evaluation of the Role and Impact of EYPS.

The aims of the project are to investigate EYPs' views on their ability to carry out their role since gaining EYPS. In particular EYPs' practice in relation to outcomes for children, impact on leadership roles in Early Years settings, impact on other aspects of early years settings such as the quality of practice and interactions as well as the relationships with parents and other agencies. The study is also researching the EYPs' career pathway and views on their career trajectory including any motivations or intentions to change setting, role or career and the extent to which EYPs have undertaken any further training or professional development.

The study is designed around two main strands of activity. Firstly, case studies are being undertaken in thirty settings in England selected to include a range of provision and types of setting. The case studies are based on observations, individual and group interviews, documentary analysis and practitioners' reflective journals. The presentation will discuss the rationale and purpose of data collection tools developed by the project to address the aims (above). The second strand of activity involves two national surveys of practitioners with EYPS. The first of these surveys has been completed and is reported in the second presentation of the symposium.

In particular this presentation will discuss issues around development of a conceptual framework and analysis of EYP leadership and impact that reflects the wide scope and diversity of EYPs' leadership practices. This has involved developing a series of categories to delineate the scope of EYPs' practice leadership and how they fit into the leadership structures within settings.

Interviews have highlighted a wide range of areas in which EYPs were taking a lead. These were categorised under the Standards for EYPS (CWDC 2010). In addition, two other categories were developed. The first captured changes to EYP's areas of leadership responsibility, their position in leadership and management structures, or their leadership approach, that could be linked to having gained EYPS. The second category was concerned with their experience of leading change, specifically those factors that had supported their efforts to bring in improvements (termed mediating factors) and those that had inhibited their efforts (termed moderating factors). The paper will also discuss how EYPs are leading practice in relation practitioner-child interaction and 'sustained shared thinking'.

VENDREDI - FRIDAY

16^E
SYMPOSIA

The presentation will conclude with a discussion of issues raised around how we are conceptualizing (and how we should conceptualize) the relationship between strategic and practice leadership and to what extent childminders are a distinct case and the implication this may have for data collection.

Keywords: Leadership, interaction, professional identity, agency, pedagogy

FIRST SURVEY REPORT OF EARLY YEARS PROFESSIONALS' PERCEPTIONS OF THEIR ROLE, IMPACT AND CAREER ASPIRATIONS

WHITMARSH, JUDY; UNIVERSITY OF WOLVERHAMPTON

This paper reports on the first national survey of practitioners who have achieved Early Years Professional Status (EYPS). BERA 2011 will be the first time that findings from the survey have been disseminated to a wider audience in the UK. The survey set out to identify the background, experience and career trajectories of EYPs and their views on their ability to carry out their role. It also provides an overview of professional development activities, an assessment of the impact of EYPS on professional identity and the difficulties in achieving change in settings. Almost 30 per cent of EYPs completed the survey with a sample broadly representative of the total population of practitioners with EYPS. The intention was to make the survey accessible to all who have achieved EYPS, with the aim of generating responses from approximately 10-15 per cent of respondents. The survey went live between January and February 2010 and by the close of the survey some 1,045 completed questionnaires had been generated, representing nearly 30 per cent of the total number of practitioners with EYPS. This sample was broadly representative of the total population of practitioners with EYPS based on gender, ethnicity, geographical distribution and the pathway they had followed to achieve EYPS.

While the survey highlights many shared characteristics between EYPs, such as being female, White British and established in their career, it also shows important variations in the range of individuals who have attained EYPS. The paper will discuss evidence from the survey in relation to the following four aspects: EYPs' roles and characteristics, the impact of EYPS on skills, professional status, self-esteem and confidence, the impact of EYPS on future career plans and the impact on provision in early years settings. The survey also explored the impact of EYPS on different stages of the change process, from the identification of effective changes through to their implementation and to the use of evaluation techniques and collection of evidence to assess their impact. Responses indicate that EYPS has had a substantive impact upon practitioners' ability to effect change, notably in identifying areas for change and communicating them to colleagues and this will be outlined in the paper, including key barriers to making changes and improving the quality of provision in settings.

Keywords: professionalisation, professional identity, pedagogy, agency, career aspirations

CONSTRUCTING AND RESEARCHING NOTIONS OF CHILDREN'S PERSPECTIVES OF IMPROVING QUALITY IN EARLY YEARS' SETTINGS.

WALLER, TIM; UNIVERSITY OF WOLVERHAMPTON

This paper is focused on researching the construction of children's perspectives of improving quality in early years' settings within the Longitudinal study of the impact and role of Early Years Professionals. In collaboration with the EYPs participating in the project a participatory model similar to the well known 'Mosaic Approach' used by Clark and Moss (2001 and 2005) was piloted and developed to elicit children's perspectives. This research is ongoing and preliminary findings will be reported at EECERA 2011. The research objectives are to develop an understanding of how children view their experiences in high quality EY settings where an EYP is practice leader; to elicit children's perspectives of what they attach significance to in the setting (and why) and EYP's reflection on those perspectives; to document how EYPs respond to children's perceptions of their experiences, how they involve the children in the planning of the curriculum and to investigate how these transformations relate to notions of quality in the EYFS.

A purposive sample of six settings from the 30 case studies within the project was selected to include a range of settings in urban and rural locations. In the initial design of the project careful reference was made to ethical guidelines (NCB, BERA) relating to research with children, in order to consider the balance of harm and effect on the children, confidentiality and issues of informed consent. In addition to this, ethical approval was gained from a University of Wolverhampton Ethics Committee.

The research design gives young children the opportunity to lead the process as documenter, commentator and initiator. The data generation procedure is based around a process of video based stimulated recall. Firstly, this involves children individually reflecting on their meaningful experiences and significant activities in the setting with an EYP using the context of the child's learning journey. The child is then invited to make a short film with the EYP to document their meaningful experiences. The film is shown to a researcher from the project and discussion around the film is voice recorded. The video images remain in the setting and the audio recordings of dialogue form the data for analysis. The first stage of this analysis involves the children's responses which are collated using the analytical tape procedure (Miles and Huberman, 1994). These summary sheets are then imported into an NVivo project to and the NVivo reports are also supplemented by the observations and analyses of the researchers involved and quotes from the young children in order to inform reports to the CWDC on children's perceptions of their experience within high quality settings.

Keywords: children's perspectives, participation, quality, methods

E4. (HOMO)SEXUALITY AS PART OF DIVERSITY – A TOPIC IN EARLY CHILDHOOD EDUCATION?

Chair: Warnecke Wiebke

The presentation will discuss the pros and cons on including "homosexuality" when it comes to sexual education in early childhood institutions. The paper mainly complements the EECERA 2011 strand "expertise, qualifications and common sense", but might also serve as a seldom discussed correlate of "inclusion".

Whereas inclusion over the last decades often was minimized on integration, mostly focusing on children with special needs due to specific handicaps and/ or disability, the academic debate nowadays seems to open up for a broader understanding of equity, diversity and inclusion: Today concepts of gender, ethnic and social background, religious orientation etc. and their intersections are discussed – and last but not least sexual orientation. Do we also have to do so in early education? Do young children really need to know about it? And if we agree to this – what do they need to know? And how are teachers supposed to handle it? How do they feel about it? There always seem to be "hot" topics, things that are hard to talk about, often intertwined with feelings of insecurity, shame, helplessness and that shy, insecure smile we all do know. Sexuality and especially homosexuality in early education seem to be very difficult topics, but: Children do ask questions. Research has shown that children are sexual beings right from the start - they examine the world they live in with curious and open eyes. And what could be more powerful than to rouse the Sundays' coffee-table by saying one of these wonderful, mysterious and somehow forbidden words? That fact is: There is hardly any research concerning the relevance to talk about homosexuality (when it comes to sexual education) in kindergarten and/ or preschool. Some reports of professionals show that indeed children do ask question – and that answering these questions often feels like walking a tightrope. Conceptions of "family" are changing think about patchwork families and so-called rainbow-families: A growing number of children already live with homosexual parents – what does that means for them but also for kindergarten?

The paper will present a short overview of current data (studies and academic positions) mostly from western countries, e.g. Europe, Canada, USA. This data will be analyzed on its meanings and effects for early education and offer approaches for professionals to deal with this challenge in their institutional context. It also provides recommendations for professional reflection in teams or on ones' own.

The presentation is based on a broad context analysis including international data (quantitative and qualitative research), academic perspectives and guidelines for professionals.

All different – all equal: Talking about topics that are hard to deal with might be more terrifying, but also more enriching. The presentation offers perspectives for professionals, but also hopes to encourage the academic society to dip deeper into this field of research.

Keywords: diversity, equity, sexuality, gender

E5 CHILDREN'S CONCEPTIONS OF SCIENCE: IMPLICATIONS FOR SCHOOL

Chair: Louisell, Robert; St. Cloud State University

HERNANDEZ, ABEL, UNIVERSIDAD DE GUANAJUATO, YERBABUENA
WILHELM, JENNIFER, UNIVERSITY OF KENTUCKY, LEXINGTON, KENTUCKY
BOISSONNADE, ROMAIN, UNIVERSITÉ DE NEUCHÂTEL, SUISSE
TARTAS, VALERIE, UNIVERSITÉ DE TOULOUSE II, TOULOUSE, FRANCE
VENNILE, GRADY, UNIVERSITY OF WESTERN AUSTRALIA, CRAWLEY, AUSTRALIA

This symposium discusses three papers about children's conceptions of science and their implications for education. The first paper, *Children's Ideas About the Moon: Interviews From Australia, the U.S., and Mexico*, summarizes interviews conducted in Australia, the U.S., and Mexico concerning children's ideas about the moon. The interview protocol was adapted from Piaget's *Child's Conception of the World*, but it required interviews with parents as well as with children. The second paper, *Learning From Successive Social Situations: How Social Heterogeneity Supports the Scientific Abilities of 10 Year Old Children About Buoyancy*, compares children's understandings of buoyancy before and after various combinations of collaborative and individual learning situations; for example, after only individual or collaborative learning experiences as opposed to after alternating between individual and collaborative experiences. The third paper, *Young Children Do Not Hold the Classic Earth's Shadow Misconception to Explain Lunar Phases*, is a case study of children's early thoughts about the moon's appearance. Although it is often stated that children explain lunar phases by saying that the shadow of the earth is creating the appearances of the lunar phases, this study found no such ideas among the young children whom were interviewed. When teachers are aware of the understandings of children with regard to these science topics, they can be more aware of the ideas that children bring to the classroom environment where their "school learning" begins. The capable teacher must know the student and create a learning environment that incorporates experiences for students to move through their understanding with appropriate models and innovative resources taking care to facilitate understanding and rather than fostering new misconceptions. Implications for further research on the nature of the child's knowledge, as well as appropriate teaching methods, will be discussed.

Keywords: conceptions, science, developmental, social cognition,

Bibliography

- Astuti, Rita, Solomon, Gregg, and Susan Carey (2004). Constraints on conceptual development: A case study of the acquisition of folkbiological and folksociological knowledge in Madagascar. *Society for Research in Child Development* (Boston: Blackwell).
- Caravita, Silvia, and Hallden, Ola. (1994). Reframing the problem of conceptual change. *Learning and Instruction*, Volume 4, 89-111.
- Carey, Susan (1985). *Conceptual Change in Childhood*. Cambridge, MA: MIT Press.
- Driver, Rosalind, and Easley, Jack. (1978). Pupils and paradigms: A review of literature related to concept development in adolescent science students. *Studies in Science Education*, 5, 61-84.
- Driver, Rosalind (1983). *The Pupil as Scientist?* Milton Keynes, UK: Open University Press.
- Duckworth, Eleanor, Easley, Jack, Hawkins, David, and Androula Henriques. (1990). *Science education: A minds-on approach for the elementary years*. Hillsdale, New Jersey: LEA.
- Duit, Reinders. (1999) Conceptual change approaches in science education, in *New perspectives on conceptual change*, edited by Wolfgang Schnotz, Stella Vosniadou, and Mario Carretero. Oxford: Elsevier Science (Pergamon).
- Ebenezer, Jazlin, and Sylvia Connors. (1998). *Learning to teach science: a model for the 21st century*. Upper Saddle River, New Jersey: Merrill-Prentice Hall.
- Easley, Jack, and Klaus Witz. (1974). The Structural Paradigm In Protocol Analysis. *Journal of Research in Science Teaching*, Volume 11, Number 3, pages 281-290.
- Gardner, Howard. (1991). *The unschooled mind: How children learn and how schools should teach*. New York: Basic.
- Hewson, Peter. (2002). A retrospective on students' conceptions and its applications in educational practice. A paper presented at a symposium of the Annual Meeting of National Association for Research on Science Teaching, New Orleans, LA.
- Inhelder, B., & Piaget, J. (1955). *De la logique de l'enfant à la logique de l'adolescent*. Paris: PUF.
- Karmiloff-Smith, Annette (1988). The child is a theoretician, not an inductivist. *Mind & Language*, Volume 3, Number 3 (Autumn, 1988).
- Perret-Clermont, A.-N. (2005). Lo spazio per il pensare. In C. Pontecorvo (Ed.), *Discorso. Una proposta per l'autoformazione e apprendimento degli insegnanti*. (pp. 21-34). Rome: Carocci Editore.
- Piaget, Jean. (1975) *The Child's conception of the world*. Totowa, New Jersey: Littlefield, Adams, and Company. (First published in London by Routledge and Kegan Paul, 1929).
- Samarapungavan, Ala, Vosniadou, Stella, and William F. Brewer (1996). Mental models of the earth, sun, and moon: Indian children's cosmologies. *Cognitive Development*, 11, 491-521.
- Schauble, L. (1996). The development of Scientific Reasoning in Knowledge Rich-Contexts. *Developmental Psychology*, 32(1), 102-119.
- Schwarz, B., Perret-Clermont, A. N., Trognon, A., & Marro, P. (2008). Emergent learning in successive activities. *Learning in interaction in a laboratory context. Pragmatics & Cognition*, 16(1), 57-87.

- Tolmie, A., Howe, C.J., Mackenzie, M., & Greer K. (1993). Task design as an influence on dialogue and learning: Primary school group work with object flotation. *Social Development*, 2, 183-201.
- Vosniadou, S. (1999). Conceptual change research: State of the art and future directions. , in *New perspectives on conceptual change*, edited by Wolfgang Schnotz, Stella Vosniadou, and Mario Carretero. Oxford: Elsevier Science (Pergamon).
- Vosniadou, S., and Brewer, W.F. (1990). A cross-cultural investigation of children's conceptions about the earth, the sun, and the moon: Greek and American data. Technical Report No. 497. University of Illinois. Urbana-Champaign. Center for the Study of Reading. ED 318627.
- Vosniadou, S., and Brewer, W.F. (1994). Mental models of the earth: A study of conceptual change in childhood. *Cognitive Psychology*, 24, 535-585.
- Vosniadou, S., and Brewer, W.F. (1996). Mental models of the day/night cycle. *Cognitive Science*, 18, 123-183.
- Vygotsky, Lev. (1962). *Thought and Language*. Cambridge: MIT Press.
- _____. (1978). *Mind in society: The development of higher psychological processes*. Edited by M. Cole, V. John-Steiner, S. Scribner, & E. Souberman. Cambridge, MA: Harvard University Press.

CHILDREN'S CONCEPTIONS ABOUT THE MOON: CASE STUDIES FROM THREE COUNTRIES

LOUISELL, ROBERT; ST. CLOUD STATE UNIVERSITY
 WILHELM, JENNIFER; UNIVERSITY OF KENTUCKY
 HERNANDEZ, ABEL ULLOA, UNIVERSIDAD DE GUANAJUATO
 VENNILE, GRADY, UNIVERSITY OF WESTERN AUSTRALIA

The first paper is a summary of studies which adapted protocols from Piaget's research on children's ideas about the moon (The Child's Conception of the World). These studies began in 2004 and have since been conducted in the United States, Australia, and Mexico. When Piaget published these early works, he gave only peripheral attention to sociocultural influences on the child's ideas and his interview questions did not attempt to shed further light on this. For the studies reported in this paper, parents, siblings, and teachers were also interviewed.

Samarapungavan, Vosniadou, and Brewer (1996) investigated the influences of cultural stories on children's conceptions. Although they made no direct attempts to trace the influences of parents, siblings, and teachers, they did find evidence of cultural influences in the form of folk stories about cosmological phenomena. However, Astuti, Solomon, and Carey (2004) conducted a study in Madagascar for which evidence was presented that children sometimes constructed different conceptions than those of adults before eventually developing the accepted adult conceptions of the culture. They interpreted these findings to mean that there are developmental constraints operating on the child's construction of concepts—constraints which may resist the influence of the beliefs held by adults in the culture. Our study identified a variety of sociocultural influences, which included children's books, television, videos for children, theme parks, and restaurants. Implications for further research include the recommendation that researchers should interview parents and teachers in order to more thoroughly sleuth out sociocultural origins of the child's thinking.

During the past three decades, a discussion has occurred concerning the alternative conceptions of students at all levels and the implications of these alternative conceptions for instruction (Driver and Easley, 1978; Driver, 1983; Karmiloff-Smith, 1988; Gardner, 1991; Caravita and Hallden, 1994; Duit, 1999; Vosniadou, 1999; Hewson, 2002). Some argue that the child functions more or less like a scientist, with a working theory (Karmiloff-Smith, 1988; Driver, 1983) while others believe that knowledge is acquired in particular areas or domains based on specific contextual experiences which may include instruction (Vosniadou, 1999). Some favor an instructional strategy of presenting the child with counter-intuitive evidence in order to stimulate conceptual change while others favor expert coaching that matches the child's zone of proximal development (Caravita and Hallden, 1994; Duit, 1999). Implications for instruction are thoroughly explored from a variety of perspectives, including those of Piaget and Vygotsky.

Keywords: moon, science, children's conceptions, cognition

APPRENDRE À TRAVERS DIVERSES SITUATIONS SOCIALES: FAUT-IL ALTERNER LES SITUATIONS SOLITAIRES ET COLLABORATIVES POUR QUE DES ENFANTS DE 10 ANS COMPRENNENT MIEUX UN PHÉNOMÈNE PHYSIQUE?

ROMAIN BOISSONNADE
 VALERIE TARTAS

La compréhension par les enfants d'un phénomène physique complexe comme la flottaison des objets dans l'eau permet d'étudier comment ils élaborent des conceptions, des concepts, du raisonnement causal ou encore des prédictions. De nombreuses études ont focalisé l'attention scientifique soit sur les aspects matériels de l'expérience, ou bien sur le contexte instrumental, ou encore sur les interactions

avec un adulte ou des pairs. Il existe cependant une tradition de recherches qui intègre ces dimensions pour étudier comment soutenir la pensée scientifique des enfants (Tolmie, Howe, Mackenzie & Greer, 1993; Schauble, 1996).

Dans cette perspective, notre but est de comprendre si travailler successivement en solitaire et en collaboration aide les enfants à développer une pensée scientifique, plutôt que de travailler uniquement en solitaires ou uniquement en collaborant.

Une expérimentation a été réalisée avec 106 enfants de 10 ans. Le pré-test et le post-test évaluent la qualité des prédictions, des justifications et les explications générales des enfants sur le phénomène de flottaison des objets. L'entraînement est proposé en trois temps successifs. Quatre groupes expérimentaux sont composés : des enfants qui travaillent uniquement en solitaire (III) , uniquement en dyade (DDD), ou alternant des étapes solitaires et dyadiques, soit en commençant par une étape solitaire (IDI) ou par une étape dyadique (DID). A chaque étape, les enfants font de prédictions et des vérifications ; ils écrivent ensuite une explication générale, mais sont libres d'utiliser le dispositif instrumental (pâte à modeler, balance, brouillon...).

Deux conditions expérimentales soutiennent des progressions cognitives Les enfants du groupe IDI progressent notamment dans la prédiction de la flottaison des objets. Les enfants du groupe DDD progressent dans les justifications de leurs prédictions sur des objets concrets. La répétition de la coordination de points de vue entre enfants semble aider les enfants à comprendre que de multiples arguments peuvent être utilisés pour des faits particuliers. Cependant, travailler en alternant les situations individuelles et dyadiques peut les aider à prendre connaissance des propriétés physique des objets, et à développer certaines pratiques instrumentales.

Keywords: density, cooperative learning, social, individual

Bibliography

Tolmie, A., Howe, C.J., Mackenzie, M., & Greer K. (1993). Task design as an influence on dialogue and learning: Primary school group work with object flotation. *Social Development*, 2, 183-201.
Schauble, L. (1996). The development of Scientific Reasoning in Knowledge Rich-Contexts. *Developmental Psychology*, 32(1), 102-119.

YOUNG CHILDREN DO NOT HOLD THE CLASSIC EARTH'S SHADOW MISCONCEPTION TO EXPLAIN LUNAR PHASES

JENNIFER WILHELM

A case study of four young children was conducted to shed light on the process that children undergo in developing their understanding of physical phenomena. Using the notion of spontaneous construction and its relationship with school learning of scientific concepts, children's early thoughts regarding the moon's appearance were explored. No shadow misconceptions as a cause of lunar phases were observed. The external interest of this research study involves when and why do children develop the commonly held Earth's shadow misconception as the cause of the moon's phases. Two Piagetian interviews were conducted with each child, the first involved a lunar protocol and the second (given a week later) was a shadow protocol. By better understanding how children think about the moon's changing appearance and knowing that young children do not tend to hold the shadow misconception, one can see what children bring to the classroom environment where their "school learning" begins. The capable teacher must know the student and create a learning environment that incorporates experiences for students to move through their understanding with appropriate models and innovative resources taking care to facilitate understanding and not create new misconceptions such as that of the classic Earth's shadow misconception.

Keywords: lunar phases, moon, conceptions, developmental

E6 THEORISING TRANSITION 2

Chair: Peters, Sally, University of Waikato

MARGETTS, KAY, UNIVERSITY OF MELBOURNE, AUSTRALIA
DOCKETT, SUE, CHARLES STURT UNIVERSITY
PERRY, BOB, CHARLES STURT UNIVERSITY

In recent years there has been a great deal of research focused on children's transition to school. This research has drawn on a range of approaches, utilised multiple methodologies and methods and generated an opus that has influenced not only research itself, but also policy and practice in many countries around the world. Much of this research has occurred among members of the EECERA community, often involving members of the Transition SIG.

Underpinning this extensive body of research has been a diversity of theoretical frameworks and approaches. In some instances, researchers have applied established paradigms to their investigation of the transition to school; in others, theories have been adapted and synthesised to generate new and varied perspectives not only of transition as a process, but also of the participants and their roles within transitions.

This symposium is the second of two which aim to explore and interrogate several theoretical positions that have been used to explain and explore the transition to school. Over the two linked symposia, five papers draw on different approaches to using theory within different research projects and contexts. These papers propose various theoretical positions, question the applicability of theory in general and explore the implications of adopting different theoretical stances. In each paper, researchers draw from their own investigations of transition, reflecting on how theoretical frameworks have guided this research, as well as how the research and its outcomes have informed those frameworks. Research from Iceland, Scotland, Sweden, New Zealand and Australia is highlighted.

The final paper reflects the efforts of a large group of international researchers – many of whom are Transitions SIG members – to develop a consolidated position statement, based on diverse theoretical frameworks, that emphasises the significance of the transition to school within children's educational careers. This statement is of relevance to researchers, educators and policy makers and urges recognition of the transition to school as a pivotal time for engagement in education. Each of the researchers presenting papers in the linked symposia was among those who have contributed to this position statement. The relevance of adopting a position statement and implications of this for researchers, policy makers and practitioners is discussed.

Keywords: transition to school, theories, position statement

RESEARCH ON TRANSITION BETWEEN PRESCHOOL AND PRIMARY SCHOOL

EINARSDOTTIR, JOHANNA; UNIVERSITY OF ICELAND

The transition to school marks a significant change in the lives of children and their families. In the Nordic countries, almost all children have attended preschool for several years before they start primary school, and in Iceland, preschool is the first level of schooling. Although preschool attendance is nearly universal today there is a considerable difference between preschool and primary school levels. They have very different histories, traditions, and organization, and the laws and national curricula governing them have different emphases. During the last decade I have conducted several studies of children's transitions to school in Iceland. The focus has been on the views of children, parents, and teachers regarding the transition between preschool and primary school. In this paper I will discuss the theoretical foundation of these studies and their results. But before I turn to that, I will briefly discuss the role of theory in educational research and address the following questions: How important is theory in educational research? Can theory become an obstacle or be misused?

Most researchers see theory as an important aspect of educational research. Theory has been described as a map or a lens, framing and shaping what the researcher sees and examines. It is an instrument that helps to describe and explain the phenomenon being studied, and allows researchers to think differently and see familiar phenomena in novel and interesting ways. Limitations of the use of theory have also been pointed out. Just as theory can allow us to see familiar phenomena in novel ways, it can also function like a set of blinkers, restricting what one sees and how one sees it. The transition studies I have conducted have had different foci, different aims, and involved different groups, and have thus used different theoretical perspectives. My most recent studies are with children,

VENDREDI - FRIDAY

16 E
SYMPOSIA

seeking their views, experiences, and perspectives on transition to school. I have also conducted research with other stakeholders involved in the process of starting school (parents and teachers). In my mind, theories are an important part of conducting educational research. I use theory to shed light on the collected data, by which I mean theory helps me notice novel things and reveal new understandings. I also use it to help me understand and explain what happened, why, and what it means. However, I usually do not explicitly start a study with a specific theory. I find that this could become restricting and could limit what I see, and how I analyze and interpret what I see. On the other hand, I am well aware that my implicit theories and beliefs about children, childhood, and education influence my decisions about what to study, what I see, and how I interpret it.

Keywords: transition to school, theories

UNDERSTANDING TRANSITION AND ADJUSTMENT TO SCHOOL

MARGETTS, KAY; UNIVERSITY OF MELBOURNE, AUSTRALIA

Transition and adjustment to the first year of schooling are closely intertwined and are characterised by diversity and complexity. Transition is the process of moving into the new school setting, while adjustment is the desired outcome of a successful transition. Both the process and the outcome are linked by the notion of adaptation: to a range of new experiences and expectations associated with the physical, social, emotional and academic environments, and taking on a new identity and social status. This paper focuses primarily on the adjustment of children to the first year of school and adopts an ecological or interactional approach to consider issues around constructs of adjustment, the identification and assessment of adjustment, factors influencing children's adjustment, and implications and challenges for policy, practice and research.

Important findings from my research suggest that the participation of children and their families in comprehensive transition programs is associated with children's early school adjustment, including higher levels of social skills and academic competence. In supporting children's adjustment to school it is important that schools review the extent to which they provide flexible and relevant transition experiences with many opportunities for children and families to become familiar with the new school prior to commencement, and the extent to which they identify and support children 'at risk' of poor transition and adjustment. Questions need to be asked about why particular cohorts are, or are not, participating in different activities, and what activities are most effective for different groups. This can be facilitated when there is collaboration between school, children, parents and community members in developing transition programs relevant to the needs of particular groups of the school community.

Keywords: transition, adjustment, theories

POSITIONING RESEARCH, POLICY AND PRACTICE ON TRANSITION TO SCHOOL.

DOCKETT, SUE; CHARLES STURT UNIVERSITY
PERRY, BOB; CHARLES STURT UNIVERSITY
PETERS, SALLY; UNIVERSITY OF WAIKATO

The aim of this project was to consolidate a wide range of research into a document to inform and guide policy and practice in the area of transition to school.

The importance of positive transitions to school has been emphasised in research around the world. It is well established that a successful start to school is linked to later positive educational and social outcomes. Early childhood education researchers, practitioners and policy makers are aware of this research and realize the necessity of establishing a position concerning the importance of transition to school.

In October, 2010, 14 researchers working in transition to school developed a draft position statement on transition to school which was based on current transition to school research. Commitments and issues from diverse theoretical approaches held by a wide range of researchers and research were synthesised, with a view to developing a common framework for promoting positive transitions to school. This draft was then presented and discussed with over 40 Australian early childhood policy makers and almost 100 practitioners before being revised and finalised, with the following purpose.

The position statement reconceptualises transition to school in light of social justice, human rights (in-

cluding children's rights), educational reform and ethical agendas, and the established impact of transition to school on children's ongoing learning, development and wellbeing.

The position statement is based on national and international understandings of the importance of the transition to school. It provides a strong basis for action for government, organisations and individuals as all strive for policies and practices that support the best possible start to school for all children and their families.

In this presentation, the need for such a position statement in Australia and other countries will be discussed as will the process of developing, trialing, revising and finalizing the statement.

The set of beliefs underpinning the position statement are:

- understandings of all children as competent, capable and creative, who have already learned a great deal before they enter school, regardless of their context or backgrounds;
- acknowledging and supporting children as active participants in their own transition and learning;
- recognising and valuing the strengths of all involved in transitions to school;
- genuine partnerships involving reciprocal, responsive, respectful relationships;
- critical reflection on established policies and practices and their underlying assumptions; and
- commitment to curriculum and pedagogy relevant to children's characteristics, interests and circumstances.

Discussion of these underpinnings will lead participants to the structure of the document in terms of:

- opportunities;
- aspirations;
- expectations; and
- entitlements

for children, families, educators, communities, and educational settings and systems.

The presentation will consider the details of the position statement and investigate how it could be used in countries beyond Australia to enhance the transition to school experiences of as many children as possible. Copies of the position statement will provide participants with the opportunity to interact around a document which has already begun to influence policymakers and research leaders in the field in Australia and around the world.

Keywords: transition to school, position statement, policy, practice

E7 SPECIALIST TEACHERS FOR THE EARLY YEARS 3-6: THE SCOTTISH EXPERIENCE

Chair: Stephen, Christine, University of Stirling, Scotland

DUNLOP, ALINE-WENDY, UNIVERSITY OF STRATHCLYDE, GLASGOW, SCOTLAND, UK
CAREY, JENNY, UNIVERSITY OF STRATHCLYDE, GLASGOW, SCOTLAND, UK
HENRY, JACQUELINE, UNIVERSITY OF STRATHCLYDE, GLASGOW, SCOTLAND, UK
MARTLEW, JOAN, UNIVERSITY OF STRATHCLYDE, GLASGOW, SCOTLAND, UK
WILSON, MALCOLM, UNIVERSITY OF STRATHCLYDE, GLASGOW, SCOTLAND, UK
GROGAN, DEIRDRE, UNIVERSITY OF STRATHCLYDE, GLASGOW, SCOTLAND, UK

This self-organised symposium of three papers reports an innovative e-learning postgraduate teacher education programme providing opportunities for early childhood prior-to-school teachers and early primary school teachers to study together through a blended e-learning postgraduate programme with the aim of ensuring high quality early years education within Scotland's new Curriculum for Excellence Early Level 3-6.

In February 2010 the Scottish Government awarded the Early Years Team at the University of Strathclyde a grant to develop and pilot a new specialist postgraduate route for GTCS (General Teaching Council Scotland) registered teachers working in the early years 3-6. This innovative pilot programme recruited 25 early childhood teachers when the course was launched in March 2010. They will complete their fourth module in June 2011. This externally funded e-learning Pilot aimed to enhance innovative approaches to course design using learning technologies in a distinctive course portfolio in collaboration with the pilot students. The three papers address 1) the theoretical framework of the pilot project and emerging issues for early childhood teacher specialism including relationships between theory and practice; concepts of leadership and role; common approaches for children aged 3-6 years; curriculum

VENDREDI - FRIDAY

16^E
SYMPOSIA

reform and professionalism; 2) the EYTS e-learning course development and its impact on tutor practices during the pilot; and 3) The EYTS e-learning course experience and views of its impact on teacher practices.

Children's experience in the early years is recognized by Scottish Government as central to their later success: policy stresses the role of good early years experience in combating poverty, promoting health, wellbeing and learning. Promoting development opportunities for early years teachers is part of investing in the early years "given the evidence on the potential benefits of having teachers with specific early years skills working in early years settings, the Scottish Government is committed to working with teacher education institutions to develop courses which will offer more specialised early years teaching skills. This is one of the Early Years Framework's Priorities for Action." (Scottish Government, 2009).

The Donaldson Review of Teacher Education (2011) proposes that in a climate of radical curriculum reform "Drawing on an extensive and compelling range of evidence, national and international, it is clear that the two most important factors which promote excellent education are the quality of the teaching profession and of its leadership. This Review addresses both of these factors through the lens of career-long teacher education." Donaldson Review of Teacher Education (2011, p82).

The Scottish tradition of a teaching profession trained to work with children aged from 3 year to 12 years has provided the profession some understanding of continuums of learning, the contribution of early childhood education and fosters bridging into school. New specialist courses that build on existing expertise raise issues about the roles the early childhood specialist may play in the transformational changes for children and families to which Scottish policy aspires.

Keywords: teacher education, leadership, collaboration, e-learning

Bibliography

Donaldson, G (2011) Teaching. Scotland's Future. Report of a Review of Teacher Education in Scotland. Edinburgh: The Scottish Government.
Her Majesty's Inspectorate of Education (2009) The Early Years Framework Learning Together, Positive Start, Positive Outcomes. A Report by HM Inspectorate of Education. Livingston: HMIE.

GENERIC OR SPECIALIST? THE EARLY CHILDHOOD TEACHER IN SCOTLAND

DUNLOP, ALINE-WENDY AND CAREY, JENNY, UNIVERSITY OF STRATHCLYDE

In the context of the Early Years Framework (Scottish Government, 2008), and a wider literature (Shonkoff, 2010) it is recognized that there will be new demands on nursery and primary education early childhood teachers and the wider early years workforce. Recent research has placed an emphasis on the importance of the qualification levels of staff, curriculum quality and sensitive staff-child interactions. A role in leading practice, modeling interaction, enriching learning, emphasizing team skills and being clear about the value they can add are all essential skills for early educators. The literature also highlights that if reforms are to make a difference to teaching and learning, educators need "to alter their beliefs and review their practices" (Stamopoulos, 2003): specialist training opportunities can provide such support and development.

A long tradition of Scottish primary school teachers having the option to specialize in early years following completion of their initial teaching degree was eroded and Instead a culture of 'teacher presence' and 'access to a teacher' is gradually replacing the full-time appointment of such teachers in preschool education. A new specialist programme in early education is offered at Masters level: the pilot e-learning programme began with the following four modules of study which form the basis of this symposium: Early Years Teacher Professionalism; Questioning Pedagogies; Contemporary Childhood: a Collaborative Workforce and an Independent Study Action Project.

Twenty five students and 6 tutors have been regularly involved in e-based teaching and learning exchanges. The theoretical framework of the pilot project is threefold: the ways in which participants are positioned in terms of their existing and growing knowledge, the scaffolding role played by tutors, and the developing communities of practice amongst students and between students and tutors. The learning platform provides a running record of all transactions, a record of attendance, of access to video streamed lectures, of each discussion between tutors and their groups and between student groups and of uploaded assignments. The activity of a single tutor or student can be monitored: an enormous amount of data is generated. The evaluation research process was embedded into the learning environment and the ethics of participation were discussed with all students – they in turn gave informed con-

sent to student material and environment being used to inform future practice.

The e-learning environment houses course outlines, participant profiles, the student handbook, materials, video streamed lectures, tasks, chats, discussion forums and instant messaging.

Three key questions were asked

1. What has the staff experience of the course been like?
2. What has the students' experience of the course been like?
3. What improvements can be made for the next delivery of the course?

Qualification levels and competences of staff are currently being explored across Europe (Oberhuemer, Schreyer and Neuman, 2010). The emerging issues for early childhood specialist teachers include relationships between theory and practice; concepts of leadership and role; common approaches for children aged 3-6 years; curriculum reform and professionalism and reflection.

Keywords: Course innovation, positioning, teaching specialism

Bibliography

Oberhuemer, P, Schreyer I and , and Neumann (2010) Professionals in Early Childhood Education and Care Systems: European Profiles and Perspectives. Poladen and Framington Hills, MI: Barbara Budrich Publishers.

Scottish Government (2008) The Early Years Framework. [Accessed February 2011]

<http://www.scotland.gov.uk/Publications/2009/01/13095148/0>

Shonkoff, J. (2010) Building a New Biodevelopmental Framework to Guide the Future of Early Childhood Policy. Child Development, 81, 1, 357–367.

Stamopoulos, E (2003) Elucidating the Dilemma of P1 in Western Australian Schools: towards a solution, Contemporary Issues in Early Childhood, 188217

THE EYTS E-LEARNING COURSE DEVELOPMENT: IMPACT ON TUTOR PRACTICES

HENRY, JACQUELINE AND MARTLEW, JOAN, UNIVERSITY OF STRATHCLYDE

The nature of a pilot course requires flexibility and adjustments by all involved as content, interactions and systems are developed. Tutors used to face-to-face teaching find they need to develop new skills for e-based learning. The literature highlights the issue of creating social presence and social interaction in an online environment (Garrison, 2007; Kreijns et al, 2003). Interaction and collaboration are essential elements of learning but although the technology makes it possible in an online environment there are no guarantees the interaction and collaboration will occur. Thought needs to be given to the structure of the tasks, the nature of the facilitation provided and the provision of 'non-learning fora' (Kreijns et al, 2003). Garrison (2007) addressing the issues from a 'community of inquiry' perspective, shows the importance of the intersection of social and cognitive presence highlighting the importance of a socio-cultural approach where learning is located socially, interpersonally, culturally and historically (Vygotsky, 1978), as well as cooperatively across groups and between tutors. Giroux (1983, 1988) recognizes the curriculum as a cultural script, his radical view of education looks at what could be and focuses on educators being more critical and visionary in their pedagogies.

Our research question derives from the assumption that learning is supported by learners' interactions with materials, peers and tutors. Did the online learning environment developed for the Early Years Teacher Specialism support the interaction that would lead to learning and to new pedagogies to the benefit of young children?

Six tutors had an online presence. The process of reflection on learning is built into the first module of the course: 'Early Years Teacher Professionalism'. The main content of this module is driven by the question 'What does it mean to be a professional in early childhood services?' Likewise each of the four modules had planned topics, apart from the last module in which students undertake an 'Independent Study Action Project' in their classrooms which develops an inquiry of their own choosing. This study forms the context for student-tutor interaction, within student group engagement, individual tasks and written assignments.

Initial codes for analyzing tutor and student participants' discussion/chat contributions looks at how they position themselves in relation to content knowledge and the current topic, including how excerpts may be classified as social, environmental, task oriented, cognitive discourse, engagement, reflection and the nature of the facilitating role during tutor chats.

We explore the naturally occurring tutor positioning (Dennen, 2010) during online discussions, the extent to which traditional roles were supported during the discourse, the presence and positioning adopted by

tutors and students in sustained periods when together they occupied zones of proximal development and the impact of planning and participating in students' on-line learning. Findings support the development of online resources which address the fundamentals of teaching across the early level; provide opportunities to use practice to explore theory and examine research evidence to develop strong and mutual partnership between schools, teachers and training institution.

Keywords: Interactions; tutor learning; positioning

Bibliography

- Arvaja, M., Salovaara, H., Häkkinen, P., & Järvelä, S. (2007). Combining individual and group-level perspectives for studying collaborative knowledge construction in context. *Learning and Instruction*, 17(4), 448-459.
- Dennen, V.P. (2010) Facilitator presence and identity in online discourse: us of positioning theory as an analytic framework. *Instructional Science*. DOI: 10.1007/s11251-010-9139-0.
- Giroux, H. (1988). *Teachers as transformative intellectuals: Towards a critical pedagogy of learning*. Granby, MA: Bergin & Garvey.
- Kreijns, K., Kirschner, P., & Jochems, W. (2003). Identifying the pitfalls for social interaction in computer-supported collaboration learning environments: a review of research. *Computers in Human Behaviour*, 19, 335-353.
- Vygotsky, L.S. (1978) *Mind in Society*. Cambridge, Mass. & London: Harvard.

THE EYTS E-LEARNING COURSE EXPERIENCE: IMPACT ON TEACHER PRACTICES

WILSON, MALCOLM AND GROGAN, DEIRDRE, UNIVERSITY OF STRATHCLYDE

In this paper we report the experience of teachers on the Early Years Teacher Specialism e-learning programme and in so doing consider the impact of participation in postgraduate study upon teacher practices. The learning environment was structured to provide streamed lectures, individual tasks, group activity using live chats, summary postings of group activity, tutor live chats and face-to-face induction and recall days which were important for identifying with others and creating a group ethos. Data from online chats, particularly for the 'Questioning Pedagogies' module and the 'Independent Study Action Project' is analysed with particular attention to the experience of six participants. The literature reports on research with large groups of students (Caballe et al, 2010; Lopez-Perez, 2011; Stricker et al, 2011), relying on data extracted from the online learning environment and other university systems to undertake statistical analysis. Other studies focus on detailed analysis of small numbers of students and a limited number of texts/dialogues to provide an in-depth understanding of what was actually taking place in relation to interaction and learning (Arvaja et al, 2007; Hrastinski, 2008; Paulus & Phipps, 2008; Zemel et al, 2007).

Three questions are addressed :

How effectively did it allow collaboration and interaction to take place amongst practitioners who were located across the country? In what ways have the students developed their understanding of pedagogical and educational issues? How has this influenced their practice?

To answer questions about the impact of the e-learning course on teacher practices, we were interested in how much the chats encouraged a 'sense of belonging' i.e. what were the indicators of social presence and how much time was given to this. As the students were in groups for the purpose of engaging in live chats to 'talk about' the topics presented each week we were interested in the way these chats encouraged learning i.e. did they 'construct new knowledge together'. And finally, as the purpose of the course was the professional development of practitioners, we were interested in evidence that practitioners were linking the topics under discussion to practice.

Personal reflections, within groups chats and assignments provided sources for coded analysis of student learning and impact on practice. By analyzing participants' descriptions of their thinking, the changes instigated in their practices and the extent to which their knowledge is challenged indicators of new learning were identified.

It is concluded that the e-learning environment provides a powerful tool for learning and reflection and that student engagement with the materials, tutors and each other promotes deep reflection on practice and clear justifications of new classroom approaches. A powerful professional development opportunity is created, leading to tangible outcomes across a network of participating teachers which supports the concept of teachers generating communities of enquiry (Lave and Wenger, 1991) through a shared environment for study.

Through shared supported enquiries students considered their educational practices, what influenced them, the benefits and challenges of study for classroom practice, the national drive for raised expertise amongst early childhood teachers and the ways in which the course experience did or did not make a difference for the children with whom they work.

Keywords: teacher impact, leadership, pedagogies

Bibliography

- Caballé, S., Daradoumis, T., Xhafa, F., & Juan, A. Providing effective feedback, monitoring and evaluation to on-line collaborative learning discussions. [doi: DOI: 10.1016/j.chb.2010.07.032]. Computers in Human Behavior, In Press, Corrected Proof.
- Lave, J. & Wenger, E. (1991) Situated Learning. Legitimate Peripheral Participation. Cambridge: Cambridge University Press.
- López-Pérez, M. V., Pérez-López, M. C., & Rodríguez-Ariza, L. (2011). Blended learning in higher education: Students' perceptions and their relation to outcomes. Computers & Education, 56(3), 818-826. DOI: 10.1016/j.compedu.2010.10.023
- Stricker, D., Weibel, D., & Wissmath, B. (2011). Efficient learning using a virtual learning environment in a university class. Computers & Education, 56(2), 495-504. DOI: 10.1016/j.compedu.2010.09.012
- Paulus, T., & Phipps, G. (2008). Approaches to case analyses in synchronous and asynchronous environments. Journal of Computer Mediated Communication, 13, 459-484. DOI: 10.1111/j.1083_6101.2008.00405.x

E8. THE ROLE OF THE HOME VISITOR FROM THREE PERSPECTIVES: INITIAL TRAINING, IMPACT ON THEMSELVES AND A PERSONAL PERSPECTIVE.

Chair: Fagan, Beth, Early Learning Initiative, National College of Ireland (ELI/NCI)

SHARE, MICHELLE, CHILDREN'S RESEARCH CENTRE, DUBLIN
AN HOME VISITOR

The Parent Child Home Programme (PCHP) is an innovative, home based literacy and parenting programme that strengthens families and prepares children to succeed academically. Targeting children aged between 18 months to 4 years, its aim to enables parents to support their children's oral language, literacy and numeracy development.

At present, it is being delivered to 70 families in two disadvantaged areas in Dublin. While in the US middle class, well educated people deliver the programme, in Ireland, local people with little or no qualifications, are trained as Home Visitors.

The Home Visitors visit families twice a week for two school years. During the half hour visit, they model reading, play, and conversation for parents and children in their own homes. They help parents realize their pivotal role as their children's first and most important teacher, generating enthusiasm for learning and verbal interaction through the use of engaging books and stimulating toys (Levenstein , 1992 and Levenstein et al. 1998). Parents are encouraged to continue the learning between visits using the books and toys they receive as gifts. This approach empowers parents, allowing them to prepare their children for school success, and to take pride in their commitment to, and impact on, their children's education. Recruiting local people to deliver the programme has enabled them to share their understanding and awareness of the importance of early education with, not only the PCHP families, but also their own families. Over the years, through work experience and regular supported, on-going professional development, the Home Visitors have developed a level of expertise, skills and knowledge that has enabled them to deliver the programme in an effective and professional manner. For the PCHP families, having local Home Visitors have helped them feel that PCHP is something for them, not something imposed upon them. Their voice and knowledge is respected and integrated into the programme.

This symposium will examine the role of the PCHP Home Visitor from three perspectives. The first paper examines the training, selection and support of Home Visitors by the National Coordinator for PCHP. It will highlight how their journey from parent to professional is supported so that they provide a professional effective service to the families they serve. The second paper presents the results of an independent evaluation of the programme by the Children's Research Centre, Trinity College. It is relevant to the Conference Theme of 'Expertise, qualifications and common sense' and highlights the impact it has on the Home Visitors' perceptions of themselves as professionals. The third paper examines the role from the personal perspective of a Home Visitor. The challenges of transiting from home to work, from non-accredited to accredited training are emphasised. It will also explain how the Home Visitors support children and their families to make the transitions from home to community and institutions.

Keywords: Literacy, school readiness, community development

Bibliography

- Levenstein, Phyllis (1992). The Mother-Child Home Program: Research methodology and the real world: Guildford Press
- Levenstein, Phyllis et al (1998). Long term impact of a verbal interaction program for at-risk toddlers: An exploratory study...Journal of Applied Developmental Psychology, 19.

THE ROLE OF THE HOME VISITOR - THE RIGOROUS TRAINING, SELECTION AND SUPPORT PROGRAMME

FAGAN, BETH, ELI/NCI, IRLAND

My job when I came to the Early Learning Initiative at the National College of Ireland was to ensure that the Parent Child Home Programme was delivered correctly – that meant ensuring that the newly trained Home Visitors – understood their role. The first training emphasised the importance of confidentiality, the limits of the Home Visitor role, and the essential task of modelling for the parent how to read and play with children to ensure that the children were getting the most from the books and toys. Training Home Visitors to ask open ended questions, which allows for building of vocabulary takes time, patience and practice. The open ended question shows the child you are interested in what they are saying, and that is an extremely important message to a small child.

Home Visitors are recruited, in the US where PCHP started, by an application form, followed by an interview, and then by Home Visitor Training. After the interview stage the US equivalent of the police check (CORI) check would be carried out. As home visiting was new to Ireland I decided it could not be done in the same manner. We invited anyone who was interested in becoming a Home Visitor, or anyone who just wanted to know what the programme was about, to come and partake in the Home Visitor training. This approach proved quite useful – I was on hand to answer all the questions about the programme, with its emphasis only on preliteracy and prenumeracy,

We repeated the training the following year and returning Home Visitors were able to add to the discussion. Their contribution proved very valuable, they understood the questions, nervousness and anxiety of the women who were considering joining the team.

Home Visitors are special people: it takes a certain amount of courage and determination to go into someone else's home, and interact with a parent and her child. Supervision is an essential part of ensuring that the visits are being carried out in the correct way, but also provide a safe place for Home Visitors to explore their mistakes, seek advice from the group, and reflect on their own practice without fear of criticism. Reflective supervision is a cornerstone of a good Parent Child Home Programme. Home visiting staff who support and encourage each other, offer solstice when the going gets tough, are a team that understand the mission of the programme and their essential role in it.

Just as Vygotsky (1978) influences the PCHP programme itself, he has also influenced the delivery of training and support to the Home Visitors. The founder Phyllis Levenstein established in her own research on PCHP that the data reveal that a college education is not essential to the role of the Home Visitor (Levenstein P, 1977).

Keywords: Home Visitor, Parents, Children, Learning

Bibliography

Vygotsky, Lev. Vygotsky and Education, (p157) Cambridge University Press.

Levenstein, Phyllis, The Mother Child Home Program: the preschool in action, 2nd edition (27-29), Allyn and Bacon Boston.

EMPOWERING LOCAL WOMEN THROUGH A READING HOME VISITING PROGRAMME

SHARE, MICHELLE (DR.) CHILDREN'S RESEARCH CENTRE, TRINITY COLLEGE DUBLIN.

Empowering local women through a reading home visiting programme

This paper reports on the evaluation of the Parent Child Home Programme (PCHP) in the Dublin Docklands focusing on the experiences of the home visiting staff. PCHP in Dublin differs to the US model through the employment of local women, many of whom have come from manual occupations and with incomplete secondary education. There is considerable evidence (US) on child and family outcomes related to PCHP, yet little is known about those who deliver the programme. This is important given that a unique feature of the Dublin PCHP is the employment of local women. Home visiting programmes have been shown to be more socially-oriented and welcomed by mothers (Taggart et al., 2000).

Methods

A longitudinal research design was employed over one two year cycle of the PCHP (2009-2011). Two semi-structured in-depth interviews were conducted with 11 PCHP Home Visitors in year 1 and year 2 and two end-of-year focus groups.

These sought to understand a number of issues in relation to home visitors: the pathways to becoming a Home Visitor; Home Visitors' relationships with parents, and views regarding the features of a successful visit.

Findings

Home Visitors are primarily mothers who reside in the Dublin Docklands and all care for children at home. The reasons for becoming a Home Visitor relate mainly to a desire to work with children on a

one-to-one basis and to do something that makes a difference. Previous occupations held by the Home Visitors ranged across childcare assistance, office administration, manual factory work, retail assistance, cleaning, and home duties.

Home Visitors spoke positively about their jobs. Nevertheless, in common with childcare workers their professional identity is unclear (Moloney, 2010). While training is highly valued the introduction of a formal training course leading to certification was a significant challenge for many.

Being a Home Visitor was an empowering process for them: it had boosted their self-confidence and given them a sense of achieving something worthwhile. This empowering effect was extended to Home Visitors' own families. Home Visitors speak of the benefits of seeing the child develop and of their relationships with parents, but they do experience a number of barriers in carrying out their role.

Implications

This analysis of the PCHP programme from the perspective of the Home Visitors indicates that it has a number of important benefits: it has the potential to be an empowering model of community employment through its links with a third level institution rather than the more common welfarist approach; the benefits extend to the Home Visitors and their own families; it is a recognisable and locally-owned and trusted response to community education in areas of deprivation

Keywords: Home Visiting, empowerment, community

Bibliography

Moloney, M. (2010). 'Professional Identity in early childhood care and education: perspectives of preschool and infant teachers'. *Irish Educational Studies*, 29: (2): 167-187.

Taggart, A., Short, S. and Barclay, B. (2000). „She has made me feel human again': An evaluation of a volunteer home-based visiting project for mothers." *Health and Social Care in the Community* 8 (1): 1-8.

HOME VISITOR: MY PERSONAL JOURNEY FROM PARENT TO COMMUNITY ROLE MODEL.

HOME VISITOR, EARLY LEARNING INITIATIVE, NATIONAL COLLEGE OF IRELAND

This paper describes, in her own words, the story of a home visitor. It outlines her previous background, how she decided to join the PCHP training programme and her experience of the initial training and subsequent interview. The training is designed to give participants a sense of what the job of home visitor is like. Following the training, participants can decide whether to apply for the job or not.

The work of home visitor will also be outlined, from the initial visit, with the Coordinator, to a family, the twice weekly visits and the various events throughout the year. She will explain how a home visit works, in particular her non-directive modelling of how to talk, read and play with children. How parents and children are supported to make the transition between home and school will also be described. In addition, as the programme progresses, the home visitor has to gradually let the parent lead the visit, while she sits, observes and supports as appropriate. The home visitor will explain how she manages this subtle, but essential, change over the course of the two year programme. Scaffolding the learning for both parents and child is essential (Vygotsky, 1978; Wennerergren and Ronnerman 2006). The PCHP events help to children to mix with other children and their families. They create a community spirit among the families and are particularly valuable to the migrant families who may not know anyone in the community.

On-going professional development and support is provided to home visitors. The home visitor will describe the weekly supervision sessions, where she and the other home visitors discuss issues that have arisen for them in relation to both the programme and the families. While there has been regular non-accredited training provided to home visitors, last year accredited training in family and community support was provided. As most of the home visitors were early school leavers and had no formal qualifications, this was a major challenge for most of them. The transition from non-accredited to accredited training and the supports required will be described.

Finally, the role of the home visitor in the community will be described. Easily recognisable in their distinctive uniforms, home visitors act as ambassadors and provide an 'accessible point of contact, information and referral for families' (Start Strong 2010) within the community. By discussing their work with their own families, friends and neighbours, they increase the interest in and knowledge about education in their own personal network. This has created a ripple effect throughout the community, with more and more people coming to appreciate and understand the benefits of education.

Keywords: Home Visitor, Community, Education, Children, Professional

Bibliography

Start Strong (2010) *Children 2020 November 2010 Report Summary*, Dublin: Start Strong

Vygotsky, L. (1978) *Mind in Society: the development of higher psychological processes* (edited by Michael Cole; translated from the Russian), Cambridge, Mass.: Harvard University Press

Wennergren, A. and Ronnerman, K. (2006) Action Research in the Light of the Zone of Proximal Development, in Mockler, N. (2006) Local Research, Global Community: Action Research for a New Century, Carn Bulletin 11A, Autumn 2006 Retrieved February 4th, 2011 <http://www.ioe.mmu.ac.uk/carn/bulletin11A.pdf>

E9. OUTDOOR PLAY; RISK, POLICY AND GENDER

Chair: Sandseter, Ellen Beate Hansen; Queen Maud University College of Early Childhood Education, Trondheim, Norway

Koch, Bernhard, University of Innsbruck, Austria

This self-organised symposium is one of the symposiums arranged by the EECERA special interest group 'Outdoor play and learning'. The first presentation of this symposium will focus on how policy documents in Iceland reflect children's outdoor play and outdoor environments, and how this show an emphasis on outdoor play as important for children's development. The Icelandic policy documents also show that children's security on playgrounds is an issue of importance. Risk and safety in children's play is the focus of the second presentation of the symposium. Here, Norwegian ECEC practitioners' views and experiences on children's risk-taking in outdoor play is explored. This study show that the practitioners acknowledge risky play and perceive this to be a developmentally important kind of play that children should be able to engage in. Still, the results indicate that male practitioners provide a higher level of risk in children's play, and that they perceive risky play less risky than female practitioners. The third presentation moves further on the gender issue, and focuses on the significance of outdoor play for men and women in kindergarten. This study show that men in kindergarten foster more exploring, outdoor activity and physical motion than women.

All the three presentations will discuss the results from the studies and their implications for policy and practice on the ECEC field.

Keywords: Outdoor play, policy, risk, gender

THE ROLE OF THE OUTDOOR ENVIRONMENT FOR CHILDREN'S LEARNING IN EDUCATIONAL POLICY DOCUMENTS

Norðdahl, Kristín; University of Iceland, School of Education

The conference theme I am addressing is about the educational policy regarding the role of the outdoor environment in children's learning. The relevant conference perspectives and strand is conditions for education regarding outdoor environment as they are put forward in policy documents.

The aim of this study is to investigate how the role of the outdoor environment in young children's learning is presented in educational policy documents.

Two supported theories those of Foucault and Bourdieu are the theoretical and conceptual background of historical discourse analysis which is used in this study. These theories describe how the community is involved in building people's knowledge, and what people consider is important to feel, think and talk about in their lives (Jóhannesson, 2010).

In a review of discourse about outdoor play in early childhood education in Ireland, a few discourses are presented. The first discourse is about fear for children's safety, another is about concerns over the increasing amount of time children spend indoors, a third deals with an increase in children's obesity and other diseases caused by a lack of exercise, while the fourth discourse is about concerns expressed over children's alienation from nature. The fifth discourse is about children's development and education as well as a sixth discourse about children's right to be heard in issues that concern themselves. Outdoor play is seen both as a need in children's lives as well as their right to well-being and development (Kernan and Devine, 200). These findings are used to reflect upon my findings.

In this research the intention is to answer the question: What characterises the discourse on the role of the outdoor environment in children's learning in documents from the authorities that influence educational policy in Iceland?

To do this, Icelandic authoritative documents were collected, such as laws and regulations, curricula of pre- and primary school levels, school policy documents and other relevant documents from 17 communities, of various sizes, in Iceland.

VENREDI - FRIDAY
16 E
SYMPOSIA

According to Jóhannesson's (2010) approach to the analysis process, firstly, the discursive themes in the material are identified. Next step is to analyse the conflicts and tensions in the discourse, whether obvious or not, to find patterns of argument we can identify as legitimating principles. The last step is determining the historical conjuncture of discourses, i.e. finding out what happens when some ideas and practices gain more legitimacy than others in the discourse and why this is the case.

The main findings of the research are that in laws and regulations outdoor environment is hardly mentioned, except when dealing with children's security on school yards or playgrounds. In these documents the role of the outdoors is referred to as an appropriate or diverse environment for children to be outdoors and for their play.

In the national curriculums for both school levels and in the policy documents from the municipalities the role of the outdoors is seen as providing children an experience especially of nature which is seen as an important ground for learning and formation of attitudes towards nature. In these documents the outdoors is also seen as providing opportunities to further children's physical movement, health and healthy live stile. The importance of outdoor play in children's daily live is stressed in the preschool curriculum and in documents from many municipalities. Children's security in school grounds and playgrounds is stressed in many municipalities' documents. In the curriculums most often it is nature that is referred to when the outdoor environment discussed. These findings can be used to improve policy in this matter and to further discussion among teachers about the role of the outdoor environment in the school curriculum.

Keywords: outdoor environment, young children's learning, discourse, policy

Bibliography

Jóhannesson, I. Á. (2010). The politics of historical discourse analysis: A qualitative research method? *Discourse*, 31(2), 251–264.

Kernan, M. and Devine, D. (2009). Being confined within? Constructions of the good childhood and outdoor play in early childhood education and care settings in Ireland. *Children & Society* 24(5), 371–385. Retrieved 7 June 2010 from <http://www3.interscience.wiley.com/cgi-bin/fulltext/122513382/PDFSTART>

A QUANTITATIVE STUDY OF ECEC PRACTITIONERS' VIEWS AND EXPERIENCES ON CHILDREN'S RISK-TAKING IN OUTDOOR PLAY

SANDSETER, ELLEN BEATE HANSEN; QUEEN MAUD UNIVERSITY COLLEGE OF EARLY CHILDHOOD EDUCATION, TRONDHEIM, NORWAY

The theme of this presentation is ECEC practitioners' views and experiences on children's risk-taking in outdoor play, relevant for the conference perspective ,expertise, qualifications and common sense'.

The aim of this study was to explore Norwegian ECEC practitioners' views and experiences on children's risk-taking in outdoor play in kindergarten.

The theoretical and conceptual framework of the study is the emerging theorizing on children's risky play, and the ongoing debate on children's safety and the concept of ,surplus safety' (Sandseter, 2010). Both children's desire for challenging and risky play and the role that positive risk-taking has in fostering children's optimal health and development have been subjects for a recently growing body of research (see e.g. Sandseter, 2010). Still, a concern for the possibility of children being injured when engaging in risky play has also resulted in a growing focus on children's play safety and regulations of children's play environments. Children attending kindergarten are under supervision of ECEC practitioners, and the practitioners' practices and perception of risk are therefore crucial for children's opportunity for challenges and risk-taking in kindergarten (Sandseter, 2010; Little, Sandseter and Wyver, submitted).

Questionnaires were completed by 116 ECEC practitioners from the middle part of Norway (Trondheim). The questionnaire consisted of questions on practitioners' own perception of risk, how they experienced children's risk-taking, their own risk provision in the kindergarten setting, and gender differences in risk-taking and risk provision. The data material will be statistically analyzed using SPSS.

According to the Norwegian guidelines of research ethics (NESH, 2006), all research projects that may involve treatment of personal data are notifiable to the Norwegian Social Science Data Services (NSD) for approval. The present study was notified to the NSD and approved to be carried out as planned. In accordance with the Norwegian guidelines, the ECEC practitioners gave informed consent for participating in the study by completing the questionnaire.

At this moment the data are being analyzed. The preliminary analysis indicates in main points that Norwegian ECEC practitioners generally are positive to children's risk-taking in play and acknowledge it's developmentally benefits. They provide children with opportunities for positive risk-taking in kindergarten,

VENDREDI - FRIDAY

16^E
SYMPOSIA

although the results show that there are gender differences in both risk perception and provision of risk-taking in play; men providing a higher level of risk in play than women.

The results from this study contribute to the discussion on the growing policy of child safety and what implications this has for ECEC practitioners' practice. It also highlights men's provision of play in ECEC institutions, and how this is somewhat different and complementary to women's play provision.

Keywords: Risk-taking, play, early childhood practitioners, questionnaire

Bibliography

Sandseter, E. B. H. (2010). Scaryfunny - A qualitative study of risky play among preschool children Doctoral Thesis, the Norwegian University of Science and Technology (NTNU), Trondheim, Norway.
Little, H., Sandseter, E. B. H., & Wyver, S. (submitted). Early childhood teachers' beliefs about children's risky play in Australia and Norway.

MEN AND WOMEN IN OUTDOOR PLAY – WORKING TOWARDS A GENDER NEUTRAL PROFESSION

KOCH, BERNHARD; FACULTY OF EDUCATION, UNIVERSITY OF INNSBRUCK, AUSTRIA

The theme of the presentation is 'Men and Women in Outdoor Play – Working Towards a Gender Neutral Profession'. The Austrian research project "elementary – Men in Early Childhood Education and Care" offers data to the theme "men and women in childcare" and some data are linked to "outdoor play".

The presentation refers to the conference perspective qualifications "requested to accomplish the socio-educational mission today and tomorrow". The study regards the present situation and the perspectives of professionalization of preschool teachers (topic four).

The aim of the research is to explore the profile and experience of men and women in early childhood services. The questions are: What are the significances of outdoor play for men and for women? How can we work towards a gender neutral profession in order to accomplish the socio-educational mission today and tomorrow?

According to various authors, childcare is seen as "women's work" (Cameron, Moss Owen, 1999, Cameron, 2001: 449; Cameron 2006, Farquhar, 2006:5, 2006, Cameron, Moss 2007: 145, Peeters 2008). In most European countries the work is considered as "substitute motherhood" and the workplace as "substitute home". It is considered, that enhancing the outdoor sector would increase the number of men and could enhance the concepts of caring (Emilsen K./Koch B. 2010). The conceptual framework is based on a concept of two sexes and a large variety of masculinity and femininity (Gender roles).

The methodical approach is both quantitative and qualitative. The dataset consist of approximately 500 pupils who responded a questionnaire about their career decisions, 500 students in vocational training of "child care", and app. 200 workers in kindergartens (both men and women). 70 men and women working in the sector were also interviewed.

The ethical principles include - according to the British educational research association –the categories harm, autonomy, privacy, reciprocity, equity. Sometimes we find it difficult to question "manhood".

Results of the study show, that boys aged 14 to 19 prior to career decision, would be more interested in the profession of childcare, if there were more outdoor activities and physical motions. Many of them report, that the child care sector is "too homely" for many men. About 80% of men working in the child care sector suppose, that the training institutions for child care would be more attractive to men if they emphasis on outdoor activities and more focus on nature. 80% state that the profession would be more attractive to men, if more of the activities take place outdoors and in nature, and if there are more possibilities for physical motion. Men and women from ordinary preschools interviewed reported that men in general do the same job as their female colleagues, but it is noticeable, that men are more likely to speak in terms of "outdoor", freedom, "garden", "motion", and "physical activity". Some of the activities provided in the outdoor sector could meet the men's "way of caring" e.g. in the mean of "fostering exploring" (Brandes 2010).

The study draws the conclusion that men in outdoor play feel more freedom to work with children in their own way, without the tradition of caring in a "mothers home". According to the results more focus on outdoor play seems to be an important issue for a more gender neutral profession.

Keywords: profession, men, women, outdoor

Bibliography

- Brandes Holger (2010). Ersatzmutter oder tolle Spielkameraden: was bringen Männer in die Erziehung ein? in: Erziehung & Unterricht - Österreichische pädagogische Zeitschrift, 160, Heft 5-6/2010, 484-496. ("Substitute mothers" or what? The contributions of men in the education of children)
- Cameron C, Moss P, Owen Ch. (1999). Men in the nursery, London.
- Cameron, C. (2001). Promise or problem? A review of the literature on men working in early childhood services. in: Gender, Work and Organization, 8 (4), 430-453.
- Emilsen K/Koch B. (2010). Men and women in outdoor play – changing the concepts of caring. in: EECERAJ, European Early Childhood Education Research Journal, Vol. 18/4 2010, S. 543-553
- Peeters Jan (2008). The construction of a new profession. A European perspective on professionalism in Early Childhood Education and Care. SWP Publishers, Amsterdam

E10 MULTILINGUALISM AND LANGUAGE LEARNING IN ECEC: POLICY, PROVISIONS AND RESEARCH

Chair: Drury, Rose, The Open University, Verhelst, Machteld, Catholic University of Leuven

VERHELST, MACHTELD, CATHOLIC UNIVERSITY OF LEUVEN, BELGIUM
ZANINELLI, FRANCESCA, UNIVERSITÀ DEGLI STUDI DI MILANO-BICOCCA, ITALY
SAFFORD, KIMBERLY, THE OPEN UNIVERSITY, UK

The central theme of this Symposium is multilingual education in the Early Years. Bilingual communities have long existed in the UK, Belgium, France and throughout the world and many young children enter education or care settings speaking the languages of their home and community.

This symposium draws on our shared interest in field of bilingualism and what learning and teaching means in the context of multilingual Europe. The first paper presents an overview of the context for bilingual children in the UK and underlines the educational concerns about the low achievement of some bilingual and minority ethnic children. The interdependence of language acquisition on social/cultural interaction and cognitive development is highlighted and themes from recent research on bilingual children in early years settings in England (Drury, 2010), including factors which may influence research into language learning in early years settings, are explored.

The focus of the second paper is the contentious issue of multilingual education in the Flemish Region in Belgium. The diverse approaches to optimal language education in Flemish early educational centres, including immersion into the majority language versus multilingual education and language assimilation versus language maintenance are debated. A recent study of the views and practices in relation to multilingualism and language stimulation of ECEC stakeholders in Flanders (Verhelst et al., 2010) is contrasted with research conducted with caregivers in the Flemish border around Brussels (Verhelst, 2007) and views about the home languages of children are discussed.

The third paper builds on and extends the themes arising from an international research project entitled 'Children Crossing Borders' (Tobin, EECERA, 2006). The research study, carried out in Parma in Italy, raises questions about practitioners' knowledge and understanding of young children's bilingualism. The paper's focus is on early childhood practitioners' ideas, beliefs and theories in relation to multilingualism and the need for a 'pedagogy of spoken language' to inform early childhood educational practice.

Keywords: multilingual education, language learning, home language, immigrants, bilingualism

ENGLISH LANGUAGE LEARNING IN EARLY YEARS SETTINGS: RESEARCH PERSPECTIVES

DRURY, ROSE AND SAFFORD, KIMBERLY, THE OPEN UNIVERSITY

In the last four years in the UK the number of minority ethnic children in state primary and secondary schools who are learning English as an additional language (EAL) has increased by nearly 150,000, to just under 800,000. 12% of school pupils are identified as bilingual, and this number rises to 50 % in urban areas such as inner London: in some London primary schools 80% of the children are classified as bilingual. This population is diverse and encompasses new arrivals from the EU, refugee and asylum seeking children and children from long-settled minority ethnic communities. Although schools are re-

VENDREDI - FRIDAY

16^E
SYMPOSIA

quired to collect data on the attainment levels of bilingual pupils and provide varying levels of support, the low achievement of bilingual and minority ethnic pupils is persistent.

Prior to entering primary school, many bilingual children attend early years settings catering for the birth to three age range. For these very young children entering an English medium setting in which they have yet to learn the mainstream language, the processes of language learning, social interaction and enculturation are closely linked. The learning of English depends on being able to interpret the cultural rules and expectations of the setting, and on being able to successfully engage in activities and interact with peers and with early years practitioners who are, for the most part, monolingual. The interdependence of language acquisition, social/cultural interaction and cognitive development creates a triple 'workload' which many young children who are new to English may experience for a period of time. The fact that most children do achieve fluency in the target language is a measure of their great success against these odds.

We will consider themes from recent research on bilingual children in early years settings in England (Drury 2010; Kelly 2010; Cable et. al. 2009) and relate this to some of the parallel research on bilingual children in primary schools (Gregory 2008; Gregory and Williams 2000). We will explore some of the factors which may influence research into language learning in early years settings, such as the non-statutory nature of the provision, the relationship of families and communities to the settings, and perspectives on 'achievement' in the early years.

Keywords: bilingualism, language learning, immigrants

Bibliography

- Cable, C., Drury, R. and Robertson, L. (2009). A day in the life of a bilingual practitioner in Cable, C., Miller, L. and Goodliff, G. (eds.) *Working with Children in the Early Years*, 2nd edition. London: Routledge
- Drury, R. (2010). Young bilingual learners: socio-cultural perspective in Hall, K. Goswami, U. Harrison, C. Ellis, S. and Soler, J. (eds.) *Interdisciplinary Perspectives on Learning to Read: Culture, Cognition and Pedagogy*. Abingdon: Routledge
- Gregory, E. (2008) *Learning to read in a new language: Making sense of words and worlds*. London: Sage
- Gregory, E. and Williams, A. (2000) *City Literacies Learning to Read Across Generations and Cultures*. London: Routledge
- Kelly, C. (2010) *Hidden Worlds: Young children learning literacy in multicultural contexts*. Stoke on Trent: Trentham

MULTILINGUALISM IN EARLY CHILDHOOD EDUCATION IN FLANDERS: POLICY ISSUES AND VOICES FROM THE FIELD

VERHELST, MACHTELD

Multilingual education for immigrant minorities has always been a contentious issue in the educational world of the Flemish Region in Belgium. Answers to the question how optimal language education for immigrant children can be organized has reflected a polarised division: immersion into the majority language (the voice most often heard) versus multilingual education (sometimes with positive reference, more often with negative reference); language assimilation (the dominant voice) versus language maintenance, etc. For instance, it can be observed how some centres opt for 'majority language only' education ('language bath') and rule out the use of minority languages, considering low-status languages as an obstacle to later educational achievement. Other early educational centres have developed more pragmatic, context-sensitive practices, or have begun experimenting with a "multiple pathways"-approach with a functional use of home languages. The tiny minority of educational centres which experiment(ed) with multilingual education models, using the immigrant children's home languages as a means to facilitate second language learning and identity development, have throughout the years met with inconsistent and ambivalent government policies. Lacking full support they were sometimes unable to fulfill their promises. The Flemish government endorses the dominant submersion approach, tacitly accepting its underlying monolingual (Dutch only) norms. Consequently, policy makers often brand multilingualism as problematic and multilingual education as ineffective. Parents are 'blamed' for speaking their home language with their children, and are told that they should use the mainstream language while interacting with their children. This undoubtedly puts enormous pressure on educators in favour of a positive multilingual approach. Therefore, multiple alternative approaches are tentatively being developed. They focus attention on the psycho-social and functional use of minority home languages within linguistically diverse settings, and emphasise an additive and empowerment-oriented approach to multilingualism (Verhelst, 2006).

The presentation deals with a recent study about the opinions and practices about multilingualism and language stimulation of several ECEC-stakeholders in Flanders. The most important Flemish public organisation dealing with ECEC ('Kind en Gezin'), has published this study and a set of advices for profes-

sionals in the field (Verhelst et al., 2010). The results show that despite the political pressure, the majority of professional organisations in the Flemish childcare sector have a positive opinion about the home language of migrant children. Everyone agrees that parents should interact with their children in the language they know best, the language in which they can express their emotions best etc.... their home language. According to many, the home language should be valorised and used in educational centres, while also stimulating the development of the mainstream language. This contrasts with research conducted with caregivers in the Flemish border around the bilingual Belgian capital, Brussels (Verhelst, 2007). These caregivers seemed to be rather negative about the home language of the children. They found the communication with immigrants parents problematic, and considered the home language as a 'threat' to second language development.

Keywords: multilingual education, language stimulation, home language, immigrants, diversity

Bibliography

- Verhelst, M. (2006), 'A box full of feelings: Promoting infants' second language acquisition all day long'. In: Van den Branden, K. (ed.), *Task-based Language Teaching. From Theory to Practice*. Cambridge: Cambridge University Press. 197-216.
- Verhelst, M. (2007), *Meertaligheid en taalstimulering Nederlands in de kinderopvang in de Vlaamse rand rond Brussel*, Leuven: K.U.Leuven, Centrum voor Taal en Onderwijs.
- Verhelst, M., Joos, S. & C. Moons (2010), *Taalstimulering en meertaligheid bij kinderen van 0-6*. K.U.Leuven, Centrum voor Taal en Onderwijs/Brussel: Kind en Gezin.

LES IDÉES ET THEORIES DES EDUCATORS DU CRÈCHE SUR LA LANGUE ET LE BILINGUISME DES ENFANTS

ZANINELLI, FRANCESCA LINDA, UNIVERSITÀ DEGLI STUDI DI MILANO BICOCCA, DIPARTIMENTO DI SCIENZE UMANE PER LA FORMAZIONE – RICCARDO MASSA

Quelles idées et theories ont les éducateurs sur le bilinguisme des enfants? De quelle façon leurs idées sur ce phénomène linguistique influence l'expérience des langues dans les institutions éducatives? J'ai cherché à répondre à ces questions avec une recherche conduite avec la participation des éducateurs d'une crèche et d'une école maternelle de la Ville de Parma. Il s'agit d'une extension et d'un approfondissement thématique des résultats du projet international "Children Crossing Borders" (J. Tobin, EECERA 2006). Mon travail s'inspire du modèle de la recherche – formation (Mantovani, 1998, 2007; Mortari, 2007) et s'inscrit dans le cadre des études psychopédagogiques sur les idées que se font les adultes de l'enfance et de son développement, avec pour objectif de mettre en évidence les liens entre la dimension pratique de l'éducation et celle des modèles éducatifs. La recherche explore les idées et les théories des éducateurs des crèches et des écoles maternelle sur le bilinguisme infantin et sur le langage et son développement. Ca est pertinent pour engager, dans les services, des chemins de formation avec l'objectif des conduire les éducateurs à prendre connaissance des implications évolutives et éducatives du bilinguisme. Le but étant la transformation et l'amélioration des pratiques de la pédagogie de la langue.

Grace à une proposition de contexte de dialogue (entretiens collectifs) et l'emploi d'une vidéo thématique sur la langue, que j'ai extraites des vidéos originales des cinq pays concernés par la recherche CCB, la recherche que je présente explore cette thématique à travers les voix des éducateurs. Les images de la vidéo ont favorisé l'explicitation des idées et théories des éducateurs, ainsi que le débat sur ces idées et théories dans le groupe, le contexte de recherche se transformant en contexte de réflexion formatif.

Par l'analyse du discours des éducateurs de crèche, j'ai abordée une ensemble des questions sur le bilinguisme dans le contexte monolingue des services éducatifs, qui sont très importantes pour la réflexion pédagogique dans la perspective de la formation des éducateurs et de la transformation des contextes éducatifs.

L'analyse des données a mis en évidence que le bilinguisme est une question presque inconnue de la part des éducateurs du crèche et que le développement du langage est négligé dans les services éducatifs. Le bilinguisme n'est pas suffisamment connue. Les idées et théories des éducateurs sur cette question sont confuses, hétérogènes et ne sont pas réactualisées. La conséquence principale est que les pratiques et les propositions éducatives ne sont pas suffisantes pour soutenir le développement linguistique bilingue des enfants dans les services. La recherche a mis en évidence que le bilinguisme des enfants fils de migrants n'est pas abordé ni questionné dans les services éducatifs, et qu'il est urgent de repenser les modalités et les stratégies de formation des éducateurs sur les questions du développement linguistique et bilingue des enfants. Une mise à jour s'impose sur le développement bilingue, à partir des savoirs pratiques et théoriques des éducateurs, comme modalité pour favoriser la conscience et la réflexion nécessaire à la transformation des pratiques et des contextes.

VENDREDI - FRIDAY

16 E
SYMPOSIA

Keywords: Bilinguisme, enfant migrant, idées et théories, éducateurs, recherche et formation

Bibliography

Grosjean, F. (2008), *Studying Bilinguals*, Oxford University Press, USA

Mantovani, S. (2007), "Bambini e genitori immigrati nelle scuole dell'infanzia in cinque paesi", *Educazione Interculturale*, vol. 5, n. 3 (ottobre 2007) Edizioni Erickson, Trento, pp. 323-240.

Mortari, L., (2007), *Cultura della ricerca e pedagogia. Prospettive epistemologiche*, Carocci, Roma.

Tobin, J., (2006) *From anti-bias to cultural negotiation: Working with children of recent immigrants in ECEC settings in five countries*, "ECEERA", Reykjavik, settembre 2006.

Wong Fillmore, L. (1991), "Second language learning in children: a model of language learning in social context", In Bialystok, E. (eds), *Language Processing in Bilingual Children*, Cambridge University Press, 49-69.



Friday, September 16th - Vendredi 16 septembre
16.00 - 17.30
Individual paper presentation in workshop
Communications individuelles en atelier

E11 School readiness and development

Chair : Glaís Sales Cordeiro

A COMPARISON OF BABY AND TODDLER GROUPS WITH BIRTH TO 3 EARLY CHILDHOOD GROUPINGS IN ONE CHILDCARE CENTRE.

LYNNE RUTHERFORD ¹, VICTORIA WHITINGTON ²

¹ Gowrie SA; PO Box 408, Hindmarsh, SA, 5007, Australia

² University of South Australia

In Australian childcare centres, the grouping of children has been informed by schooling practices where children are usually separated into same age groups. Yet other ways of grouping children in the early years in child care potentially offer benefits.

To build adult: child attachments by minimising transitions for children and families and creating smaller group sizes, Gowrie SA gradually moved from age groups which separated infants and toddlers, to birth to three groupings, with the same educators. The aim of the research was to investigate whether, by this change in groupings, improvements were achieved in four key areas. The four areas were: the quality of relationships between staff, children and families; child and educator wellbeing; the amount and depth of documentation of children's learning; and the amount of time educators and families spend together at drop off and collection times.

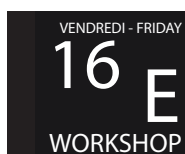
The investigation is not completed, however methodologies used and anticipated findings in the four key areas, follow.

Relationships - Using video footage and jottings, the study compared the quality of relationships between baby and toddler age groups, and birth to 3 groupings. An overwhelming body of research demonstrates that the quality of the relationship formed between educators and children in the very early years can have a significant impact (Honig, 2002). It was expected that smaller group sizes (particularly for children from 18 months to 3 years) will enable educators to spend more time in relationship with children, leading to consistent and deeper attachments.

Wellbeing - This investigation used surveys, video footage and wellbeing and involvement scales (Department of Education and Children's Services 2008) to compare birth to 3 groupings with baby and toddler groups on child and educator wellbeing. It was expected that with fewer transitions, children would not have to adjust to new people and environments, or have to form a primary attachment relationship with another educator as often.

Documentation - The investigation compared and contrasted the documentation collected in children's portfolios before and after the transition to birth to three groupings. Having a smaller number of children spread across a larger developmental range was expected to provide greater opportunities to more deeply understand children's motivations and provide programming opportunities that better extend children's interests.

Engagement - The investigation compared birth to 3 groupings with baby and toddler groups regarding the quality of communication with families, particularly during peak drop off and pick up times. The informal communication opportunities during children's drop off at, and collection from, early childhood settings are critical times for communication between educators and families. It was expected that continuity of care enhances relationships between families and staff, leading to deeper shared understandings and better partnerships.



There are considerable implications for childcare policy and practice if these expected improvements are found. All data were collected using ethical procedures that met the requirements of the University of South Australia for the ethical conduct of research, and those of Gowrie SA.

Keywords: birth-3, wellbeing, relationships, attachment

Bibliography

Honig, A.S. (2002). Choosing child care for young children. Handbook of Parenting (2nd edn), 5. New Jersey: Erlbaum. Retrieved 1 August 2010, <http://books.google.com.au/books?hl=en&lr=&id=404iQ9-3hphQC&oi=fnd&pg=PA375&dq=Honig+2002+attachment&ots=BMIR5ka-Jh&sig=IPDTVgH12JZkdeCAV405bJI-IWA#v=onepage&q&f=false>
Department of Education and Children's Services (2008). Respect, Reflect, Relate. Hindmarsh, SA: DECS Publishing.

INTERDEPENDENCE BETWEEN SCHOOL READINESS, LANGUAGE DEVELOPMENT AND MORPHOLOGICAL AND MOTOR DEVELOPMENT

RENATA MILJEVIĆ-RIĐIČKI, VATROSLAV HORVAT, VLADIMIRA VELIČKI

Faculty of Teacher Education, University of Zagreb

This research has been performed by researchers of different professions (professor of kinesiology, professor of psychology, professor of phonology), participating in the research project Methods and models in the education of pre-school children in kindergartens.

There is a research evidence that some aspects of child development are mutually connected. There is also a physiological evidence of transverse neurons which are placed at the same part of central nervous system for both language and motor activities. For example, children who start early with gestures also tend to name things around them early.

There is also an environmental influence – we could presume that parents who give a lot of language stimuli to their children also do a lot to improve skills and knowledge needed for school readiness.

The main goal of this research has been to assess possible interdependence between school readiness, language development and morphological and motor development.

The research sample consisted of 56 preschool children attending kindergartens in Zagreb, 6-7 years old, 28 boys, 28 girls.

Procedure: All subjects were assessed using 14 morphological variables as well as the set of 15 composite variables for the evaluation of the motor features. In the preliminary research, the three latent dimensions have been extracted: coordination with the ability of object manipulation, general factor of motor abilities and flexibility. The questionnaire "Test of school readiness" (TSR) was administered for the purpose of the evaluation of school readiness. It consisted of five sub-tests: test of perceptiveness (TSR – P), test of factual knowledge (TSR – F), the numeric test (TSR – N), dot to dot test (TSR – D) and the test of copying (TSR – C).

Language development was assessed by parents (questionnaire developed for the purpose of this research).

Parents were also asked about eating habits and nutrition of their children.

The results will be analyzed and compared. The results could be used for both the parent education and education of kindergarten and future kindergarten teachers (students at the Teacher Education Faculty). They could also be a basis for future, more comprehensive research.

Keywords: school readiness, language development, morphological and motor development

Bibliography

1. Bauer, Joachim (2006). Warum ich fühle, was du fühlst, Hamburg: Hoffmann und Campe Verlag.
2. Graf C., Koch, B., Kretschmann-Kandel, E., Falkowski, G., Christ, H., Coburger, S., Lehmacher, W., Bjarnason-Wehrens, B., Platen, P., Tokarski, W., Predel, HG., Dordel, S. (2004). Correlation between BMI, leisure habits and motor abilities in childhood (CHILT-project). International Journal of Obesity Relat Metab Discord. 28 (1): 22-26.

E12 Transitions to school

Chair : Anne-Marie Munch

CROSSING THE CULTURAL INTERFACE BETWEEN EARLY CHILDHOOD EDUCATION AND CHILD-CARE SERVICES

SANDRA HESTERMAN

Murdoch University, South Street, Murdoch, Western Australia

In 2008, the Australian Labor government embarked on an 'education revolution' to secure the nation's long term economic prosperity. A new education system was mandated to raise performance standards and quality of outcomes from early childhood to university, while also extending services to include children from birth. Thereafter, the words 'and care' were increasingly attached to the term early childhood education. Historically, early childhood education and child-care have been provided to Australian children through two very distinct systems. An integrated profession, Early Childhood Education and Care (ECEC) is now implied.

The case for ECEC reform is founded on research evidence that "supporting children in the years before school greatly increases their chances of a successful transition to school and achieving better learning outcomes and social and emotional wellbeing" (Western Australian Department of Education, 2010, p.2) To achieve high quality and consistent standards in the area of early years education, the Council of Australian Governments (COAG) developed and circulated its inaugural Early Years Learning Framework (2009) to all ECEC settings. The Early Years Learning Framework (EYLF) is intended to be implemented by 'qualified' early childhood 'educators'.

For those at the coalface of ECEC change there is a tangle of loose policy ends that require consideration if effective EYLF implementation across the 0-5-year-old cohort is to be realised. There is growing debate on what constitutes an essential early childhood 'professional' knowledge base and the definition of an early childhood 'educator' has become complex. There is negligible sharing of socio-educational expertise between those who work in the child-care system and those who teach in the field of early childhood education. Perhaps the most significant challenge confronting those 'educating' early childhood 'educators' is how best to cross the cultural interface between early childhood education and child-care services to facilitate increased and beneficial interactions? How can partnerships aimed at mutual exchange of knowledge, understandings, and skills between early childhood education and care professionals be supported by universities?

This paper examines the cultural experiences of an early childhood university lecturer/researcher who worked in a Western Australian long day child-care centre to complete a Diploma of Children's Services child-care qualification. The researcher's aims were two-fold; to become acquainted with the lived experience of child-care educators to better facilitate their transition into university pre-service early childhood education, and to integrate new knowledge and understanding derived from the child-care experience into existing university early childhood education courses.

The single case study, constructed over a four month period and employing ethnographic methodology, investigated how, one year after the EYLF dissemination, educators in a long day child-care centre are trained to provide for the educational and care needs of children aged 0-3 years. The case study, located in the post-modern moment, identifies the multiple realities in early childhood education and care settings that shape the educator's role, norms and expectations and will impact on EYLF implementation. The case study also illuminates issues requiring immediate government attention if those working in ECEC are to build a unified early years profession.

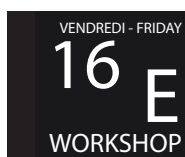
Keywords: Early Childhood Education and Care, cultural interface, Early Years Learning Framework, professionalisation.

TRANSITIONS WITHIN SWEDISH PRESCHOOLS FROM A PERSPECTIVE OF INCLUSIVE EDUCATION

KENNETH EKSTRÖM

Departement of Applied Educational Science. Umeå universitet SE-90187 Umeå Sweden

In Swedish preschools of today there is a tendency to reintroduce age homogenous groups and by that, for the children more transitions to accomplish before starting school. Usually, the work in preschool is organized by dividing the children into groups of younger children up



to 3 years of age and groups of children between 3 and 5 years of age but there are examples of groupings where children spend the time in the same group only for one year at the time.

A review of international research on early childhood showed that research generally is tied closely to school readiness. How transitions within institutions affect children's lives is seldom asked

1. Research aims or questions

The aim of the study is, to deepen the understanding of what transitions during the pre-school period mean for children involved, especially meeting the challenges in a new educational setting with reference to learning, participation and marginalization.

Research questions:

What characterizes the transitions children pass through in preschool?

What intentions do the preschool institutions have with these transitions?

What do these transitions mean for the children and the preschool teachers?

2. Relationships to previous studies by others or self

In previous research, we found two different ways to organize transitions. The first regarded transitions to be a part of the pedagogy, supporting the natural development of the child, as a rite of passage, leaving one social stage in their life and move over to another. The second saw transitions as necessary due to external factors, trying to attain a pedagogical environment, where transitions were as smooth as possible, with no marked rites of passage, not for the individual, not for the collective.

3. Theoretical and conceptual framework of research

Transitions as rites of passage (van Gennep, 1960/1908), a ritual process (Turner 1969, 1982). The cultural historical school represented by the model of activity systems developed by Yrjö Engeström (1989) and Corsaros (2001) concepts, priming events.

An interpretive approach is applied, using data collection methods well known in ethnography, as interviews with teachers, children and parents and participant observation.

In studying children's own ideas and experiences, the need of extra consideration with regard to methods and ethics is asserted.

I will present a research overview and report on some preliminary results from the preparatory phase mainly concerning priming events. From a perspective of inclusive education, I stress on the meaning of transitions, especially with reference to learning, participation and marginalization.

The study gives light to the role of transitions in the life of children. There is a focus on how significant adults, in theory and practice, relate to transitions but the main focus is on how children at risk cope with the transitions and how transitions benefits or aggravates their learning, participation and adjustment to the social life within preschools.

Keywords: inclusive education, pre-school, rites of passage, transitions, priming events

Bibliography

Corsaro, W.A. & Molinari, L. (2000) Priming Events and Italian Children's Transition from Preschool to Elementary School: Representations and Action. *Social Psychology Quarterly*, 63, (1), 16 -33.

Denzin, N. (1997). *Interpretive ethnography*. Thousand Oaks, CA: Sage.

Garpelin A, Kallberg P., Ekström K., Sandberg, G. (2010).

How to organize transitions between units in preschool, does it matter. In *International Journal of Transitions in Childhood*, Vol.4, 2010. p 4-12.

Turner, V. (1969). *The Ritual Process: Structure and Anti-Structure*. London: Routledge & Kegan Paul.

E13 Programs for children and families

Chair : Michèle Schärer

PARTNERSHIP OF PARENTS AND PRESCHOOL EDUCATORS IN GREECE CAN ENSURE LEARNING AT NURSERY SCHOOL DURING A PERIOD OF ECONOMIC CRISIS

MARIA POUMPROU

Technological Educational Institution (T.E.I.) of Athens, Demokratias Avenue 65 , Ilion

Recently, in Greece changes have occurred in society and thus parents' lives have changed because of the present economic crisis. Families' income has reduced and a lot of people have lost their jobs. In Greece, a lot of children used to participate in preschool, but nowadays it becomes a necessity since there is a need for both parents having even a part time job.

So, the placement of children in care facilities seems to have economic values, but these are not the only ones since it's assumed that preschool contributes to children's learning and development. The preschool's role in children's learning is therefore of great interest not only from a social perspective but also from a perspective of knowledge.

However, the present economic crisis brought on a reduction of funds at nursery schools and this consequently created a decrease in human resources and an increase in the number of children per classroom at public nursery day care centers. So there was a danger of having just care without education in preschool years.

This session will discuss a case study of a public nursery school in Athens during the period of the present economic crisis in Greece, exploring the role of preschool teachers and parents in children's learning at the nursery school and in overcoming problems that arose because of the crisis.

Both preschool educators and parents should provide resources for children's learning. It is also a fact that the parents influence on children's academic success and social growth is of great importance.

Jones (2003) confirms the importance of the collaboration of parents and preschool professionals on educational practices. We also know that cooperation with parents influence the learning procedure during children's early years in a positive manner (Commission of the whole child, 2007). The partnership becomes even more essential during period of economic crisis in order to obtain a good educational level at nursery school.

This study explored the collaboration of fifty (50) parents (30 mothers and 20 fathers) of thirty children aged three (3) years old and two (2) preschool teachers, during an academic year (1st of September – end of July). The majority of parents and children were Greek citizens while there were a few immigrants. Fifteen (15) out of twenty (20) fathers and twenty (20) out of thirty (30) mothers have had higher education. The first teacher had a master's degree in early childhood education and she had been working in a preschool for fifteen (15) years. The second teacher was trained as a nursery assistant and she had been working for nine (9) years. All of the participants gave their consent for the use of their data for the conference.

We will present:

- The difficulties and problems that arose due to the economic crisis (such as the increase in number of children per classroom and the reduction of the educational staff).
- The partnership between parents and preschool educators – how it was built and established – (such as discussions, correspondence).
- The ways with which the collaboration between parents and educators fostered children's learning (parents helped to obtain financial aid for the group, offered educational material, participated in everyday activities within the classroom).

Keywords: Economic crisis, learning, partnership, parents-educators, preschool

MONTESSORI THERAPY - AN EARLY INTERVENTION SOCIAL, COMMUNICATION AND SENSORY DEVELOPMENTAL PROGRAMME FOR VERY YOUNG CHILDREN AND THEIR PARENTS

WENDY FIDLER

Montessori Education for Autism (MEfA) 135 Westcombe Hill, Blackheath, London SE3 7PA

Montessori Education for Autism (MEfA) is running an Early Intervention Programme in three parts: Baby Montessori (children 3-12 months with their parents) Toddler Montessori (children 12-20 months with their parents) and Montessori Twos (children 20-29 months with their parents).

The focus of the two younger groups is promotion of linguistic, social and behavioural skills in a familial setting. We are video-profiling the groups for analysis with/against the original Montessori proforma for hand/equilibrium developmental profiles.

The Montessori Twos group comprises children with and without diagnosis/suggestion of Autistic Spectrum Disorder and has a dynamic very different from the two earlier age groups.

The abiding raison d'être of the project is to put in place a baseline for optimal development against which very young children's linguistic, social, and behavioural skills can be mapped.

Keywords: Montessori, autism, speech, communication, behaviour

Bibliography

Fidler, Wendy (2010). *Synaesthesia*. London, Montessori International

Fidler, Wendy (2010). *Rickets on the Rise: Vitamin D Deficiency*, London, Montessori International

Fidler, Wendy (2003). *Attention Deficit Hyperactivity Disorder*, London, Montessori International

Fidler, Wendy, (2010) *ADHD and Boys*, London, Montessori International

TOY LIBRARY PROJECT: IZMIR SAMPLE IN SUPPORTING EARLY CHILDHOOD DEVELOPMENT

SIBEL SONMEZ, NILAY DEROBALI

*Ege University Faculty of Education Department of Elementary Education Early Childhood Education
Bornova / IZMIR / TURKEY*

In early ages, children are weak towards risks. Children's development can be affected significantly by risk factors such as migration, poverty, insufficient education and social environment. Negative circumstances emerging in development can be changed with the help of early support programs. Therefore, negative features in child's development and environment can be returned to positive features. Early support programs are mediator programs to close the differences between development of children who live in inadequate conditions and have development at risk and development of children who live in better conditions. At this point, the reason is to decrease "negative" factors and to increase "positive" factors in child's life. Children who live in inconvenient environment in terms of social and economic conditions may not reach their genetic potentials. For this reason, it is important to increase supportive resources. Because of being resource centers which reach different target group and more children, toy libraries constitute an alternative education model in early childhood education. For this reason, to develop an effective model for wide spreading of early childhood education in Turkey, a toy library project was accomplished in Izmir. Toy Library Project was founded by Izmir Development Agency, local authority, Province Directorate of National Education and Ege University, cooperatively. In company with the project, it was aimed to provide appropriate education materials in accord with child's age and development, to create alternative education environments for not only providing equal opportunities but also for supporting development and education of children who live in disadvantaged conditions, to bring children in going to library and using it as from early ages, to support children by following their development.

In this toy library, borrow toys are provided to children and families for a given period. Furthermore, children interact with other children by using play environment in toy library. The developments of children who are registered to the toy library are followed periodically and suggestions for supporting children's development are presented to families. Besides this, education seminar about child health, development and education are arranged for families. Families get counseling service to choose appropriate toys in terms of their children's ages and developmental levels.

Consequently, Turkey's especially large cities and industrial cities allow intensive immigrants. Therefore, environment including risky conditions increases in cities. In young ages, the children living in these districts are directed to working in streets because of economic inadequacy and do not benefit from education environments, sufficiently. These children who are under risk should have equal opportunities in development and education and also families of these children should be supported about their children's education. For this purpose, 'Toy Library Project' which is considered to contribute to wide spreading of early childhood education in Turkey was fulfilled. The wide spreading of this education model is aimed to make greater populace take advantage of early childhood education in Turkey.

Keywords: toy library, early supportive programs



E14 Reflectivity and Expertise

Chair : Bridget Egan

TEACHERS' COMPETENCE AND REFLECTIVITY IN EARLY CHILDHOOD SPECIAL EDUCATION IN FINNISH DAY CARE

PÄIVI PIHLAJA , TEIJA HILTUNEN

Fac. of Education, Assistentinkatu 5, 20014 University of Turku

The purpose of this study is to examine and compare kindergarten- and special kindergarten teachers' perception of their own competence and evaluate their reflectivity in early childhood special education (=ECSE) in Finnish day care. This study is based on the kindergarten teachers and special kindergarten teachers' self-evaluation. The respondents (N=218) came from 47 different municipalities 10 % of all municipalities in Finland were selected. The data included 208 females and 10 men; the respondents' mean age was 42 years (25-60 years).

Teachers evaluated their theoretical and practical ECSE competence. The research questionnaire consisted of six ECSE working areas (Pihlaja 2001). The aim of this study is to integrate theory and practice, and participation in expert culture by bringing educational research and practical education closer to each other. The respondents assessed their theoretical and practical competence on a scale of 1 to 5 (1= no knowledge or competence, 2=some knowledge or competence, 3= moderate knowledge or competence, 4=a lot of knowledge or competence, and 5= excellent knowledge or competence.) The assessed ECSE areas are:

1. Family-initiated work involves e.g. the building and maintenance of mutual trust and working with the family within the family's resources.
2. Knowledge of child development; knowledge of developmental psychology is included
3. Child assessment, involves, e.g. competence related to observation and assessment
4. Planning, implementation and evaluation of pedagogical activity, key domain in pedagogical work, includes, e.g. knowledge of curricula
5. Identification of special needs
6. Services offered to families and multi-professional collaboration; examples of relevant fields of competence are, for example, service system, collaboration and interaction skills. (Pihlaja 2001.)

In this study we also examined teachers' own reflections in the ECSE areas. Reflectivity was assessed by means of open-ended questions in these six different fields of ECSE. Reflectivity can be related to individual information processing. For this reason, Habermas's (1972) levels of knowledge make an excellent starting-point for reflectivity. Habermas divides knowledge into technical, practical, and emancipator levels. In the first phase of analysing the data, three independent researchers read the self-evaluations and divided all the answers into the following classes: the technical (1), practical (2), and critical (3) level of reflection. Researchers compared their evaluations and found the baseline to be very similar. This analysing process followed the ideas of content analysis by counting the answers and by serving as a preliminary framework for the data.

The results concerning the competence of ECSE reported here imply that the respondents evaluate their early childhood special education, theoretical and practical, competence in ECSE to be better than moderate (M=3.8 on a scale of 1 – 5); the test reliability was quite high (Cronbach's alpha 0.93<). Special kindergarten teachers assess their knowledge competence higher than kindergarten teachers. Teachers ranked their practical competence higher than their theoretical competence. The data revealed that the reflectivity of kindergarten teachers and special kindergarten teachers was mainly at the technical level. It was almost impossible to reach the critical reflection level. One interesting point is how the competence and reflectivity are connected and why the competence is seen better than the reflection levels let us presume.

Keywords: competence, reflectivity, early childhood special education, kindergarten teacher, special kindergarten teacher

PRESCHOOL TEACHERS' RELATIONAL PROFESSIONALITY DIRECTED TOWARDS DEMOCRATIC RELATIONSHIPS

ANNELI FRELIN

University of Gävle

In interpersonal professions (Endres, 2007) such as teaching practitioners are subject to somewhat contradictory expectations since, on the one hand, they are expected to serve individuals in formal institutions, while on the other, their success depends on being attentive to and involved with these individuals. Preschool teachers form relationships to children for the betterment of individuals, but are also involved

in the relationships between these children, fostering them to acquire the values on which societies are based such as the equal value of all people:

“An important task of the pre-school is to establish and help children acquire the values on which our society is based. The inviolability of human life, individual freedom and integrity, the equal value of all people, equality

between the genders as well as solidarity with the weak and vulnerable are all values that the school shall actively promote in its work with children.” (Curriculum for the Pre-School, Lpfö 98, p 3).

These values are in the Swedish steering documents related to the concept of democracy. The purpose of this paper is to explore possible expressions of preschool teachers’ relational professionalism through inquiries into their practice directed towards fostering relationships to and between children that are democratic. According to Dewey (1959 [1916]), any group has a formative influence on its members, and the activities of the others have direct influence on each member’s activity. Thus a child’s preschool environment is social in that it involves other people who condition what s/he is able to do, both enabling and constricting actions. The work of the preschool teacher is then to make the environment educative. The framework used also draws on Biesta’s (2006) theory of democracy and education.

The empirical material consists of four interviews with two preschool teachers who were known to have good contact with children in their practice. These were part of a qualitative study on teachers’ relational professionalism (Frelin, 2010). The teachers were asked to tell stories of practice and an analysis of their practical arguments (Fenstermacher & Richardson, 1993) was conducted. A contextual observation of each teacher was made to complement the interviews. The study adhered to the ethical guidelines of the Swedish human research council.

The findings suggest that there are times in which relationships in preschools are in need of conscious attention and rigorous relational practices on the part of teachers in order to be (or become) educational. For example, such relational practices has an individual focus, including making children aware of, and able to express, their opinions to others, but also a collective focus, aimed at building and sustaining equal and fair relationships among the children in the group. Studying the complex and practical arguments given for such practices highlights their significance for the fostering of democratic citizens which requires specific professional practices. Because they shine a distinctive light on previously obscured features of the relational dimension, the representations of relational practice provided contribute to and extend current understandings of a preschool teacher’s work.

Keywords: democratic education, preschool teaching, professionalism, relationships

Bibliography

- Biesta, G. (2006). *Beyond learning. Democratic education for a human future*. Boulder: Paradigm Publishers.
- Dewey, John. (1959 [1916]). *Democracy and education* [Elektronical resource]
- Endres, Benjamin. (2007). The conflict between interpersonal relations and abstract systems in education. *Educational Theory*, 57(2), 171-186
- Fenstermacher, Gary. D., & Richardson, Virginia. (1993). The elicitation and reconstruction of practical arguments in teaching. *Journal of Curriculum Studies*, 25(2), 101-114.
- Frelin, Anneli. (2010). *Teachers’ relational practices and professionalism*. Doctoral, Uppsala University, Diss. Uppsala.

BECOMING AND BEING AN INTERPROFESSIONAL: CARING WHY AND CHANGING FROM WITHIN.

LYN TRODD , LEO CHIVERS

School of Education, University of Hertfordshire, Hatfield, Hertfordshire, AL10 9AB UK

Theme: The nature of professionalism needed to ensure we meet the needs of children and families
The relevant conference perspectives and strands: Strand 4 -Expertise, qualifications and common sense

The aims of the research:

To explore the experiences of professionals in transition to new, interprofessional institutions of practice such as Children’s Centres

To present the perspectives of practitioners who have recently engaged in interprofessional learning on stimuli for development of their practice into new areas of expertise.

To offer authentic accounts of professionals’ lived experiences of new ways of working and thinking for collaborative practice

Theoretical and conceptual framework:

This research seeks to uncover implications of interprofessionalism from accounts of professional learners. It draws on Rinaldi’s concept of the dialogic professional, Clandinin and Connelly’s theories of identity as storied and Van Manen’s use of phenomenology in interpretive inquiry. The development of declarative knowledge (knowing that), procedural knowledge (knowing how) and some explicit explana-



tory knowledge, (Salmon's knowing why) (Salmon, 1989) is identified as linked to 'personal knowledge' developed by a professional over a period of time and experiential knowledge (Eraut, 1994) in which facts, theories, intuitions and practice are synthesised in learning together. By continually updating and developing the grounds of interprofessional expertise 'caring why' professionalism (Quinn et al, 1996) is developed.

Methodology:

Adaptive theory and phenomenological approaches are used to reveal and chart the development of being and becoming interprofessional.

Depth interviews with participants and document analysis of reflective accounts are used to collate accounts (stories) of experiences of learning and working

Ethical considerations:

This research abides by the principles of informed consent, confidentiality and 'do no harm'. It complies with the University of Hertfordshire requirements for ethical research.

Main findings, and implications for policy or practice:

Growth of (inter) professional expertise is experienced ontologically and results in professional autonomy defined in this study as articulation of professional values and principles and thus redefinition of professional identities. When practitioners close the gap between authentic lived experience and espoused theories of practice there is evidence that they experience growth in professional efficacy and agency that influences the way they work with children and families.

The development of interprofessional expertise occurs best through learning interpersonally and intrapersonally rather than through organisational and institutional frameworks that are intended to shape practice.

Keywords: Interprofessionalism, caring why, being, becoming

Bibliography

- Anning, A. (2001) Knowing who I am and what I know: developing new versions of professional knowledge in integrated service settings. Paper delivered at BERA 2001, University of Leeds. Education-line website.
- Clandinin, D.J., and F.M. Connelly. 2000. Narrative inquiry: Experience and story in qualitative research. San Francisco: Jossey-Bass.
- Rinaldi, C. (2005) In Dialogue with Reggio Emilia. London and New York: Routledge
- Sfard, A. and Prusak, A. (2005) Telling Identities: In Search of an Analytic Tool for Investigating Learning as a Culturally Shaped Activity, EDUCATIONAL RESEARCHER 2005 34: 14
- Van Manen, V. (1990) Researching Lived Experience: Human science for an action sensitive pedagogy. New York: State University of New York Press

E15 Political debates

Chair : Marie-Françoise de Tassigny

CHILD CARE QUALITY IN FLANDERS: THE IMPACT OF THE APPROACH ON CHILD EXPERIENCES

EVELIEN BUYSE , MIEKE DAEMS , FERRE LAEVERS

Center for Experiential Education, KULeuven, Schapenstraat 34, 3000 Leuven, BELGIUM

Background

As part of a large scale study in Flanders, we developed a Self-evaluation Instrument for Care Settings [SICS]. In order to evaluate and improve the quality of child care, the instrument includes several dimensions of the approach at the child care center on the one hand, and of child experiences on the other. The approach is described and rated on the scales offer, initiative, organization, group climate, and caregiver style. OFFER refers to the richness of the materials and activities on offer. How free children are to explore this offer is rated on the scale INITIATIVE. ORGANIZATION refers to the extent to which the care group is managed smoothly. GROUP CLIMATE refers to the general atmosphere. CAREGIVER STYLE refers to the level of empathy the adult in charge shows toward the children.

Hypotheses

Following a process oriented view on child development, a broader offer, more chances for initiative, and a better organization, group climate, and caregiver style are hypothesized to have positive effects on child experiences. In the SICS, child experiences are defined as child involvement and well-being. IN-

VOLVEMENT refers to the degree of mental activity in the children. High involvement can be recognized by concentration and persistence and characterized by motivation, interest, fascination, openness to stimuli, a strong flow of mental energy and deep task-related satisfaction. Well-being refers to children's general affective state. High levels of well-being are characterized by the child feeling at ease, acting spontaneously, expressing inner rest, showing vitality and self-confidence, being in touch with oneself, and generally enjoying life. As these experiential concepts are key indicators of children's cognitive and socio-emotional development (Laevers, 2005), they are at the center of our attention when evaluating the quality in child care.

Findings

In 751 child care settings, we investigated the impact of the approach on child experiences ($n = 11.017$ children). The five approach indicators correlated significantly, yet moderately ($r = .23-.53$), indicating that they refer to distinct features of the approach. To predict child experiences, we made use of hierarchical linear regression analysis, taking into account the nested structure of our data, with children embedded in child care centers, which are in turn embedded in broader child care settings. Controlling for setting features (such as location, stability of staff, etc.) as well as group and child characteristics (e.g., age and gender), results showed the different dimensions of the child care approach to be associated to child involvement. A broader offer, more chances for initiative, and a better organization, group climate, and caregiver style all predict higher levels of child involvement. Furthermore, a better atmosphere and organization also predict higher levels of well-being in children over and above setting, group, and child features.

Practical implications

The findings clearly show the relevance of a high quality approach in child care, characterized by a broad offer, high levels of initiative in children, a good organization and group climate and high quality caregiver style. We hence recommend policy to invest in caregiver professional training on these approach dimensions.

Keywords: *child care, involvement, well-being, approach, self-evaluation instrument*

Bibliography

- Buyse, E., Verschueren, K., & Doumen, S. (2011). Preschoolers' attachment to mother and risk for adjustment problems in kindergarten: Can teachers make a difference? *Social Development*, 20, 33-50.
- Buyse, E., Verschueren, K., Verachtert, P., & Van Damme, J. (2009). Predicting school adjustment in early elementary school: Impact of teacher-child relationship quality and relational classroom climate. *The Elementary School Journal*, 110(2), 119-141.
- Buyse, E., Laevers, F., & Snoeck, G. (2009). A process oriented analysis of primary school practice in relation to equal educational opportunities. In G. Rijlaarsdam (Chair), *The differential effectiveness of teaching minority children*. Paper presented at the 13th European Conference for Research on Learning and Instruction, Amsterdam, August 25-29.
- Buyse, E., Verschueren, K., Doumen, S., Van Damme, J., & Maes, F. (2008). Classroom problem behavior and teacher-child relationships in kindergarten: The moderating role of the classroom climate. *Journal of School Psychology*, 46(4), 367-391.
- Doumen, S., Buyse, E., Colpin, H., Verschueren, K. (2011, in press). Teacher-child conflict and aggressive behavior in first grade: The intervening role of children's self-esteem. *Infant and Child Development*.

STRATEGIC MANAGEMENT OF EARLY CHILDHOOD EDUCATION EFFECT ON EARLY CHILDHOOD EDUCATION SERVICE

MARJA-LIISA AKSELIN

University of Tampere, Finland

The leadership of early childhood education today requires the ability to create, develop and implement on a strategy to ensure that high quality core task realization is secured. Strategy is significant in the social context in which it is done (Juuti & Luoma 2009). In this presentation the strategic leadership of early childhood education is examined according to the contextual model (Hujala 2004, Nivala 1999, 2001). In Finnish municipalities the responsibility of early childhood development strategy and implementation belongs to the top civil servants and advisory board or to the management of private service organizations. From the perspective of the post-modern period the narrative interview is well suited for a future oriented data collection form, because it does not preclude the flow of experiences and the examination of development even in the long term. The aim of the narrative interview is to gather narratives of civil servants as well as private service providers' management on early childhood education strategy work. With the narratives we try to understand and to evaluate the temporal perspective of the strategic management of early childhood, the development of the leadership work to date and its orientation of the future. Narrative interview is a tool for evaluating management effects on the work of early childhood education

service.

In the study nine municipal leaders were interviewed early in the autumn of 2010. The data analysis is still ongoing. Early childhood education leadership roles, responsibilities, and competence to carry out the function described in a hierarchical model (1996 & Hayden Jorde-Bloom, 1997, Ebbeck & Waniganayake 2004). The higher in the hierarchy you go, the farther you go kindergarten level activities. As a preliminary conclusion, the strategic importance of early childhood leadership role is to point out children and their families as well as the needs of high-quality early childhood education field condition.

Keywords: Early Childhood Education, Strategic Management, Narrative interview

PARENTS' USE OF INFORMAL CHILDCARE

JILL RUTTER , BEN EVANS

Daycare Trust, 2nd Floor, Novas Contemporary Urban Centre, 73-81 Southwark Bridge Road, London, SE1 0NQ

Increasingly in the United Kingdom, formal childcare has been viewed as a mechanism to facilitate social mobility; enabling parents to work themselves out of situations of disadvantage while also acting to assuage structural inequalities that contribute to different levels of school readiness amongst young children.

The conceptualisation of formal childcare as a key component in the wheel of social mobility has been reflected by government investment in early childhood education and care through initiatives such as the Sure Start programme and free nursery care for three and four year old children. This understandably narrow focus on formal childcare inadvertently pushed informal childcare to the periphery of the political gaze, implicitly positioning it as a private sphere activity not in need of government attention.

Over the past decade however, national surveys such as the Childcare and Early Years Survey of Parents series have generated a better understanding of informal childcare, demonstrating disaggregated patterns of usage among families in addition to its prevalence as a practice the UK.

Despite this growing interest, a somewhat reductive understanding of parents' reasons for using informal childcare still pervades general discourse on the subject with it typically being suggested that informal childcare is used out of preference or economic necessity. Although legitimate, these broad rationales hide the nuanced reasons that parents use informal childcare. They also make no explicit acknowledgement of the extent to which value judgements are bound up with structural limitations that transcend economic prosperity.

This paper seeks to address the lack of understanding around informal childcare by providing a more considered deconstruction of parents' decision making processes when deciding to use informal childcare. Specifically, we will address:

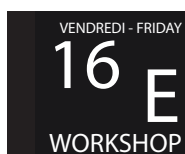
- Patterns of informal childcare use in the UK
- The reasons for the observed differences in patterns of informal childcare use
- The impact of informal childcare on children, families, in wider communities and nationally

We draw on new research conducted at Daycare Trust, the national early years and childcare charity. This two-year holistic study of informal childcare is funded by The Big Lottery Fund.

The project utilizes a mixed methods approach, incorporating qualitative and quantitative methods to facilitate the identification of informal childcare trends and explore the subjective realities of parents and carers in an attempt to better deconstruct their decision making process.

Data relating to informal childcare usage was generated through secondary analysis of existing UK datasets: the Childcare and Early Years Survey of Parents and the Labour Force Survey as well as our own new primary dataset: a survey of parents and a primary survey of informal carers. Data concerning parents' subjective experiences and perceptions of informal childcare was generated through focus groups, conducted in various localities in England.

Keywords: Informal, childcare, parents, decisions, mixed-methods



E16 Social and physical interactions

Chair : Colette Gray

PLAY-FIGHTING IN KINDERGARTEN – COMPETITIVE AND COOPERATIVE STYLES OF PLAY FIGHTING RELATED TO FIGHTING STYLES.

RUNE STORLI

Queen Maud University College Early Childhood Education

Play-fighting is a non-aggressive form of competitive interaction involving some advantage over the partner (Aldis, 1975) and is the most common form of play reported in non-human mammals. Characteristics of play-fighting are (1) a resource is not gained or protected; (2) the contact is restrained; (3) the 50:50 rule (the players are reversing roles); (4) which can lead to further affiliation between the players; (5) special facial and bodily gestures signal that the interaction is play.

Pelligrini (2010) maintains there seem to be two possible functions of this kind of play during childhood. First, it may be primarily a competitive construct where children exploit peers and practice fighting skills. Second, it may be primarily a cooperative affair where children learn social skills. However, for play-fighting to be playful, a minimum of both competition and cooperation have to be present. The former secures unpredictability so the play doesn't lose its pleasurable quality and the latter prevents play-fighting escalates into serious aggression (Pellis, Pellis and Reinhart, 2010).

Aldis (1975) describes different forms of play fighting among children and how the players modify and inhibit their responses. Restrain and reversing roles are part of the 50:50 rule, and the implication is that play is "fair" and cooperative to the extent that no individual has unfair advantage over the other (Pelligrini, 2010).

The aim of this project is to investigate the extent to which the 50:50 rule is followed and how pre-school children utilise and develop skills and tactics to ensure a minimum of competition and cooperation in different forms of play-fighting.

Methodology

Children, 3 -5 years old, in three Kindergartens were observed and videotaped in free play for 9 days. The theoretical and conceptual framework is phenomenological and qualitative analyses will be conducted. The project is approved of Norwegian government authorities according to ethical considerations. Preliminary analyses indicate that the fairness solution (Pellis, Pellis and Reinhart, 2010) in pre-school children's play-fighting is maintained by a complex and dynamical system of constraints.

Implication

To put focus on play fighting as an important way for preschool children to develop crucial social skills and how to support such play in Kindergarten.

Keywords: Preschool children, play-fighting, competitive and cooperative styles, fairness solution

TODDLERS' MATHEMATICS - AN INTENSE PHYSICAL WORK

KARIN FRANZÉN

Faculty of arts and education, Karlstads university, Universitetsgatan 2 65188 Karlstad Sweden

This paper focuses mathematics for toddlers in preschool. The study pays attention to the importance of education in early years. The aim of the project presented here is to study the practices that formal and informal ascribes mathematics for the youngest preschool children, 1-3 years old. Nowadays, young children's mathematical learning is hot stuff in many countries considering data from international studies on student's knowledge of mathematics shows significant differences between countries. These differences in mathematics knowledge worry researchers and teachers and they emphasize the importance to start mathematics learning in early years.

According to these international studies, Swedish children in general have insufficient knowledge of mathematics. Studies also show that despite the fact that girls achieve good results in primary school, they lose interest when they get older. These data have caused the Swedish government to support in service training in mathematics for practicing preschool teachers. The Swedish newly revised curriculum for preschools stresses the role of mathematics in preschool. Recent research on preschool children and mathematics emphasizes the childrens' cognitive learning. These studies give attention to how children understand mathematical concepts and which strategies they use for learning. There is reason to believe that the methods and practices for children mathematics learning have been developed for the slightly older preschool children (4-6 years). In Sweden, even 1-3 year old spend a great part of their day in

preschool and here we ask ourselves what mathematics might mean for the youngest children in their everyday preschool life.

This question is framed by a concern for the youngest children's right to learn and develop in general and, more specifically, a wish to find out what discourses are involved when the young child encounters mathematics in early childhood education practice. In this study the focus is on what discursive rules that frame the way preschool teachers talk about and act as teachers in relation to mathematical activities and the toddler as learner of mathematics. Further mathematics in children's own activities will be considered.

Data will be collected from the preschool practice by interviewing teachers and by observing the children's activities and the teachers' work. Data will be analyzed by inspiration from discourse theory. The ambition to involve young children claims careful ethical consideration. Children participating in this study are too young to consent. Accordingly, it's important to be very attentive to the children's behaviors during the observations.

A pilot study indicated that there is a lot of spontaneous mathematics in these young children's play and that the children often use their bodies as a tool for understanding mathematical concepts. They measure distances, decide dimensions and touch and feel different shapes and sizes with help from their bodies. These results are interesting since the body has been quite invisible in previous research focusing on preschool children's learning of mathematics. The study also shows that teachers don't give attention to the children's own mathematics learning processes; rather they give attention to mathematics in special situations, like meals and planned group activities.

Keywords: Preschool, toddlers, mathematics, learning

PHYSICAL INTERACTION IN BETWEEN BOYS AND GIRLS AND EDUCATORS – THE GROUP HABITUS IN THE PHYSICAL FORM

MIRIAM DAMROW , LENA IRMLER

Martin-Luther-Universität Halle/Saale

This analysis falls in the genre of the basic research in the early teachings with the aim to analyze the professional behavior within physical interactions.

The study is conceptually located in the empiric qualitative social research. Theoretically the analysis of the material refers to the disposition studies of Pierre Bourdieu. Bourdieu describes in his writings the socialization dimension of the body specifics. This analysis is specifically directed toward the interactions of bodies of teachers as well as boys and girls in the daily life of Kindergarten.

The materials were analyzed under the documentary method invented by Ralf Bohnsack.

The results of the analysis shows, that in the daily life of educators within the team, not only does the planning and execution of educational options to the boys and girls in within educators experience a verbal closeness. Educators who work together for an extensive period of time tend to mimic their body language interactions within the shared social space of the Kindergarten.

The educators show support, care, but it is also power and strength with their bodies. Because they are much larger and stronger than the children a special care in the physical handling is required. The formation of a group habitus in relation to use powerful body shows that there is no reflection of the own body. Especially in the discussion on the prevention of body contacts an accurate view of reality is needed to avoid wrong decisions. Children themselves act very physical and the avoidance of physical contact can not be the solution.

The fact of building a "group disposition" shows, that the habitus (in general of the physicality of the interaction) is very much changeable. It also details the importance of the reflection of one's own physicality in the work related context. The body as a communication and interaction medium needs to receive a stern place within the educational field as well as work reflective and continuing education.

Physical interaction style are, if you follow the Bourdieu model, a momentary expression of biographical and (as shown in this analysis) work expertise, which have a lifelong social influence on the physical habitus.

Professional actions require a level of consciousness over your own physicality, a reflection that one's own action stands in connection with the needs of the boys and girls as well as one's own feelings.

Apart from the necessity of additional research (i.e. Physical interactive behavior of male educators and the development of theme appropriateness for continuing education) the theme of bodies belongs in the middle of the professional view, as well as language development and integration.

Keywords: physical interaction, habitus, educators, Kindergarten

Bibliography

- Bohnsack, R.(2007). *Rekonstruktive Sozialforschung. Eine Einführung in qualitative Methoden*. Opladen & Farmington Hills: Verlag Barbara Budrich
- Bourdieu, P.(1976). *Entwurf einer Theorie der Praxis auf der ethnologischen Grundlage der kabyliischen Gesellschaft*. Frankfurt am Main: Suhrkamp
- Bourdieu, P./Wacquant, L.J.D.(1996). *Reflexive Anthropologie*. 1. Auflage. Frankfurt/Main: Suhrkamp
- Dinkelaker, J./ Herrle, M.(2009). *Erziehungswissenschaftliche Videographie. Eine Einführung*. Wiesbaden: VS Verlag für Sozialwissenschaften/ GWV Fachverlage GmbH

E17 Reflexive practice in professional training of educators

Chair : Joana Freitas

‘THE BENEFITS OF IMPLEMENTING A PROFESSIONAL DEVELOPMENT MODEL IN EARLY YEARS SETTINGS IN IRELAND’

DOROTHY McMILLAN

Stranmillis University College, Belfast, BT9 5DY, Northern Ireland

This paper examines the effectiveness of a Professional Development Model (PDM) developed as part of the Professional Development for Early Childhood Professionals: Examining Pedagogy in Early Childhood research project carried out to ‘support early childhood educators/teachers in Ireland to examine and enhance their own pedagogy’. The PDM was based on the socio-cultural learning principle outlined in the Study of Pedagogical Effectiveness in Early Learning (SPEEL) (Moyle et al 2002) that effective early years practitioners have the ability to be reflective, questioning, analytical, committed to learning and professional development and to welcome and initiate constructive, critical engagement with peers and others.

With this in mind, the research team aimed to provide an integrated package consisting of the PDM document, initial training and ongoing support to enable participants to develop and utilise these professional qualities.

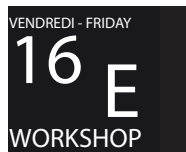
The study was qualitative in design and involved six case study interviews prior to PDM implementation, two training sessions in the format and use of the PDM, ongoing telephone and online support, two midpoint review meetings and six follow-up case study interviews. Each participant maintained a reflective diary over the sixteen week period to record their experience of using the PDM. In addition to this, detailed observations of the six settings were made using an instrument known as the Quality Learning Instrument (QLI) (Walsh and Gardner, 2005) to evaluate the quality of the learning experience before and after using the PDM.

Overall the findings would suggest that each of the settings involved found the PDM experience valuable and beneficial, both for the children and for their own professional development. Although all settings varied in terms of quality prior to implementation of the PDM, the quality of the learning experience increased to a greater or lesser extent in all of the settings after using the PDM. The greatest improvement occurred on the cognitive, dispositional and social indicators of the QLI, in particular for those settings that focused on ‘Skilful Interactions’ and ‘Nurturing Relationships’. Overall the PDM appeared to have greatest impact on the teaching strategies that the practitioners were employing, where in the main practice shifted from quite a teacher-directed approach to allowing the children more time to interact with one another in activities that could be described as ‘playful’ in orientation i.e. a blend of play and work.

Keywords: professional development, reflection, pedagogy

Bibliography

- McMillan D J (2009) ‘Preparing for educate: student perspectives on early years training in Northern Ireland’. *International Journal of Early Years Education*, 17: 3 pp219 - 235
- Miller L and Cable C (eds) (2010) *Professionalization, leadership and management in the early years*. London: Sage
- Moyle J, Adams S & Musgrave J (2002) *Study of Pedagogical Effectiveness in Early Learning*. London: DfES. Available on-line: <http://www.dfes.gov.uk/research/data/> (last accessed Feb. 2010)
- Walsh G and Gardner J (2005) ‘Assessing the quality of Early Years learning environments’. *Early Childhood Research and Practice* Vol. 7: 1. Available online at: <http://ecrp.uiuc.edu/v7n1/walsh.html> (last accessed 12 May 2009).
- Walsh G, Gray C, McMillan D, Hanna K, McCracken O and Carville S (2011) *Professional Development for Early Childhood Professionals: Examining Pedagogy in Early Childhood*. Department of Education and Science, Dublin



CRITICAL REFLECTIVE PRACTICE IN EARLY YEARS STUDENTS PROFESSIONAL DEVELOPMENT

LISA SPENCER ¹, KAREN HANSON ²

¹ University College St Mark & St John, Derriford Road, Plymouth, Devon, PL20 7DT UK

² University of Worcester, Henwick Grove, Worcester WR2 6AJ UK

Reflective practice is a requirement of many professions in education, health and welfare, and it is 'a key expectation of all workers who are involved with young children's learning and development' (Craft & Paige-Smith, 2008: 1). Teaching reflective practice is now 'pedagogic orthodoxy' in professional education and training (Clegg 1999), it is perceived as essential in the 'professionalization' of workers, and is often an explicit requirement within professional standards, for example it is one of the 39 standards of the Early Years Professional Status in the UK (CWDC, 2007, 2008). However, as Thompson & Thompson (2008) suggest 'the growth in interest has not been matched by an equivalent growth in understanding' (ibid: ppix), rather the emphasis is on reflective practice as a tool to enable professionals to set their day to day practice against a required, policy imposed, set of benchmarks.

We argue that critical reflective practice challenges the divide between theory and practice and moves beyond a technical rational application of reflective practice as a form of self monitoring and evaluation. A critical approach enables students and practitioners to understand how they are positioned within the social and political context (Osgood, 2006), to expose their taken-for-granted assumptions (Brookfield, 1995), to work anti-oppressively (Thompson & Thompson, 2008), and enables students and practitioners to position themselves (Osgood, 2006).

We are both lecturers in small-medium sized UK universities, teaching undergraduate and postgraduate early years students, and we are committed to critical reflective practice as an essential resource for our own and early years students and practitioners learning and development. This paper has arisen from our professional education doctorate studies and the research we have completed for our theses. We have explored the development of critical reflective practice in our students from two perspectives: firstly through exploring how reflective dispositions can be developed in undergraduate Early Childhood Studies students and create a reflective learning community and culture; secondly with postgraduate Early Years Professional students exploring methods used to 'teach' critical reflective practice. The tools we have used in our research demonstrate our commitment to critical reflective practice and include collaborative methods which engage in critical dialogue with the students we teach and our colleagues (Brookfield, 1995).

We are in the process of our primary research at the time of writing and our preliminary findings show that there are many factors that influence student's development as critical reflective practitioners. These include: assumptions about students' understanding of the concept of reflection; the pedagogical cultural shifts students experience in transition to higher education and in transition to 'professional' education programmes, including changing understandings of the self as learner; the diverse experiences of the early years student; the tensions between a critical contextual analysis and the standardised benchmarks that students have to meet; and the diversity in ideological assumptions of what it is to be a professional.

Keywords: professionalization, critical, reflection, higher education

Bibliography

Brookfield S (1995) *Becoming a Critically Reflective Teacher* San Francisco: Jossey Bass

Clegg S (1999) Professional Education, Reflective Practice and Feminism *International Journal of Inclusive Education* 3 (2) 167-179

Craft A & Paige-Smith A (2008) Introduction in Paige-Smith A & Craft A (eds) *Developing Reflective Practice in the Early Years* Maidenhead: Open University Press, McGraw Hill Education

Osgood J (2006) Deconstructing Professionalism in Early Childhood Education: Resisting the regulatory gaze *Contemporary Issues in Early Childhood* 7 (1) 5-14

Thompson S & Thompson N (2008) *The Critically Reflective Practitioner* Basingstoke: Palgrave Macmillan

UNDERSTANDING THE EDUCATIONAL INTENTIONALITY WITHIN PEDAGOGY-IN-PARTICIPATION: AN INTENSIVE CASE STUDY

JOANA FREITAS ¹, JÚLIA OLIVEIRA-FORMOSINHO ², NILZA COSTA ¹

¹ University of Aveiro, Campus Universitário de Santiago, 3810-193 Aveiro, Portugal

² University of Minho - Associação Criança, Campo Gualtar, 4710 - 057 Braga, Portugal

School demands different teaching and learning models, since "teaching is in the cultural, social and historical here and now" (Maximo-Esteves, 2008, p. 7). Awareness to this reality and the need to become reflexive and critical people, citizens and professionals are demanded, in order to promote novel and

more effective means for teaching and learning.

The reflexive professional is defined by Oliveira-Formosinho (2007) as a person who supports the practice in theories and values before, during and after the action itself. It is also someone who questions to redefine. Dewey (2002) reported to this ideal professional as someone who had reflexive action and recreated the school to serve democracy and the community.

Several research studies have evidenced the benefits of living in a participating and democratic kindergarten, as well as the value of continued reconstruction of experiences and the cultural aspects in the learning process of the child and the educator (Formosinho & Oliveira-Formosinho, 2008; Oliveira-Formosinho, 2007).

The current investigation studies in depth the role of the educational social-constructivist context in learning by means of participation. We report to a teaching work dynamics distinct from the traditional teaching and learning transmission model, entitled Pedagogy-in-Participation (Formosinho & Oliveira-Formosinho, 2008). This teaching method is supported by continuous and dynamic reflexion-action-transformation and intervention-research-training processes.

Stake (1995) refers that any investigation seeking knowledge construction is supported by understanding one or several problems, and should be a constant pursuit of patterns and consistencies. In this regard, the study presented herein evidences the comprehension and the consistencies on the intentions developed in a participation-in-teaching context and on the way they move and interact in the lives of the educator and the child.

This investigation intends to be a specific, intensive and complex study considering, on one hand, the qualitative dimension, and on the other hand, the significant episodes, the sequence of events in a defined context and the total of individuals involved (Stake, 1995). It is a qualitative study, empathizing a systematic process of observation with Laevers scales (1994, 1996), detailed, documentation analysis and daily field notes with the goal of understanding life in its natural context. Hence, we entitled this an ethnographic study.

The methodology of this study presents technical diversity to ensure data reliability given by crossed information from distinct sources. We report to observation of interactions, document analysis and interviews to children and childhood educators.

The content of the study – educational intentionality – is studied at the levels of the role of the environment and children's perspectives as well as teacher's perspectives.

Keywords: childhood education – Pedagogy-in-Participation – educational intentionality

Bibliography

Dewey, John (2002). *A Escola e o Sociedade e A Criança e o Currículo* (P. Faria, M. J. Alvarez & I. Sá, Trans.). Lisboa: Relógio D'Água Editores.

Formosinho, João & Oliveira-Formosinho, Júlia (2008). *Childhood Association Approach*. Portugal: Childhood Association supported by Aga Khan Foundation of Portugal.

Maximo-Esteves, Lúcia (2008). *Visão Panorâmica da Investigação-Ação*. Porto: Porto Editora.

Oliveira-Formosinho, Júlia (2007). *Pedagogia(s) da Infância: reconstruindo uma práxis de participação*

Pedagogia(s) da Infância. Dialogando com o Passado Construindo o Futuro (pp. 13-36). Porto Alegre: Artmed Editora.

Stake, Robert (1995). *The Art of Case Study Research*. Thousand Oaks: Sage Publications.

E19 Symbolic activities

Chair : Alain Clémence

SHAKESPEARE OR EINSTEIN? : DRAMATIST OR PATTERNER? SYMBOLIC DEVELOPMENT OF CHILDREN BETWEEN ONE AND THREE.

FRAN PAFFARD

University of Cumbria, Tower Hamlets PDC, English St, London E3 4TA

Theme and relevant strands

This presentation explores current practices in supporting young children's symbolic development. The research considers children's object use in developing representations of their world.

Research aims or questions:

This research examines differences in styles of symbolic play, and in particular the proposition that children prefer to be either dramatists, who choose to use language and drama to make meaning, or patterners, who are interested in the order, structures and functions of objects in their representations of the world (Gardner and Wolf 1977). The study aims to expand the original research by observing in more detail the range of symbol styles children use. Children are observed using Athey's identification of

children's patterning behaviour as specific schema and by capturing children's early strands of narrative (Coates and Coates 2006) so that we can enhance our understand of the growth of symbol use. Building on these studies, a more detailed framework for identifying and understanding children's symbolic development is trialled in observations of children's play.

Theoretical and conceptual framework

The study draws on Gardner and Wolf's (1977) original research into symbolic play with children in this age group. It incorporates the Piagetian based research of Athey (1988) and recent research on children's narratives. It is argued that the styles identified by Wolf and Gardner are compatible with the schema identified by Athey between three and five, and with research on early narratives.

Methodology and Ethics

This is a small scale research study in which many variables cannot be ruled out, but exciting possibilities are glimpsed. The research draws on a study based in a Children's Centre that includes participatory action research, non-participant observation, and longitudinal tracking of individual children. Documentation includes interviews, photographic and video evidence, transcripts of narratives and samples of early mark-making. Permissions were gained from all parents and practitioners engaged in the research and confidentiality ensured by the use of pseudonyms.

Main Findings

Findings are at an early stage and factors such as gender, and home culture are still to be considered. An early indication is that the two styles identified may also be inadequate to fully explore the range of children's symbol use. However initial findings suggest that a significant number of children between one and three show a decided preference as patterners or dramatists, while a number of children show a more balanced progression. Observations support the proposed links between key features of Gardner and Wolf's research and later schema and narrative research. Observations reveal the importance of skilled practitioner and parent support in recognising and developing children's symbol use.

Implications for policy and practice

UK early education provision is varied in size, range and qualifications of practitioners and the research illuminates the need for consistent and high quality provision. The recognition of specific schema and of the central role of both schema and narrative in organising experience has major implications for children's successful later learning. The study suggests a crucial role for practitioners and for parents in recognising and supporting children's early symbolic and cognitive development.

Keywords: symbol, schema, narrative, pattern

'NOURISHED BY SUSTAINED SUPPORT': YOUNG CHILDREN MAKING MEANING THROUGH DRAWING

KATHY RING

York St John University

This paper draws upon data collected as part of a longitudinal research project 'Supporting a Playful Approach to Drawing' (2007-2010). The project aimed to support early years practitioners in developing greater understanding of young children's use of drawing as a tool for thinking and learning, and recognizing the significance of the routines and rituals of their particular setting in enabling or hindering this.

This paper focuses upon one case study. It takes as a starting point the analysis of an excerpt of videotape footage, collected by the researcher near the end of the three-year project where two four-year-old boys are engaged in intense drawing activity as a playful and creative tool for thinking, talking and making meaning. The paper tracks back, through analysis of a range of documentation, to interpret how the setting supports the children's unique 'build-up' of meaning making over time.

Data collected includes transcribed interviews with the class teacher and visual images of: children using materials and objects, products of children's use of materials and the arrangement and provisioning of the physical setting.

In analyzing change over time the paper highlights the impact of the socio-historical context upon two children's ability to use drawing as: a playful tool for meaning making; a source for intense creativity; and 'a dynamic and complex activity which represents an interactive social form of embodied imagination' (Vygotsky, 1933/196, p. 537).

Keywords: Drawing, playfulness, multi-modality; visual images; adult role

Bibliography

- Anning, A. and Ring, K. (2004) *Making Sense of Children's Drawings*. Maidenhead: OUP/McGraw-Hill
Hope, G. (2008) *Thinking and Learning Through Drawing*. London: Sage
Kress, G. (1997) *Before Writing: Rethinking the Paths to Literacy*. London: Routledge
Taguchi, H.L. (2010) *Going beyond the Theory/ Practice Divide in Early Childhood Education*. London: Routledge
Olsson, L.M. (2010) *Movement and Experimentation in Young Children's Learning*. London: Routledge.

IN PURSUIT OF A CLASSROOM'S STORIED REALITIES – ETHNOGRAPHY AND STORY-CRAFTING

RIIKKA HOHTI, LIISA KARLSSON
University of Helsinki

In our presentation we want to describe an ethnographic research on a preliminary school 1st year classroom. In the research narrative approaches were combined to ethnographic fieldwork (Gubrium & Holstein 2006). The aim of the research was to investigate power relations in the interaction of the classroom.. The concept of power was understood in a dynamic, foucauldian way. The approach drew also from feminist ethnography, principles such as listening to silenced voices as well as reflexivity of the power of the researcher.

We were, however, informed by the difficulties that researchers are faced with when trying to reach children's perspectives. In the field of child research there is a need of methodological approaches that take in notion the ways in which children naturally express their worlds and meanings. Among some developed methods are different ways of storytelling, photography (Einarsdottir 2005) and different bodily methods (Crivello et al. 2008). We have recently worked on methods that are based on the idea of free narration.

The Storycrafting method (Riihelä 1996, Karlsson 2005) is a research method and a social innovation developed in Finland. Today it is widely used in educational settings as well as in child research. In story-crafting a grown-up asks the child to tell a story. The story is written by the adult exactly as the child tells it.

As an empirical example we want to introduce an episode of a spring festival of the school. During the process of the rehearsals multiple ways of assessing the children as well as children's self-estimations became visible. At the same time the professionals of the school explained their worry about the "who cares" –attitude, ignorance, among the children. They had decided to show the children that "at least they care".

These tensional circumstances formed the context of storycrafting sessions. The storycrafted narratives opened up surprising perspectives on the educational context as well as the existing power relations. Instead of a coherent reality seen through professional adults' lenses the storied realities of a multi-voiced classroom began to unfold.

We want to conclude our presentation by concentrating on epistemological considerations about the quality of information provided by free narration. What is the value of free narratives compared to e.g. narratives based on focused themes?

The research is part of a consortium "Children tell about their well-being – who listens?" between the universities of Helsinki and Oulu. In the project our aim is to gain a new understanding of children's lived and experienced well-being by listening to children's narratives. We want also to help policy-makers, politicians and media to listen to children's perspectives by developing practical tools.

Our assumption is that tools based on free narration increase the possibilities of different voices in environments of diversity to be heard. Storycrafting can be used as a tool to build bridges, question existing power relations and design democratical growing environments. There are, however, ethical questions to be considered. Are we doing the right thing when trying to intrude to children's experiences? On the other hand, is it possible to go on without doing so?

Keywords: narrative ethnography, storycrafting, power relations, classroom, free narration



E20 Questions de formation

Chair : Gil Meyer

LA MISE EN CIRCULARITÉ DES SAVOIRS ET DES PRATIQUES ENTRE L'ÉCOLE ET LE TERRAIN.

ISABELLE COPT , ET AL, ESEDE, LAUSANNE

Cette communication vise à mettre en évidence les articulations entre savoirs théoriques et pratiques de terrain dans le cadre d'une formation à l'éducation de l'enfance de niveau école supérieure. Ces articulations contribuent à construire le niveau et le type de qualification nécessaires à la pratique de la mission éducative.

Il s'agira de considérer la proximité entre la formation dispensée à l'école et sur le terrain sous l'angle des valeurs, des expériences, des connaissances, des interactions interindividuelles. Cette proximité, qui permet à la fois d'intégrer la pratique de terrain aux enseignements et des éléments de la formation dans le cadre des institutions de l'enfance est une singularité de la formation esede. Elle agit comme facteur de réduction de l'écart dans la transition école-terrain.

Deux focales rendent compte de cette dynamique circulaire.

1. Des passerelles concrètes entre terrain et école

La première focale décrit la passerelle concrète entre le terrain et l'école construite sur une base non hiérarchique et s'exprimant à travers le concept d'alternance. L'alternance dans le déroulement de la formation supérieure en éducation de l'enfance consiste en une formation en deux lieux et en coresponsabilité. La formation s'établit dans une dynamique de partenariat avec l'ensemble des milieux et acteurs concernés (milieux professionnels, milieux scientifiques et de formation, étudiants es). Concrètement, l'alternance permet de réduire l'écart dans la transition école / terrain grâce aux multiples événements concrets établissant une passerelle entre ces deux espaces (les stages, les visites de terrain, les plateformes emploi, les rencontres PF,...). La circularité entre terrain et école s'exprime aussi à travers le choix des chargés de cours issus de la pratique et qui mettent à l'épreuve la théorie par la pratique, testent les modèles et les reconstruit en appliquant la méthodologie de la pratique réflexive.

2. La pratique réflexive des étudiant-e-s

Dans la formation esede, les étudiants apprennent une méthodologie qui peut être appliquée quelque soit le milieu de travail. Cette méthode est transférable car elle consiste en un encodage de la réalité. Les étudiants développent l'habitude de transférer les connaissances, les savoirs de l'école vers le terrain et du terrain vers l'école par la pratique réflexive. La méthode de l'esede est l'accompagnement des étudiants dans leur déconstruction/reconstruction des représentations quelque soit le milieu du travail. Les étudiants apprennent à être capables de s'ajuster aux diverses circonstances et situations dans lesquelles ils et elles ont été impliqué.e.s. Ils et elles sont amené.e.s à donner du sens à leur pratique et à faire des liens entre des connaissances théoriques, toujours générales, et les situations rencontrées jour après jour dans les institutions de l'enfance. Un ajustement constant à des réalités singulières nécessite également de prendre conscience de son propre fonctionnement, de sa façon d'être, de réfléchir et d'agir, pour ensuite éventuellement le modifier.

Keywords: alternance, formation supérieure, niveau qualification, terrain

DE L'USAGE DE L'EFFET MIROIR ENTRE FORMER ET ÉDUIQUER: INTÉRÊTS ET RISQUES ÉTHIQUES

ORIANA BRUECKER

ESEDE - 1231 CONCHES (GENEVE)

Au Canton de Genève, la jeune femme ou le jeune homme qui choisit de devenir éducateur de l'enfance s'aventure dans un curriculum qui dure de 3 à 4 ans. Sa formation professionnelle prévoit des cours théoriques et des stages ou emplois auxiliaires sur le terrain. Cette formation, dite «en alternance», voit le futur éducateur faire plusieurs passages des institutions de la petite enfance aux bancs de l'école et vice-versa.

Pour les étudiants et leurs formateurs, l'alternance présente plusieurs avantages, dont celui d'aiguiser leur regard sur les "liens de parenté" existant entre la pratique professionnelle visée (l'éducation des enfants) et les moyens mis en place pour l'apprendre (la formation des éducateurs). C'est sur ces "liens de parenté" que se fondent les futurs éducateurs quand, sur les bancs de l'école, ils reprochent à leurs formateurs de ne pas appliquer les pratiques éducatives qu'ils leur enseignent. Et ce sont les mêmes "liens de parenté" que les formateurs révèlent quand ils remarquent avec étonnement que des pratiques

éducatives destinées aux enfants s'avèrent être efficaces pour un public de jeunes adultes.

En me fondant sur une approche phénoménologique et des situations concrètes observées dans ma pratique de formatrice, je propose quelques réflexions sur cet usage de l'effet miroir entre former et éduquer. Comme le révèlent leurs définitions, ces deux actes professionnels visent à accompagner un individu (qui est d'abord un sujet, nous rappellent les philosophes et éthiciens) dans son apprentissage. Autant l'éducateur que le formateur sont donc appelés à respecter le principe éthique de ne pas réduire l'enfant ou l'étudiant à ses capacités et à croire en ses potentialités. Or, malgré leur parenté, plusieurs éléments différencient les deux actes d'éduquer et de former. Il n'est pas rare de découvrir que certaines des difficultés vécues sur le terrain par les étudiants ou leurs formateurs trouvent leur origine dans la confusion qui s'installe, par exemple, quand le formateur se retrouve à éduquer l'étudiant ou l'éducateur à former l'enfant.

En mobilisant les concepts philosophiques de Hannah Arendt et le triangle éthique de Paul Ricoeur, je me propose d'analyser quelques configurations situationnelles (Malherbe, 2006) vécues par des étudiants au cours de leur formation. La distinction arendtienne entre sphère politique (propre du domaine public et du "monde des adultes") et sphère prépolitique (propre du domaine privé et du "monde des enfants") permettra de dégager quelques éléments susceptibles de contribuer à différencier l'acte de former de celui d'éduquer. Ainsi, si, d'un côté, l'effet miroir entre formation et éducation apparaît comme un critère fécond pour la réflexion et l'action éthiques, de l'autre, une meilleure différenciation entre les deux processus d'apprentissage peut aider à éviter quelques risques éthiques propres à la formation des éducateurs.

Keywords: Ethique, formation professionnelle d'adultes

Bibliography

Arendt, Hannah (1972). *La crise de la culture*. Paris: Gallimard. Folio Essais.
Cevey, Roger (2005). *Regard éthique sur le geste éducatif*. Montréal: Liber.
Malherbe, Jean-François (2006). *Les crises de l'incertitudes*. Montréal: Liber.
Ricoeur, Paul (1990). *Soi-même comme un autre*. Paris: Seuil.

L'ÉDUCATION MUSICALE DÈS LE PRÉSCOLAIRE AU BRÉSIL: LES ENJEUX DE LA FORMATION PROFESSIONNELLE

PABLO DE VARGAS GUIMARÃES

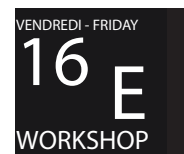
Universidade Federal Fluminense - Rua Chaim Elias, s/n.º - Centro – 28570-000 – Santo Antônio de Pádua – RJ

Il y a aujourd'hui au Brésil un important débat sur la place que la musique devrait occuper dans l'éducation élémentaire, dès le préscolaire et pas seulement à partir de l'école primaire. La nouvelle loi de numéro 11.769 de 2008, qui exige l'enseignement de la musique à l'école, a suscité la reprise de quelques anciens soucis des éducateurs brésiliens, comme, par exemple, la demande de plus en plus forte d'un espace-temps "légitime", d'un territoire musical scolaire bien défini comme lieu de droit dans les projets politico-pédagogiques. Dans le contexte de l'enseignement obligatoire de la musique, on souligne l'exigence légale d'une formation spécifique (musicale) pour le professeur de musique. On revendique la création de nouveaux cours de musique à l'intérieur du pays, puisque le cadre de formation actuel ne permet pas de fournir le nombre de professionnels exigés pour les villes éloignées des grands centres. On dénonce les mêmes lacunes et les ambiguïtés déjà caractéristiques de l'ancienne législation portant sur l'enseignement obligatoire des arts à l'école et qui, en raison de son manque de clarté, a permis de transformer l'obligatoire en facultatif.

On observe de cette manière plusieurs enjeux pour penser la musique dans les écoles, dès l'espace qui lui est réservé, jusqu'à la formation des enseignants qui, dans plusieurs cas, ayant peu d'affinité avec le langage musical, finissent par se limiter au langage verbal, au contenu thématique des paroles des chansons apprises en classe, par exemple. On demande, de cette manière, un réexamen de l'exigence d'une formation spécifique pour les professeurs de musique dès le préscolaire, une fois que cette exigence n'est pas prévue dans la loi.

Dans ce contexte, de recherche d'un espace légitime pour la musique dans les écoles, quelles alternatives ou lignes de fuite pourraient nous aider, face à la situation actuelle de l'éducation au Brésil, à penser un enseignement musical de la musique? Comment penser la musique à l'école et la possibilité d'une musique de l'école? Musicalité / sonorité dans la voix des enseignants et des élèves, dans la façon de parler, d'évoquer l'alphabet, de lire, de raconter des histoires etc.

On observe une grande dissonance entre les pratiques musicales observées aujourd'hui à l'école - dont les musiques chantées, mémorisées et gesticulées sont encore un exemple très fort, en particulier au préscolaire où elles sont plus présentes - et la réflexion académique en éducation musicale sur le des-



tin de l'enseignement de la musique. On critique les pratiques de la simple reproduction de modèles, basées sur une tradition pédagogique fondée sur la répétition et la mémorisation. Puis, comme alternative à ces pratiques, quelques propositions plus spécifiquement musicales de la musique sont pensées. Elles s'appuient sur des théories contemporaines d'éducateurs comme Swanwick, par exemple, et aussi sur les méthodes actives de quelques pédagogues de la musique du début du XXe siècle, comme Dalcroze, Kodály, Orff, entre autres, dont les idées très innovatrices pour l'époque n'ont pas trouvé beaucoup d'espace dans les traditionnelles et disciplinaires écoles normales du Brésil, chargées de la formation des enseignants.

Keywords: Education musicale, préscolaire, formation professionnelle, formation continue, méthodes actives

Bibliography

DELEUZE, Gilles. e GUATTARI, Felix (1975). *Kafka: pour une littérature mineure*. Paris: Les Éditions de Minuit.
 DELEUZE, Gilles. e GUATTARI, Felix (1980). *Capitalisme et Schizophrénie: Mille Plateaux*. Paris: Les Éditions de Minuit.
 FUKS, Rosa (1991). *O discurso do silêncio*. Rio de Janeiro: Enelivros.
 SCHAFER, R. Murray (1991). *O ouvido pensante*. São Paulo: Unesp.
 SWANWICK, Keith (1999). *Teaching Music Musically*. London: Routledge.

E21 Social interactions supports

Chair : Sophie Tapparel

OBJECTS AS ACCESS TOOLS IN CHILDREN'S PEER INTERACTION

AMANDA BATEMAN ¹, AMELIA CHURCH ²

¹ *The University of Waikato, Hamilton, New Zealand*

² *University of Melbourne, Melbourne, Australia*

This paper contributes to the broader conference theme of language in early childhood and the role of objects in the educational system. Typically the role of objects in early childhood is studied in relation to tool use (eg Fagard & Lockman, 2005) and, following Piaget's work, cognitive capacities of the child in relation to object permanence, symbolic representation, classification, conservation and seriation, and so forth. We are interested in the role of objects as a sociological phenomenon in the practices of children's peer cultures (see Corsaro & Eder, 1990).

There is a growing interest in how young children organize, manage and maintain peer relationships, particularly in ethnomethodological research in early childhood (eg. Goodwin & Kyratzis, 2007). While children's attempts to join ongoing play have long been of interests to early childhood scholars (Cromdal, 2001), there are few studies that explore in detail the resources children use to gain entry to a peer group.

This paper documents the role of objects in the primary school playground and details how the use of objects is locally governed and co-constructed by children. The findings from a study of playground interactions between four-year-old children in a Welsh primary school will be presented through the use of conversation analysis (CA) and membership categorization analysis (MCA) to uncover the organising principles of the social networks and social behaviours between children.

The study found that children systematically used access tools to initiate and maintain interactions with each other. The data show that children orient to objects in the immediate environment – such as a playtime snack – to initiate verbal openings with peers. This builds on Sacks' (1992) observation that members of a culture use specific objects which have cultural relevance as conversational items. Access tools are used in the co-construction of the social organisation of this primary school peer culture where objects are oriented to in order for children to gain access to interactions. Essentially, tools are used as a resource to either affiliate with or exclude other children. For example, the use of an announcement about an access tool (eg "who wants an apple?") provided a reason for the child to legitimately initiate an interaction with a peer whom they would not ordinarily be affiliated with.

This research illustrates the importance children place on the role of objects in the co-construction of

social organization in their school environment. More broadly, this paper argues for close analysis of children's peer cultures to better understand the social context of children's lives.

Keywords: early childhood, exclusion, affiliation, objects, conversation analysis

Bibliography

- Corsaro, W. A., & Eder, D. (1990). Children's peer cultures. *Annual Review of Sociology*, 16, 197-220.
- Cromdal, J. (2001). Can I be with?: Negotiating play entry in a bilingual school. *Journal of Pragmatics*, 33, 515-543.
- Fagard, J., & Lockman, J. J. (2005). The effect of task constraints on infants' (bi)manual strategy for grasping and exploring objects. *Infant Behavior and Development*, 28, 305-315.
- Goodwin, Marjorie H., Kyratzis, A., 2007. Children socializing children: practices for negotiating the social order among peers. *Research on Language and Social Interaction*, 40, 279-289.
- Sacks, H. (1992). *Lectures on conversation*. Oxford: Blackwell.

CHILDREN'S VOICES OF NATIONALITY IN DISCUSSIONS OF FOLK TALES

THORDIS THORDARDOTTIR

School of Education, University of Iceland v/Stakkahlid IS105

This small-scale study examines the issue of how four - five year olds children, in two Icelandic pre-schools in Reykjavik, Iceland, learn national identity through Icelandic folk tales.

The aim of the study is to shed a light on the role of national children's literature in young children's meaning making of nationality and how national folktales appears in story time and discussion sessions in the preschools.

The theoretical framework rely on Bourdieu's concepts of field, capital and habitus. In the study, the preschools are fields, children knowledge cultural capital and struggle in the field, observed in story and discussions time in the preschool help creating habitus. The data are focus interviews with 68 children in groups of four, videotapes of discussions sessions along with interviews with eight preschool- teachers. Through discourse analysis, national and gender habitus along with dispositions for talkativeness, or silence became visible. The preschools situations seem to create different condition for habitus forming, related to knowledge of folktales. For those preschool children, easily capable to cope with Icelandic folktales, the opportunities to form talkative dispositions are strong. For children (mostly of other ethnicity than Icelandic), not familiar with Icelandic folktales, conditions for develop silence dispositions seems to lie in the organisation of story and discussions time in the preschools. The talkative habitus is reflected in the knowledge of Icelandic folktales is cultural capital. The silence habitus, which creates marginalisation of the silent children, appears as a symbol for lack of cultural capital. Most of the children, familiar to Icelandic folktales, describe them as funny old tales of people and hillbillies living in Iceland in the old days. They also describe a good story as funny createing 'butterflies in the stomach' and with happy end. While discussing female trolls these children described them as an opposite to human females' beauty. Even so, girls described them as caring because they cared for their children. But boys discussed the size and strength of male trolls. Some boys tried to justify their laziness, which they interpreted as a lack of masculinity. There are also examples of children arguing about stereotyped attributions of the trolls leading to the conclusion that females are capable of masculine activities but there are no clues of vice versa. The children expect troll to have, possible existed in the old days because they have seen their sculptures all over in Icelandic mountain rocks. (Icelandic rocks are pictureable and the myth says that trolls return to stone if the sun shines on them). Some Icelandic children have tendencies to use their knowledge of Icelandic folktales to exclude children from other ethnicities. In the study, the ethical issue upon the children's informed approval is concerned, because they have different understanding of what is going on than the researcher. The implications drawing from the findings can support preschool-teachers practice in their work on democracy and equity in preschools.

Keywords: national identity, habitus, cultural capital, gender, folk tales

Bibliography

- Bourdieu, Pierre. (1977). *Outline a theory of practise*. Cambridge: University Press.
- Bourdieu, Pierre. (1990). *The logic of practise*. Stanford: University Press.
- Bourdieu, Pierre (1991). *Language and Symbolic Power*. Cambridge: Polity Press.
- Thordardottir, Thordis and Gudbjornsdottir, Gudny. (2008). She is a contry girl who existed in theold days. In Jóhanna Einarisdóttir and Bryndis Garðarsdóttir (Ed.) *Childrens view and democracy in preschools*. (p. 75-95). Reykjavík: Háskólaútgáfan og RannUng
- Thordardottir Thordis. (2007). Cultural literacy of Icelandic preschool children. *Menningarlæsi íslenskra leikskóla-barna*. In Hanna Ragnarsdóttir, Elsa Sigríður Jónsdóttir og M. H. Bernharðsson (Ed.) *Multiculturalism in Iceland*. (p. 273-300). Reykjavík: Háskólaútgáfan og Rannsóknarstofa í fjölmenningu Kennaraháskóla Íslands.



TEACHER STRATEGIES AND CHILDREN'S RESPONSES IN GROUP INTERACTIONS: A CASE STUDY OF SHARED BOOK READING SESSIONS IN GERMAN KINDERGARTENS

MARIA TEODORA PING

Research School Education and Capabilities TU Dortmund- Universität Bielefeld

This paper describes a part of the current doctoral research project whose general aim is taking a closer look at actual practices of shared book reading situation in several kindergartens in Dortmund, one of the biggest cities in the state of North Rhine Westphalia. Shared book reading in Germany, as one common daily activity in kindergartens, has unfortunately not been so much of a specific research focus to be explored despite the results of previous internationally recognized studies in the field of early childhood education indicating that book reading influenced the outcome measures in preschool children's language growth, emergent literacy and reading achievement (Bus, van Ijzendoorn and Pellegrini, 1995; Hargrave and Sénéchal, 2000). In this paper, the focus will be more specifically on the discussion of teacher strategies and children's responses in group interactions during the observed shared book reading sessions.

The participants of the study were five German kindergarten teachers (Erzieherinnen) and five groups of children aged 3-6 years old from a migration background acquiring German as their second language. Considering the ethical issue of conducting research with children who are still regarded as "minors", a consent letter was sent to the parents. The data sources for this current study were videotape recordings of shared book reading sessions. The recordings then afterwards were transcribed to help reveal both verbal and non verbal cues produced by participants of the study during the videotaped sessions. Taking into consideration the nature of the obtained data as well as the aims of the study, the analysis method employed is qualitative content analysis.

The coding categories in the present study were formulated by firstly substantiating categories on measuring/ evaluating adult-child shared book reading developed from previous studies (DeBruin-Parecki, 1999; Dickinson et al, 2003 and Reese et al, 2003), combining them with some other new categories emerging from the data and then finalizing the categories to be employed for further data analysis phase. Teacher strategies are measured in terms of instructional and interactional strategies while children's responses are categorized based on the types (verbal and non-verbal) as well as context (group interaction).

Teacher instructional strategies observed from the data are: book focus, naming, picture description and visual cues, feedback, elaborating, recall, personal experiences, text vocabulary, text prediction, general knowledge, evaluations and miscellaneous (personal comments and opinions, ending/ closing statement). Whereas, interactional strategies include responding and management style (explicit and implicit management style, Floor selection). Children's responses in the context of group interaction are responses triggered by teachers' strategies and their peers which can be categorized as follows: book focus, naming, picture description and visual cues, recall, text prediction, personal experiences, personal opinions, offering ideas, feedbacks (confirmation, correction and contradiction), answer, expansion and comparison. A more in-depth analysis on each observed case is still in progress.

Eventually, the current study is hoped to provide an empirically proven base for the improvement of language promotion programs for kindergarten children with a migration background in Germany, especially related to group shared book reading activities

Keywords: shared book reading, group interaction, teacher strategies, children's responses

Bibliography

1. Bus, Adriana G., van Ijzendoorn, Marinus H. and Pellegrini, Anthony D. (1995). Joint Book Reading Makes for Success in Learning to Read: A Meta- Analysis on Intergenerational Transmission of Literacy. *Review of Educational Research* Vol. 65, No.1 , pp. 1- 21
2. DeBruin- Parecki, Andrea. (1999). Assessing Adult/ Child Storybook Reading Practices. CIERA Report #2-004
3. Dickinson, David K., McCabe, Allysa and Anastasopoulos, Louisa. (2003). A Framework for Examining Book Reading in Early Childhood Classrooms. In A. van Kleeck, , & S. Stahl, & E.B Bauer (Eds.), *On Reading Books to Children: Parents and Teachers* (pp. 95 - 113). Hillsdale, NJ: Lawrence Earlbaum.
4. Hargrave, Anne C. and Sénéchal, Monique. (2000). A Book Reading Intervention with Preschool Children Who Have Limited Vocabularies: The Benefits of Regular Reading and Dialogic Reading. *Early Childhood Research Quarterly*, 15, No. 1, 75- 90
5. Reese, Elaine, Cox, Adell, Harte Diana and McAnally, Helena. (2003). Diversity in Adults' Styles of Reading Books to Children. In A. van Kleeck, , & S. Stahl, & E.B Bauer (Eds.), *On Reading Books to Children: Parents and Teachers* (pp.37- 57). Hillsdale, NJ: Lawrence Earlbaum.

E22 Teachers-children interactions in early childhood education

Chair : Susan Krieg

ANTHROPOMORPHICALLY SPEAKING: ON COMMUNICATION BETWEEN TEACHERS AND CHILDREN IN EARLY CHILDHOOD SCIENCE EDUCATION

SUSANNE THULIN ¹, NIKLAS PRAMLING ²

¹ Kristianstad University 291 88 Kristianstad Sweden

² Gothenburg University, Gothenburg Sweden

In this study a particular kind of figurative language, so-called anthropomorphic speech, is analysed in the context of science activities in a preschool setting. Anthropomorphism means speaking about something non-human in human terms. Can any systematic pattern be seen with regard to when such speech is used? Do children and/or teachers introduce this kind of talking and how is it responded to by the interlocutor(s)? Of 128 instances of anthropomorphism found, 24 were made by the children and 104 by the teachers. Children sometimes respond in line with the introduction of such speech but they also at times reject this way of speaking. Anthropomorphic speech is discussed as a strategy for the teachers in handling the dilemma of how to connect with children's experiences and terms, on the one hand, and developing children's understanding, on the other hand.

Keywords: Key words: anthropomorphism, early childhood education, figurative language, preschool, science

LISTENING TO EARLY TALK: IMPROVING SPEECH, LANGUAGE AND COMMUNICATION IN THE EARLY YEARS

MICHAEL JOPLING , JUDY WHITMARSH

University of Wolverhampton

Speech, language and communication (SLC) in the early years have caused concern for well over a decade. Bercow (DCSF, 2008) stated that 50% of some socio-economically disadvantaged populations have less developed SLC skills than their peers on entry to mainstream education and that approximately 7 per cent of five year-olds entering school in England have significant difficulties with speech and/or language.

This paper presents the findings of an independent qualitative research evaluation of the I CAN Early Talk (ET) programme at the supportive level, conducted for the Department for Education in 14 Sure Start Children's Centres in England. ET is an intervention designed to help early years' practitioners' knowledge and skills to improve speech, language and communication (SLC) in children aged 0-5 years. This research focused on children aged 3-4 years old attending children's centre nurseries. It aims were to:

- assess the pedagogical benefits of ET;
- explore its relationship with the Every Child a Talker programme;
- explore how ET meets the needs of differing groups of children; and
- evaluate the perceptions of key groups such as parents/carers and local authority staff.

The evaluation drew on the work of Guskey (2000) and Kirkpatrick (1994) to explore ET's impact on practice and its sustainability. Detailed cross-case analysis built on data from practitioner interviews, observations, focus groups and a survey of parents in the 14 children's centres, together with telephone interviews with three local authorities. Consent was sought from managers, practitioners, and parents for the research and, in particular, the creation of five filmed case studies to document changes to practice and complement the evaluation report.

Findings from the evaluation suggested that ET offered an appropriate balance of support and challenge to consolidate and extend existing good practice in SLC and identify areas for development where practice was less effective. In addition, while improvements in children's communicative behaviour were observed in some centres, there was evidence of a deficit approach to children with English as an additional language in others. The paper will discuss these findings, focusing on their potential for informing future SLC practice and using film of practice and practitioners to illustrate key themes.

Keywords: talk; language; communication; listening



E23 Teaching socio-emotional abilities

Chair : Geneviève Petitpierre

EXPLORING TEACHER PERSPECTIVES OF THEIR CAPACITY TO TEACH TOWARDS SOCIAL COMPETENCES IN YOUNG CHILDREN

LESLEY JONES , DEBORAH HARCOURT

Australian Catholic University, Banyo Brisbane Australia

In July 2009 the Australian Federal government introduced the first national educational framework for early childhood, the Early Years Learning Framework (EYLF). This document provides, for the first time, a shift from economic to educational necessity for early childhood services in Australia; clearly articulating the focus on children's learning as the key outcome of programs delivered in early childhood services regardless of delivery model and staff qualifications. It is within this context that this PhD research project examines teacher perspectives of their capacity to deliver against the imperatives for social competences of young children and explores influences that support/undermine pedagogy in this area. The literature review informing this project identifies the imperatives for teaching towards social competences and the growing trajectory of social competence embedded within early childhood curricular. Further, the literature outlines a number of influences that impact on teacher capacity, efficacy and pedagogy. The juxtaposition between these two broad areas highlight the interplay between structure and agency.

Theoretical and conceptual framework:

The qualitative research project will utilise a theoretical framework of both Structural Functionalism and Symbolic Interactionism. These two theoretical frameworks will assist in conceptualising this project at both a macro perspective of organisational directives and a micro perspective of individual meaning making.

Methodology:

The research design incorporates a multi case study methodology to gather data from three cases that reflect the broader early childhood services typical of Australia. The boundaries of each case include:

- Offering programs for children aged birth-five
- Federal funding
- Operating under the EYLF
- Similar participant experience range

Organizational structure and staff qualification requirements offer a point of difference between cases.

The sources of data collection include in-situ observations, individual interviews, and focus group sessions and artefact analysis of relevant organisational documentation.

Main findings:

Data collection, analysis and initial findings are in progress and will seek to address the gap of understanding around early childhood teacher perspectives of their capacity in this area.

Implications for policy or practice:

As a multi case study the findings are specifically relevant to the defined cases. However the cases have been selected as they are representative of Australian early childhood services for children aged birth to five. As such there may be potential to generalise the findings, to some degree, to the larger early childhood educational environment. The project has been designed to engage participants in respectful dialogue to elicit an understanding of their perspectives and views. As such there may be some potential for benefit to individual participants by way of reflection and/or affirmation of their professional perspectives and practices in this area.

Keywords: teacher, perspectives, capacity, social, competences,

Bibliography

- Department of Education Employment and Workplace Relations. (2009). *Belonging, Being and Becoming: The Early Years Learning Framework*. Canberra: GoPrint
- Goddard, R., Hoy, W. K., & Hoy, A. W. (2004). Collective Efficacy Beliefs: Theoretical Developments , Empirical Evidence and Future Directions. *Educational Researcher*, 33(3), 3-13.
- Lindblom-Ylänne, S., Trigwell, K., Nevgi, A., & Ashwin, P. (2006). How approaches to teaching are affected by discipline and teaching context. *Studies in Higher Education*, 31(3), 285-298.
- Poulou, M. (2007). Personal Teaching Efficacy and Its Sources: Student teachers' perceptions. *Educational Psychology*, 27(2), 191-218.
- Rimm-Kaufman, S., Storm, M. D., Sawyer, B. E., Pianta, R. C., & LaParo, K. M. (2006). The Teacher Beliefs Q-Sort: A measure of teacher s' priorities in relation to disciplinary teaching practices, and beliefs about children. *Journal of School Psychology* 44, 141-165.

AN ANALYSIS OF THE CONTENT OF TEACHERS' NARRATIVES REGARDING THE RECOGNITION AND EXPRESSION OF EMOTION AMONG JAPANESE KINDERGARTENS

FUMINORI NAKATSUBO ¹, KIYOMI AKITA ², FUMIKO SUNAGAMI ³, JUNKO MINOWA ⁴, TOKIE MASUDA ⁵, KATSUO YASUMI ⁶

¹ Hiroshima University

² The University of Tokyo

³ Chiba University

⁴ Kawamura Gakuen Woman's University

⁵ Sacred Heart Professional Training College

⁶ Tokyo Seitoku University

In Japanese kindergarten, Clean-up Time is one of the everyday life activities performed. Generally speaking, Clean-up Time is when play equipment is returned to its original location in preparation for the next activity, such as lunchtime or group time. However, Clean-up Time is also an interval in which conflicts are likely to occur between the children and teachers, because, while it is an indispensable activity for teachers, it is an unpleasant activity for young children, who would prefer to continue playing. Therefore, the role of teachers is often very difficult because they have to promote a voluntary end to play to children who are playing happily.

Nakatsubo et al. (2010) examine the relationship between three Japanese Kindergarten teachers' narratives on Clean-up Time and the characteristics of their kindergarteners, through focusing on the recognition and expression of emotion. The purpose of this study is to examine the relationship between eight Japanese Kindergarten teachers' narratives on Clean-up Time. In this study, the reasons we chose to examine Clean-up Time are as follows: (1) The importance of Clean-up Time as an everyday routine is clearly expressed in the National Guidelines of the Ministry of Education of Japan (2008). (2) When teachers and young children move from one activity to the next, it is important that the area be cleared, particularly in the case of Japanese kindergartens, because the number of children in the class is 35, and the size of the classroom area is only 53 square meters, as a general rule. (3) Clean-up Time is not only an everyday life activity but also helps with intellectual, technical, and social development. (4) In view of this, we considered the narratives of Japanese teachers at Clean-up Time would be an important aspect of their professionalism in early childhood education and care that warranted further study.

In this study, we use as a basis the "multi-vocal visual ethnography" method suggested by Tobin (1989), employing a training video for kindergarten teachers as a stimulus communicator to promote teachers' narratives. Specifically, there are three scenes in the video, each showing different interactions between educators and young children. Each lasts about five minutes. The video was viewed at each of the four participating kindergartens in a group setting, and the kindergarten teachers were asked to discuss the videos freely with each other after the viewings. A video image was considered an effective means of capturing the participants' recognition and expression of emotions for this study because it provides abundant information, and it is relatively easy to recognize the emotions of the people who appear in the video. It is also an effective way to awaken the participants' own emotions.

Keywords: Japanese kindergarten, Clean-up Time, Teachers' Narratives, Recognition of Emotion, Expression of Emotion

A COMPARISON OF THE SEAL PROGRAMME (ENGLAND) AND SOCIAL AND EMOTIONAL ASPECTS OF CHILDREN'S LEARNING IN ROMANIAN EARLY YEARS PROVISION.

KAREN ARGENT ¹, ALINA MAG ², GILLIAN MCGILLIVRAY ¹

¹ Newman University College, Genners Lane, Bartley Green, Birmingham, B32 3NT, UK

² Teachers Training Department, University Lucian Blaga, Dumbravii Street Nr. 34, Sibiu, Romania

The aims of the presentation are to offer a comparison of the established and widely used SEAL (social and emotional aspects of learning) programme in England with a recently developed and innovative programme in Romania based on doctoral research. The social and emotional context for children's learning has been a recent concern in both countries.

The doctoral research project in Romania focused on an innovative training program called "Today's educational relationships" which helped teachers and parents to fulfill children's social and emotional needs. The new early years curriculum in Romania promotes the social and emotional development of children as an important part of children's global development.

By investigating a group of teachers and parents in different areas of Romania, the research used focus groups, surveys and observations in order to evaluate children's wellbeing in early years settings. The next step was to implement the experimental training program. 254 children between 3 and 7 years,

whose teachers and parents attended the program, were tested before and after the program with an innovative evaluation platform that used screening tests of children's social and emotional skills.

The SEAL programme in England in the early years focuses on key persons and attachment, relationships and an enabling environment. It supports practitioners to facilitate children relating well to others, to make friends, to feel secure and valued and feel good about themselves.

Findings in Romania showed that adults do not usually give enough attention to children's emotional needs. The relationship between the adult and the child in Romania is influenced by adults not speaking openly about their own emotions. Romanian cultural patterns have determined this tendency. Children in Romanian kindergartens rarely express their feelings, because they learn even as small children to suppress them. It is argued that this affects their wellbeing.

After the new training program was put in practice in Kindergartens and homes, teachers and parents started to give more attention to children's needs and children's wellbeing was improved.

The doctoral research program had a significant impact on teachers' and parents' perspectives about children's needs. They became more reflective and applied practical models to provide emotional support for children. Also, children's wellbeing was significantly improved. The need to continue the efforts to construct professional training programs for educators in the Early Years is vital in order to improve children's lives.

It is also concluded that comparative and collaborative research in the context of a paradigm of social constructionism facilitates a deeper awareness of the implications of policy and practice in different countries and cultures.

Keywords: social and emotional development, wellbeing

E24 The child in the center

Chair : Iris Duhn

SPEAKING OF, FOR, AND ABOUT INFANTS IN FULL-TIME CENTER-BASED CARE IN THE U.S.

MARY McMULLEN

Indiana University, 201 N. Rose Ave., School of Education, Bloomington, IN 47405

In this paper, the researcher presents findings and implications from a recent phenomenological study in which she examined what it was like to be an infant, full-time in a "high quality" center-based program in the U.S. Her attempt in this study, which utilized methods most closely following ethnographic case study, was to examine the question as much as possible through the infants' eyes. Through several weeks spent in three classrooms, the researcher collected data on 23 infants, both qualitative and quantitative including: direct observations; interviews with caregivers, administrators and parents; and from document analysis. The day of the infant was examined through 4 primary "States of Being," which she identified as follows:

- (1) Activity States: feeding, changing, sleeping, playing, arriving/departing
- (2) Engagement States: alone/by themselves, one-on one with caregiver, with group of one or more others
- (3) Mobility States: free to move about, in restrictive device, in crib/cot, in caregiver's hands
- (4) Feeling States: clearly positive (engaged, content, etc.), clearly negative (sad, scared, angry, etc.), or indeterminate

For the EECERA audience, the researcher will present a paper that highlights composite case studies created from the analysis of the data. Each case study is composed of data from as few as two infants and as many as five. The composites address the following questions:

- What's it like to be the temperamentally easy baby in full-time infant care, as she ages from young, to mobile, to older infant in a group?
- What is it like to be the temperamentally slow-to-warm up baby?
- What is it like to be a feisty (difficult) baby?
- What is it like to be a multilingual baby?
- What is it like to be a transitioning (new) baby in the established group?
- What is it like to be a part-time attending baby in a full-time setting?
- What is it like to be a sick baby who cannot go home?

The author will share her reflections, and her recommendations, from what the babies, their families, and the caregivers taught her about the importance of relationships in full-time center-based infant child care. She will be open about what infants experienced that were positive and could be said to promote their overall healthy growth, development, learning, and well-being, as well as those experiences that were less than optimal. She leaves the audience with cautions to consider when caring for infants full-time.

Keywords: infants, relationships, child care,

Bibliography

McMullen, M. B., Addleman, J., Fulford, A. M., Mooney, S., Moore, S., Sisk, S., & Zachariah, J. (2009). Learning to be me while coming to understand we: Encouraging prosocial babies in group settings. *Young Children*, 64(4), 20-28.

McMullen, M. B., & Dixon, S. (2009). In support of a relationship-based approach to practice with infants and toddlers in the United States. In Brownlee, J. (Ed.). *Participatory Learning and the Early Years* (pp. 109-128). London: Routledge.

Lash, M., & McMullen, M. B. (2008). The child care trilemma: How moral orientations influence the field. *Contemporary Issues in Early Childhood Education*, 9(1), 36-48.

McMullen, M., & Dixon, S. (2006). Building on common ground: Unifying the practices of infant toddler specialists through a mindful, relationship-based approach. *Research in review. Young Children*, 61(4), 46-52.

AGE CHANGES IN AGENTIVE PERCEPTION TO THE DAY CARE CENTER SITUATION

HUI CHUN LEE ¹, LI CHEN WANG ²

¹ Department of Child Development and Family Education, Tzu Chi University, No. 701, Zhongyang Rd., Sec.3., Hualien, Taiwan R.O.C.

² Department of Early Childhood Education, Ching-Kuo Institute of Management and Health, 336, Fu Hsin Rd., Keelung, Taiwan, R.O.C.

Theoretical and conceptual framework : The theory of the project centers on Reunamo's theory on agentive perception (Reunamo, 2007), in which children's views are considered necessary ingredients for children and educators to process. ECEC teachers need to learn about individual children's style of interaction with their environment before they can produce clear objectives and pedagogies for the children.

Methodology: Over 800 children in Finland and 400 children in Taiwan were interviewed and asked how they would deal with 16 hypothetical situations in which they were interacting with a teacher or a peer whose views conflicted with that of the subject. The subjects' ages ranged from 3 years to 6 years. The objectives, interview items, and data analyses were developed collaboratively, during exchange visits between the two countries. The children's responses were recorded and categorized into the 4 categories devised by Reunamo (2007), using the same scoring rubric that was developed collaboratively.

Ethical considerations: Permission was gathered from all parents before the children were interviewed. Names and identifying characteristics were deleted before data merging and analysis.

Main findings and implications for policy or practice:

The data was first examined according to Piaget's perspective - using polar dimensions of assimilation and accommodation; results indicate that between age 3~6, accommodative responses increased and assimilative responses decreased with age.

The second analysis examined the data according to Vygotsky's perspective - using polar dimensions of agency and adaptation; results show that agentive responses increased significantly with age, but adaptive responses show no age differences. When we separated responses for situations involving peers and adults, there were no age difference in responses toward adults. In contrast, both accommodative responses and agentive responses toward peers showed significant increases between ages 3 to 6.

The third analysis used Reunamo's (2007) conception of agentive perception, which divides children into 4 categories: adaptive-assimilative, adaptive-accommodation, agentive-assimilative, and agentive-accommodative. Results indicate responses in the agentive-accommodative category increased with age while adaptive-assimilative and agentive-assimilative responses decreased with age. There is a significant situation effect: agentive-accommodative responses were high towards peers, but adaptive-accommodative responses were high towards adults, that is, children expressed themselves more freely with peers than with adults.

Further analysis show a significant age by situation interaction: agentive-accommodative responses increased with age for the peer situations, but not for the adult situations. Also, the length of enrollment in day care was also significant: the longer the time in day care, the more accommodative and agentive the children became.

The results support Vygotsky's conception of agentic development in the early years, this study found the tendency of age and obviously increases in age 3~4. The paper will further discuss the implications for early childhood education in terms of nurturing agency development in classrooms.

Keywords: Early Childhood, Agentic Perception, Interview, Vygotsky

TALKING ABOUT WELL-BEING

JULIA MANNING-MORTON

London Metropolitan University, Holloway Road, London, N7 8DB

This paper presents the process and findings of the London Metropolitan University / National Children's Bureau Early Childhood Well-Being Project.

The well-being of children and young people in the UK has been the focus of much concern and debate following the publication of UNICEF's Report Card 7 on child well-being in rich countries (2007). However few of the studies reported upon have focussed on children under eight years old and discussions of the well-being of infants, toddlers and young children focus primarily on issues of parenting. In the light of this, members of the Early Childhood Studies team at London Metropolitan University and of the Early Childhood Forum at the National Children's Bureau came together to examine concepts of well-being in the early childhood field. Our aim was to gather evidence about children's well being that would support the early years sector in developing clarity in relation to principles and practice and thereby influence policy development.

The project adopted a participatory action research perspective (Stringer 1999, Carr and Kemmis 1986) in which the primary aim was to facilitate the coming together of the early childhood community to express their ideas about well-being in a policy context that purports to have children's well-being as a central focus (Every Child matters 2003). We were interested in exploring the possible differences in meaning and understanding of well-being between groups and different professionals in a multi-disciplinary context.

We did this through a series of seminar discussions with practitioners, students and academics, a series of 14 focus groups with parents and practitioners, and research with children in early childhood settings across rural and urban communities in England. The focus groups and the research with children were carried out by practitioners in partnership with members of the project team and the focus group and seminar discussions were structured to reflect the holistic pedagogical philosophy of the project group members. The research with children also reflected this approach by adopting the Young Children's Voices Network's definition of 'listening' that identifies listening to young children as an active, multi-dimensional process which is integral to understanding what they are feeling and what it is they need from their early years experience. Therefore a selection of observational, creative and conversational strategies was used to gather children's views.

Qualitative analysis of the records of the discussions in the seminar and focus groups is in progress but initial analysis shows a general understanding of children's well-being as being dynamic and multi-dimensional but with a major emphasis on the importance of emotional well-being and relationships. A major concern, expressed by both practitioners and parents, is the negative impact that time pressures are seen to have on family life and a key factor that can either enhance or inhibit well-being in children is identified as the well-being of their key adults, whether parent or practitioner. A positive outcome of the project has been the engagement of practitioners in discussion of underpinning values as well as the identification of key aspects of pedagogical practice.

Keywords: well-being, parents, practitioners, children's voices

Bibliography

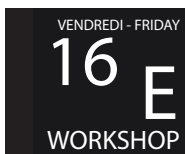
Carr, W and Kemmis, S (1986) *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer.

Department for Education and Skills (DfES) (2004) *Every Child Matters: Change for Children*. Nottingham: DfES Publications.

Stringer, E T (2007) (3rd Ed) *Action Research*. London: Sage

UNICEF, *Child Poverty in perspective: An overview of child well-being in rich countries*. (2007) Innocenti Report Card 7: UNICEF Innocenti Research Centre, Florence.

www.ncb.org.uk/ycvn



E26 Travail avec les familles

Chair : Fabienne Guinchard

RETRANSMISSIONS QUOTIDIENNES EN GARDERIE : DES ENJEUX ET UNE EXPÉRIENCE DE PARTENARIAT PARENTS-PROFESSIONNELS

SYLVIE CHATELAIN

Centre de Vie Infantile de Morges, site La Bergerie, Ch. St-Roch, 1110 Morges

Quotidiennement, dans les lieux d'accueil, des parents confient leur enfant aux professionnels. Ces moments de transition, de séparation et de retrouvailles sont chargés d'émotions et parfois de tensions. Or, ils représentent les principales occasions d'échanges entre les parents et les professionnels.

Ces relations vécues sur le pas de porte, ces moments de transmissions et retransmissions sont autant de rencontres qui fondent et consolident mais parfois aussi fragilisent les liens entre les parents et les professionnels, liens indispensables pour un accueil qui respecte l'enfant dans sa globalité.

Par la mise en place d'une réflexion collective parents-professionnels orientée sur les retransmissions quotidiennes, nous souhaitons donner une dimension réelle et concrète à la notion de partenariat. Dans cette perspective, nous nous sommes dirigés vers une forme d'organisation participative qui impliquerait tous les acteurs de manière active : le World Café. Nous avons ainsi mis sur pied une expérience de partenariat parents-professionnels intitulée Café de la Communication lors d'une soirée de rencontre entre parents et professionnels afin de construire ensemble sur la question des retransmissions quotidiennes. Ces moments d'échanges constituent par ailleurs l'une des spécificités du métier des professionnels de l'enfance : la complexité au cœur de la banalité ; et l'enjeu est essentiel pour assurer le bien-être des enfants accueillis en respectant leur différence, notre mission première.

Lors du Café de la Communication, plusieurs éléments essentiels à la pratique sont ressortis des réflexions collectives. Nous pouvons ainsi relever des discussions sur :

1. Les moyens d'améliorer la qualité des retransmissions dans leur forme et leur contenu ;
2. Une réflexion commune au sujet des contraintes institutionnelles lors de ces moments ;
3. Les attentes et les exigences des parents en matière de communication ;
4. Le travail en équipe ;
5. Le partenariat et la collaboration parents-professionnels.

Conjointement avec les parents présents, nous avons ainsi travaillé ces points afin établir des modalités convenant à tous les partenaires. Un des objectifs de notre démarche était en effet de définir une ligne pédagogique qui tienne réellement compte du point de vue parental tout en respectant la réalité institutionnelle. Les deux groupes partenaires ont donc profité de cet espace de métacommunication pour échanger sur des interprétations et projections qui les habitent et pour co-construire sur les retransmissions quotidiennes. Ces réflexions ont ensuite été retranscrites afin d'enrichir notre projet pédagogique. Aussi, le Café de la Communication a été un moment tant convivial que réflexif, aboutissant à l'élaboration d'un outil de travail qui apporte maintenant un cadre important notre pratique ; le texte ainsi réalisé est une référence pour l'équipe, les stagiaires ainsi que les parents.

Outre cet écrit, nous pouvons relever un autre élément significatif de ce travail. En effet, il n'a pas seulement représenté une soirée mais également un processus de préparation et d'élaboration de plusieurs mois qui nous a démontré qu'une équipe œuvrant à un dessein commun, tout en bénéficiant d'espaces singuliers – partage des tâches et des responsabilités – avance sur le complexe chemin de la professionnalisation et de la construction identitaire.

Keywords: Retransmissions quotidiennes, communication, partenariat, parents, garderie

Bibliography

World Café http://www.energie-cites.eu/IMG/pdf/guide_world_cafe.pdf ; page consultée le 20 décembre 2008
Bosse-Platière, Suzon (2006). Accueillir les parents des jeunes enfants. Ramonville-Ste-Agne: Editions Erès.
Jouffroy, Gaston (2006). Analyse institutionnelle. Des outils essentiels pour le management. Edition à compte d'auteur.

Muccheli, Roger (1980). Le travail en groupe. Paris: Editions ESF.

Paumé, Robert, Roy, Linda (1987). « Agrégat ou système : indices d'analyse » in : Traces de faire, n°4.



DANS LA FAMILLE ET LES STRUCTURES DE LA PETITE ENFANCE : ÉCRIRE/LIRE/PARLER SUR, POUR ET AVEC L'ENFANT

VÉRONIQUE FRANCIS

IUFM Université d'Orléans 1 rue Amagat 18000 Bourges

Au début du 20^{ème} siècle, différents facteurs ont contribué au développement des journaux de naissance. Se sont conjugués des objectifs de diffusion des savoirs de la puériculture, des connaissances psychologiques sur le développement de l'enfant et d'éducation des mères (Kniebielher & Fouquet 1977 ; Fine, Labro & Lorquin, 1993). Observer l'apparition des « premières fois », en conserver la trace par l'image et l'écrit font partie des pratiques ordinaires réalisées aujourd'hui par de nombreux parents. L'un des destinataires de ces « bribes d'écritures biographiques » (Francis, 2006) qui se situent à la frontière des « écritures du moi » et des « écrits pour autrui » (Lejeune & Bogaert, 2006) est l'enfant lui-même. Ces textes – soient, selon Mac Kenzie (1991), les écrits et les productions visuelles et sonores – sont des supports aux récits et nourrissent les conversations familiales (Francis, 2007).

En introduction, cette communication rendra compte de ces différentes études sur les pratiques d'écritures parentales en soulignant leur rôle sur les pratiques langagières, orales et écrites, au sein de la famille. Seront soulignées les évolutions de la dernière décennie où les supports électroniques ont contribué à un nouvel essor des pratiques d'écritures parentales. Les journaux sous forme de blog permettent de nouvelles formes de communication sur la toile au sein de différents réseaux : familial, amical, parental, citoyen (Cadéi & Sita, 2010 ; Francis, 2011). L'enfant n'est pas le premier destinataire de ces journaux, mais il y figure souvent au rang de lecteur invité d'une mémoire en mouvement (Francis & Cadéi, 2010).

On présentera ensuite une étude portant sur les journaux sous forme de blogs proposés par les professionnelles de la petite enfance. Le corpus analysé porte sur 10 blogs d'assistantes maternelles qui y présentent des activités réalisées avec les enfants qu'elles accueillent ainsi que sur 3 blogs d'enseignantes d'école maternelle. L'objectif est de montrer les usages de ces journaux qui, entre familles et structures d'accueil et d'éducation, sont des supports aux échanges langagiers dans les espaces de vie du jeune enfant. Les résultats font apparaître que ces textes sur écran sont un soutien aux récits enfantins, dont l'importance est fondamentale (Bruner, 2002). Ils offrent des espaces potentiels de relation avec l'enfant : relation immédiate lorsque l'enfant est intégré à ces pratiques langagières qui font partie des premiers contacts avec la culture de l'écrit, *litteracy* et *memoracy*, puisque se trouvent également transformés « le rapport et la fonction de la mémoire, de la trace et de l'archive » (Gardey, 2008) ; relation différée lors de la consultation du blog. Les journaux sous forme de blogs, non seulement de soutenir le « parler ensemble » en tant que maîtrise de l'oral et initiation à l'écrit (Florin, 1998) ont une influence sur les pratiques éducatives des parents et des professionnels. Elles favorisent des pratiques réflexives et contribuent à une meilleure connaissance réciproque des contextes éducatifs. Nous soumettrons à la discussion les questions éthiques qui sont en jeu dans ces pratiques ainsi que leurs perspectives et leurs limites.

Keywords: écritures familiales, blogs, pratiques professionnelles, langage oral et écrit

Bibliography

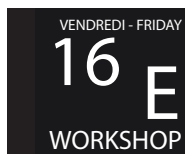
FLORIN Agnès (1998) Parler ensemble en maternelle. La maîtrise de l'oral, l'initiation à l'écrit. Paris, Éditions Marketing.

FINE, A., LABRO, S. & LORQUIN, C. (1993). Lettres de naissance. In : Fabre D. Écritures ordinaires. Paris : POL-Centre Georges Pompidou.

FRANCIS, V. (2006). Becoming a parent : what parental writings teach us In La Sala G.B., Fagandini P., Monti F. & Blickstein I. (Eds), Coming into the World : A Dialogue between Medical and Human Science (pp.65-84). Berlin/ New-York : De Gruyter.

FRANCIS, V. & CADEI, L. (2010). Les écrits des parents sur l'enfant. Albums de naissance, journaux d'enfants et blogs en France et en Italie. XIII^{ème} Congrès International de l'AIFREF. Florence, 17-19 nov. 2010.

MAC KENZIE Donald (1991) La Bibliographie et la sociologie des textes, Traduit de l'anglais par Marc Amfreville. Paris, Cercle de la Librairie.



E27 New issues in Professionalisation and Programs

Chair : Gisela Chatelanat

COLLECTIVE CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION

MARIA INÊS GOULART

Universidade Federal de Minas Gerais, Av. Antonio Carlos, 6627, Belo Horizonte Brasil

This study investigates how kindergarten teachers and five-year-old children collectively design science curriculum and how cultural artifacts mediate the events.

Our previous study theorized and developed a concept of learning arising from a dialectic of participation in social contexts based on how young children participate in science-related activities (Goulart and Roth 2006).

We draw on a Cultural-historical Approach (Vygotsky, 1987 and on the Theory of Structure (Sewell, 1992) to analyze the events showing the complexity of the activity inside children's classroom.

Data was collected from an early-childhood education classroom at Universidade Federal de Minas Gerais in Belo Horizonte, Brazil. The events were videotaped and analyzed using Interaction Analyses as framework.

The events videotaped captured a moment in which teacher and children together developed a science curriculum that emerged from their interaction. This is a pedagogical strategy that has a great potential for creating a positive atmosphere in which all participants exercise agency.

To analyze the events we used a dialectical agency|structure framework that produces and reproduces itself dynamically in the classroom.

With this analytical tool at hand we expanded the possibilities of addressing the questions around a child-centered science curriculum.

This particular classroom used for this research has children from a wide variety of social economic and racial background. This very unusual and unique setting allowed teacher to further explore how to design curriculum with children participation.

Our study reveals that (a) throughout the movement of agency|passivity, schema|resources one can observe participative thinking, a form of consciousness that arises in lived experience; (b) learning is a process in which the group invested in searching for solutions while they create schemas and rearrange resources to come up with a new structure; and (c) the emergent curriculum is a powerful form of praxis to develop children's participation.

The events help us to understand the discussion in the field of early childhood education because they provide evidence that the children can indeed participate in curriculum design.

Keywords: Mediation, Cultural artifacts, Emergent curriculum, Structure|agency, Early Childhood Education

Bibliography

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological process*. Cambridge, MA: Harvard University Press.

Sewell, W. H. (1992). A theory of structure: Duality, agency, and transformation. *American Journal of Sociology*, 98, 1–29.

Roth, W.-M. (2007). Theorizing passivity. *Cultural Studies of Science Education*, 2, 1–8.

TEACHER PERSPECTIVE TAKING : A KEY COMPETENCE FOR TEACHERS RESULTS OF A STUDY ABOUT PERSPECTIVE TAKING WITHIN STUDENT-TEACHERS

LUDO HEYLEN

Catholic University Leuven, Center for Experientiel Education

Perspective taking is about teacher's responsiveness to children, about empathy for children's feelings and cognitions, about social role taking. It refers to the reactions of a teacher to the observed experiences of the other. Expert teachers have the tendency of frequently using perspective taking for offering children an rich learning environment based on the children's interests and needs. In this sense it is a key competence in every teacher education.

Studies of Miller (2001), O'Keefe & Johnston (1998), Gehlbach (2004), Reiman (1999) and Järvelä & Häkkinen (2002) have clearly discussed the importance of teacher's perspective taking.

The study is done in three different teacher education centers by using the "Instrument Perspective Taking (IPT)". Perspective taking is measured by looking at the propensity (the motivation and disposition) and the ability to take the perspective of children.

The results of the study (N= 205; N= 77) is showing that:

- Perspective taking can be measured
- Most students have the ability of perspective taking (high scores on video-items with children in daily life situations) but it doesn't mean that they will use this ability in educational settings (low scores on items related to educational situations).
- In educational settings a lot of students have the tendency to act as "educators/teachers" with high attention towards organizational topics. They seem to think mainly within the framework of a "ordinary educator/teacher" (role perception) and cannot see how perspective taking can guide them in difficult educational settings.
- Teacher education centers can do more to stimulate the abilities of student-teachers in perspective taking in educational settings.

In the presentation we give a qualitative analysis of the research results and suggestions how to stimulate perspective taking in teacher education.

Keywords: teacher education, perspective taking, empathy, role perception, experiential education

TRANSITION FROM KINDERGARTEN TO ELEMENTARY SCHOOL: INFLUENCE OF TRANSITION PROGRAMMES ON THE PERSPECTIVES AND COPING OF CHILDREN, PARENTS AND TEACHERS

ELKE REICHMANN

University of Education Weingarten, Kirchplatz 2, 88250 Weingarten, Germany

Although research on the transition from German kindergarten to elementary school has considerably increased in recent years there are still only a few empirical studies focusing on the outcome of transition programmes. Cooperation between kindergarten and elementary school in Germany is – due to their historical evolution - still deficient. One important prerequisite of preparation for school are school visits. Findings however show that the often practiced organization of one or two visits before entering school is less effective than expected (Roux 2002, Griebel/Niesel 2002).

This study evaluates a transition programme designed to improve children's adjustment to elementary school. The focal point is a pedagogical and more effective arrangement of school visits by emphasizing peer-assisted forms of learning ("Schoolkids support Kindergartenkids") and increasing the number of visits.

The aim is to examine the impact of the programme on children's and their parents' perspectives on and actual coping with the transition process. In addition the perspective of teachers is also taken in consideration.

The theoretical background was provided by a multi-perspective transition approach (Griebel/Niesel 2004) and the concept of resilience (Wustmann 2003). The research is based on a qualitative short-term longitudinal study with a pre-post-design. The sample was divided into an experimental group and a control group.

The data were collected from semi structured interviews with 39 children, 26 parents and 15 teachers. Children were also interviewed with the help of pictures and puppets.

The findings of this study indicate, amongst others, that children don't assess the transition to school globally, but rather assess individual aspects of school life on a varying positive or negative level. Assessment after the implementation of the transition programme differs significantly between the experimental and the control group. The programme also has positive effects on the development of coping strategies to deal with the challenges of the transition process. To a minor degree this can also be said for the parents. Cooperative learning forms are found to be prolific in planning transition programmes. These findings provide information for an effective design of transition programmes.

Keywords: transition programme, cooperative learning, children's voices, coping, assessment

Bibliography

Reichmann, Elke (2010): Übergänge vom Kindergarten in die Grundschule unter Berücksichtigung kooperativer Lernformen. Baltmannsweiler: Schneider.

Self-organised symposia / Symposia auto-organisés
Saturday, September 17th - Samedi 17 septembre
09.00 - 10.30

F1 PERFORMANCE EVALUATION OF THE EXPERIMENTAL PROGRAM OF FRIENDLY EARLY CHILDHOOD EDUCARE IN TAIWAN

Chair: Ou, Chih-Hsiu, Minghsin University of Science and Technology , Department of Child Development and Education

LEE, SHU-HUI, SHU-TE UNIVERSITY, KAOHSIUNG CITY, TAIWAN
CHEN, SHU-CHI, TAIPEI MUNICIPAL UNIVERSITY OF EDUCATION, TAIWAN

This symposium is about a three- year study on the performance evaluation of the Experimental Program of Friendly Early Childhood Educare in Taiwan, which has been launched since 2007. The ratio of public preschools to private preschools is about 30 to 70 currently. This program is the first time of Taiwan government to try to contract out non-profit daycare centers in a way of public-private-partnership. By sharing with the parents 50 percent of the cost of high quality educare services, Taiwan government increases both its investment and intervention to pursuit equality in this field. The target population of this program includes children, parents and caregivers. The following three papers will present the purposes, methods and findings of our study on the Friendliness of these three target population.

Keywords: contract-out, performance evaluation, children, parents, caregivers

PERFORMANCE EVALUATION OF THE EXPERIMENTAL PROGRAM OF FRIENDLY EARLY CHILDHOOD EDUCARE IN TAIWAN: FRIENDLINESS OF CAREGIVERS

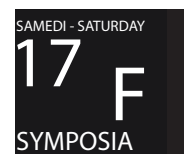
OU, CHIH-HSIU
MINGHSIN UNIVERSITY OF SCIENCE AND TECHNOLOGY
DEPARTMENT OF CHILD DEVELOPMENT AND EDUCATION

This symposium is about a three- year study on the performance evaluation of the Experimental Program of Friendly Early Childhood Educare in Taiwan, which has been launched since 2007. The ratio of public preschools to private preschools is about 30 to 70 currently. This program is the first time of Taiwan government to try to contract out non-profit daycare centers in a way of public-private-partnership. By sharing with the parents 50 percent of the cost of high quality educare services, Taiwan government increases both its investment and intervention to pursuit equality in this field. The target population of this program includes children, parents and caregivers. The following three papers will present the purposes, methods and findings of our study on the Friendliness of these three target population.

Many researches have indicated that the quality of teachers and caregivers is a critical factor of high quality early childhood edu-care, however, in Taiwan the usual package of compensation in this professional, such as long working hours, few salary and low social status, is not attractive at all for most of the certificated early childhood teachers and qualified caregivers. Therefore one of the objectives of the Friendly Early Childhood Edu-care Experimental Program is to improve the working conditions and encourage more qualified as well as quality teachers and caregivers to come into this profession and to stay stable.

There are five contracted non-profit daycare centers which recruit about fifty certificated early childhood teachers and qualified caregivers in this experimental program. Our study uses document analysis method, interview survey and questionnaire survey to investigate the friendliness of teachers and caregivers in these five experimental daycare centers. Personnel regulations and benefits, time table of working shifts, job description of each experimental daycare center are gathered and analyzed. Individual and group interviews, as well as a questionnaire of satisfaction and perspective on working experiences in these experimental day-care centers are arranged and all the data are compared.

Three main types of friendliness for early childhood teachers and caregivers are found in this experimental program: better working conditions, highly supports of professional development and more positive identification on this profession. At first, the better working conditions have been established in terms of higher salary, and days of annual-leave , retired pay, insurance etc., & c. are either fulfilled or beyond the current labor law. Secondly, highly supports of professional development have been provided, including



on-job training activities, pedagogic advisor visits and professional collaboration with colleagues. Finally, by providing educare service for children from variety of ethnical, cultural or economic background which are quite different experiences compared with the experiences in the profit daycares, most of the experimental contracted non-profit daycare teachers and caregivers discover the value of caring, sharing, respect ion and equality of this professional. All these three types of friendliness for teachers and caregivers in this program, turn to be an effective outcome of low turn-over and high satisfaction.

Keywords: contract-out, performance evaluation, caregiver

Bibliography

CED. (2002). Pre-school for ALL: Investing in a Produtive and Just Society. Paper presented at the New York Committee for Economic Development. Cleveland, G., & Krashinsky, M. (2003). Financing ECEC Services in OECD Countries. Denhardt, R. B & Denhardt, J. V. (2000). The New Public Service: Serving Rather than Steering. Public Administration Review, 60(6), 549-559. Martin, J., & Pearson, M. (2005). Time to change. OECD Observe, (248).

PERFORMANCE EVALUATION OF THE EXPERIMENTAL PROGRAM OF FRIENDLY EARLY CHILDHOOD EDUCARE IN TAIWAN: FRIENDLINESS OF PARENTS

SHUCHI, CHEN,

TAIPEI MUNICIPAL UNIVERSITY OF EDUCATION, DEPARTMENT OF EARLY CHILDHOOD EDUCATION

This study aimed to understand the Performance of the Experimental Program. The questionnaire survey was conducted. Five contracted out daycare centers that participated in the Experimental Program were as the study range. "Questionnaire on the Satisfaction to the Friendliness of Daycare Service and the Approval of the Program Aims" were applied as the study tools, and 499 parents whose children were enrolled in the Experimental Program were the study subjects. A total 322 valid "Questionnaire on the Satisfaction to the Friendliness of Daycare Service and the Approval of The Program Aims" were returned. After the questionnaire data were entered, overall satisfaction score was form 0 to 100, overall approval score was form 0 to 12. The description statistics, t test, one way ANOVA, and Schaffer's Post-Hoc comparison were used to analyze. The main findings and suggestions were stated as follows.

1. The mean of overall satisfaction score of all the parents to the Friendliness of Daycare Service was 90.30, and standard deviation was 12.23. And the mean of overall agreement score of all the parents to the Program Aims was 11.28, and standard deviation was 1.43. In general, parents were satisfied with 5 contracted out daycare services, and agreed the aims of the experimental program. In addition, the parents were highly recommending the Experimental Program of Friendly Early Childhood Educare.
2. The mean of overall satisfaction score of five daycare centers were 82.23, 84.90, 90.07, 90.30, 94.25, 95.65; $F=16.31$, $P<.000$. It indicated that parents 'satisfaction to the friendliness of daycare service was significant differences among five daycare centers. For this reason, the parents' satisfaction score became one of indicator of effectiveness, and remind the daycare providers to evaluate themselves in order to provide better daycare service.
3. Although, only few parents wrote down their concerned about the experiences of teacher or staff in taking care of children with special needs, or curriculum they taught. Still, the daycare provider should understanding specific parents so as to provide information catering their needs or to interact in different ways.

Keywords: contract-out, performance evaluation, parents

Bibliography

Meyers, Marcia K., & Gonick. Janet C. (2003). Public or Private Responsibility? Early Childhood Education and Care, Inequality, and the Welfare State. Journal of Comparative Family Studies ,34 (3), 379-411. Meyers, M. K., & Gornick, J. C. (2000). Early Childhood Education and Care: Cross-National Variation In Service Organizaton and Financing. Paper presented at the A consultative Metting on International Developments in Early Childhood Education and Care. Gauthier, A. H. (2002). Family Policies in Industrialized Countries : Is There Convergence? Population, 57(3), 447-474.

PERFORMANCE EVALUATION OF THE EXPERIMENTAL PROGRAM OF FRIENDLY EARLY CHILDHOOD EDUCARE IN TAIWAN: FRIENDLINESS OF CHILDREN

SHU-HUI LEE

SHU-TE UNIVERSITY

DEPARTMENT OF CHILDCARE AND FAMILY STUDIES

For the recent 10 years, the rapidly declining birthrate is the critical issue related to society, economy,

and education in Taiwan, which appears the more and more serious situation in the future. The tendency towards fewer children makes a great impact on the management and existence of public and private kindergartens. Also, research has shown that high early childhood education quality has great effect on children's development outcomes; as a result, the quality of the ECE program has become an important issue.

The Friendly Early Childhood Edu-care Experimental Program in Taiwan started from 2007. This program is the first time of Taiwan government tries to contract out daycare centers in a way of public-private-partnership. The purpose of this study is to explore the experimental program performance which friendly in children.

The subject in the study are four kindergartens which operated by the Friendly Early Childhood Edu-care Experimental Program. This study adopts research methodologies of literature review, document analysis, questionnaire survey, and interview.

The research found the child: teacher ratio, supervise system, and evaluation indicators are the important success performance factors in The Friendly Early Childhood Edu-care Experimental Program. In addition, how to reach a mutual agreement of staffs about high quality curriculum, respect family multicultural, are also the key point.

Overall, findings from this study pointed to several relevant implications for the early childhood education practice and follow-up ECE program policy research.

Keywords: contract-out, performance evaluation, children

Bibliography

Kagan, S. L., & Rigby, E. (2003). Policy Matters :Improving the Readiness of Children for School:Recommendations for State Policy. Washington DC.Kamerman, S. B., Neuman, M., Waldfogel, J., & Brooks-Gunn, J. (2003). Socila Policies,Family Types , and Child Outcomes in Selected OECD countries. Paper presented at the OECD social ,employment , and migration working paper , NO.6.Martin, J., & Pearson, M. (2005). Time to change. OECD Observe,(248).Van der Gaag, J. (2002). From Child Development to Human Development Vandell , D. L., & Wole, B. (2004). Child Care Quality :Does it Matter and Does it Need to be Improved? Retrieved. from.

F2 POLICY-TO-PRACTICE CONTEXTS FOR EARLY CHILDHOOD MATHEMATICS

Chair: Aubrey, Carol; University of Warwick, UK

DURMAZ, DONDU, UNIVERSITY OF WARWICK , UK

KANIRA, ELENI, BIRMINGHAM CITY UNIVERSITY, UK

GHENT, KATHRYN, BIRMINGHAM CITY UNIVERSITY, UK

This symposium examines implementation of early years cognition in mathematics policy for young children four to six years in England and Wales. It addresses the core question: what is the relationship between policy and practice in early childhood thinking skills and mathematics?

Policies and their implementation are analysed by means of the policy trajectory model outlined by Ball (1990; 1993) which separates the creation and implementation of policy into three distinct but interactive cycles: context of influence, context of policy text production and context of practice. It both guided and framed this symposium.

In the context of influence, scrutiny of international policy revealed a recognition of the importance of high-quality early years education as a means to raising school achievement. This posed a challenge to teachers charged with implementation of early years policy, positioned to deliver instrumental practices and regulatory standards justified in terms of the highly contestable 'business of play' and 'experiential learning'.

The context of policy text production thus uncovered a tension between the drive to raise standards and the need for an appropriately play-based and informal pedagogy. Elite interviews revealed an awareness of and concern about this but showed little optimism for future development of practice.

In the context of practice, teachers revealed a positive attitude towards curriculum and pedagogy. Observed practice, however, was seen to vary considerably. Tensions in early thinking skills and mathematics were thus enacted through practice that ranged from the more didactic and teacher-led poorly matched to children's capabilities to colourful practical activities that did not necessarily extend children's learning.

The policy trajectory model revealed strong top-down pressures that took little account of the impact on those charged with implementation, with teachers caught in a nexus of forces, reflecting requirements to

deliver accepted early childhood practice whilst at the same time raising standards.

Keywords: early childhood policy mathematics

Bibliography

Ball, S. J. (1990) *Politics and Policy-Making in Education*. London: Routledge.

Ball, S. J. (1993) What is Policy? Texts, Trajectories and Toolboxes. *Discourse*, 13, (2), pp. 10-17.

EXPLORING EARLY CHILDHOOD POLICY

AUBREY, CAROL; UNIVERSITY OF WARWICK

Across the world, there is a wide acceptance that early childhood education before formal schooling starts, offers children a valuable opportunity to develop social, emotional and educational skills and longitudinal studies, for example, of Schweinhart et al, 2004; Sylva et al 2004 have demonstrated long-term benefits.

2. Aims

The paper aims to:

- explore the policy context for early childhood education in England and Wales, with a particular focus on mathematics;
- provide a background for the two other papers included in this symposium.

3. Theoretical and conceptual framework

There is no universal agreement about social policy definitions and models. Baldock, Manning and Vick-erstaff (2009) observe that policy concerns attempts to change the social order as a reaction to economic and social situations related, for instance, to wealth redistribution or issues of social inclusion.

For this symposium, it is proposed to adopt the policy-trajectory model of Ball (1990; 1993). It is underlined by three contexts: context of influence, context of policy text production; and context of practice. The context of influence is where policy is initiated and discourses are constructed. Here, interest groups around political parties, pressure groups and other vested interests struggle to influence the definitions and purpose of education. The context of policy text production is where texts related to the implementation of policy are created. This process represents a compromise of views, struggles and influences on policy formulators, just as the context of influence presents an arena of competing views. The context of practice is where policy is re-interpreted and implemented by practitioners. At the level of local authority, this will include advisers and inspectors and at the school level, head teachers, staff, parents and pupils.

4. Methodology

This paper analyses key policy texts to illuminate the context of policy text production. Documents included statutory requirements and non-statutory guidance, namely, the Early Years Foundation Stage (EYFS) and National Primary Strategy for Key Stage 1 (Department of Education and Skills, 2007) and Framework for Children's Learning for 3 to 7-year-olds in Wales (Welsh Assembly Government, 2008). Document analysis was based on Holsti's (1969) a priori categories for analysing policy texts.

5. Ethical considerations

Whilst it was important to value scientific integrity, impartiality and respect for valid evidence, no persons were involved in the desk research that was carried out for the purposes of this paper.

6. Main findings

Preliminary findings suggest that early childhood policy is contradictory with statutory frameworks presenting out what children should be taught and the outcomes that set out expected standards of children's performance. Non-statutory guidance meanwhile stresses a curriculum underpinned by principles of play and child-centred learning and thinking skills.

Keywords: early childhood policy

Bibliography

Ball, S. J. (1990) *Politics and Policy-Making in Education*. London: Routledge.

Ball, S. J. (1993) What is Policy? Texts, Trajectories and Toolboxes. *Discourse*, 13, (2), pp. 10-17.

Baldock, P., Fitzgerald, D. and Kay, J. (2009) *Understanding Early Years Policy (Third Edition)*/ Oxford: Oxford University Press.

Schweinhart, L. J. et al (2005) *Lifetime effects: The HighScope Perry PreSchool Study Through Age 40*. (Monographs of the HighScope Educational Research Foundation, 14). Ypsilanti, MI: HighScope Press.

Sylva, K. et al (2004) *The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-School to End of Key Stage 1*. London: DfES/Institute of Education.

POLICY TO PRACTICE IN RECEPTION CLASS MATHEMATICS

DONDU DURMAZ

2. Aims

This paper aims to consider the relationship between policy and practice in the early years mathematics curriculum for reception-aged children (RC) in England; what the policy requires RC teachers to do in their classrooms in terms of curriculum implementation; what RC teachers' views and understanding of Foundation Stage (FS) mathematics curriculum are; how RC teachers implement early years mathematics policy in the context of actual classroom practice; and how RC children respond to the FS mathematics curriculum presented to them.

3. Methodology

The overall design was case study that was predominantly interpretive, seeking to uncover the values and discourses of participants. It included interviews with élites who had a decision-making role or influence in the policy-making process. RC survey and a detailed investigation of three school sites over a school year that involved observation of classroom interactions and teacher interviews.

4. Theoretical and conceptual framework

In order to elucidate the policy-making cycle in early years mathematics learning, Ball (1990; 1992) offered a policy-cycle model to allow analysis in depth. This also required consideration of empirical research on teaching styles, classroom organisation and pedagogy (for instance, Moyles et al, 2002; Quick et al, 2002; Siraj-Blatchford et al, 2003; Hardman et al, 2003; Adams et al, 2004). Finally, there was a need to draw upon learning theories to examine young children's mathematical development and learning in diverse situations that required consideration of socio-cultural theory of Vygotsky (1978) and situated perspectives of Lave and Wenger (1991) who emphasised learning through communities of practice in which

5. Ethical considerations

Beyond following the ethical principles of the BERA (2004) guidelines, a situated perspective was adopted that was sensitive to ongoing moment-by-moment processes and mindful that of both the vulnerability of young children involved and the views and feelings of their parents (or legal guardians).

6. Main findings

As élite interviews underlined, international comparison studies had an important influence on early years mathematics policies by creating from late 1990s onwards, top-down pressure for standards in the English educational system. Throughout élites and practitioners drew attention to a tension between a play-based pedagogy and a standards agenda. Tensions in the text were reflected in mixed and ambivalent views by élites as well as mixed and contrasting actual and reported practices among teachers. RC teachers were not simply receiving and implementing policy expectations but bringing their own values and understandings to practice.

7. Implications

The study illustrates an inter-play between local and global that reflects a growing recognition of the educational benefits of high-quality pre-schooling in a context of changing views of early childhood, early learning and pedagogy. As Ball (1990; 1993) would say, teachers were re-contextualising the policies given to them.

Keywords: early childhood policy reception-class mathematics

Bibliography

- Ball, S. J. (1990) *Politics and Policy-Making in Education*. London: Routledge.
Ball, S. J. (1993) What is Policy? Texts, Trajectories and Toolboxes. *Discourse*, 13, (2), pp. 10-17.
Hardman, F. et al (2003) Interactive whole-class teaching in the national literacy and numeracy strategies. British Educational Research Association Annual Conference, Edinburgh, 11-13 September, 2003: Herriott-Watt University.
Siraj-Blatchford, I. et al (2002) *Researching Effective Pedagogy in the Early Years*. London: DfES/Institute of Education.
Quick, S., Lambley, C., Newcomb, E. and Aubrey, C. (2002) *Implementing the Foundation Stage in Reception Classes*. London: DfES.

POLICY TO PRACTICE IN EARLY CHILDHOOD THINKING SKILLS AND MATHEMATICS

ELENI KANIRA

2. Aims

The overall aim of the paper was to investigate two thinking-skill programmes (Adey, 2008; Dolya, 2007) for five- to six-year-olds in four primary schools, in two local authorities (one in England and one in Wales), two urban and two rural, two mono-cultural and two bilingual.

Specific aims were to describe changes to teachers' knowledge about cognition in children's learning (if any); describe and monitor changes in children's responses; and to explore conditions that might lead to positive changes in teachers' practice that affect sustainability.

3. Theoretical and conceptual framework

Piaget's theories (1975) provided a framework for one programme whilst an appreciation of social relationships, culture and tools underpinned both programmes (Vygotsky, 1978), in overlapping contexts of home, school/community and broader macro-level influences (Mainardes and Macondes, 2009).

4. Methodology

A multiple case study design used five cycles of testing, observation and interviews with major stakeholders (advisers, head teachers, curriculum co-ordinators and teachers), over a two-year period.

5. Ethical considerations

A situated ethics approach was adopted that located ethical actions in real socio-political contexts, requiring sensitive and complex decisions and responses in specific cases and setting.

6. Main findings

Once a priori categories were established, common and discrepant categories emerged. Policy texts and interviews with major stakeholders emphasised planned, monitored and recorded work through age-appropriate, play-based and practical activities.

Common categories revealed education programmes and outcomes with expected standards of performance for speaking clearly and confidently; listening, understanding and responding with sustained concentration, asking questions to clarify understanding, making relevant comments and noticing others' reactions; group discussion, taking turns and different views into account, relating contributions to previous remarks and extending ideas; developing problem-solving approaches involving a variety of data, using correct vocabulary associated with quantity and measure; and explaining problem-solving methods and reasoning.

Discrepant categories of Welsh schools highlighted thinking skills across the curriculum and age range through planning, developing and reflecting to acquire deeper understanding, explore and make sense of the world. This led to whole-school approaches to and programmes for thinking-skill enhancement. Discrepant categories of English multi-cultural inner-city schools, revealed staff absence and mobility, linguistic, cultural and ethnic diversity of pupils and on-going concern about educational standards, monitored by Her Majesty's Inspectorate and regulated by Office of Standards in Education. This has led to the introduction of education 'packages' intended to raise literacy, numeracy and thinking skills, making competing demands on planning, teaching and assessment time.

Despite reported commonalities, teachers' observed practice varied. Principled approaches to play and practical activity, planned around needs and interests to create 'fun' and 'enjoyment' were compromised by multiple demands associated with organisation and management of small-group work, cost and access to relevant human and material resources and meeting of statutory requirements.

7. Implications

Whilst practitioners are entrusted with policy implementation, they are positioned where instrumental practices and regulatory standards are justified by the highly contestable 'business of play' and 'experiential learning' that may unwittingly serve to increase inequality rather than raise standards as intended.

Keywords: early childhood thinking skills mathematics

Bibliography

- Adey, P. (Ed.) (2008) Let's Think Handbook. A Guide to Cognitive Acceleration in the Primary School. London: GL Assessment.
- Mainardes, J. and Marcondes, M. I. (2009) Interview of Stephen J. Ball: A dialogue about social justice, research and education policy. *Educational Sociology*, 30, pp. 303-318
- Dolya, G. (2008) Vygotsky in Action. The 'Key to Learning' Curriculum. London: David Fulton.
- Piaget, J. (1975) The Development of Thought: Equilibrium of Cognitive Structures. Oxford: Basil Blackwell.
- Vygotsky, L. S. (1978) Mind in Society: The Development of Higher Psychological Processes (Edited by M. Cole, J. Scriber, V. John-Steiner and E. Souberman). Cambridge: Harvard University Press.

F3 CONSTRUCTING THE SOCIAL PROFESSIONAL: CULTURAL TOOLS FOR STUDENTS OF EARLY CHILDHOOD

Chair: Powell, John, Dr. Manchester Metropolitan University

MOAKES, KERRY-JANE, MANCHESTER METROPOLITAN UNIVERSITY, UK
CURTIS, TERESA, MANCHESTER METROPOLITAN UNIVERSITY, UK
MELROSE, ALEXANDRA, MANCHESTER METROPOLITAN UNIVERSITY, UK

BÊTE NOIR OR SINE QUA NON: A REAPPRAISAL OF DEVELOPMENTAL THEORY IN EARLY CHILDHOOD

MOAKES, KERRY-JANE; MANCHESTER METROPOLITAN UNIVERSITY

The UK Conservative/Liberal Democrat Coalition government have pledged their commitment to promote the teaching of child development in an attempt to ensure all those already working or training to work with young children can sensitively respond to issues around social justice and social mobility (DfE, 2010). Child development is recognised as significant to the work of professionals across the fields of social work, education and health, but a more critical stance to the subject is generally absent(ed) from their training. Consequently, professionals' knowledge is often abstractly tied into developmental psychology, or as Burman asserts, a Piagetian mantra (1994). However, in order to meet the socio-educational mission that we are faced with, it seems that social professionals require a more relevant and appropriate experience of developmental theory.

For students of Early Childhood Studies, an in-depth critical analysis of child development is already central to their programme of study (QAA, 2007). Nonetheless many students struggle to engage with traditional accounts of child development and the subject has grown to represent both the *bête noir* as well as the *sine qua non* of their future professional identity.

Based upon a qualitative inquiry, this paper seeks to articulate an approach to teaching and learning in the higher education classroom that helps students to put abstract child development theories to work. This paper recognises that traditional theories such as Piaget, Bruner and Freud are built upon historic and cultural existences which seem abstract and incomprehensible to students' and children's contemporary lives. I will examine how an ethically considered narrative approach to accessing students' stories of their own childhood, familial and educational experiences has become an interesting and pervasive classroom pedagogy. This approach has been developed to underpin the teaching of child development in order to open up abstract theoretical ideas to students in more meaningful ways.

Such an approach located around Bourdieu's notions of habitus, field and social and cultural capital (Bourdieu, 1992), may enable new discourses of possibility (Kincheloe and McLaren, 2002) for students learning in relation to child development theory. I argue that it is through the use of personal narrative that students can begin to appreciate how socio-cultural practices influence children's development and at this point, they may begin to unravel the positivist traditions of developmental psychology that have previously eluded or confounded them. This provides tutors in HE, with fertile opportunities to engage students in both traditional and socio-cultural theoretical views of development.

Keywords: Development, theory, culture, socio-educational, social professional

Bibliography

- Bourdieu, P. and Wacquant, L.J.D. (1992) *An invitation to reflexive sociology*, Cambridge, Polity Press
Burman, E. (1994) *Deconstructing Developmental Psychology*. London: Routledge
Lather, P. (1994) *Getting Smart: Feminist Research and Pedagogy within/in the Postmodern*. London: Routledge
McLaren, P. and Kincheloe, J. (2002) *Critical Pedagogy: where are we now?* New York: Peter Lang Publishing
Reismann, C. (1993) *Narrative analysis*. Thousand Oaks, Canada: Sage

LONE VOICES IN THE WILDERNESS; PERSPECTIVES OF UNDERGRADUATE EARLY CHILDHOOD STUDIES STUDENTS

CURTIS, TERESA; MANCHESTER METROPOLITAN UNIVERSITY

This paper seeks to explore how undergraduate students in their final year of study have encountered the complex multi layered accounts of child development. The study explores how they as future social professionals may seek to reconcile the constraints of practices founded on dominant discourses of child development whilst negotiating the boundaries of gendered roles, structure and agency. The study of child development presents an intellectual challenge for undergraduate students as the narratives of child development have become more complex in their telling. Students have to engage with not only traditional accounts of child development, but also explore how neuroscientific, socio cultural, post colonial, and feminist perspectives contribute to the debate and how certain voices become privileged as absolute

truths. The theoretical ideas of Bourdieu have been used to explore how these students have internalised structure and agency as part of their gendered identities which locate them as future early years professionals. This research represents through qualitative data, how these students in their final year of study and practice have attempted to make sense of and reconcile the dilemmas of practice settings, where universal concepts of development prevail and are further enshrined in policy through documents such as the Early Years Foundation Stage. They felt acutely aware of themselves as 'lone voices in the wilderness' when trying to engage others in the discourses of socio cultural theory. They were also able to recognise themselves as subjects and objects of the process and were concerned about their potential impotence in innovating change in pedagogical practice. This raised not only ethical dilemmas for them as future social professionals but also for us as tutors who, in raising critical consciousness are aware that their voices may indeed be lost in the wilderness.

The findings suggest that the ways in which students access and understand child development at all levels and in many disciplines may benefit from a much more eclectic approach. Psychological and increasingly neuroscientific accounts of development prevail, however these are often inaccessible to those whose need to understand this subject is greatest. The paper argues that current pedagogies of child development have ceased to be 'fit for purpose' and that students of child development would benefit from a more psychodynamic approach through which students are enabled to consider not only their own agency and the structures that have located them as the most suitable to study and work with young children but also the implications for practice with young children.

Keywords: development, theory, gender, structure, agency

Bibliography

- Bourdieu, P. and Wacquant, L.J.D. (1992) *An invitation to reflexive sociology*, Cambridge, Polity Press
 Bourdieu, P. (2001) *Masculine Domination*. Cambridge: Polity Press
 Burman, E. (1994) *Deconstructing Developmental Psychology*. London: Routledge
 Penn, H. (2005) *Understanding Early Childhood: Issues and Controversies*. Maidenhead: Open University Press

STUDENTS AS LEARNERS: CHILDREN AS LEARNERS

MELROSE, ALEXANDRA; MANCHESTER METROPOLITAN UNIVERSITY

It is important for students to be able to consider what affects children as learners and the sort of practices which enable them to experience learning in a wide variety of ways, ensuring that they have a good awareness of the importance of collaborative partnerships within learning. To that end, the aim of the research was to consider how students engaged with a unit entitled 'Children as Learners: Practices and Pedagogies' on an Early Years and Childhood Studies degree. It was decided that students would not be 'lectured at' or expected to sit passively; instead a wide variety of learning experiences were planned through which the students had opportunity to consider themselves as learners in order to appreciate the child as a learner. Much reflection followed the various experiences as students grappled with the underpinning discourses of adult control of learning, experiential learning and the voice of the child within the learning environment.

Qualitative research was then employed during which several female students who were also early years practitioners, were interviewed regarding their perceptions on how children learn, whether their understanding of the processes involved had altered as a result of their learning on the unit and how this impacted on their own practice. In a field which is dominated by female practitioners, the researcher questioned the student practitioners on the situated nature of their positions as to the emancipatory affect their own learning had troubled their practice and the culture of practice within their settings. Interpreting the main findings using feminist notions embedded in critical pedagogy (Freire 1970, Allman 1999) alongside Bourdieu's (1992) notion of field, habitus and cultural capital and Lave and Wenger's (1998) *Communities of Practice* and the situated nature of learning, the students unanimously felt that they wanted to affect change in practice, but were often limited by the preconceived and sometimes misunderstood nature of their colleagues and centre managers' knowledge and the curriculum framework with relation to child development. Students felt that they had embraced the multidimensional approach to child development theories discussed on their course, especially recognising the importance of children's cultural experiences, and had made the connections between these and how children's learning experiences were bound together but now felt constrained by the one dimensional and often linear approach embedded in practice. This feeling of disempowerment was often troubling and was the focus of much soul searching, as students felt that they now had a more critical insight into not just their own roles but more confidence into how they could see themselves positioned as professionals in the future (McGillivray 2008).

Consideration of the students' experience here and the interconnected nature of child development and learning theories had implications for the future development of the course. Embedding the unit 'Children

as Learners' into a unit on multidimensional approaches to child development now seemed the most obvious direction in which to take the course.

Keywords: Development, theory, learning, reflexivity, practice,

Bibliography

Allman, P. (1999) *Revolutionary Social Transformation*, Westport, Greenwood Publishing
Bourdieu, P. and Wacquant, L.J.D. (1992) *An invitation to reflexive sociology*, Cambridge, Polity Press
Freire, P. (1970) *Pedagogy of the Oppressed*, London, Penguin
McGillivray, G. (2008) 'Nannies, nursery nurses and early years professionals: constructions of professional identity in the early years workforce in England' in *European Early Childhood Education Research Journal*, Vol. 16, No. 2, 242–254
Lave, J. and Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*, Cambridge, Cambridge University Press.

F4 THE COMPETENT SYSTEM? A CRITICAL ECOLOGIC PERSPECTIVE ON THE PROFESSIONALISATION OF THE EARLY CHILDHOOD WORKFORCE IN EUROPE

Chair: Urban, Mathias; University of East London

PEETERS, JAN, VBJK, GHENT, BELGIUM
VANDENBROECK, MICHEL, UNIVERSITY OF GHENT, GHENT, BELGIUM
LAZZARI, ARIANNA, UNIVERSITY OF BOLOGNA, ITALY
VAN LAERE, KATHRIN, VBJK, GHENT, BELGIUM

This self-organised symposium draws on the findings of a pan-European study on 'competence requirements in early childhood education and care' (CORE), jointly conducted by the University of East London (UK) and the University of Gent (Belgium), and funded by the European Commission's Directorate General for Education and Culture.

Early childhood education and care (ECEC) has been, since the 1992 Council Recommendations on child care, a recurring topic on European policy agendas. The importance of high quality services for young children has been emphasised by three successive EU Presidencies (Spain, Belgium and Hungary). Recently, rationales for investing in high quality services for young children and their families have been laid out in an official EU Communication titled 'Early Childhood Education and Care in Europe: tackling social and cultural inequalities'. Throughout the EU, there is a consensus on the need for more and higher quality services, increasing integration of 'childcare' and 'early education', and enhanced training and status for the workforce whose members are recognised as essential to quality provision and outcomes. But despite the apparently broad consensus the European Commission has identified a lack of common understanding of the competences of practitioners working with young children and their relationship to the outcomes for children in high quality early childhood services.

The CORE project has investigated professionalism and competence in ECEC from a systemic perspective, building, among others, on an emerging body of work that emphasises the complex and relational features of early childhood professional practice (Urban, 2007, 2008; Peeters, 2008; Miller, Dalli & Urban, forthcoming). The research was developed and carried out in close collaboration with key experts and representatives of professional networks across Europe.

The methodology involved three stages that reciprocally informed each other:

1. A critical review of European and international literature was undertaken, to explore conceptualisations of 'competence' and their relationship to debates on 'professionalism' and 'quality' beyond the limitations of the predominantly English language discourses in our field.
2. A Europe-wide survey was conducted, in order to gather grounded data on existing competence requirements and profiles.
3. A series of in-depth case studies was conducted in seven European locations.

The findings of the CORE project point out three key issues:

- The predominant conceptualisation of 'competence' in the English language literature is narrow and not helpful to capture the complexity of ECEC professional practice. Literature, philosophical and educational tradition in many European countries offer much broader understandings, especially with regard to the relationship between the individual and the communal.
- Considering the complex requirements of working with young children, families and communities, and given the multitude of occupational roles of ECEC practitioners across Europe, a shift of focus is needed from describing individual practitioners' competences to developing 'competent systems'.
- There is a negligence of large parts of the ECEC workforce in official debate and documents. Assistant

and auxiliary staff are an important point of contact for children and families in most countries; they need to be included in strategies to develop competence and raise quality in ECEC systems.

The papers in this symposium present three different but related perspectives on 'competent' ECEC systems: The case studies will be explored through the lens of a 'critical ecology'; experiences with systemic competence development in teams as learning communities will be shared, and the role of universities in preparing professionals for working in complex systems will be discussed.

Keywords: Professionalism, competence, critical ecology, case studies, CORE

Bibliography

Urban, M. (2008). Dealing with Uncertainty. Challenges and Possibilities for the Early Childhood Profession. *European Early Childhood Education Research Journal*, 16(2), 135-152.

Urban, M. (2007). Towards a critical ecology of the profession. Systemic approaches to policies, practices and understandings of professionalism and professionalisation in early childhood. Paper presented at the European Early Childhood Education Research Conference, Prague, Czech Republic.

Miller, L., Dalli, C., & Urban, M. (Eds.). (forthcoming). *Early Childhood Grows Up: towards a critical ecology of the profession*. Dordrecht and London: Springer.

Peeters, J. (2008). *The Construction of a New Profession. A European perspective on professionalism in Early Childhood Education and Care*. Amsterdam: SWP Publishers.

INSIGHTS INTO PRACTICE: CASE STUDIES AND CRITICAL ECOLOGIES

URBAN, MATHIAS; UNIVERSITY OF EAST LONDON

This paper presents and discusses findings from the CORE case studies from the perspective of a critical ecology of the profession.

Keywords: Professionalism, critical ecology, case studies

SUPPORTING COMPETENCE DEVELOPMENT IN LEARNING COMMUNITIES. EXPERIENCES FROM FLANDERS AND NORTHERN ITALY

PEETERS, JAN; VBJK GHENT

This paper discusses experiences with systemic competence development in teams, understood as learning communities. Examples will be presented from CORE project locations in Flanders and Italy.

Keywords: Professionalism, competence, learning communities

PREPARING FOR COMPLEXITY. THE ROLE AND RESPONSIBILITY OF THE UNIVERSITY IN A COMPETENT SYSTEM'

VANDENBROECK, MICHEL; UNIVERSITY OF GHENT

This paper explores the role of universities in preparing ECEC professionals for working in highly complex systems and discusses responsibilities and possibilities of new degree courses at BA level.

Keywords: Professionalism, professional preparation, competence, higher education

F5 PARENTS' AND EDUCATORS' CONSTRUCTIONS OF EDUCATIONAL NORMS IN THE CONTEXT OF SOCIOECONOMICALLY AND SOCIOCULTURALLY DISADVANTAGED CHILDREN AND THEIR FAMILIES

Chair: Dr. Urban, Michael; Leibniz Universität Hannover

WERNING, ROLF, LEIBNIZ UNIVERSITÄT HANNOVER, HANNOVER, GERMANY
LICHBLA, MICHAEL, LEIBNIZ UNIVERSITÄT HANNOVER, HANNOVER, GERMANY
THOMS, SÖREN, LEIBNIZ UNIVERSITÄT HANNOVER, HANNOVER, GERMANY
ROTHE, ANTJE, LEIBNIZ UNIVERSITÄT HANNOVER, HANNOVER, GERMANY
ARNDT, ANN-KATHRIN, LEIBNIZ UNIVERSITÄT HANNOVER, HANNOVER, GERMANY
STÖCKER, ROSWITHA, LEIBNIZ UNIVERSITÄT HANNOVER, HANNOVER, GERMANY
STERDT, ELENA, MEDIZINISCHE HOCHSCHULE HANNOVER, HANNOVER, GERMANY
WALTER, ULLA, MEDIZINISCHE HOCHSCHULE HANNOVER, HANNOVER, GERMANY
DIERKS, MARIE-LUISE, MEDIZINISCHE HOCHSCHULE HANNOVER, HANNOVER, GERMANY

At the symposium "Parents' and educators' constructions of educational norms in the context of socio-economically and socioculturally disadvantaged children and their families" the following research projects will be presented: 1. "Health education and health promotion in nursery school and family", 2. "Interest development of children from socioculturally disadvantaged families in transition from kindergarten to school" and 3. "Learning experiences in the transition to primary school". The three research projects have several similarities in regard to contents, methods and their theoretical framework. Unless they all conduct research on closely related topics of early childhood development every single project meets the issue of developmental and educational norms from different viewpoints. The symposium aims to provide a forum for a reflection on methodological and content-related issues.

This exchange is especially useful regarding the mentioned similarities: Referring to an ecosystemic perspective of development (Bronfenbrenner & Lüscher 1981) the research projects are interested in a deeper understanding of processes of growing up especially of disadvantaged children and their education embedded in the microsystems of family and nursery school. Taking this common feature into account all research projects consequently realize similar methodical decisions. Exploring the different perspectives of parents and educators as well as the perspective of the child on the child's development the research projects aim to describe convergent and divergent constructions.

These convergences and differences become especially relevant focusing on families facing difficult living conditions. Families struggling with socioeconomic or sociocultural disadvantage are the ones which professionals often regard as needing help and control. This idea emerges because the families' perceptions on developmental and educational processes of their child are often unheard or misunderstood. Talking about families' participation in the early education and care it is necessary to listen to what parents and especially those in stressed living conditions have to say about their child's processes of growing up. It is urgent to take their ideas of educational and developmental norms into account to develop an educational partnership and to get to know about starting points. Furthermore the research projects are sensitive to the perspective of children. They have to be perceived as experts of their developmental and educational processes.

With regard to inclusive values in early education and care it is time to rethink adamant norms and standards and to reflect on the child's needs concerning its health, learning processes and interests.

The symposium provides the opportunity to discuss the results of the three research projects and their relations against an interdisciplinary background (psychology, educational science, social sciences, special education, public health). Relating the research topics they complement a picture concerning relevant aspects supporting beneficial processes in the context of early education and care. Thus, a new, wider perspective of learning in early childhood can be developed.

Keywords: early childhood education, transition to school, interests, health education, socioeconomic and sociocultural disadvantage

Bibliography

Bronfenbrenner, U. & Lüscher, K. (1981): Die Ökologie der menschlichen Entwicklung: Natürliche und geplante Experimente. Frankfurt am Main: Fischer

SAMEDI - SATURDAY
17 F
SYMPOSIA

PARENTS' AND NURSERY SCHOOL EDUCATORS' CONSTRUCTIONS OF HEALTH AND THE DEVELOPMENT OF CONCEPTIONS AND THEORIES OF HEALTH IN CHILDREN

STERDT, ELENA; MEDIZINISCHE HOCHSCHULE HANNOVER

Healthy, balanced nutrition and physical activity are one important basis for an optimal psychological and physical development of children from birth on. Furthermore, in the early childhood behavior patterns in the fields of nutrition and exercise starts to form. This is of great importance, because obesity

is a problem with epidemic extent in all western countries (Branca 2007). Obesity is a risk factor for several diseases and may shorten the life of the persons concerned (ILSI 2000, WHO 2008; Liersch & Walter 2011). Socially marginalized adults and children, especially those with a migration background, have a significantly greater risk to develop obesity (WHO 2008, Robert Koch-Institut, 2008). Intervention and prevention activities which start in childhood are the most promising methods to fight extreme obesity (Muntean 2000; Heindl 2002, 2005; Mast 1998). Particularly in nursery school the existing programs do not focus on the specific needs of disadvantaged children (Moebus, Hoffmann, Merkel-Jens 2005). Hence it is important to provide respective data as a basis for obesity prevention and intervention programs especially focused on the needs of this high risk groups. The results of the research project "Health education and health promotion in preschool, kindergarten and family" aim to contribute to this. The objective of this research project is to explore the health beliefs and concepts from disadvantaged children with and without a migration background as well as from their parents and their educators in nursery schools. The theoretical framework is based on the ecosystemic perspective of development (Bronfenbrenner & Lüscher 1981) and the model of salutogenesis (Antonovsky 1987; Bengel, Strittmatter, Willmann 2002). Therefore, the subjective constructions of children and the correspondent constructions of their parents and nursery educators / teachers in preschool are of great interest.

The project consists of a predominantly qualitative design and is divided into two research stages. In the first stage, an online survey and focus groups with nursery school educators were conducted. In the second stage the research project uses episodic interviews with parents and nursery school educators to explore their constructions and theories of health. Symbolic puppet interviews with children are used to explore their views. The interviews are analyzed by coding techniques according to Flick (2004), Strauss & Corbin (1996).

The aim is to entangle all results and get an insight in the life-world and the development of socially marginalized children with and without a migration background and to highlight difficulties in matters of health education and promotion. These results may form the basis for a target group-design of health concepts as well as obesity prevention and intervention in health education for nursery schools.

Keywords: health education; early childhood education; socioeconomically disadvantaged children; migration; symbolic puppet interviews

Bibliography

Antonovsky, J. (1987): Unraveling the mystery of health. How people manage stress and stay well. San Francisco: Jossey Bass.

Bengel, J., Strittmatter, R., Willmann, H. (2002): Was erhält Menschen gesund? In: Antonovskys Modell der Salutogenese - Diskussionsstand und Stellenwert; 7. Aufl. Köln: BZgA.

Branca, F. (2007): WHO/Europa - Adipositas in Europa - Hintergrund. The challenge of obesity in the WHO European region and the strategies for response. Copenhagen: World Health Organization Regional Office for Europe.

Bronfenbrenner, U. & Lüscher, K. (1981): Die Ökologie der menschlichen Entwicklung: Natürliche und geplante Experimente. Frankfurt am Main: Fischer.

Flick, U. (2004): Qualitative Sozialforschung. Ein Handbuch. 3. Aufl. Reinbeck bei Hamburg: Rowohlt.

Heindl, I. (2002): Biographische Aspekte des Essens und Trinkens. In: Methfessel, B. (Hrsg.): Essen lehren, Essen lernen: Beiträge zur Diskussion und Praxis der Ernährungsbildung; Bericht zum 4. Heidelberger Ernährungsforum. Baltmannsweiler: Schneider-Verl. Hohengehren.

Heindl, I. (2005): Gesundheit und soziale Zugehörigkeit: Probleme der Vermittlung in Bildung und Beratung. In: Hesecker, H., Beer, S., Heindl, I., Methfessel, B., Schlegel-Matthies, K., Vohmann, C. (Hrsg.): Neue Aspekte der Ernährungsbildung. Frankfurt am Main: Umschau Zeitschriftenverl.

International Life Sciences Institute (2000): Overweight and obesity in European children and adolescents: causes and consequences - prevention and treatment; Report. Brüssel: ILSI Europe.

Liersch, S.; Walter, U. unter Mitarbeit von Gerlich, M.G. (2011): Gesundheit, gesundheitliche Beeinträchtigungen und Ansätze der Prävention in der Lebensphase Adoleszenz und junges Erwachsenenalter. In: KKH, Medizinische Hochschule Hannover (Hrsg.): Weißbuch Prävention 2009/2010. Gesund jung?! Herausforderung für Prävention und Gesundheitsförderung bei Jugendlichen und jungen Erwachsenen. Heidelberg: Springer.

Mast, M. (1998): Adipositas bei 5-7-jährigen Kindern: Charakterisierung des Ernährungszustandes und möglicher sozialer und verhaltensabhängiger Einflussfaktoren. Kiel: Christian-Albers-Universität.

Moebus, S.; Hoffmann, B; Merkel-Jens, A. (2005): Adipositasprogramme - (k)eine Hilfe für sozial benachteiligte Kinder und Jugendliche? Studie zur Ausrichtung und Wirkung von Programmen zur Gesundheitsförderung von übergewichtigen Kindern aus sozial benachteiligten Verhältnissen. Bremerhaven: Verlag für neue Wissenschaft GmbH.

Muntean, W. (2000): Gesundheitserziehung bei Kindern und Jugendlichen: Medizinische Grundlagen. Wien: Springer.

Robert Koch-Institut, Bundeszentrale für gesundheitliche Aufklärung (2008): Erkennen – Bewerten – Handeln: Zur Gesundheit von Kindern und Jugendlichen in Deutschland. Berlin: RKI.

Strauss, A. L., Corbin, J. (1996): Grounded theory: Grundlagen qualitativer Sozialforschung. Weinheim: Beltz.

World Health Organization (2008): Global strategy on diet, physical activity and health. Genf.

INTERESTS AS A RESOURCE AND STARTING POINT FOR INCLUSIVE EDUCATION

LICHTBLAU, MICHAEL; LEIBNIZ UNIVERSITÄT HANNOVER
THOMS, SÖREN; LEIBNIZ UNIVERSITÄT HANNOVER

With the expansion of inclusive schooling settings, educational research is challenged to develop learning settings, in which the heterogeneous backgrounds and the special needs of each child are considered. Taking the specific interests of children in focus and recognizing them as a starting point of school education can open new possibilities in facing this challenge.

A variety of research studies proofed, that teaching of school contents based on the students specific interests has a positive impact on the learning quality (Krapp, 1998). Interests can therefore be assumed as an important resource in school development. Krapp and Fink (1992) are recommending this approach especially for children with special educational needs and furthermore during the transitional phase from preschool institutions to school. On the other hand studies also showed, that school is not yet identifying the need of acknowledging their students interests as starting point in supporting the individual skills in an educational setting (Upmeyer zu Belzen, Vogt, Wieder & Christen, 2002).

So far, the majority of studies in children's interests are based on a quantitative approach, due to the mainly paedagogical-psychological research focus. As said before, interests especially from children with special educational needs can be an attaching point for school support. Therefore the development of the interests of this specific group must be focused. The research project "Interest development of children from socioculturally disadvantaged families in transition from kindergarten to school" under the direction of Prof. Dr. Rolf Werning at the Leibniz University of Hanover is especially dealing with this point. The study started in August 2009 and will be finished in August 2011. It is embedded in a context of different studies at the Institute of Special Education at the Leibniz University, all dealing with the conditions of growing up of children in socioculturally disadvantaged families.

The research focus of this long term study lies on the interest development of 15 children. These children are not specifically classified as children with special educational needs but are part of a group in which the risk of being classified as such is higher than in comparable groups. Theoretically the study is based on the of the Person-Object Approach to Interest (Prenzel, Krapp & Schiefele, 1986; Krapp, 1998) and the Self-Determination Theory of Deci and Ryan (1993, 2008). The Ecosystemical Theory of Bronfenbrenner (1981) and especially the Ecological Model of Transition (Rimm-Kaufmann & Pianta, 2000) are constitutional for the decision on the methods to work out the specific constructions of the microsystems family, kindergarten and school.

The study itself is based on qualitative research methods. In this case, interviews with kindergartners, teachers, parents and children are used to get an impression of the different constructions of the specific form of interest and the convergences and divergences of the different perspectives. In addition of the interviews, a videographed participating observation is used to get an even closer look of the actual procedure of interests in action. The main questions of the project are: What different experiences are made in the handling with children's interests in kindergarten and school? How can kindergarten and school find points of attachment in children's interest to support a prosperous development?

Keywords: inclusion, interests, transition, sociocultural disadvantage

Bibliography

- Bronfenbrenner, U. & Lüscher, K. (1981). Die Ökologie der menschlichen Entwicklung: Natürliche und geplante Experimente. Stuttgart: Klett-Cotta.
- Deci, E. L. & Ryan, R. M. (1993). Die Selbstbestimmungstheorie der Motivation und ihre Bedeutung für die Pädagogik. Zeitschrift für Pädagogik, 39(2), 223–238.
- Deci, E. L. & Ryan, R. M. (2008) Self-Determination Theory: A Macrotheory of Human Motivation, Development, and Health. Canadian Psychology 49(3):182-185
- Krapp, A. & Fink, B. (1992). The development and function of interest during the critical transition from home. In A. Krapp & M. Prenzel (Hrsg.), Interesse, Lernen, Leistung: Neuere Ansätze der pädagogisch-psychologischen Interessenforschung. Münster: Aschendorff.
- Krapp, A. (1998). Entwicklung und Förderung von Interesse im Unterricht. Psychologie in Erziehung und Unterricht, 44, 185-201.
- Prenzel, M., Krapp, A. & Schiefele, H. (1986). Grundzüge einer pädagogischen Interessentheorie. Zeitschrift für Pädagogik, 32 (2), 163-173.
- Rimm-Kaufmann, S. E. & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. Journal of Applied Developmental Psychology, 21 (5), 491-511
- Upmeyer zu Belzen, A., Vogt, A., Wieder, B. & Christen, F. (2002). Schulische und außerschulische Einflüsse auf die Entwicklungen von naturwissenschaftlichen Interessen bei Grundschulkindern. In Prenzel, M. & Doll, J. (Hrsg.), Bildungsqualität von Schule: Schulische und außerschulische Bedingungen mathematischer, naturwissenschaftlicher und überfachlicher Kompetenzen. Beiheft zur Zeitschrift für Pädagogik. 45, Beltz, Weinheim Basel. 291-307.

SOCIAL CONSTRUCTIONS OF “DEVIANCE” FROM STANDARDS. PARENTAL AND PROFESSIONAL PERCEPTIONS OF ADJUSTMENT DIFFICULTIES OF SOCIOECONOMIC DISADVANTAGED CHILDREN AFTER SCHOOL ENTRY

DR. URBAN, MICHAEL; LEIBNIZ UNIVERSITÄT HANNOVER
ROTHE, ANTJE; LEIBNIZ UNIVERSITÄT HANNOVER

From birth on children are in a consistent interaction with their environment. They are challenged in multiple ways and they learn strategies how to deal with these various challenges. Different theoretical viewpoints transitions are regarded as sensitive periods for the child and his or her environment. These sensitive periods imply the potential to strengthen the child's capabilities to keep up with other changes in the future (Griebel & Niesel 2004).

With these transitions the child as well as the child's family is challenged to interact with the institutional system in a new manner. Especially with the transition to the institutional systems (e. g. preschool, primary school) children and their families are faced with standards of what is considered a regular development. The family is asked or set their expectations and demands against. Regarding the transition to primary school children are especially confronted with standards concerning their social-emotional development and their behaviour in particular. The heterogeneity of family conditions today forces also a variety of uncertainties how the school start proceeds (Aikens & Barbarin 2008).

The research project “learning experiences during the transition from early education to school” is characterized by a longitudinal, mostly qualitative research design. The study draws on the “ecological and dynamic model of transition” (Rimm-Kaufman & Pianta 2000) which is based on the eco-systemic paradigm of Bronfenbrenner (1981) and focuses on the interplay of the micro-systemic constructions of parents, educators, teachers and children on the child's learning during the transition. Furthermore the study's focus is confined to families which are regarded as socioeconomically disadvantaged. With regard to socioeconomic disadvantage in the context of the living conditions of the family we use the concept of life domains (concept of “Lebenslagen”, Glatzer & Hübinger 1990).

The study has started one and a half years before the children's regular school entry in the summer 2010. In sum the study contains three phases of investigation before and one after the school entry. At each point of investigation episodic interviews following Flick (1997) were conducted. In addition, the perspective of the children was included during play-based interviews which were framed by participant observation in the preschools as well as primary schools.

This paper focuses on the social construction of “deviance” from socio-emotional developmental standards after the school entry and its relation to the child's development in the preschool context. According to our research design we do this by analyzing the parents, educators, teachers' and children's constructions concerning aspects in the process of the transition which are perceived as supportive or obstructive. Thus we are enabled to see which relevant aspects in each perspective occurs but also what convergences and divergences result in relating the different perspectives. Furthermore we can highlight resources as well as difficulties in the transition process caused by these convergences and divergences.

Keywords: transition to school, learning experiences, socioeconomic disadvantage, parental perspective, construction of deviance

Bibliography

- Aikens, N. L. & Barbarin, O. (2008): Socioeconomic Differences in Reading Trajectories: The Contribution of Family, Neighborhood and School Contexts. *Journal of Educational Psychology* 100(2), 235 – 251.
- Bronfenbrenner, U. & Lüscher, K. (1981): *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, Mass: Harvard Univ. Press.
- Flick, U. (1997): The episodic interview. Discussion papers in qualitative research 5. London: LSE Methodology. <http://lse.ac.uk/collections/methodologyInstitute/pdf/QualPapers/Flick-episodic.pdf>. accessed: November 24, 2010.
- Glatzer, W. & Hübinger, W. (1990): Lebenslagen und Armut. In H. Döring, W. Hanesch & E.U. Huster (Hrsg.), *Armut im Wohlstand* (31-55). Frankfurt a.M.: Suhrkamp.
- Rimm-Kaufman, S. E., & Pianta, R. C. (2000) An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology* 21, no. 5: 491–511.

F6 THE PROCESS OF LEARNING AND BUILDING IN NORWEGIAN KINDERGARTENS FOCUSING ON THE YOUNGEST CHILDREN.

Chair: Hognestad, Kazin Telemark university collage

MOXNES, ANNA, TELEMARK UNIVERSITY COLLEGE, NORWAY
JØRGENSEN, ÅSE, TELEMARK UNIVERSITY COLLEGE, NORWAY
KIMERUD, ANNE TORILL, TELEMARK UNIVERSITY COLLEGE, NORWAY
SETSAAS, JAN RAGNAR, TELEMARK UNIVERSITY COLLEGE, NORWAY

The main focus in the symposium is focusing on building and learning processes in yearly years. We want to focus different perspectives in our three presentations. First we will be focus on being “new” and in this specific symposium the main interest will be ‘new’ young children in a barnehage (Norwegian word for kindergarten, children’s center or preschool). The focus will also be changes in established groups when new children enter. The second presentation will focus on spaces for learning processes in “between” moments in kindergarten and the third presentation deals with children’s sexuality, as a study within the framework of children’s sexuality. The understanding of this is based upon practical experiences which indicate that children have a kind of sexuality, or perhaps others would call it a need for exploration of the body.

Different understandings of building offers alternatives to established discourses and can challenge power/knowledge structures in kindergarten. This focus locates to multiple education and care-processes.. How place impact on multiple educational-processes and how we always are human becoming through constant meeting.

The theoretical work in the symposiums is postcolonial and poststructural theories. We also use other perspectives and we see it as a strength having different views at the theoretical work in the field. The methodology diversifies between interviews, narratives and enquiries with a public health nurse, lecturers and preschool teachers.

Ethical considerations. Ethical considerations encompass knowledge-power construction and power relations, especially how we speak and act with the children (Rhedding-Jones, Bae, Winger, 2008) and how pedagogical work influence on children’s every day life. The ethical aspect is ethic in meetings, and if place have an impact on how to allow bodies to act in meetings.

Findings.

In our presentation we try to uncover “taken for granted” practices and situations focusing on the youngest children in kindergarten

Implications for policy or practice.

Decolonizing and re-inhabitation opens up to reconceptualising practices where new ways of inhabit place can have a huge impact on politics and practice of learning and building in kindergarten.

To discuss small children’s learning processes in relation to aesthetic experiences we want to contribute to the debate on pedagogy impact in the early years.

Keywords: Place-learning-small children-building-ethic

HOW CAN PLACE PEDAGOGY ENABLE SMALL CHILDREN’ ACTIVE PARTICIPATION AND AESTHETIC EXPERIENCES AND IN PROCESSES OF BUILDING AND LEARNING?

ASSISTANT PROFESSOR JAN R. SETSAAS, TELEMARK UNIVERSITY COLLEGE.

ASSISTANT PROFESSOR KARIN HOGNESTAD, TELEMARK UNIVERSITY COLLEGE.

ASSISTANT PROFESSOR ÅSE JØRGENSEN, TELEMARK UNIVERSITY COLLEGE.

Children’s learning starts from birth and even earlier. We want in our presentation to focus on learning processes in kindergarten in relation to the main focus on goals and products of learning (Dahlberg, 2010). The session will focus on “moments of between” in kindergarten and small children’s bodily aesthetic experiences in everyday life. We want to focus this in relation to childrens learning and building processes in kindergarten. We will use ‘enabling’ place pedagogy (Somerville 2007) in relation to how place affect children’s aesthetic experiences and active participation (Gruenwald, 2003, Somerville 2007).

The aims of the research

We seek to explore how place pedagogy enables children’s active participation in processes of building and learning. We do so by using narratives and reflect upon how we are able to re-think place as a learning area. As narratives we use photography and

Theoretical framework

Postcolonial theories are used to uncover power relations and colonising discourses (Gjervan, Andersen, Bleka, 2006; Viruru & Cannella, 2001). The concepts of decolonising and re-inhabitation emphasize the relation between culture, politics and pedagogy, and we seek to open up for decolonising practices as we try to uncover colonizing moments.

Methodology

Three key concepts affect the research process, and functions as analytic tools. The three concepts are relation to place through narratives, the body as a learning subject and place as a contact zone.

Ethical considerations encompass knowledge-power construction and power relations, especially how we speak and act with the children (Rhedding-Jones, Bae, Winger, 2008).

Main findings

The research project is still in the beginning, and we want to share our research design and future findings. The project is a part of a larger research project with focus on kindergarten as a building and learning area.

Implication for policy and practice

Decolonizing and re-inhabitation opens up to reconceptualising practices where new ways of inhabit place can have a huge impact on politics and practice of learning in kindergarten.

To discuss small children's learning processes in relation to aesthetic experiences we want to contribute to the debate on pedagogy impact in the early years.

Keywords: Place pedagogy, small children, processes of learning, aesthetic experiences.

Bibliography

Somerville, M. (2008): A place pedagogy for 'global contemporaneity'. In Educational Philosophy and Theory, p.1-19. Oxford. Blackwell publishing.

Gunilla Dahlberg, Peter Moss, 2005 Ethics and Politics in Early Childhood Education, Taylor & Francis Ltd Dahlberg 2010.

'NEW', IN A NEW PLACE

ANNA RIGMOR MOXNES, TELEMAR UNIVERSITY COLLEGE, NORWAY

Abstract: From birth on and trough out life we all experience situations where we are 'new', over and over again. This presentation will focus on discourses connected to become 'new' in meeting with established discourses in a place. Different understandings of becoming new offers alternatives to established discourses and can challenge power/knowledge structures in an organization. This focus locates to multiple education and care-processes connected to being new in a new place. In this specific symposium the main interest will be 'new' young children in a barnehage (Norwegian word for kindergarten, children's center or preschool). The focus will also be changes in established groups when new children enter. How place impact on multiple educational-processes and how we always are human becoming through constant meeting with the new and unforeseen.

Central questions to be asked is: How do new places impact on young children's learning and building processes? Do young children influence as new in place (Do we listen to the new body?) How does power-construction connected to place influence on new children's education and care.

To be new in a new place can be compared to be in an 'in-between space' (Johannesen & Sandvik: 2008, Somerville: 2007), a space where there is room for different ideas and the tension is too absorbing the unforeseen. The aims of this research are focused on what this 'in-between space' can give room for (Johannesen & Sandvik: 2008, Lenz Taguchi: 2010, Somerville: 2007). Moments of practice (Pacini-Ketchabaw & Nxumalo: 2010) from daily life in a barnehage will be used to try to make visible some meetings in contact-zones (Somerville: 2007). This moment exemplifies different gaps between the established place and group in meetings with the new-body, but they also exemplify opportunities in meetings and disturb established discourses.

To become 'new' will also impact the certain space or place where the body are 'new' and the new-body will also have an impact on bodies in the same place. With focus of meetings between 'diversities and differences' (Robinson & Díaz: 2006) the research offers other aspects to established understandings of culture. A highlighted frame for this work is to uncover power/knowledge constructions (Rossholt: 2009) in contact-zones between the new-body and the 'established-bodies' and 'established-place'. When a teacher organizes meetings with a new-body it is her or his thoughts about that meeting and the established place and bodies that shines trough. This is one way a teacher maintains the normalized dichotomy of adults and children, which silence new-bodies voices and colonize children's lives in place in barnehager. In this study I work to reveal and construct counter discourses and alternative educational processes.

This presentation will in general focus on various ethical considerations. The main ethical aspect is ethic in meetings, and if place have an impact on how to allow bodies to act in meetings with what is seen as new. To listen to other bodies' language and impressions is also an important ethical aspect. Focus on place more than bodies can create changes in what we focus on in meetings with diversity and difference. The idea that we all become new in meetings with what's seen as new, can make power-constructions visible and open for new knowledge about multiple educational processes.

Keywords: New, Place, Education and Power

Bibliography

- Johannesen, N. & Sandvik N. (2008). Små barn og medvirkning - noen perspektiver. Oslo: Cappelen Damm AS.
- Lather, P. (2007). *Getting Lost: Feminist efforts toward a double(d) science*. Albany: State University of New York Press.
- Lenz Taguchi, H. (2010). *Going Beyond the Theory/practice Divide in Early Childhood Education. Introducing an intra-active pedagogy*. London and New York: Routledge.
- Pacini-Ketchabaw, V. with Nxumalo, F (2010): A curriculum for social change: experimenting with politics of action or imperceptibility. In Pacini-Ketchabaw, V (2010): *Flows, rhythms and intensities of early childhood education curriculum*. New York. Peter Lang. International academic publishers.
- Robinson, K.H & Díaz, C.J. (2006). *Diversity and Difference in Early Childhood Education: Issues for theory and practice*. London: Open University Press.
- Rossholt, N. (2009). The complexity of bodily events through an ethnographer's gaze: focusing on the youngest children in preschool. *Contemporary Issues in Early Childhood*. 10 (1): Pp 55 - 65. www.words.co.uk/ciec.
- Summerville, M. (2007). *Place literacies*. Paper prepared for submission to Australian Journal of Language and Literacy Special Issue.
- Somerville, M. (2008): A place pedagogy for 'global contemporaneity'. In *Educational Philosophy and Theory*, p.1-19. Oxford. Blackwell publishing.

"PLACES" IMPACTS ON SMALL CHILDREN'S SEXUALITY

ANNE TORILL KIMERUD, TELEMARKE UNIVERSITY COLLEGE, NORWAY

My research deals with children's sexuality, as a study within the framework of children's sexuality, or perhaps others would call it a need for exploration of the body.

Methodology

This project is based upon western culture and religion and a child's own sexuality in a here and now perspective. I began my research by carrying out an investigation to try to establish to which degree children's sexuality was a topic within pedagogical research and education. My research showed that the topic to a very little extent was explored, and one among other important question to answer, was why it was acceptable that pre-school teachers had little knowledge on this subject.

I am informed by the post structural theories where the subject is seen as fictional through the use of language (Derrida). Here our ideas regarding the "innocent child" and what is, or is not "normal" are the basis for our discourses and understanding of "the child". Post structural theories require also that the divides between different categories should be reduced, and how power is connected to discourses (Foucault).

Some findings

Historical the church had the dominating power and both children's and adult's masturbation was seen as a great sin. Medicine and psychology gradually took over and within this paradigm masturbation was perceived as the cause of a great number of serious diseases both bodily and spiritually. It was associated with taboo, and something that should be avoided. The topic in Early Childhood education to day is still surrounded by a great amount of taboos and silence, and I try to find what power makes it stay that way.

Further on

In Norway there are some kindergartens that have worked with this topic for some time, and I would like to interview the manager. I will focus on how they deal with a team that is connected with such large amount of taboos and silence, and what do they think concerning Children's use of "places". Do they consider "place" important when it comes to children's opportunity to learn and experience their sexuality?

In addition to Derrida and Foucault I will use theory from Summerville (2007) and Gruenwald (2003) who uses place pedagogic and critical thinking to discuss small children's learning and "building".

Ethical considerations,

Studying this topic includes many ethical perspectives therefore I do not talk to or focus directly on the children. It is also connected ethical dilemmas concerning the topic in general. It is always a possibility that research do not lead to "a better life" but I will maintain the urges for more knowledge and openness concerning this topic.

Implication for policy and practice

Post structural theories try to highlight practices and make new ways of thinking, which can have a huge impact on the politics and practice of learning in kindergarten concerning children's sexuality. Tobin

(1997) and Blaise & Andrew (2005) talks about making a place for pleasure, and maybe it is ok that both learning and pleasure have a place in kindergarten?

Keywords: Sexuality, Place, Education and Power

Bibliography

- Blaise, M., & Andrew, Y. (2005). How „bad“ can it be? Troubling gender, sexuality, and early childhood teaching. In N. Yelland (Ed.), *Critical Issues in Early Childhood* (pp. 49-57). London and New York: Open University Press.
- Gruenwald, D.A. (2003). The best of both worlds: A critical pedagogy of place in *Educational Researcher*, Vol. 32, No.4, pp.3-12.
- Sommerville, M. (2007). Place literacies. Paper prepared for submission to *Australian Journal of Language and Literacy Special Issue*.
- Steinnes, J. (2007). Jacques Derrida: Er det mulig å være pedagog? In K. Steinsholt & L. Løvlie (Eds.), *Pedagogikkens mange ansikter. Pedagogikkens idéhistorie fra antikken til det postmoderne* (pp. 669- 683). Oslo: Universitetsforlaget.
- Tobin, J. (1997). Playing doctor in two cultures. In J. Tobin (Ed.), *Making a place for pleasure in early childhood education* (pp. 119-158). New Haven Yale University Press.

F7 OUTDOOR PLAYGROUNDS FOR CHILDREN

Chair: Hagen, Trond Loege, Queen Maud University-College

DIMITRIADOU ELENI, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE

This self organized symposium is reflecting different aspects on how the outdoor area effects children's outdoor play. Over the past decade, gardens and natural playspaces for young children have increased in popularity. These spaces allow children to interact directly with the natural environment through physical activity and exploration. They also serve as a means to teach children about plants, insects, and other natural phenomena, and can also promote early literacy, social skills, and health and nutrition. The spaces are designed to be child-focused, and many include ideas from children as they are constructed and managed.

The symposium will further put light on how children's behaviors and interactions with outdoor gardens and playspaces, particularly how they can be shaped by the man-made and natural signs, symbols, and objects that exist in these environments. To what extent are these manipulated outdoor spaces effective in meeting educators' goals of encouraging free play and learning? This includes what activities the children do in the outdoor time, and how the different components of an outdoor area (topography, equipment, size, location etc.) affect children's play and the content of this play.

Keywords: outdoor play, physical activity, playgrounds, non-organized play

HOW DESIGN OF THE PRESCHOOL OUTDOOR AREA EFFECT CHILDREN'S OUTDOOR PLAY.

HAGEN, TROND LOEGE, QUEEN MAUD UNIVERSITY-COLLEGE

How design of the preschool outdoor area effect children's outdoor play.

- Relevant conference perspectives and strands

Expertise, qualifications and common sense

- Aims of the research

The aim of this study is to explore what activities the children do in the outdoor time, and how the different components of an outdoor area (topography, equipment, size, location etc.) affects children's play and the content of this play. This also includes the staff's role in relation to the activities outdoors, the degree of controlled and organized activity, and how this is founded in the preschool's annual plan and curriculum.

- Theoretical and conceptual frameworks

The Norwegian preschool has a strong tradition of spending time outside every day throughout the year. This is also something that the framework plan (Ministry of education 2006a) emphasizes by adding guidelines for the children to ensure they obtain good experience with outdoor activities. Ministry of Education (2006b) has also published a compendium on how preschools can facilitate children's interaction with nature and the environment. Based on the report *Quality and content of Norwegian day care (NOVA No. 6, 2008)* reviewing a major part of the research regarding Norwegian preschools the recent years,

there is reason to question what we really know about the content in the outdoor time in Norwegian preschools. The report pointed out that there is scarce research in relation to the preschools content in general, and minimal research related to the content in the outdoor time.

Report 41 from the Ministry of Education (2009) highlights the importance of access to adequate outdoor areas. Pointing out that this should be more than a physical environment consisting of fixed installations, and in addition also a dynamic environment that favors good interaction between children and staff. There is reason to believe that a correlation exists between the qualities of the outdoor areas, activities taking place, and how this is facilitated by staff through policies, rules and the balance between non organized and organized activity.

- Methodology

The data collection will be based on the method „mosaic approach“ (Clark 2010) with elements from observation, photographs, interviews with staff and interview / guidance with children.

- Ethical considerations

All research associated to this study will be conducted according to the Norwegian guidelines of research ethics (NESH, 2006)

- Main findings

This presentation will focus on theoretical framework and methodologies in this study. The results of the study will be used to categorize and identify features that characterize a good outdoor area and how this could further be utilized in the design process of children's outdoor environments.

- Implications for policy or practice

The result from this study will contribute to more knowledge about the content of the outdoor time in Norwegian preschools. It will also give insight to how the design and elements of the outdoor area both effects children play and how this interact with the staff's pedagogical work in preschool's outdoor time

Keywords: outdoor play, physical activity, playgrounds, non-organized play

Bibliography

- Borg, E., Kristiansen, I-H., & Backe-Hansen, E. (2008) Kvalitet og innhold i norske barnehagen. En kunnskapsoversikt. Rapport nr. 6/08. Oslo: NOVA.
- Clark, A (2010) Transforming children's spaces. Children's and adults' participation in designing learning environments. Routledge; London.
- Ministry of education (2000). Stortingsmelding 41 (2008-2009) Kvalitet i barnehagen. Oslo: Kunnskapsdepartementet Akademika.
- Ministry of education (2006a). Rammeplan for barnehagens innhold og oppgaver. Oslo: Kunnskapsdepartementet Akademika.
- Ministry of education (2006b). Temahefte om natur og miljø Oslo: Kunnskapsdepartementet Akademika.

THE “CHILDREN’S GARDEN” OF PHILOTHEI, ATHENS

DIMITRIADOU ELENI, DEPT. OF EARLY CHILDHOOD EDUCATION, ARISTOTLE UNIVERSITY OF THESSALONIKI, GREECE

The paper aims to identify effective pedagogical outdoor spaces existing in Greece.

Theoretical and conceptual framework:

Greece is one of the European countries with the lowest outdoor space standards in services for young children. Most of the outdoor space, addressed to children of preschool age, is confined to sterile fenced areas with structured playthings, maybe well looked after, but boring. In the heavily populated cities, many children spend little time outdoors.

However, there are also good examples of outdoor space in Greece, although few.

Methodology: To identify such examples, the literature concerning the different disciplines involved (Architecture, Pedagogy, Environmental Psychology) was reviewed in order to develop insights into the characteristics of good outdoor environments for children.

Ethical considerations: Three approaches to design outdoor spaces for children can be identified. In the first one, priority is given to quantities, as well as to safety and security, in other words to adult needs. The second approach deals with adapting pedagogical concepts and outdoor space design follows the pedagogy. The third approach is when, an architect, perhaps strongly influenced by his/her memories of personal experiences of childhood, develops a particularly child-orientated approach to design.

Main findings:

This study presents a very good example of the third approach to design outdoor spaces for children, a playground located in the suburb of Philothei of the city of Athens. The playground has been designed by one of the most influential Greek architects of the last century, Dimitris Pikionis, in the early 60's. Even though most of the design has been "improvised" on site, with few drawings, the playground combines the characteristics of effective pedagogical outdoor environments which enable children to use their bodies and minds to explore the world, to make discoveries and connections, to learn about history and civilization, to use their imagination and develop their thinking processes. Such environments become an integral part of the children's development and of the learning process.

Implications for policy and research: The "children's garden" of Philothei, as Pikionis used to call it, represents an early model that can inspire us today to design "generous" and "potentiating" challenging outdoor environments.

Keywords: Inspired pedagogical landscape design.

INVITATIONS TO PLAY AND LEARN: THE MEDIATING ROLE OF SIGNS, SYMBOLS, AND OBJECTS IN GARDENS AND PLAYSPACES FOR YOUNG CHILDREN.

KRISTI S. LEKIES AND BERNADETTE WHITWORTH, THE OHIO STATE UNIVERSITY, SCHOOL OF ENVIRONMENT AND NATURAL RESOURCES,

Over the past decade, gardens and natural playspaces for young children have increased in popularity. These spaces allow children to interact directly with the natural environment through physical activity and exploration. They also serve as a means to teach children about plants, insects, and other natural phenomena, and can also promote early literacy, social skills, and health and nutrition. The spaces are designed to be child-focused, and many include ideas from children as they are constructed and managed.

This study examined children's behaviors and interactions with outdoor gardens and playspaces, particularly how they can be shaped by the man-made and natural signs, symbols, and objects that exist in these environments. 1) What signs, symbols and objects influence children's experiences? 2) What messages do signs, symbols and objects convey to children? and 3) To what extent are these manipulated outdoor spaces effective in meeting educators' goals of encouraging free play and learning?

The field of semiotics, or the study of signs, was used to provide a theoretical framework to examine children's encounters with signs and the ways in which they shaped or mediated children's experiences. Signs can be defined as "something which stands to somebody for something in some respect or capacity" (Peirce, 1931-58, 2.228) and consist of informational signs, as well as other visual cues, words, images, sounds, or smells. Examples can include the physical design of the playspace, interpretative signage, trails, fences, and construction materials. Previous research with adults has shown that signs can mediate outdoor experiences, leading to an experience that is socially constructed, rather than a truly direct or authentic experience with nature (Markwell, 2001; Jennings and Weiler, 2006). They can attract attention to specific features of outdoor settings, provide reassurance of safety, encourage and discourage specific behaviors, draw out emotions, and interrupt one's thoughts while navigating outdoor settings, without visitors being fully aware of how they are being influenced (Lekies & Whitworth, forthcoming). As spaces are planned by adults for particular experiences by children, this presents ethical issues. To what extent should the space be arranged or controlled?

Results will be presented from a series of visits to five children's gardens and outdoor playspaces in the Midwestern and Eastern United States in which the man-made and natural signs that are likely to affect children's outdoor play and learning experiences were documented. In addition, children between the ages of 3 and 8 were observed, and their behaviors and reactions to the settings were recorded and compared to the expectations of the garden staff. In addition, a small group of young children and their adult companions were interviewed regarding their experiences and the signs they perceived. Ways in which signs provide information, encourage and discourage exploration, and provide permission to participate in certain behaviors will be discussed, along with how children's reactions vary by age and the influence of accompanying adults.

Implications include the importance of understanding of children's experiences in outdoor spaces and specific strategies for improving landscape design and engaging children in natural settings.

Keywords: children's gardens, outdoor playspaces, outdoor learning environments, children's perceptions

Bibliography

Jennings, G., and Weiler, B. (2006). Mediating meaning: Perspectives on brokering quality tourism experiences. Pp. 57-78 In *Quality Tourism Experiences*, G. Jennings and N. Nickerson, Eds. Oxford: Elsevier Butterworth-Heinemann.

Lekies, K.S., and Whitworth, B. (forthcoming). Constructing the nature experience: A semiotic examination of signs on the trail. *The American Sociologist*.

Markwell, K. (2001). An intimate rendezvous with nature? Mediating the tourist-nature experience at three tourist sites in Borneo. *Tourist Studies*, 1, 39-57.

Pierce, C. S. (1931-58). *Collected Writings* (8 volumes). C. Hartshorne, P. Weiss, and A. W. Burks, Eds. Cambridge, MA: Harvard University Press.

F8 PROFESSIONAL TRANSITIONS AND IDENTITIES

Chair: Goodliff, Gill, T the Open University, UK

McKEOGH, SUE, The Open University, UK

This symposium considers the transitions in personal and professional identity of early years practitioners as they study by distance learning for higher level qualifications. The first two papers report on the experiences of students studying the Open University Foundation Degree in Early Years discussing how using reflective tools and participating in online communication respectively mediates agency.

The third presentation focuses on foundation degree graduates who are now studying to gain a BA Degree and following the Long Pathway to achieving Early Years Professional Status. This study explores the extent to which practitioners engage with self-directed learning and are empowered in their own professional journey and within the early years settings in which they practice.

Keywords: Professional development, professional qualifications, transitions, identity, reflection,

TRANSITIONS IN 'BEING A PROFESSIONAL': CHILDMINDERS' PERCEPTIONS OF HOW REFLECTIVE TOOLS TRANSFORMED THEIR PROFESSIONAL IDENTITY

McKEOGH, SUE, The Open University, UK

'Reflection is generally acknowledged as a key professional attribute' (Cable and Miller, 2008:173). Consequently, with the move towards the professionalization of the early years workforce, there is a growing expectation on all early years workers to become reflective practitioners. This paper draws on doctoral study exploring how childminders studying the Foundation Degree in Early Years with The Open University can effectively reflect on their practice when they work and study in physical isolation. Using a qualitative case study approach, data was gathered over two years from nineteen childminders. Data collection methods included questionnaires, semi-structured telephone interviews and e-mail correspondence, with thematic analysis used to analyse the data. Becoming a reflective practitioner is not something that happens without input, whether from engagement with others and/or the use of reflective tools. Miller et al (2005: 69) argue that 'we have to move from intuitive knowledge to a conscious awareness of why we do what we do', and that practitioners need to become more conscious of underlying expertise. Osgood (2006), too, in looking at the construction of professionalism discusses how opportunities for critical reflection enable practitioners to challenge policy directives and raise awareness of their own agency. The focus of this paper is on five childminders who took part in this research and indicated in their responses that engaging with reflective tools (such as the Reflective Practice Cycle) introduced as part of their foundation degree studies had changed their practice and their perceptions of themselves. It explores the impact of the use of reflective tools on a childminder's transition from seeing themselves as 'just a' childminder, to seeing themselves as an equal professional within the childcare 'landscape of practice'. Findings suggest that the childminders' use of tools for reflection created greater self awareness of practice and a more informed understanding of what they did and how they might develop their practice. Through interactions with others as part of the process of reflecting on practice they were empowered to see themselves as effective practitioners and this afforded opportunities for transformation in identity. This paper will argue that effective support from the module materials, the online environment and/or their tutor is key to how childminders use reflective tools and are enabled to recognise transitions in 'being a professional'.

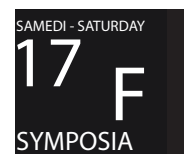
Keywords: Childminders, Professionalization, Reflective tools, Transitions

Bibliography

Cable, C and Miller, L (2008) 'Looking to the future' in Miller, L and Cable, C (2008) *Professionalism in the Early Years* Abingdon, Hodder Education

Miller, L., Cable, C and Devereux, J (2005) *Developing Early Years Practice* London, David Fulton Publishers Ltd

Osgood, J (2006) Deconstructing professionalism in early childhood education: resisting the regulatory gaze *Contemporary Issues in Early Childhood* 7(1) p5-14



ONLINE COMMUNICATION: STUDENT PERCEPTIONS OF THE IMPACT OF ONLINE LEARNING ON PERSONAL AND PROFESSIONAL TRANSITIONS IN ICT

GOODLIFF, GIL, THE OPEN UNIVERSITY

Children born in the 21st century are immersed from birth in technology rich environments. Adults will better support children's mastery of technological skills if they are ICT competent and confident themselves. In England there is an implicit expectation, within a range of government policies, that all practitioners involved in education will be able to make effective use of information and communications technology (ICT). The Open University Foundation Degree in Early Years (FDEY) is studied part-time by distance learning. Students are required to engage in online communication in each module. Drawn from a wider survey of graduates of the FDEY which explored their perceptions of the impact of their studies on their professional role, this paper focuses on students' perceptions of the impact of the online learning elements, and particularly the computer mediated communication (CMC) within the work-based learning modules. Qualitative data were collected through questionnaire and interview, evaluation of CMC activity and written reflective assignments. Informed consent was obtained from all participants, the purpose of the research fully explained and all identities have been anonymised. Socio-cultural theory locates the students' learning and professional development through participation in communities of practice (Wenger, 1998). Findings suggest that online communication in higher education professional study can be a valuable tool for students in constructing new digital, personal and professional identities. The implications for use of online communication in future module design and development will be discussed.

Keywords: Foundation Degree, online communication, professional development, ICT;

Bibliography

Wenger, 1998 *Communities of Practice; Learning, meaning and identity*, Cambridge: Cambridge University Press

PROFESSIONAL JOURNEY AND PERSONAL EMPOWERMENT: MUCH MORE THAN A QUALIFICATION

CANNING, NATALIE, THE OPEN UNIVERSITY

In the quest to professionalise the Early Years workforce in England, the Early Years Professional Status (EYPS) has become the ultimate 'goal' for practitioners undertaking a Foundation Degree in Early Years. Supported through the Labour Government's (1997-2010) Department for Children, Schools and Families (DCSF), pathways to achieving Early Years Professional Status were created to facilitate a graduate led workforce in the Early Years sector. This paper considers the impact studying for Early Years Professional Status has had on practitioners' professional identity and personal empowerment. These practitioners hold a Foundation Degree in Early Years and as part of following the Long Extended Pathway to EYPS, study with the Open University to top up their Foundation Degree to achieve a BA degree.

A case study methodology considers the extent to which practitioners establish a paradigm of heutagogy or self directed learning. The case studies explore how practitioners are motivated and empowered to research their own interests, apply their learning to their practice and the 39 standards stipulated by the EYPS assessment. Through engaging with self directed learning, the case study findings consider the extent to which practitioners were successful in influencing a shift in thinking within themselves and those that they work with. From the research, many practitioners recognised not only the emotional energy they invest in their learning journey, but also the importance of building their knowledge and understanding and disseminating their learning within their setting to support children's early years experiences. The findings from the case studies suggest that in working towards EYPS practitioners have benefited from identifying specific aspects of their practice, how they support others and how these two elements can change and influence practice and improve quality provision for children. Practitioners recognised the significance of engaging with a paradigm of heutagogy to support their own reflective practice and how this supported their own feelings of being able to make a difference and have a 'voice' in their early years setting. The findings from the case study suggest that EYPS has supported a personal and professional transition to influence change and continuing professional development. The Coalition Government established in 2010 in the UK has pledged a commitment to the continuation of the EYPS, but at the time of writing it is still unclear what the changes to the programme, or its aims and objectives will be. Consequently the Early Years sector awaits further announcements and the impact these will have on the Early Years professional identity.

Keywords: Professionalism, identity, heutagogy, EYPS, empowerment

F9 HAVING A STORY TO TELL - EARLY CHILDHOOD TRANSITIONS THROUGH IMPROVED COMMUNICATION AND PROVISION.

Chair: Rowe, Jane, Northamptonshire County Council, CYPS LASI ASPIRE

PIRIE, KAREN, NORTHAMPTONSHIRE COUNTY COUNCIL. CYPS LASI, ASPIRE NORTHAMPTON NORTHANTS, UK
WHELAN, CHRIS, CROYLAND NURSERY AND CHILDREN'S CENTRE, WELLINGBOROUGH, UK
JEFFERY, LISA, CROYLAND NURSERY AND CHILDREN'S CENTRE, WELLINGBOROUGH, UK
BUCKLEY, GEMMA, CROYLAND PRIMARY SCHOOL, WELLINGBOROUGH, UK

The symposium will outline how transitions in the early years have been supported for children 0-6, in order to achieve improved outcomes especially in Communication, Language and Literacy. The Children's Centre paper will describe the impact of working with a multi agency team which includes a Speech and Language Therapist, Children's Centre teacher and Early Language Consultant, in developing ECaT, which is a national programme aimed at the development of young children's early communication skills. The programme has a strong emphasis on working with parents and practitioners to develop their confidence and competence in supporting children's development of early language and communication skills in order that they can tell their story. The focus of the second paper is the transition from nursery into the reception class and the perception of the practitioners, parents and children. How is their voice heard and their story told? The final paper is concerned with the transition from EYFS into Key Stage 1, supporting teachers in ensuring there is a continuum of learning through a play based approach with a particular focus on developing early communication, language and literacy, creating rich contexts for learning in order for children to have a story to tell and ultimately write.

The aim is to improve the transitions for children as they enter Children Centres, attend Nursery, transfer to primary school and into Key Stage 1. Communication is a strong thread that connects the three papers. Action research is the model used to evidence the impact of the projects. Ethical considerations have taken into account confidentiality within focus groups and sources and respondents are anonymised. Initial findings are that there are improved outcomes in children's communication, language and literacy skills plus increased levels of wellbeing. Improved communication between practitioners themselves and also parents and practitioners, impact on better outcomes for the children. The shared working with a multi agency team raises practitioners' expertise and therefore also impacts on outcomes.

Keywords: transition, parental Involvement, communication, professional development, continuous provision

Bibliography

Brooker Liz (2002) Starting School- Young Children Learning cultures. Open University Press
Brooker Liz (2008) supporting Transitions in the Early Years. Supporting Early Learning series, Open University Press
Whalley Margy (2007) Involving Parents in their children's learning 2nd Edition Paul Chapman Publishing

EVERY CHILD A TALKER - ONE CENTRE'S APPROACH

JEFFERY LISA , AND WHELAN CHRIS, CROYLAND NURSERY AND CHILDREN'S CENTRE

To use the Every Child a Talker (ECaT) programme to raise 0-5 year old's language skills in our Centre. To develop practitioners' and parents' understanding of speech, language and communication development in order to better support communication skills. To develop a whole centre approach to the programme involving practitioners from different professional heritages. To evidence the impact of the programme on parents, practitioners and children. The project has followed the programme as outlined in the document Every Child a Talker. It has also followed theories of Communication Friendly Spaces by Elizabeth Jarman. The project has used a wide range of research into speech, language and communication development to inform changes to practice and to provide key training messages.

The project, now in its second year has been adapted to meet the needs of the Nursery School and the Children's Centre. It includes nursery and centre staff as well as child minders working in our reach area. These are all referred to as "practitioners". The programme documents the practitioners' and parents' confidence in understanding speech, language and communication development at the start of the year and then again at the end. The children's progress is monitored thrice yearly. Parents' and practitioners' knowledge is raised through specific training. The Centre Teacher, Speech and Language Therapist and the Early Language Practitioner have worked closely together to provide support and training, and have been supported by a county level Early Language Consultant. Communication development and ECaT is given a high priority through curriculum planning and provision. All staff have been involved including Family Support Workers to ensure the programme has maximum impact and its key messages delivered.



ered through as many forums as possible. Parents have been involved in assessments of children by providing parental knowledge and have been given information on communication development through workshops, displays, written information and incidental conversations. The assessment data is used as part of the transition process between the Nursery School and the Reception class, ensuring school staff are aware of the children's progress in Speech, Language and Communication. Staff in both settings are aware of the strategies each programme uses, ensuring that ECaT and the CLLD programme for schools work. Ethical guidelines were followed throughout. In the centre parents chose to participate in the programme and were made aware of how their participation would be used. In nursery consent is requested at the start of the year which covers the involvement of such programmes. All data is openly available should any participant request to see it, and data analysis is shared with participants. together, and that smooth transitions are made between settings. Assessments of children have shown that most children have made significant progress in their speech, language and communication development. In the first year parents and practitioners also reported increases in their own knowledge and confidence in supporting children's speech, language and communication. A multi-agency approach has meant that different areas of expertise can be joined to enhance knowledge, provision and practice. The learning environment has been significantly improved to provide more opportunities to talk, and the impact of this is shown anecdotally and through assessment data. Significant progress in children's speech, language and communication development has been achieved through giving it high priority in the whole centre. Multi-agency working has drawn on a range of expertise and ensured that the messages of ECaT have impacted on all areas of the centre's work. All practitioners need training on speech, language and communication development to ensure they support children well and also can work closely with families. The quality of interactions and the learning environment are key factors in raising attainment in children's speech, language and communication development.

Keywords: communication, parental voice, professional development, multi-agency working

Bibliography

Jarman, Elizabeth (2007) Communication Friendly Toolkit: Improving Speaking and Listening Skills in the Early years Foundation Stage – Basic Skills Agency,
National Strategies(2009) Every Child A Talker: Guidance for Early Language Lead Practitioners – Department for Children, School and Families,

TRANSITION PROJECT- PRE-SCHOOL TO SCHOOL

BUCKLEY, GEMMA, CROYLAND PRIMARY SCHOOL

To develop transition arrangements for children leaving pre-school and entering Foundation Stage. The development of a triangulation approach utilising the voice of parents, children and practitioners to create transition arrangements to ensure children's sustained levels of well being (Ferre Laevers), and to develop positive relationships with parents. Utilising a wide range of research into early years transitions as the theoretical basis for the project, it was planned to include the triangulation of parents, child and practitioners voice to impact on the transition arrangements for children from pre-school (nursery) into school. Including some elements of Yeboah's 'factors for a successful transition' and also theory of a 'transitional' object to aid transition. Using these influences the project would incorporate the views of parents, children and practitioners before transition to directly inform the outline the project through focus groups and interviews, questionnaires and impact directly on the practice of the pre-school and school. The project uses the views of the parents, child and practitioner to impact on the practice of the pre-school and the school. An action research model where practitioners (from both the pre-school and the school) have worked in collaboration to both action and evidence the project through the use of focus groups with parents, child interviews, practitioner interviews and parent questionnaires. Qualitative data drawn from anecdotal evidence through the use of parental focus groups, interviews with practitioners both pre and post the project, informal discussions with children and the use of a 'how was it for you?' questionnaire after transition to gather parental views is supported by the qualitative evidence gathered by practitioners using levels of well being and involvement (Ferre Laevers) . The practitioner strand would also include a level of professional development between the settings including moderation of children's Foundation Stage profiles, and joint work on other projects alongside including ECaT (Every Child a Talker). Ethical guidelines were adhered to through out the project and made implicit to all involved with the projects. In focus groups all parents were informed of the ethical guidelines and confidentiality during the project. It was important that all children were involved and included in the project and all experienced the 'new transition arrangements'. All parents were invited to attend the focus groups at both the pre-school and the school and were all given the opportunity to answer/ respond to the questionnaires. The use of the triangulation of views provided a huge amount of evidence for both the theory behind the project, and nature/outline of the project that was actioned and also the evidence of impact of

the project both on children and their parents. The parental views were much more prolific than expected by the practitioners and their expectations and apprehension for the transition of their child proved to be the driving force behind the project. Evidence gathered through well being and involvement (Ferre Laevers) provided evidence to demonstrate the positive impact on children's well being in their first initial months in school, which historically normally lessens as they transition into a new provision. The impact on practitioners has been the collaboration between the different settings, building on and improving a 'continuous provision' between the child's pre-school and school. Also the professional development of practitioners from both settings with joint training and moderation meetings has contributed more 'joined up' working between the two settings. Through the project the two settings, pre-school and school have developed a 'good practice model' with underpinning principles that could be used /transferred to other settings to be used to improve transition. The triangulation of views has proved to be a powerful tool for gathering evidence for and from a project. The use of parents views was it could be argued the most prolific factor in the project as it provided the basis (alongside the research) for the changes made to existing practice. This has now impacted in its 'methodology' on the whole schools approach to parental involvement. .

Keywords: Transition, parental voice, collaboration, communication

Bibliography

- Yeboah D.A (2002) Enhancing Transition from Early Childhood Phase to Primary Education -Early Years Vol 22 (2002) Carfax Publishing
 Laevers F (1994) The Leuven Involvement Scale for Young children-Belgium : Centre for Experiential Education
 Shields, P (2009) School doesn't feel as much of a partnership: parents perceptions of their children's transitions from nursery to Reception. Early Years Volume 29, Issue 3 (2009), Institute for Education London UK

NORTHAMPTONSHIRE TRANSITION PROJECT: A PLAY BASED APPROACH

ROWE, JANE, AND PIRIE, KAREN, NORTHAMPTONSHIRE COUNTY COUNCIL, CYPS LASI, ASPIRE

To develop teachers' confidence and expertise in delivering a play based approach in Year1 in order to improve the transition from the Early Years Foundation Stage into Key Stage 1. To ensure the progress made in EYFS is built upon and ensure a continuum of learning. To support teacher's in developing specific areas of continuous provision and focus on the outcomes within Communication, Language and Literacy particularly writing. To evidence the impact of the project. Inspired by the research of Julie Fisher with schools in Oxfordshire and Liz Brooker on Transitions, it was decided that through a series of training days, in partnership with Early Excellence, Year 1 teachers would develop an understanding of the pedagogy of play as underpinned by the many contributors in Janet Moyles 'The Excellence of Play'. Using the Early Excellence model, teachers would develop the continuous provision to ensure children engage with high quality experiences. This supports a balance between experiences that are child initiated and those that are either structured by the adults as focused enquiries or adult led. The project, now with a second cohort of teachers has been adapted to ensure there is more rigour in collecting evidence of impact. An action research model where teachers have been asked to evidence the development of the continuous provision and the impact of a more play based approach particularly using role play and small world. Qualitative data drawn from anecdotal evidence and a questionnaire at the end of the project is supported by quantitative data through analysis of outcomes in CLLD particularly writing. All teachers attend specific training and are also given support to develop their expertise in planning and extending small world play and role play which leads to quality writing opportunities. Teachers attended a series of network meetings which focused on aspects of developing further the pedagogy of play in addition a school visit by an adviser further supported them in the development of their provision. In order to ensure all staff have a shared understanding of the approach, training was also offered to TAs. It was important that the project enabled the needs of all learners to be met thus challenging and extending the more able whilst supporting the lowest achievers. Confidentiality is maintained through anonymising feedback from questionnaires and data collection. Initial findings were that children were engaged and motivated by accessing a more playful approach. When they engaged with high quality small world play and role play as an integral part of the provision, their writing exceeded previous expectations. Evidence from teachers observations of children's dispositions and attitudes suggest that children continue to be excited and motivated to learn. The impact of the training is evidenced from the development of the provision which has been documented through photographic evidence, exhibition and the reflective questionnaire. Through participating in the project, Year 1 teachers and TAs have developed a greater understanding of the pedagogy of play and subsequently are empowered to plan a more age appropriate provision. Feedback from practitioners and Head teachers found that developing high quality continuous provision impacts on raised outcomes for children. As a county we need to continue to support our Year 1 teachers through CPD to develop their levels of confidence and skills in delivering a more active, play based approach for

our children as they enter KS1.

Keywords: communication, transition, professional development, continuous provision

Bibliography

Brooker, Liz (2002) Starting School – Young Children Learning Cultures. Open University Press
Oxfordshire County Council (2006) Transition Foundation Stage to Year One, OCC Early Years Team
Fisher, Julie (2010) Moving On to Key Stage 1- improving Transitions from the EYFS , Open University Press
Moyles, Janet R Editor (2002) The Excellence of Play – Open University Press

F10 LES LIEUX D'ACCUEIL ENFANTS-PARENTS EN FRANCE AUJOURD'HUI : UNE HISTOIRE PARTICULIÈRE AUX PRISES AVEC LES ÉVOLUTIONS SOCIALES

Chair: Rubio, Marie-Nicole ; association Le Furet, Strasbourg, France

SCHEU, HENRIETTE, LE FURET, STRASBOURG, FRANCE
NEYRAND, GÉRARD, CIMERSS, BOUC-BEL-AIR, FRANCE

Les Lieux d'Accueil Enfants Parents existent en France depuis une trentaine d'année et désignent des lieux où le jeune enfant est accueilli accompagné d'un adulte.

Schématiquement on peut distinguer plusieurs temps dans leur histoire : d'abord les précurseurs, la Maison Verte et l'IRAEC, créés dans les années 70 et s'appuyant sur une approche psychanalytique, bientôt suivis par des lieux implantés préférentiellement dans des quartiers défavorisés avant de s'étendre à d'autres territoires. Leurs références théoriques et leur fonctionnement sont variés.

Deux mesures de politique sociale en particulier ont eu des conséquences sur le paysage actuel :

- 1996 : création d'une ligne budgétaire nationale de la Caisse Nationale d'Allocations Familiales permettant aux LAEP de bénéficier d'une prestation de service à condition de remplir certains critères : accueil des enfants âgés de moins de 6 ans, accompagnés d'un parent ou d'un adulte responsable ; participation des adultes reposant sur le volontariat, le respect de l'anonymat et de la confidentialité ; absence de visée thérapeutique tant à l'égard des enfants que des familles ; présence à chaque séance d'au moins deux accueillants formés à l'écoute et supervisés régulièrement par un professionnel compétent ; service identifié par un gestionnaire, un budget et un local spécifiques. Ils sont 850 à en bénéficier en France actuellement.
- 1998 : création des Réseaux d'Ecoute, d'Appui et d'Accompagnement aux Parents, révélateurs de la préoccupation actuelle au sujet de la parentalité. Ils ont en outre donné la possibilité à des lieux ne répondant pas aux critères de la CAF d'obtenir un financement.

Nous nous proposons dans ce symposium de faire un tour d'horizon des LAEP aujourd'hui à travers différents travaux de recherche, en interrogeant plus spécifiquement leur impact en termes de socialisation tant des enfants que des adultes, puis leur inscription dans le dispositif social mettant en avant la parentalité. Nous terminerons par une étude comparative entre les LAEP et les « Espaces d'accueil enfants-parents » de création plus récente.

Keywords: lieux d'accueil enfants-parents, parentalité, politique publique

LIEUX D'ACCUEIL ENFANTS-PARENTS ET SOCIALISATION(S)

SCHEU, HENRIETTE ; LE FURET (STRASBOURG)

De 2008 à 2010, le Furet a coordonné et dirigé une recherche sur les Lieux d'Accueil Enfants Parents et la socialisation (les socialisations).

Dans notre travail, nous entendons le terme de socialisation tel qu'il est défini par Eric Plaisance dans le Nouveau dictionnaire critique d'action sociale :

« Processus continu, tout au long de la vie, par lequel, d'un côté, l'individu intériorise les valeurs, les normes, les manières de faire qui lui sont transmises par les groupes sociaux où il est amené à vivre, et par lequel, d'un autre côté, il construit sa propre identité. La socialisation est ainsi inséparable de l'individualisation » (Plaisance, 2006).

Notre postulat était que les LAEP sont des espaces de socialisation non seulement au profit des enfants accueillis, mais que les parents et les accompagnants en général y créent également des liens.

Nous avons procédé en plusieurs étapes :

- Tout d'abord la constitution d'un comité de suivi : la recherche a été menée en partenariat avec des

représentants d'institutions, des chercheurs ayant déjà publié des travaux sur le sujet, et des personnes « ressources »

- Avant de répondre à la question concernant la socialisation, il était important de disposer de données récentes et donc de procéder à une enquête plus générale sur tous les LAEP existant en France. Un questionnaire a été envoyé aux 850 lieux répondant aux critères de la CNAF. 720 réponses ont été obtenues.
- L'enquête qualitative s'est déroulée en deux temps : d'abord des entretiens avec les accueillants de 20 LAEP répartis sur toute la France, puis une étude monographique pour 5 d'entre eux (entretiens avec des parents et avec des partenaires, observations).

Conclusions et implications :

La grande diversité des LAEP, conséquence de leur histoire en France, pose question. Cependant, nul ne peut dire qu'il faut mettre les choses en place de telle ou telle manière, par contre la création d'un LAEP nécessite une forte implication, une réflexion toujours vivante, et une appropriation du dispositif par les personnes qui y interviennent.

Suite à l'enquête qualitative, force est de constater qu'en terme d'impact socialisateur, les différences s'estompent dans la mesure où les différentes formes de cet impact se retrouvent dans tous les lieux, mais aussi parce qu'il varie à l'intérieur de chaque lieu selon les accueillis : les LAEP sont des lieux de « possibles », loin des injonctions normatives.

Ce sont des lieux à dimension politique, c'est-à-dire qui concernent la cité, de par les valeurs démocratiques et égalitaires auxquelles ils se réfèrent et le respect de l'altérité, de l'humain, grand ou petit. Lieux à la fois « dans l'air du temps » par la vision de l'enfant et l'idéal de dialogue dont ils sont porteurs, et lieux « militants » du respect de la position subjective, et de résistance à certains discours actuels, qu'il s'agisse de dérives évaluatrices, de vision de l'enfant « victime », ou au contraire de l'enfant potentiellement dangereux.

La socialisation à l'œuvre dans les lieux d'accueil est multiforme et complexe. Pour l'enfant elle ne se résume pas à une initiation à la vie sociale mais participe de sa subjectivation, par les effets d'une parole qui lui est adressée. Pour l'adulte elle crée du lien, est facteur d'intégration, accompagne son cheminement dans sa manière d'être parent, et crée les conditions d'une dynamique de construction d'une identité en constant remaniement.

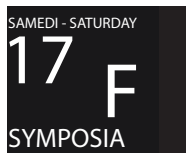
Bibliography

- CASTEL Robert, Les métamorphoses de la question sociale, Paris, Fayard, 1995
DOLTO F., La cause des enfants, Le Livre de Poche Robert Laffont, 1985
DOLTO F., La difficulté de vivre, Vertiges du Nord/Carrere, 1986
DOLTO F., Une psychanalyste dans la cité, l'aventure de la Maison Verte, Gallimard 2009, présentation Marie-Hélène Malandrin et Claude Schauder
EME B., La croisée des liens. Lieux d'accueil enfants-parents de quartier, lien familial et lien social, Paris, Fondation de France, coll. « Repères »
1993 NEYRAND G., Sur les pas de la Maison Verte, Syros, 1995 LE DISPOSITIF D'ACCUEIL

ENFANTS-PARENTS DANS LE DISPOSITIF DE PARENTALITÉ CONTEMPORAIN

NEYRAND, GÉRARD ; CIMERSS (CENTRE INTERDISCIPLINAIRE MÉDITERRANÉEN D'ÉTUDES ET DE RECHERCHES EN SCIENCES SOCIALES, BOUC-BEL-AIR)

Le dispositif spécifique de l'accueil de l'enfant accompagné que mettent en œuvre les Lieux d'Accueil Enfants-Parents s'intègre dans un dispositif social plus large qui s'est cristallisé durant les années 1990 en France. Ce dispositif social peut être qualifié de dispositif de parentalité dans la mesure où s'organise durant ces années une véritable mise en réseau de tout un ensemble de pratiques associatives et étatiques avec un ensemble de mesures administratives et réglementaires, qui structure le champ jusqu'alors disparate de la parentalité. Cette contribution essaiera de préciser en quoi les lieux d'accueil s'inscrivent dans cette dynamique mettant en avant la parentalité, et pourquoi il me semble important de défendre leur spécificité à l'heure de la managerisation du social et d'un sécuritarisme qui a investi jusqu'au champ de la petite enfance.



PAROLE DE PARENTS : COMPARAISON ENTRE DIFFÉRENTS LIEUX D'ACCUEIL ENFANTS PARENTS DU POINT DE VUE DES PARENTS

THOLLON BEHAR, MARIE PAULE ; ÉCOLE ROCKEFELLER (LYON)
SOPHIE IGNACCHITI

En France, il existe plusieurs types de Lieux d'Accueil Enfants Parents. Certains sont issus de la maison verte, créée par Françoise Dolto et ont comme support théorique une approche psychanalytique ou psychologique s'adressant à la qualité du lien entre l'enfant et son parent qui peut s'inscrire dans un objectif de prévention (Neyrand 1995, Eme 1993, Dupraz 1996, This 2007). D'autres lieux ont vu le jour, que nous appellerons « Espace d'accueil enfants parents » et ont des objectifs davantage basés sur la participation et l'implication citoyenne des parents, ces derniers étant impliqués dans leur fonctionnement, voire dans leur création. Par ailleurs, l'accueil peut être organisé à partir d'une médiation, le jeu, souvent sur un modèle de ludothèque.

Notre étude vise à comparer ces différents lieux à partir de ce que nous en disent les parents : leurs attentes, l'intérêt qu'ils y trouvent pour l'enfant avec lequel ils viennent et/ou pour eux-mêmes. Nous supposons que les espaces d'accueil, qui ne s'appuient pas sur les mêmes objectifs que les lieux d'accueil Enfants Parents et qui ont un mode de fonctionnement différents, n'offrent pas la même dimension du point de vue de la parentalité : soutien/ engagement. Nous posons également l'hypothèse qu'ils répondent également davantage aux objectifs centrés sur le développement de l'enfant : socialisation, découverte des compétences de l'enfant par son parent.

Notre méthodologie repose sur des entretiens qui ont été conduits auprès de 80 personnes (40 dans chacune des catégories de lieu). Le contenu de ces entretiens est analysé selon différents thèmes : « intérêt pour l'enfant », « intérêt pour le parent », « attentes vis-à-vis du lieu », « connaissance du fonctionnement du lieu » etc.

Les résultats montrent que dans les lieux d'accueil enfants parents, les parents sont très en recherche de socialisation pour eux-mêmes et que ces lieux favorisent l'accompagnement à la parentalité.

Les données sont en cours d'analyse en ce qui concerne les espaces d'accueil. Il semble que les expériences vécues par les parents sont liées à l'organisation, souvent très différentes d'un espace à un autre. Certains parents jouent un rôle actif dans la pérennisation de ces lieux. A la différence des LAEP, ils peuvent être à la fois accueillants et accueillis, organisateurs et participants. Par ailleurs, les réponses manifestant un intérêt pour le jeu sont plus nombreuses dans les espaces d'accueil que dans les LAEP.

Ces différents temps d'accueil parents – enfants sont fragiles et dépendent d'institutions diverses (mise à disposition d'accueillants), ils reposent sur l'engagement des personnes qui les portent. Ils sont pourtant essentiels en tant que soutien à la fonction parentale et créateurs de liens entre parents. L'objectif de cette étude et de la communication de ses résultats est de soutenir leur existence, dans une période de remise en question des moyens humains et matériels.

Bibliography

DUPRAZ L., Les lieux d'accueil enfants-parents dans la cité, GRAFE, Lille, 30 mars 1996.

EME B., La croisée des liens. Lieux d'accueil enfants-parents de quartier, lien familial et lien social, Paris, Fondation de France, coll. « Repères », 1993

NEYRAND G., Sur les pas de la Maison Verte, Syros, 1995

SCHEU H. FRAIOLI N., Lieux d'Accueil Enfants Parents et socialisation, Rapport de Recherche, Le Furet 2010.

THIS B., La Maison Verte – Créer des lieux d'accueil, Belin 2007

Saturday, September 17th - Samedi 17 septembre

09.00 - 10.30

Individual paper presentation in workshop

Communications individuelles en atelier

F11 About secure attachment and development

Chair : Anna Cox

DEVELOPING SECURE ATTACHMENTS BETWEEN CHILDREN AND EARLY CHILDHOOD PROFESSIONALS IN CHILD-CARE: A LONGITUDINAL STUDY OF A NEW AUSTRALIAN PRE-SERVICE PROGRAM

SUSAN EMMETT

University of Ballarat, University Drive, Mount Helen, Ballarat, Victoria, Australia

Despite the critical importance accorded attachment relationships in the development and wellbeing of infants and young children (Egeland & Carlson, 2004, Schore, 2001, Thompson, 2008; Weinfield, Sroufe, Carlson, 2008) and the role of early childhood professionals in care and educational settings in the 'relationship dance from the first attachment figures to new ones' (Edwards and Raikes, 2002, p. 17) the pre-service preparation of early childhood professionals in the area of attachment theory (AT) and practice has been little researched. This presentation will outline major findings and implications of an Australian longitudinal study that followed, over a three-year period, the professional journeys of fifteen participants who took part in a new attachment-focused pre-service training initiative in the final year of their early childhood studies. Developed by the researcher to allow students to learn about and experience AT and practice in radically new ways, the program not only explored attachment concepts and relationship issues, but facilitated participant reflection upon their work with children and their own attachment history in a supportive, collaborative environment.

The research used a mixed-methods approach to investigate both the immediate outcomes of the educational program and its ongoing effects over the first two years of the participants' professional employment in early childhood settings. In so doing, the researcher 'entered the world' of participants, gathering vivid, candid and in depth data exploring the natural context of the participants' environments, thereby gathering much needed longitudinal data about the sustainability of their developing knowledge over time. Data were collected at three time points – immediately before the education program, immediately after the program and after the first two years of professional employment – using a variety of methods including semi –structured interviews, observation, personal narrative journals and questionnaires. Data reduction techniques and non-parametric statistics were used to summarise educational outcomes. These were augmented by thematic analyses of the rich qualitative data to emerge complex and diverse meanings based on the participants' own perceptions, feelings and experiences.

Although participants' depth of knowledge and their ability to 'operationalise' this knowledge increased significantly after the education program, these benefits were not sustained in the child care workplace. Qualitative data to be discussed reveal why it is that developing and enacting the attachment 'dance' in early childhood settings is not an easy process, even when professionals begin their employment journeys with sound understanding of the importance of attachment relationships, how attachment security is best promoted and how their own attachment history, economic constraints and the process of 'enculturation' may impact on their practice.

It is argued that these findings enrich the knowledge base of quality in relation to the formal child care setting and provide much-needed insights into how best to address the challenges of sustained practice that promote secure attachment building and the young child's healthy emotional and psychological development. Key implications for informing practice and policy in the area of tertiary student education and early childhood practitioner professional development will also be focused upon as a means of investing in children's long term future.

Keywords: research, educational policy, child-care, well-being, future-investment



AN INTEGRATED MODEL OF EARLY CHILDHOOD INTERVENTION FOR CHILDREN AT RISK.

KERRY GWYNNE

21 Dalwood Avenue Seaforth Sydney Australia

Children born into vulnerable families, where there is social disadvantage, parental mental health problems, substance abuse or domestic violence, are at risk from birth of regulatory, language, learning and relational difficulties due to poor attachment and lack of stimulation in the early years. Early brain development research is helping to explain this “developmental emergency” in terms of the impact of early experience on the infant’s brain architecture including the effect of cortisol on the autonomic nervous system pathways.

Method

The Spilstead Model (SM) of Early Intervention and Support, at Dalwood in Sydney, attempts to maximize the benefits of the key evidence-based interventions for children from vulnerable families, within a comprehensive integrated parent/child centre-based approach. The SM combines parent support, home-based education, and parent-child attachment interventions with multi-disciplinary centre-based early childhood programming, in an environment of family-centred and strength-based practice. This “one stop shop” ensures a holistic approach to early education with all services for both parents and children provided under one service umbrella and from one site. The model promotes optimal engagement with families and enhances co-ordination and consistency of service delivery.

Infants receive weekly individual home-based early childhood education sessions as well as supported playgroup programs. Children between 12 months - 6 years are offered an early intervention preschool provision two days per week with a ratio of 1 teacher: 3-5 children. A relationship-based education curriculum, promoting positive attachment and individualized educational programming with a strong language and active learning focus is provided. Speech Pathology, Clinical Psychology, Occupational Therapy, and Art Therapy interventions are integrated into the centre-based program.

Parents have access to individual counselling, parenting programs and support groups, as well as intensive parent/child interaction interventions. A designated Dads program optimizes father involvement, and isolated families are offered weekly volunteer home support. Introduction to adult education courses are also offered on site.

A study, targeting all new clients who attended the SM program for a 12 month period, evaluated the children’s developmental progress, parenting and family functioning utilising a battery of measures via pre-post research design.

Results

Results (N = 23 families, 42 children) identified a high prevalence of children with both social/emotional (92%) and language (64%) delays on entry to the program. 71% of children with delays in the clinical range, were found to be within the normal range on post testing after only 12 months of intervention. 41% moved from the below average range to scores within the normal range in language development. Large Effect Size (ES) changes (between 0.77 – 1.67, $p < 0.01$) were evident in parent/child interaction; reduced parent stress; parental satisfaction; parent confidence; and total family functioning. Parents noted large ES (1.46) improvements in children’s externalising behaviours. Routine outcome measurement ($n=138$) has since continued to confirm moderate to large ES results ($p < 0.01$) in all child and family domains.

The synergistic nature of the Spilstead Model which targets education from birth and combines family-centred and child-focused intervention may have the potential to maximize outcomes for vulnerable children via a cumulative program effect.

Keywords: Children at risk; early intervention.

Bibliography

1. McCain MN, Mustard JF, Shanker S. 2007. Early Years Study 2: Putting Science into Action. Toronto ON. ECD, CECD. pp. 16-56.
2. Organisation of Economic Co-operation and Development (OECD). 2006. Starting Strong II: Early Childhood Education and Care. Paris.
3. Wise S, da Silva L, Webster E, Sanson A. 2005. The Efficacy of Early Childhood Interventions. A Report for the Australian Government of Family and Community Services. Canberra. AIFS Research Report No. 14.
4. Melhuish E, Belsky J, Barnes J. 2010. Sure Start and its evaluation in England. In: Tremblay RE, Barr RG, Peters RDeV, Boivin M, eds. Encyclopedia on Early Childhood Development [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development. pp. 1-6.

HOW DOES SECURE CHILD DEVELOPMENT KNOWLEDGE SUPPORT NEWLY QUALIFIED TEACHERS AND NEWLY QUALIFIED EARLY YEARS PROFESSIONALS IN THEIR PROFESSIONAL PRACTICE?

ANNA COX , SAMM WEEKS

University of Northampton, School of Education, Boughton Green Road, Northampton, NN2 7AL, UK

This paper reports a small scale, qualitative study addressing four main research questions located in the professional context of early years practice in the United Kingdom. These questions were: What is it that newly qualified teachers (NQTs) and early years professionals (EYPs) perceive as child development knowledge and what is its significance in their day to day practice? What significance has been placed upon learning about child development during professional training? What significance do NQTs and EYPs feel that colleagues in their settings place upon child development knowledge? What are the perceptions that NQTs and EYPs have of the expectations the present UK government has of them, in terms of child development knowledge?

The teachers and early years professionals who took part in the study had undertaken post graduate training at a single UK university and on both training pathways child development formed a key strand. The study was conducted in the changing climate of the British educational system following the election of a coalition government in May 2010 and of subsequent and still emerging policy changes, many of which are likely to impact on the professional roles of early years practitioners from both training routes.

The study revealed conflicted views from these early career professionals about how their child development knowledge was presently informing their practice and how it would do so in the future. The data are discussed in the context of an increasing emphasis on the potential of early assessment and intervention to predict children's effective engagement with educational processes. In particular the context of the government document "Progress Matters" training materials for early years practitioners, the Every Child Matters agenda and the recent Early Intervention report by Graham Allen form a context for the findings.

Keywords: early intervention, child development, NQT, EYP

Bibliography

Allen, Graham (2011) *Early Intervention: the next steps*. London: Cabinet Office Of the UK Government
Reed, Michael and Canning, Natalie (2010) *Reflective Practice in the Early Years*. London: Sage Publications
Miller, Linda and Pound, Linda (2011) *Theories and Approaches to Learning in the Early Years*. London: Sage Publications
Beckley, Pat, Elvidge, Karen and Hendry, Helen (2009) *Implementing the Early Years Foundation Stage*. Maidenhead: Open University Press

F13 Long-term perspectives for the child

Chair : Michèle Schärer

RIGHT(S) FROM THE BEGINNING: INTERSECTIONS OF DIFFERENCE AND DIVERSITY AS A MEAN IN INDIVIDUAL LEARNING/ SUPPORT

WIEBKE WARNECKE , BIRGIT BEHRENSSEN

nifbe - Forschungsstelle Begabungsförderung (Lower-Saxonian institute on early education, associated research institute University Osnabrueck, Germany)

The paper presents implications of difference and diversity on individual learning/ support in German kindergarten and primary school.

The topic allows insight in teacher's understandings of individual learning/ support and offers propositions for professionalization. It therefore embraces the forth conference strand "Expertise, qualifications and common sense".

Over the last few years the German academic debate on early education focused on the new expectations concerning early learning and the challenge to deal with difference and diversity, e.g. gender, ethnic and social background, sexuality, religious education, special needs etc. The academic idea is to bring all these categories together and reflect their intersections and interdependencies – only this will enable equality and equity in education. Supporting individual learning through different strategies and concepts and a reflection on internalized positions on difference and diversity seems to be one possible step in this direction. Based on the fact that until now there has hardly been any academic research on individual learning in Germany the research-based paper offers findings on what is understood under individual learning/ support by the professionals, which methods of support are common, which effects

are achieved with these methods and under which circumstances. Especially through qualitative forms of research possible concepts of diversity among the professionals and their impact on individual support were tried to sort out and analyzed.

The study is based on a broad context analysis including national and international research and theory on individual learning, support in early childhood education, concepts and instruments on learning and education in kindergarten and primary-school, pedagogic diagnostics and writings on difference and diversity. The presentation brings together results of two different large studies (one kindergarten, one primary school), both combining quantitative (online questionnaire: kindergarten: 52 items in 6 main topics, preschool: 43 items in 6 main topics) and qualitative research (expert interviews: kindergarten 36, primary-school 30).

Due to the charta of children's rights of the UN and the attempts of professionalizing early education we believe in the individuality and value of every child – every child has its individual personality and special talents that should be seen, understood and brought forward. One of the most important goals in education is to enable every child to succeed on its merits and share equal rights on education, although these targets seem to be extremely limited through personnel (staff) and time resources. Individual support and learning offers a promising practice for dealing with heterogeneity. In order to succeed, diversity and difference need to be reflected for professional observation and documentation of learning processes. This also includes reflections on cultural understandings concerning learning, support, talents etc. Individual support is not primarily a question of chosen methods, but of the professional attitude of the individual teacher. The study implies the need for teachers to reflect internalized stereotypes. Furthermore open learning settings, variation in didactics and methodology as well as unplanned time for both, children and teachers, are fundamentally and can be supported by improving basic conditions in school and kindergarten.

Keywords: diversity, support, learning, equity

COMPARATIVE RESEARCH: EARLY YEARS EDUCATION AS A CATALYST FOR CHANGE IN SOCIETY FOR LONG TERM ECONOMIC BENEFITS.

JUSTINA ILOCHI , LYNN BECKETT

University of Birmingham

The research aims to engage with funders, policy makers and schools to explore the long term investment of improving the quality of early education in relation to functional literacy skills.

Previous studies have looked at the relationship between functional literacy, poverty and the Millennium Development Goals. This research is building on a previous pilot study based on action research and training the trainer programme to improve functional literacy teaching methods.

The theory behind the research is to involve teachers in a continuous evaluative process, within the conceptual framework of Comparative Research. With the intention that this will provide the catalyst for improving the quality of learning and learning environments within Nigerian schools.

Following the logic of social Darwinism the assumption is that Western pedagogy is superior, transferable and imbued through globalization into other cultures and contexts. However Tobin gives examples of how in China and Japan culture acts as a 'source of continuity and as a brake on the impacts of globalisation, rationalisation, and economic change'. If this is applied to schools in Nigeria the importing of European models of pedagogy will not effect the necessary change needed to achieve the Millennium Development Goals.

In order to consider the different aspects of effecting change the methodological approach is a mixed design of quantitative and qualitative methods. The methods used have included data and documentary analysis, observations and Think Tanks to mediate the cultural aspects of the research.

Ethical considerations of involving practitioners in the research has influenced methodology with participatory approaches as a key aspect of the process. Anonymity of individuals and schools has been preserved and findings shared. The acknowledgement of the possible conflicts between Nigerian and UK expectations has been addressed through the Think Tank approach.

The main discussion will be around the question - Can Comparative Research methodologies provide an effective basis to improve the educational outcomes for those involved on a reciprocal basis? The presentation will highlight the use of research to transfer knowledge between European and Non-European countries.

The implications for changes to both practice and Government policy, are both positive relating to improving functional literacy, enabling developing countries to achieve the Millennium Development Goals.

Keywords: Functional Literacy , Comparative Research, Millennium Development Goals, Inequalities, Poverty

Bibliography

- Crossley, M. and Watson, K. (2009) Comparative and international education: policy transfer, context sensitivity and professional development. *Oxford Review of Education*, 35: (5): 633-649.
- Tobin, J., Hsueh, Y. and Karasawa, M. (2009) *Preschool in three cultures revisited*. Chicago: The University of Chicago press
- UN (2010) «The Millenium Development Goals Report». We can end poverty 2015:Millenium Development Goals. New York.
- Thane, P. (ed.) (2010) *Unequal Britain: Equalities in Britain since 1945*, London: Continuum.

EARLY CHILDHOOD CARE AND EDUCATION POLICY IN IRELAND: VISION INTO PRACTICE.

MARESA DUIGNAN

Early Education Policy Unit, Hawkins House, Hawkins Street, Dublin 2.

This paper will present a review of policy development in the Early Childhood Care and Education (ECCE) sector in Ireland since the establishment of the Office for the Minister for Children in 2005 to the introduction in 2010 of the universal Free Preschool Year Scheme. It will offer insight and perspective on how, despite a deteriorating economic context, Early Childhood Care and Education continued to attract significant state investment. The impact and implications of this investment for the current and future situation of ECCE in Ireland, and the key policy decisions associated with it are presented for discussion.

Keywords: Policy, State intervention, sectoral development

F14 Physical activities

Chair : Gerry Mulhearn

PEDAGOGICAL PRACTICE IN PRESCHOOLS AS CONDITIONS FOR CHILDREN'S PHYSICAL ACTIVITY

HANNE SORENSEN

University of Southern Denmark

This paper compares how pedagogical practices affect children's physical activity, focusing particularly on how the 5-6-year-old children participated in organized body-and-movement activities in two Danish preschools.

Research on Danish children has shown that they are less physically active than recommended by the Danish National Health Board. Studies show that children tend to be more physically active outdoors than indoors; boys are more active than girls; and that children are more physically active when participating in physical activities organized by the pedagogues than when playing on their own. There exists general agreement among researchers that physical activity is important for children's development, wellbeing and health. Since young children spend many hours every day in preschools, the pedagogues have the task of creating opportunities for children's participation in physical activities.

Video observations of physical activities organized for 5-6 years old children to fulfil the curriculum theme Body and movement were conducted in two Danish preschools, one specializing in sport, play and movement (the Sport preschool), the other a standard preschool (Mainstream preschool). Using a cultural historical approach, the values, intentions and practices in organized body-and-movement activities were analyzed and compared in the two preschools, along with analysis of the children's participation and perspectives.

Main findings

In both preschools, the pedagogues placed a high value on physical activity for the everyday life of preschool children, for their development and for their future health. The pedagogues saw themselves as being responsible for creating opportunities for children to be physically active, in play and in organized body-and-movement activities. Sport, play and movement formed the pivot of the pedagogical practice in the Sport preschool, while in the Mainstream preschool, the focus was on preparing children for their future entry into the school system.

In the Sport preschool, organized body-and-movement activities took place more often than in the mainstream preschool; the activities were better planned, the content was more diverse, with different games and competitions for fun, and it was more likely that all children would participate.

The pedagogues in the Sport preschool participated in the body-and-movement activities, as instructors, supervisors, role models and play partners. In the Mainstream preschool, the pedagogues did not par-

ticipate; they limited their role to being instructors and supervisors of the activities.

Most of the children in both preschools were engaged and active participants, few were reluctant and passive.

Those children who were actively involved enjoyed their participation in the activities; they liked the games and interactions with the pedagogues and with the other children. Those children who were reluctant or passive were not so happy about being physical active. In the Sport preschool, the reluctant and passive children were still expected to participate, and their participation was nuanced and supported by the pedagogues. In the Mainstream preschool, the children could decide for themselves if they wanted to participate or not. The study shows the importance of pedagogical practices in affecting the level and character of children's physical activity.

Keywords: preschool, pedagogical practice, structured physical activity, children's participation

"I CAN DO IT" – HOW TO ENHANCE SELF-EFFICACY IN CHILDREN AGED 4-6 THROUGH CLIMBING IN KINDERGARTEN

SONJA QUANTE , ULRIKE PROF. DR. UNGERER-RÖHRICH

Department of Sports science, University of Bayreuth, 95440 Bayreuth, Germany

Self-efficacy refers to the belief in one's capabilities to produce desired effects by one's actions despite difficulties (Bandura 1997). People's beliefs in their efficacy constitute an important resource for health, as well as for success in learning and for coping with any kind of challenges. Our perception of efficacy influences, for example, which courses of action we choose to pursue and how long we persevere in the face of obstacles and failures. Belief in personal efficacy is not inherent in us, but develops over our lifespan. Verbal persuasion, vicarious experiences and, enactive mastery experiences serve as sources of information to build self efficacy beliefs (Bandura 1997, Schmitz 2007).

Educational settings take on great responsibility in promoting self-efficacy. Children should feel that effort and persistence are worthwhile by facing enactive mastery experiences. Active play and climbing in particular, offer the chance to meet and overcome limits and to cope with obstacles on the way.

For children under school age, there is little or no evidence concerning generalized or task specific self efficacy. Beyond that, there are hardly any scientific findings on the effects of physical activity on self-efficacy beliefs in childhood apart from some research studies targeting elementary school children (z. B. Bund 2001, Chase 1994, Biemann 2006).

Therefore this paper focuses the question: How is self-efficacy presented in children aged 4 to 6 and how can general and task specific self-efficacy beliefs be nurtured by climbing and physical activity in kindergarten?

This question was explored as part of the research project "Climbing in kindergarten – promoting the combination of education and movement" (2008 – 2010). Seventeen pre-schools in Munich and Bayreuth took part in the longitudinal intervention study and were tested three times over a one-year-period. The test groups were furnished with two different types of climbing facilities. Teachers were trained by an e-learning course to combine climbing with educational subjects such as language, science or health (Ungerer-Röhrich et al. 2008). A control group did not receive any treatment.

To collect data about generalized self-efficacy beliefs the children were interviewed and teachers were asked to observe them in daily life with a standardized instrument measuring social-emotional competencies (Mayr & Ulich 2006).

To capture the task specific self-efficacy, children were exposed to an experimental climbing task. Prior to that, children and teachers were asked for their rating of expected achievement.

In addition, videobased case studies hopefully add to findings about how children with low motor abilities can be encouraged to meet and look for challenges and act self-confidently regardless of the actual level of proficiency.

The paper will present selected findings and put them forward for discussion.

Keywords: self-efficacy, education, physical activity, climbing, intervention study

Bibliography

Bandura, Albert (1997): Self-efficacy. The exercise of control. New York, NY: Freeman.

Mayr, T & Ulich, M. (2006): Perik. Positive Entwicklung und Resilienz im Kindergartenalltag (Beobachtungsbogen und Begleitheft) Freiburg: Herder.

Schmitz, Gerdamarie S. (2007): Was ich will, das kann ich auch. Selbstwirksamkeit - Schlüssel für gute Entwicklung. Orig.-Ausg. Freiburg: Herder.

Ungerer-Röhrich, U., Brunner, S., Michaelsen, B., Popp, V., Quante, S., Thieme, I. (2008). Bildung und Bewegung. Universität Bayreuth, Institut für Sportwissenschaft. Online - Seminar. www.bildungundbewegung.uni-bayreuth.de

F15 Role of mentoring in practice

Chair : Marie-Françoise de Tassigny

EVALUATING A MANAGEMENT MODEL FOR A CLUSTER OF COMMUNITY ECCE SERVICES IN IRELAND.

RITA MELIA ¹, TERESA HEENEY ²

¹ National Childrens Nurseries Association Ireland.

² National Childrens Nurseries association Ireland.

This evaluation of a management model for a cluster of 9 community (not for profit) childcare facilities, aims to identify the benefits of this model to childcare providers in the management of community childcare services, stakeholders, management committees, staff, statutory and voluntary groups, parents and children accessing the 9 services participating in this programme. The evaluation will identify the positive and negitative outcomes of this approach, make recommendation for future practice and replication. Crann community service programme was established in 2008, it is the first such structure in Ireland. Crann community service programme supports 9 ECCE (not for profit services). Each service is managed by a voluntary management committee. Crann provides a general manager , a human resource manager, a quality officer, Bookings officer, Centralised Account system, Catering, Cleaning, maintenance management to all member nurseries. 616 children access the 9 ECCE services. This evaluation will be conducted using desk top research, interviews and focus groups with stake holders. This research paper , fits with the theme, inclusive education, strand, the educational value of collective settings. Each ECCE service in this group have diverse individual identities and needs, collectively they support each other and in doing so, enhance opportunities for children collectively. The pooling of financial resources, staffing resources, expertise, training and the sharing of these resources have many benefits for participants in this project. The research question, in this case. What are the positive and negative outcomes of this approach for all stakeholders? Can the approach be replicated and how can the approach be improved. Informed consents will be obtained, out lining ethical considerations.

Keywords: Evaluation, Community, Outcomes, Replication

THE BENEFITS OF A QUALITY PROGRAMME ON PROFESSIONAL PRACTICE.

RITA MELIA ¹, KATHLEEN TUIE ²

¹ National Childrens Nurseries Association Ireland.

² National Childrens Nurseries Association Ireland

This research paper describes the progression in professional practice, of childcare providers engaged in a formal engagement, with Siolta. The National Quality Assurance programme in Ireland. Both quantitative and qualitative research methods are used to measure, the number of onsite mentoring visits by the Siolta Co ordinator, ongoing training accessed by childcare providers durning the two year programme. Implications for daily practice, in reflective practice, management and administration. The base line assessments will assist to measure the outcomes for practice provision, within the settings. Narritives from Interviews and and focus groups with childcare providers, engaged in the programme, will be analysed for qualitative strands. The aim of this research is to measure the level of professional development of childcare providers engaged in this quality programme, the personal development of participants will also be captured in the qualitative evaluation. The results of this research may, have implications for continuation and or replication of the model. This paper fits within the theme, expertise, qualification and good sense, strand , level of qualification. The research highlights the benefits of engagement in a quality programme, supported by a highly skilled ECCE professional, on the personal and professional development of early childhood care and education providers. All ethical considerations adhered to.

Keywords: Professional Quality .Practice.

THE ROLE OF MENTORING IN EARLY YEARS

MARION BRENNAN

Irish Preschool Play Association.

Over the past decade Early Childhood Care and Education in Ireland has experienced constant change. Relentless policy documents push down on service providers with attendant expectations. More recently the introduction of the free preschool year ECCE scheme has increased demands for accountability on

governance, quality and professionalism. In addition the Workforce Development Plan (2010) advocates the need for mentoring and guidance support for learners. Levels of accredited training have increased over the last ten years yet evidence suggests that practitioners still struggle with the transfer of learning into practice. Within this context IPPA has witnessed a demand for onsite support / mentoring for individual service providers.

This small scale qualitative study explores how onsite mentoring supports professional learning in early year's services (Uttley and Horm 2008; Rodd 2006). Through the use of semi structured interviews and focus group discussions, the thoughts and reflections of practitioners and mentors are gathered and analysed. Anonymity of practitioners and mentors is protected.

Analysis of the data suggests that, despite participating in accredited training and regular engagement in non accredited training, practitioners:

1. value the more intimate encounter with the mentor on site
2. feel the transfer of learning is more immediate and meaningful
3. value having the whole team involved

Mentors value:

1. the feeling of making a difference
2. the opportunity to validate good practice and provide encouragement
3. being in the moment and relevant
4. possibility of supporting the whole team

Challenges emerging from this study indicate that initial resistance to change and fear of the expert in the room influence power relations between mentor and practitioner. Motivation to engage in the mentoring process is critical to the outcomes, particularly where support may be requested by the inspectorate team rather than independently by the service provider. The building of trusting relationships with practitioners is the key to success. This study has implications at a resource level for IPPA due to time required and intensity of the work. While at policy level mentoring is seen as an important strategy for supporting early year's practitioners (Sioleta, 2006, Aistear, 2009, Workforce Development Plan, 2010) it is now time to see commitment and resources put in place in order to implement the aforementioned policies.

Keywords: mentoring, professional learning, practitioner/practice

F16 Communication skills in early childhood

Chair : Sophie Tapparel

INTENTIONAL CONVERSATIONS: PARENT/INFANT PLAYFUL INTERACTION AT ONE DAY OLD AND 8 WEEKS OLD.

Avis RIDGWAY

Monash University, P.O. Box 527, Frankston, Victoria 3199, Australia

How does language come to children? This research explores conversations at birth in playful and intentional interactions. A cultural-historical methodological approach frames the study. Drawn from personal family archive with permission, video of parents recording each other's interactions with their newborn child is used to examine how coordinated language activity in infancy can be both playful and intentional. Video methodology for studying children enables captured interactive exchanges to be stabilized over time and therefore open to shared analysis. To understand how intentional playful interactions in infancy inform the cultural gift of language acquisition, parent/child interactions were filmed at one day old and at eight weeks old. From birth the child enters its own social and historical context. Cultural-historical theory provides a theoretical framework for the idea that childhood learning and development are social in origin and mediated in local cultural systems through language and play. Past experiences captured on two videos (taken five years prior) are brought to present attention of the parents, to create a dialectical review. Data were gathered as each parent responded separately to the videos. Comments were recorded. Initial spontaneous comments provided moments of affective reflection. Replaying video added an extra layer of measured comments. Reflective review of interactions captured on video allowed closer analysis of contextual influences in language learning. In video one (V1) for example, mother videos father holding and communicating with their newborn infant. Father reacts with emotion and deep interest in his newborn child. Later review of V1 by the father (an audiologist) prompts a personal professional response. He notes intentions of his joint activity and comments how his daughter leads him in the reciprocal playful interaction. Similarly mother's knowledge of place and speech therapy, filtered her perspec-

tives on playful interactions captured in video two (V2) filmed by father when baby was eight weeks old. Viewing V2 from the perspective of a new mother conversing with her baby and later reviewing it with a professional lens of speech therapist created the dialectical relations used as a methodological tool for analysis of context. This method supports theorization of how playful interactions mediated in a particular time and place, can create dynamic playful interactions that show how language can come to a child. Parent child interactions reflect a relationship between past and present experiences which in turn mediate communication processes that simultaneously inform the infant and parents. Thus the importance of understanding context is argued for, when researching influences on childhood learning. Data reveal past experiences of parents mediate present possibilities for the child. V1 and V2 show the child's agentive capacity when she focuses on something as particular as a parent's face. Such intentional playful interactions constitute coordinated, purposeful and volitional activity. Playful interactions are therefore far more than mimicry. Findings show language is socially constructed through playful intentional interaction. The dilemma lies in supporting an understanding of how intentional conversations used in parent/infant playful interactions strongly relate to how language comes to a child.

Keywords: infant, language, playful interaction, video,

Bibliography

- Fleer, M. (2010). *Early Learning and Development: cultural-historical concepts in play*: Australia, Cambridge University Press.
- Hedegaard, M. and Fleer, M. with Bang, J. & Hviid, P. (2008). *Studying children: A cultural-historical approach*. Berkshire, U.K: Mc Graw Hill Open University Press.
- Hill, S. (2008). *Developing Early Literacy: Assessment and teaching*. Australia; Eleanor Curtin Publishing.
- Miall, D.S. and Dissanayake, E. (2003) The poetics of babytalk in *Human Nature*, Vol.14, No.4, pp.337-364.
- Ridgway, A. (2010) How can cultural-historical theory be used as a methodological dialectic? *European Early Childhood Education Research Journal*, Vol.18 No. 3, pp.309-326.

TODDLERS' COMMUNICATIVE ABILITY: THE ROLE OF VOCABULARY

LJUBICA MARJANOVIC-UMEK ¹, URSKA FEKONJA-PEKLAJ ¹, ANJA PODLESEK ¹, SIMONA KRANJC ²

¹ *University of Ljubljana, Faculty of Arts, Department of Psychology, Aškerčeva 2, 1000 Ljubljana, Slovenia*

² *University of Ljubljana, Faculty of Arts, Department of Slovene studies, Aškerčeva 2, 1000 Ljubljana, Slovenia*

Toddlerhood is documented to be a period of rapid vocabulary development, with the word comprehension preceding the expression. However, toddlers' vocabulary development does not take place separately from their ability to combine words into sentences, use grammatical rules and different communicative gestures or engage in symbolic play. The purpose of this study was to examine the characteristics of toddlers' vocabulary development in the period between 8 and 30 months, both from the quantitative and qualitative point of view. We also wanted to establish the importance of toddler's vocabulary for his understanding of phrases, use of communicative and symbolic gestures as well as forming sentences. The sample included randomly selected 512 toddlers, aged from 8 to 30 months, whose communicative competence was assessed by their parents using the Communicative Development Inventory: Words and Gestures (Marjanovič Umek & Fekonja Peklaj 2009) and Communicative Development Inventory: Words and Sentences (Marjanovič Umek, Fekonja, Kranjc, & Bajc 2007). The findings suggest that within the period of toddlerhood the vocabulary growth is accelerated in time, with some age periods indicating a somewhat larger word acquisition than others. The qualitative analysis of toddlers' vocabulary confirmed that along with large age differences in the number of words used, there are also age differences in the type of words included in toddlers' vocabulary (the prevalent use of interjections at 12 months is replaced with larger proportion of nouns, verbs, adjectives, particles and pronouns at age 20–28 months). Toddlers' vocabulary is positively related to their understanding of phrases as well as their use of early appearing gestures (e.g., games and routines, communicative gestures) and late appearing gestures (e.g., pretending to be a parent, imitating the adult actions), with the relations being higher for their comprehensive than the expressive vocabulary. Moderate to high correlations between toddlers' vocabulary and the mean length of their utterances, the grammatical complexity of their sentences and the use of word endings in their speech were found. The results obtained were interpreted from the perspective of the effect that the characteristics of parent's toddler-directed speech have on toddler's vocabulary and also in the light of the importance of supporting early vocabulary development for toddlers' communicative ability within different settings.

Keywords: toddlerhood, vocabulary, communicative ability, sentence complexity, communicative gestures

Bibliography

- Fenson, L., P. S. Dale, J. S. Reznick, E. Bates, D. Thal, and S. Pethick. 1994. Variability in early communicative development. *Monographs of the Society for Research in Child Development* 59, serial. no. 242.
- Bates, E., & Goodman, J. C. (2001). On the inseparability of grammar and the lexicon: evidence from acquisition. In: M. Tomasello & E. Bates (eds.), *Language development. The essential readings* (pp. 134–162). Oxford: Blackwell Publishers Ltd.
- Smith, P. K., & Cowie, H. (1993). *Understanding children's development*. Oxford, Cambridge: Blackwell.

F17 Inclusion

Chair : Felicity Norton

PLAY AND LEARNING IN THE EARLY YEARS FOR INCLUSION: AN INTERNATIONAL PARTNERSHIP PROJECT WITH ROMANIA, POLAND AND THE UNITED KINGDOM

KAREN ARGENT ¹, GILLIAN MCGILLIVRAY ¹, DEBORAH HARRIS ¹, ALLISON TATTON ¹, ADELA POPA ², ET AL.

¹ Newman University College

² Lucian Blaga University of Sibiu, Sibiu, Romania

PLEYIn is an international project with a specific focus on inclusion, policy and practice seen from the perspective of early childhood, education and care services. The collaborative partnership is a European funded project between three higher education institutions: Lucian Blaga University of Sibiu in Romania; the College of Economics and Humanities, Sieradz, Poland and Newman University College (NUC), Birmingham, United Kingdom. The aim of this research project is to investigate participants' construct of the notion of inclusion through the medium of one hypothetical and two real life case studies of children and their families located in each of the three countries.

The two year research project has included seminar events which took place in March 2010 in the UK and in Sibiu, Romania in November 2010. Participants were early years practitioners from a range of settings, students and university staff.

The methodological paradigm for the research study was interpretive with a focus on social constructivist, hermeneutic approaches to data collection and methods of data analysis (Heywood and Stronach 2005). A constructivist paradigm creates a framework within which the context, the researcher, the researched, the language, the positions and the emotions of the participants are mediated. Thus, a hermeneutic approach defines the way in which data were used as a source of discourse for analysis. The method of data collection allowed the conversations to be scrutinised by the researchers for how 'inclusion' is interpreted, understood and represented in discourse (Gillen and Peterson 2005).

The study has created an opportunity for multi-vocal, comparative research into conceptualisations of 'inclusion'. Categories which emerged from video recorded data of discussion generated by the case studies in the UK seminars were inclusion; family; practitioners; community; policy and play. Data from the seminars in Romania generated ten categories: family, child, practitioners, community, education, inclusive education, interventions, resources, play and collaboration/network.

A social constructivist paradigm recognises political, cultural and historical influences. What is seen in one context as a 'social problem' may also be seen as a social problem in another (eg, poverty, behaviour, English as an Additional Language and culture) but there are nuances and perspectives that can be aligned to moralistic discourses, social justice discourses and / or social integrationist discourses (Levitas 2005). This continues to present challenges with regard to interpretation of research findings, particularly when working in an international context. These will continue to be explored and evaluated through ongoing project events and activities.

Keywords: inclusion, play, discourse, social constructivism

CHILDREN AND FAMILIES IN AN EARLY YEARS DAY CENTER: HOW DOES THIS INCLUSION TAKE PLACE?

VERA MARIA VASCONCELLOS ¹, FLAVIA ALMEIDA ¹, FÁTIMA ROCHA ²

¹ UERJ - Universidade do Estado do Rio de Janeiro - Brazil

² UERJ - Universidade do Rio de Janeiro – Brazil

Child development within the context of an Early Years Day Center, especially the development of early affective links is investigated in dialogue with Lev Vygotsky and Henri Wallon's perspectives reaching

beyond a childhood sociology view. In the past few decades, young children have spent increasingly more time in daycare, and yet the social interactions that take place in that environment have not been the focus of developmental studies. The first days in the daycare is not simply an adaptation of the child; it encompasses all subjects involved (children, families, educators, physical environment) Reflective sessions developed with educators aim to build a welcoming and inductive environment where each one explicitly brings individual values, habits and affections which contribute to the development of new relationships. The research focuses on a governmentally funded Early Years Day Center in the municipality of Rio de Janeiro over a period of three consecutive years (2009/10/11) with a focus group of 113 children with an age range of 4 to 36 months. The research approaches the importance of the referencing adult – who carries the child's family history and acts as mediator, a link in the child's interaction with his/her new environment and the supporting adult – who receives the child and his/her family members introducing them to the Early Years Day Center. Human development is understood here as a socially constructed process where emerging concepts are formed and the development of one's own identity takes place. Fortnightly meetings with a group of educators aim at understanding how the children, who have not yet acquired fluent verbal communication, develop play activities, share affection and mutual understanding and, in parallel / as part of / and through this very interaction, gradually develop their individual style of play and their individual tools to deal with the world around them. Additionally, through observations and interviews, an attempt is made at understanding how both referencing and supporting adults perceive the children's actions and requests and how both referencing and supporting adults act towards promoting the children's well-being, insuring quality of education (teaching and learning) where individual emotions and subjectivities are respected.

Keywords: Early Years Day Center, Interaction parents/children/educators

Bibliography

- Feinberg, M. (2002) Coparenting and the transition to parenthood: A Framework for prevention. *Clinical Child and Family Psychology Review*, 5, 173-195
- Lightfoot, C. & Valsiner, J. (1992). Parental belief systems under the influence: social guidance of the construction of personal cultures. In: I. E., Sigel; A. V., McGillicuddy-DeLisi & J. J. Goodnow (Eds). *Parental belief systems: The psychological consequences for children*. (393-414). Hillsdale: Lawrence Erlbaum Associates
- FRIEDLMEIER, W.; SCHÄFERMEIER, E.; VASCONCELLOS, V. M. R.; TROMMSDORFF, G. (2008) Self-Conceptual and Cultural Orientation as Predictors for Developmental Goals: A Comparison between Brazilian and German Carers. *European Journal of Developmental Psychology*, 5, (1), p. 39-67.

INCLUSIVE EDUCATION – PARENTAL INVOLVEMENT AND CHILDREN'S PARTICIPATION IN EARLY INTERVENTION PROGRAMMES IN ENGLAND.

ALICE PAIGE-SMITH

The Open University, Faculty of Education and Language Studies, Milton Keynes, MK7 6AA, England

What is inclusive curriculum and pedagogy for very young children experiencing support through early intervention programmes and how can this be evaluated? This paper will consider how an ethnographic research study into the early intervention experiences of two children with Down syndrome provides insights into the notion of an inclusive curriculum and children with disabilities or learning difficulties. In particular the paper will focus on how the children participated in early intervention with their parents and explores case study research examples of parents carrying out early intervention activities both with their children. The pedagogical process involved between parents, children and also professionals involved in early intervention will be considered in terms of how they relate to notions of 'inclusion' and children with learning difficulties or disabilities. The paper will question the notion of whether a developmentally based curriculum supports inclusive pedagogy, and it will consider whether an alternative approach, that recognises the participation of children – through a 'listening to children' approach (Clark and Moss 2001) empowering parents to participate in a co-constructed learning situation is more appropriate. This paper explores how early intervention, if viewed through the lens of a socially constructed learning situation can give agency to the child and the parent (Moll et al, 1992, Rogoff 2008). Parents have considered early intervention programmes to operate on a "functional diagnostic" model which prescribes "suitable" activities that governs many early family experiences (Bridle and Mann, 2000). The Ethnographic research that was carried out with two young children with Down Syndrome, their parents and professionals involved in early intervention developed the 'listening to children' approach (Paige-Smith and Rix, 2011). The way in which this was developed is described in this paper, and it indicates how parents, children and professionals can be enabled to participate together, to have agency to create an inclusive pedagogy in an early intervention learning situation.

Keywords: Inclusion, early intervention, parent involvement, listening to children, ethnography.

Bibliography

- Bridle, L. and Mann, G. (2000) Mixed Feelings – A Parental Perspective on Early Intervention, originally published in Supporting Not Controlling: Strategies for the New Millennium: Proceedings of the Early Childhood Intervention Australia National Conference, July 1-23, 2000 pp59-72. Accessed 21.1.2011 <http://www.riverbenddds.org/index.htm>
- Clark, A. & Moss, P. (2001) Listening to young children: The Mosaic approach, Joseph Rowntree Foundation
- Moll, L. Amanti, C. Neff, D. Gonzalez, N. (1992) Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms, Theory into Practice, Volume XXX1, Number 2, p 132-141 Spring.
- Paige-Smith, A and Rix, J (2011) in press: British Journal of Special Education.
- Rogoff, B (2008) Observing Sociocultural Activity on Three Planes: Participatory Appropriation, Guided participation, and Apprenticeship, in Hall, K. Murphy, P. and Soler, J, Pedagogy and Practice, Culture and Identities, Sage, London.

F19 Professionalization

Chair : Jean-Paul Bari

PROFESSIONALISATION AND LEADERSHIP: A STUDY OF CHILDREN'S CENTRE LEADERS' PERSPECTIVES OF LEADERSHIP

LYNN ANG

University of East London, Class School of Education, Stratford, Water Lane, UK E15 4LZ

This paper discusses the key issue of professionalisation and leadership in the early years. It presents the findings of a national study on early years leaders and their perspectives of leadership and management. Research has evidenced a significant relationship between the quality of provision and the leadership of early years settings (Rodd 2006; Robins and Callan 2009; Pugh 2001; Siraj-Blatchford and Manni 2008). In England, the research on leadership is also embedded in a policy agenda to reform and professionalise the workforce. The National Professional Development Framework for Leading and Managing Children's Services in England (DCSF, 2008) provides a key policy framework for leaders and managers in ensuring that the services they provide are focused on improving the outcomes for children and families. The framework illustrates the UK government's expectations of early years leaders, 'Resilient, well-informed, creative and innovative leaders with the requisite skills, knowledge and experience to ensure the effective delivery of integrated provision for children, young people and families at the local level' (DCSF, 2008). Since 2003 with the previous Labour government, a major policy thrust on improving the outcomes for children has also led to the development of 3,500 Sure Start children's centres and this has added to the urgency of the training and professionalisation of early years leaders. Children's centres are unique to England where the emphasis is on an integrated and multi-agency approach to early care and education that involves children, parents, practitioners and professionals from multi-agencies.

The study presented here involves an evaluative research of children's centre leaders' in England, who have the responsibility of leading and managing a service across different sectors in health, education and social services. This paper will draw on a section of the findings which illustrates participants' constructions of leadership, in particular, the perceptions of their leadership role and practices resulting from the National Professional Qualification in Integrated Centre Leadership (NPQICL). Initiated by the National College for Leadership of Schools and Children's Services (NCSL) in 2005, the NPQICL is a national qualification developed to equip leaders with the competencies required in delivering integrated services that is core to their settings' provision.

Commissioned by the NCSL, the study involves a sample of 359 participants across a range of geographical regions in England. The methodology includes a questionnaire survey and 15 follow-up telephone interviews, encompassing key areas such as leaders' perceptions of their role and practice, impact of the NPQICL, and professional and leadership issues facing the wider early years workforce. This paper discusses the study's main findings, exploring the voice of early years professionals and their knowledge construction of 'leadership' - what this entails, how it is interpreted and even contested. The paper argues that any concepts of 'professionalisation' and 'leadership' at the level of research, practice and indeed policy, must be underpinned by strategic approaches to support the work and role of early years leaders and professionals in general, as this is arguably the best means of ensuring an impact on the lives of children and families.

Keywords: *Professionalisation, Leadership, Children's Centre Leaders, Multi-Professional Working, England*

Bibliography

SAMEDI - SATURDAY

17 F
WORKSHOP

References:

- DCSF (Department of Children, Schools and Families), (2008) Leading and Managing Children's Services in England: A National Professional Development Framework. Nottingham: DCSF. Available at: http://www.virtualstaffcollege.co.uk/downloads/national_cpd_framework.pdf
- Rodd (2006), Leadership in Early Childhood, UK: Open University Press.
- Robins A. and Callan S. (2009), Managing Early Years Settings, London: Sage Publications.
- Siraj-Blatchford I. and Manni L. (2008), 'Effective Leadership in the Early Years Sector. The ELEYS Study', London: Institute of Education

TROUBLING THE PROFESSIONALIZATION OF ECEC: WHAT IS THE 'WORK WE DO' AND 'KNOWLEDGES WE USE'?

ZSUZSA MILLEI

School of Education, The University of Newcastle, University Drive, Callaghan, NSW 2308, Australia

The professionalization of ECEC profession includes steps similar to other professions, such as the introduction of an ethical code, the accreditation of pre-service and in-service training, the licensure of services, increasing the training levels of the workforce, and the creation of quality and expertise measures. Professionalization, in this sociological understanding, is about the creation, delivery and regulation of endorsed or sanctioned bodies of knowledge and practices derived from those. In other words, in ECEC there is a great emphasis on abstract and practical knowledges, but the actual work early childhood workers do, the division of work between professionals with different qualifications at workplaces, and the actual bodies of knowledge they employ to execute their work are rarely thought about when professionalization is discussed in the field of ECEC.

Abbott (1988), a sociologist of professions, defines the tie between work and knowledge as 'jurisdiction'. The delivery of tasks and the kinds and strength of jurisdictions lead to the creation of formal and informal structures at workplaces and the possibility of poaching 'our work' by other professions. Abbott (1988) argues that "practical skill grows out of an abstract system of knowledge" (p. 8). This however plays out differently in particular professions. For example, if a professional group emphasizes technique per se in their professional knowledge that has a permanent and stable link to a particular knowledge, the techniques could be easily delegated to other workers disregarding the changes in context and the development of new knowledges. If however professional knowledge is based on passing of abstract knowledges that shape and re-shape practices and the definition of tasks (work) or problems in continuous and dynamic ways, it becomes more difficult to delegate professional knowledge and practices to others. Moreover, the more abstract the knowledge a profession is drawing on, the stronger and higher esteemed the profession is (look at medicine for example). Conceptualising the relationship between knowledge and practice this way leads to the following considerations that I will discuss in this presentation:

1. How 'real' is the theory and practice divide in ECEC?
2. If we think there is a divide, is it because our work is composed mostly of techniques?
3. What does it then have to say about the level of professionalization of ECEC?
4. And taking this thinking even further, if the existence of abstract knowledge and continuously changing practices are the key to a strong profession, do we need to keep holding on to concerns regarding a perhaps 'fictitious' theory-practice divide, or rather produce more theoretical, and therefore abstract knowledges and pass that on in pre-service and in-service training to elevate the professionalization and therefore esteem of the field? This paper aims to investigate the possibility of an alternative understanding of the early childhood profession in relation to the 'work we do' and the 'knowledges we use'.

Keywords: professionalization, sociology of professions, professional development, teacher training

Bibliography

- Abbott, A. (1988) The Systems of Professions: An Essay on the Division of Expert Labor. Chicago & London: The University of Chicago Press.

THE ROLE OF GRADUATE LEADERS IN ENSURING QUALITY FOR INFANTS AND TODDLERS: FINDINGS FROM THE UK GRADUATE LEADER FUND EVALUATION

SANDRA MATHERS , ARJETTE KAREMAKER , KATHY SYLVA , ET AL.

University of Oxford, Department of Education, 15 Norham Gardens, Oxford OX2 6PY

This paper presents the findings from a study designed to assess the impact of a new Early Years Professional Status (EYPS) introduced in England as part of a drive to professionalise the early years workforce.

Research shows that there is a clear relationship between the quality of provision offered by early years

centres and the education levels and qualifications of staff (e.g. Whitebook et al, 1990; Sylva et al, 2004). High level qualifications have been identified as particularly important, and there is good evidence to suggest that degree-level staff are better equipped to provide high quality (Adams et al, 2002; Cassidy and Lawrence, 2000). For example, the REPEY study (Siraj Blatchford et al, 2002) found that the observed behaviour of other staff is positively influenced by the presence of a member of staff with high level qualifications.

Based on this evidence, the UK government has been investing since 2006 in transforming the Early Years workforce in England. The Graduate Leader Fund offers funding to support centres in employing a graduate or Early Years Professional (EYP) to lead practice.

The National Evaluation was commissioned by the UK government to evaluate the impact of the Graduate Leader Fund, and is being carried out by the Universities of Oxford and London and the National Centre for Social Research (NatCen). The study uses a pre- and post-test design to measure changes in observed quality associated with changes in the qualifications of leaders within the sample settings. In particular, it explores the impact on quality of gaining a graduate leader and/or an Early Years Professional (EYP). Quality in a sample of 250 settings has been assessed at two time points using the Early Childhood Environment Rating Scale (ECERS-R; Harms et al, 2004), the UK curricular extension to the ECERS-R (ECERS-E; Sylva et al, 2006) and the Infant Toddler Environment Rating Scale (ITERS-R; Harms et al, 2003).

This paper presents the findings of the GLF evaluation, due to be published in England in April 2011. It focuses particularly on the relationship between qualification of centre staff and the quality offered for very young children. In-depth (regression) analysis is being to explore this relationship, focusing specifically on the staff working in the rooms observed and the amount of time that they spent working hands-on with the children. The paper will also present a descriptive analysis of the characteristics of staff members working with children under the age of 30 months.

The national impact of the GLF evaluation is expected to be significant. Early findings have already fed into national policy decision-making on spending and workforce development following the change of government in May 2010, and into the review of the UK Early Years curriculum. EECERA will provide the first international forum for presenting these findings. At the international level, the evaluation adds to the existing body of work on the relationships between structural and process quality – and on the characteristics of provision which are related to high quality for children.

Keywords: quality, qualifications, early years, workforce, evaluation

Bibliography

- Adams, D., Roach, M., Riley, D. & Edie, D. (2002). Wisconsin Child Care Research Partnership Issue Brief #8: What characteristics relate to child care quality? Madison, WI: University of Wisconsin.
- Cassidy, D.J. & Lawrence, J.M. (2000). The «why's» behind the «how to's» in child care classrooms. *Journal of Research in Childhood Education*. 14 (2) 193-204
- Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R. and Bell, D. (2002), *Researching Effective Pedagogy in the Early Years (REPEY)*: DfES Research Report 356. London: DfES, HMSO.
- Sylva, K., Melhuish, E. C., Sammons, P., Siraj-Blatchford, I. and Taggart, B. (2004) *The Effective Provision of Pre-School Education (EPPE) Project: Final Report*, London: DfES/ Institute of Education, University of London.
- Whitebook, M., Howes, C. & Phillips, D. (1990). *Who Cares? Child Care Teachers and the Quality of Care in America* (First Report of the National Child Care Staffing Study). Washington, DC: Center for the Child Care Workforce
- Siraj Blatchford et al, 2002

F20 Langage et développement

Chair : Paola Biancardi

ACQUISITION DU LANGAGE DANS LE JEU SYMBOLIQUE

KRASIMIRA MARINOVA

UQAT, 445 boul.de l'Université Roun Noranda J9X 3K1

Notre communication aborde le lien entre le jeu et le langage dans une perspective vigotskienne. selon laquelle le jeu crée une zone proximale du développement du langage. Le langage, quant à lui, offre des moyens de construction du jeu plus élaborés que les actes et les opérations instrumentales. Il permet à l'enfant de s'élever au-delà du plan pratique du jeu et de développer des stratégies d'abstraction et de conceptualisation.. Notre objectif est d'analyser les stratégies d'acquisition du langage que l'enfant élabore dans le jeu symbolique. Il sera question du :

Transfert de significations : À travers le jeu et le langage, l'enfant entre dans le monde des signes. Le « faire semblant » consiste à créer avec les gestes, les objets et les paroles. Cela suppose être capable de rompre avec les significations que les choses ont dans la vie quotidienne et de leur donner un autre sens dans le jeu.(Brougère, 2002) Accordant une nouvelle signification aux objets l'enfant fait ses premières expériences de codage et décodage des signes. L'utilisation de l'objet substitut amène à construire un lien entre les choses et les mots, entre le signifié et le signifiant.

Langage de planification et d'explicitation : Dans le jeu symbolique l'enfant ne reproduit pas la réalité mais il la recrée. L'imaginaire y intervient pour créer « une réalité réinventée »(Michelet, 1999). Cette réalité est d'abord construite dans l'esprit avant d'être explicitée. Le langage y accomplit les fonctions de planification et d'explication. Dans la forme déployée du jeu de rôles la planification prend parfois plus d'ampleur que le jeu lui-même. «En effet, lorsqu'on a tout préparé, tout imaginé et dit tout ce qui va se passer, il n'est plus nécessaire de jouer le jeu».(Caffari-Viallons, 1990, p.70)). Le langage d'explication, quant à lui, accompagne le déroulement du jeu et donne « à ce qui est représenté une ampleur beaucoup plus considérable. »(ibid, p.69) Il permet au joueur de préciser le sens de ses gestes de rendre explicites ses intentions, de varier la signification de l'objet substitut ainsi que de raccourcir les actes en les racontant.

Langage communicatif : Le jeu crée un contexte interactif qui est « d'une importance capitale dans l'acquisition du langage. »(Bruner, 1983, p.283) À travers les interactions sociales, l'enfant exprime ses intentions et comprend celles des autres, il accorde ses actes avec ceux des autres et s'engage, dans la construction d'un scénario commun. Il érige alors une mini-société qui joue, mais qui nécessite également régulation et coordination. Dans une situation significative, l'enfant apprend à utiliser les mots «comme des conventions humaines construites par la culture pour communication et inter-régulation du comportement. »(Rivière, 1990, p.122)

En guise de conclusion nous allons présenter des vidéos pour illustrer les stratégies présentées ainsi que quelques interventions de l'enseignant au préscolaire susceptibles de soutenir l'enfant dans le processus d'acquisition de l'langage dans le jeu symbolique. Ces dernières sont issues des observations que nous avons menées dans le laboratoire de Pédagogie du jeu à l'Université du Québec en Abitibi Témiscamingue

Keywords: jeu symbolique, langage, stratégies d'acquisition

Bibliography

- Brougère G. (2002). L'enfant et la culture ludique, in Spirale N4 pp.25-38
Bruner, J.(1983)Le développement de l'enfant: Savoir faire, savoir dire,Paris,PUF
Caffari-Viallon, R.(1990) Pour que les enfants jouent, Lausanne EESP, 1990 ,
Michelet, A. (1999). Le jeu de l'enfant : progrès et problèmes, Québec,OMEP
Rivière, A. La psychologie de Vygotsky, (1990) Liège, Mardaga, 1990

ETRE À L'ÉCOUTE DE L'ENFANT AVANT LE LANGAGE : PLACE DE LA COMMUNICATION DANS UNE STRUCTURE D'ACCUEIL COLLECTIF.

SOPHIE IGNACCHITI ¹, MARIE PAULE THOLLON BEHAR ²

¹ Institut de psychologie, université Lumière Lyon 2, 5 av Pierre Mendès France, 69500 Bron

² Ecole Rockefeller, 4 av rockefeller, 69008 Lyon

L'étude de C. Tourette (1999) décrit des différences majeures dans le développement des enfants selon leur mode de garde; les enfants accueillis collectivement présentant des quotients de développement langagiers et sociaux inférieurs aux enfants accueillis individuellement. Comment comprendre que malgré un contexte apparaissant comme favorisant la socialisation, l'enfant ne soit pas en mesure de développer d'une manière optimum ses compétences communicationnelles et langagières?

Le mode de communication du jeune enfant repose sur trois fonctions principales que sont l'interaction sociale, l'attention conjointe et la régulation du comportement (Guidetti et Tourette, 1993). L'enfant n'est pas seul dans la communication, c'est bien parce que l'adulte s'investit dans l'interaction et s'ajuste au mode communicationnel de l'enfant (Pêcheux, 1990) que celle-ci prend sens. Il semble donc nécessaire de s'intéresser aux interactions entre enfant et professionnel afin de saisir dans quelle mesure la communication préverbiale est prise en compte au sein d'une structure d'accueil collectif.

Afin de répondre à cette problématique, l'étude a été menée au sein d'une structure d'accueil collectif de la petite enfance auprès de 19 enfants âgés de 8 à 24 mois, de leurs parents et des professionnelles de la structure. Notre méthodologie se découpe en deux protocoles distincts :

- Des questionnaires, destinés aux parents, professionnelles et chercheure et visant à évaluer les compétences communicatives des jeunes enfants. Ces questionnaires s'appuient sur les domaines de la communication décrits par Guidetti et Tourette (1993).
- Des observations entre l'enfant et un professionnel mettant en lumière l'initiateur de l'interaction et l'investissement de l'interactant dans ses situations communicationnelles.

Trois constats principaux émergent de cette recherche. Le premier est que les enfants accueillis collectivement n'utilisent pas près d'un tiers des compétences acquises dans le cadre de l'environnement familial. Deuxièmement, les professionnelles sous-évaluent les compétences de ces mêmes enfants. Enfin, il apparaît que plus de la moitié des interactions initiées par l'enfant ne sont pas entendues et n'obtiennent donc aucune réponse. Il existe un lien entre ces trois constats. La sous-évaluation des compétences communicationnelles entraîne un ajustement chez les professionnelles, en deça des compétences réelles des enfants. Les interactions se situent donc à un niveau inférieur à ce que l'enfant pourrait produire. L'enfant, en retour, s'ajustera au mode de communication inféré par l'adulte, qui se situe en deça de ses compétences.

Cette étude a comme objectif de favoriser et d'améliorer la qualité de l'accueil du jeune enfant. En effet, la sensibilisation des professionnels à l'importance de la communication et à la dynamique interactionniste entretenue en structure d'accueil collectif permettrait de dépasser les limites du système de communication afin que celui-ci devienne un atout pour le développement de l'enfant.

Keywords: Communication préverbiale, intentionnalité, compétences communicatives.

LE RÉCIT DE VIE CHEZ DES JEUNES ENFANTS. UNE ÉTUDE CONTRASTIVE AVEC DES ENFANTS BILINGUES ET MONOLINGUES.

VERÓNICA SÁNCHEZ ABCHI ¹, DOLORES PLANA ², GLAIS SALES CORDEIRO ³

¹ Université de Genève. Bureau 223 - Pavillon Mail, Boulevard du Pont-d'Arve 40 - 1205 Genève / CONICET, Argentina

² CONICET, Argentina

³ Université de Genève, Bureau 202 - Pavillon Mail, Boulevard du Pont-d'Arve 40 - 1205 Genève

La présente contribution, de type exploratoire, vise à analyser les capacités langagières d'enfants de langue espagnole qui grandissent dans différents contextes de socialisation dans la production orale de récits d'expériences personnelles. Nous comparons les productions d'enfants argentins monolingues - pour qui l'espagnol est à la fois leur langue maternelle et la langue de l'entour -, avec les productions d'enfants suisses qui parlent l'espagnol dans le milieu familial, avec leur mère ou leur père, et qui dans leur contexte de socialisation plus large parlent le suisse allemand.

Ce travail s'inscrit dans la problématique du plurilinguisme et de son impact sur la didactique des langues (Dolz, 2005; Dolz, à paraître).

Pour l'analyse des textes, nous nous appuyons sur le modèle d'analyse des genres de textes (Dolz & Schneuwly, 2004) qui implique trois opérations de production textuelle: a) l'adaptation à la situation de communication, b) la planification du texte et c) la textualisation ou linéarisation du texte, qui intègre les différents aspects linguistiques liées à la production.

Dans cette contribution, nous allons examiner les productions des enfants en tenant compte fondamentalement de la planification du texte et des ressources linguistiques de linéarisation concernant la temporalité.

Population : Quatorze enfants âgés de 5 ans, répartis en deux groupes, ont participé à l'étude.

Le premier groupe (G1) était composé de 7 enfants de nationalité argentine qui grandissent dans un contexte monolingue (l'espagnol est la langue parlée en milieu familial et scolaire).

Le deuxième groupe (G2) était composé de 7 enfants de nationalité suisse qui parlent l'espagnol dans leur famille, soit parce que leur mère ou leur père parlent l'espagnol comme langue première, et le suisse allemand dans leur contexte de socialisation plus large (voisinage ; jardin d'enfants ; etc.).

Tous les enfants fréquentaient le jardin d'enfants au moins 3 fois par semaine. Les familles appartenaient à la classe moyenne et le 80% des parents avaient fait des études universitaires. Recueil des données : Dans des entretiens avec les enfants, nous leur avons demandé de raconter un récit de vie, sur le thème « blessure ». Afin d'introduire le sujet, l'intervieweur commençait l'entretien par un récit de vie personnel, puis il demandait à l'enfant si jamais il s'était fait mal. Si les enfants avaient des difficultés à parler ou pour commencer à raconter, l'intervieweur posait des questions plus spécifiques qui favorisaient la production d'un récit autonome.

Considérations éthiques : Pour mener les entretiens, nous avons demandé l'accord des parents des enfants participant à la recherche. Dans le traitement des données, l'identité des enfants a été rendue anonyme.

Analyse des données :

On a examiné la structure textuelle des productions des enfants, en fonction des caractéristiques du genre « récit de vie », et les aspects linguistiques concernant la linéarisation du texte, notamment les marques de connexion et de cohésion verbale.

Résultats :

Entre autres, le travail nous a permis d'observer des différences dans les productions des enfants monolingues et bilingues, principalement liées à la linéarisation du texte dans l'emploi des temps des verbes (imparfait et passé simple). Nous avons également observé des différences dans l'utilisation du lexique et dans la morphologie verbale des productions des enfants bilingues.

Nous espérons que notre étude pourra aider à clarifier la relation entre la diversité culturelle et linguistique et l'apprentissage des langues en contexte bilingue. Le possible impact d'une telle investigation sur la scolarisation d'enfants bilingues sera aussi discuté.

Keywords: Récit de Vie, capacités langagières d'enfants, Plurilinguisme, Bilinguisme Espagnol

Bibliography

Dolz, J. Préface à La diversité des pratiques langagières et leur prise en considération en didactique des langues (à paraître)

Dolz, J. (2005) Implications didactiques de la proximité linguistique. Prudent, L. ; Tupin, F. & Wharton, S. (eds) Du plurilinguisme à l'école : vers une gestion coordonnée des langues en contextes éducatifs sensibles. Berne : Peter Lang

Schneuwly, B. & Dolz, J. (2004) Generos orais e escritos na scola. Campinas: Mercado de Letras

F21 Social competences and diversity

Chair : Kathy Ring

SOCIAL COMPETENCE IN THE PRESCHOOL YEARS FROM A CULTURAL-HISTORICAL PERSPECTIVE: PRETEND PLAY AS A WINDOW TO CHILDREN'S SOCIAL SKILLS

MARIE HAMMER

Monash University, Faculty of Education McMahon's Road Frankston, Vic 3199 Australia

The paper explores the nexus of children's social-emotional development and imaginative play in promoting social competence skills and conceptual growth. Through play experiences the development of skills occurs as a means of supporting the play from the child's perspective as a natural extension of the child's interest and strengths, through the analysis of children's fantasy play rather than the imposed notion of arbitrary benchmarks in narrow skill based development it is possible to gain a rich picture of children's social competence.

The paper reports on a pilot study designed to examine how fairy tales, a longstanding cultural practice, can be used within childcare centres as a cultural device to frame and develop the collective social competence of preschool aged children. Video observations of 40 preschool aged children (and their families) will be undertaken as they engage in a cultural experience within their centre focused on fairy tales. In addition, the same children will be surveyed twice using a more traditional social competence tool (individual unit of analysis). Analyses will focus on both the results of the video observations and the surveys, and the relations between the collective and individual data sources.

A cultural-historical study of social competence in the early years presents an innovative approach to research in this area because most researchers, policy makers and practitioners frame social competence in relation to a study of dispositions – dispositions as located within the individual. The term dispositions falls within a traditional framing of early childhood education of breaking a child's development into social, emotional, physical, language and cognitive outcomes. I believe this term is limiting and positions social competence as being located only within the individual. A cultural-historical perspective study of social competence provides an alternative theoretical perspective, which we believe will provide new un-

derstandings and make an important scholarly contribution to debates on social competence in the early years. This paper begins the development of a theoretical view of social competence as a key driver of the educational process.

Keywords: cultural tools; social competence; pre-school children;

Bibliography

- El'koninova, L. I. (2001). Fairy-tale semantics in the play of preschoolers. *Journal of Russian and East European Psychology*, 39(4), 66 - 87.
- Kravtsov, G.G. & Kravtsova, E.E. (2009). Cultural–historical psychology in the practice of education. In M. Fler, M. Hedegaard and JTudge (eds), *Childhood studies and the impact of globalization: Policies and practices at global and local levels*. World Yearbook of Education New York: Routledge, pp. 202–12.
- La Freniere, P.J., and Dumas, J.E., (rev ed) (2004) 'Social Competence Behaviour Evaluation, Preschool Edition (SCBE), Los Angeles, Western Psychological Services,
- Stetsenko, A. & Arievidtch, I.M. (2004). The self in cultural–historical activity theory. Reclaiming the unity of social and individual dimensions of human development, *Theory and Psychology*, 14(4), 475–503.
- Vygotsky, L.S. & Luria, A. (1994). Tool and symbol in child development. In R. Van Der Veer & J. Valsiner (eds), *The Vygotsky Reader*. Oxford: Blackwell Publishers, pp. 99–174.

KOREAN EARLY CHILDHOOD EDUCATORS' SOCIAL AND EMOTIONAL STRATEGIES TO ADDRESS CHALLENGING BEHAVIORS: FACTOR ANALYSIS OF THE TEACHING PYRAMID OBSERVATION TOOL

D.H. JUNG , K. H. HEo

ChongShin Univ., 31-3 Sadang 3- dong, Dongjak-gu, Seoul, 156-763, South Korea

The Teaching Pyramid Observation Tool (TPOT; Hemmeter, Fox, & Snyder, 2009) is a rating scale to assess early childhood teachers' use of social and emotional teaching strategies. TPOT was completed by 176 Korean early childhood teachers. Exploratory factor analysis was used to evaluate if the original structure fit for the Korean teachers. The results supported the factor structure of the TPOT with Korean teacher ratings. Results include the structure of the tool, reliability, and cultural aspects of social and emotional strategies. Finally, discussion and recommendations for further study will be included.

Keywords: social and emotional teaching strategies, the Teaching Pyramid Observation Tool

Bibliography

- Hemmeter, M. L., Santos, R. M., & Ostrosky, M. M. (2008). Preparing early childhood educators to address young children's social-emotional development and challenging behavior: A survey of higher education programs in nine states. *Journal of Early Intervention*, 30, 321-340.

THE ECCD PLAN CHINA PROJECT: A CULTURALLY-SENSITIVE METHODOLOGY

MARILYN FLEER¹, LIANG LI¹, JIAN JIAO²

¹ *Monash University*

² *China Women's University*

The research reported here is part of a larger project which seeks to evaluate the Early Childhood Care and Development (ECCD) Project implemented by Plan China in ShaanXi province in China during the period July 2006 and June 2009. The ECCD Program aims to build ECCD capacity within rural areas in order to raise the quality of ECCD that young children experience. In order to examine the outcomes of the ECCD program, a complex and dynamic methodology was used. The research questions of this paper is:

How do children, kindergarten teachers and the families engage in early childhood education in selected provinces within China?

How can children in Chinese Kindergarten participate authentically in an evaluation process?

Vygotsky's (1987) cultural-historical concepts of the social situation of children's development forms the foundation of this research project. This paper particularly focuses on how a culturally-sensitive methodology is useful and suitable for examining the children, kindergarten teachers and families' perspectives on ECCD program outcomes.

The evaluation methodology drew upon Hedegaard's (2009) model of development which places center stage three perspectives; societal perspective, institutional perspective and the child's perspective. The methods of evaluation were children's drawings, photographs, community walk, video interviews and observations of six rural kindergartens in three counties engaged in ECCD program. 252 children's

drawings, 1000 photos, 20 hours of video interviews and 30 hours of video observations were gathered through visiting six kindergartens within a two week period. This paper uses some of photos and videos to show how our culturally-sensitive methodology effectively captures and analyses the three different perspectives of all the participants, and together come to understand how engagement in early childhood education takes place.

All families, Government officials, and kindergarten teachers gave their informed consent for participating in the evaluation process. Importantly, all the children who were observed, photographed, videotaped and who participated in the environmental walk and interview, also gave informed consent to participate and to have their images used for educational purposes.

This paper foregrounds a wholeness approach in its examination of how the ECCD program outcomes were experienced by the children, the kindergarten teachers and the families within the villages. It is argued that a culturally-sensitive evaluation methodology captures both the 'wholeness' and the 'dynamic' of the ECCD context so that researchers can more authentically evaluate the provision of ECCD in China. The evaluation outcomes show that young children aged 5-6 years need to be considered as competent and capable evaluators who can easily participate in an evaluation process.

The findings have implications which show the need for the researcher to develop a culturally child-centered methodology when undertaking ECCD evaluation. In particular, the research project demonstrates the need to study child's development as a whole. Furthermore, this paper encourages the researcher to listen to and involve children in the research process.

Keywords: A culturally-sensitive methodology, evaluation, cultural-historical theory children's perspective, early childhood care and development

Bibliography

- Fleer, M. (2010) Early learning and development: Cultural-historical concepts in play. Cambridge University Press
- Hedegaard, M. & Fleer, M. (eds) (2008). Studying children: A cultural-historical approach. Berkshire: Open University Press.
- Hedegaard, M. (2009). Children's development from a cultural-historical approach: Children's activity in everyday local settings as foundation for their development, *Mind, Culture and Activity*, 16, 64–81.
- Vygotsky, L. S. (1987). The Problem of Age. In R. W. Rieber (Ed.), *The collected works of L.S. Vygotsky* (Vol. 5, pp. 187-206): Plenum Press. New York and London.

F22 Well being and protection

Chair : Cath Arnold

WORKING FOR THE WELL-BEING OF CHILDREN – HOW DO PEDAGOGUES KNOW IF CHILDREN ARE BEING WELL?

ANETTE BOYE KOCH

University of Southern Denmark, Institute of Sports Science and Clinical Biomechanics

Danish legislation prescribes that Danish early childcare professionals (pedagogues) ensure the well-being of children in early childcare institutions, but there is a lack of detail in literature concerning how to actually do this. The aims of the study were to investigate how pedagogues work in order to take care of the well-being of children in an early childcare institution.

This was done by exploring how well-being is comprehended and interpreted by the pedagogues as well as elucidating their ways of seeing children with the use of different 'seeing-techniques' in order to recognise happiness as an indicator of well-being.

Well-being was conceptualised by a multidisciplinary approach with reference to psychology, anthropology and sociology. When considering the pedagogues' views on the happy child, a social constructionist perspective on childhood based on 'new sociology of childhood' was applied.

Data was analysed using the philosophical theory of Merleau-Ponty concerning the knowing body.

A two month field study was carried out in a Danish early childcare institution using ethnographic participation, field notes and formal semi-structured interviews. Special attention was paid to pedagogues' descriptions of well-being as to bodily expressions of well-being in children.

Main findings

Pedagogues capture well-being in children by using 3 different seeing-techniques:

'The assessing eye' – when pedagogues observe children in order to assess the development, the learning or the competences of an individual child seen in relation to a standard. A standard indicating what they expect of children in general.

'The surveilling eye' – when pedagogues simultaneously keep children under surveillance, keep an eye on and take care of the children. They typically use 'the surveilling eye' at the playground in order to supervise and maintain order, but also to offer comfort and protection if demanded by a child.

'The bodily eye' – when pedagogues engage their own entire body in perceiving the phenomena that appear, when a pedagogue encounter the body of a child. This can be visual sensations, moods, feelings, pitch or intonation. 'The bodily eye' works in two directions. It is linked to the pedagogues' former experiences with the body signals of a specific child, but also to their own bodily experiences with sensations and the expression of emotions.

The pedagogues translate well-being into happiness, and recognise emotions and signs of happiness expressed by children predominantly with use of 'the bodily eye'.

The pedagogues encourage body activity on the playground, whereas physical body activity is terminated inside the building. When participating in daily activities and routines indoors, the children are socialised to being bodily passive, and they are expected to control their body signals in order to adapt to prevailing social norms of quietness, concentration and sedentary activities. Consequently, the 'happy child' is expected to behave differently depending on being inside or outside the building.

The analysis suggests 'the attuned child' as an ideal when pedagogues are working for well-being in children. 'The attuned child' is competent of attuning his/her body to meet the very different expectations and norms of behavior that rule in the different contexts of a childcare institution.

Keywords: 'Seeing-techniques', well-being, happiness, 'the attuned child'

CHILD PROTECTION AS A NEW TASK FOR KINDERGARTEN TEACHERS IN GERMANY

MIRIAM DAMROW

Martin-Luther-Universität Halle-Wittenberg

This paper discusses the new task for German Kindergarten Teachers. Risks, possibilities, chances as well as challenges will be displayed.

It aims to explore the pros and cons of the new task to embed child protection into the already given tasks for professionals working in kindergarten institutions in Germany. This new task relates to debates over the last few years regarding cases of child maltreatment and how to prevent the terrible outcomes of dead children. The political solution of legal changes concerning the protection of children by early childhood professionals is carried out in different ways in German Counties. Most child care institutions decided to name a professional as their new «child protection professional» regardless of the professionals' experience with child protection. To meet those needs, many educational institutions of many different agencies offer child-protection-seminars as advanced vocational training. Those trainings do vary in form, in content of the course, in length of time etc. and last but not least in the costs the professionals have to pay.

The different agencies and their different trainings will be discussed. The paper will present a short overview of how the new task is carried out by agencies. In further years, we will examine how the task is carried out and performed by the professionals themselves.

This paper as part of a larger project is based on content-analyzing methods (as part of qualitative methods) and is located in the area of empiric social research. Content-Analysis is a non-reactive method but the results might enhance the level of professionalization of kindergarten teachers.

Therefore, the paper aims to encourage professionals as well as agencies to further examine the ways of child protection as a new task for kindergarten teachers is carried out. Will child maltreatment be banned by qualifying professionals for this new task?

Keywords: child protection, professionalization

Bibliography

Documents of Agencies of Advanced vocational training in the field of Child protection

ADDRESSING EMOTIONAL WELL BEING FOR INFANTS, TODDLERS AND YOUNG CHILDREN THROUGH THE PROFESSIONAL DEVELOPMENT OF PRACTITIONERS.

JULIA MANNING-MORTON¹, DILYS WILSON²

¹ London Metropolitan University, Holloway Road, London, N7 8DB

² Middlesex University, Trent Park Bramley Rd, London N14 4XS

This paper puts forward the idea that in order to sufficiently address the intense physical and emotional needs of infants and young children, early childhood practitioners must develop a professional approach that combines personal awareness and reflexivity with theoretical knowledge and that such abilities can be developed through process oriented professional development carried out over an extended period of time.

It argues that the historical and political development of early childhood curricula, provision and practice in the UK has disproportionately focussed on the cognitive skills of 3-5 year old children. This has resulted in training and professional development for practitioners that puts an emphasis on measuring outcomes for children at the expense of understanding and valuing the emotional factors involved in working with young children.

To counter this, a group of practitioners and academics have come together to develop an approach to professional development that addresses the personal anxieties that are provoked when developing attachment relationships with children through the Key Person Approach (Elfer et al 2003). The Key Person Approach became mandatory practice through the UK Early Years Foundation Stage curriculum and regulatory framework (DfES 2007), yet its implementation is inconsistent and often resisted.

Inherent to this approach is the idea that the social and emotional well being of children is critically dependent on the social and emotional well being of early years practitioners, which demands that leaders of early childhood settings need to develop their skills in supporting and empowering staff and in containing personal distress and maintaining perspective when working with social disadvantage, challenging behaviours, intimate family issues and family or staff distress.

The emotionally containing approach to professional development discussed here addresses these issues by drawing on the psychoanalytic concepts of 'projection', 'containment' and 'psychological defences' and by using holistic child observations (Rustin, 1989) and journaling as tools to develop reflexive practice.

This approach has been implemented through the 'Emotional Well-being: Strong Teams Project' (LMU / Middlesex / London Borough of Tower Hamlets 2010), which is designed within a qualitative paradigm and shaped within a participatory action research perspective (Stringer 1999, Carr and Kemmis 1986). The project was also framed in a humanist (Whitaker 1986), feminist (Weiler 1991) and andragogical (Knowles 1970) perspective in which the socio-cultural perspective of each group member is recognised and the process as well as the content is consciously understood by all group members.

Through the project a group of twelve leaders of settings have participated in small group supervision sessions and a series of large group sessions as an experiential process to prepare them for implementing the approach with their teams.

The implementation of the final phase is currently taking place and the impact of the project will be reviewed both through reporting on the subjective experience of the participants and through the local authority's assessment of settings. An interim review of the project highlights that group participants find this approach challenging but impacting positively on their ability to combine greater personal responsiveness with maintaining a professional perspective.

Keywords: professional development, emotional well-being

Bibliography

References

- Carr, W and Kemmis, S (1986) *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer.
- Elfer, P, Goldschmied, E and Selleck, D (2003) *Key Persons in Nursery: Building Relationships for Quality Provision*. London: David Fulton.
- Knowles, M (1970) *Andragogy: An Emerging Technology for Adult Learning*, in Tight, M. (ed) (1983) *Adult Learning and Education*. Maidenhead: OUP.
- Miller, L, Rustin, M, Rustin, M and Shuttleworth, J (eds.) (1989) *Closely observed infants*. London: Duckworth.
- Stringer, E T (2007) (3rd Ed) *Action Research*. London: Sage
- Weiler, K (1991) *Freire and a Feminist Pedagogy of Difference*, in Edwards, P, Hanson, A and Raggatt, P (eds) (1996) *Boundaries of Adult Learning*. London: Routledge
- Whitaker, P (1996) *A Humanist Approach to Teacher In-Service Training*. *Self and Society*. 4, No.6, pp.276-281.

F23 Which activities for high quality educational services

Chair : Iliada Elia

STRUCTURE OF KINDERGARTEN TEACHER STUDENTS' VIEWS OF MATHEMATICS AND MATHEMATICS TEACHING

ILIADA ELIA , ATHANASIOS GAGATSIS

University of Cyprus, Department of Education, P.O.Box 20537, 1678 Nicosia, Cyprus

Research has shown that teachers' beliefs about mathematics and the educational process significantly influence their teaching practice (Thompson, 1984). Kindergarten teachers' views about mathematics are of substantial importance, as they are the first ones to teach mathematics to children. This study aims to give further insight into kindergarten teacher students' affective views toward mathematics and mathematics teaching, as well as, their interrelations, at the beginning of their studies.

The spectrum of a person's view of mathematics is very extensive. For instance, we can distinguish between one's beliefs about a) the nature of mathematical knowledge (epistemological beliefs), b) mathematics education (e.g. mathematics teaching), c) self (e.g. self-efficacy, self-confidence) (Hannula, Kaasila, Laine, & Pehkonen, 2005). The focus of this study is on these three classes of views and on the attitudes (or emotional relationship) toward mathematics.

The participants were 100 undergraduate students in the first year of their studies for obtaining a Bachelor Degree in Kindergarten School Teaching at the Department of Education of the University of Cyprus. They were given a questionnaire which included two parts with statements in Likert scale 1-5. The first part contained statements referring to epistemological beliefs about mathematics (e.g. Mathematics is a dynamic subject that continuously evolves.). The second part contained statements referring to attitudes toward mathematics (e.g. I like mathematics), self-confidence about mathematics (e.g. I feel confident in mathematics), self-confidence about the teaching of mathematics (e.g. I have the ability to teach mathematics in the kindergarten) and beliefs about the teaching of mathematics (e.g. Kindergarten children's success in mathematics is due to the kindergarten teachers). The data were analyzed using the statistical methods of similarity and implicative analysis.

The results of the similarity analysis provided evidence for a distinction between five categories of students' epistemological beliefs about mathematics. Three of these categories involved "realist" views, which maintain that mathematics knowledge is absolute, objective and inalterable and that it exists independently from the individual. One category entailed "relativist" views, supporting that mathematics knowledge is an invention of human civilization which changes over time and is constructed by people through experimentation and investigation. The other category included beliefs that highlighted the instrumental character of mathematics and the important role of mathematics in the real world. Although the students had not yet received any courses on the Didactics of Mathematics in the kindergarten, their views toward the teaching of mathematics were more positive than their attitudes and views about mathematics. However, the results of the implicative analysis showed that students who had positive attitudes and high self-confidence about mathematics were likely to have greater confidence in teaching mathematics. Moreover, interestingly we found that the students with positive attitudes and self-confidence about mathematics were inclined to view mathematics from a realist or instrumental perspective rather than a relativist point of view. These findings indicate that further investigation is needed to identify and analyze in more detail the possible belief profiles of the kindergarten teacher students and how the views of the students in each profile develop through their studies.

Keywords: mathematics, teaching of mathematics, kindergarten teacher students, attitudes, beliefs

Bibliography

- Hannula, M., Kaasila, R., Laine, A., & Pehkonen, E. (2005). Structure and typical profiles of elementary teacher students' view of mathematics. In H. L., Chick, & J. L., Vincent (Eds.), *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education*, Vol. 3, pp. 89-96. Melbourne: PME.
- Thomson, A.G. (1984). The relationship of teachers' conceptions of mathematics, and mathematics teaching to instructional practice. *Educational Studies in Mathematics*, 15, 105-27.

CREATIVITY, CHANGE AND DEVELOPMENT: A SURVEY ON THE LINK BETWEEN PRESCHOOLTEACHER-EDUCATION AND PRESCHOOLTEACHERS COMPETENCES AS PART OF LIFE-LONG LEARNING.

INGUNN REIGSTAD , GRETE SKJEGGESTAD MEYER

NLA University College, Postboks 74, 5812 Bergen, Norway

The curriculum of the pre-schoolteacher-education at NLA University College in Norway is based on problembased learning (PBL) and thematic and interdisciplinary teaching. Through this we seek to organize an education with a closeness to practice, and hopefully developing an ability for lifelong learning. This project has two focuspoints:

- 1) The competences developed through PBL work, such as the ability for change and development. In which ways and on what level do the students use their knowledge and skills as problembased learners in their work as pre-school-teachers.
- 2) Exploring creativity through the work of the Arts as artistic action and used as a starting point for learning in interdisciplinary teaching. Does this strategy at campus influence former students in their creative work in the kindergarden? Do they use this strategy in their own interdisciplinary work?

In 2009 we did a survey investigating to what extend former students, after ended training, use these teaching strategies in their own practices as pre-school-teachers. In our presentation we will present analyses of this 2009-survey, and compare this material with student evaluation-forms from students on campus.

The curriculum of the Norwegian pre- school - teacher education set five different competences as goal for the education. That is professional-, social-, ethical-, didactic-, change and developmental competence. Our survey explores former students' opinions on PBL as a main learning strategy in their studies. It also asks of how their own development of the five competences is influenced by the PBL strategy. The students work together in groups with PBL tasks based on descriptions from everydaylife in Kindergarten. Can these tasks prepare them for their work as pre-school teachers? Does the PBL strategy influence their work as pre- school teachers in the perspective of life long learning? Do they still use these learning strategies in their work as pre-school teachers?

The second focus-point is on the Norwegian pre-school curriculum of "Art, Culture and Creativity" and the Art-subjects of pre-school-teacher-education.

At NLA University College we have developed an aesthetic INTRO as a starting point for learning. It uses Art as Art, and not just as an instrument in pedagogical teaching. The aesthetic impressions, which are the main groundings of this work, are used in different areas of the curriculum. (Not just in the Art field.) To be able to define the work, I will present the differences between aesthetic.

Keywords: Pre-school teacher education, Teaching strategies, Creativity, Closeness to the field of practice

Bibliography

- Illeris, Knud (2009). "Kompetence, læring og uddannelse – Hvordan læres kompetencer, og hvordan kan de udvikles gennem formaliseret uddannelse?" in Nordic studies in Education nr.2 2009
- Pettersen, Roar (2005). Kvalitetslæring i højere uddanning: Innføring i problem – og praksisbasert didaktikk. Oslo: Universitetsforlaget,
- Bergström, Matti (1995). Neuropedagogik. En skola för hela hjärnan. Sverige: Wahlström & Widstrand.
- Johansen, Bodil Abildtrup, Anna Louise Rathe, Jørgen Rathe (1997). Mulighetens barn i mulighetens skole. En pedagogisk profil – fra idé til virkelighet. Oslo: Praxis Forlag.

TO ENHANCE QUALITY – TO DEVELOP DAY-CARE CENTRES. AN EVALUATION-STUDY.

VERENA POPP , INES EISENBARTH , SONJA QUANTE , INA THIEME , SUSANNE WOLF , ULRIKE UNGERER-RÖHRICH

University of Bayreuth, Department of Sports III, 95440 Bayreuth, Germany

Since the nineties an intensive quality discussion in early education started not only in Germany but also international. At this time a lot of efforts have been made to increase the number of kindergarten-places and in the last years as well the places for children under 3 (law to increase day-care centres, 2004). The quantitative extension shall come along with a qualitative improvement of day-care centres. Diverse quality initiatives were set up with the aim to develop instruments to measure the quality in day-care centres. The current discussion questions how quality in day-care centres is defined and which strategies help to improve and develop it (Tietze, 1998; Fthenakis, 1998, Diller, Leu & Rauschenbach, 2005). In this scope the following strategies are discussed: improvement of structural quality, improvement of the qualification of the pedagogical staff, reaching consensus as base of quality assurance and quality management are discussed.

In our further online-education program «Schatzsuche im Kindergarten» (literal: "Searching for treasures

in Kindergarten”) we combine the two aspects of employee-qualification to the subjects of physical activity and health and quality development. This is because in our point of view physical activity and health is the basis for learning and education. “Searching for treasures in Kindergarten” is a synonym for a resource-oriented approach in day-care centres (salutogenesis, Antonovsky, 1987). To establish the subjects physical activity and health as a constant component the whole institution has to be examined and it has to be long-term developed to a healthy organisation that encourages physical activity. Therefore we are working with a systemic approach of organisational development (Radatz, 2008; Königswieser & Hillebrand, 2004) and we are geared to the principles of solution- and resource-orientation, participation (of the whole team, of the parents and of the children) and empowerment as an important aim. Theory derived quality criteria on the target level as well as on the process level (BZgA, public health action cycle) lead to orientation in the development process. This also contributes to reach consensus as base of quality assurance.

In the evaluation-study of our program we first want to explore the effectivity of the approach (summative evaluation). With a questionnaire to the stage of development we analyse in a pre-post-test the changes in the quality criteria. Secondly the formative evaluation shall provide expertise how to support processes of quality development effectively. This will be accessible through the qualitative analysis of the entire material that has been generated during the course. Within the scope of this study we want to find out how the quality criteria develop over time and whereby they are modified. The subject matter of my lecture is the presentation of the methodic approach and first results.

Keywords: quality in day-care centres, organisational development, Searching for treasures in Kindergarten, health, physical activity.

Poster presentation / Présentations posters
Thursday, September 15th - jeudi 15 septembre
Friday, September 16th - Vendredi 16 Septembre

RELATION BETWEEN CHILDREN'S PLAY ACTIVITIES AND THEIR ATTACHMENT TO KINDERGARTEN TEACHERS

ZLATKA CUGMAS

University of Maribor, Faculty of Education, Koroska cesta 160, 2000 Maribor, Slovenia

Attachment theory proposes that the child's early attachment relationships are fundamental influences on development (Bowlby, 1969). Grossmann, Grossmann, and Droufe (1989) found that securely attached children play better and are friendlier than their insecurely attached peers. Main (1983) found that securely-attached toddlers were more playful with the adult playmate, took more spontaneous pleasure in their play with objects, devoted their attention to the toys and other objects in the playroom more fully and intensely than the insecurely-attached toddlers. Cassibba, van IJzendoorn, and D'Odorico (2000) recognised that caregiver seems to function as a secure base from which the child is able to explore the environment. The purpose of the study was to examine the associations between child's attachment to his/her kindergarten teacher, cognitive and social play behaviour, and child's contacts with his/her peers and teacher during free play session in kindergarten. Hundred and one children (57.4 % male) participated in the research. Children's age ranged from 24 to 74 months ($M = 51.4$; $SD = 12.0$). Trained observers filled-in the Observation scheme of child's free play in kindergarten and Child's attachment to his/her kindergarten teacher (CAKT; Cugmas, 2007). Play behaviour was observed at kindergarten during free play sessions of 60 minutes and cognitive and social play categories were coded. Metric characteristics of the Observation scheme of child's free play in kindergarten appeared to be satisfactory. The CAKT is a 129-items instrument measuring the child's attachment behaviour in relation to his/her kindergarten teacher in more and less stressful situations (during the morning encounter; when the child is (not) tired, sick and frightened etc.). The results did not reveal connection between cognitive play categories and child's attachment to his/her kindergarten teacher, but they revealed significant correlations between children's secure and resistance attachment to their kindergarten teachers and cooperative play and the contacts with their peers and teachers during free play session in kindergarten. More security and trustfulness and less resistance children expressed to their kindergarten teachers, more time they spent in cooperative play with peers and more contacts they had with peers and with teacher. We concluded that children's secure attachment to kindergarten teachers is very important for their good psychological adaptation in kindergarten.

Keywords: children, teachers, peers, play, attachment

Bibliography

- Cugmas, Zlatka (2004). Representations of the child's social behavior and attachment to the kindergarten teacher in their drawing. *Early Child Development and Care*, 174, 1, 13-30.
- Cugmas, Zlatka (2006). The external validity of the Scale of self-perception for pre-school children (LSPO). In: A. Columbus (ed.), *Leading Edge Research in Cognitive Psychology*. New York: Nova Science Publishers, Inc. (pp. 105-122).
- Cugmas, Zlatka (2007). Child's attachment to his/her mother, father and kindergarten teacher. *Early Child Development and Care*, 177, 4, 349-368.
- Cugmas, Zlatka (2009). Construction of the Scale of Child's Attachment to his/her Kindergarten Teacher (CAKT). *Horizons of Psychology*, 18, 1, 7-24.

UNDERSTANDING WHAT MATTERS: EXPLORING PREDICTORS OF RESILIENT, STABLE AND DECLINING TRAJECTORIES FROM EARLY YEARS TO FORMAL SCHOOLING IN SOCIALLY DISADVANTAGED

DEBRA PAGE¹, CRISTINA McKEAN², KATHY WESOLOSKI³

¹ *Newcastle University*

² *Newcastle*

³ *North Tyneside Council*

Children growing up in areas of social disadvantage are, on average, at risk of poor outcomes educationally, socially and economically (CASE 2010). However, it is not true that every child growing up in

areas of disadvantage under-achieves academically or socially. Mason and colleagues (2008) demonstrated that children's development and educational attainment can follow a number of different trajectories, including those which begin high and stay high (resilient stable - RS), those which begin low and stay low (vulnerable stable - VS), those which begin low but improve (resilient improving - RI), and those which begin high but decline (vulnerable declining - VD). This study aims to explore the trajectories of learning and development in a group of socially disadvantaged children, from the Early Years into formal education, with a view to determining whether a range of trajectories exists and, if so, what factors may predict these trajectories. The ultimate aim being to learn from both the most and least resilient children, in order to identify which children might benefit most from interventions and also which factors could be targeted in early interventions to promote resilience.

Method

Prospective longitudinal data is currently being collected from 180 children in 3 schools in an area of social disadvantage: 60 children each from Nursery, Reception and Year 1 classes assessed on 3 occasions over an 18 month period. In addition, Early Years Foundation Stage Profile (EYFSP) data and Key Stage 1 (KS1) teacher assessment data are collected.

Assessments cover key domains which previous research has demonstrated contribute to risk or resilience in children's outcomes. That is, vocabulary knowledge, language development, social communication, behavioural adjustment and social and emotional wellbeing, and working memory (Obradovic et al 2009, Law et al 2009, Schoon et al 2009).

This paper will present data for a subset of the children studied; those with both complete EYFSP and KS1 teacher assessments (N = 60). Children will be classified into 4 groups according to their trajectories when moving from EYFSP to KS1 assessments, (RS, VS, RI, VD). Logistic regression will be used to determine which of the assessed key domains predict these differing trajectories and the magnitude of the contributions they make to outcomes.

Discussion

Results will be discussed with reference to the identification of children at risk of under-achievement when moving into formal education and with reference to factors which could be harnessed to promote resilience in children living with disadvantage.

Keywords: Early Years, Social disadvantage, Trajectories

DOES THE EARLY YEARS FOUNDATION STAGE PROFILE ACCURATELY IDENTIFY CHILDREN WITH DIFFICULTIES IN LANGUAGE, COMMUNICATION AND SOCIAL AND EMOTIONAL DEVELOPMENT?

DEBRA PAGE

Newcastle

Accurately identifying children at risk of educational underachievement is an essential first step in meeting their needs. Currently schools in England record the development and learning of children aged between 3 and 5 years using the Early Years Foundation Stage Profile (EYFSP) with a completed profile produced at the end of the Reception year (aged 5 years).

Children with difficulties in language, social communication and social and emotional development are at risk of poor educational and social outcomes. A number of intervention approaches have been proven to be effective in ameliorating this risk. In order to ensure that all children who can benefit from such interventions are identified it is essential that the assessment tools used at school entry provide a valid measure of these important developmental domains.

Currently no research has been completed to assess the validity of the use of the EYFSP to identify this group of children. This study aims to determine the sensitivity and specificity of the EYFSP in identifying children with language, social communication and social and emotional difficulties.

Method

Currently EYFSP data and language, social communication and social and emotional development standardised test scores are being collected in 3 schools from 120 children. EYFSP scores will be dichotomised, categorising the children as with or without difficulties, and compared to a reference standard based on standardised tests (British Picture Vocabulary Scales (Dunn & Dunn 2009), Children's Communication Checklist-2 (Bishop 2003), Child Behaviour Checklist (Achenbach & Rescorla 2001)). The sensitivity and specificity of the EYFSP in identifying children with difficulties will be calculated

Discussion

The implications of the results for educational assessment practices for children at their transition to for-

mal education will be discussed.

Keywords: Early Years foundation stage profile

EXPERIENCE WITH OLDER PARTNERS AND THE CHILD DEVELOPMENT IN CHILD CARE CENTER

VERA MARIA VASCONCELLOS , CASSIA CRISTINA BARRETO , ANA ROSA MOREIRA
UERJ - São Francisco Xavier 524 sala 12005 - F, 20550-900 RJ, Brasil

From the theoretical perspective of Lev Vygotsky learning about the relation between rearing and development, this paper discusses the understanding of 250 families about the role of daycare in the process of educating and caring for their children. The research was conducted in a daycare center located in a middle-class neighborhood of Rio de Janeiro, that only enrolls children between 04 months and 05 years of age. This paper discusses the expectations that families have when they talk to their children at the the initial interview with the psychologist at the Center The relationship between the child's age and the most common concern among families will be discussed here, in light of a vygotskian approach. We believe that families have different expectations and knowledge about learning and development according to the age of their children. The recognition of these factors by practitioners of the institution is essential so that we can give support to them in understanding and assisting he development process as well as bringing themselves to work with children in the facility. We believe that the environment in daycare and the relationship established with the families may promote the acquisition of knowledge about development of children by parents. To draw strategies for both theachers and families based on the notion of zone of proximal development, such as discussion groups with parents and caregivers, lectures, newsletters, individual and collective meetings with families,. Our results allow us to conclude that the younger the child, the more families expect that the focus of daycare stay on his/her basic needs and abilities. Meeting the basic needs of the child, and seeing to children's growth, incorporates families' concern about the educational activities.

Keywords: day care; make-believe; zone of proximal development

Bibliography

FRIENDLMEIER, W.; SCHÄFERMEIER, E.; VASCONCELLOS, V. M. R; TROMMSDORFF, G. (2008) Self-Construal and Cultural Orientation as Predictors for Developmental Goals: A Comparison between Brazilian and German Caragivers. *European Journal of Developmental Psychology*, 5, (1), p. 39-67, UK
TUDGE, J (2008) *THE EVERYDAY LIVES OF YOUNG CHILDREN*, Cambridge, Uni Press, USA
VYGOTSKY, L. (1986). *THOUGHT AND LANGUAGE*. The MIT Press. - cap.4 - The Genetic Roots of Thought and Speech.
VYGOTSKI, L. (1982). *OBRAS ESCOGIDAS*. Problemas de Psicología General. Visor Distribuciones/Madrid.

PSYCHOLOGICAL CONDITIONS FOR DEVELOPMENTAL WORK WITH PARENTS AND YOUNG CHILDREN

ELENA GORLOVA

Russian State University for the Humanities (RSUH), 15 Chayanova st, Moscow

The major source of young children's development is communication with the closest adults; however today parents rather often have difficulty dealing with their children, and feel qualms about accuracy of their own parent behavior. There are more and more requests for special classes for children of this age. In what way can we both meet such a need of a family and keep the unique relationships between a child and his social (immediate) environment which could provide the most optimal development of his psychological and personal traits?

The answer is obvious – it is essential that parents should become the main participants of such classes. Turning to their experience and creating specific situations for interaction of a parent and his child, on the one hand, we elaborate substantive aspects of their co-operation, on the other hand, we set criteria for parents' understanding of their own line towards the child.

In Vygotsky's cultural-historical psychology, collaboration of an adult and a child is the key factor determining development of the child's consciousness. Having analysed works of such psychologists as Vygotsky L.S. (1984), Kravtsov G.G. (2006), Kravtsova E.E. (2005) we distinguished the characteristics of a parent, that will let an adult "become the psychological centre of any situation" and provide development of consciousness (personality) of a child.

We have distinguished 2 groups of characteristics as basic competences of a parent bringing up a young child: "general psychological" – attention to the child's state, understanding of his needs, ability to meet the needs properly and in good time, to control his physical and emotional states; sensitivity is essential, as well as thoughtfulness and understanding of the child's feelings towards various aspects of life and communication; "complementary" characteristics that allow to interact with the child in accordance with

his age and personality traits. These characteristics of communication and behavior of a parent, correlating with the child's age, foster core changes in the child's personality at one or another stage of development.

In the Russian tradition, Early childhood is the age that begins, after a child goes through the crisis of the 1st year of life, and finishes with the crisis at age 3. The central neoformation of early childhood (psychological feature that newly appears at a specific age and differentiates it from other stages) is speech. The most powerful means of speech development is communication with parents. Learning physical properties of objects and materials, learning their functions, perception development take place in course of the leading activity of early childhood – object-centered activity.

Knowing the profile of an adult ideal for a young child, we will be able to create conditions for emphasizing the behavior traits of parents communicating with their child, accordant to the leading development lines of the child. Preparing contents of the classes, we encourage development of the parent's personality, creating specific communicative situations and co-operation of the parent with his child. During the classes, on a real time basis, parents acquire knowledge of their child's development. This will, first and foremost, let the parents see the psychological and personal traits of themselves, evolvement of which they can see in their kids. The parents' reflecting on their own abilities is the main result of the developmental classes in the parent club.

Keywords: basic competences of a parent, early childhood

Bibliography

- 1) Vygotsky L.S. (1982-84) Detskaya psihologiya. Sbranie sochinenii v shesti tomakh (Child psychology. Collected works of L. S. Vygotsky) Vols. IV. Moscow, Pedagogika, p.302. (Original work published 1932–1934)
- 2) Kravtsov G.G. Problema lichnosti v kulturno-istoricheskoi psihologii (The problem of personality in the context of cultural-historical psychology) // Cultural-Historical Psychology. Moscow. 2006. №1, P.P.18-25.
- 3) Kravtsova Ye.Ye. Ponyatie vozrastnyh psihologicheskikh novoobrazovaniy v sovremennoi psihologii razvitiya (The concept of age psychological novel (neo)formations in modern developmental psychology) // Cultural-Historical Psychology. 2005 № 2. P.P. 87-94.

HEALTH PROMOTION IN GERMAN DAY-CARE CENTRES

TINA GADOW

Deutsches Jugendinstitut (DJI) - German Youth Institute, Nockherstr. 2, D-81541 Muenchen, Germany

Health is - according to the WHO Ottawa Charter for Health Promotion- “a resource for everyday life” (WHO 1986). Despite the good general health status of German youngsters, results of oft the German Health Interview and Examination Survey for Children and Adolescents (KiGGS) indicate that especially overweight/obesity and behavioural problems are becoming increasingly relevant health issues in 3- to 6-year-olds (Hoelling et al. 2009; Kurth & Schaffrath Rosario 2007). Health promotion in line with the WHO's definition refers “to enabling people to increase control over, and to improve, their health” (WHO 1986). A positive concept of health like this is founding on personal and social resources. Therefore health promotion is an issue that is going to be relevant for day-care centres work.

Nevertheless, it is unknown how health promotion according to the Ottawa Charter is transferred into day-care centres everyday work. Can differences between health promotion and prevention be detected in pedagogical work? Is health promotion only aiming at preschoolers or also at professionals? Based on a 2010 published survey of about 1.800 child care facilities in Germany answers on these questions can be given.

Results indicate that day-care centres are conscious to the essential meaning of health promotion in everyday work. Nevertheless, they do not interpret health promotion according to the comprehensive meaning of the Ottawa Charter. This becomes apparent in statements to target groups of health promotion, salience of motor activity respectively social climate for health promotion and integration of health promotion into everyday courses of action. Primary target groups of health promotion are in 38 % of all German day-care centres exclusively preschoolers. Professionals are rarely included into these offerings. Supporting motor activities and skills has an important meaning for children's development and health promotion. Its significance for health promotion is confirmed by professionals in day-care centres, because 62 % accentuate the importance of physical activity for children's well-being. The WHO's definition of health clarifies the close relationship of health and social climate. But the majority of facilities question the influence of the service's social climate on the success of health promoting activities. Nevertheless, results indicate that issues in health promotion are influencing all aspects of everyday life in day-care centres and are an essential part of pedagogical routines.

Day-care centres in Germany practice many kinds of interpretations of health promotion. The consistency with the WHO's definition of health promotion is slightly. Most of the services present an inconsistent

understanding of health promotion. So it can be presumed, that instead of postulated health promotion, disease prevention and health education are practiced. This can be a hint for a just starting conceptual discussion in the area of early childhood education and care with this issue in Germany. Further efforts for qualification of professionals in this area are needed.

Keywords: Child-care in Germany; health promotion; integration into everyday work; conceptual insecurities

Bibliography

Hoelling, H. et al. (2009): Assessing psychopathological problems of children and adolescents from 3 to 17 years in a nationwide representative sample. *European Child and Adolescent Psychiatry*, 17 (Suppl. 1), S52-S58
Kurth, B.M. & Schaffrath Rosario, A. (2007): The prevalence of overweight and obese children and adolescents living in Germany. *Bundesgesundheitsblatt*, 50, 736-743
World Health Organisation [WHO] (1986): Ottawa Charter for Health Promotion. http://www.who.int/hpr/NPH/docs/ottawa_charter_hp.pdf

«ANOTHER'S» IMAGINATION AS A MEANS OF DEVELOPMENTAL EDUCATION AT AN EARLY AGE

SHOPINA ZHANNA

Chayanova, 15 Moscow, RSUH

The ambition of teachers and psychologists to make play a means of developmental education of young children is only reasonable in case play is understood as an adult's play activity in co-operation with a child.

It's difficult to overestimate the value of imagination, which is a trigger mechanism for play evolvement, when it comes to education of adults as well as children.

But in our situation we are talking about an early ("pre-imagination") stage of development.

Well-known is the fact that imagination as an independent mental function first develops at preschool age. The absence of voluntary imaginative thinking at an early age does not let us use play as a way to organize parent-child joint activity, which shuts out a wide range of potential developmental classes, as well as correction ones. At the same time, despite the above mentioned facts, we have come to the conclusion, that play (as a self-sufficient activity) can become a competent means of developmental education of young children.

Using play as a means of developmental education surely involves certain conditions.

Thus, a special position of a teaching adult involves modeling a play context together with a child and demonstrating the adult's own imagination working, which, in our view, lets the child retain the state of immersion into the educational context offered by the adult.

It should be noted that the stage of immersion, preceding the stages of mastering and practice (G.G. Kravtsov 1994) in the process of a child's learning, bears a direct relation to the concept of the Zone of Proximal Development (ZPD).

Researches of psychological constitution and patterns of ZPD formation and realization (E.E. Kravtsova, J.P. Shopina, 2002) have revealed, that the stage of immersion, together with organization of "communication context", are essential for both formation of the zone of proximal development and extension of its borders.

When a child incapable of playing is put into the cultural environment of "adult" imagination, which is modeling a play context and creating the zone of proximal development for the child's play activity, the child feels like a full member of the society building the play.

In that case the child "borrows" imagination from the adult and uses it within the frames of the play and the basic communication position called "Ur-wir".

Based on the above mentioned, it may be concluded, that substitution of a playing adult for a capable of playing pre-schooler or a child at the primary school age, will let the young child master a play activity more actively, in the surrounding natural for him.

"Another's" imagination, where the child is immersed into, as well as his own imagination, will let him become, according to L.S. Vygotsky, "head and shoulders above". In such conditions the teaching adult has the opportunity to organize the educational process, looking up to the zone of proximal development as well as the "Zone of Potential Development" – the zone of expanding ZPD borders (E.E. Kravtsova, 2001).

Keywords: Ur-wir, Zone of Potential Development, ZPD borders

Bibliography

E.E. Kravtsova. *Pedagogy and Psychology*, Moscow, 2009 (only russian)

G.G.Kravtsov. Psychological basis of primary education, Krasnoyarsk, 1994 (only russian)
 J.P. Shopina. Psychological patterns forming and maintaining the zone of proximal development, Moscow, 2002 (only russian)
 L.S.Vygotsky. Mind in society. Cambridge, MA:Harvard University Press, 1986

PUPILS BRING THEIR PRECEDING CHILDHOOD ALONG TO SCHOOL

MARE TUISK , AIRI KUKK

Tallinn University , Narva road 25, 10120 Tallinn, Estonia

Based on the results of international studies on education (e.g. PISA 2006 and 2009), we can be proud of Estonian pupils. Teachers, however, find that our school is too knowledge-centred and the development of the learner's personality has not been paid enough attention to. How to comprehend the child in their entirety uniting the child's past, present and future in the context of their development?

Every child enters school provided with their own temperament and development potential, which are mostly innate. The educational impacts of their family and kindergarten are of equal relevance. Knowledge of the child's preceding course of life and individual peculiarities are extremely necessary for the teacher. Therefore, the personality-centred approach assumes first of all getting to know the child thoroughly and the consideration their needs.

The sub-theme of the research, which ended in 2010 supporting pupils' subjectness was creating a safe and developing class atmosphere for the children entering school. Based on the methodological principles of Charmaz, Kvale and Heikkinen, in-depth interviews were taken from 26 primary school teachers. The grounded theory encoding scheme was used in data processing. In the course of discussion, the results were compared to the theoretical viewpoints of V. Frankl, V. Peavy, P. Senge, and others.

Teachers consider personality-centred approach applied to pupils extremely important. They are indignant that the expectations of children, their parents and school principals mostly relate to marks and the results of state grade tests. The different backgrounds and development levels of children entering school would call for the consideration their development history and individual peculiarities and a differentiated approach. However, the constant hurrying and too big number of pupils in a form as well as the study literature which neither considers their different needs or age-related peculiarities nor favours getting to know the children, approaching them individually or helping them, make it difficult.

Keywords: development, personality-centred approach, age-related peculiarities and individual peculiarities

Bibliography

- PISA 2006 results. http://www.oecd.org/document/2/0,3343,en_32252351_32236191_39718850_1_1_1_1,00.html (21.01.2011).
 Frankl, V.E. (1982) Der Wille zum Sinn. Ausgewählte Vorträge über Logotherapie. Bern: Huber.
 Kvale, S. (1996). The social construction of validity. Qualitative Inquiry 1(1).
 Peavy, V. (2002). Sotsiodünaamiline nõustamine. Tallinn: eesti Tööhõive Amet .
 Parsons, T. (2008). The School Class as a Social System. - In: Bellantini, J., Spade, J.Z. (Ed). Schools and Society. A Sociological Approach to Education. Los Angeles: Pine Forge Press. 80-85.
 Prücher, F. (2002) Selbstkonzepte von Grundschulkindern. Der Andere Verlag, Osnabrück.
 Senge, P. (1990). The Fifth Discipline: The art and practice of the learning organization. Doubleday, New York, 1990.
 Sharmaz, K. (2005). Grounded theory in the 21st century: Applications for advancing social justice studies. In N. K. Denzin & Y. S. Lincoln (Eds.). The SAGE Handbook of qualitative research (3rd ed.). Thousand Oaks, CA: Sage.

RELIGIOUS AND INTERCULTURAL EDUCATION THROUGH THE PARENTS' OF PRESCHOOL AND EARLY SCHOOL AGED CHILDREN PERSPECTIVE

MARIA SAKELLARIOU

University of Ioannina Department of Early Childhood Education 45110 Ioannina

The role of religious education and the consolidation of the intercultural education are important factors because they contribute to the understanding and management of the religious differences of the society (Jackson, 2003& 2004), preventing the social cutting up. The consolidation of the interreligious and intercultural communication, through well designed programs, reduce the peculiar 'cultural racism' (Moodood, 1997). The religious pluralism is anyway the characteristic of modern multicultural societies, with 86% of the global population declaring that it belongs to a certain religion.

The intercultural education, is a process that goes through all the spectrum of school and family life, as it does not depend only on the presence of national/ minority groups in the school. Its effects may be positive for all children, regardless of their social and lingual/ cultural base. The intercultural education, is a pedagogical process/philosophy of school and society transformation.

The religious education stands among the frames of intercultural education. According to Essinger (1988), there are four basic principles, on which this pedagogic approach relies:

1. Education for empathy.
2. Education for solidarity.
3. Education for intercultural respect.
4. Education against nationalistic way of thinking.

The present essay aims to set the framework of religious and intercultural education, through the parents' with preschool and early school aged children point of view.

More specifically, there are two questions on which the research methodology was based :

- Which are the parents' opinions about today's school reality and the intercultural level of the greek school and of the society in general and
- How the parents perceive the content of religious education and its contribution to the forming of modern emancipated citizens.

For the research's purposes a questionnaire has been prepared, which contains 19 closed type questions, separated in five categories.

These categories concern:

- A. The Social characteristics of the parents.
- B. The Religious Identity and Position towards other religions
- C. The Religious Education and the role of parents
- D. The Religious Education in the school
- E. The communication between parents and school.

95 parents were questioned about issues concerning the religious education of their children. 44% of the sample was parents from the kindergarten and 56% from parents with children at early primary school. The pick of parents was from 6 schools in the area of Ioannina and the questionnaires' filling out was finished on February 2010.

In the framework of the present research we observe that parents have a traditional way of thinking about the religious education and they tend to identify it with the Christian and orthodox education. They identify the religious education with simple discussion of the knowledge concerning the Orthodox religion. It becomes less understandable the fact of the critical acceptance of different citizens' roles and beliefs in the modern society.

The present research, shows the need of the religious education definition within the framework of intercultural education and the systematization of the content, the means and the teaching approaches through modern pedagogical aspects.

Keywords: Religious education, parents, preschool , early primary, intercultural educaion

HOW ORAL TELLING OF STORIES BASED IN A LOCAL COMMUNITY CONTRIBUTES TO DEVELOP CHILDRENS IDENTITY, RELATIONSHIP TO PLACE AND LITERACY.

FRIDUNN TØRÅ KARSRUD , ANNE W. NORSTRAND

Telemark University College Lærerskoleveien 40 3679 Notodden

Through previous research and experience from kindergarten and primary school we have seen a connection between oral telling of the cultures stories and the developing of childrens` s language and literacy. (Karsrud 2007, Norstrand 1994)

We are participants in the research project "Enabling better learning through place pedagogies in early childhood and primary education." We want to research what effect the local stories possibly have on childrens language development and whether it strengthens their identity and sense of belonging. Margaret Sommerville (2008) refers to the local place as the turning point for identity and engagement that goes beyond the local, and that our relationship to place is constituted in stories and other representations.

Through the method of action research (Tiller 2006), we want to participate in the field of practise in order to initiate change. The goal of the project is that teachers will use storytelling and retelling as a part of their teaching practise. By retelling stories the children are given a framework that liberates the energy

to concentrate on the content. (Rosen 1988)

We will collect stories from a rural community, contribute as storytellers in school and kindergarden and give courses to educate the teachers in oral storytelling. Based on stories from this community, we will stimulate children in producing oral and written texts and different esthetical expressions. By analysis of this material and interviews we seek to find out whether our assumptions are justified.

We will cooperate and interact with the teachers. This will implicate some ethical dilemmas. We will take part in the daily work, and on the other hand we have to focus on the research, trying to keep our objectivity. We must be prepared to meet objections during the process and must also be prepared to handle different kinds of reactions.

In cognitive theory of schemata the narrative scheme is considered as the strongest. It is connected to memory and contributes to consolidate and acquire knowledge. (Penne 2001). According to Vygotskij (1995) use of stories has great emotional significance and is built upon the ability to create mental images. This is crucial in order to collect meaning from the texts and for reading comprehension.

Oral stories can stimulate the childrens ability to interpret metaphors. As language to a great extent is built on metaphors, this is a central contribution to childrens understanding of language and to their interpretation skills, which are important components in literacy.

Turner (2000) claims that story is the fundamental instrument of thought and that the projection of one story to another, for instance the story of our own life, is a fundamental instrument of the mind. Rational capacities depend upon this ability. Concerning identity Bruner (1997) claims that it is only in the narrative mode children can construct meaning and find their place in culture. Stories are attached to the construction of identity and experience of belonging. From identification through the stories we will create motivation for learning. These are some of the aspects we want to discuss at the conference.

Keywords: Place pedagogic, storytelling, literacy, identity

Bibliography

- Bruner, J. (1997) Utdanningskultur og læring. Oslo, Ad Notam Gyldendal
Karsrud, F.T. (2010) Muntlig fortelling i norskfaget. Oslo. Cappelen
Norstrand, A. (1994). Tresubbens fortellinger. Debattserien nr 4 Oslo. Pedagogisk forum
Turner, M (1998) The literary Mind. The origin of thought and language. Oxford University press.
Vygotskij, L (1995). Fantasi og kreativitet i barndommen. Gøteborg. Bokforlaget Daidalos.

TRUST AND COOPERATION BETWEEN NOVICE TEACHER AND MENTOR DURING THE INDUCTION YEAR.

KRISTIINA TROPP , AIRI NIILLO , ANNE RAAM

University of Tartu, Institute of Education, Salme 1a 50103, Tartu, Estonia

The induction year has been included in preschool teacher preparation to support novice teachers' professional growth in Estonia since 2005. The research in this field has concentrated on the experiences of and outcomes of the induction year for novice teachers, the results have been used to develop the teacher education as well as the induction year.

The present paper focuses on the practices in the mentoring process and the trust between novice teachers and their mentors as vital aspects in supporting professional growth. Altogether 19 young teachers and their mentors completed the questionnaires twice – at the beginning and at the end of the induction year. Additional interviews were conducted with 15 teacher-mentor pairs. The participants stressed confidentiality, open communication, and frequent contacts as the main bases of trust. The level of trust appeared generally high; some changes were reported during the induction year. Novice teachers and mentors generally agreed on the frequencies of different practices in their relationship with one exception – mentees reported less frequent sharing of mentors' own experiences than the mentors did. The sharing of materials, talking about the mentee's achievements, and analysing the mentee's teaching methods were the most frequent practices. The results help to improve the induction year program and the training of mentors.

Keywords: induction year, cooperation, trust, novice teacher, mentor

MODERN PICTURE BOOKS

-HOW TO READ?

-HOW TO RESPOND?

ELISABETH HOVDE JOHANNESSEN ¹, JULIE LAURANTSEN

¹ Telemark University College, Norway

Assitant Professor: Elisabeth Hovde Johannesen, Assistant Professor: Julie Laurantsen

Telemark University College

The modern picture book can often break with tradition in relation to the visual, linguistic, thematic or in the structure. This can often evoke strong reactions in the adult reader, either as outrage or scepticism. This has probably to do with the expectations of what and how a picture book should be - it is after all a children's book. But it is precisely this notion, that picture books are children's books, which is challenged by the modern author and illustrator of picture books.

Åse Marie Ommundsen writes in her article-based PhD, *Litterære grenseoverskridelser. Når grensene mellom barne- og voksenlitteratur viskes ut* (2010), that to break with tradition is now a trend in the traditional children's literature. Since the 1990s, more and more books have been marketed as a kind of 'all-ages-literature', a term that refers to literature containing several levels that both the child and the adult may enter. By the new millennium, we see a new trend in which several books have as a project to stretch the limits of what children's literature can be about.

Our contribution to the exploration of this field is about an aesthetic reseption of picture books. Our motivation is to better understand the reactions of the adult readers. When presenting modern picture books for kindergarten staff, we are often asked: "How will the children react?", "Can the children create painful reading experiences such as fear and anxiety?" Those kinds of questions express scepticism and uncertainty, and these attitudes results in the fact that children often only meet literature that is «harmless», a literature that is in keeping with tradition, literature that adults are comfortable with, and which often is of an earlier date.

Our theoretical backdrop, we find in Knud Eiler Løgstrup's philosophy of art, presented in the book *Kunst og erkendelse. Kunstfilosofiske betragtninger*, (1995). His concept is relevant in our project in investigate an aesthetic reader respond – and why literature can have such an impact in our lives.

Our concrete starting point will be a Norwegian picture book, *Det første barnet på månen* (directly translated: The first child on the moon, by Bjørn Arild and Lars Ersland Aurtande, from 2009. Then we will demonstrate how the book can arouse outrage among readers and try to uncover some of the main reasons for this. At the same time, we will attempt to shed light on how we can discuss whether this is a book for children, or whether it works better as a book for adults. What kind of effect will this have? What happens if we move the position of the reader from a child's point of view and to our own? How do we read then? What do we understand? What impact has our understanding of children and childhood and our role as grownups on the way we understand?

Keywords: modern picture books, children's literature?, reader reaction, educational assessment, «all-ages-literature»

Bibliography

Løgstrup, Knud Eiler, 1995: «Kunst og erkendelse. Kunstfilosofiske betragtninger». 2. utg. Gyldendal, Copenhagen
Ersland, Bjørn Arild og Lars M. Aurtande, 2009: «Det første barnet på månen». Cappelen Damm, Oslo
Ommundsen, Åse Marie, 2010: «Litterære grenseoverskridelser. Når grensene mellom barne-og voksenlitteraturen viskes ut». Institutt for lingvistiske og nordiske studier, Universitetet i Oslo

APPROACH TO CONCEPT AND PERIODIZATION OF SPEECH FROM BIRTH TO 3 YEARS FROM THE STANDPOINT OF THE THEORY OF VYGOTSKY

GALINA MISHINA

Russian State University of Humanities, Vygotsky's Psychological Institute, Russia

An initial period without speech (more precisely, without words) is allocated by all researchers (both foreign and Russian specialists, both linguists, and psychologists, and pedagogues) because of the importance for the subsequent speech development.

Time frame of this period is rather vague (various): some authors restrict it to 1 year, others – to 18 months, others – to 2 years, the fourth – to 3 years, the fifth – to appearance of the first words etc.

Almost all of the authors (both Russian and foreign) issue from «classical» periodization of the development of child's speech (or rather, language) (in pre-speech period) – cries (0-1 Month), cooing (2-4 Months), expansion (4-6 Months), canonical (6-8 Months) and variegated babbling (9-12 Months), first words (12-18 Months).

The criterions of the selection periods are changes (alterations) in the structure of linguistic resources (the nature of adhesion lexically meaningful units), i.e. periodization of speech on the first and second years of life is precisely the periodization of language (linguistic tools).

We can say that research's subject of this age period is speech namely like natural psychological function.

We need to distinguish (identify) a stable feature of the concept of «speech» that leads to qualitative differences of preceding and subsequent periods for creation a speech periodization.

Analysis of theoretical sources revealed that, firstly, the status of speech is not defined (from a psychological position). Secondly, stemming from the first as a consequence, the content of this concept depends on the approach, under which it's viewed.

The report will present approaches to selected problems from the standpoint of the theory of Vygotsky and understanding of speech as a higher psychological function.

Keywords: speech, language, Vygotsky Cultural-Historic Theory

18 KINDERGARTNERS: EIGHT YEARS LATER (NATURALISTIC STUDY OF 18 KINDERGARTNERS WITH FOLLOW-UP INTERVIEWS OF CHILDREN AS TEENS DURING GRADE 8).

MARTY LASH

Kent State University, 150 Terrace Drive--TLC WH 404i, Kent, OH 44242, USA

This longitudinal research study begins with Phase I (2002-03) with an examination of peer culture in kindergarten (children ages 5 and 6) and uses an interpretive theory model (Corsaro, 1985). Phase II of this research (2011) involves interviewing those kindergartners as they complete Grade 8. Phase III of the study is projected for 2015 when the students will graduate high school.

Phase I of this longitudinal research study took place in 2002-03 during the first five months of public kindergarten for 18 five and six-year olds. This in-depth study took place in a morning, play-based kindergarten classroom and focused on 18 five and six-year-old children's social development and peer interactions. Findings (Author, 2008) from this phase of the study included 1.) Kindergarten classrooms can combine social development and academic rigor through a play curriculum; 2.) Children learn socially and academically in very complex systems of curricula and relationships that entail negotiation, secondary adjustments, and peer culture; 3.) Public kindergarten policies do have effects on children's lives; and 4.) While a teacher can make significant differences for children while in her class; how long these effects last is difficult to document.

Phase II of this study is currently underway and involves contacting and interviewing (Briggs, 1986) most of the 18 children from the kindergarten classroom studied. These interviews are occurring face-to-face, individually, with as many of the original participants as possible. Most of the participants are in eighth grade. Participants are being interviewed on both academic and social questions from an interpretive theoretical framework regarding trajectories that may have been set during the kindergarten and early years educational period. Participants' self-reported, in-depth reflections and views are being gathered on their salient academic and social experiences; students are sharing remembrances of primary and middle school, academic times and friendships over their lives, personal interests, and ways to establish on-going research contact. As in Phase I, the Phase II of the study will continue to gather and focus on participants' perspectives of their own lives. Initial findings from this phase of the study show:

- Willingness for participants to continue with the study; busy lives (for participants and families) and time has transpired
- Building trust with participants as 8th graders during one to two interviews versus kindergarten children over one semester (Fargas-Malet, McSherry, Larkin, & Robinson, 2010; Hunleth, 2011).
- 13/18 participants are still at their same location. However, those children who are more challenging to locate were those who would have been deemed "at risk" (children from single or divorced homes and children of color.)

Phase III is planned for 2015 when most of these 18 students will be 18 years old and in their last year of public high school. Their perspectives of academic and social experiences will be gathered along with reflection on the entire experience. This study will be a composite of one kindergarten class over time and their view of schooling and social relations.

Keywords: kindergarten, peer culture, interviews, middle childhood

Bibliography

- Briggs, C. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research*. NY: Cambridge University Press.
- Corsaro, W. (1985). *Friendship and peer culture in the early years*. Norwood, NJ: Ablex Publishing Company.
- Fargas-Malet, M., D. McSherry, E. Larkin, & C. Robinson. (2010). Research with children: Methodological issues and innovative techniques. *Journal of Early Childhood Research*, 8, pp 175-192.
- Hunleth, J. (2011). Beyond on or with: Questioning power dynamics and knowledge production in 'child-oriented' research methodology. *Childhood* 18 (1), pp 81-93.
- Author (2008). Classroom Community and Peer Culture in Kindergarten. *Early Childhood Education Journal*, v36 n1 p33-38.

PROMOTING LANGUAGE SKILLS IN KINDERGARTEN AND DAY CARE: A VOCATIONAL REQUIREMENT AND EXPERTISE PROFILE FOR TEACHERS

STEFAN FAAS

University of Tübingen, Institute of Educational Science, Münzgasse 22-30, 72070 Tübingen, Germany

There is no doubting the importance of early-life language skills for later learning, whether in-school or out-of-school, if only because such skills generally equip children to make more of their opportunities in life. From this it is but a small step to insisting that children be given, on a sustained basis, the optimal conditions needed for developing their language potentials to the full. Of crucial importance here are day-care centres and those who work there – dedicated professionals in early-life learning.

In light of these considerations – and based on a theoretical approach specifically linking professional action and knowledge – this paper focuses on the role of knowledge. At the heart of this treatment is an empirical study of the cognitive templates informing teachers' actions, including how these are upgraded on an ongoing basis. Considering these empirical data against the backdrop of scientifically supported requirements, I argue that children's language skills would benefit from being promoted in ways theoretically reflecting early-life development.

Keywords: elements of early childhood education knowledge, professional context of action, empirical study

Bibliography

- Faas, Stefan (2010). Erfassung und Analyse frühpädagogischen Professionswissens – Eine forschungsmethodische Annäherung. In: Fröhlich-Gildhoff, Klaus/Nentwig-Gesemann, Iris/Strehmel, Petra (Hrsg.), *Forschung in der Frühpädagogik III. Schwerpunkt: Sprachentwicklung & Sprachförderung*. Freiburg i. Br.: FEL, 219-245.
- Faas, Stefan/Treptow, Rainer (2010). Zur Konstruktion individueller frühpädagogischer Handlungskompetenz und zur Bedeutung wissenschaftlichen Wissens. In: *Neue Praxis. Zeitschrift für Sozialarbeit, Sozialpädagogik und Sozialpolitik*, 40(2), 164-175.

TEACHER IDENTITY-FORMING PROCESS IN JAPANESE PUBLIC NURSERY SCHOOL

TAKU KOUSOKABE

Taku Kousokabe Labo./Jouetu University of Education

This research intends to find out the teacher identity-forming process in public nursery school by using TEM (Trajectory Equifinality Model) and examine the features of the formation process. As a result, it is shown that the forming process is divided into perceptive, formative and tentative stages, and that transfer to other nursery school becomes the catalyst for teachers to make the concept of ideal childcare to establish their individual identity as nursery teachers. Study on the features of the forming process indicates that: (1) identity-forming process is not only performed personally within the teacher but also largely affected by another person or the practice community consisting of nursery school teachers; (2) distinctive practice provided by each nursery school serve as a base for teacher identity-forming process.

Keywords: TEM (Trajectory Equifinality Model), teacher identity, transfer, practice community

Bibliography

Tatsuya Sato, Tomo Hidaka and Mari Fukuda (2009) . Depicting the Dynamics of Living the Life: The Trajectory Equifinality Model». In Valsiner, J.; Molenaar, P.C.M.; Lyra, M.C.D.P.; Chaudhary, N. (Eds.) «Dynamic Process Methodology in the Social and Developmental Sciences» Springer, pp.217-240. Valsiner, J. 2001 Comparative study of human cultural development. Madrid: Function Infancia y Aprendizaje.

A PROBE INTO ENGLISH TEACHERS' CULTURAL KNOWLEDGE AND AWARENESS IN KINDERGARTENS IN TAIWAN

CHING-YUAN HSIAO¹, CHAO-YU CHEN²

¹ *The National University of Tainan*

² *Graduate Institute of Educational Administration*

This study aims to describe and understand the cultural knowledge and awareness of local English teachers in kindergartens in southern Taiwan, as well as to know the conveyance of cultural message in their English teaching. The research study subjects are 2 full-time English teachers who have been teaching English for over five years in private kindergartens. The data of this qualitative research is mainly collected from observation, interview and relevant documents. The acquired data is later analyzed through discourse & text analysis method.

The study result shows that the teachers are confined by a tight teaching schedule and feels the pressure from student parents and the kindergarten principals that highly expect the teaching to be effective for students. Therefore, repeated practice of vocabularies, sentence patterns and holiday songs is common in daily lessons. As for the teaching of cultural knowledge, it mainly focuses on daily life level rather than values and spiritual level. Moreover, no definition is provided regarding cultural terms and the teacher themselves cannot specifically tell whether the teaching of culture knowledge is integrated in the lesson or not. Even though cultural messages are revealed in the textbook content, they are not delivered to students due to the pressure of teaching effectiveness and time limit.

Western holiday activities with rich cultural meanings are held to prove teaching effectiveness as well as to convey cultural knowledge. From the teachers' views, the participation in singing, rhyming and holiday activities help students experience foreign cultures. However, due to their limited knowledge of foreign cultures, the teachers do not plan to explain the culture meaning of these holiday activities as it is not a part of their teaching objectives.

Keywords: cultural knowledge, cultural awareness, cultural messages, teaching effectiveness, holiday activities

DEVELOPING CRITICAL THINKING AS PART OF THE PROCESS OF BECOMING AN EARLY YEARS TEACHER: TUTOR AND STUDENTS LEARNING TOGETHER.

MADELAINE LOCKWOOD

York St John University, Lord Mayor's Walk, York, YO31 7EX

The project is part of a larger research project concerned with the development of primary PGCE students on a 38 week teacher training programme. It focuses on the self, working as a tutor with one group of students training for 3-7 years in a professional studies module and how they are developing critical thinking as part of the process in learning to become a teacher. Early years teachers of the 21st Century need to provide environments, experiences and the opportunity to work with children in an intellectual way to support and develop those approaches, attitudes and habits of mind, which enable children to be competent and confident learners. If young learners pick up mental habits by imitating, then we need early years teachers who are able to model being a learner through showing inquisitiveness, sharing thought processes, developing narrative, enthusing over challenges and where, perhaps through small-scale practitioner led action research projects, they share with colleagues and children their own experiences of difficult learning. Through becoming interested in their own learning students will be involved in extending their own learning capacity.

All students on the PGCE primary programme are introduced to the idea that the process of becoming a teacher is a continuum and they will likely reposition themselves between the notion that teaching and learning is absolute i.e. there is a right or a wrong way, to an understanding that it is a construct i.e. created from a range of perspectives. For some students complex ideas may be treated in a factual manner, for those with a more developed level of thinking there is an understanding that ideas may be questioned or challenged.

The module structure has undergone change and an enquiry -based approach adopted. Students participate in a 'community of enquiry' where they engage collaboratively in critical reflection and dialogue on meaningful and relevant issues, to determine shared understanding and construct personal meaning. This enables them to experience the process of expanding their learning capacity and consider ways in which they might work with children in order for them to do the same. Tutors are also beginning to understand student needs and are challenging their own perceptions of teaching. Our task is to encourage students to engage critically and support them in developing their capacity for critical thinking through modelling and providing examples of what is expected, in a progressive way.

The project therefore lends itself to an action research methodology. The self, as an early years tutor is involved in a personal journey in facilitating this group of student's critical thinking. Action research is of a cyclical nature. It involves initial planning, acting, observing, reflecting and then re-planning, further implementation, observing and reflecting. Data is gathered through video observations, student and tutor reflections and evaluations and interviews and is in the initial action stage of the cycle. The intention is to change and improve practice from a personal and professional point of view and build learning capacity for students and ultimately children.

Keywords: Initial Teacher Education, Critical thinking, learning capacity

Bibliography

- Claxton, G. (2006) Expanding the capacity to learn: A new end for education? University of Bristol, Graduate School of Education, Opening Key note address, BERA Annual Conference September 6th 2006, Warwick University.
- Claxton, G. & Carr, M. (2004) A framework for teaching learning: the dynamics of disposition. *Early Years*, Vol 24 No. 1, March 2004. Carfax Publishing.
- Gokhale, Anuradha A. Collaborative Learning Enhances Critical Thinking, *Journal of Technology Education*, Virginia Polytechnic Institute and State University. 1995 (7) 1, 22-30
- Hobbs, Valerie. Faking it or hating it: can reflective practice be forced? *Reflective Practice*, Routledge. 2007 (8) 3, 405-417
- Moon, J. (2008) *Critical Thinking: An exploration of theory and practice*. Routledge. London

HUMOROUS LANGUAGE PLAY IN YOUNG EFL LEARNERS' PEER TALK

LI-CHEN WANG

Department of Early Childhood Educare, Ching-Kuo Institute of Management and Health, Taiwan.

The aims of the research: The purpose of this research was to investigate language play of young children in a Mandarin–English bilingual day care center in which English was a foreign language (EFL). The main research question is: What are the characteristics of language play of children as they learn English as foreign language in a Mandarin–English bilingual day care center? An understanding of the way language play are used and how language play is presented in the classroom setting provide perspectives to underpin the pedagogy of EFL learning in young learners.

Theoretical and conceptual framework: Underlying this research is the assumption of a dialogical approach derived from Vygotsky's sociocultural theory and Bakhtin's dialogicality to explore young children's bilingual learning. From the perspective of the dialogic approach, second language acquisition does not occur in the human mind but in locally bound dialogic interaction .

Methodology: Forty-two EFL-speaking children, fluent in Mandarin Chinese, and two native English-speaking children in two mixed-age classrooms were invited to contribute their experiences in a private Mandarin–English bilingual day care center in Taipei City, Taiwan. Observations of children's dialogue were the primary data sources for the 6-month study. Children's dialogue was audiotaped and videotaped for transcription. The researcher adopted strict data analysis procedures, which incorporated phenomenological analysis—epoche and phenomenological reduction—as well as rigorous analytical techniques—open, axial, and selective coding . The analysis aimed at identifying the event of language play regarding their peer talk in the classroom.

Ethical considerations: Parents whose children participated in this research signed human subject consent forms. A human subject consent form with letter of introduction including a briefly explanation of this research was sent to each set of parents. The researcher treated the participant with the respect they deserved during process. The told them that (a)I planned watch and play with them and learn about their talk;(b)I planned to audio record and video record their talk and activities; and (c) If they did not want the researcher to observe, videotape, and audiotape them, I would stop at any time.

The main findings and implications for policy or practice: Key findings revealed that (a) language play created learning enjoyment and participation opportunities for children in the EFL classrooms; (b) language play offer a way for the children to resist authoritative voices, joke with their peers, and use EFL as a living language; (c) children enriched their classroom talk with multilingual language play in Mandarin Chinese, EFL, and Taiwanese; language play demonstrated children's sense of humor, co-constructing a shared peer culture; (d) Children utilized the teachers' utterances and daily classroom routines that involve role appropriation for language play. The knowledge gained about peer talk in the classroom context provides insight into changing teaching practice and promote reflection on EFL learning and English curriculum in the early childhood education setting in the Taiwan context. Implications for using language play and humorous talk as EFL pedagogy tool were discussed.

Keywords: Language play, Peer talk, EFL (English as a Foreign Language), Bakhtin, Vygotsky

Bibliography

- Bakhtin, M. M. (1981). *The dialogic imagination*. M. Holquist (Ed.). C. Emerson & M. Holquist (Trans.). Austin: University of Texas Press.
- Bakhtin, M. M. (1986). *Speech genres and other late essays*. C. Emerson & M. Holquist (Eds.). V. W. McGee (Trans.). Austin: University of Texas.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.

THE SOCIAL ACTION OF BABIES IN NURSERY

ANGELA COUTINHO

NUPEIN/UFSC - Campus Universitário - Trindade, Caixa Postal 5171, CEP: 88040970 - Florianópolis - SC - Brasil

The proposed poster has as its fundamental principle a research doctorate which has as the general goal to investigate the social action of babies in nursery in order to look for information for the formation of infant teachers. The theoretical and methodological principle selected is focused in sociology of childhood, in a perspective that situates the child as the social actor and the childhood as the historical and cultural constructor. In this way, we intend to express questions about the contributions of the sociology of childhood to the relationship of pairs among the babies, trying to make the presupposed theories perceptible to contribute in an important way to the study of the social action and participation of young children. Among the presupposed theories to be studied, there is the idea that the childhood should be studied from itself, considering that children are the best informants in questions about them. Because they are babies, there are important questions to be discussed about the choice of the instruments of the collected data and the management given to this collected data.

Keywords: Nursery school, babies, social action, sociology of childhood

Bibliography

1. Coutinho, Ângela Maria Scalabrin . Ação social e participação de bebês no contexto da creche. In: II Seminário de Grupos e Pesquisa sobre Crianças e Infâncias: perspectivas metodológicas, 2010, Rio de Janeiro. II Seminário GRUPECI. Rio de Janeiro : Clon Carioca, 2010.
2. Coutinho, Ângela Maria Scalabrin . Orientações curriculares para a educação em creche: considerações a partir da ação social dos bebês. In: IX Colóquio sobre questões curriculares, 2010, Porto. IX Colóquio Luso Brasileiro sobre Questões Curriculares: debater o currículo e seus campos. Porto : CIIIE/Livipsic, 2010.
4. Coutinho, Ângela Maria Scalabrin ; Colonna, Elena ; Agostinho, Kátia Adair . Children and participation: theoretical and methodological perspectives from the Sociology of Childhood. In: 9th Conference of the European Sociological Association, 2009, Lisboa. European Society or European Societies?. Lisboa, 2009.
5. Coutinho, Ângela Maria Scalabrin . Contribuições da sociologia da infância ao estudo das relações de pares dos bebês. In: Infâncias Possíveis, Mundos Reais, 2008, Braga. Infâncias Possíveis, Mundos Reais, 2008.

“MAIS JE NE PARLE PAS LEUR LANGUE!” : RELATIONS SOCIALES DES BÉBÉS DANS LA CRÈCHE.

ROSINETE SCHMITT , ELOISA CANDAL ROCHA

Núcleo de Estudos e Pesquisas da Educação na Pequena Infância / Universidade Federal de Santa Catarina/ Brésil

Ce travail a eu pour objectif de connaître et d'analyser les relations avec des bébés et entre eux, dans un lieu public d'éducation infantile, à partir des différentes dimensions sociales qui déterminent les sujets et qui les composent (génération, classe social, genre, et ethnie). On a réalisé un étude avec

des orientations ethnographiques, dans un petit groupe de 15 bébés de 4 mois à 1 an et 3 mois de vie, dans une crèche municipale de Florianópolis, au Brésil, pendant 7 mois et dans le but de les connaître à partir de leurs actions dans un certain contexte. La production des données a toujours été faite par des filmages, des photos et des enregistrements écrits d'une façon systématique. Ceci a abouti à un inventaire d'actions et de relations établies par et avec les petits enfants de la crèche. Avant et pendant la recherche empirique, on a réalisé d'autres actions comme, par exemple: un relevé de la production scientifique des études sur et avec les bébés, qui ont aidé à identifier la place sociale qu'ils occupent historiquement et les définitions de l'autre idéal, dans leurs rapports. On a réalisé aussi une recherche de documents légaux et statistiques sur la population infantile de Florianópolis. Ceci a donné lieu à une cartographie concernant l'inscription de bébés dans des crèches et de plus, à des interviews de professionnels de salle de classe, de la direction de l'institution et des familles, afin de constituer une approche plus contextualisée de la vie des enfants étudiés. L'analyse des données est venue de l'interlocution disciplinaire, en mêlant des études des sciences sociales, spécialement de la sociologie de l'enfance et de l'anthropologie de l'enfance, la philosophie du langage du russe Mikhail Bakhtin et son groupe d'études, la psychologie et la pédagogie de l'enfance, dans une perspective théorique critique fondée sur la constitution socio-historique des enfants et de l'enfance, si on considère l'agence des sujets dans les rapports sociaux. Les analyses ont indiqué l'établissement de multiples relations chez les bébés à la crèche. Elles mettent en oeuvre des adultes, d'autres bébés, des enfants plus âgés et le collectif, traversés par les conditions matérielles et les significations de cet espace. Les actions pédagogiques concernant l'attention donnée aux enfants, outre le fait de bien représenter les rencontres individuelles entre les adultes et les enfants, créent, parallèlement, un temps et un espace où les autres bébés ont des rapports entre eux et avec l'ambiance. Ceci implique que l'éducateur pense à son action, ainsi qu'à son absence/distance devant le groupe. Les bébés, avec leurs possibilités de développement, maintiennent des relations en utilisant de multiples expressions communicatives (pleur, sourire, mouvement/geste, sons, mots...) qui seront amplifiées et signifiées dans le rapport constitué au collectif. Même si l'on considère l'altérité des petites enfants, leurs relations sont traversées par le partage des règles. Celles-ci amplifient, restreignent, potentialisent ou nient leurs capacités d'agence dans une relation avec les autres, dans un mouvement dialogique qui définit les relations humaines.

Keywords: Bébés. Relations sociales. Éducation infantile.

Bibliography

- BAKHTIN Mikhail. (2003) *Estética da criação verbal*. São Paulo, Martins Fontes.
- CORSARO William [2004?] *A. Acção colectiva e agência nas culturas de pares de crianças pequenas* Department of Sociology, Indiana University, Bloomington USA (mimeo)
- NEYRAND, Gerard. (2000) *L'enfant, la mère et la question du père: un bilan critique de l'évolution des savoirs sur la petite enfance*. Paris: Presses Universitaires de France.
- ROCHA, Eloisa Aires Candal. (1999) *A Pesquisa em Educação Infantil no Brasil: trajetória recente e perspectiva de consolidação de uma Pedagogia da Educação Infantil*. Florianópolis, Centro de Ciências da educação, Núcleo de Publicações.
- VYGOTSKY, Lev Semenovich. (1996) *Obras Escojidas vol. IV*. Madrid: Visor.

CO-OPERATION BETWEEN PARENTS AND PRESCHOOL TEACHERS – THE POSSIBILITY TO SUPPORT TOGETHER THE CHILD'S ALL-ROUND DEVELOPMENT

EVELYN NEUDORF, AINO UGASTE, MAIRE TUUL

Tallinn University, Narva mnt 25, 10120 Tallinn, Estonia

Home and preschool play a significant role in the child's life and development, therefore their successful co-operation is important. It has been emphasized in the Estonian national curriculum of preschool child care institution (2008) that the general aim of schooling and education is the child's all-round development. According to the curriculum the co-operation is based on dialogue and mutual trust. It has turned out from the studies that the co-operation between the preschool institution and family has been of utmost importance (Knopf and Swick 2007; Epstein 1995; Hujala et. al. 2009) but the parents and teachers' understandings of co-operation can be different. Contradictory standpoints can hinder successful interaction, but a good co-operation is a pre-condition in supporting the child's development both in the preschool and at home.

The aims of the present study are: to analyse parents' perceptions of the co-operation between the preschool and families and their preferences of the co-operation forms; to explore the parents' principles in supporting their child's development in the family.

The empirical research was carried out in 2009 in Tallinn (Estonia) and a questionnaire with 52 questions was used. The total of 163 parents of 2-7-year-old children participated in the study. The responses were

processed with SPSS 14.0 data processing program.

It turned out from the study that as the co-operation between home and preschool institution the parents foremost perceive the mutual communication with the aim to ensure together the child's all-round development and to prevent the emergence of educational problems. The co-operation is based on integrated education principles and agreed rules. It was also considered important that the teacher would involve families in the schooling and education of the preschool, using various forms of co-operation. In communicating with teachers the parents use face to face conversation most of all. The e-mail exchange with teachers is scarce, although half of the parents wish that they would get the information electronically. It became evident that the parents make suggestions for using various tours and take part in the planning of the activities of the group. Parents made several suggestions for making the co-operation with the teacher more effective. For example they made a proposal to share information by e-mail, to carry out educational interview more often and to involve more parents in organising events. According to parents they consistently deal with the support of their children's development at home. Parents value learning through play, the success experience and security and the connecting of the acquired knowledge with everyday life. The least attention in the family is paid on creating a social communication network for the child and the supporting of the child's creativity.

In summary it can be claimed that parents perceive under co-operation foremost communication with teachers. They prefer face to face communication and electronic exchange of information. Home and preschool share the same educational principles in supporting the child's development. Parents are open to the co-operation and they support teachers' strivings in implementing the aims of the curriculum.

Keywords: early childhood education, family, co-operation, Estonia

Bibliography

- [National Curriculum for Pre-school Child Care Institutions] (2008). *Koolieelse lasteasutuse riiklik õppekava* (Tallinn, Riigiteataja), I, 23, 152.
- Epstein, J. L. (1995). School, Family/ Community Partnership: Caring for the Children That We Share. *Phi Delta Kappan*. 76 (9), 701-712.
- Hujala, E., Turja, L., Gasparc, M. F., Veisson, M. and Waniganayake, M. (2009). Perspectives of early childhood teachers on parent-teacher partnerships in five European countries. *European Early Childhood Education Research Journal*, 17, 57-76.
- Knopf, H. T. and Swick, K. J. (2007) How Parents Feel About Their Child's Teacher/School: Implications for Early Childhood Professionals. *Early Childhood Education Journal*. 34, 291 - 296.

BRIDGES TO SCHOOL: FOLLOWING TRAINEE TEACHERS FROM THE UNIVERSITY INTO THEIR FIRST TEACHING ROLES

ANNA COX

University of Northampton, School of Education, Boughton Green Road, Northampton, NN2 7AL, UK

This paper investigates the feelings of trainee teachers as they moved into the classroom at the end of postgraduate teacher training at a UK university in the autumn of 2010. The group had followed a one year training programme to enable them to become qualified to teach children between the ages of 3 and 8 years.

At the start of their training each student had created a visual image of the early years teacher. They revisited the task at the end of their training and again during their first year after appointment to teaching posts. In addition semi-structured interviews and focus groups were carried out. The visual data and transcribed interview data are considered thematically, providing rich data about this group at the start of their careers in early education.

Findings indicate that early career teachers rapidly became much more pragmatic about their interactions with children, with other staff and with parents. In addition they showed steeply increasing confidence in their personal practice and spoke freely about the values and ethos that underpinned their work. Idealised images of (largely female) early years teachers were replaced with images that conveyed function as well as personal pedagogical commitment.

Keywords: NQT, pedagogy, ethos, professional development

Bibliography

Townsend, Tony and Bates, Richard (Eds) (2007). *Handbook of Teacher Education*: Springer.
Nutbrown, Cathy (2006) *Threads of Thinking: young children learning and the role of early education*. London: Sage Publications.
Pollard, Andrew. and Collins, Janet (2005). *Reflective Teaching: evidence informed professional practice*. London: Continuum.

TEACHING HISTORY AND TRADITION IN EARLY CHILDHOOD INSTITUTIONS

ELLEN HOLST BUAAS, KARI HOÅS MOEN

Queen Mauds College, Thoning Ovesens gate 18, 7020 Trondheim, Norway

The main questions in this research are how do early childhood teachers work with teaching history and tradition in early childhood institutions, and how do they consider their own competence on this field?

The focus is on teaching history and tradition, a field that is part of the Framework Plan for Early Childhood and Day Care Institutions in Norway. How do teachers who work inside these institutions consider their own practices on the field? To what extent do they collaborate with people/institutions outside the early childhood institution? How do they consider their own competence, or need for competence on the field?

The aim of the study is to gain knowledge about the early childhood teachers practise and competence on this field in relation to The Framework Plan. The results may also point at a need for focusing this field in the teacher training early childhood education. The results y are of a certain value and relevance for the 3- years course dealing with History and Tradition as a main topic inside the education of the teachers.

According to methodology there has been done a survey among 142 early childhood teachers. The survey consisted of both open and closed questions and statements with scale of assessment. The research has also been done by analyses of variance and comparison of groups in the research material. The theoretical framework has been curriculum theory (Goodlad, 1979), and according to the concept of competence the definition given in the Framework Plan for the Early Childhood Teacher Training Education (2003).

The research material shows that the teachers to a certain extent agree that history and tradition have priority in their institutions, and that the topic has been part of projects and daily life, especially through storytelling, books, songs and music. The teachers consider their own competence on these topics as good, but they at the same time they consider lack of competence in other topics on the field. The teachers have only to a small extent collaborated with institutions outside their own institution.

Keywords: History, tradition, culture, early childhood

TODDLER; TOWARDS OPPORTUNITIES FOR DISADVANTAGED AND DIVERSE LEARNERS ON THE EARLY CHILDHOOD ROAD A EUROPEAN FUNDED COMENIUS PROJECT

MONIAK RÖTHLE, ELISABETH IANKE MØRKESETH

University of Stavanger, 4036 Stavanger, Norway

High quality education and care from a very early age creates a good foundation for lifelong learning, especially for children from disadvantaged backgrounds. Equity in education is not yet realized for children from poor backgrounds, migrant families or parents with low education. The aim of this project is to strengthen the education of reflective practitioners to give toddlers (18-36 months of age) a fair chance for lifelong learning. Research shows (Lesemann, 2009) shows that the most enduring results are achieved when both cognitive and socio-emotional outcomes are pursued simultaneously. These principles are in this project adapted to toddler's language learning and well-being.

The project focuses on the development of provision for toddlers and investigates different approaches to promote learning in a child centred way, including parental engagement. The project shall provide knowledge about enhancing equity in ECEC (crèche) and implement this in teacher training programs.

The goal is:

- 1) to improve the curriculum and teaching strategies of preschool teacher education/in.service training
- 2) to raise awareness towards the educational benefits of high quality ECEC and to contribute to a shift in which the provision for children under 3 is perceived

3) to give toddlers from disadvantage backgrounds a fair chance for development and lifelong learning

The content of the project

The project will explore how language acquisition can be stimulated, especially for bilingual children. A questionnaire on language and intercultural communication will be developed and examined. Examples of good practices on how to promote the wellbeing of toddlers will be collected. The project will examine how to involve parents in the work being done in early years settings. Preschool teacher/social educator students will be trained to link theory with practice in order to become reflective practitioners.

Methodology and approach

The project brings together experienced teacher trainers from eight countries to share, examine and develop different approaches to support toddlers' learning. The partners will collate examples of good practice including the theoretical rationale in their own countries and these will be compared and analysed in a hermeutic tradition.

Teaching materials will be developed as a result of the work undertaken by each partner. These materials will enable students and early years' practitioners to explore strategies and examine examples of good practice. Preschool teacher/social educator students will be trained to link theory with practice in order to become reflective practitioners (Skagen, 2000).

The main outcomes of the project are two courses based upon the methods, guidelines, tools and best practice developed and examined by the partners:

- A European in-service course for Early Years Practitioners working in toddler settings will be launched in the Comenius catalogue;
- A course module for students in initial training for Early Childhood education and care will be embedded into the Bachelor programs of the partner institutions and offered in the national language.

The partners

University of Stavanger, Norway (Lead partner)
University College South, Denmark
West University of Timisoara, Romania
University College Arteveldehogeschool, Belgium
Kingston University, United Kingdom
University of Education, Schwäbisch Gmünd, Germany
Instituto Politécnico de Santarém, Portugal
Universitat Ramon Llull, Spain
Haute Ecole Libre Mosane, Belgium

Keywords: preschool teacher education, well-being, bilingual language learning, parental involvement, toddlers

Bibliography

Leseman, P. (2009) The impact of High Quality ECEC on the development of young children: review of literature. In: EACEA Early Childhood Education and Care in Europe: Tackling Social and Cultural Inequalities. Brussels: EU Commission.
Skagen, K. (ED) (2000) Kunnskap og handling i pedagogisk veiledning. Bergen: fagbokforlaget (knowledge and action in educational counseling).

SUPPORT MOTHERS BY THE REACTIVATION OF LOCAL COMMUNITY; AN ASPECT OF "CHILD REARING SUPPORT SYSTEM" OF JAPAN

MIWAKO HOSHI-WATANABE¹, NOBUKO KAMIGAICHI², MIHO MUKAI² MIHO SHIOZAKI³

¹ Nagoya University of Arts, 281 Kumanosho-Furui Kitanagoya 481-8502, Japan

² Jumonji University 2-1-28 Sugawara Niiza 352-8510, Japan

³ Shokei University Nirenoki 6-5-1 Kumamoto, 861-8538, Japan

1. Theme

Actually in Japan, "child rearing support system for parents (especially mothers)" is one of the major national family policies. Sociological researches show that many young mothers have distresses that come from their isolated feeling from society. They also worry about their parenting because of lack of knowledge. In the past, parenting knowledge was transmitted to new mothers informally by previous generations of local community. The disappearance of local community and the alienations of individuals are supposed, among others, to be the reasons of mothers' isolation and their needs for a support system.

The support system includes meeting places for parents and children, as well as other activities that each support facility can invent effective activities in its neighborhood. The idea is that the system deals not only with mothers' psychological isolation but also with breakdown of local community, and aims to re-establish the collaboration among inhabitants of local community by various kinds of exchange. Therefore, the support is often extended to neighborhood, rather than restricted within the meeting places.

2. Aim of research

The aim of the study is to investigate about the activities that support places have with the aims of encouraging communication among parents in neighborhood and of reactivating local communities; varieties of activities, their practices, challenges and tasks.

3. Method

We conducted an interview research at 24 support facilities that had meeting places for parents and children. They are located in Tokyo and in three prefectures around Tokyo. These facilities are operated by municipalities (5), public or associative daycare centers(8), public children's centers(2), welfare associations(3), other association (1), NPOs(4),and mothers' group(1). Interviewees were chief members of support staff.

Among the questions prepared in advance , there were some questions about the aim of encouraging communication and reactivation in local community. Then, more concretely, we asked if they had programs or plans of following activities; outreach activities, participation of different generations in activities, empowerment of mothers in neighborhood, offer information to public, and home visit. These questions were followed by further detailed questions about the practices of these activities. The information collected in these interviews was supplemented by website information of these facilities.

3. Findings & discussion

The numbers of facilities that have the activities or plans were as follows: outreach activities (12), participation of different generations(17), empowerment of mothers(19), offering of information (24), and home visit if necessary(10).

The interviewee's answers showed wide varieties of examples;

- * offer activities to parents and children at public facilities or public parks in their neighborhood
- * organize traveling meeting spots in areas where there are not fixed meeting places,
- *organize experienced mothers to support young mothers
- *invite different generations (ex. grandparents, junior high school students) to participate in activities
- *establish a system that inhabitants and mothers participate in the administration of support facilities
- *encourage mothers to organize voluntary groups (ex. physical exercises, music)
- *encourage mothers' empowerment so that they can contribute to local community etc.
- *offer local information about child rearing on website
- *encourage exchange of information among mothers
- *visit mothers in difficulty with the help of social workers to invite to the meeting place

These ideas often came from staff members of meeting places or daycare centers, mothers or volunteers. Some activities are still tentative, and others have been already realized informally before the legislation of child rearing support system. The actual states of their activities and future tasks were analyzed.

Keywords: support of child rearing, mothers, local community, interview

PRESCHOOLERS' ATTITUDES AND BEHAVIOR TOWARD PEERS WITH DISABILITIES IN INCLUSIVE EARLY CHILDHOOD CLASSROOMS

Soo-YOUNG HONG , JUNGWON EUM , AMY COLGROVE , GAYATRI JAYARAMAN

University of Nebraska-Lincoln, Department of Child, Youth and Family Studies, 135 Mabel Lee Hall, Lincoln, NE 68588-0236, U.S.A.

Young children with physical disabilities are more likely to be excluded from classroom activities than are typically developing children (e.g., Wallander & Varni, 1998). The factors that help children with disabilities participate in more social interactions have been frequently studied (e.g., Odom et al., 1999). However, fewer studies have examined typically developing children's ideas about including peers with disabilities in classroom activities (cf., Diamond, Hong, & Tu, 2008; Diamond & Hong, 2010). In this poster, we examine typically developing preschoolers' attitudes and behavior toward peers with disabilities. Children with disabilities should also have a chance to actively participate in class activities in order to be ready for their later learning and education. Typically developing children's role becomes very important in the learning of children with disabilities because they usually are the ones who initiate the interactions with peers with special needs. My previous research has examined typically developing children's inclusion decisions in relation to classroom factors, such as the activity context (i.e., disability interferes

with the activity VS. disability does not interfere with the activity) and individual factors (i.e., high social skills VS. low social skills). In the current study, we investigate typically developing children's behaviors toward peers with disability as well as their attitudes. Participants include 35 4- and 5-year-old children and their parents and teachers. Children were interviewed about their understanding of disabilities and their attitudes toward including peers with disabilities in their play. Teachers and parents completed a questionnaire that includes items about their attitudes toward people with disabilities and items about their child's social competence. The same children will be observed in the classroom to find out about their behavior toward peers with disabilities. It is very important to examine typically developing children's attitudes and behaviors toward peers with disabilities because they play an important role in the learning of children with disabilities. Using the data as well as the results from previous studies, we will develop an intervention program to train teachers so they can help typically developing children socially include their peers with disabilities – so children's with disabilities can also learn and develop in the classroom. This study will provide teachers with important and useful information about how they could enhance the interactions between children with and without disabilities (e.g., by setting up classroom activity areas in a way that would elicit more interactions, by intervening verbally or nonverbally the interactions when children with and without disabilities happen to be physically close to each other, etc.). Children were more likely to include peers with a disability when the disability did not interfere with the activity, when they have higher level social skills, and when the disability was a more salient (i.e., child who cannot walk VS child who cannot see). Their behaviors toward peers with disabilities would not always be consistent with their attitudes toward them. More detailed information about their behaviors will be included in the actual presentation.

Keywords: preschool, inclusion, attitudes, behavior, intervention

TOY BOOK, STORIES AND RHYMES, READING TO AND WITH BABIES

MARIA DO CARMO MONTEIRO KOBAYASHI , JULIANA DE FIGUEIREDO PRUSCHINSKI , TATIANA DE FIGUEREDO PRUSCHINSKI

Universidade Estadual Paulista Julio de Mesquita Filho - UNESP - Faculdade de Ciências Departamento de Educação, Av. Eng. Luiz Edmundo Carrijo Coube, 14-01 Bauru – SP Brasil, ZIP: 17033-360

We know that children in daycare, between 4 and 36 months, do not read yet, but the experiences of contact with various reading materials, and the adult's systematic reading for them, the telling of stories from memory, the incentive to handle the books, magazines and other texts are very important in this period of life, because this is the first contact with the written word, with visual texts, which challenge the children to interpret their images and messages. In several countries, programs and projects to encourage early reading, including: Born to Read (USA) Bookstart (United Kingdom), Born to Read, Read to Bond (Singapore), Nati Per leggere (Italy) among others. In Brazil, despite the official documents on Early Childhood Education instigate the practice of encouraging early reading the reality of public elementary schools is very different. But the texts, the stories and materials available to these children require more cautious care than other age groups, these children do not read yet, this experience of contact with a diversity of materials that require aesthetic quality, way of approaching, safety, material hygiene, among other conditions, which require a group of educators who know how to talk to them, with sensitivity and knowledge about children in this period of life. The project objectives are: To provide continuous education for teachers from three elementary schools, more specifically daycare, and, based on studies conducted during the project planning, implementation and evaluation of pleasant experiences for children in the first three years of life, using oral and written texts in toy books. The methodology used will be active research, the actions performed will occur in four stages, starting with the identification and description of the experiences children have with spoken written language in schools and through direct observation, interviews with managers and teachers. The research instruments were developed based on ITERS-R and Indicators of Quality in Early Childhood Education. The second step will be to categorize the data for later presentation to the group of participants. The third step will be intervention, with studies of the references used with the managers and teachers from the analyzed data interpreted and the toy books selected and delivered to schools. The last step is to complete the research project and, to evaluate the organization and execution of activities of continuing education to the teachers, staff and direction. Right now we are in implementing the first step, regarding the knowledge of the three nurseries reality, with the identification and description of the experiences that children have with language and learning in schools. We noted that there are few toy books available to children, there is no organized collection with a variety materials for reading and storytelling, educators know the importance in creating enjoyable experiences for children in the first three years of life varied with stimulating oral and written language.

Keywords: Kindergarden; Toy Books; Training of kindergarten teachers

Bibliography

- BRASIL. Ministério da Educação (2009). Referenciais Nacionais de Educação Infantil. Indicadores da qualidade em Educação Infantil. Ministério da Educação/Secretaria da Educação Básica. Brasília: MEC/SEB.
- FUNDAÇÃO Carlos Chagas; MINISTÉRIO da Educação; BANCO Interamericano de Desenvolvimento (2009). Educação Infantil no Brasil: Avaliação Qualitativa e Quantitativa. Disponível em: . Acesso em: 10 nov. 2010.
- Harms, T.; Clifford, M.; Cryer, D. (2003). *Infant/Toddler Environment Rating Scale*. Revised edition. New York: Teachers College Press.
- Tussi, Rita de Cássia; Rösing, Tania, M. K. (2009). Programa bebelendo. Uma intervenção precoce de leitura. São Paulo: Global.

STORIES AS A CONTEXT FOR EDUCATION-RELEVANT LANGUAGE ASSESSMENT

PHYLLIS SCHNEIDER

University of Alberta, Speech Pathology and Audiology, 2-70 Corbett Hall, Edmonton, AB T6G 0G2

Children's ability to tell stories has been the focus of much research in recent years. Storytelling requires children to use their language abilities along with memory and sensitivity to other people in order to be effective. Because of this requirement for integration of skills, storytelling tasks have been better predictors of later language and academic skills than have measures of discrete language skills such as semantics or syntax. For example, storytelling skills measured in preschool predict later scores in reading comprehension and academic achievement of children with typical development, children with learning disabilities and children at risk for language impairments. For children with early language impairments, preschool story production predicts later oral language development.

This poster will present the development of a storytelling instrument, the Edmonton Narrative Norms Instrument (ENNI). It was developed to provide information at different levels of complexity, permitting a thorough assessment of children's storytelling from pictures. Development of the instrument and results of analyses will be presented. The topic is related to the conference strand of «From birth on...», as the narrative assessment provides a way to track development from early oral storytelling to later use of language for oral and written academic purposes.

Story knowledge in children and adults has been described in terms of macrostructure (overall organization and content) and microstructure (how the text is linked together by linguistic means). In order to elicit narratives that could be analyzed reliably, it was essential to develop stimuli that were carefully constructed according to story schema principles. We also wanted sets of stories that would increase in complexity. Two sets of story scripts were written. Each consisted of 3 stories that increased in number of episodes and characters. Expert panels were employed to evaluate the stories before and after the pictures were drawn by a professional cartoonist.

Methodology

The project was approved by a university ethics review board. Participants were 377 children aged 4;0 to 9;11, in Edmonton, Alberta. In each age group, 50 children were typically developing, and 10-17 were identified as having language impairment. Parental occupations and ethnic background were noted.

Each child was presented with each story, one picture at a time. The child was again presented with the story and asked to tell it to the examiner, who was not able to see the pictures (to maximize the need for explicitness). This procedure was repeated for all stories. Set presentation was counterbalanced. Stories were transcribed.

Measures of macrostructure and microstructure were developed and applied to the data. Results for these measures, indicating their sensitivity to age and language status, will be presented.

The ENNI yields data that helps identify children with language problems. It is a promising tool for predicting later linguistics and academic status from the stories of young children.

Keywords: language development, storytelling, narratives

Bibliography

- Bishop, D. V. M., & Adams, C. (1990). A prospective study of the relationship between specific language impairment, phonological disorders and reading retardation. *Journal of Child Psychology and Psychiatry*, 31, 1927-1050.
- Griffin, T. M., Hemphill, L., Camp, L., & Wolf, D. P. (2004). Oral discourse in the preschool years and later literacy skills. *First Language*, 24, 123-147.
- Schneider, P., & Dubé, R. V. (2005). Story presentation effects on children's retell content. *American Journal of Speech-Language Pathology*, 14, 52-60.

Schneider, P., & Hayward, D. (2010). Who does what to whom: Introduction of referents in children's storytelling from pictures. *Language, Speech, and Hearing Services in Schools*, 41, 459-473.

Stein, N. L., & Glenn, C. G. (1979). An analysis of story comprehension in elementary school children. In R.O. Freedle (Ed.), *New directions in discourse processing*, Vol. 2: *Advances in discourse processing* (pp. 53-120). Norwood, NJ: Ablex.

PROFESSIONAL DEVELOPMENT OF KINDERGARTEN TEACHERS IN JAPAN: RESEARCH ON TEACHERS' NARRATIVES.

TAKAKO NOGUCHI

Jumonji University, 3-17-14-203, Akatsukashinmachi, Itabashi, Tokyo, Japan 1750093

Research purpose: The professional development of teachers constitutes a key to early childhood education (ECE). This research underscores the importance of enhancing the quality of ECE and then discusses the training of teachers, especially via in-services, as a particularly crucial topic. The practical knowledge brought by experienced teachers tends to be implicit, context-dependent, and physical in nature. It has been sometimes argued that knowledge taught in the traditional lecture courses offered during teacher training is too difficult to adapt to real kindergarten classrooms. Indeed, actual in-service classroom experience is a significant contributor to the future development of teachers. This study focused on the process of professional development by analyzing teachers' narratives.

Method: The study consisted of two separate interviews with nine teachers working at one kindergarten. The first interviews were conducted in 2005, and the second were conducted in 2011. Each interview lasted 1 to 2 hours. Teachers were requested to reflect on their teaching experiences, starting with their first year of teaching and continuing through recent years. The responses and comments were qualitatively analyzed using a grounded theory approach (Kinoshita, 2003).

Results: Novice teachers experienced difficulties with making judgments and solving problems upon encountering unexpected situations and needed short-term on-site support from experienced teachers. Moreover, novices found it difficult to recognize and focus on the problem at hand. Although teachers talked about the same event in both interviews, the narratives provided in the first and second interviews differed from each other, suggesting that teachers created a more practical perspective as they gained teaching experience. This narrative approach helped teachers to recognize their own changes, thereby bringing their professional development into consciousness.

Keywords: *professional development, narrative approach, longitudinal study, teachers' practical knowledge*

Bibliography

Cochran-Smith, M., Feiman-Nemser, S., & Demers, E. K. (eds) (2008) *Handbook of Research on Teaching Education*. Routledge.

Noguchi, T., et al. (2007) Images of Practical Terms Used in Teachers' Narratives: Comparative Analysis of Kindergarten and Elementary School Teachers. *The Japanese Journal of Educational Psychology*, vol. 55, No. 4. The Japanese Association of Educational Psychology.

Kinoshita, Y. (2003) *A Modified Grounded Theory Approach*. Tokyo, JAPAN, Koubundou.

LE «BANC» D'UN PAS VERS L'AUTRE

FLORENCE GODOY ¹, CLAUDE THÜLER ²

¹ *Service de la jeunesse et des loisirs, ville de Lausanne, Suisse*

² *Service d'accueil de jour de l'enfance, ville de Lausanne, Suisse*

L'action «Un pas vers l'autre» s'est inscrite dans une politique globale favorisant la diversité culturelle et la prévention à l'égard des préjugés. En 2010, vingt équipes (80 professionnels) de lieux d'accueil de l'enfance lausannois ont présenté une action de dialogue interculturel menée avec les enfants (plus de 700 enfants) dans leur cadre professionnel et leur donnant l'occasion de «faire un pas vers l'autre». Sept thématiques ont ainsi été dégagées: l'origine, la langue, l'alimentation, le jeu, la fête, la rencontre, la différence. Les équipes qui ont participé ont eu l'occasion de communiquer leur démarche grâce à une exposition tout public qui a retracé l'ensemble des projets. Ouverte au public pendant 10 jours, l'exposition a accueilli plus de 600 visiteurs.

Par son processus, le projet «un pas vers l'autre», a concrétisé, d'abord pour ses concepteurs et ses acteurs, ce pas vers l'autre qu'il a souhaité promouvoir. C'est ainsi que des professionnels d'horizons et de statuts divers ont travaillé ensemble dans une émulation toute créative et dynamique ! Cette démarche participative et concertée a porté des fruits féconds en regard du succès rencontré par

l'exposition, des retours positifs qui ont été transmis, des ouvertures éventuelles qu'elle a suscité, du plaisir que chacun a eu de s'y engager et de leurs répercussions sur les enfants et leurs familles.

Aujourd'hui, «un pas vers l'autre» poursuit sa route sur une forme différente par la fabrication d'un banc itinérant qui gardera la mémoire de ce projet tout en proposant au public quelques jeux faciles et rapides qui lui donneront un caractère ludique et ouvert.

Dans le cadre de ce poster, nous proposons de présenter la démarche «un pas vers l'autre», la brochure qui a été éditée à cet effet et nous inviterons les visiteurs à se reposer sur le banc, voire y jouer un moment!

Keywords: diversité - démarche participative - dialogue interculturel -

OUPS LA TÉLÉ

CLAUDE THULER¹, SYLVIE MULLER², VÉRONIQUE DESCOEUDRES¹, MAGDA DADY¹, MARTINE WILLIAMS³, JOSETTE LAUB⁴

¹ Service d'accueil de jour, ville de Lausanne

² Service de santé des écoles, ville de Lausanne

³ La Chenille, Lausanne

⁴ La Ronde, Lausanne

Oups la télé est une projet de prévention petite enfance qui vise à favoriser les questionnements éducatifs des parents et des professionnels sur l'usage des écrans par les très jeunes enfants. Il est mené en étroite collaboration avec des lieux d'accueil de l'enfance lausannois (crèches) qui travaillent ce thème dans leur institution entre eux, avec les enfants et les parents.

Forts de cette expérience acquise et des questionnements ouverts, ces lieux participent ensuite à une exposition de quartier quicomprend quatre partie:

1. présentation des actions menées avec les enfants dans le lieu d'accueil;
2. spectacle marionnettes jeune public - écrit et joué expressément pour cette occasion
3. exposition informative sur les effets des écrans pour les jeunes enfants;
4. ateliers interactifs entre les visiteurs.

En 2011, il y aura ainsi 3 expositions sur ce sujet, soit deux dans les quartiers en collaboration avec les institutions qui se sont investies et pour les parents des lieux d'accueil, et une exposition tout public à la Vallée de la jeunesse. www.valleedelajeunesse.ch

Serge Tisseron a été invité au lancement de cette action pour une conférence ouverte à l'intention des professionnels et sera certainement présent en fin d'année pour une conférence ouverte au public lors de l'exposition de la vallée de la jeunesse.

Keywords: télévision - prévention - petite enfance - équipes éducatives

Bibliography

Articles :

Dossier dans le Furet, Se construire par l'image – articles divers de Serge Tisseron, Monique Dagnaud, David Bouaziz, Patrick Straub, Fabienne PY.

Les nouveaux médias, atouts et dangers – Swissfamily, Août 2009

Nous déconseillons fortement l'usage de la télévision chez le tout petit, La santé de l'homme n° 400

Tisseron, S., Tora M., Faut-il interdire les écrans aux enfants, éditions Mordicus

Tisseron, S., Les dangers de la télé pour les bébés, Non au formatage des cerveaux, Erès

CHILDREN'S FIRST BOOKS AND NEW MULTIMODAL WORD ART PEDAGOGY ENRICHING THE DEVELOPMENT OF CHILD'S PHONOLOGICAL PROCESSES AND INTERACTION

PIRJO SUVILEHTO

University of Oulu, Finland

Do babies need books? Do parents know how to use the potential of FIRST BOOKS?

The aim of the study is to seek the contents of babies first books from the 70's until 2011 in Finland. First books analysed in this study are either translations or written by Finnish authors. Babies first books are known as 'trivial picturebooks but also as genuine books of knowledge.

Books can be an essential part of the early childhood pedagogy, where an adult reader applies pedagogy of close interaction with the baby, as well later with the toddler.

Some recent first books include strict instructions how to act with the baby in many ways: an adult shall whisper, sing, peak the lyrics, poems and rhymes and at the same time take a peekaboo, swing, different voices, paces, and caress the child. Reading a book to the baby is also an important opportunity to raise emotions.

This research paper discusses various kinds of first books: what they are like, how they try to give different kind of information, how «artistic» they are and how they include multiple ways for supporting the child's early cognitions.

First books are essential in the sense, that they introduce a child to a path of sounds, rhymes, words, meanings, stories and selfexpression. By means of a fantasy and art of words an adult may catch a straight way into the child's world. They can communicate and interact via the fantasy, poem or book that has just been read.

Education of the child starts from the birth and is promoted by means of first books. Books, developed over centuries and especially the recent decades, can be powerful «tools» in language acquisition in the early childhood. First books and their pedagogy are suitable for babies and their parents from the age of three month to three years.

In this study fist books will be analysed and the future analyse will be discussed.

Keywords: first book, literacy, shared book reading, baby interaction, word art pedagogy

Bibliography

- Suvilehto, Pirjo (2008): Luova kirjoittaminen psyykkisen tulpan avaajana. Oulu: Oulun yliopisto. Creative writing as an opener of child's emotional blocks. Doctoral thesis.
Suvilehto, Pirjo (2010): Lapsosen loruja. Helsinki: Tammi.
Suvilehto, Pirjo (2010) Lapsosen lähellä. Helsinki: Tammi.
Suvilehto, Pirjo (2010): Eläimet heitettiin meren pohjaan.
Suvilehto, Pirjo (2005): herra O:n kirjeeseen. Helsinki: Runogalleria.
Suvilehto, Pirjo (2007): Viime yönä Sigismund. Tornio: Rajalla.
Suvilehto, Pirjo (2006): Teehetki, Helsinki: Minerva.
Suvilehto, Pirjo (2007): Vihreä tee. Hyvinvointia ja terveyttä, Jyväskylä: Atena.
Suvilehto, Pirjo (2008): Teehetkien herkut. Helsinki: Sitruuna.
Suvilehto, Pirjo (2009): Maistuisiko yrttitee. Helsinki: Minerva.

YOUNG CHILDREN AND DIGITAL CITIZENSHIP

ELS SCHELLEKENS

INHOLLAND University, Lectoraat Ontwikkelingsgericht Onderwijs, P.O.box 558 2003 RN Haarlem

Nowadays young children are digital natives. In many families they start using the internet and educational software. This means there is an urgent need for promoting 'media awareness' and 'digital citizenship'. At the same time, children should develop a variety of social competences: a strong sense of self, building sound relations with others and being a constructive group-member.

The aim of the project Our Classroom, My World (OCMW) is to find out and to describe what works in the classroom in the field of social competence, where possible with the use of ICT. Together with the teachers we analyze the needs of the group in the social field and how computers and / or digital camera's can contribute in a meaningful way. In the project we focus on three themes: Identity, Social relations and the Group (as an aspect of Citizenship) for each of which we develop and publish successful practices. All activities involve communication (oral, reading, writing, drama) about items that are important for the individual child and the group, e.g.: publishing a self-portrait on the internet, cooperate with partners of different backgrounds and participate in classroom consultations. ICT brings opportunities to communicate with the outer-world and proves to be a highly motivating factor for most children. In a natural way they experiment with the internet, its pitfalls (e.g.: sharing personal information too thoughtlessly) and its strengths (communicate with others all over the world; building a personal file; a classrooms weblog as a shared forum in which children publish reports, illustrated with their own pictures). These early experiences and deliberations will help children to become prudent ict-users. The teachers state that the methodology OCMW provides them with tools to implementing activities which promote social inclusion, respect for diversity and group responsibility in a coherent way, integrated in the daily classroom practice.

In the poster presentation I introduce the project *Our Classroom, My World*, a methodology to foster social competences and digital citizenship in early childhood education. The themes are derived from a review of literature on social competence and are further developed for educational practice in cooperation with teachers of seven schools in the grades 1 to 4 (4-8 year olds). The focus is on bringing the social dimension into regular language teaching practices with a strong effort to incorporate the use of ICT in a meaningful way. The research includes the monitoring of and evaluation of the methodology, in close cooperation with the teachers (action research). In the presentation I will focus on the development of the methodology and teacher's evaluations of the effects of their interventions.

Keywords: ICT, digital citizenship, new media, social competence, language education

LE PROCESSUS D'ÉVALUATION DE LA QUALITÉ: UN OUTIL PROFESSIONNEL ET UN BUT DE FORMATION

VALENTINA CHIESA MILLAR ¹, ANNE-MARIE DEL OLMO ²

¹ ESEDE, Conches, Genève

² SPEPS, Genève

Cette communication s'inscrit dans le cadre d'une collaboration entre cinq institutions de la petite enfance subventionnée par la Ville de Genève et l'Ecole supérieure d'éducatrices et d'éducateurs de l'enfance du Centre de formation professionnelle santé et social du Canton de Genève. Cette recherche pratique postule que les éducateurs et éducatrices de l'enfance outillés par des compétences acquises en formation s'enrichissent par des expériences collectives réalisées sur le terrain, pour assurer des pratiques éducatives quotidiennes d'une pertinence trop souvent ignorée.

Le présent projet prévoit de rendre visibles deux axes. D'une part il s'agit de mettre en lumière une pratique à l'œuvre dans un secteur et d'autre part il s'agit de comprendre comment ces pratiques nourrissent les dispositifs de formation. Ce mouvement continu sera analysé à propos de la notion de qualité des milieux d'accueil de la petite enfance et des modalités de son évaluation, ainsi que de la démarche d'évaluation en tant qu'objet d'enseignement dans le cadre de la formation des futurs éducateurs de l'enfance.

Du côté de la pratique nous nous intéresserons donc ici plus spécifiquement (Pirard 1994a) à l'analyse d'une pratique institutionnelle éducative et pédagogique, au type de relations à établir avec les parents et bien évidemment à la gestion des ressources humaines. Le rôle spécifique des éducateurs est de remettre en question les pratiques et les comportements antérieurs, d'être sensible à des besoins internes d'adaptation, et de les intégrer activement au processus de réflexion et de changement, ainsi que de travailler en équipe sur les objectifs et valeurs afin d'établir des critères « cibles » de définition de la qualité dans le secteur. La question centrale est dès lors la suivante: les intentions institutionnelles sont-elles en accord avec les besoins et attentes des familles qu'elles accueillent?

Les résultats préliminaires montrent des effets de la démarche sur trois plans: les enfants bénéficient des conditions visées d'une continuité et d'une stabilité dans le cadre de vie; les professionnel-le-s orientent leur prestation en direction de relations positives avec parents; l'institution devient un lieu de réflexion et de collaboration.

Du côté de la formation, le module « l'action et la responsabilité professionnelles » aborde la méthodologie de l'évaluation et les démarches qualité comme outil permettant l'amélioration des pratiques éducatives et de l'accueil de l'enfant, en considérant l'évaluation en tant que modalité d'accompagnement de l'action du professionnel. Le module sensibilise ainsi les futurs éducateurs à favoriser les processus qualité.

La mise en perspective de ces objets d'enseignements à travers le cas pratique du processus d'évaluation de la qualité de l'accueil sur le terrain vise à montrer combien les compétences cumulées par les éducateurs et les éducatrices professionnel-le-s orientent les pratiques qui en retour contribuent à l'élaboration de nouveaux savoirs. Les buts d'apprentissage tels que savoir évaluer en appliquant les critères issus de la méthodologie de l'évaluation, s'initier aux démarches qualité et décrire les exigences qu'elles impliquent s'enrichissent de la complexité de la pratique.

Car c'est bien l'alternance entre des faits théorisés dans le cadre des lieux de formations et les situations réelles que cette réflexion pointe. Les résultats préliminaires attestent de l'intention des équipes à promouvoir une éducation efficiente, c'est-à-dire une prestation utile aux enfants et aux familles. Il s'agit d'illustrer une forme d'éducation durable qui vise le respect des besoins de l'enfant et des familles.

Keywords: qualité – processus d'évaluation – action – responsabilité professionnelle - objets d'apprentissage

Bibliography

- Boss-Platière, S., Dethier, A., Fleury, C., Loutre du Pasquier, N. (2005). Accueillir le jeune enfant : quelle professionnalisation. Ramonville Saint-Agne : Erès.
- Dupont, A., Caffari – Viallon, R., Jaquet-Travaglini, P. (2003). Penser, réaliser, évaluer l'accueil en crèche. Une démarche d'équipe. Genève : Editions des deux continents.
- Paquay, L., Van Nieuwenhoven, C. & Woolers, P. (2010). L'évaluation, levier du développement professionnel ? Tensions, dispositifs, perspectives. Bruxelles : De Boeck.
- Pirard, F. (1994a). Pour un service de qualité, quoi faire ? comment ? pourquoi ? Service de pédagogie générale et de méthodologie de l'enseignement. Document de travail avec le soutien de l'Office de la naissance et de l'enfance. Université de Liège.
- Pirard, F. (1994b). Créer un programme de formation pour les professionnels de la petite enfance en Communauté germanophone de Belgique. Un enjeu pour la qualité de service. La lettre. Formation. Développement local. L'accueil de la petite enfance: évaluation, n°3, pp.12-20.

KNOWLEDGE IS POWER

PETER ENGELBREKT PETERSEN

BUPL, Blegdamsvej 124, Copenhagen Ø

The statement above is common knowledge to most people working with science and education. But many labour organisations have not acted on this statement - yet.

The Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL) has granted more than 5 millions Euro to support research and knowledge production within the field of pedagogy.

BUPL wants research that involves pedagogues

Traditional scientific knowledge is different from everyday language in the institutions. To reduce the gap between the knowledge produced by the BUPL-funded projects and the language used in praxis, we want research that involves the pedagogues.

Pedagogues are more than storytellers they can be knowledge-producers

BUPL has chosen to fund researchers that use methods that involve many pedagogues and they play an active role in the knowledge production.

In our poster presentation we will tell why a union supports research and how we use it strategically and how our members benefit from it.

Keywords: Union, Research, Funding,

QUAND LE RÉSEAU DEVIENT RAISON POUR LE SECTEUR PETITE ENFANCE

JEAN-PAUL BARI¹, MARTINE SAILLANT²

¹ ESEDE, Conches; Genève

² Secteur Espaces de Vie Infantile université, Genève

Cette communication sous forme de poster s'inscrit dans le cadre d'une collaboration entre diverses institutions de la petite enfance (IPE) subventionnées par la Ville de Genève et de l'Ecole supérieure d'éducatrices et d'éducateurs de l'enfance (ESEDE) du Centre de formation professionnelle Santé et Social (CFPS) du Canton de Genève. Le travail présenté postule que les éducatrices et éducateurs de l'enfance outillés par des compétences acquises en formation s'enrichissent par des expériences collectives réalisées sur le terrain et au sein de la cité, pour assurer des pratiques éducatives quotidiennes d'une pertinence trop souvent ignorée.

Le projet prévoit de rendre visibles quelques articulations concrètes entre concepts et théories d'une part, projets et pratiques effectives dans les IPE d'autre part, en prenant appui sur un choix d'expériences en cours au sein d'un secteur géographique « petite enfance » de la Ville de Genève. Ces expériences sont rendues indispensables par l'intention affichée des structures d'empêcher tout enfermement des pratiques professionnelles au sein de la sphère privilégiée du lieu d'accueil. C'est ainsi que d'autres institutions sociales telles les ludothèques et les bibliothèques, les maisons de quartier

et écoles, la «Coordination-Enfants» et les unités d'action communautaire, ainsi que d'autres acteurs associatifs, figurent parmi le réseau. Mais ce ne sont pas seulement des visites ou échanges d'information qui sont organisés. Ce sont de véritables projets connexes qui sont mis en place dont l'objectif principal est l'enrichissement de l'environnement des enfants. Si les enfants sont au cœur des pratiques quotidiennes, les familles sont également les bénéficiaires de ces projets. Le réseau visé devient alors d'une part plus large, mais aussi plus spécifique. En fonction des besoins, ce sont des corps professionnels tels les travailleurs sociaux, les ilotiers ou les enseignants qui peuvent être mobilisés. Mais est-ce réellement là le travail des éducateurs de l'enfance? Leur formation leur permet-elle de faire face à ces situations complexes?

Pour répondre à ces questions, nous montrerons comment les pratiques développées par les équipes de professionnels sont ancrées dans des savoirs de référence dispensés au cours de la formation et comment elles nourrissent en retour les dispositifs de formation. Ce mouvement itératif continu sera mis en évidence à partir d'expériences récentes de travail en réseau menées à l'échelle d'un quartier de la Ville de Genève.

De même, le projet vise à rendre compte de manière critique des obstacles et difficultés, ainsi que des ressources nécessaires et des conditions de réussite inhérentes à la mise en oeuvre de tout projet de travail en réseau à l'échelon local du quartier. L'ambition des équipes éducatives est grande dans ce domaine et la réalité résiste parfois. L'étude devrait permettre d'affiner les ressources formatives à mobiliser pour outiller de manière efficace les professionnels.

Keywords: Alternance théorie-pratique, travail en réseau; coéducation et citoyenneté; gestion de projets; diversité sociale et culturelle

Bibliography

- BARI Jean-Paul et EHRLER Jan (2008) Miser sur la co-éducation. Evaluation de la campagne d'information « L'Education donne de la force » dans le canton de Genève – Septembre 2006 – Juin 2007. Rapport présenté à la Commission cantonale de la famille. Genève
- JESU Frédéric (2004) Co-éduquer. Pour un développement social durable. Paris: Dunod
- LE BOTERF Guy (2004) Travailler en réseau. Partager et capitaliser les pratiques professionnelles. Paris: Editions d'Organisation
- LIBOIS Joëlle et LOSER Francis (2003) Travailler en réseau. Analyse de l'activité de partenariat dans les domaines du social, de la santé et de la petite enfance. Genève: IES Editions
- RAYNA Sylvie, RUBIO Marie-Nicole et SCHEU Henriette (sous la direction de) (2010) Parents-professionnels: la co-éducation en questions. Toulouse: Editions érès
- VANDEBROECK Michel (2008) Eduquer nos enfants à la diversité sociale, culturelle, ethnique, familiale. Ramonville Saint-Agne: Editions érès (1ère édition 2005)

L'INTÉGRATION D'ENFANTS À BESOINS SPÉCIAUX EN IPE: UNE RÉALITÉ À RENFORCER PAR DES ACTIONS DE FORMATION

SANDRA HAIDINGER-BINA, ESEDE, GENÈVE ¹, MARINA TOSI ¹, MARIELLE KUNZ FELIX ²

¹ ESEDE, Conches; Genève

² Secteur Espaces de Vie Infantile université, Genève

Cette communication s'inscrit dans le cadre d'une collaboration entre cinq institutions de la petite enfance subventionnées de la Ville de Genève et l'Ecole supérieure d'éducatrices et d'éducateurs de l'enfance du Centre de formation professionnelle santé et social du Canton de Genève. Cette recherche pratique postule que les éducateurs et éducatrices de l'enfance outillés par des compétences acquises en formation s'enrichissent par des expériences collectives réalisées sur le terrain, pour assurer des pratiques éducatives quotidiennes d'une pertinence trop souvent ignorée.

Le projet prévoit de rendre visibles deux axes. D'une part il s'agit de mettre en lumière les pratiques effectives à l'œuvre dans les IPE et d'autre part il s'agit de comprendre comment ces pratiques nourrissent les dispositifs de formation. Ce mouvement continu sera analysé ici sous l'angle du projet d'intégration d'enfants à besoins spéciaux et en situation de handicap et la question centrale se formule ainsi: quelles sont les actions pédagogiques mobilisées en faveur de l'enfant à besoins spéciaux dans le cadre d'une collectivité de type crèche ou jardin d'enfants?

Le secteur petite enfance des Bains accueille de manière systématique des enfants en situation de handicap physique, psychique ou cognitif ou porteur d'une maladie chronique et ce à plein temps ou à temps partiel. Cet accueil s'organise de manière identique aux enfants dits « ordinaires » tout en faisant intervenir des démarches adaptées à la situation d'intégration : utilisation d'outils type « programme

pédagogique individualisé », collaboration avec le réseau entourant l'enfant, aménagement de l'espace etc.

Dans cette démarche d'inclusion, les éducateurs jouent un rôle prépondérant aux côtés des parents. De par leurs « compétences-métier » orientées sur l'accompagnement du développement de l'enfant et de ses apprentissages, ces professionnels de l'éducation organisent et soutiennent les interactions de ces enfants au sein du groupe. Dans ce sens, chaque individu profite de cet accueil non seulement en développant des attitudes tolérantes et stimulantes mais également en vivant la différence comme une évidence.

Du côté des parents des enfants à besoins spéciaux ou en situation de handicap, ces accueils spécifiques leur offrent non seulement des opportunités de garde mais également des situations d'échanges valorisants.

Le programme de formation prévoit-il des unités d'enseignements suffisants pour le développement de ces compétences-métier? Le concept d'« inclusion » doit-il être enseigné dans sa dimension conceptuelle? Les premiers résultats montrent qu'une focale est actuellement mise sur les notions d'observation de l'enfant, de développement individuel de l'enfant dans une dimension collective et d'intégration. Les enseignements sont dispensés dans trois modules, « L'enfant de 0-4 ans: des sujets en devenir », « la co-éducation: vers une solidarité éducative », « l'action et la responsabilité professionnelles ». Une évolution semble nécessaire et sera exposée dans le cadre du poster.

Cette recherche pratique montre combien les compétences cumulées par les éducateurs et éducatrices professionnel-le-s orientent les pratiques qui en retour contribuent à l'élaboration de nouveaux savoirs. Les enfants à besoins spéciaux doivent rencontrer des professionnels outillés pour leur spécificité et c'est ici la pratique qui renforce le contenu de formation.

Keywords: Alternance théorie- pratique, intégration, enfant à besoins spéciaux, actions pédagogiques, compétences-métiers

Bibliography

Isaline Panchaud Migrone, in : actes de la journée d'études genevoises de la petite enfance, « l'inclusion préscolaire : donner sa place à l'enfant en situation de handicap et sa famille » , FOCPE, mars 2007

Detraux Jean Jacques, in : Européen Electronic journal on inclusive Education in Europe, « intégrer un enfant handicapé dans un milieu éducatif non spécialisé, une perspective développementale, 1996

Chatelanat Gisela, Panchaud Migrone Isaline, Petites personnes, grands projets, projets pédagogiques pour jeunes enfants handicapés, ed ZSH, 1996

Plaisance Eric, Bouve Catherine, Schneider Cornelia, Petite enfance et handicap, in recherche et prévision n° 84 juin 2006

Plaisance Eric, Petite enfance et handicap, in dossier d'étude, Université RenéDescartes, Paris V, n° 66, 2005

Petite enfance 5, lettre d'information de la délégation à la petite enfance, mars 2009

Gérard Sansévy, in : Théories de l'action et éducation, ss la dir de : Jean Michel Baudoin et Janette Friedrich, théorie de l'action et action du professeur, de Boeck, 2001

Présentation de la crèche la Nichée

Plan d'études cadre, PEC de l'école supérieur en éducation de l'enfance

Petite enfance, grands défis, rapport OCDE, 2007

UNE ÉDUCATION CONTINUE POUR UN DÉVELOPPEMENT DURABLE

ANTOINETTE AEBERSOLD ¹, MARIE-JOSÉ VAUDROZ ²

¹ ESEDE, Conches, Genève

² Secteur petite enfance de Plainpalais EVE des Minoteries, Genève

Cette communication s'inscrit dans le cadre d'une collaboration entre cinq institutions de la petite enfance subventionnées par la Ville de Genève et l'Ecole supérieure d'éducatrices et d'éducateurs de l'enfance du Centre de formation professionnelle santé et social du Canton de Genève (ESEDE). Cette recherche pratique postule que les éducateurs et éducatrices de l'enfance outillés par des compétences acquises en formation s'enrichissent par des expériences collectives réalisées sur le terrain, pour assurer des pratiques éducatives quotidiennes d'une pertinence trop souvent ignorée.

Le projet prévoit de rendre visible deux axes. D'une part il s'agit de mettre en lumière les pratiques effectives à l'œuvre dans les IPE et d'autre part il s'agit de comprendre comment ces pratiques nourrissent les dispositifs de formation au travers d'une question centrale: comment sensibiliser adultes et

enfants au développement durable? Plus spécifiquement, quel projet concret mettre en place pour éduquer au respect de l'environnement en mettant en exergue la valeur des ressources ainsi que les rythmes biologiques de l'humain et de la nature? Comment ancrer dans une institution de la petite enfance une démarche citoyenne pour « répondre aux besoins du présent sans compromettre la capacité des générations futures de répondre aux leurs »? (1987)¹.

Nous présenterons une démarche pédagogique mise en place sous l'angle Agenda 212 au sein d'une institution de la petite enfance qui s'est intitulée «Projet « Re-Sourçable » 3 et nous montrerons comment cette institution respecte les engagements d'Aalborg (2011) à propos d'une alimentation répondant au label GRTA.

Plus les éducateurs de l'enfance sont sensibilisés à l'importance du respect des ressources et de la qualité de l'environnement, plus ils mettront en place des projets éducatifs et fonctionnels qui vont dans ce sens. Dès lors, ces orientations sont incontournables dans la formation des éducateurs et ils figurent actuellement dans le plan d'études cadre suisse. C'est dans le cadre du module intitulé «projets dans l'éducation et processus de changement» que l'ESEDE transmet les compétences nécessaires à la mise en œuvre de cet aspect. La notion de co-éducation est aussi un concept nécessaire à ces projets : c'est grâce à la coopération active et éclairée de tous les intervenants de la sphère éducative que les valeurs l'éducation prend tout son sens c'est le message d'un autre module de formation.

Les résultats attestent de l'intention des équipes à promouvoir une éducation efficiente, c'est-à-dire une prestation utile aux enfants et aux familles. Il s'agit d'illustrer une forme d'éducation durable qui vise le respect des besoins des enfants et des familles. Le poster évoquera le travail de réflexion et de sensibilisation réalisé lors des colloques et soutenu par un questionnaire. Ces démarches ont abouti à des réalisations concrètes tels que des films et des gestes quotidiens. Les enfants sont sensibilisés à l'économie des ressources (lumière, eau, nourriture, matériel) et au respect du monde végétal et animal. Ils ont appris à repérer les différents pictogrammes et à trier les déchets. Ils vont régulièrement en petit groupe récupérer du matériel chez les commerçants du quartier et créent à partir de celui-ci. L'étude montre aussi que les professionnel-le-s sont plus attentifs à leur consommation, au choix du matériel.

Keywords: développement durable, démarche citoyenne, alternance théorie-pratique, co-éducation

SOUTIEN À LA FORMATION: LA «CURIOSITÉ» MOTRICE DES PRATIQUES ET DE L'ÉTUDE

ORIANA BRUECKER ¹, CHANTAL CLOPT NEUECELLE ¹, ANNE DURUZ ²

¹ ESEDE, Conches, Genève

² Secteur petite enfance - Charmilles, Genève

Cette communication s'inscrit dans le cadre d'une collaboration entre cinq institutions de la petite enfance de la Ville de Genève et l'École supérieure d'éducatrices et d'éducateurs de l'enfance du Centre de formation professionnelle santé et social du Canton de Genève. Cette recherche pratique postule que les éducateurs et éducatrices de l'enfance outillés par des compétences acquises en formation s'enrichissent par des expériences collectives réalisées sur le terrain, pour assurer des pratiques éducatives quotidiennes d'une pertinence trop souvent ignorée.

Le projet prévoit de rendre visibles deux axes. D'une part il s'agit de mettre en lumière les pratiques effectives à l'œuvre dans les IPE et d'autre part il s'agit de comprendre comment ces pratiques nourrissent les dispositifs de formation. Ce mouvement continu sera analysé sous l'angle du concept de la curiosité, des théories de la motivation (Maslow, 1954 et Levy-Leboyer, 2006) et de l'éthique du care (Gilligan, 1982).

Nous partons du postulat que la curiosité en général et professionnelle en particulier permet non seulement l'acquisition du savoir mais également et surtout le transfert de ce savoir sur le terrain avec un effet « contaminant » sur l'équipe éducative et sur l'ensemble de l'institution. En d'autres termes, notre champ de recherche va porter sur l'articulation nécessaire entre comment le terrain peut nourrir l'école et comment l'école peut nourrir le terrain. C'est ce va et vient permanent qui nous semble être porteur de valorisation, de reconnaissance et de professionnalisme.

Nous nous intéresserons plus spécifiquement à la thématique générale de la motivation de l'étudiant-éducateur en formation. Nous mettrons en évidence comment des espaces de remise en question et de valorisation, à l'école et sur le terrain, permettent à l'apprenant d'engager ses responsabilités individuelles (Bosse-Platière, Déthier, Fleury & Loutre-du-Pasquier, 2001).

À Genève, le jeune qui démarre une formation en éducation de l'enfance a fait plusieurs mois de stage

et réussi un concours sélectif d'admission à l'école. Est-ce un indice suffisant en terme de motivation? Vis-à-vis de lui, l'école et l'IPE assument une tâche de formation: l'école en dispensant un programme de cours et l'IPE en accompagnant sa formation pratique sur le terrain. Les attentes en terme de «curiosité» et de «motivation» doivent-elles être les mêmes dans les institutions? Dès lors, l'enjeu de ce poster est de montrer qu'il s'agit pour l'école de former un étudiant qui puisse s'adapter au terrain et pour l'IPE de mobiliser les ressources internes et externes afin d'accueillir l'étudiant. Les deux institutions (école et terrain) forment le jeune et, en même temps, contribuent à la professionnalisation du métier (Eméry & Gonin, 2006).

Entouré de collègues ou formateurs qui acceptent de se remettre en question et encouragent ses initiatives personnelles, l'apprenant assume activement ses responsabilités. Nous postulons qu'une formation qui est attentive aux besoins d'estime et de réalisation de soi du jeune (Maslow, 1954) favorise aussi l'apprentissage d'un geste professionnel attentif aux besoins des enfants (Gilligan, 1982). Le poster montrera d'une part comment l'adaptabilité des collaborateurs à l'évolution du métier valorise les apprenants, et d'autre part se focalisera sur les remises en question des professionnels et des étudiants dans une perspective d'«institution en formation» (Ha Vinh, 2010).

Keywords: alternance théorie-pratique, curiosité, motivation, «institution en formation»

Bibliography

- Bosse-Platière Suzon, Déthier Anne, Fleury Chantal & Loutre-du-Pasquier Nathalie (2001) Accueillir le jeune enfant : Quelle professionnalisation ? Ramonville Saint-Agne : érès
 Eméry Yves & Gonin François (2006) Dynamiser la gestion des ressources humaines. Lausanne : Presses polytechniques et universitaires romandes
 Gilligan Carole (1986) Une voix différente. Paris: Flammarion;
 Ha Vinh Tho (2010) «La formation au défi de l'expérience. Apprendre avec et contre son expérience». Conférence. L'expérience en formation: corps, langage et transmission dans les dispositifs de formation des adultes. Genève: Laboratoire RIFT. Faculté de psychologie et des sciences de l'éducation de l'Université de Genève;
 Levy-Leboyer Claude (2006). La motivation au travail. Modèles et stratégies. Paris: Éditions d'organisation
 Maslow Abraham Harold (2008) Devenir le meilleur de soi-même. Besoins fondamentaux, motivation et personnalité. Paris: Eyrolles

STRENGTHENING EARLY CHILDHOOD PROFESSIONAL CAPACITY FOR DIVERSE EARLY LEARNING CONTEXTS

ALISON ELLIOTT

Faculty of Education and Social Work, University of Sydney

This presentation focuses on policy and implementation issues around strengthening the expertise and qualifications of early childhood educators in an Australian context to meet contemporary socio-educational challenges. Australia has one of the most comprehensive early childhood education and care systems in the world, with a national early learning curriculum framework, high standards of care and education, and a national approach to quality assurance. However, there are challenges in building early childhood workforce capacity. This paper outlines some of the impediments to strengthening the quality of the early childhood workforce and provides a picture of the early childhood education professional preparation landscape in Australia. Specifically, it highlights the unique challenges of professional preparation for vastly different contexts such as very remote communities where early childhood services cater for predominantly Indigenous children and where English is an additional (and minority) language, for other communities who value bilingual education, for the large multi purpose, integrated children's services in major urban and regional communities, for home based family day care, and for the smaller, dedicated preschools catering for children in the year before school. It considers the effectiveness of different approaches to professional preparation from the academically rigorous Master of Teaching program for graduates who want to teach children aged birth to 5 years and the more traditional 4 year integrated Bachelor of Education (Early Childhood) degrees with integrated internship components, to the diverse range of 'in-service' and on-going professional development programs that capitalise on job-based experiences as a foundation for learning and professional growth. These examples are considered in the light of accomplishing the socio-educational mission of early childhood education nationally and globally today and tomorrow.

Keywords: early childhood teacher preparation, diverse communities, professionalisation, quality programs.

SALLE / ROOM 0160
JEUDI / Thursday 15 & VENDREDI / FRIDAY 16
POSTERS

Zlatka Cugmas

Relation between children's play activities and their attachment to kindergarten teachers

Debra Page, Cristina McKean, Kathy Wesoloski

Understanding what matters: Exploring predictors of resilient, stable and declining trajectories from Early Years to formal schooling in socially disadvantaged

Debra Page

Does the Early Years Foundation Stage Profile accurately identify children with difficulties in language, communication and social and emotional development?

Vera Maria Vasconcellos, Cassia Cristina Barreto, Ana Rosa Moreira

Experience with older Partners and the Child development in Child Care Center

Elena Gorlova

Psychological conditions for developmental work with parents and young children

Tina Gadow

Health promotion in German day-care centres

Shopina Zhanna

«Another's» imagination as a means of developmental education at an early age

Mare Tuisk, Airi Kuk

Pupils bring their preceding childhood along to school

Maria Sakellariou

Religious and Intercultural Education through the parents' of preschool and early school aged children perspective

Fridunn Tørå Karsrud, Anne W. Norstrand

How oral telling of stories based in a local community contributes to develop childrens identity, relationship to place and literacy.

Kristiina Tropp, Airi Niilo, Anne Raam

Trust and cooperation between novice teacher and mentor during the induction year.

Elisabeth Hovde Johannesen, Julie Laurantsen

Modern Picture Book : how to read? how to respond?

Galina Mishina

Approach to concept and periodization of speech from birth to 3 years from the standpoint of the theory of Vygotsky

Stefan Faas

Promoting Language Skills in Kindergarten and Day Care: A vocational requirement and expertise profile for teachers

Taku Kousokabe

Teacher identity-forming process in japanese public nursery school

Ching-Yuan Hsiao, Chao-Yu Chen

A Probe into English Teachers' Cultural Knowledge and Awareness in Kindergartens in Taiwan

Madelaine Lockwood

Developing critical thinking as part of the process of becoming an early years teacher: tutor and students learning together.

Li-Chen Wang

Humorous Language Play in Young EFL Learners' Peer Talk

Angela Coutinho

The Social Action of Babies in Nursery

SALLE / ROOM 0170
JEUDI / Thursday 15 & VENDREDI / FRIDAY 16
POSTERS

Rosinete Schmitt , Eloisa Candal Rocha
"Mais je ne parle pas leur langue!": Relations sociales des bébés dans la crèche.

Evelyn Neudorf, Aino Ugaste, Maire Tuul
Co-operation between parents and preschool teachers – the possibility to support together the child's all-round development

Anna Cox
Bridges to school: Following trainee teachers from the University into their first teaching rôles

Ellen Holst Buaas, Kari Hoås Moen
Teaching History and Tradition in Early Childhood Institutions

Moniak Röhle, Elisabeth Ianke Mørkeseth
Toddler : Towards opportunities for Disadvantaged and Diverse Learners on the Early childhood Road. A European funded Comenius Project

Miwako Hoshi-Watanabe, Nobuko Kamigaichi, Miho Mukai, Miho Shiozaki
Support mothers by the reactivation of local community; an aspect of "child rearing support system" of Japan

Soo-Young Hong , Jungwon Eum, Amy Colgrove , Gayatri Jayaraman
Preschoolers' Attitudes and Behavior toward Peers with Disabilities in Inclusive Early Childhood Classrooms

Maria Monteiro Kobayashi, Juliana de Figueiredo Pruschinski, Tatiana de Figueiredo Pruschinski
Toy book, stories and rhymes, reading to and with babies

Phyllis Schneider
Stories as a context for education-relevant language assessment

Takako Noguchi
Professional development of kindergarten teachers in Japan:
Research on teachers' narratives.

Florence Godoy, Claude Thuler
Le «banc» d'un pas vers l'autre

Claude Thuler, Sylvie Muller, Véronique Descoedres, Magda Dady, Martine Williams, Josette Laub
Oups la télé !

Pirjo Suvilehto
Children's First Books and new multimodal Word Art Pedagogy enriching the development of Child's phonological processes and interaction

Els Schellekens
Young children and digital citizenship

Valentina Chiesa Millar, Anne-Marie Del Olmo
Le processus d'évaluation de la qualité: un outil professionnel et un but de formation

Peter Engelbrekt Petersen
Knowledge is Power

Jean-Paul Bari, Martine Saillant
Quand le réseau devient raison pour le secteur petite enfance

Sandra Haidinger-Bina , Marina Tosi, Marielle Kunz Felix
L'intégration d'enfants à besoins spéciaux en IPE: une réalité à renforcer par des actions de formation

Antoinette Aebersold , Marie-José Vaudroz
Une éducation continue pour un développement durable

Oriana Bruecker , Chantal Clopt Neuvecelle , Anne Duruz
Soutien à la formation: la «curiosité» motrice des pratiques et de l'étude

Alison Elliott
Strengthening early childhood professional capacity for diverse early learning contexts

EECERA BREAKFAST WORKSHOPS
FRIDAY, 16TH SEPTEMBER 2011 07.45 – 08.45

ROOM 1130 , WORKSHOP 1:

CONDUCTING, DOCUMENTING AND ANALYSING CHILD AND FAMILY CASE STUDIES

PROFESSOR CHRIS PASCAL AND PROFESSOR TONY BERTRAM, CREC

This practical workshop will support those who wish to use a case study approach to document and evaluate the functioning and impact of children's services. The workshop will offer a simple means of systematically, rigorously and ethically gathering evidence with children and families about their needs, how they use and experience services and the impact of these services on their lives. Through practical examples and case study analysis it is hoped that the workshop will increase the awareness of the professional and personal demands and skills involved in developing and implementing a manageable, coherent and rigorous evaluative case study methodology.

ROOM 1140, WORKSHOP 2:

DEVELOPING EDUCATIONAL THEORY THROUGH PRAXIOLOGICAL RESEARCH: THEORETICAL, PRACTICAL AND ETHICAL DEBATES

PROFESSOR JÚLIA FORMOSINHO AND PROFESSOR JOÃO FORMOSINHO, UNIVERSIDADE DO MINHO

Processes of change and innovation are complex but needed in order to create quality and equality in early childhood services. This workshop will dialogue around theoretical, methodological, practical and ethical issues that arise when researchers want to conduct research that create better schools, learning with the change processes and construct knowledge throughout the processes. The challenges that face praxiological research need to be seen as space for dialogical co-construction.

ROOM 1150, WORKSHOP 3:

MANAGING YOUR LITERATURE REVIEW

CAROLINE SHARP, NFER

This workshop is aimed at people who are relatively new to literature review. Do you need to produce a literature review for academic study, or just want some tips on how to do a quick online search? This session is aimed at anyone who wants some help in managing a literature review or desk study. It will cover different types of review and the stages involved. This workshop will offer opportunities to share experiences and to seek advice on making your review manageable and even fun!

ROOM 1160, WORKSHOP 4:

PUBLISHING IN ACADEMIC JOURNALS: TIPS TO HELP YOU SUCCEED

KATIE PEACE, ROUTLEDGE

This presentation is aimed as an instructional talk (lasting 30-40 minutes) to post-grads and academics new to the complex world of getting published in international peer reviewed journals. It will revolve around the European Early Childhood Education Research Journal and members of the Editorial Board of the journal will attend to answer questions from the floor. In the academic world, publishing papers in academic journals is becoming increasingly important for all academics, especially those starting their careers. The process of submitting a paper to a journal, understanding the peer review process and getting your paper accepted is a mysterious world. In this presentation you will find out how to choose the best journal for your paper, how to prepare the perfect manuscript and find out the top ten reasons why your paper could be rejected.

ROOM 1170 , WORKSHOP 5:

THE ROMA EARLY CHILDHOOD INCLUSION (RECI) RESEARCH PROJECT, OPEN SOCIETY, THE ROMA EDUCATION FUND, UNICEF AND JOHN BENNETT

In response to this situation, the Open Society Institute, the Roma Education Fund, and UNICEF initiated the Roma Early Childhood Inclusion (RECI) Research Project. The purpose of the project was to gather data and information about the inclusion of young Roma children in the early childhood services of four Central and Eastern European (CEE) countries: the Czech Republic, FYROM (Former Yugoslav Republic of Macedonia), Hungary and Romania. For each country, a national Roma Early Childhood Inclusion Report was researched by national experts in the field of early childhood and Roma inclusion. These national reports identified the priority early childhood policy issues and concerns in respect of Roma families and children. They were grounded in both normative values (e.g. the basic rights of children and minority groups as outlined in the UN Conventions and EU Directive 2000/73 of 29 June 2007) and data-based investigation. The Reports placed a strong emphasis on the issues faced by Roma families and children in accessing early childhood development services. Each report was validated through stakeholder interviews and Roma focus groups and finally, through a national meeting of all the stakeholders, including government representatives and international experts. The final chapter of each national report, in which recommendations were made, was written after the national consultation meeting.

The Roma population is the largest ethnic minority in the EU, numbering around 10-12 million people, living in all Member States, but concentrated in Central and South Eastern Europe. Their situation is characterized by severe poverty and persistent discrimination. European and national opinion surveys show that many Europeans have negative views on this group, which are often based on stereotypes and prejudice.

The Roma population is young: 35.7% are under 15 compared to 15.7% of the EU population overall. Roma children now make up 10 to 20% of the school populations in several countries. Given the high fertility rate of Roma families and, in contrast, their low life expectancy rate (in general, Roma adults live 10 years less than the European average), around 12% of the Roma population are children under 6 years. In terms of early childhood services, this means that Europe must address the needs of 1.5 million young Roma children, that is, roughly equivalent to the entire age group 0-5 years of the Nordic countries combined.

Many of the key areas for Roma inclusion - education, employment, social inclusion, health services, gender equality or infrastructure and urban planning - are mainly or entirely national responsibilities. A European platform for Roma inclusion was launched under the Czech Presidency in April 2009. Its aims are to improve the co-ordination of national actions to tackle the exclusion of the Roma people and to set clear policy goals. The European Platform aims to improve the situation of Roma families in education, employment, health and housing. Improvements in these areas – plus greater equity and social justice in our societies – are necessary for the inclusion and persistence of Roma children in public education systems.

The *Reports* placed a strong emphasis on the issues faced by Roma families and children in accessing early childhood development services. Each report was validated through stakeholder interviews and Roma focus groups and finally, through a national meeting of all the stakeholders, including government representatives and international experts. The final chapter of each national report, in which recommendations were made, was written after the national consultation meeting.

PERIOD A - Thursday / 15 / Jeudi
 SELF-ORGANIZED **SYMPOSIUM** AUTO-ORGANISÉ
14:00 15:30

	TITLE of the SYMPOSIUM - TITRE du SYMPOSIUM	ANIMATION / CHAIR	salle / room P = PIGNON
A1	L'intervention éducative et la matérialité comme source et ressource du développement psychologique au sein de contextes différenciés	Christiane MORO	2140
A2	Play in nature, sustainable development	Ingrid ENGDAHL	2150
A3	Italian "partecipazione" as cultural value and performance-based means (and meaning) of quality early care and education.	Rebecca NEW	1130
A5	Child care quality - its impact on children and teachers	Margaret SIMS	1140
A6	Understanding infants' lives in early childhood education and care: Theoretical, methodological and policy possibilities	Jennifer SUMSION	1150
A7	Children's places and the outdoor environment	Tim WALLER	1160
A8	Gender in peer- and adult-child-relations in ECEC	Tim ROHRMANN	1170
A9	Learning Cultures in Early Childhood Education. Symposium I	Anita BERGER	1193
A10	New Challenges in Leadership Strategies in Early Childhood Education and Care	Ole Frederik LILLEMUR	2130

PERIOD A - Thursday / 15 / Jeudi
WORKSHOP
14:00 15:30

	TITLE of the WORKSHOP- TITRE du WORKSHOP	ANIMATION / CHAIR	salle
A11	Agentivity	Geneviève PETITPIERRE	2020
A12	Assessment of children	Sara BARROS ARAUJO	3393
A13	Bilingualism in early childhood	Gisela CHATELANAT	3141
A14	Challenges for research in early childhood settings	Paola RICHARD DE PAOLIS	4189
A15	Children's construction of identity: social and physical interactions in institutions	Sue DOCKETT	4193
A16	Children-objects interactions and development	Glais CORDEIRO	4389
A17	Conceiving professional training I	Sandra HAIDIGER-BINA	4393
A18	Continuity and breaking points in the curriculum of young children : 3 approaches	Aline W. DUNLOP	5141
A19	Cooperation with parents I	Michèle SCHÄRER	5189
A20	Des situations familiales contrastées	Fabienne GUINCHARD	5193
A21	Development of concepts by young children	Alain CLEMENCE	P1
A22	Early learning or valorization of «Slow Education»	Carmel BRENNAN	P2
A23	Educational practices: representations and intentions	Lee KESSLER	P3
A24	Educational supports	Hazel WRIGHT	P4
A25	Emancipatory research	Deborah HARCOURT	P5
A26	Enfance et développement	Véronique Desponds	P6

PERIOD B - Thursday / 15 / Jeudi

 SELF-ORGANIZED **SYMPOSIUM** AUTO-ORGANISÉ

16:00 17:30

	TITLE of the SYMPOSIUM - TITRE du SYMPOSIUM	ANIMATION / CHAIR	salle
B1	<i>L'objet comme vecteur de développement psychologique au travers de l'intervention éducative</i>	Christiane MORO	P4
B2	<i>Working with under-threes: developing an integrative approach to education, care and health.</i>	Bronwen COHEN	P5
B3	<i>Parents, families, practitioners and researchers: Collaboratively developing emancipatory research methodologies</i>	Kate HAYWARD	1130
B4	<i>Recherche, pratiques et politiques éducatives : l'apport de l'interdisciplinarité pour travailler les questions liées à l'accueil de l'enfance</i>	Quentin VERNIERS	1140
B5	<i>Toddlers everyday life in preschool and at home - the development in Denmark, Norway and Sweden</i>	Anne GREVE	1150
B6	<i>New Paradigms for Early Childhood Research</i>	Tony BERTRAM	1160
B7	<i>Striving for 'inclusion' as opposed to 'integration': exploring parents' and professional perspectives in Belgian ECEC practices</i>	Katrien VAN LAERE	1170
B8	<i>L'intervention du genre dans différentes étapes de l'éducation de l'enfant</i>	Fassa RECROSIO	1193
B9	<i>Learning Cultures in Early Childhood Education. Symposium II</i>	Anita BERGE	2130

PERIOD B - Thursday / 15 / Jeudi
WORKSHOP
16:00 17:30

	TITLE of the WORKSHOP - TITRE du WORKSHOP	ANIMATION / CHAIR	salle
B11	Evaluation of family environment and child development	Glais CORDEIRO	3393
B12	Evaluation of politics and quality	Gil MEYER	3141
B13	Health issues: prevention, therapy and quality of live	Mike GASPER	2140
B14	How to observe and talk about children and their life in institutions	Alain CLEMENCE	2150
B15	Improving one's professional practices: various approaches	Renata PEGORARO	2160
B16	Computer use and language development	Marion BRENNAN	2170
B17	Conceiving professional training II	Sandra HALDINGER BINA	2193
B18	Institutional transitions addressed by three complementary theoretical and methodological approaches	Denise HEVEY	4189
B19	Cooperation with parents II	Eleni LOIZOU	4193
B20	Jeu et expression	Agnès RAKOCZKY	4389
B21	Early mathematics	Natalie CANNING	4393
B22	Investing in the quality of child services I	Marie-Françoise De TASSIGNY	P1
B24	Inclusion and transitions	Geneviève PETITPIERRE	P2
B26	Inclusion et différences	Annelyse SPACK	P3

PERIOD C - Friday / 16 / VendrediSELF-ORGANIZED **SYMPOSIUM** AUTO-ORGANISÉ**09:00 10:30**

	TITLE of the SYMPOSIUM - TITRE du SYMPOSIUM	ANIMATION / CHAIR	salle
C1	<i>Children and Adults in Early Childhood Education: Exploration of self, others, and the world in the daily life</i>	Maria Inès GOULART	5189
C2	<i>Preschool teachers view on children's learning - A voice from Sweden, Denmark, Estonia, Germany, Greece, and Australia</i>	Stig BROSTROEM	5193
C3	<i>Children as leaders, decision-makers and advocates: play, spaces and pedagogy.</i>	Margy WHALLEY	1130
C4	<i>Développer la pensée réflexive dans les métiers de l'enfance: un enjeu pour la formation initiale et l'accompagnement de terrain</i>	Sylvie RAYNA	1140
C5	<i>Children's Voices</i>	Johanna EINARSDOTTIR	1150
C6	<i>"It is a risk, but a risk worth taking!" : reviewing practice using an approach of practical philosophy</i>	Anne GREY	1160
C7	<i>Participation de l'enfant : un droit et un devoir en faveur de la qualité de l'accueil</i>	Fabienne GUINCHARD-HAYWARD	1170
C8	<i>Approches et représentations de l'enfant 'noir' et 'de couleur' dans l'éducation de la petite enfance</i>	Véronique FRANCIS	1193
C9	<i>Values and gender communicated between teachers and children in Norwegian and Swedish preschools</i>	Eva JOHANSSONS	2130
C10	<i>Leadership in Norwegian kindergartens</i>	Gry HJORTDAL	2140

PERIOD C - Friday / 16 / Vendredi**WORKSHOP****09:00 10:30**

	TITLE of the WORKSHOP - TITRE du WORKSHOP	ANIMATION / CHAIR	salle
C11	Intercultural pedagogy	Paola RICHARD-DE PAOLIS	3393
C12	Multimedia	Rebecca NEW	3141
C13	Strengthening the professional capacity	Victoria WHITTINGTON	2150
C14	Numeric technologies and learning	Brownen COHEN	2160
C15	Outdoor play development	Elly SINGER	2170
C16	Learning environment	Carole DUFFY	2193
C17	Conceiving professional training III	Astrid THOMMAN JEANNERET	4189
C18	Parents' expectations	Marianne MODAK	4193
C19	Pedagogical initiatives I	Linda MITCHELL	4389
C20	L'enfance: un concept en évolution	Annelise SPACK	4393
C21	Perspectives in favor of democratic education	Alain CLEMENCE	P1
C22	Investing in the quality of child services II	Liz BROOKER	P2
C23	Perspectives on professional career	Lee KESSLER	P3

PERIOD C - Friday / 16 / Vendredi
WORKSHOP
09:00 10:30

C24	Inclusion, diversity and education for all	Margaret SIMMS	P4
C25	Language and culture	Christian WINTERBOTTOM	P5
C26	Les enfants ne sont pas tous les mêmes	Gil MEYER	P6

PERIOD D - Friday / 16 / Vendredi
SELF-ORGANIZED SYMPOSIUM AUTO-ORGANISÉ
11:00 12:30

	TITLE of the SYMPOSIUM - TITRE du SYMPOSIUM	ANIMATION / CHAIR	
D1	<i>Collaboration avec les parents et lien avec l'environnement: quelles compétences et quelles formations pour les professionnels de l'éducation?</i>	Myriam MONY	5189
D2	<i>Trois aspects de l'approche piklérienne dans une collectivité : langage, matériel de jeu, relation individualisée</i>	Agnès RAKOCZY	5193
D3	<i>Kindergarten teachers : Experts in a field of lay(wo)men?</i>	Gerd Sylvi STEINNES	1130
D4	<i>La cellule socioéducative, un outil au service des institutions pour l'enfance lausannoises</i>	Claude THÜLER	1140
D5	<i>Children's voices II</i>	Johanna EINARSDOTTIR	1150
D6	<i>Theorising transition - Symposium 1</i>	Sally PETERS	1160
D7	<i>Blind spots in the Professionalization of Educators</i>	Miriam DAMROW	1170
D8	<i>More men in ECE: Strategies towards a gender-balanced work force</i>	Tim ROHRMANN	1193
D9	<i>Sense and meanings of being an ECE teacher: a study with first year students of Pedagogy in three Brazilian states.</i>	Lenira HADDAD	2130
D10	<i>A new bachelor for the youngest children focuses on Pedagogical Guidance</i>	Jan PEETERS	2140

PERIOD D - Friday / 16 / vendredi
WORKSHOP
11:00 12:30

	TITLE of the WORKSHOP- TITRE du WORKSHOP	ANIMATION / CHAIR	
D11	Play, reading, theater: useful tools for transitions between institutions	Johao FORMOSINHO	3393
D12	Science activities	Alain CLEMENCE	3141
D13	Politics in favor of childhood	Liz DUNPHY	2150
D14	Portrait of early care through time and space	Michèle SCHÄRER	2160
D15	Professional development	Oriana BRÜCKER	2170
D16	Professional language of educators: acquisition and evolution	Gisela CHATELANAT	2193
D17	Professionalization: development of practices and modification of training	Jean-Paul BARI	4189

PERIOD D - Friday / 16 / vendredi
WORKSHOP
11:00 12:30

D18	Reading in daycare centers	Glais CORDEIRO	4193
D19	Pedagogical initiatives II	Sophie TAPPAREL	4389
D20	Penser la pratique. Quelques défis	Catherine NOËL	4393
D21	Reflexive practice and professionalism	Josephine BLEACH	P1
D22	Relationships between theory and practice in professional activities	Zenna KINGDON	P2
D23	Representations of childhood and effects on professional practices	Gil MEYER	P3
D24	Prévention et soutien à la parentalité	Karina KÜHNI	P4
D25	Relations between professionals and parents	Nicola SMITH	P5
D26	Politiques de développement de l'accueil	Isabelle KOVACS	P6

PERIOD E - Friday / 16 / Vendredi
SELF-ORGANIZED SYMPOSIUM AUTO-ORGANISÉ
16:00 17:30

	TITLE of the SYMPOSIUM - TITRE du SYMPOSIUM	ANIMATION / CHAIR	
E1	<i>Professional development strategies for low-qualified ECEC staff: valuing formal and informal learning moments.</i>	Katrien VAN LAERE	5189
E2	<i>Professionality of preschool teacher</i>	Marika VEISSON	5193
E3	<i>The longitudinal study of the role and impact of Early Years Professionals in England</i>	Tim WALLER	1130
E4	<i>(Homo)Sexuality as part of diversity – a topic in early childhood education?</i>	Wiebke WARNECKE	1140

PERIOD E - Friday / 16 / VendrediSELF-ORGANIZED **SYMPOSIUM** AUTO-ORGANISÉ**16:00 17:30**

E5	<i>Children's Conceptions of Science: Implications for School</i>	Robert LOUISELL	1150
E6	<i>Theorising transition 2</i>	Sally PETERS	1160
E7	<i>Specialist Teachers for the Early Years 3-6: The Scottish Experience</i>	Christine STEPHEN	1170
E8	<i>The role of the Home Visitor from three perspectives: initial training, impact on themselves and a personal perspective.</i>	Beth FAGAN	1193
E9	<i>Outdoor play: risk, policy and gender</i>	Ellen B. H. SANDSETER	2130
E10	<i>Multilingualism and language learning in ECEC: policy, provisions and research</i>	Rose DRURY	2140

PERIOD E - Friday / 16 / Vendredi**WORKSHOP****16:00 17:30**

TITLE of the WORKSHOP - TITRE du WORKSHOP		ANIMATION / CHAIR	
E11	School readiness and development	Glais CORDEIRO	P5
E12	Transitions to school	Anne-Marie MÜNCH	P6
E13	Programs for children and families	Michèle SCHÄRER	3393
E14	Reflectivity and Expertise	Bridget EGAN	2150
E15	Political debates	Marie-Françoise De TASSIGNY	2160
E16	Social and physical interactions	Colette GRAY	2170
E17	Reflexive practice in professional training of educators	Joanna FREITAS	2193
E19	Symbolic activities	Alain CLEMENCE	4189
E20	Questions de formation	Gil MEYER	4193
E21	Social interactions supports	Sophje TAPPAREL	4389
E22	Teachers-children interactions in early childhood education	Susan KRIEG	4393
E23	Teaching socio-emotional abilities	Geneviève PETITPIERRE	P1
E24	The child in the center	Iris DUHN	P2
E26	Travail avec les familles	Fabienne GUINCHARD	P3
E27	New issues in Professionalization and Programs	Gisela CHATELANAT	P4

PERIOD F - Saturday / 17 / Samedi
SELF-ORGANIZED SYMPOSIUM AUTO-ORGANISÉ
09:00 10:30

	TITLE of the SYMPOSIUM - TITRE du SYMPOSIUM	ANIMATION / CHAIR	
F1	<i>Performance evaluation of the Experimental Program of Friendly Early Childhood Educare in Taiwan</i>	Chih-Hsiu	P1
F2	<i>Policy-to-practice contexts for early childhood mathematics</i>	Carol	P2
F3	<i>Constructing the Social Professional: Cultural tools for Students of Early Childhood</i>	John	1130
F4	<i>The competent system? A critical ecologic perspective on the professionalisation of the early childhood workforce in Europe</i>	Mathias	1140
F5	<i>Parents' and educators' constructions of educational norms in the context of socioeconomically and socioculturally disadvantaged children and their families</i>	Michael	1150
F6	<i>The process of learning and building in Norwegian kindergartens focusing on the youngest children.</i>	Karin	1160
F7	<i>Outdoor playgrounds for children</i>	Trond	1170
F8	<i>Professional Transitions and Identities</i>	Gill	1193
F9	<i>Having a Story to Tell - early childhood transitions through improved communication and provision.</i>	Jane	2130
F10	<i>Les Lieux d'Accueil Enfants-Parents en France aujourd'hui : une histoire particulière aux prises avec les évolutions sociales</i>	Marie Nicole	2140

PERIOD F - Saturday / 17 / Samedi
WORKSHOP
09:00 10:30

	TITLE of the WORKSHOP- TITRE du WORKSHOP	ANIMATION / CHAIR	
F11	About secure attachment and development	Anna COX	P5
F13	Long-term perspectives for the child	Michèle SCHÄRER	P3
F14	Physical activities	Gerry MULHEARN	P4
F15	Role of mentoring in practice	Marie-Françoise De TASSIGNY	2150
F16	Communication skills in early childhood	Sophie TAPPAREL	2160
F17	Inclusion	Felicity NORTON	2170
F19	Professionalization	Jean-Paul BARI	2193
F20	Langage et développement	Paola BIANCARDI	4189
F21	Social competences and diversity	Kathy RING	4193
F22	Well being and protection	Cath ARNOLD	4389
F23	Which activities for high quality educational services?	Iliada ELIA	4393

INDEX

A

Aagje leven, 73
Aalsvoort Geerdina, 171
Abbud Ieda, 163, 222
Abramowicz Anete, 140, 141, 168
Abuchaim Beatriz, 95, 173
Ackesjö Helena, 40
Addor Philippe, 111
Aebersold Antoinette, 388
Ahrenkiel Annegrethe, 155
Akita Kiyomi, 301
Akselin Marja-Liisa, 285
Alasuutari Maarit, 99
Allen Shirley, 101
Almeida Flavia, 346
Altinkanac Senay Ozen, 35
Andrade Daniela, 204
Ang Lynn, 348
Anido Luis, 98
Argent Karen, 230, 301, 346
Arndt Ann-Kathrin, 319
Arnold Cath, 74, 75, 126, 129, 355
Aubrey Carol, 311, 312
Augusto De Oliveira Silvana, 163
Avgitidou Sofia, 171, 237
Ayachi Sabah, 240

B

Baagøe Nielsen Steen, 94
Bachmann Véronique, 186
Bäck Gabriele, 118
Bäckman Kerstin, 114
Baeriswyl Josiane, 186
Bagiati Aikaterini, 43
Balduzzi Lucia, 51
Bari Jean-Paul, 225, 348, 386
Barreto Cassia Cristina, 363
Barros Araujo Sara, 34, 234
Bassama Sophie, 245
Bateman Amanda, 296
Baton Odile, 185
Baudot Odile, 185
Bayer Martin, 174
Beausire Karine, 192, 193
Beckett Lynn, 340
Behrens Birgit, 339
Benford Joanne, 126, 128
Bennett John, 393
Berge Anita, 25, 26, 89
Berrin Akman, 35
Berthelsen Donna, 63, 119
Bertram Tony, 82, 393
Betawi Iman, 181, 223
Bhering Eliana, 95, 173
Biancardi Paola, 186, 188, 351
Blanch Silvia, 172
Bleach Josephine, 233
Blumenthal Sara, 199
Bøe Marit, 146, 147, 148
Boissonnade Romain, 257, 258
Borel Cécile, 245
Bosanello Maria Augusta, 106
Bose Kabita, 114
Bouchamma Yamina, 140, 142
Bouve Catherine, 129, 131
Bove Chiara, 12, 14
Boye Koch Anette, 355

Brandes Holger, 22, 23
Brandt Steven, 247, 249
Brennan Marion, 102, 343
Brooker Liz, 172, 173
Brostrom Stig, 58
Bruecker Oriana, 182, 222, 294, 389
Buckley Gemma, 331, 332
Bulgarelli Daniela, 100
Burger Kaspar, 219
Buyse Evelien, 284

C

Caffari-Viallon Raymonde, 186
Campos Maria Malta, 95, 173
Camus Pascale, 84, 85
Canning Natalie, 113, 330
Carey Jenny, 262, 263
Carmel Brennan, 57, 161
Carrington Suzanne, 119
Chao-Jung Lin, 32, 227
Chao-Yu Chen, 372
Chatelain Sylvie, 231, 305
Chatelanat Gisela, 5, 36, 224, 307
Cheeseman Sandra, 17, 18
Chen Shuchi, 309
Chiesa Millar Valentina, 385
Ching-Yuan Hsiao, 372
Chisnall Nicola, 134, 135
Chivers Leo, 283
Chung Kayoun, 45
Church Amelia, 296
Clavien Wil, 70
Clémence Alain, 54, 98, 170, 214, 291
Clopt Neuvecelle Chantal, 389
Coeur Fabienne, 239
Cohen Bronwen, 73, 155
Colgrove Amy, 379
Colinvaux Dominique, 234
Contini Mariagrazia, 53
Copt Isabelle, 294
Cordeiro Glaís, 42, 92, 227, 276, 352
Cordeiro Maria Helena, 204
Costa Nilza, 290
Coutinho Angela, 374
Couval Sylvie, 239
Cox Anna, 339, 376
Cruz Ana Cristina, 140, 141
Cugmas Zlatka, 361
Curtis Teresa, 315

D

Dady Magda, 383
Daems Mieke, 48, 284
Dalila Lino, 117
Damrow Miriam, 199, 288, 356
Davis Karina, 105
De Barros Débora, 141
De Figueiredo Pruschinski Juliana, 380
De Figueiredo Pruschinski Tatiana, 380
De Kuyper Emilie, 245
De Raedemaeker Geert, 207, 208
De Schauwer Elisabeth, 84, 86
De Tassigny Marie-Françoise, 116, 284, 343
De Vargas Guimarães Pablo, 295
De Wulf Neelke, 84
Decin Greet, 152
Deirbhile Nic Craith, 228
Del Olmo Anne-Marie, 385
Denisart Valérie, 137, 139
Dereobali Nilay, 281

Descoeudres Véronique, 192, 193, 383
Desponds Theurillat Véronique, 67, 137
Detavernier Caroline, 207, 209
Di Giandomenico Isabella, 129
Dierks Marie-Luise, 319
Dilys Wilson, 357
Dimitriadi Sophia, 48
Dimitriadou Eleni, 326, 327
Dimitrova Nevena, 9
Ditlev Bøje Jakob, 94, 224
Dobbs-Oates Jennifer, 43
Dockett Sue, 40, 196, 198, 260, 261
Doucet-Dahlgren Anne-Marie, 239
Drury Rose, 272
Duffy Carol, 160, 161
Duhn Iris, 302
Duignan Maresa, 341
Dunlop Aline-Wendy, 47, 196, 262, 263
Durmaz Dondu, 311, 313
Duruz Anne, 389
Dusart Anne-Françoise, 77, 78

E

Egan Bridget, 40, 282
Eid Kaarby Karen Marie, 158
Eik Liv Torunn, 189, 191
Einarsdottir Johanna, 132, 193, 260
Eisenbarth Ines, 109, 359
Ekström Kenneth, 214, 278
Elia Iliada, 358
Ellingsen Mari Anne Gryte, 89
Elliott Alison, 390
Elof Nielsen Anders, 226
Emilson Anette, 143
Emmett Susan, 337
Engdahl Ingrid, 9, 10, 79, 80
Engelbrekt Petersen Peter, 386
Esposito Yara, 95, 173
Eum Jungwon, 379
Evangelou Demetra, 43
Evans Ben, 286

F

Faas Stefan, 371
Fagan Beth, 266, 267
Farzaneh Moinian, 157
Fauth Rebecca, 241
Fay Anne, 228
Fekonja-Peklaj Urska, 345
Fernandes Zanoni Marisa, 106
Ferrier Eric, 185
Fidler Wendy, 280
Figueiredo Aida, 19, 20
Fleer Marilyn, 354
Flewitt Rosie, 156
Florin Agnès, 6, 68
Formosinho João, 82, 83, 150, 212, 393
Formosinho Julia, 393
Fox Ann, 40
Fracheboud Michelle, 183
Franzén Karin, 287
Frapiccini Ferreira Paula, 22, 24
Freitas Joana, 289, 290
Frelin Anneli, 282
Frogh Cathrine, 146, 147
Frøkjær Thorleif, 125
Frund Robert, 120
Fugelsnes Kristin, 143, 144
Fumiko Sunagami, 301
Fuminori Nakatsubo, 301

G

Gachet Negro Carol, 137
Gadow Tina, 49, 364
Gagatsis Athanasios, 358
Galena Ivanova, 112
Gardarsdottir Bryndis, 132, 193
Garpelin Anders, 107, 196, 197
Gasper Mike, 96
Gauthier Jacques-Antoine, 87, 88
Gayatri Jayaraman, 379
Gerner Wohlgemuth Ulla, 202
Ghent Kathryn, 311
Gianettoni Lavinia, 87, 88
Gigli Alessandra, 96
Gimenes Nelson, 95, 173
Girardin Nadia, 87
Giudici Claudia, 12, 13
Godoy Florence, 382
Góis Sónia Gabriela, 41
Goodliff Gill, 329, 330
Goouch Kathleen, 164
Gorlova Elena, 363
Gotvassli Kjell Åge, 28, 29
Goulart Maria Inês, 123, 125, 307
Granbom Ingrid, 238
Granrusten Per Tore, 28, 30
Gray Colette, 116, 287
Greve Anne, 79, 80
Grey Anne, 134, 136
Griebel W. Nagel, 63
Grindland Berit, 89, 90
Grogan Deirdre, 262, 265
Grover Deepa, 393
Gryte Mari Anne Ellingsen, 89
Guinchard Hayward Fabienne, 52, 137, 138, 305
Guarnieri De Campos T. Gabriela, 168
Gunn Alexandra, 59
Gustavsson Laila, 215
Gwynne Kerry, 338

H

Hackworth Naomi, 63
Haddad Lenira, 204
Hagen Trond Loege, 326
Haidinger-Bina Sandra, 44, 105, 387
Hajszan Michaela, 118
Hammer Marie, 353
Hand Kirstine, 119
Hansen Ole Henrik, 79, 81
Hansen Steen Juul, 224
Hanson Karen, 290
Harcourt Deborah, 64, 300
Hard Louise, 47
Harris Deborah, 229, 346
Harris Paul L., 68
Harrison Linda, 17, 18
Hartel Birgit, 118
Havu-Nuutinen Sari, 160
Hayward Kate, 74, 75, 127
Hedefalk Maria, 9, 11
Heeney Teresa, 343
Heldal Marit, 214
Henry Jacqueline, 262, 264
Hensvold Inger, 236
Heo K. H., 354
Hermansson Carina, 155
Hernandez Abel, 257, 258
Hesterman Sandra, 278
Hevey Denise, 107
Hey Christine, 92
Heylen Ludo, 307
Hillgrove Texas, 63
Hiltunen Teija, 282

Hjortdal Gry, 146
Hoås Moen Kari, 28, 30, 377
Hognestad Karin, 146, 148, 322
Hohti Riikka, 293
Holst Buaas Ellen, 377
Hong Soo-Young, 379
Hoshi-Watanabe Miwako, 378
Hovde Johannesen Elisabeth, 369
Howitt Christine, 216
Hreinsdottir Anna Magnea, 132, 193, 195
Huang Lee-Feng, 54
Hui Chun Lee, 33, 227, 303

I

Ianke Mørkeseth Elisabeth, 377
Ignacchiti Sophie, 351
Iller Givell Marika, 114
Ilochi Justina, 340
Irmiler Lena, 199, 200, 288
Ithel Jones, 181, 223

J

Jaap Rothuizen Jan, 224
Jagiello Ewa, 114
Jalloul Malak, 68
Janssens Liesbeth, 207, 210
Jaquet-Travaglini Paulette, 186, 187
Jeffery Lisa, 331
Jelcic Helena, 241
Jenkin Chris, 38, 134, 136
Jensen Anders Skriver, 79, 81, 213
Jernes Margrethe, 43, 102
Jiao Jian, 354
Johansson Eva, 143
Johansson Inge, 125
Jones Lesley, 108, 300
Jonsson Agneta, 166
Jopling Michael, 299
Jørgensen Åse, 322
Jovino Ione, 140, 141
Jung D.H., 354

K

Kallberg Pernilla, 107
Kamigaichi Nobuko, 378
Kampmann Jan, 8
Kanira Eleni, 311, 314
Karemaker Arjette, 349
Kari Emilsen, 201, 203
Karimova Yuliya, 218
Karina Kühni, 183, 239
Karlsdottir Kristin, 132, 193
Karlsson Liisa, 293
Karuppih Nirmala, 35
Kazimzade Elmira, 218
Kearns Annette, 153
Kessler Lee, 59, 174
Khowaja Liaquat, 93
Kieferle Christa, 125
Kimerud Anne, 322
Kingdon Zenna, 235
Kirova Anna, 180
Kirsti Karila, 226
Klim-Klimaszewska Anna, 114
Kneidinger Lisa, 118
Kobayashi Do Carmo Maria, 42, 380
Koch Bernhard, 269, 271
Koitzsch Franziska, 99
Konstantina Tsaoula, 48, 217
Kotsanas Cassandra, 105
Kousokabe Taku, 371

Koutsogeorgou Eleni, 178
Kovacs Isabelle, 244
Kranjc Simona, 345
Krasimira Marinova, 351
Krieg Susan, 105, 299
Kukk Airi, 366
Kungus Kaisa, 250
Kunz Felix Marielle, 387
Kupila Päivi, 226

L

Laederach Jérôme, 121, 183
Laevers Ferre, 48, 284
Lash Marty, 370
Laub Josette, 383
Laurantsen Julie, 369
Lawrence Penny, 40
Lazzari Arianna, 116, 247, 248, 317
Le Goff Jean-Marie, 87
Lea Joanna, 241
Lekies Kristi S., 328
Lévy Jeanneret Marie-Thérèse, 168
Li Liang, 37, 354
Li-Chen Wang, 158, 227, 303, 373
Lichtblau Michael, 319, 321
Likomitrou Sonia, 171, 237
Lillemyr Ole Fredrik, 28, 29
Liu Emily, 179
Liu Yvonne, 179, 243
Lockwood Madelaine, 372
Löfdahl Annica, 57
Loizou Eleni, 108
Lopez Do Valle Márcia, 222
Lorenzini Stefania, 150
Louisell Robert, 55, 257, 258
Lovett Georgina, 60
Luck Donna, 167
Lund Fasting Merete, 9, 11
Luz Iza Rodrigues, 123, 124
Lynch Philomena, 105

M

Mag Alina Georgeta, 217, 301
Magnin Chantal, 53
Mallevall Dominique, 185
Manning-Morton Julia, 304, 357
Mantovani Susanna, 12, 13, 14
Margetts Kay, 125, 260, 261
Marjanen Kaarina, 229
Marjanovic-Umek Ljubica, 345
Markus Andrae, 22
Marotta Monica, 100
Martlew Joan, 262, 264
Massing Christine, 180
Masuda Tokie, 301
Mathers Sandra, 349
Matthews Jan, 63
Maxwell Gregor, 178
Mazarese Chris, 152
Mazzoni Valentina, 64
McConnell Barbara, 225
McGillivray Gillian, 176, 301, 346
McGuinness Carol, 212
McKean Cristina, 361
McKeogh Sue, 329
McKinnon Eddie, 74, 76
McLeod Wilson, 149
McMillan Dorothy, 225, 289
McMullen Mary, 302
McPake Joanna, 149
Mean Sophie, 232
Melberg Jorunn, 25, 28
Melia Rita, 165, 343
Mello Teixeira Débora, 96

Melrose Alexandra, 315, 316
 Meyer Gil, 52, 94, 182, 237, 294
 Meyfroet Monique, 77, 78
 Miguez Ruben, 98
 Mikailova Ulviya, 218
 Miljević-Ridički Renata, 277
 Millei Zsuzsa, 349
 Minowa Junko, 301
 Mishina Galina, 369
 Mitchell Linda, 165
 Moakes Kerry-Jane, 315
 Modak Marianne, 164
 Molina Paola, 100
 Montù Valentina, 39
 Mony Myriam, 185
 Moreira Ana Rosa, 363
 Mørkeseth Elisabeth Ianke, 25, 27
 Moro Christiane, 9, 70
 Moruzzi Braga Andrea, 168
 Mottint Joëlle, 77
 Moxnes Anna, 322
 Mukai Miho, 378
 Mulhearn Gerry, 341
 Muller Sylvie, 383
 Munch Anne-Marie, 278

N

Nakken Anne, 113
 Needham Martin, 253, 254
 Neudorf Evelyn, 375
 New Rebecca, 12, 13, 151
 Neyrand Gérard, 334, 335
 Nicholson Jan, 63, 119
 Niesel B., 63
 Niikko Anneli, 160
 Niilo Airi, 368
 Nislin Mari, 15, 16
 Noël Catherine, 231
 Noguchi Takako, 382
 Norðdahl Kristín, 269
 Norton Felicity, 127, 346
 Nugin Kristina, 175, 250
 Nurmilaakso Marja, 58
 Nuttall Joce, 38
 Nyland Berenice, 125

O

O'Donnell Sally, 165
 O'Gorman Lyndal, 47
 Oberson Ruth, 245
 Ødegård Elin, 189
 Ok Nah Kwi, 34
 Oliveira De Assis Cristiane Elvira, 67
 Oliveira Fabiana, 140
 Oliveira-Formosinho Júlia, 82, 83, 150, 290
 Oskarsdóttir Gunnhildur, 132, 133, 193
 Östern Anna Lena, 214
 Ottander Christina, 214
 Ou Chih-Hsiu, 309
 Öun Tiia, 175, 250
 Overtoom Lisette, 171
 Owen Sue, 241

P

Pacheco Marques Luciana, 67
 Paffard Fran, 291
 Page Debra, 361, 362
 Paige-Smith Alice, 347
 Paki Vanessa, 118

Palmadottir Hronn, 132, 133, 193
 Parente Cristina, 117
 Parsons Margaret, 154
 Pascal Christine, 82, 393
 Peace Katie, 393
 Peeters Jan, 207, 317, 318
 Pegoraro Renata, 232
 Pente Patti, 180
 Perdicakis Claire, 9
 Pernille Östern Tone, 214
 Perry Bob, 260, 261
 Peters Sally, 118, 196, 260, 261
 Peterson Tiina, 250, 252
 Petitpierre Geneviève, 32, 118, 300
 Picchio Mariecristina, 129, 130
 Pihlaja Päivi, 220, 282
 Pileri Anna, 53, 67
 Ping Maria Teodora, 298
 Pirard Florence, 129, 130
 Pirie Karen, 331
 Pirjo Suvilehto, 383
 Plaisance Eric, 121
 Plana Dolores, 352
 Podlesek Anja, 345
 Popa Adela, 346
 Popp Verena, 359
 Poulakida Anastasia, 48
 Pouprou Maria, 217, 280
 Powell John, 315
 Powell Sacha, 164
 Pramling Niklas, 299
 Press Frances, 17, 19
 Pribisev Beleslin Tamara, 103

Q

Quante Sonja, 342, 359
 Quinones Gloria, 61

R

Raam Anne, 368
 Rafique Ghazala, 93
 Rakoczy Agnès, 110, 137
 Rayna Sylvie, 129
 Recrosio Fassa, 87, 88
 Reed Michael, 224
 Reichmann Elke, 308
 Reigstad Ingunn, 359
 Reunamo Jyrki, 32, 66, 158, 227
 Richard-De Paolis Paola, 38, 149
 Ridgway Avis, 344
 Rigmor Moxnes Anna, 324
 Rinaldi Carlina, 12, 13
 Ring Kathy, 292, 353
 Robson Sue, 101
 Rocha Fátima, 346
 Rod Gladys, 53
 Rodrigues Tatiane Cosentino, 140
 Roeseler Wenke, 22
 Rohrmann Tim, 22, 24, 201, 203
 Rosciano Raffaella, 70, 72
 Rosell Lars Yngve, 143, 145
 Rostgaard Tine, 7
 Rothe Antje, 221, 319, 322
 Röhle Monika, 143, 144, 377
 Rowe Jane, 331, 333
 Rubio Marie-Nicole, 334
 Rupin Pablo, 244
 Rutherford Lynne, 276
 Rutter Jill, 286

S

Safford Kimberly, 272
 Saillant Martine, 386
 Sajameimi Nina, 15
 Sakellariou Maria, 366
 Sánchez Abchi Verónica, 352
 Sandberg Anette, 125
 Sandberg Gunilla, 46
 Sandseter Ellen Beate Hansen, 269, 270
 Sanober Nadeem, 93
 Santos Juan Manuel, 98
 Schärer Michèle, 49, 169, 219, 280, 339
 Schaerer-Surbeck Katrin, 50
 Schellekens Els, 384
 Schenetti Lucia, 51
 Scheu Henriette, 334
 Schlaepfer-Bessire Danielle, 110
 Schneider Phyllis, 381
 Secanilla Esther, 172
 Setsaas Jan Ragnar, 322
 Share Michelle, 266, 267
 Sharp Caroline, 393
 Sheena Elwick, 17, 18
 Shiozaki Miho, 378
 Shopina Zhanna, 365
 Shore Sue, 153
 Shu-Hui Lee, 309, 310
 Shuchi Chen, 310
 Sidiropoulou Trifeni, 48, 217
 Silva Isabel, 123, 124
 Silveira Débora De Barros, 140, 141
 Simião Ferreira Lucélio, 168
 Simoni Heidi, 50
 Sims Margaret, 15, 16, 176, 177
 Singer Elly, 158
 Sinobas Cathy, 186
 Skjæveland Yngve, 28, 30
 Skjeggstad Meyer Grete, 359
 Smith Cilel, 176
 Smith Kylie, 105
 Smith Nicola, 241, 242
 Smith Sharon, 97
 Sonmez Sibel, 281
 Sorensen Hanne, 341
 Souza Carolina Rodrigues, 168
 Souza Tatiana, 162
 Spack Annelyse, 52, 120, 168
 Spencer Lisa, 290
 Spirig Mohr Eliza, 99
 Sproule Liz, 212
 Steen Nielsen Birger, 155
 Steffen Raphaël, 245
 Steinmetz Julia, 99
 Steinnes Gerd Sylvi, 190
 Stephen Christine, 93, 149, 262
 Stephenson Margaret, 154
 Sterdt Elena, 319
 Stevenson Olivia, 93
 Stig Broström, 125
 Stöcker Roswitha, 319
 Stoll Martina, 118
 Storari Chiara, 87, 88
 Storli Rune, 287
 Suhonen Eira, 15
 Sula Gerda, 222
 Sultanov Fuad, 218
 Sumsion Jennifer, 17
 Sun-Young Kim, 45
 Sundberg Bodil, 214
 Surdu Mihai, 393
 Suur Silvi, 250, 251
 Sykes Gillian, 167
 Sylva Kathy, 82, 349

T

Tal Clodie, 44
Tapparel Sophie, 9, 220, 296, 344
Tartas Valerie, 257, 258
Taskin Necdet, 35
Tatton Allison, 346
Tellgren Britt, 214
Thiel Oliver, 113
Thieme Ina, 359
Thiery Nathalie, 140, 141
Thollon Behar Marie Paule, 336, 351
Thomann Jeanneret Astrid, 162, 168
Thompson Carol, 153
Thoms Sören, 319, 321
Thordardottir Thordis, 132, 193, 170, 194, 297
Thüler Claude, 192, 382, 383
Thulin Susanne, 299
Tifferäinen Saku, 243
Togsverd Line, 224
Tørå Fridunn Karsrud, 367
Tore Okland Nils, 104
Torill Kimerud Anne, 325
Tosi Marina, 387
Trajanovska Misel, 63
Trew Karen, 212
Trodd Lyn, 283
Tropp Kristiina, 368
Trory Helen, 176
Tuisk Mare, 366
Tuite Kathleen, 343
Tuul Maire, 175, 250, 375
Tuuling Lehte, 159

U

Ugaste Aino, 125, 375
Ulf Brinkkjær, 174
Unbehaum Sandra, 95, 173
Ungerer-Röhrich Ulrike, 342, 359
Urban Mathias, 317, 318
Urban Michael, 319, 322

V

Valle Raquel, 173
Van Laere Katrien, 84, 247, 317
Vandenbroeck Michel, 247, 317, 318
Vangnes Vigdis, 104
Vanuytven Nele, 152
Vasconcellos Vera Maria, 346, 363
Vatroslav Horvat, 277
Vaudroz Marie-José, 388
Veisson Marika, 250, 251, 252
Velički Vladimira, 277
Venville Grady, 257, 258
Verhelst Machteld, 272, 273
Verniers Quentin, 77
Véronique Francis, 140, 141, 306
Vieira Fátima, 117
Viittala Kaisu, 65
Vinter Kristi, 151
Vrinioti Kalliope, 125

W

W. Norstrand Anne, 367
Walker Rosie, 224
Walker Sue, 119
Waller Tim, 19, 20, 253, 255
Walsh Glenda, 212
Walter Ulla, 319

Waltraut Hartmann, 118
Wann-Yi Mou, 33, 227
Warnecke Wiebke, 199, 200, 256, 339
Warren Cann, 63
Weeks Samantha, 167, 339
Werbrouck Lien, 207, 210
Werning Rolf, 319
Wesoloski Kathy, 361
Whalley Margy, 74, 76, 126, 127
Whelan Chris, 331
White Jan, 19, 21
Whittington Victoria, 153, 276
Whitmarsh Judy, 253, 255, 299
Whitworth Bernadette, 328
Wil Clavien, 71
Wildgruber Andreas, 63
Wilhelm Jennifer, 55, 257, 258, 259
Williams Martine, 383
Willmott Natasha, 241
Wilson Malcolm, 262, 265
Winterbottom Christian, 179, 181, 223
Wohlgemuth Gerner, 201
Wolf Susanne, 34, 359
WolfeToby, 73
Wright Hazel, 62
Wu Rosalind, 32, 227
Wubie Bizunesh, 36

Y

Yameen Anjum, 93
Yasumi Katsuo, 301

Z

Zaninelli Francesca, 272, 274
Zogmal Marianne, 231
Zottos Eleonore, 169
Zurawski Maria Paula, 162