27th EECERA ANNUAL CONFERENCE

‘SOCIAL JUSTICE, SOLIDARITY AND CHILDREN’S RIGHTS’

Bologna, Italy

29th August – 1st September 2017

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

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

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

The principle aims of EECERA are to:

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

University of Bologna Founded in 1088, the University of Bologna was the first and is the oldest continuously-operating university in the Western world. Its history is intertwined with that of the great names of science and literature, it is a keystone and a point of reference for European culture. Erasmus of Rotterdam, Nicolaus Copernicus, Paracelsus, Abrecht Dürer, Torquato Tasso, Carlo Goldoni, Giosué Carducci, Giovanni Pascoli, among many others, studied in Bologna. The University of Bologna admitted women teachers right from the 12th century. Among the most famous women teachers we may remember Laura Bassi: in 1732 she was given the chair in philosophy, and in 1776 the chair in experimental physics. Today the University has about 85,000 students in its 11 schools and 33 Departments, making it the most popular university in Italy. The University has 5 campuses in Ravenna, Forlì, Cesena and Rimini and a branch centre abroad in Buenos Aires. 11,000 is the average number of research products, with 220 patents. The University hosts numerous PhD and professional master’s programmes, together with several specialisation schools among which many are international and taught in English.

Fondazione Alma Mater (FAM) was established in 1996 to support the University of Bologna in the implementation of its institutional purposes. FAM is a non-profit organisation, subject to public control, operating in the sole interest of the University of Bologna. Its main activities are:

- developing the activities of the University of Bologna related to the right to education, among which is the realisation of educational activities and services to students;
- promoting the use of the new knowledge and its dissemination in society;
- facilitating the relations between the University of Bologna and other universities;
- planning, coordinating and developing training and research programmes;
- realising professional services for the associated bodies, public or private, and for other subjects;
- supporting students and researchers to use research products and to enter into employment.
The Centre for Research in Early Childhood, more commonly referred to as CREC, is the home of CREC in Birmingham (Charitable Trust) and Amber Publications & Training Ltd (APT). Established by Professor Chris Pascal and Professor Tony Bertram, CREC has been working to improve early years provision for over 25 years. Located in Birmingham, United Kingdom, CREC specialises in early childhood research which has relevant and meaningful outcomes for practice and policy. Some of its research is transformed into training and development programmes designed for the specific needs of the early years sector. CREC also offers postgraduate research degrees and has a strong reputation for undertaking reviews, reports, evaluations and consultancy work with many UK local authorities, NGOs and countries. Examples include the British Council, QDCA, OECD, Portugal, Qatar, South Australia, Birmingham and Gloucestershire. CREC also runs British Early Childhood Education Research Association (BECERA) Conference and has been EECERA strategic partner supporting the delivery of the annual conference since 2009.

The 27th EECERA Conference has been organised by Centre for Research in Early Childhood, in conjunction with Fondazione Alma Mater. It is hosted by Bologna University, with the patronage of Comune di Bologna.
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Dear colleagues, dear friends,

We are delighted to welcome you all at the 27th EECERA conference in Bologna University. It is a great honour for us to host such an important and internationally renowned forum of researchers - academics and practitioners alike - in Italy for the first time. This has been possible thanks to the European Early Childhood Education Research Association and its Board of Trustees – in particular Chris Pascal, Julia Formosinho and Vasilis Grammatikopoulos – which not only granted us this opportunity, but also provided us with their encouragement and unconditional support since the very beginning.

Embarking on this journey would have not been possible without the joint vision, commitment and collective endeavour that were developed within the National Scientific Committee. For this, we are grateful to our professional colleagues coming from several Italian Universities (Milano Bicocca, Pavia, Parma, Modena and Reggio Emilia) and Research Centres (National Research Council of Rome) who gave a vital contribution to the scientific programme through their expertise, scrutiny and engagement in fruitful discussions and exchanges throughout the process.

As the EECERA conference theme is usually marked by local histories, cultures and traditions of the place where it is hosted, in choosing this year conference’s title 'ECE beyond the crisis: social justice, solidarity and children’s rights' we intended to recall the pedagogical legacy that gave origin to ECEC services in many cities and municipalities located in the Regions of Northern-Central Italy. It was a story of civic engagement and struggles, where educators, parents (especially women) and citizens were involved in collective movements for regenerating society after the dark times of fascism and war. By drawing on this historical, cultural and political heritage, we would like to take the opportunity of hosting the EECERA conference in Bologna to re-open the debate on the multiple meanings and values that early childhood education assumes in the current climate of uncertainty and unprecedented complexities; a time in which the lives of children and families are increasingly affected by experiences of poverty, marginalisation, stigmatisation and exclusion. It is also a time in which socio-cultural diversity can open new spaces for mutual learning and experimentation, a time in which the resistance to dominant practices and discourses can take the form of educational activism and political advocacy.

The unprecedented response we had to the ‘call for papers’ – numbering almost one thousand separate proposals– showed indeed the urgency of creating a space for dialogue, debate and proactive reflections in relation to these themes, which are becoming increasingly compelling in contemporary times. Times which are marked by sharp contradictions and multiple crises – not only economic crises but also socio-political, cultural and, I would dare to say, also humanitarian crises on a global scale – but also times of potentialities, where new spaces and possibilities for change can be created as ‘things can no longer be thought as one formerly thought them’. With different roles – as academics, researchers or practitioners – we are all engaged in pedagogical work with children, families and communities and we cannot be exempted by the responsibility of breathing new life into early childhood education services as shared spaces for re-affirming children’s rights and participation, for furthering democratic practices and for claiming a more equal and just society.

In this sense, the contributions offered by distinguished keynote speakers and learnt scholars, reflecting the richness and diversity of early childhood pedagogies and approaches from all over the word, could serve as a source of inspiration for re-envisioning educational praxis and empowering processes of advocacy from the local to the global environment. Our hope for this year’s conference is that the numerous sessions during which symposia and poster presentations are held will become authentic forums for ‘confrontation’ and debate, shared reflection and mutual learning bringing together multiple perspectives and voices.
Our deepest gratitude must go to the staff and board of Fondazione Alma Mater: without their commitment and assiduous work, ensuring the smooth organisation of the conference and social programme, the EECERA 2017 could have not be possible. Huge thanks go to the ECEC services providers, their pedagogical coordinators, teachers and educators – Reggio Children, social cooperatives Dolce and CADIAI, Fondazione Golinelli – who responded enthusiastically to the proposal of hosting delegates during the preconference visits and to the invitation to take part in the conference as engaged stakeholders. Sincere thanks also go to our national and international colleagues – early childhood researchers and children’s rights advocates – who accepted invitations to chair some of the parallel sessions by making their scholarship and expertise available for further enriching the discussions held within the symposia. In conclusion, our appreciation goes to the Municipality of Bologna for the warm welcoming of the conference in and around the city and to the sponsors and exhibitors for supporting the event.

We sincerely hope that the EECERA 2017 conference will foster opportunities for encounters and connections, for dialogue and exchange, for inspiration and transformation nurturing the advancement of knowledge and practice within the early childhood community.

Lucia Balduzzi and Arianna Lazzari
Conference Chair and Co-chair
THEME AND STRANDS

- How can evidence-based research inform governments and non-governmental organisations to advocate for quality early childhood services that promote social justice, solidarity and economic progress?
- In what ways can current attempts to universalise international metrics, assessment, accountability, pedagogy and curriculum in ECE reflect cultural and social diversity and social cohesiveness?
- How much progress has been made on ensuring children’s rights and what forums can we create to hear and respond to the voices of children and their parents?

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

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

CONFERENCE CHAIR

Lucia Balduzzi and Arianna Lazzari, University of Bologna

LOCAL ORGANISING COMMITTEE

Fondazione Alma Mater, Bologna, Italy
Centre for Research in Early Childhood, Birmingham, United Kingdom

EECERA SCIENTIFIC COMMITTEE

Lucia Balduzzi - University of Bologna - Chair of the Scientific Committee
Arianna Lazzari - University of Bologna - Co-chair of the Scientific Committee
Chiara Bove - University of Milan-Bicocca
Antonio Gariboldi - University of Modena-Reggio Emilia
Elena Luciano - University of Parma
Maria Cristina Picchio - CNR Rome
Antonella Pugnaghi - University of Modena-Reggio Emilia
Donatella Savio - University of Pavia
Christine Pascal – Centre for Research in Early Childhood, United Kingdom (EECERA President)
Vasilis Grammatikopoulos – University of Crete, Greece (EECERA Trustee)
Júlia Formosinho – Childhood Association, Portugal (EECERA Trustee)
WE WOULD LIKE TO THANK THE FOLLOWING SPONSORS AND EXHIBITORS FOR SUPPORTING THE 27TH EECERA CONFERENCE

CAPPENLEN DAMM AKADEMIKSK

Cappelen Damm Akademisk is a Norwegian leading publisher of textbooks and teaching aids aimed at students of university and college education programs. Cappelen Damm Akademisk annually publishes 210-230 titles of high professional quality. Cappelen Damm Akademisk publishes books for several different professions within both teacher education, healthcare, social studies, economy, law and early childhood education. We collaborate with leading educators and researchers, within the different professions, in order to produce the most important, current and updated books in the field.

In the field of early childhood education (ECE) and research, we have this year published about 15 new titles, and we have an extensive backlist. Cappelen Damm Akademisk provides a wide range of themes and topics in ECE, such as technology and science, bilingual acquisition, leadership, multiculturalism and more. Inspection copies of our textbooks are available for lecturers considering adopting books on courses, and you can order a free copy from our website: www.cda.no. At www.cda.no you can also sign up for our newsletter, in order to keep updated on the latest news and offers within your field of expertise.

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<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00 – 17.00</td>
<td>Childcare Visits</td>
<td>Various Locations, Bologna and Reggio Emilia</td>
</tr>
<tr>
<td>10.00 – 12.00</td>
<td>EECERA Editorial Board Meeting</td>
<td>Sala Riunioni, Ground floor, Department of Educational Science, Filippo Re (4)</td>
</tr>
<tr>
<td>12.00 – 13.00</td>
<td>SIG Convenors Meeting</td>
<td>Room 2, 1st floor, Redenti Building, Complex Belmeloro (1)</td>
</tr>
<tr>
<td>13.00 – 17.00</td>
<td>SIG Meetings</td>
<td>Various Locations (please refer to page 14), Complex Belmeloro (1)</td>
</tr>
<tr>
<td>14.00 – 18.30</td>
<td>Registration</td>
<td>Sala degli Atti, Palazzo Re Enzo (5)</td>
</tr>
<tr>
<td>16.00 – 17.00</td>
<td>Country Coordinators Meeting</td>
<td>Room 3, 1st floor, Redenti Building, Complex Belmeloro (1)</td>
</tr>
<tr>
<td>19.00 – 21.30</td>
<td>Opening Ceremony</td>
<td>Palazzo Re Enzo (5)</td>
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## Conference Programme

### Day 1: Wednesday 30th August 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
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</thead>
<tbody>
<tr>
<td>08.00 – 10.30</td>
<td>Registration Open</td>
<td>Santa Lucia (3)</td>
</tr>
<tr>
<td>08.45 – 09.30</td>
<td>Welcome Address - Antonino Rotolo, Pro-Rector, University of Bologna</td>
<td>Santa Lucia (3)</td>
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<tr>
<td></td>
<td>- Marilena Pillati, Deputy Mayor-Educational and Social Services</td>
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<td></td>
<td>- On. Francesca Puglisi, Senator - Luigi Guerra, Dean of Education</td>
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<td></td>
<td>- Department - University of Bologna - Lucia Balduzzi, Chair of EECERA</td>
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<tr>
<td></td>
<td>- Opening Plenary</td>
<td></td>
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<td></td>
<td>- Chris Pascal, President of EECERA</td>
<td></td>
</tr>
<tr>
<td>09.30 – 10.30</td>
<td>Keynote 1 - Michel Vandenbroeck</td>
<td>Santa Lucia (3)</td>
</tr>
<tr>
<td>10.30 – 11.15</td>
<td>Refreshment Break</td>
<td>Piazzetta Santa Lucia (3)</td>
</tr>
<tr>
<td>11.15 – 12.15</td>
<td>Keynote 2 - Susanna Mantovani</td>
<td>Santa Lucia (3)</td>
</tr>
<tr>
<td>12.30 – 18.00</td>
<td>Registration</td>
<td>Complex Belmeloro (1)</td>
</tr>
<tr>
<td>12.15 – 14.00</td>
<td>Lunch and Exhibition (<em>including walk across to symposia rooms</em>)</td>
<td>Complex Belmeloro (1)</td>
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<td></td>
<td></td>
<td>and Filippo Re (4)</td>
</tr>
<tr>
<td>14.00 – 15.20</td>
<td>Symposium Set A</td>
<td>Complex Belmeloro (1),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department of Economics (2), Department of Educational Science (4)</td>
</tr>
<tr>
<td>15.20 – 16.40</td>
<td>Refreshment Break (1, 2, 4), Exhibition (1) and Poster Symposium Set I</td>
<td>Complex Belmeloro (1),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piazza Scaravilli (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Filippo Re (4)</td>
</tr>
<tr>
<td>16.40 – 18.00</td>
<td>Symposium Set B</td>
<td>Complex Belmeloro (1),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Department of Economics (2) and Department of Educational Science (4)</td>
</tr>
<tr>
<td>18.00 – 19.00</td>
<td>EECERA Members AGM</td>
<td>San Giacomo, Department of Economics, Via San Giacomo, 3, (2A)</td>
</tr>
</tbody>
</table>
## CONFERENCE PROGRAMME
### Day 2: Thursday 31<sup>st</sup> August 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.00 – 18.00</td>
<td>Registration</td>
<td>Complex Belmeloro (1)</td>
</tr>
<tr>
<td>09.00 – 10.20</td>
<td>Symposium Set C</td>
<td>Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)</td>
</tr>
<tr>
<td>10.20 – 11.05</td>
<td>Refreshment Break (1, 2, 4) and Exhibition (1)</td>
<td>Complex Belmeloro (1), Piazza Scaravilli (2) and Filippo Re (4)</td>
</tr>
<tr>
<td>11.05 – 12.25</td>
<td>Symposium Set D</td>
<td>Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)</td>
</tr>
<tr>
<td>12.25 – 14.00</td>
<td>Lunch (1, 4) and Exhibition (1)</td>
<td>Complex Belmeloro (1) and Filippo Re (4)</td>
</tr>
<tr>
<td>12.30 – 13.15</td>
<td>How to maximise the impact of your research – session for authors run by Catherine Phipps, Routledge</td>
<td>Room 1, Department of Economics (2)</td>
</tr>
<tr>
<td>14.00 – 15.20</td>
<td>Symposium Set E</td>
<td>Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)</td>
</tr>
<tr>
<td>15.20 – 16.40</td>
<td>Refreshment Break (1, 2, 4), Exhibition (1) and Poster Symposium Set II (2)</td>
<td>Complex Belmeloro (1), Piazza Scaravilli (2) and Filippo Re (4)</td>
</tr>
<tr>
<td>16.40 – 18.00</td>
<td>Symposium Set F</td>
<td>Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)</td>
</tr>
<tr>
<td>19.30 till late</td>
<td>Gala Dinner (Ticket-only event)</td>
<td>Palazzo Re Enzo (5)</td>
</tr>
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</table>
### CONFERENCE PROGRAMME

**Day 3: Friday 1st September 2017**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30 – 10.00</td>
<td>Opening Plenary&lt;br&gt;Chris Pascal, President of EECERA&lt;br&gt;EECERA Awards Ceremony&lt;br&gt;Tony Bertram, Coordinating Editor of EECERJ</td>
<td>Santa Lucia (3)</td>
</tr>
<tr>
<td>10.00 – 11.00</td>
<td>Keynote 3 – Susan Grieshaber</td>
<td>Santa Lucia (3)</td>
</tr>
<tr>
<td>11.00 – 11.30</td>
<td>Refreshment Break</td>
<td>Piazzetta Santa Lucia (3)</td>
</tr>
<tr>
<td>11.30 – 12.30</td>
<td>Keynote 4 – Paulo Fochi and Joana de Sousa</td>
<td>Santa Lucia (3)</td>
</tr>
<tr>
<td>12.30 – 13.00</td>
<td>Closing Ceremony&lt;br&gt;Lucia Balduzzi and Arianna Lazzari, Chair and Co-chair of EECERA 2017&lt;br&gt;Maelis Karlson Lohmander, Vice President of EECERA&lt;br&gt;Launch of EECERA 2018</td>
<td>Santa Lucia (3)</td>
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</tbody>
</table>
KEYNOTE ADDRESSES

Day 1: Wednesday 30th August 2017

Santa Lucia

9:30 – 10:30 Keynote I
Facts matter. And so do opinions: A plea for the repoliticisation of early childhood education
MICHEL VANDENBROECK
Head of the Department of Social Work and Social Pedagogy at Ghent University, Belgium

11:15 – 12:15 Keynote II
ECEC at the crossroads? The international debate on curriculum and evaluation: pedagogical, cultural and political dilemmas
SUSANNA MANTOVANI
Professor of General and Social Pedagogy at the University of Milano-Bicocca, Italy

Day 3: Friday 1st September 2017

Santa Lucia

10:00 – 11:00 Keynote III
Social Justice, Research Relationships, and Researcher Responsibility
SUSAN GRIESHABER
Professor of Early Years at Monash University, Melbourne, Australia

11:30 – 12:30 Keynote IV
Participatory pedagogies with children: Making real children’s rights
PAULO FOCHI
Doctoral Student at University of São Paulo, Brazil
&
JOANA DE SOUSA
Early Years Educator and member of Childhood Association
## SPECIAL INTEREST GROUP (SIG) MEETINGS

### Tuesday 29th August 2017

<table>
<thead>
<tr>
<th>SIG</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to Three</td>
<td>15:00-17:00</td>
<td>Room E, II Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Gender Balance</td>
<td>09:00-16:00</td>
<td>Sala Riunioni, Ground Floor, Departmentt of Educational Science, Via Filippo Re, 6</td>
</tr>
<tr>
<td>Holistic Wellbeing</td>
<td>14:00-15:30</td>
<td>Room H, I Floor, Building B, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Mathematics Birth to Eight Years</td>
<td>15:00-17:00</td>
<td>Room I, I Floor, Building B, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Multilingual Childhods</td>
<td>14:00-17:00</td>
<td>Room P, Ground Floor, Building B, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Outdoor Play and Learning</td>
<td>14:00-16:00</td>
<td>Room A, Ground Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Participatory Pedagogy and Praxeological Research</td>
<td>14:00-16:00</td>
<td>Room F, II Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Rethinking Play</td>
<td>16:00-17:00</td>
<td>Room L, II Floor, Building B, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy</td>
<td>13:00-16:30</td>
<td>Room C, I Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Transitions</td>
<td>13:00-15:00</td>
<td>Room G, Ground Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Working With Parents and Families</td>
<td>15:00-17:00</td>
<td>Room M, II Floor, Building B, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Young Children’s Perspectives</td>
<td>13:00-14:00</td>
<td>Room D, I Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Early Career Researchers</td>
<td>14:00-16:00</td>
<td>Room D, I Floor, Building A, Via Belmeloro, 14</td>
</tr>
<tr>
<td>Professionalism in Early Childhood Education and Care</td>
<td>13:00 - 15:00</td>
<td>Room 1, Ground Floor, Redenti Building, Via Belmeloro, 12</td>
</tr>
<tr>
<td>Equity and Respect for Diversity</td>
<td>13:00 – 15:00</td>
<td>Room B, I Floor, Building A, Via Belmeloro, 14</td>
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</tbody>
</table>

### Friday 1st September 2017

<table>
<thead>
<tr>
<th>SIG</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Childhoods joint with the DigilitEY group</td>
<td>14:00 – 17:00</td>
<td>Zanhotel Europa, Via Cesare Boldrini, 11 - 40121 Bologna</td>
</tr>
</tbody>
</table>

To attend any of the above meetings please notify the convenor(s) of the SIG meeting you wish to attend. Their contact details can be found below.
ABOUT SIGs

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

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

For more information, please contact:
Sara de Barros Araújo: saraujo@ese.ipp.pt
Katherine Bussey: kat.bussey@gmail.com

Digital Childhoods
The Digital Childhoods SIG is an inclusive group of academics and professionals who are interested in exploring technologies in early childhood life and learning. Across our members, the work focuses on a broad range of digital experiences, including creative play, literacy, numeracy, social and emotional development and much more. We have members working with children across the early years age range from birth to 8 years old. Some focus on children’s experiences while other discuss the role of curriculum and pedagogy in shaping digital childhoods. A focus on digital home lives is also prevalent.

We are a very supportive group and we try to encourage those beginning their academic or professional career to work with us and strengthen our network. Across the group we have begun collaborating on publications, book contracts, funding proposals and we wish to continue to grow the network and expand our understandings of Digital Childhoods. This year we have an exciting opportunity to collaborate with the Digital Literacy and Multimodal Practices of Young Children (DIGILITEY) group.

For further information, please contact:
Lorna Arnott: lorna.arnott@strath.ac.uk

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

We look forward to welcoming our ECR SIG members to the meeting in Bologna - Tuesday 29th August 2017, 2-4pm, Complex Belmeloro, Building A, Room D - and we are always keen to welcome new members so if you are an Early Career Researcher who would like to be part of growing a research network, join us! We look forward to seeing you there!
Gender Balance
The SIG Gender Balance aims at linking together international researchers and networks who engage for a better gender balance in ECEC in the context of innovation, professionalisation and transformation. The members of the SIG support the aim of increasing the proportion of male workers towards a more gender-balanced ECEC work force. At the same time there is a need for a more differentiated view and research on several aspects of the issue. The SIG focuses on the links of research, practice and policy, intends to provide an academic forum for the promotion, development and dissemination of research, and facilitates cooperation and collaboration between researchers in the field.
The SIG holds annual conferences at the EECERA conference and invites those interested to attend the self-organised symposia. We document presentations and inform about recent publications.

In Bologna we meet for the 5th SIG Gender Balance Research Conference: Gender and Gender Balance in the context of diversity.

When: Tuesday, 29.8.2017, 9am-4pm
Where: Sara Riunioni, Department of Educational Science, University of Bologna, Via Filippo Re, 6

This year’s conference will give much room for mutual debate among participants. Two relevant issues will be focused: (1) The debate on gender balance will be connected to the issue of gender sensitive pedagogy and gender equality. Presentations of recent research from the UK, Norway and Poland will be followed by a debate on gender balance and gender equality in national ECEC policies. (2) Building up on last year’s debate on male “drop outs”, the issue of career trajectories of men in and out of ECEC will be discussed. Starting with an exchange of individual cases, it is intended to form an international study group on this issue with the aim of a joint publication in 2019. Finally, there will be room for exchange on future research and collaboration in the SIG group. The conference is open to all interested researchers.

Tim Rohrmann: rohrmann@wechselspiel-online.de
Kari Emilsen: Kari.Emilsen@dmmh.no

Holistic Wellbeing
The Holistic Wellbeing SIG aims to critically reflect on the concept of children’s wellbeing in a holistic, inclusive manner. This is timely due to the increased awareness and interest of practitioners, researchers and policy makers at a cross-national level in understanding children’s physical, mental, social, emotional, cognitive, spiritual and cultural wellbeing. It fosters research in a range of aspects including ESD in early childhood, child development, cross-cultural elements, policy, empowerment and agency and their synergy in examining children’s holistic wellbeing.
The SIG aims at international collaboration and innovative research and the annual SIG meeting will take place on Tuesday 29/08/17. We welcome all those with an interest in exploring discourses, practices and challenges in the broader area of wellbeing for young children and their families. We also intend to discuss about the proposed SIG Conference in June 2018, at Liverpool Hope University, UK, with intention to co-ordinate a special-themed Issue of EECERJ.

For more information, please contact:
Babs Anderson: andersb@hope.ac.uk
Zoi Nikiforidou: nikifoz@hope.ac.uk
Wilma Robles-Melendez: martrobw@nova.edu

Mathematics
The SIG Mathematics provides an academic and rigorous forum to develop and disseminate high quality research on early childhood mathematics. It aims to coordinate and disseminate international research on the discourse in this
emerging field. It creates a space for shared thinking and for creating synergies between participants from a wide range of professional and scientific contexts to encourage a clearer articulation and understanding of early childhood pedagogy, policy and practice in relation to mathematics. The SIG currently has 59 members from 13 countries who have organised stimulating and relevant symposia and other presentations at recent EECERA conferences. Some collaborative research, publication and evaluation have arisen as a result of people engaging with others at SIG meetings and during presentations. There is great potential for future collaborations, perhaps through joint publication in books and papers. The SIG is a friendly group looking to expand in order to continue learning about this emerging field.

For more information, please contact:
Oliver Thiel: Oliver.Thiel@dmmh.no
Bob Perry: b Perry@csu.edu.au

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

The Multilingual Childhoods SIG invites conference delegates to an EECERA pre-conference meeting on the topic ‘theoretical aspects of multilingualism in early childhood education’.

For more information, please contact:
Gunhild Tomter Alstad: gunhild.alstad@inn.no
Sandie Mourão: s imourao@gmail.com

Outdoor Play and Learning
The SIG Outdoor Play and Learning is an emerging field of interest in international research and practice in early childhood education. Whilst in some countries, especially in Scandinavia, outdoor environments have long been established as crucial sites for learning, in others such as within the UK, the need to provide children with regular outdoor experience has only recently been given more emphasis in policy and practice. This change is due in part to concerns about the restriction of opportunities for outdoor play over the last three generations due to rise in traffic, greater institutionalisation of childhood and parents’ safety concerns. At the same time, access to the outdoors for children has become limited with far greater use now of adult controlled and structured space. However, a clear pedagogy for the use of the outdoors as a site for learning has not been established and there has been relatively little research on what actually happens in outdoor environments. The Outdoor Play and Learning SIG at EECERA is well placed to coordinate and disseminate international research on the international discourse in this emerging field. It aims to:

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

For more information, please contact:
Ellen Beate Hansen Sandseter: Ellen.B.Sandseter@dmmh.no
Eva Årlemalm-Hagsér: eva.arlemalm-hagser@mdh.se
Shirley Wyver: shirley.wyver@mq.edu.au
Tim Waller: tim.waller@anglia.ac.uk
Outdoor Play and Learning SIG and SAGE are pleased to announce the launch of Handbook of Outdoor Play and Learning during the EECERA Conference in Bologna. The launch will take place at the SAGE stand at 1pm (lunchtime) on Wednesday 30th August and EECERA delegates are all cordially invited to attend.

The handbook was developed and edited by members of the EECERA Outdoor Play and Learning SIG (Tim Waller, Ellen Sandseter, Eva Arlemalm-Hagser, Shirley Wyver, Libby Lee and Kristi Lekies) and includes 40 chapters from around the world, including a number written by SIG members and EECERA 2017 delegates.

Professionalism in Early Childhood Education and Care
Around the world there is a drive for early childhood to become a profession, with all the associated benefits – status, improved qualifications for staff, better pay and greater understanding of the work we do. The drive towards professionalisation intersects with other factors (neoliberal and post-colonial ideologies for example) so that in each context we see hybridisation developing resulting in different forms of early childhood professionalisation – different goals, different practices and different understandings of quality all influencing how early childhood presents itself.

The Professionalisation SIG creates an opportunity for those researching in this area to share ideas, to help us all understand different hybridisations and to affirm fundamental EC principles. In our meeting this year we will:

- Ask you to share a brief comment your context and the research you are doing in this area
- Have a brainstorm of what we can do together to support research in the professionalisation of EC
- Develop a plan so that we leave our meeting with a plan of what we will do in the next year.

This meeting will be facilitated by Margaret Sims, University of New England, Australia and Cynthia Buettner, The Ohio State University, United States

For more information, please contact:
Margaret Sims: msims7@une.edu.au
Cynthia Buettner: buettner.16@osu.edu

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

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

2. The role of the teacher in supporting and stimulating young children’s play and learning, including the discussion of educational preschool programmes.
3. Play and learning of children under 3 years old in day care centres.

For more information, please contact:
Sofia Avgitidou: saugitidoy@uowm.gr
Maritta Hännikäinen: maritta.hannikainen@jyu.fi

Transforming Assessment, Evaluation and Documentation in Early Childhood Pedagogy
In the field of early childhood education and pedagogy the issues of assessment, evaluation and documentation are having central role in research and practice that are concerned with effective ways of assessing, evaluating and documenting children’s development and learning. Moreover the issues of children’s and parents’ voices, participation, involvement and engagement in these processes are seen as a challenge when early childhood educators try to align effective practices and values with external pressures such as policy, government standards.
In this new SIG faithful to EECERA values, we aim to open the debate about ways where assessment, evaluation documentation, children’s and parents’ voices, participation involvement and engagement can be inter-dependant, inter-connected and woven in a way that forms an ecological thinking so we can develop rigours and systematic ways moving away from attempts to “modelise”, “universalise” assessment, evaluation and documentation and formulate testing as many policies tend to. Central to the SIG will be the exploration of the potentialities of assessment, evaluation and documentation in early childhood education drawing attention to the pedagogy and open up a discussion of alternative way of thinking about these concepts in early childhood education vs. approaches oriented by government policies focused on the notion of academic achievement, attainment and “testology”. The underpinning ideology of this SIG is illustrated in the words of the founder of Reggio Emilia and it will seek: “A pedagogy that denies children unexpected and ambiguous encounters to the fantastic and imaginative, to the adventurous, to the risky and the improvised” (Malaguzzi lecture November 1993)

For more information, please contact:
Ioanna Palaiologou: i.palaiologou@ucl.ac.uk
Elisabetta Biffi: elisabetta.biffi@unimib.it

Transitions
The Transitions SIG provides a forum for researchers investigating educational transitions. We are interested in sharing and exploring perspectives about transitions experiences for children, families, educators and communities, as well as policy and practical approaches that support these. Transition SIG members utilise a diverse range of theoretical approaches and methodological designs to explore transitions in worldwide contexts. The Transitions SIG provides opportunities to share, explore and debate emerging research, professional practices and theories in relation to transitions. A number of publications have resulted from these opportunities – including the EECERA themed monograph on Transitions (2003) edited by Dunlop and Fabian, and the current edited book focused on Families and Transitions (Springer), edited by Dockett, Griebel and Perry.

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

For more information, please contact:
Sue Dockett: sdockett@csu.edu.au
Wilfried Griebel: Wilfried.Griebel@ifp.bayern.de

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

Since the Barcelona Conference in 2015, group members have been working towards publishing an EECERJ Special Issue examining and reconsidering the concept of partnership between practitioners and parents. A contribution to the EECERA book series is also planned. During the 2017 conference in Bologna there will be updates on the publishing projects, and the SIG meeting will be discussing the first draft of its mission statement outlining principles and values for the work with parents and families.

For more information, please contact:
Silvia Blanch Gelabert: Silvia.Blanch@uab.cat
Ute Ward: u.ward3@herts.ac.uk
Young Children’s Perspectives

The Young Children’s Perspectives SIG was founded in 2004 and swiftly became the vibrant and productive group it is today. We generate critical reflection on children’s perspectives and children’s rights, support and encourage cross-national perspectives on seeking children’s perspectives, support our members’ research in a collaborative and cooperative manner and share innovative and reflexive research on children’s perspectives and children’s rights. We have produced a number of SIG publications, including a 2017 special issue of EECERJ - ‘Young Children’s Perspectives from the Margins (edited by Murray and Gray, 2017) and our book ‘Researching Young Children’s Perspectives’ (edited by Harcourt, Perry and Waller, 2011) as well as a forthcoming special issue for the International Journal of Early Years Education – ‘Hearing Young Children’s Voices through Innovative Research Approaches’ (edited by Gray and Murray, 2017, forthcoming). We have exciting plans for new publication opportunities and network developments so do join us to discuss these -and more - at our meeting at EECERA Conference in Bologna – 29th August 2017 1-2pm, Complesso Belmeloro, Building A, Room D. We look forward to seeing you there!

For more information, please contact:
Jane Murray – jane.murray@northampton.ac.uk
GENERAL INFORMATION

Conference and Venue Information
The conference will be held in the Bologna University district.
The conference sites are:

Aula Magna Santa Lucia - The Church of Santa Lucia, in the centre of Bologna, offers an unexpected spectacle. In the second half of the sixteenth century, Pope Pius IV gave the small parish church of S. Lucia to the Jesuits, so that they might make it the centre of their spiritual formation activities. Today, this refined and stylish construction is a venue for high-profile meetings and events. It has a capacity of 900.

Department of Education Studies “Giovanni Maria Bertin” - Built in the 1920s, the building was originally intended for hosting the Higher Institute of Agriculture. Today, it is the headquarters of the Department of Education Studies and the School of Psychology and Education. The building is almost entirely used as offices for the administrative and teaching staff of the Department and the School of Education, but it hosts several classrooms for almost 300 people as well.

School of Economics - The building is set around a square “portico” (porch) located in front of the main gate of the Dean’s office, in Via Zamboni, the hearth of the university area. The compound is equipped with 12 classrooms that can host more than 1,000 students.

Belmeloro University Building - The compound is one of the newest set of buildings of the University of Bologna and was inaugurated in the 2000s by the former President of the Italian Republic, Giorgio Napolitano. Located in front of the John Hopkins University and the tiny pretty park “San Leonardo” is a very good place to study and relax. The building has 12 classrooms that can host 1,500 students.

Registration and Information Desk
To collect your badge and delegate pack, or to speak to a member of our conference team, please visit our registration desk, which is located:

- Tuesday 29th August 2017 14.00 - 18.30 Palazzo Re Enzo (Sala degli Atti)
- Wednesday 30th August 2017 08.00 - 10.30 Santa Lucia
- Wednesday 30th August 2017 12.30 - 18.00 Complesso Belmeloro
- Thursday 31st August 2017 08.00 - 18.00 Complesso Belmeloro

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

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

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

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

Wi-Fi
If you need Wi-Fi access please select “Alma Wi-Fi” on your devices, using the user name and password you received during the registration.
Social media
The Twitter hashtag for the conference is #EECERA2017. We would love to have a lively stream of tweets and posts during the conference using EECERA Facebook and Twitter accounts.

Photographs
We will be taking photographs and recording during the conference. If you do not wish to be included in this, please check with the photographer. A selection of photographs will be uploaded to the conference website (www.eecera2017.org) after the conference.

Welcome Reception and Conference Dinner
The Welcome Reception will take place on Tuesday August 29th at 7.00 pm in Palazzo Re Enzo. The cost is included in the registration fees.

The Conference Dinner will take place on Thursday August 31st at 07.30 pm in Palazzo Re Enzo. Pre-booking is required, please remember to bring your ticket for admission.

Evaluation of the conference
We value your feedback regarding the 2017 EECERA Conference. Please complete the online evaluation which we will send to you after the conference.

Certificates of attendance
Certificates of Attendance will be emailed to individuals on request. If you wish to obtain a certificate of attendance and/or presentation, please email enquiries@eecera2017.org after the conference.

Accommodation
If you wish to check a list of the accommodations the Fondazione Alma Mater has an arrangement with for the duration of the conference, please check the full list of partner hotels at: http://www.eecera2017.org/travel-and-accomodation/staying-here.

Liability
The EECERA 2017 Conference and the local organising committee (FAM) accepts no liability for loss or damage to articles during the event.

Car parking and moving around the city
You can park your car in Piazza 8 Agosto parking: http://www.apcoa.it/parking-in/bologna/piazza-vii-agosto.html. Please be advised that there are strong city centre traffic restrictions for non-residents. Bologna has a charming, easily walkable historical centre; you will be able to reach every conference site easily by foot.

Restaurants in the area
There are plenty of restaurants in Bologna, which can satisfy any requirement, from traditional food and pizza to ethnic and vegetarian/vegan choices. If you need more information, please refer to the staff members who will be glad to assist you during the conference.

Poster set up and removal
All posters will be displayed in Piazza Scaravilli. Poster presenters whose presentations have been allocated to Poster Symposium I should put up their posters on Wednesday 30th August between 12.15 and 14.00. These should be left on display until the end of their poster symposium. Poster presenters whose presentations have been allocated to Poster Symposium II should put up their posters on Thursday 31st August between 10.20 and 11.05. These should be left on display until the end of their poster symposium.
Poster Symposia sessions
The poster symposia will take place on Wednesday 30th August and Thursday 31st August between 15.20 and 16.40. All poster presenters are required to be present at their stands during their poster symposium.

Instructions for Speakers
Speakers are required to arrive several minutes before their presentation in the assigned room. A member of staff will be present in the room to assist you with anything you need.

Printing facilities
It is not possible to print at the conference venues. Tipografia Asterisco is the closest copying centre to the conference sites, you can find it in Via Belle Arti 31. It is open from 9.00 until 18.00.

In the session
Please check the time and venue of your session in the Conference Programme. Kindly arrive before your session is due to start, in order to meet the session chair and technician.
Please observe the time given for your presentation. You will not be permitted to speak for longer than the time given. Microphones will be available for Q&As.
Other useful Information

Electricity
220 / 240 volts. 3 Pin Plug.

Driving in Italy
Traffic in Italy drives on the right.

Insurance
The Conference Organising Committee or its agents will not be responsible for any medical expenses, loss or accidents incurred during the conference. Delegates are strongly advised to arrange their own personal insurance to cover medical and other expenses including any accident or loss. Where a delegate has to cancel for medical reasons, the normal cancellation policy will apply. It is recommended that citizens from EU countries bring with them a current EHIC card.

Language
The official language of the country is Italian.

Money
The Euro is the currency in Italy. The Euro has 100 cents in the Euro with coins in denominations of 1, 2, 5, 10, 20 & 50 cents and 1 and 2 Euros. Euro notes come in denominations of 5, 10, 20, 50, 100, 200 and 500 Euro.

Foreign exchange bureaus are available in most banks, post offices, Tourist Information Offices, airports, some shops and accommodation. Bureau de Change kiosks are also situated in many towns and most cities.

Smoking
Under current legislation, smoking is banned in all public areas and work places, including restaurants, pubs and bars. Smoking is still permitted in hotel bedrooms which are designated as smoking bedrooms by the hotel. Smoking in bedrooms in guest houses and bed and breakfast accommodation is at the discretion of the owner. There are substantial penalties in place for those found breaching of these regulations.

Tax
Value Added Tax (VAT) is charged at 22% on most goods. Cash back is the simplest and most widely used VAT refund service that issues cash refunds on departure for a handling fee. Ask for cash back form when you make your purchase.

Time
Italy operates on GMT Greenwich Mean Time + 1 hour.

Tipping
Tips are not mandatory but appreciated in Italy.

Weather
The climate varies considerably from the north to the south of Italy. In the north of the country - the area between the Alps and the Tuscan-Emilian Apennines - the climate is harsh, with very cold winters and very hot, particularly humid summers. In central Italy the climate is milder, with a smaller difference in temperature between summer and winter and a shorter and less intense cold season than in the north; summers are longer, but the sultriness of the northern cities is mitigated by the sea. In southern Italy and the islands winters are never particularly harsh, and spring and autumn temperatures are similar to those reached in the summer in other areas of Italy.
<p>| A 1 | Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10 | Aula Magna | Children's voices in dissent, agency and challenge in rule-making |
| A 2 | Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10 | Room 3 | Bringing rights-based early years research to life |
| A 3 | Redenti Building, Belmeloro Complex - Ground floor, Via Belmeloro 10 | Room 1 | Digital technology and playful learning |
| A 4 | Redenti Building, Belmeloro Complex – 1st floor, Via Belmeloro 12 | Room 2 | Men in ECE and other gender perspectives |
| A 5 | Redenti Building, Belmeloro Complex – 1st floor, Via Belmeloro 12 | Room 3 | Developing early writing and reading |
| A 6 | Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14 | Room A | Revisiting the 'fabric' of mathematical activity in ECE |
| A 7 | Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14 | Room B | The role of adults' mediation in developing communicative skills among young bilingual children |
| A 8 | Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14 | Room C | Early childhood music education as a tool for transformation |
| A 9 | Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14 | Room D | Parents' views and perceptions |
| A 10 | Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14 | Room E | Pedagogies of educational transitions: Into the future |
| A 11 | Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14 | Room F | Outdoor Play and Learning SIG: Environments and movement |
| A  | 12 | Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14 | Room G | The challenges of welfare policy cross-fertilisation |
| A  | 13 | Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14 | Room H | Pedagogical practices in Australia, China, Finland and Sweden |
| A  | 14 | Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14 | Room I | Preparing professionals to listen to and respond to children's voices in a university course |
| A  | 15 | Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14 | Room L | Preschool teachers' views, beliefs and expectations |
| A  | 16 | Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14 | Room M | Preschool teachers: Reflections, narratives and dialogue |
| A  | 17 | Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14 | Room P | Narratives and knowledgeable others in teacher development |
| A  | 18 | Department of Economics - Ground floor, Piazza Scaravilli 2 | Room 1 | Refugee children and social justice in ECE: Empirical and theoretical response to dominant practices and discourses |
| A  | 19 | Department of Economics - Ground floor, Piazza Scaravilli 2 | Room 2 | The development of a research kindergarten at Merseburg University of Applied Sciences, from 2006 to date |
| A  | 20 | Department of Economics - Ground floor, Piazza Scaravilli 2 | Room 4 | Praxeological research: A mode to investigate the connectivity between professional development and children’s participation |
| A  | 21 | Department of Economics - Ground floor, Piazza Scaravilli 2 | Room 5 | Enhancing the education and wellbeing of disadvantaged toddlers through the development of training materials to support early years practitioners |
| A  | 22 | Department of Economics – 1st floor, Piazza Scaravilli 2 | Room 11 | Supporting children’s language and emotional development |
| A  | 23 | Department of Economics – 1st floor, Piazza Scaravilli 2 | Room 12 | International quality assessment |
| A  | 24 | Department of Economics – 2nd floor, Piazza Scaravilli 2 | Room 21 | Supporting children’s social-emotional competence in ECEC through Papilio programme |
| A  | 25  | Department of Economics - 2nd floor, Piazza Scaravilli 2 | Room 22 | Celebration of children's play |
| A  | 26  | Department of Economics - 3rd floor, Piazza Scaravilli 2 | Room 31 | Pedagogical documentation |
| A  | 27  | Department of Economics - 3rd floor, Piazza Scaravilli 2 | Room 32 | Troubling universal concepts of quality in ECE |
| A  | 28  | Department of Educational Science - Ground floor, Via Filippo Re 6 | Aula Magna | Empathy, welfare and social competence |
| A  | 29  | Department of Educational Science – 1st floor, Via Filippo Re 6 | Aula B | Narratives for early language learning: Experiences from the Narrative Format model |
| A  | 30  | Department of Educational Science - Ground floor, Via Filippo Re 6 | Sala Riunioni | Parental values, theories and impacts |</p>
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PROGRAMME OVERVIEW
WEDNESDAY 30TH AUGUST 2017
SYMPOSIUM SET A: 14:00 – 15:20

A / 1
CHILDREN’S VOICES IN DISSENT, AGENCY AND CHALLENGE IN RULE-MAKING
Individual Papers
Aula Magna, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: LISBETH SKRELAND, University of Agder, Norway

Kindergarten rules
LISBETH SKRELAND, University of Agder, Norway

"You need to own cats to be a part of the play": Icelandic preschool children challenge adult-initiated rules in play
SARA MARGRÉT ÖLAFSDÓTTIR (1), JÖHANNA EINARSDÓTTIR (1), SUSAN DANBY (2), MARYANNE THEOBALD (2), (1) University of Iceland, Iceland; (2) QUT, Australia

"Let’s close the computer now." Children’s dissenting as acts of agency and privacy
CARMEN HUSER Charles Sturt University, Australia

A / 2
BRINGING RIGHTS-BASED EARLY YEARS RESEARCH TO LIFE
Self-organised Symposium
Room 3, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: FIONA MAYNE, The University of Western Australia, Australia

Embedding rights into early years research: A hierarchical model of children's research participation rights, based on information, understanding, voice, and influence
FIONA MAYNE (1), CHRISTINE HOWITT (1) AND LEONIE RENNIE (2), (1) The University of Western Australia, Australia; (2) Curtin University, Australia

Working together with young children in research: Looking for the right balance
AN RAES, WENDY EERDEKENS AND ELISA VANDEN BUSSCHE, Artevelde University College, Belgium

CHILDinclusive: Participatory research with children in inclusive out-of-school care
GISELINDE BRACKE, NELE VAN HULLE AND MARIJKE DE SMET, Artevelde University College, Belgium

A / 3
DIGITAL TECHNOLOGY AND PLAYFUL LEARNING
Self-organised Symposium
Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: IOANNA PALAIOLOGOU, University College London, United Kingdom

Children’s encounters with iPads: The case from England
IOANNA PALAIOLOGOU (1) AND ADERONKE FOLORUNSHO (2), (1) University College London, United Kingdom; (2) Canterbury Christ Church University, United Kingdom

Writing and iPads in the early years: Perspectives from children and teachers
JILL DUNN (1) AND TONY SWEENEY (2), (1) Stranmillis University College, United Kingdom; (2) Maynooth University, Ireland

Preschool children’s use of touchscreen technology: Touchscreen experiences in 4 early years settings in the West Midlands region of England, UK
SHANNON LUDGATE Birmingham City University, United Kingdom
A / 4
MEN IN ECE AND OTHER GENDER PERSPECTIVES
Individual Papers
Room 2, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: KATE LILEY, Goodstart Early Learning, Australia

The men who are here, want to be here: Male educator perspectives in ECE
KATE LILEY, Goodstart Early Learning, Australia

Career trajectories of male early childhood workers in Ireland
JOANNE MCHALE, Institute of Technology Blanchardstown, Ireland

Freedom to choose? Children's influence in preschools in different local areas
CARINA HJELMÉR, Umeå University, Sweden

A / 5
DEVELOPING EARLY WRITING AND READING
Individual Papers
Room 3, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: GARY BINGHAM, Georgia State University, United States

Early childhood teachers writing beliefs and practices
GARY BINGHAM (1) AND HOPE GERDE (2), (1) Georgia State University, United States; (2) Michigan State University, United States

Two year old children, gaining a deeper understanding of their mark making
JULIE BRERLEY, University of Hull, United Kingdom

Reading aloud in the kindergarten - New practices
ANNE MARIE ØINES AND TRINE SOLSTAD, University College of Southeast Norway, Norway

A / 6
REVISITING THE 'FABRIC' OF MATHEMATICAL ACTIVITY IN ECE
Self-organised Symposium
Room A, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: CHRYSALLA PAPADEMETRI, European University Cyprus, Cyprus

Teaching mathematical concepts vs "triggering", as opportunity to learning and teaching, through the "Big Idea" approach: Attempt at designing mathematical activities with young learners
CHRYSALLA PAPADEMETRI AND ANDREA ELIADOU, European University Cyprus, Cyprus

Stories of young children 'cycling around' mathematical ideas against the fragmentation of knowledge
CHRYSALLA PAPADEMETRI, European University Cyprus, Cyprus

Be a skilled observer and a reflective thinker: Helping prospective early childhood teachers to plan their mathematical activities through analysing children's play
MARIANNA EFSTATHIADOU, European University Cyprus, Cyprus

A / 7
THE ROLE OF ADULTS' MEDIATION IN DEVELOPING COMMUNICATIVE SKILLS AMONG YOUNG BILINGUAL CHILDREN
Self-organised Symposium
Room B, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: MILA SCHWARTZ, Oranim Academic College of Education, Israel
“There is no need for translation: She understands”: Teachers’ mediation strategies in a bilingual preschool classroom
MILA SCHWARTZ (1), NAOMI GORBATT (2), (1) Oranim Academic College of Education, Israel; (2) The Centre for Educational Technology, Israel

Developing early bilingualism through intergenerational digital communication
ROSIE FLEWITT (1) AND SUMIN ZHAO (2); (1) UCL Institute of Education, United Kingdom; (2) University of Southern Denmark, Denmark

Teacher-child interaction in the foreign language class
TERESA FLETA, Complutense University, Spain

A / 8
EARLY CHILDHOOD MUSIC EDUCATION AS A TOOL FOR TRANSFORMATION
Self-organised Symposium
Room C, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: DIANA DANSEREAU, Boston University, United States

Formal music learning and prosociality in young children
BEATRIZ ILARI AND SUSAN HELFTER, University of Southern California, United States

Early childhood music education in the lives and learning of young children who are experiencing homelessness
DIANA DANSEREAU, Boston University, United States

(Music) technologies and children’s social rights: Inclusiveness potentiality of the MIROIR technologies in early childhood
ANNA RITA ADDESSI (1) AND LUISA BONFIGLIOLI (2), (1) Anna Rita Addessi, Italy; (2) University of Bologna, Italy
LAURA FERRARI (2), University of Bologna, Italy

A / 9
PARENTS’ VIEWS AND PERCEPTIONS
Individual Papers
Room D, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: SIVANES PHILLIPSON, Monash University, Australia

Negotiating educational and learning capitals: Australian parents’ response in supporting children’s early learning experiences at home
SIVANES PHILLIPSON, GERARDA RICHARDS AND PRASANNA SRINIVASAN, Monash University Australia

Parents’ perception about their involvement in development of ECE curriculum
ADRIJANA VISNJIC JEVTIC, University of Zagreb, Croatia

Working Together: Parents’ views of the practitioner-parent relationship in English early childhood settings
UTE WARD, University of Hertfordshire, United Kingdom

A / 10
PEDAGOGIES OF EDUCATIONAL TRANSITIONS: INTO THE FUTURE
Self-organised Symposium
Room E, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: ALINE-WENDY DUNLOP, University of Strathclyde, Scotland

Valuing cultural diversity in plans to enhance transition practices
SALLY PETERS AND VENESSA PAKI, University of Waikato, New Zealand

Institutionalised ageist practices
LYNN MCNAIR, University of Edinburgh, Scotland

In what ways can transitions be tools for change?
ALINE-WENDY DUNLOP, University of Strathclyde, Scotland
A / 11
OUTDOOR PLAY AND LEARNING SIG: ENVIRONMENTS AND MOVEMENT
Self-organised Symposium
Room F, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: SHIRLEY WYVER, Macquarie University, Australia

Affordances for outdoor play in Australian and Norwegian early childhood contexts
SHIRLEY WYVER (1), LEYLA EIDE (1), HELEN LITTLE (1) AND ELLEN BEATE HANSEN SANDSETER (2), (1) Macquarie University, Australia; (2) Queen Maud University College, Norway

Play as an expression of relation child-outdoor space
AIDA FIGUEIREDO, Aveiro University and Researcher of CIDTFF, Portugal

Educators and Nature: An important encounter for implementing reflexive competence
MICHELA SCHENETTI University of Bologna, Italy
ELISA GUERRA, University of Bologna, Italy

A / 12
THE CHALLENGES OF WELFARE POLICY CROSS-FERTILISATION
Self-organised Symposium
Room G, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: BRUNO RICCIO, University of Bologna, Italy

Migrant single mothers and their children: A welfare cross-fertilisation challenge
CATERINA SEGATA, MARIAROSA AMATO AND SAMANTA MURGIA, Cooperativa Sociale Società Dolce, Italy

Reflecting on accessibility: Creating pathways of welcoming and inclusion despite the rules
LUCIA BALDUZZI, University of Bologna, Italy

Centring and decentring the child in integrated services - Balancing children's and parents' rights
CATERINA SATTA, University of Bologna, Italy

A / 13
PEDAGOGICAL PRACTICES IN AUSTRALIA, CHINA, FINLAND AND SWEDEN
Individual Papers
Room H, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

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

Child’s day in kindergarten: How ECEC is constructed in daily practices
RAIJA RAITTILA, University of Jyväskylä, Finland

East meets West: A multiple case study of four Western-style play-based early learning centres in China
XINXIN WANG, The Education University of Hong Kong, Hong Kong

Early childhood educators in Sweden and Australia making sense of their pedagogical practices
LISE-LOTTE BJERVÅS (1) AND LIBBY LEE-HAMMOND (2), (1) Linneaus University, Sweden; (2) Murdoch University, Australia

A / 14
PREPARING PROFESSIONALS TO LISTEN TO AND RESPOND TO CHILDREN’S VOICES IN A UNIVERSITY COURSE
Self-organised Symposium
Room I, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: JAMES REID, University of Huddersfield, United Kingdom

Theorising a university module exploring the concept of ‘voice’ arising in the UNCRC and the social study of childhood
JAMES REID, University of Huddersfield, United Kingdom
Creating space in learning to hear and respond to the voices of children
FRANCES MARSDEN, University of Huddersfield, United Kingdom

Utilising the Mosaic Approach to explore ways of listening to children and student reflexivity
JUDITH HUNTER University of Huddersfield, United Kingdom

A / 15
PRESCHOOL TEACHERS'S VIEWS, BELIEFS AND EXPECTATIONS
Individual Papers
Room L, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: RITA MELIA, National University Ireland Galway, Ireland

Preschool educators’ beliefs and pedagogical approach: Implications for professional development
RITA MELIA, National University Ireland Galway, Ireland

The different student teacher groups' images of the becoming preschool teacher work
ANNELI NIIKKO, The University of Eastern Finland, School of Applied Educational, Science and Teacher Education, Finland

The Estonian preschool teachers’ views and expectations regarding teachers and teacher education
MARIKA VEISSON, MAIRE TUUL AND RAIN MIKSER, Tallinn University, Estonia

A / 16
PREESCHOOL TEACHERS: REFLECTIONS, NARRATIVES AND DIALOGUE
Individual Papers
Room M, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: SONJA RUTAR, University of Primorska, Slovenia

Professionals' biographical self-reflexivity as a mandatory part of individual professionalisation - Reasonable or pretentious?
ANTJE ROTHE, Leibniz University of Hanover, Germany

Video stimulated reflective dialogues: Making meaning through entangled perspectives
REBECCA DIGBY (1) AND CLAIRE FLETCHER (2), (1) Bath Spa University, United Kingdom; (2) Redcliffe Nursery School and National Teaching School, United Kingdom

What and how preschool teachers reflect: Story about relation between scaffolding and co-constructing
SONJA RUTAR University of Primorska, Slovenia

A / 17
NARRATIVES AND KNOWLEDGEABLE OTHERS IN TEACHER DEVELOPMENT
Individual Papers
Room P, Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: ELEONORA TESZENYI, University of Northampton, United Kingdom

Enhancing learning for early years Foundation Degree students: Reflecting on the notion of knowledgeable others
ELEONORA TESZENYI AND CRISTINA DEVECCHI, University of Northampton, United Kingdom

Interpretive stories, a reflective and professionalisation process for both researcher and participant
ROXANA PASTOR, Universidad Pública de Navarra, Spain

Stories early childhood educators live by
HANNE HEEDE JØRGENSEN, JAN JAAP ROTHUIZEN, LINE TOGSVERD AND STEPHAN WEISE, VIA UC, Denmark
A / 18
REFUGEE CHILDREN AND SOCIAL JUSTICE IN ECE: EMPIRICAL AND THEORETICAL RESPONSE TO DOMINANT PRACTICES AND DISCOURSES
Self-organised Symposium
Room 1, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: EKATERINA STREKALOVA-HUGHES, University of Missouri, United States

Agency and voices of parents: Refugee families' storytelling with young children
EKATERINA STREKALOVA-HUGHES (1) AND X. CHRISTINE WANG (2), (1) University of Missouri, United States; (2) State University of New York at Buffalo, United States

Toward a refugee critical race theory in ECE (RefugeeCrit)
EKATERINA STREKALOVA-HUGHES AND KINDEL NASH, University of Missouri - Kansas City, United States

Summer preschool intervention program for Syrian refugee children: Language proficiency and socio-emotional gains
ERSOY ERDEMIR, Bogazici University, Turkey

A / 19
THE DEVELOPMENT OF A RESEARCH KINDERGARTEN AT MERSEBURG UNIVERSITY OF APPLIED SCIENCES, FROM 2006 TO DATE
Self-organised Symposium
Room 2, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: SANDRA FRISCH, Merseburg University of Applied Sciences, Germany

The development of a research kindergarten
ANIKA NAß, Merseburg University of Applied Science, Germany

What does a research kindergarten mean to us?
SANDRA FRISCH, Merseburg University of Applied Sciences, Germany

Emancipatory sex education in early childhood - An initial theory-practice-transfer project
ANIKA NAß, SANDRA FRISCH AND ANIKA BECKER, Merseburg University of Applied Sciences, Germany

A / 20
PRAXELOGICAL RESEARCH: A MODE TO INVESTIGATE THE CONNECTIVITY BETWEEN PROFESSIONAL DEVELOPMENT AND CHILDREN’S PARTICIPATION
Self-organised Symposium
Room 4, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: JOÃO FORMOSINHO, Polytechnic Institute of Porto and Childhood Association, Portugal

The contribution of praxeological research to enhance children’ voices in the transition from pre to primary school
JOÃO FORMOSINHO, Polytechnic Institute of Porto and Childhood Association, Portugal

Enabling creative pedagogical partnerships between artists, early years practitioners and children: Moonbeams in action
CHRIS PASCAL AND TONY BERTRAM, Centre for Research in Early Childhood, United Kingdom

Participatory professional development: The struggle to make real children’ participation in pedagogic development
MONICA PINNAZZA (1) AND JÚLIA OLIVEIRA-FORMOSINHO (2), (1) University of São Paulo, Brazil; (2) Childhood Association and Portuguese Catholic University, Portugal

A / 21
ENHANCING THE EDUCATION AND WELLBEING OF DISADVANTAGED TODDLERS THROUGH THE DEVELOPMENT OF TRAINING MATERIALS TO SUPPORT EARLY YEARS PRACTITIONERS
Self-organised Symposium
Room 5, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: HELEN SUTHERLAND, Kingston University, United Kingdom
Enhancing the education and wellbeing of disadvantaged toddlers through the development of training and materials to support early years practitioners
HELEN SUTHERLAND (1), MONIKA RÖTHLE (2) AND ÀNGELS GEIS (3), (1) Kingston University, United Kingdom; (2) Universitetet I Stavanger, Norway; (3) Universitat Ramon Llull, Spain

Listening to toddlers’ voice and expressions
MONIKA RÖTHLE AND YNGVE ROSELL, University of Stavanger, Norway

Supporting toddler’s wellbeing
YASMIN MUKADAM AND HELEN SUTHERLAND, Kingston University, United Kingdom

A / 22
SUPPORTING CHILDREN’S LANGUAGE AND EMOTIONAL DEVELOPMENT
Individual Papers
Room 11, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: SARAH GIRLICH, LakoS - Landeskompetenzzentrum zur Sprachförderung an Kindertageseinrichtungen in Sachsen, Germany

I want to talk to you
MARIE HØJHOLT, Pædagoguddannelsen Aarhus, VIA University College, Denmark

Professionalism in German ECEC: Training teachers to promote language development and transfer into performance
SARAH GIRLICH (1) AND CHRISTIAN W. GLUECK (2), (1) LakoS - Landeskompetenzzentrum zur Sprachförderung an Kindertageseinrichtungen in Sachsen, Germany; (2) University of Leipzig, Germany

This is what my world is like’ - Communicating emotional mess through messy play
SUE GASCOYNE, Play to Z, United Kingdom

A / 23
INTERNATIONAL QUALITY ASSESSMENT
Individual Papers
Room 12, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: GIULIA PASTORI, Milano-Bicocca University, Italy

Exploring possibilities of bridging assessment in ECE
JUNGEUN YANG AND JIN-HEE LEE, Keimyung University, South Korea

Correlation between the results of expert assessment and preschool teachers’ self-assessment of learning environment quality with ECERS-R and the teachers’ personality traits
TATIANA LE-VAN (1), IGOR SHIAN (1), OLGA SHIYAN (1), TIGRAN SHMIS (2) AND ANASTASIA BELOLUTSKAYA (1), (1) Moscow City University, Russia; (2) World Bank, Russia

Quality assessment in international research: The CLASS case
GIULIA PASTORI (1), CLAUDIA GIUDICI (2) AND VALENTINA PAGANI (1), (1) University of Milan- Bicocca, Italy; (2) Reggio Children, Italy

A / 24
SUPPORTING CHILDREN’S SOCIAL - EMOTIONAL COMPETENCE IN ECEC THROUGH PAPILIO PROGRAM
Self-organised Symposium
Room 21, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: MERJA KOIVULA, University of Jyväskylä, Finland

Papilio program in supporting children’s social-emotional competence from the perspective of children
MERJA KOIVULA AND MARJA-LEENA LAAKSO, University of Jyväskylä, Finland

Finnish educators’ opinions of the implementation of the Papilio method in ECE
MERJA KOIVULA (1) AND MARITA NEITOLA (2), (1) University of Jyväskylä, Finland; (2) University of Turku, Finland

49
The role of educators' on Toys-go-on-holiday-day: Experiences of educators' and children
RIITTA VIITALA, University of Jyväskylä, Finland

A / 25
CELEBRATION OF CHILDREN'S PLAY
Self-organised Symposium
Room 22, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: ALISON CLARK, Thomas Coram Research Unit, United Kingdom

Time and space for children’s spontaneous play at risk in ECEC
KRISTIN DANIELSEN WOLF, Oslo and Akershus University College of Applied Sciences, Norway

Dramatic play as an aesthetic expression
KNUT KRISTENSEN, Oslo and Akershus University College of Applied Sciences, Norway

Celebration of children’s play - Some preliminary results
ANNE GREVE, Oslo and Akershus University College of Applied Sciences, Norway

A / 26
PEDAGOGICAL DOCUMENTATION
Individual Papers
Room 31, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: TULLIA MUSATTI, Institut of Cognitive Sciences and Technologies - National Research Council, Italy

"That's the way it was": Children's and parents' reflections regarding pedagogical documentation
KARIN ALNERVIK, CHARLOTTE ÖHMAN AND CHARLOTTEE ÖHMAN, Högskolan för lärande och kommunikation Jönköping, Sweden

Pedagogical documentation: The child's voice?
HELEN KNAUF, University of Applied Sciences Fulda, Germany

ProuD! To Improve ECE services and professional development by exchanging pedagogical documentation across Belgium and Finland
LISELOTTE VANDENBUSSCHE (1), INE HOSTYN (1), ANNA-RIITTA MAKITALO (2) AND SYLVIA TAST (2), (1) Artevelde University College, Belgium; (2) Metropolia University of Applied Sciences, Finland

A / 27
TROUBLING UNIVERSAL CONCEPTS OF QUALITY IN ECE
Individual Papers
Room 32, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: ELISE HUNKIN, RMIT University, Australia

A universal and transferable quality rating scale - Is it possible?
TANYA RICHARDSON, University of Northampton, United Kingdom

Problematising the role of 'quality' ECE in the Global Education Reform Movement
ELISE HUNKIN, RMIT University, Australia

Mind your own business: Struggles to retain complex meanings of quality in ECEC policy
HELEN LOGAN Charles Sturt University, Australia

A / 28
EMPATHY, WELFARE AND SOCIAL COMPETENCE
Individual Papers
Aula Magna, Department of Educational Science - Ground floor, Via Filippo Re 6

CHAIR: MARIA RIERA, University of Balearic Islands, Spain
Welfare and life in ECE: An ethnographic case study in a school in Pistoia
MARIA RIERA AND CATALINA RIBAS, University of Balearic Islands, Spain

Toddler’s social competence, play, movement skills and wellbeing
AUD TORILL MELAND, ELSA KALTVEDT AND INGUNN UGELSTAD, University of Stavanger, Norway

Global competence begins in preschool: An investigation of how to nurture empathy in young children
FLAVIA IUSPA AND DANIELA FOERCH, Florida International University, United States

The narrative format model for early language intervention in first and foreign language in ECEC centres
SABINE PIRCHIO, TRAUTHE TAESCHNER, YLENIA PASSIATORE AND SARA POLIANI, Sapienza University of Rome, Italy

Reading and narrative competencies of bilingual children
ZLATICA JURSOVÁ ZACHAROVÁ, Comenius University in Bratislava, Slovakia

The influence of collaborative language learning on cognitive development in unbalanced bilingual migrant children
MARTHA ROBINSON AND ANTONELLA SORACE, University of Edinburgh, United Kingdom

Type of early care, maternal education, parents’ country of birth, and child’s language effect on social cognition in preschoolers
PAOLA MOLINA (1) AND DANIELA BULGARELLI (1)(2), (1) Università di Torino, Italy; (2) Collegio Carlo Alberto, Italy

A Froebelian approach to strengthening practitioner-parent collaboration
MARIA KAMBOURI-DANOS (1), MYRIA PIERIDOU (2), TERESA WILSON (1) AND SUZANNE FLANNERY QUINN (3), (1) University of Reading, United Kingdom; (2) Open University, United Kingdom; (3) University of Roehampton, United Kingdom

The child as an agent in childcare selection? Parents’ notions of the child and ECEC
MAARIT ALASUUTARI AND ANU KUUKKA, University of Jyvaskyla, Finland
WEDNESDAY 30TH AUGUST 2017
SYMPOSIUM SET B: 16:40 – 18:00

B / 1
INEQUALITIES AND SOCIAL JUSTICE IN ECE
Individual Papers
Aula Magna, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: CHRISTIAN MORABITO, Save the Children, Belgium

Researching inequality in access to ECEC: First insights from a comparative multilevel analysis in three countries
KATHARINA TAUMBERGER, SOPHIE HAHN AND ANTONIA SCHOLZ, German Youth Institute, Germany

The role and the strategies of ECE principals in confronting socio-economic crisis
SOFIA AVGITIDOU (1), SONIA LIKOMITROU (1), ELENI KOMINIA (1), VASSILIKI ALEXIOU (1), ALEXANDRA ANDROUSOU (2), DOMNA-MIKA KAKANA (3) AND VASSILIS TSAFOS (2), (1) University of Western Macedonia Greece, Greece; (2) National and Kapodistrian University of Athens, Greece; (3) Aristotle University of Thessaloniki, Greece

Early years’ teachers’ identities in socio-economically disadvantaged educational settings in Chile: The pursuit of equality education for all children
MARTA OPAZO University of Nottingham, United Kingdom

B / 2
DIGITAL TECHNOLOGY AND LEARNING
Individual Papers
Room 3, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: JEANETTE SJÖBERG, Halmstad University, Sweden

Digital ways in children’s meaning making of museum as a place
MARI DARDANOU, The Arctic University of Norway, Norway

Seen but not heard?! Children’s participation in research about digital technology in preschool
JEANETTE SJÖBERG, ANNICA LAGERGREN AND KRISTINA HOLMBERG, Halmstad University, Sweden

Parents’ perspectives on the use of touchscreen technology by 0-3 year olds in the UK, Greece, Sweden and Australia
JANE O’CONNOR (1), OLGA FOTAKOPOLOU (1), MARIA HATZIGIANNI (2), AND MARIE FRIDBERG (3), (1) Birmingham City University, United Kingdom; (2) Macquarie University, Australia; (3) Kristianstad University, Sweden

B / 3
MEN IN ECEC: MOTIVATIONS, OBSTACLES, AND DROP-OUT
Self-organised Symposium
Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: TIM ROHRMANN, Dresden University of Applied Sciences, Germany

Motivation and wellbeing among male ECEC bachelor students in Norway
KARI EMILENSEN AND OLAV B. LYSKLETT, Queen Maud University College of ECE (QMUC), Norway

Positioning male educators in ECE classrooms: Preliminary research findings on effective strategies for recruiting, mentoring and retaining men in ECE
JEAN PLAISSIR, Borough of Manhattan Community College/CUNY, United States

Agency and communion as factors influencing men’s ECEC career trajectories
DAVID BRODY, Efrata College of Education, Israel
ECEC APPROACHES TO DEVELOP SOCIAL INCLUSION

Individual Papers
Room 2, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: MIHAELA IONESCU, International Step by Step Association, the Netherlands

Building ECEC partnerships that assist families to partake in high quality, universal, early intervention and prevention services
KYM MACFARLANE (1&2), ELISE PARKER (2), HOLLY RYNSENT (2) AND CHARMAINE STUBBS (2), (1) Griffith University, Australia; (2) The Salvation Army, Australia

Organising for quality and inclusion: Drop-in ECECs in Norway
ELIN BIRGITTE LJUNGGREN (1) AND BERIT IRENE VANNEBO (2), (1) QMUC, Norway; (2) Nord University, Norway

An analysis of the potential of time banks to support the development of an inclusive civil society
JULIETTE WILSON-THOMAS, Manchester Metropolitan University, United Kingdom

THE IMPACT OF BOOKS AND SHARED READING ON CHILD DEVELOPMENT

Individual Papers
Room 3, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: ROSIE FLEWITT, University College London, United Kingdom

Child and black childhood in children's literature at the end of the 20th century
IONE JOVINO (1) AND ANETE ABRAMOWICZ (2), (1) Universidade Federal de São Carlos / Universidade Estadual de Ponta Grossa, Brazil; (2) UFSCar, Brazil

Mapping the field of personalisation in children's digital books
NATALIA KUCIRKOVA AND ROSIE FLEWITT, University College London, United Kingdom

The role of interactive shared reading in child's storytelling
LIJUBICA MARIJANOVIĆ-UMEK, URŠKA FEKONJA-PEKLJ, KAJA HACIN, TINA MERVIC AND SIMONA KRANJC, University of Ljubljana, Slovenia

APPROACHES TO DIALECTICAL THINKING, MATHS, IMAGINATION AND MULTI-MODALITY

Individual Papers
Room A, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: SILVIA MION, University of Padua, Italy

Did Matisse come to our school? - Imagination, multi-modality and children’s talk in a Reception classroom
MATILDA STICKLEY, University of Nottingham, United Kingdom

Children telling mathematical strategies at the kindergarten
SILVIA MION, University of Padua, Italy

The features of dialectical thinking development in preschool age
OLGA SHIYAN, IGOR SHIIAN AND ANASTASIA BELOLUTSKAYA, Moscow City University, Russia

SIG MULTILINGUAL CHILDHOODS: ECE TEACHER’S BELIEFS AND PRACTICES IN MULTILINGUAL CONTEXTS

Self-organised Symposium
Room B, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: GUNHILD T. ALSTAD, Inland Norway University of Applied Sciences, Norway

Preschool bilingual education in Malta: The realities and the challenges
CHARLES L MIFSUD (1) AND LARA ANN VELLA (2), (1) University of Malta, Malta; (2) National Literacy Agency, Malta
Social language environment - Multilingual children's conditions to learn Swedish in Swedish preschools
MARTINA NORLING, School of Education, Culture and Communication, Sweden

Challenging teachers' concepts of 'language' in multilingual ECE education and teacher education
GUNHILD T. ALSTAD, GUNHILD T. RANDEN AND SOLVEIG FREDRIKSEN AASEN, Inland Norway University of Applied Sciences, Norway

B / 8
YOUNG PARENTS, GRANDPARENTS AND PARENTAL AGENCY
Individual Papers
Room C, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: PAT BECKLEY, Bishop Grosseteste University, United Kingdom

Social processes among parents and grandparents in Italian centres for children and families
ISABELLA DI GIANDOMENICO, Institut of Cognitive Sciences and Technologies - National Research Council, Italy

Parents' agency in educational partnership and related emotions identified in the interviews of parents having a child with difficulties in self-regulation
ERJA RAUTAMIES, University of Jyväskylä, Finland

Young parents, babies and early childhood: Leaving care and coping?
PAT BECKLEY, Bishop Grosseteste University, United Kingdom

B / 9
STEM: TEACHERS' PEDAGOGY AND PERSPECTIVES
Individual Papers
Room D, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: ANNIKA ELM, University of Gävle, Sweden

Early childhood STEM: Pedagogy and practices
CORAL CAMPBELL (1), CHRIS SPELDEWINDE (1), AMY MACDONALD (2), AND CHRISTINE HOWITT (3), (1) Deakin University, Australia; (2) Charles Sturt University, Australia; (3) University of Western Australia, Australia

Development of the LuPE-teacher education concept for early childhood scientific literacy
JOANA WOLFSPERGER, DORIS DREXL AND EVA BORN-RAUCHENECKER, German Youth Institute (DJI), Germany

Less is more - Early childhood teachers' pedagogical content knowledge in science and technology
ANNIKA ELM, University of Gävle, Sweden

B / 10 - CANCELLED
PLAY: NARRATIONAL, PRO-SOCIAL AND EMOTIONAL
Individual Papers
Room E, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

This is what my world is like' - Communicating emotional mess through messy play (MOVED TO A / 22)
SUE GASCOYNE, Play to Z, United Kingdom
Being and becoming: Refiguring material practices
IAN BARRON, MARTIN NEEDHAM AND LISA TAYLOR, Martenscroft Nursery School & Children’s Centre United Kingdom

Telling "lively stories": Slow research into being two
CHRISTINA MACRAE, Manchester Metropolitan University, United Kingdom

Reconfiguring the learning environment for children aged two
MARTIN NEEDHAM (1), IAN BARRON (1), CHRISTINA MACRAE (1) AND LISA TAYLOR (2), (1) Manchester Metropolitan University, United Kingdom; (2) Martenscroft Nursery School, United Kingdom

Risk perception, regulation, and unlicensed childcare: Lessons from Ontario
MICHAL PERLMAN, LINDA WHITE, ADRIENNE DAVIDSON AND ERICA RAYMENT, University of Toronto, Canada

The political paradox of family home childcare: Evidence and ideology in Manitoba, Canada
SUSAN PRENTICE (1), MATTHEW SANSCARTIER (2) AND TRACEY PETER (1), (1) University of Manitoba, Canada; (2) Carleton University, Canada

Family home childcare in France and Germany: Explaining differences and similarities
JEANNE FAGNANI, CNRS / IRES, France

Educational advisors as leaders of quality improvement - Results from a qualitative interview study with educational advisers in Germany
ITALA BALLASCHK, Freie Universität Berlin, Germany

Addressing quality in childcare: A case study of a community wide approach to improving outcomes for children in a disadvantaged area
JENNA RUSSELL (1), SHIRLEY MARTIN (2) AND BRAEDON DONALD (3), (1) Barnardos Brighter Futures, Ireland; (2) University College Cork, Ireland; (3) Young Knocknaheeny ABC, Ireland

Quality in ECE: Insights from teachers
RAHIME COBANOGLU (1), YESIM CAPA AYDIN (2) AND ALI YILDIRIM (2), (1) Sinop University, Turkey; (2) Middle East Technical University, Turkey

Addressing quality in childcare: A case study of a community wide approach to improving outcomes for children in a disadvantaged area
JENNA RUSSELL (1), SHIRLEY MARTIN (2) AND BRAEDON DONALD (3), (1) Barnardos Brighter Futures, Ireland; (2) University College Cork, Ireland; (3) Young Knocknaheeny ABC, Ireland

Quality in ECE: Insights from teachers
RAHIME COBANOGLU (1), YESIM CAPA AYDIN (2) AND ALI YILDIRIM (2), (1) Sinop University, Turkey; (2) Middle East Technical University, Turkey
Coherence or fragmentation in kindergarten teacher education? Consequences for professional learning
GERD SYLVI STEINNES, Volda University College, Norway

Assessment as a basis for professional learning
LIV TORUNN EIK, University College of Southeast Norway, Norway

Leadership in professional learning communities
ELIN ØDEGÅRD, University of Stavanger Centre for Learning Environment, Norway

B / 15
OUTDOOR PLAY AND LEARNING SIG: DESERT AND ARCTIC ENVIRONMENTS
Self-organised Symposium
Room L, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: EVA ÄRLEMLAM-HAGSÉR, Mälardalen University, Sweden

Outdoor reindeer herding livelihood activities in Sámi kindergarten
YLVA JANNOK NUTTI, Sámi University of Applied Sciences, Norway

Wintertime in kindergartens in the arctic and Norway
MERETE LUND FASTING AND JANNICKE HØYEM, University of Agder, Norway

B / 16
A NEW LOOK AT ECEC WORKFORCE PROFILES ACROSS EUROPE: SELECTED FINDINGS FROM A 30-COUNTRY STUDY
Self-organised Symposium
Room M, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

ECEC workforce structures and challenges: A cross-national analysis of selected country case studies
INGE SCHREYER AND PAMELA OBERHUEMER, State Institute of Early Childhood Research, Germany

ECEC workforce structures and challenges: Continuity and change in the case of Italy
CHIARA BOVE, SILVIA CESCATO AND SUSANNA MANTOVANI, University of Milan Bicocca, Italy

ECEC workforce structures and challenges: A case study of Slovenia
TATJANA VONTA AND JERNEJA JAGER, Educational Research Institute, Slovenia

B / 17
STRESSORS WITHIN AND WITHOUT: FOCUSING ON ECE TEACHERS SOCIAL-EMOTIONAL WELLBEING
Self-organised Symposium
Room P, Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: CYNTHIA BUETTNER, Ohio State University, United States

Exploring the role of teachers’ stress in young children’s social-emotional development
LIENY JEON (1), CYNTHIA BUETTNER (2), ASHLEY GRANT (1) AND SARAH LANG (2), (1) Johns Hopkins University, United States; (2) Ohio State University, United States

Am I valued? Unpacking the stress in the professional lives of ECE teachers
SARAH LANG (1), CYNTHIA BUETTNER (1) AND LIENY JEON (2), (1) Ohio State University, Department of Human Sciences, United States; (2) Johns Hopkins University, United States

Social Emotional Learning for Teachers (SELF-T): Helping teachers reduce stress and increase coping skills
CYNTHIA BUETTNER (1), LIENY JEON (2) AND SARAH LANG (1), (1) The Ohio State University, United States; (2) Johns Hopkins University, United States
B / 18
MIGRATION AND CHALLENGE - AN EXPLORATION OF THE ISSUES FACING REFUGEE AND ASYLUM SEEKING FAMILIES
Self-organised Symposium
Room 1, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: JACKIE MUSGRAVE, University of Worcester, United Kingdom

Supporting the health and wellbeing of refugee children
JACKIE MUSGRAVE, University of Worcester, United Kingdom

A personal perspective on the lived experiences of children and families in a refugee camp
JANET HARVELL, University of Worcester, United Kingdom

Migration and challenge, narratives of refugees and public service practitioners related to family support
JACKIE MUSGRAVE, JANET HARVELL AND ALISON PROWLE, University of Worcester, United Kingdom

B / 19
DEVELOPING QUALITY INDICATORS FOR BRAZILIAN EARLY CHILDHOOD SERVICES: A PARTICIPATORY EVALUATION RESEARCH BRAZIL-ITALY
Self-organised Symposium
Room 2, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: ANNA BONDIOLI, Università di Pavia, Italy

Evaluation at ECE from the perspective of evaluation of educational contexts, research in a public institution in Curitiba, Brazil
CATARINA MORO, ANGELA COUTINHO AND GIZELE DE SOUZA, Universidade Federal do Paraná, Brazil

Reflections on quality indicators in ECE: A formative experience in a public school in the city of Rio de Janeiro
PATRÍCIA CORSINO AND DANIELA DE OLIVEIRA GUIMARÃES, Universidade Federal do Rio de Janeiro, Brazil

'Promotion from within”: A reflective and participated approach in the evaluation of educational settings
DONATELLA SAVIO AND ANNA BONDIOLI, Università di Pavia, Italy

B / 20
PEDAGOGIC PRACTICE WITH SEND CHILDREN
Individual Papers
Room 4, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: ALESSIA CINOTTI, University of Bologna, Italy

Enhancing peer interaction among children with and without special needs - Children's initiatives and teachers' responses in scaffolded play
MARJA SYRJÄMÄKI (1), PÄIVI PIHLAJA (2) AND NINA SAJANIEMI (1), (1) University of Helsinki, Finland; (2) University of Turku, Finland

Dealing with inclusion of children with special needs: Three types of Israeli preschool teachers
NICOLE BEN-NUN, David Yellin College of Education, Israel

Inclusive education in nursery schools and in kindergartens also for children with autism spectrum disorders: From an individual model to an inclusive perspective
ELENA MALAGUTI, University of Bologna, Italy

B / 21
SUSTAINING WARM AND INCLUSIVE TRANSITIONS ACROSS THE EARLY YEARS: PRELIMINARY FINDINGS FROM THE START PROJECT
Self-organised Symposium
Room 5, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: LUCIA BALDUZZI AND ARIANNA LAZZARI, University of Bologna, Italy
Exploring transitions from children's perspectives
EDDIE MCKINNON (1), ARIANNA LAZZARI (2), KATRIEN VAN LAERE (3), MATEJA REŽEK (4) AND ANGELA MALCOLM (1), (1) Pen Green Centre for Children and their Families, United Kingdom; (2) University of Bologna, Italy; (3) Ghent University / VBJK, Centre for Innovation in the Early Years, Belgium; (4) Educational Research Institute, Slovenia

Sustaining practitioners and teachers in developing inclusive transitions
MATEJA REŽEK (1), KATRIEN VAN LAERE (2), ARIANNA LAZZARI (3) AND EDDIE MCKINNON (4), (1) Educational Research Institute, Slovenia; (2) Ghent University / VBJK, Centre for Innovation in the Early Years, Belgium; (3) University of Bologna, Italy; (4) Pen Green Research Base, United Kingdom

The voices of families in transitions
KATRIEN VAN LAERE (1), EDDIE MCKINNON (2), MATEJA REŽEK (3) AND ARIANNA LAZZARI (4), (1) Ghent University / VBJK, Centre for Innovation in the Early Years, Belgium; (2) Pen Green Research Base, United Kingdom; (3) Educational Research Institute, Slovenia; (4) University of Bologna, Italy

B / 22
HOLISTIC WELLBEING SIG: SOCIAL AND CULTURAL ASPECTS OF WELLBEING
Self-organised Symposium
Room 11, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: WILMA ROBLES MELENDEZ, Nova Southeastern University, United States

Here I am! Listening to the voices of immigrant children and their families: An analysis of socially just practices supporting immigrant children's sociocultural development
WILMA ROBLES MELENDEZ, WAYNE DRISCOLL AND AUDREY HENRY, Nova Southeastern University United States

Do you want to be friends? Physical disability and friendships
KYRIAKOS DEMETRIOU, Liverpool Hope University, United Kingdom

The roles of merit and social understanding in sharing behaviours with three and four year olds
JIM STACK, Liverpool Hope University, United Kingdom

B / 23
THE EARLY CHILDHOOD 'MARKET' AND THE CHALLENGES IT CREATES
Individual Papers
Room 12, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: CHRISTINE WOODROW, Western Sydney University, Australia

Elite ECE: A marketing myth or threat to social justice?
CHRISTINE WOODROW (1) AND FRANCES PRESS (2), (1) Western Sydney University, Australia; (2) Charles Sturt University, Australia

Parents on the market of ECE? Day care choices for Finnish one-year-old children
PÄIVI PIHLAJA AND ANU WARINOWSKI, University of Turku, Finland

Equity and equality in ECEC: Discourses of policymakers in Finnish municipalities
MAIJU PAANANEN (1), MAARIT ALASUUTARI (2), PETTERI EEROLA (1) AND KATJA REPO (1), (1) University of Tampere, Finland; (2) University of Jyväskylä, Finland

B / 24
CAPTURING THE VOICE OF ALL PRACTITIONERS
Individual Papers
Room 21, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: SAMANTHA MCMAHON, University of Huddersfield, United Kingdom

Hearing the teacher's voice
DEIRBHILE NIC CRAITH AND MAEVE MC AFFERTY, Irish National Teachers' Organisation, Ireland
Why so silent? Absence of assistants in kindergarten research
LIV INGRID ASKE HÅBERG, Volda University College, Norway

Listening to practitioners: The key to high quality, inclusive, sustainable practice in ECE
SAMANTHA MCMAHON AND NICOLA FIRTH, University of Huddersfield, United Kingdom

B / 25
DEVELOPING LEADERSHIP
Individual Papers
Room 22, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: GERALDINE DAVIS, Anglia Ruskin University, United Kingdom

Microteaching as embodied experience in leadership and mentoring
GRETE SKJEGGESTAD MEYER AND INGUNN REIGSTAD, NLA University College, Norway

The development of the early childhood centre as a learning organisation - The function of pedagogic leadership
KJELL AAGE GOTVASSLI, Nord University, Norway

Leadership: Collaborative practice in action
GERALDINE DAVIS (1) AND GEMMA RYDER (2), (1) Anglia Ruskin University, United Kingdom; (2) University of East London, United Kingdom

B / 26
CONFLICTS, EFFICIENCY AND DEMOCRACY IN ECE
Individual Papers
Room 31, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: EVA JOHANSSON, University of Stavanger, Norway

Conflicts-potentials for democracy learning in preschool
EVA JOHANSSON, University of Stavanger, Norway

Discourses of efficiency - Conflicting values in educators' talk about everyday practices in the cloakroom
ANITA BERGE, University of Stavanger, Norway

Rethinking and mapping influence in ECE
KRISTIN UNGERBERG, Karlstad University, Sweden

B / 27
PERSPECTIVES ON TOUCH, INTIMACY AND FEEDING IN ECE
Individual Papers
Room 32, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: ELSA ESCALANTE BARRIOS, Universidad del Norte, Colombia

Making the personal visible: The role of intimacy in the nursery - Teacher’s reflections
BELINDA DAVIS, Macquarie University, Australia

Teachers’ feeding practices in Colombian childcare centres: Beyond the curriculum
ELSA ESCALANTE BARRIOS, MARILYN ANTURI, CAROLINA MENDOZA, GAMARRA MARIA ALEJANDRA, ANDREA ROJAS, SALAMANCA CIELO, NAIRIS ROJAS AND DANIELA CUBILLOS, Universidad del Norte, Colombia

Preschool anxieties - Constructions of risk and gender in preschool teachers talk on touch
MAGNUS ÅBERG (1), CAROLINE JOHANSSON (2) AND MARIA HEDLIN (2), (1) Centre for Gender Studies, Karlstad University, Sweden; (2) Linnaeus University, Sweden
METHODOLOGY FOR LISTENING TO CHILDREN'S VOICES

Methods for Listening to Children's Voices

Individual Papers

Aula Magna, Department of Educational Science - Ground floor, Via Filippo Re 6

CHAIR: ANGEL URUBINA-GARCIA, University of Hull, United Kingdom

Drawn to the future? Children's expressions of vocational ideas
CHRISTINA PERNSTEINER, University of Graz, Austria

Listening to children's voices: A systematic review of the literature
ANGEL URUBINA-GARCIA (1), DIVYA JINDAL-SNAPE (2), VICTORIA JUPP-KINA (2) AND ANGELA LINDSAY (2), (1) University of Hull, United Kingdom; (2) University of Dundee, United Kingdom

Children's perspectives, ethics and theory
LENA Ö MAGNUSSON, University of Gävle, Sweden

MULTILINGUALISM: WORKING WITH PARENTS

Individual Papers

Aula B, Department of Educational Science – 1st floor, Via Filippo Re 6

CHAIR: ANNE LILLVIST, Mälardalen University, Sweden

Working with parents of bilingual children in Finland and Sweden
EKATERINA PROTASSOVA (1) AND NATASHA RINGBLOM (2), (1) Department of Modern Languages, Finland; (2) Stockholm University, Sweden

Multilingual practices and teacher-parent cooperation: A case study of a Swedish preschool
ANNE LILLVIST AND MIA HEIKKILÄ, Mälarddal University, Sweden

Bilingualism in the bush: Reconceptualising ‘speech community’ in family language maintenance in regional Australia
MARGARET SIMS, ELIZABETH ELLIS, AND VICKI KNOX, University of New England, Australia
THURSDAY 31ST AUGUST 2017
SYMPOSIUM SET C: 09:00 – 10:20

C / 1
CHILDREN’S RIGHTS, VOICE AND CURRICULUM DEVELOPMENT
Individual Papers
Aula Magna, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: MARGARET O DONOHUE, Institute of Technology Blanchardstown, Ireland

Responding to children’s right to national quality ECE
LENNIE BARBLETT (1), GILLIAN KIRK (1), ROSEMARY CAHILL (2), (1) Edith Cowan University, Australia; (2) Department of Education, Australia

Understanding the link between context and curriculum change in early years education
MARGARET O DONOGHUE, Institute of Technology Blanchardstown, Ireland

Highlighting Canadian and Tanzanian children’s voices and connections through an international multimodal exhibit
JODI STREELASKY, University of Victoria, Canada

C / 2
PROMOTING YOUNG CHILDREN’S DEVELOPMENT OF DEMOCRATIC SKILLS - POLICIES, LEGISLATION AND CULTURE IN SOCIETY, FAMILIES, SCHOOLS AND CHILDCARE
Self-organised Symposium
Room 3, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: CHARLOTTE RINGSMOSE, Aarhus University, Denmark

Promoting democracy in children - Policies and culture
CHARLOTTE RINGSMOSE, FREJA FILINE PETERSEN AND SARAH DAMGAARD WARRER, Aarhus University Denmark

Children’s influence on everyday practices in preschool
GRETHE KRAGH-MÜLLER, HEBA ABDULJALIL AND LONE SVINTH, Aarhus University, Denmark

Professional development in ECEC enabling professionals to promote equity and democracy in ECEC
BENTE JENSEN, Aarhus University, Denmark

C / 3
MODELS OF MULTICULTURAL COMPLEXITY
Individual Papers
Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: NIMA SHARMAHD, VBJK, Belgium

Facilitating change towards multicultural early childhood practice: Lessons learned from a knowledge-sharing collaborative
ANNA KIROVA, REBECCA GEORGIS, REBECCA GOKIERT, LARISSA BROINSKY AND TERESA MEJIA, University of Alberta, Canada

Making and shaping the first Nishkam nursery: Insights from a British Sikh project for childhood
GOPINDER SAGOO, University of Birmingham, United Kingdom

Norwegian kindergarten teachers’ cooperation and trust building with Polish parents
KRISTIN ROSTAD GANGSTAD (1) AND SIGRID BØYUM (2), (1) Volda University College, Norway; (2) Western Norway University of Applied Sciences, Norway
**C / 4**

DIGITAL ACTIVITIES IN ECE

Individual Papers

Room 2, Redenti Building - Belmeloro Complex -1st floor, Via Belmeloro 12

CHAIR: CHIARA BERTOLINI, Università degli studi di Modena e Reggio Emilia, Italy

**Game on! Analogue and digital memory game activities in preschool**

MALIN NILSEN, NIKLAS PRAMLING, CECILIA WALLERSTEDT AND MONA LUNDIN, Department of Education Communication and Learning, Sweden

**Fostering narrative skills through digital storytelling in ECE**

CHIARA BERTOLINI, ANDREA ZINI AND LORENZO MANERA, Università degli Studi di Modena e Reggio Emilia, Italy

**Digital photography and mathematics: A photobook approach in one Norwegian kindergarten**

ELENA SEVERINA AND ESPEN HELGESEN, Western Norway University of Applied Sciences, Norway

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**C / 5**

ISSUES OF GENDER, RACE AND MIGRATION IN ECEC

Individual Papers

Room 3, Redenti Building - Belmeloro Complex -1st floor, Via Belmeloro 12

CHAIR: CATERINA SATTA, University of Bologna, Italy

**Race and gender in early childhood: Methodologies in Brazilian research on children**

DANIELA FINCO (1), CAROLINA ALVARENGA (2) AND ELLEN SOUZA (2) (1) Universidade Federal de São Paulo, Brazil; (2) Universidade Federal de Lavras, Brazil

**Otherness: Exploring issues of gender and migration through children's picture books**

TIM ROHRMANN (1) AND CLARE O’DONOGHUE (2), (1) Dresden University of Applied Sciences, Germany; (2) M Middlesex University, United Kingdom

**Playing with gender: Taking up and challenging heteronormativity in an ECE setting**

LISA-MARIE GAGLIARDI, University of Western Ontario, Canada

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**C / 6**

DEVELOPING COMMUNICATION THROUGH INTERACTIVE WHITEBOARD, DIGITAL TECHNOLOGY AND CHILDREN'S REMINISES

Individual Papers

Room A, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: CAROLYN SILBERFELD, Early Childhood Studies Degrees Network (ECSDN), United Kingdom

**Intersubjectivity and aesthetic judgments in young children’s narration with an interactive whiteboard**

EWAA SKANTZ ÅBERG, Department of Education, Communication and Learning, Sweden

**Young children and digital technology: From paper to the touch screen**

DONATA RIPAMONTI AND PAOLO FERRI, Università degli Studi Milano Bicocca, Italy

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**C / 7**

FAMILY LITERACY AND THE ROAD TO AUSTERITY

Self-organised Symposium

Room B, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: SUSAN KRIEG, Flinders University, Australia

**Economic realities: Constructing the contemporary family**

SUSAN KRIEG, Flinders University, Australia

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Caring about literacy - Who, what, how? A bigger picture
GERRY MULHEARN, Flinders University, Australia

New Words! Rethinking vocabulary in family literacy programs
SUSAN HILL (1), SUSAN KRIEG (2) AND GERRY MULHEARN (2) (1) University of South Australia, Australia; (2) Flinders University, Australia

C / 8
EARLY CHILDHOOD TEACHERS' THOUGHTS ABOUT MATHEMATICS
Self-organised Symposium
Room C, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: CRISTALLA PAPADEMETRI, European University Cyprus, Cyprus

Teacher's analysis of teacher / child engagement into the meanings of children's mathematical graphics
ELIZABETH CARRUTHERS, Bristol University / Redcliffe Nursery School, United Kingdom

Factors influencing preservice teachers' choices of picture book for mathematics learning in early childhood
ELIZABETH DUNPHY, DCU Institute of Education, Ireland

Teachers' views on the development of abstract representation in mathematics in Year 1
PAMELA MOFFETT AND PATRICIA EATON, Stranmillis University College, United Kingdom

C / 9
LANGUAGE ENVIRONMENTS IN MULTILINGUAL CONTEXTS
Self-organised Symposium
Room D, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: KATRINE GIAEVER, Inland Norway University of Applied Sciences, Norway

Atmosphere in multicultural preschools
KATRINE GIAEVER, Inland Norway University of Applied Sciences, Norway

Beyond the resource perspective - Exploring teachers' views on multilingualism in an ECEC context
ANJA MARIA PESCH, UiT - The Arctic University of Norway, Norway

Material and linguistic landscape constructing indigenous identity and multilingualism in an ECEC context
CAROLA KLEEMANN, UiT - The Arctic University of Norway, Norway

C / 10
PATERNAL INVOLVEMENT
Individual Papers
Room E, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: JOSHUA MIDDLETON, Florida State University, United States

Paternal involvement in Turkey: Views and implementations of early childhood educators
SEVCAN HAKYEMEZ-PAUL, PÄIVI PIHLAJA AND HEIKKI SILVENNOINEN, University of Turku, Finland

Cross-cultural perspectives on paternal involvement in ECE: Norwegian and South Korean fathers
WONKYUNG JANG (1) AND HEY JUNG JUN (2), The University of North Carolina at Chapel Hill, United States; (2) Yonsei University, South Korea

The effects of parents on home literacy environments: Regards to emergent literacy
JOSHUA MIDDLETON (1), SARA TOURS, (2) AND AHMET SIMSAR (1), (1) Florida State University, United States; (2) Slippery Rock University, United States
C / 11
PEDAGOGY AND ASSESSMENT OF EARLY CHILDHOOD EDUCATORS
Individual Papers
Room F, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: ANTON HAVNES, Oslo and Akershus University College of Applied Sciences, Norway

Pedagogy in national guidelines for Norwegian preschool teacher training
MARGRETHE JERNES, MARIT ALVESTAD, INGER BENNY ESPEDAL TUNGLAND AND ÅSE DAGMAR KNABEN, University of Stavanger, Norway

New policy for early childhood teachers’ professional career advancement: A bottom-up critical review on the Chilean case
MARCELA PARDO (1) AND CYNTHIA ADLERSTEIN (2), (1) Center for Advanced Research in Education, Universidad de Chile, Chile; (2) Pontificia Universidad Católica, Chile

Professionalisation of ECEC professionals - Developing professional standards
ANTON HAVNES, Oslo and Akershus University College of Applied Sciences, Norway

C / 12
OUTDOOR PLAY AND LEARNING SIG: RESILIENCE AND EMPOWERMENT
Self-organised Symposium
Room G, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: ELLEN BEATE HANSEN SANDSETER, Queen Maud University College, Norway

Risk-taking in the New Zealand bush: Issues of resilience and wellbeing
AMANDA BATEMAN (1) AND JANE WATERS (2), (1) University of Waikato, New Zealand; (2) University of Wales Trinity St David, United Kingdom

Empowering experiences in outdoor play: What is it and why does it matter?
NATALIE CANNING, The Open University, United Kingdom

Semantics of rough-and-tumble play of young children in South Korea
HUA JIN AND KWI OK NAH, Soonchunhyang University, South Korea

C / 13
LEARNING STORIES: ADVOCATING FOR CHILDREN'S LEARNING THROUGH PLAY
Self-organised Symposium
Room H, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: LORRAINE SANDS, Educational Leadership Project Ltd, New Zealand

Learning stories, powerful advocates for children’s rights
LORRAINE SANDS, CAROL MARKS AND LYNN RUPE, Educational Leadership Project Ltd, New Zealand

Tracking the growing complexity of learning for a child within a supportive environment and utilising learning stories to document progress over time, thus building a strong learner identity
CAROL MARKS, Educational Leadership Project, New Zealand

Advocating through learning story documentation for children’s rights to play based learning from 0-8 years old: Evidence that considers creating continuity of learning in these foundational years
LYNN RUPE, Educational Leadership Project Ltd, New Zealand

C / 14
EDUCATIONAL SERVICES, NURSERY SCHOOLS AND CHILDREN WITH DISABILITIES: INCLUSIVE POLICY, CULTURE AND PRACTICE
Self-organised Symposium
Room I, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14
Early childhood development and children with disabilities: The rule of the contexts in the organisation of inclusive educational practices
ELENA MALAGUTI, University of Bologna, Italy

Early childhood development and children with disabilities: An inclusive kindergarten
FRANCA MARCHESI AND BEATRICE VITALI, Fondazione Gualandi, Italy

Educational services and nursery schools for the implementation of the rights of all children and girls to care and education
NICE TERZI AND MOIRA SANNIPOLI, Gruppo Nazionale Nidi e Infanzia, Italy

The views of early childhood student teachers about learning: International perspectives
CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

Changes to widen participation in early childhood programmes
SARAH COUSINS, University of Warwick, United Kingdom

Developing a shared pedagogical space for and with early childhood studies degree students: Insights from a participatory project
MALLIKA KANYAL, Anglia Ruskin University, United Kingdom

Developing a sense of belonging: The student experience on an early childhood studies degree
FAYE STANLEY Wolverhampton University, United Kingdom

Current situation and challenges to improve quality of pre-service ECEC teacher education in Japan
SACHIKO NOZAWA, YUMI YODOGAWA AND KIYOMI AKITA, University of Tokyo Japan

Integrating the qualification and initial training of kindergarten and childcare teachers in Korea
MUGYEONG MOON, Korea Institute of childcare and Education, South Korea

How to prepare the best kindergarten teachers? A content analysis about higher education programs in pre-primary education in six top normal universities in China
FROM IDEAL TO PRACTICE - STAFF ATTITUDES, ACTIONS AND MENTORING SKILLS
Self-organised Symposium
Room 1, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: KARI PAULINE LONGVA, Volda University College, Norway

What's in it for me?
SILJE IMS LIED, Volda University College, Norway

The active adult in interaction with two-year-old children in Norwegian kindergarten
HEGE HOLMQVIST SYNNES, Volda University College, Norway

ECEC managers mentoring to contribute organisational learning
KARI PAULINE LONGVA, Volda University College, Norway

CREATING CREATIVE TEACHERS: AN ONGOING TEACHERS TRAINING CURRICULUM OF EARLY CHILDHOOD CREATIVE EDUCATION (ECCE)
Self-organised Symposium
Room 2, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: NIRA WAHLE, Kibbutzim College of Education, Israel

Creating creative teachers: An ongoing teachers training curriculum of Early Childhood Creative Education (ECCE)
NILI LAOR-BLASBALG AND RONIT TAMIR, Kibbutzim College of Education, Israel

Creating creative teachers: Second part of teachers training curriculum of Early Childhood Creative Education (ECCE)
OFRA BAHAR AND TALMA FLORENTIN, Kibbutzim College of Education, Israel

Creating creative teachers: Third part of teachers training curriculum of Early Childhood Creative Education (ECCE)
SMADAR MOR, RIVKA GORTLER AND ANAT BROT, Kibbutzim College of Education, Israel

COLLECTIVE MOMENTS: REGENERATING AGENCY IN EARLY CHILDHOOD TEACHER RESEARCH AND ACCOUNTABILITY
Self-organised Symposium
Room 4, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: LINDA NEWMAN, University of Newcastle, Australia

With intent: Teachers researching their own practice
LINDA NEWMAN (1) NICOLE LEGGETT (1) MEL DUFFY-FAGAN(2) AND KATE HIGGINBOTTOM (3) (1) University of Newcastle, Australia; (2) Elder St early childhood Centre, Australia; (2) Elder St Early Childhood Centre, Australia; (3) Adamstown Early Learning and Preschool, Australia

Owning it: Educator engagement in researching their own practice
NICOLE LEGGETT, University of Newcastle, Australia

Taking a risk with risk competence
KATE HIGGINBOTTOM (1) AND LINDA NEWMAN (2), (1) Adamstown Community Early Learning and Preschool, Australia; (2) University of Newcastle, Australia

WORKING WITH DISABILITY
Individual Papers
Room 5, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: JENNY WILDER, Stockholm University, Sweden
Early education / inclusion for children with disabilities
ALESSIA CINOTTI AND ROBERTA CALDIN, University of Bologna, Italy

Children’s learning in transition from preschool: Children with intellectual disability
JENNY WILDER (1) AND ANNE LILLVIST (2), (1) Stockholm University, Sweden; (2) Mälardalen University, Sweden

Collaboration and interdisciplinarity to strengthen the ECEC’s approach to children at risk
TORILL MOE AND KATRINE IVERSEN, Nord University, Norway

C / 22
HOLOISTIC WELLBEING SIG: SOCIAL JUSTICE AND WELLBEING
Self-organised Symposium
Room 11, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: BABS ANDERSON, Liverpool Hope University, United Kingdom

Does the economic crisis impact child deprivation? Measuring and comparing child poverty differences between 2009 and 2014 across countries
ANTOANNETA POTSI (1) ANTONELLA D’AGOSTINO (2) CATERINA GIUSTI (3) AND FRANCESCA GAGLIARDI (4)
(1) Bielefeld University, Germany; (2) University of Naples Parthenope, Italy; (3) University of Pisa, Italy; (4) Università degli Studi di Siena, Italy

The Two-Year-Old Offer: Exploring parents’ choice not to participate.
ALEX OWEN AND JANE BRIE, Liverpool Hope University, United Kingdom

Quality in community-based toddler groups
BABS ANDERSON, Liverpool Hope University, United Kingdom

C / 23
PERSPECTIVES ON 'SCHOOL READINESS'
Individual Papers
Room 12, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: JULIE OVINGTON, Northumbria University, United Kingdom

"Tidy-up time! Stop playing children, it’s time to learn...hands together, lips closed and eyes on me!"
JULIE OVINGTON, Northumbria University, United Kingdom

Personal, behavioral and social predictors of school readiness among children in poverty
DOMINIC GULLO, Drexel University, United States

Protecting and extending Froebelian principles in practice: Towards policy interventions in early years practitioners’ education
KATE HOSKINS AND SUE SMEDLEY, University of Roehampton, United Kingdom

C / 24
ASSESSING EARLY CHILDHOOD EDUCATORS
Individual Papers
Room 21, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: CAROLINA GUEDES, University of Porto, Portugal

The impact of differentiated instruction on students’ achievement: Evaluating the equality dimension
ANASTASIA MAVIDOU AND DOMNA KAKANA, Aristotle University of Thessaloniki, Greece

The quality of teacher-child interactions across crèches and preschools in Portugal
CAROLINA GUEDE, (1) JOANA CADIMA (1), TERESA AGUIAR (1), CLARA BARATA (2) AND CECÍLIA AGUIAR (3), (1) University of Porto, Portugal; (2) University of Coimbra, Portugal; (3) ISCTE-IUL, Portugal
The reliability and validity of the quality of educators’ observation and planning practices scale (QOPPS)
LISE LEMAY (1), GILLES CANTIN (1), JULIE LEMIRE (1), PAUL HAYOTTE (1) AND CAROLINE BOUCHARD (2), (1) Université du Québec à Montréal, Canada; (2) Université Laval, Canada

C / 25
CHALLENGING DOMINANT PERSPECTIVES - EXPLORING CHILDREN'S PERSPECTIVES
Individual Papers
Room 22, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: HASINA BANU EBRAHIM, University of South Africa, South Africa

ECE in a multicultural and inclusive society
RAMONA BERNARD, University College of Oslo and Akershus, Norway

Towards epistemic justice: The case of preschools for Muslim children
HASINA BANU EBRAHIM, University of South Africa, South Africa

Children’s lived experiences of ‘ability’ in early schooling
CATHERINE GRIPTON, Nottingham Trent University, United Kingdom

C / 26
AN INVESTIGATION OF THE PROFESSIONAL PRACTICE COMPONENT OF UNDERGRADUATE ECEC DEGREES ACROSS THE PLÉ MEMBERSHIP
Self-organised Symposium
Room 31, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: MARY MOLONEY, PLÉ Ireland, Ireland

An investigation of the professional practice component of undergraduate ECEC degree programmes across the PLÉ membership
MARY MOLONEY (1) AND JAN PETTERSEN (2), (1) Mary Immaculate College/ Chairperson of PLÉ, Ireland; (2) PLÉ Ireland, Ireland

Student perspectives of the professional practice (PP) component of their undergraduate ECEC degrees in Higher Education across Ireland
MARIAN QUINN (1) AND JENNIFER POPE (2), (1) Cork Institute of Technology, Ireland; (2) Mary Immaculate College, Ireland

Provider perspectives of the professional practice (PP) component of their undergraduate ECEC degrees in Higher Education across Ireland
JAN PETTERSEN, Dublin Institute of Technology, Ireland

C / 27
‘GROWING TOGETHER’ - CHILD STUDY TO SUPPORT PRACTITIONERS’ UNDERSTANDING OF A CHILD’S WORLD AND SUPPORTING PARENTS USING AN ONLINE LEARNING JOURNEY
Self-organised Symposium
Room 32, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: CATH ARNOLD, Early Years Consultant, United Kingdom

Growing together Part 1 - The growing together study module, learning and development
COLETTE TAIT, Pen Green Centre for Children and their Families, United Kingdom

Growing Together Part 2 - Stevie gets stuck
EMMA HOLTON, Pen Green Centre for Children and their Families, United Kingdom

Engaging with Families: Using Tapestry, an online learning journal
TRACEY STUDDERS (1) AND CATH ARNOLD (2), (1) Pen Green Centre for Children and their Families, United Kingdom; (2) Early Years Consultant, United Kingdom
OUTDOOR PLAY AND LEARNING SIG: CHALLENGES AND OPPORTUNITIES

Self-organised Symposium
Aula Magna, Department of Educational Science - Ground floor, Via Filippo Re 6

CHAIR: KRISTI LEKIES, The Ohio State University, United States

Invisible Limits Project: Innovative outdoor learning approach in Portugal
AIDA FIGUEIREDO (1) MARLENE MIGUEIS (1) ANA COELHO (2) VERA VALE (2) MILIA BIGOTTE (3) ISABEL DUQUE (3) AND LUANA PINHO (3), (1) Aveiro University, Portugal; (2) Polythecnic Institute of Coimbra, Portugal; (3) CASPAE, Portugal;

Values and valued education teaching the cycle of life and death in encounters between children and the 'more-than human world': Ethics and respect for life in outdoor education in early years
KARI-ANNE JØRGENSEN, University College of Southeast Norway, Norway

How can early childhood educators apply Nicholson’s Theory of Loose Parts to support the provision of an environment which baffles children’s brains and stimulates deep level learning?
MENNA GODFREY, Centre for Research in Early Childhood, United Kingdom

TRANSITIONS: PARENTS’ PERSPECTIVES

CHAIR: NIINA RUTANEN, University of Jyväskylä, Finland

Transitions to school: Responding to the voices of parents
GRANT WEBB, BRUCE KNIGHT AND GILLIAN BUSCH, CQ University, Australia

Ready for school? Exploring the differing understandings of mothers and professionals
HELEN VICTORIA SMITH, University of Nottingham, United Kingdom

Children’s places in transitions to ECEC - A Finnish case
NIINA RUTANEN (1) JAYNE WHITE (2) AND HELEN MARWICK (3), (1) University of Jyväskylä, Finland; (2) University of Waikato, New Zealand; (3) University of Strathclyde, United Kingdom
THURSDAY 31ST AUGUST 2017
SYMPOSIUM SET D: 11:05 – 12:25

D / 1
WORKING WITH MARGINALISED CHILDREN AND FAMILIES
Individual Papers
Aula Magna, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: IOANNA PALAIOLOGOU, University College London and Institute of Education, United Kingdom

Childhood representations in emergency services for asylum seekers and refugees: A qualitative participative research
PAOLA ALESSIA LAMPUGNANI, DISFOR - University of Genoa, Italy

Social equality in education for refugee children in England and Greece
NEKTARIA PALAIOLOGOU (1), IOANNA PALAIOLOGOU (2), (1) University of Western Macedonia, Greece; (2) University College London, United Kingdom

Prisoners Children: The disenfranchised victims of incarceration in the UK
JIM DOBSON, Manchester Metropolitan University, United Kingdom

D / 2
TECHNOLOGY AND LEARNING IN THE EARLY YEARS
Self-organised Symposium
Room 3, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: LORNA ARNOTT, University of Strathclyde, United Kingdom

The early years technological landscape
LORNA ARNOTT (1), ELENI KARAGIANNIDOU (1) AND NICOLA YELLAND (2), (1) University of Strathclyde, United Kingdom; (2) Victoria University, Australia

Children’s technological experiences in the outdoors
KELLY JOHNSTON (1) AND LORNA ARNOTT (2), (1) Macquarie University, Australia; (2) University of Strathclyde, United Kingdom

Under 3s and technology: Parents’ stories
JANE O’CONNOR Birmingham City University, United Kingdom

D / 3
APPROACHES TO DEVELOPING LITERACY
Individual Papers
Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: LORI SEVERINO, Drexel University, United States

Literacy practices as school preparatory activities in Norwegian kindergartens
AASFRID TYSVAER AND OTTESEN SIRI HOVDA, NLA University College, Norway

The effectiveness of a community Sunday literacy program in an urban setting
LORI SEVERINO AND ALIA AMMAR, Drexel University, United States

Home literacy practices at age three and children’s language and literacy skills
ELENI ZGOUROU, MARY BRATSC-HINES, LYNNE VERNON-FEAGANS AND FAMILY LIFE PROJECT KEY INVESTIGATORS, University of North Carolina at Chapel Hill, United States
D / 4
PROMOTING EARLY LANGUAGE SKILLS FOR CHILDREN WITH DIFFERENT BACKGROUNDS
Self-organised Symposium
Room 2, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: RENATE ZIMMER, University of Osnbrück, Germany

Extending the competency to support language development among early childhood educators - Possible effects of using the standardised observation questionnaire BaSiK
CAROLIN ECKRODT, Niedersächsisches Institut für frühkindliche Bildung und Entwicklung, Germany

Competence-oriented training of early childhood educators as part of a language promotion through movement
NADINE MADEIRA FIRMINO, nifbe / University of Applied Sciences Fliedner Düsseldorf, Germany

Integration of refugee children and their families in ECE centres in Germany
TIMM ALBERS, Universität Paderborn, Germany

D / 5
MEASURING QUALITY AND CAPTURING PARENTS' VIEWS IN HOME BASED AND CENTRE BASED ECEC-SETTINGS (0-3 YEARS) IN FLANDERS (BELGIUM): RESULTS OF THE MEMOQ-RESEARCH
Self-organised Symposium
Room 3, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: BART DECLERCQ, Centre for Experiential Education, Leuven University, Belgium

Compiling a comprehensive scientific tool to measure quality in home and centre based ECEC-settings (0-3 years)
BART DECLERCQ (1), CHARLOTTE VAN CLEYNENBREUGEL (1), LAEVERS FERRE (1), MICHEL VANDENBROECK (2), MIEKE DAEMS (1), HESTER HULPIA, (2) AND JEROEN JANSSEN (2), (1) Leuven University, Belgium; (2) Ghent University, Belgium

Quality in home and centre based ECEC-settings (0-3 years) in Flanders (Belgium): Results of a baseline study
MIEKE DAEMS (1), CHARLOTTE VAN CLEYNENBREUGEL (1), FERRE LAEVERS (1), MICHEL VANDENBROECK (2), BART DECLERCQ (1), JEROEN JANSSEN (2), HESTER HULPIA (2), (1) University of Leuven, Belgium; (2) Ghent University, Belgium

Everybody happy? A comparative study on parental and scientific evaluations of process quality in Flemish childcare
JEROEN JANSSEN Ghent University, Belgium

D / 6
VOICES AND PLACES OF PEDAGOGICAL DOCUMENTATION: BEYOND OBSERVATION
Self-organised Symposium
Room A, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: LASSE LIPPONEN, University of Helsinki, Finland

A UK based conceptualisation of pedagogical documentation
MICHAEL REED AND ROSIE WALKER, University of Worcester, United Kingdom

Between commercial pressures, families, and the regulatory eye: Australian perspectives
ALMA FLEET AND JANET ROBERTSON, Macquarie University, Australia

Journeys: Reconceptualising early childhood practices through pedagogical narrations
LAURIE KOCHER (1), VERONICA PACINI-KETCHABAW (2), SYLVIA KIND (1), (1) Capilano University, Canada; (2) University of Western Ontario, Canada

D / 7
PEDAGOGICAL SPACES
Individual Papers
Room B, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14
CHAIR: JENNIFER CLEMENT, Canterbury Christ Church University, United Kingdom

Preschool teachers’ use of theory in pedagogic work
(1) ANNA HENNINGSAN YOUSIF, (2) ANNIKA ÅKERBLOM, (1) Malmö University, Sweden; (2) Gothenburg University, Sweden
(2)
Spatially Democratic Pedagogy: re-thinking and re-claiming classroom space through the Froebelian tradition of space as a participatory and communal construction.
JENNIFER CLEMENT, Canterbury Christ Church University, United Kingdom

A citywide classroom? - Children’s learning and mobility in mobile preschools
KATARINA GUSTAFSON AND DANIELLE VAN DER BURGT, Uppsala University, Sweden

D / 8
OUTDOOR PLAY AND LEARNING SIG: OPPORTUNITIES AND BARRIERS
Self-organised Symposium
Room C, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: MEHMET MART, Plymouth University, United Kingdom

A cross cultural assessment of outdoor activities in two countries: The case of interaction
MEHMET MART, Plymouth University, United Kingdom

Opportunities and barriers on supporting children’s risk-taking play: Exploring the needs of childcare workers
MARTIN VAN ROOIJEN, University of Humanistic Studies, The Netherlands

Landscales of play: Exploring young children’s experiences of free play close to home
MANDY ANDREWS, Plymouth University, United Kingdom

D / 9
PLAY: DISCOURSES AND PERSPECTIVES
Individual Papers
Room D, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: MICHELA SCHENETTI, University of Bologna, Italy

The power of paradigms
AOIFE COONEY, IT Sligo, Ireland

Play inside and outside the classroom: Multiple perspectives on children’s play practices in early educational transition processes
PABLO RUPIN (1), DANIELA JADUE-ROA (2), CARLA MUÑOZ (3). BENJAMÍN GARECA (1) MARLENE RIVAS (1), CRISTIÁN ITURRIAGA (4), (1) CIAE and Universidad de Chile, Chile; (2) Universidad de O’Higgins, Chile; (3) Pontificia Universidad Católica de Valparaíso, Chile; (4) Pontificia Universidad Católica de Chile, Chile

Current state of play of three-year-old children in Finnish formal education and familial context (the STEPS Study)
PETRA VARTTINEN University of Turku, Finland

D / 10
BUILDING SOLIDARITY: PROFESSIONAL MENTORING PROGRAMS
Self-organised Symposium
Room E, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: JANE BONE, Monash University, Australia

Professional experience partnerships to support early years pre-service teachers: A mixed method evaluation
DEBORAH MOORE (1), JANE BONE (2) AND LINDA HENDERSON (2), (1) Deakin University, Australia; (2) Monash University, Australia

Case studies on the impact of targeted professional development for pre-service teachers and mentor teachers to support early years professional placements
DEBORAH MOORE (1) AND LINDA HENDERSON (2), (1) Deakin University, Australia; (2) Monash University, Australia
Building solidarity through peer learning (PAL) on paired placements in an Australian university
KATE BONE AND JANE BONE, Monash University, Australia

D / 11
PROFESSIONAL REFLECTION AND PROFESSIONAL DEVELOPMENT FOR PRACTITIONERS WORKING WITH BABIES AND UNDER THREES
Self-organised Symposium
Room F, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: PETER ELFER, University of Roehampton, United Kingdom

Developing close thoughtful attention to children and families in early years pedagogy - The contribution of work discussion groups
PETER ELFER (1), SUE ROBSON (1), SUE GREENFIELD (1), DILYS WILSON (2) AND ANTONIA ZACHARIOU (1), (1) University of Roehampton, United Kingdom; (2) Middlesex University, United Kingdom

Professional preparation for working with toddlers: Examining the role and meaningfulness of pedagogical dimensions
SARA BARROS ARAÚJO, Polytechnic Institute of Porto, Portugal

Reconceptualising infant teaching: The impact of a professional development program
ELENI LOIZOU (1) AND SUSAN RECCHIA (2), (1) University of Cyprus, Cyprus; (2) Teachers College - Columbia University, United States

D / 12
PROFESSIONALISATION OF ECE TEACHERS AND ASSISTANTS
Individual Papers
Room G, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: CHIARA URBANI, Ca'Foscari University, Italy

Capability and teacher professional development
CHIARA URBANI, Ca'Foscari University, Italy

Professionalisation of childcare assistants in ECEC: Findings of the NESET II report
NIMA SHARMAHD (1), JAN PEETERS (1) AND IRMA BUDGINAITE (2), (1) VBJK, Belgium; (2) PPMI, Lithuania

D / 13
PROFESSIONAL DEVELOPMENT IN NEW LITERACIES: FINNISH PERSPECTIVES
Self-organised Symposium
Room H, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: SAARA SALOMAA, National Audiovisual Institute, Finland

Expectations for multiliteracy in early years settings
SATU VALKONEN, University of Helsinki, Finland

"Me as a media educator": Early years teachers' conceptions in the context of in-service training
SAARA SALOMAA (1) AND PEKKA MERTALA (2), (1) National Audiovisual Institute, Finland; (2) University of Oulu, Finland

ICT and educare - Exploring preservice teachers' value beliefs
SAARA SALOMAA (1) AND PEKKA MERTALA (2), (1) National Audiovisual Institute, Finland; (2) University of Oulu, Finland

D / 14
UNDERSTANDING INEQUALITY IN PRESCHOOL THROUGH THE LIVED EXPERIENCES OF CHILDREN, PARENTS AND PROFESSIONALS
Self-organised Symposium
Room I, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: MICHEL VANDENBROECK, Ghent University, Belgium

Preschool experiences and learning opportunities for children living in contexts of social exclusion
BRECHT PELEMAN (1), (2) MICHEL VANDENBROECK (2) AND PIET VAN AVERMAET (2), (1) VBJK, Belgium; (2) Ghent University, Belgium
The social and political potential of educare: Exploring perspectives of parents and preschool staff
KATRIEN VAN LAERE (1), (2), MICHEL VANDENBROECK (1), (1) VBJK, Belgium; (2) Ghent University, Belgium

Cultural repertoires and inclusion in early education: Voices of children, parents and preschool staff
CARMEN DRAGHICI, University Paris 13 - Sorbonne Paris Cité, France

D / 15
UNDERGRADUATE RESEARCH, EMPLOYMENT AND WELLBEING
Individual Papers
Room L, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: TAMARA CUMMING, Charles Sturt University, Australia

The value of undergraduate research to the practice of the ECCE educator
SORCA MC DONNELL (1), MARY ROCHE (1) AND MARY DELANY (2), (1) Institute of Technology Blanchardstown, Ireland; (2) Dublin Institute of Technology, Ireland

The impact of the learning environment on employment opportunities for early childhood studies graduates
CAROLYN SILBERFELD (1) AND HELENA MITCHELL (2), (1) Early Childhood Studies Degrees Network (ECSDN), United Kingdom; (2) Oxford Brookes University, United Kingdom

Towards a holistic conceptual model of early childhood educator work-related wellbeing
TAMARA CUMMING AND SANDIE WONG, Charles Sturt University, Australia

D / 16
APPROACHES TO RESEARCH
Individual Papers
Room M, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: KIRSTI KARILA, Tampere University, Finland

Challenges and advantages of collaborative action research in preschools
INGIBJORG OSK SIGURDARDOTTIR AND JÓHANNA EINARSDÓTTIR, University of Iceland, Iceland

Research circles - A collective production of knowledge
SVEN PERSSON (1), KRISTINA WESTLUND (1) AND BIRGITTA HENECKE (2), (1) Malmö University, Sweden; (2) Early Childhood Department, Malmö, Sweden

Gadamerian hermeneutics to interpret documentation of children in ECE
ALEJANDRA SANCHEZ ALVAREZ, University of British Columbia, Canada

D / 17
TRANSITIONS: PRACTITIONERS' PERSPECTIVES
Individual Papers
Room P, Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: JOHAN LILJESTRAND, University of Gävle, Sweden

The borders between preschool and school: Swedish preschool teacher’s perspectives
JOHAN LILJESTRAND, University of Gävle, Sweden

Continuity in children’s education from pre- to primary schools: The implementations of head teachers
ARNA JONSDOTTIR, Iceland University of Education, Iceland

Teacher’s relational agency development and its relationship to children’s experiences of transition to school
MARLENE RIVAS AND DANIELA JADUE-ROA, CIAE and Universidad de Chile, Chile
Using pedagogical spaces and place based learning to support education for sustainability
DIANE BOYD, Liverpool John Moores University, United Kingdom

Education for sustainability within early childhood studies as a site for collaboration and inquiry
NICKY HIRST, Liverpool John Moores University, United Kingdom

A world in a grain of sand: Sustainability and literacy learning in early childhood
IRIS DUHN (1) AND MARGARET SOMERVILLE (2), (1) Monash University, Australia; (2) University of Western Sydney, Australia

The value of educationalised curiosity - An inquiry into how practitioners in the field of early childhood education and care reflect upon the importance of curiosity
SOERN FINN MENNING, University of Agder, Norway

Dialectical thinking of preschool children
NIKOLAY VERAKSA, Moscow City University, Russia

EMIL - a preschool program to enhance executive functions in children
LAURA WALK, WIEBKE EVER, MELANIE OTTO AND CARMEN DEFFNER, ZNL TransferCenter of Neuroscience and Learning, University of Ulm, Germany
Innovative collective learning in placement
KAREN MARIE EID KAARBY AND INGER MARIE LINDBOE, Oslo and Akershus University College of Applied Sciences, Norway

The kindergarten as an equal partner in the early childhood teacher education
ANNE FURU, Oslo and Akershus University College of Applied Sciences, Norway

Challenging the concept of reflection in students placement periods
TOVE LAFTON Oslo and Akershus University College of Applied Sciences, Norway

Questions quality of interaction in Norwegian ECEC - How do staff members experience and express quality of interaction?
ANNE-GRETHE BAUSTAD, Nord University, Norway

Becoming a preschooler: A study of children's relations with their teachers, peers and objects and the implications these relationships have in terms of becoming a "preschool student"
LOK TIN TSE, The Education University of Hong Kong, Hong Kong

Reminiscing and future talk conversations in early childhood long day care centres
REBECCA ANDREWS AND PENNY VAN BERGEN, Macquarie University, Australia

What is important in my child's childcare? Mothers' beliefs about childcare quality in Japan
NAOMI WATANABE (1) AND NOBUKI KAWASAKI (2), (1) NTT Communication Science Laboratories, Japan; (2) Kansai University, Japan

A comparison of mothers' and teachers' socialisation goals in German childcare centres
LISA SCHRÖDER, University of Applied Sciences Magdeburg-Stendal, Germany

Preschool teachers pedagogical content knowledge in Mathematics, Science and Technology - What is possible to teach?
KERSTIN BÄCKMAN AND ANNIE HAMMARBERG, University of Gavle, Sweden

Turkish pre-service early childhood teachers' science teaching self-efficacy beliefs
ITHEL JONES (1) AND AHMET SIMSAR (2), (1) Florida State University, United States; (2) Kilis University, Turkey
Opportunities and obstacles for science in Swedish preschools: Views from a community perspective
KENNETH EKSTRÖM (1), BODIL SUNDBERG (2), CHRISTINA OTTANDER (3) AND KARIN DUE (3), (1) Umeå University, Sweden; (2) Örebro University, Sweden; (3) Umeå University, Sweden

D / 25
HOLISTIC WELLBEING SIG: PROFESSIONALISM AND WELLBEING
Self-organised Symposium
Room 22, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: ZOI NIKIFORIDOU, Liverpool Hope University, United Kingdom

Practitioners' self-compassion in challenging interactions with toddlers
LONE SVINTH, Aarhus University, Denmark

This is wrong': e=Early childhood teachers navigating critical emotional reflexivity as part of professional knowledge construction
JO ALBIN-CLARK, Edge Hill University, United Kingdom

Wellbeing and children’s environment in ECE - How do professionals and children co-operate in the area of tension between social pedagogy and early education in Danish ECE?
ANETTE BOYE KOCH, HANNE LAURSEN, HANNE HEDE JØRGENSEN AND PIA RAUFF KRØYER, VIA University College, Denmark

D / 26
TRANSFORMING ASSESSMENT EVALUATION DOCUMENTATION IN EARLY CHILDHOOD PEDAGOGY: SEEKING POTENTIALITIES 2
Self-organised Symposium
Room 31, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: ELISABETTA BIFFI, University of Milano-Bicocca, Italy

Anecdote as a tool of pedagogical documentation in ECE
ELISABETTA BIFFI, University of Milano-Bicocca, Italy

Art as documentation
FRANCA ZUCCOLI AND ELISABETTA BIFFI, University of Milan-Bicocca, Italy

D / 27
EQUAP - ENHACING QUALITY IN ECEC THROUGH PARTICIPATION
Self-organised Symposium
Room 32, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: ANKIE VANDEKERCKHOVE, VBJK Centre for Innovation in the Early Years, Belgium

The meaning and the importance of parent participation: An international study
MATEJA REŽEK, Educational Research Institute, Slovenia

The learning method and benefits of job shadowing
MOJCA RANKL (1), LINDA PAVITOLA (2) AND ANKIE VANDEKERCKHOVE (3), (1) Vrtec Otona Župančiča, Slovenska Bistrica, Slovenia; (2) University of Liepaja, Latvia; (3) VBJK Centre for Innovation in the early years, Belgium

Enhancing, testing and evaluating practices of family participation in ECEC - Results and perspectives from an international research project
ELENA LUCIANO (1), MASSIMO MARCUCCIO (2) MIGUEL PRATA GOMES (3), IVONE NEVE (3) AND BRIGITE SILVA (3) (1), Università degli Studi di Parma, Italy; (2) University of Bologna, Italy; (3) Escola Superior de Educação de Paula Frassinetti, Portugal
MULTICULTURAL EDUCATION FACILITATED BY LEVINKY COLLEGE IN ISRAEL: STUDENTS' SMALL GROUP WORK

CHAIR: CLODIE TAL, Levinky College of Education, Israel

How small heterogeneous group enhances multicultural education and inclusion in the preparation of ECE students?
CLODIE TAL AND SIGAL TISH, Levinsky College of Education, Israel

Small group work and multicultural education in the preschool promotes inclusion and empowerment of special needs children
MICHAELLA KADURY-SLEZAK, SIVAN SHATIL, IRIS LEVY, CLODIE TAL AND SIGAL TISH, Levinsky College, Israel

Small group work and multicultural education in the preschool promotes inclusion and empowerment of children from diverse ethnic backgrounds
IRIS LEVY AND SIGAL TISH, Levinsky College of Education, Israel

PRESCHOOL TEACHER EDUCATION IN TWO NORDIC COUNTRIES

CHAIR: LIV GJEMS, University College of Southeast Norway, Norway

Student preschool teachers' subjective learning outcomes in Denmark and Norway
LIV GJEMS, University College of Southeast Norway, Norway

Teacher educator's conceptions on the importance of teaching students teachers about early literacy
BENTE VATNE (1) AND LIV GJEMS (2), (1) Volda University College, Norway; (2) University College of Southeast Norway, Norway

Pedagogy, policy and preschool - A discourse analysis of early literacy in the field of preschool teacher education in Denmark
IDA CHARLOTTE KORNERUP AND VIBEKE SCHRØDER, University College Copenhagen, Denmark
THURSDAY 31ST AUGUST 2017
SYMPOSIUM SET E: 14:00 – 15:20

E / 1
LOOK WHO’S TALKING: ELICITING THE VOICES OF CHILDREN FROM BIRTH TO EIGHT
Self-organised Symposium
Aula Magna, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: LORNA ARNOTT, University of Strathclyde, United Kingdom

Developing ethical spaces for eliciting voice with young children
KATE WALL, University of Strathclyde, United Kingdom

Eliciting pupil voice in a creative writing through the arts project
MALLIKA KANYAL, Anglia Ruskin University, United Kingdom

Eliciting voice from children under three years old: Pedagogical and research dilemmas
LORNA ARNOTT, University of Strathclyde, United Kingdom

E / 2
CROSS-NATIONAL CULTURES AND TRADITIONS IN EARLY CHILDHOOD DEVELOPMENT (ECD)
Individual Papers
Room 3, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: MARGARET KERNAN, International Child Development Initiatives, The Netherlands

A culture based approach to rights and a rights based approach to culture: Lessons learnt from Palestine
MARGARET KERNAN (1), FARID ABU GOSH (2) AND NICO VAN OUDENHOVEN (1), (1) International Child Development Initiatives, The Netherlands; (2) Trust of Programs of Early Childhood, Family and Community Education, Israel

Preschool teachers as keepers of traditions and agents of change
TÜNDE PUSKÁS AND ANITA ANDERSSON, Linköping University, Sweden

E / 3
PARTICIPATION AND INCLUSION
Individual Papers
Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: JACKIE BRIEN, Department of Education and Training, Australia

Opportunities for citizenship: Examining the community engagement of childcare centers
KRISTI LEKIES, The Ohio State University, United States

Enabling young children with disabilities and their families to exercise 'choice' and 'control'
JACKIE BRIEN (1), JANE PAGE AND JEANETTE BERMAN (2), (1) Department of Education and Training, Australia; (2) University of Melbourne, Australia

Inclusion and agency: Participation in ECE
ANKE KÖNIG, KATJA FLAEMIG AND ANNA BEUTIN, German Youth Institute, Germany
CHALLENGING VIEWS ON ASSESSMENT AND INTERVENTION

Individual Papers
Room 2, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: DEIRBHILE NIC CRAITH, Irish National Teachers' Organisation, Ireland

'Has this been proven?'' - Concerns on evidence and ethics
DIETLINDE WILLOCKX AND AN PIESSENS, Karel de Grote University College, Belgium

Children "just" playing are learning - Does that need to be tested?
KRISTIN KARLSDOTTIR, University of Iceland, Iceland

Expanding the breadth of skills for success: Approaches to learning as a pathway to academic achievement
ANDRES BUSTAMANTE AND ANNEMARIE HINDMAN, Temple University, United States

MATHEMATICS IN TRANSITION TO SCHOOL

Self-organised Symposium
Room 3, Redenti Building - Belmeloro Complex - 1st floor, Via Belmeloro 12

CHAIR: OLIVER THIEL, Queen Maud University College, Norway

Continuity in Mathematics in the transition from kindergarten to school in Norway
CAMILLA NORMANN JUSTNES AND ANNE HJØNNEVÅG NAKKEN, Norwegian Center for Mathematics Education, Norway

Adult relationships that support the mathematical learning of children making the transition to school
WENDY GOFF, Swinburne University, Australia

Early childhood teacher students' mathematics anxiety
OLIVER THIEL (1) AND LARS JENBEN (2), (1) Queen Maud University College, Norway; (2) Freie Universität Berlin, Germany

MULTILINGUAL CHILDHOODS SIG: CHILDREN'S VOICES IN MULTILINGUAL INTERACTIONS

Self-organised Symposium
Room A, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: SANDIE MOURÃO, Nova University, Portugal

The role of language experts in novices' language acquisition and socialisation: Insights from an Arabic-Hebrew speaking preschool in Israel
MILA SCHWARTZ, Oranim Academic College of Education, Israel

Making friendship with limited language resources: How second language learners achieve intersubjectivity in Swedish as a lingua franca
POLLY BJÖRK-WILLÉN, Social and Welfare Studies ISV, Sweden

Child-initiated play and peer interaction in a foreign language
SANDIE MOURÃO, Nova University, Portugal
CROSS-CULTURAL MODELS OF PARENT ENGAGEMENT
Individual Papers
Room B, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: ANNA KIROVA, University of Alberta, Canada

Cultural brokering with Syrian refugee families with young children
ANNA KIROVA, SOPHIE YOHANI, REBECCA GEORGIS, TERESA MEJIA AND REBECCA GOKIERT, University of Alberta, Canada

ECCD ideals meeting local perceptions of a good childhood: A study of Cambodian mothers’ perceptions
TALE STEEN-JOHNSEN (1), ANN CHRISTIN NILSEN (1) AND NICOLE DULIEU (2), (1) University of Agder, Norway; (2) Indochina Research, Cambodia

Cultural models in conflict: Immigrant parenting during early childhood transitions
REBECCA NEW, GINA ARNONE, LUCIA MOCK, HAO WU AND XUE RONG, University of North Carolina at Chapel Hill, United States

TRANSFORMING ASSESSMENT EVALUATION DOCUMENTATION IN EARLY CHILDHOOD PEDAGOGY: SEEKING POTENTIALITIES 1
Self-organised Symposium
Room C, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: IOANNA PALAIOLOGOU, University College London, United Kingdom

A practice-oriented development of a didactical tool for observation, documentation and reflection in preschool
SUSANNE KLAAR, University of Borås, Sweden

The 5Ws in assessment as an alternative to test based assessment in England
IOANNA PALAIOLOGOU, University College London, United Kingdom

The Mosaic in 4D: An analysis of how the Mosaic Approach (Clark and Moss 2001) can be used as critically reflective pedagogical documentation
ZENNA KINGDON AND IOANNA PALAIOLOGOU, University College London, United Kingdom

ENABLING ENVIRONMENTS FOR PLAY
Individual Papers
Room D, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: MARIA FIGUEIREDO, Polytechnic of Viseu, Portugal

How do preschool children recognise their playgrounds?
YUTA MIYAMOTO (1)(2), TAKAYO SUGIMOTO (1)(3), KIYOMI AKITA (1), MACHIKO TSUIJITANI(1)(2) AND MACHIKO TSUIJITANI(1)(2), (1) The University of Tokyo; (2) JSPS Fellow, Japan; (3) Aichi University, Japan; (4) Shiraume Gakuen University, Japan

Analysing creative contexts in preschool settings
ANTONIO GARIBOLDI AND ANTONELLA PUGNAGHI, University of Modena and Reggio Emilia, Italy

Children’s embodied experiences in the preschool playground: A phenomenological approach
LILLIAN PEDERSEN, Western Norway University of Applied Sciences, Norway
E / 10
SIG RETHINKING PLAY: BUILDING AND MAINTAINING A SUPPORT SYSTEM FOR A PLAY-BASED CURRICULUM
Self-organised Symposium
Room E, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: BERT VAN OERS, VU University, The Netherlands

Developing and maintaining a play-based curriculum by a new headmaster
LEVINEKE VAN DER MEER, De Activiteit, The Netherlands

Learning stories as a means for partnership with parents
HERMIEN DE WAARD, De Activiteit, The Netherlands

The teacher trainer as a playful professional
BEA POMPERT, De Activiteit, The Netherlands

E / 11
OUTDOOR PLAY AND LEARNING SIG: LEARNING LANDSCAPES
Self-organised Symposium
Room F, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: SARAH MACQUARRIE, University of Manchester, United Kingdom

Learning landscapes: The materiality and contexts for learning with the environment based on the theory of “Affordances”
ingunn fjørtoft, University College of Southeast Norway, Norway

Motor competence and physical fitness among Norwegian prechoolers
OLAV B. LYSKLETT AND ANNE BERG, Queen Maud University College of ECE, Norway

Exploring links between pedagogical practice and implementation of outdoor learning
SARAH MACQUARRIE, University of Manchester, United Kingdom

E / 12
SEEKING PLACES AND SPACES TO RENEGOTIATE PROFESSIONAL TERRITORIES
Self-organised Symposium
Room G, Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: JO BASFORD, Manchester Metropolitan University, United Kingdom

A work in progress: The developing level 3 practitioner
HELEN PERKINS, University of Wolverhampton, United Kingdom

Space for new imaginings
KAREN WILLIAMS, University of Wolverhampton, United Kingdom

Changing the conditions of the field - Aspiration versus reality
JO BASFORD, Manchester Metropolitan University, United Kingdom

E / 13
PERSPECTIVES ON TEACHER TRAINING
Individual Papers
Room H, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: RAMAZAN SAK, Yüzüncü Yıl University, Turkey
Views of preschool administrators about preschool teacher training
RAMAZAN SAK, IBKAL TUBA SAHIN SAK AND NECDET TASKIN, Yüzüncü Yı University, Turkey

Interpretations of mentoring during ECE mentor-training
TUULIKKI UKKONEN-MIKKOLA, PAIVI KUPILA AND KYLLIKKI RANTALA, University of Tampere, Finland

Implementing the new kindergarten teacher education programme in Norway
VIGDIS FOSS AND HEGE FIMREITE, Western Norway University of Applied Sciences, Norway

E / 14
DEVELOPING LEARNING ENVIRONMENTS AND LEARNER IDENTITY THROUGH NARRATIVE ASSESSMENT (LEARNING STORIES): PERSPECTIVES FROM AOTEAROA, NEW ZEALAND AND ITALY
Self-organised Symposium
Room I, Building B - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: WENDY LEE, Educational Leadership Project, New Zealand

Exploring the use and the participatory perspectives of learning stories: A research project within some Italian ECEC services
ELENA LUCIANO (1) AND MASSIMO MARCUCCIO (2), (1) Università degli Studi di Parma, Italy; (2) University of Bologna, Italy

Growing positive learner identity through researching teaching practice aligned with our curriculum Te Whāriki
MARIANNE MACPHERSON, Educational Leadership Project (Ltd), New Zealand

Learning stories: A powerful tool for building learner identity
WENDY LEE, Educational Leadership Project, New Zealand

E / 15
INNOVATIVE APPROACHES TO CONTINUING PROFESSIONAL DEVELOPMENT. FINDING FROM CASE STUDIES IN THREE EU COUNTRIES (DENMARK, ITALY AND POLAND)
Self-organised Symposium
Room L, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: SUSANNA MANTOVANI, University of Milan-Bicocca, Italy

A social learning perspective of professional development and innovation in ECEC - A Danish case
BENTE JENSEN, Aarhus University, DPU, Denmark

Interplay of pedagogical project and continuous professional development of caregivers in the public crèche network in Łódź (Poland)
OLGA WYSŁOWSKA AND MAŁGORZATA KARWOWSKA-STRUCZYK, University of Warsaw, Poland

Continuous professional development as a dynamic process of reciprocal learning: Examples from two Italian cities
CHIARA BOVE (1), CLAUDIA GIUDICI (2), SILVIA CESCATO (1), (1) University of Milan-Bicocca, Italy; (2) Reggio Children, Italy

E / 16
SUPPORTING STUDENTS UNDERSTANDING OF REFUGEE AND ASYLUM SEEKING FAMILIES
Self-organised Symposium
Room M, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: ROSIE WALKER, University of Worcester, United Kingdom

Developing a teaching strategy to promote student awareness of the refugee crisis
JANET HARVELL, University of Worcester, United Kingdom

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Walking several inches taller: Student reflections on a university conference on the lived experience of refugee children and families
ROSIE WALKER, University of Worcester, United Kingdom

Lived experiences of refugee children and their families: The way forward
FREYA WHITE, Refugee Children’s Centres, United Kingdom

E / 17
CHILDREN AS RESEARCH PARTICIPANTS
Individual Papers
Room P, Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: JOANNE LEHRER, Université du Québec en Outaouais, Canada

The inclusion of children with additional support needs in research on children's perspectives during the transition from childcare to school: Ethical and methodological considerations
JOANNE LEHRER, EDITH JOLICOEUR, JULIE RUEL AND JOHANNE APRIL, Université du Québec en Outaouais, Canada

Too challenging? Wake up researchers to young children’s perspective!
BEVERLEY NIGHTINGALE, University of Suffolk, United Kingdom

Engaging with young children's voices about inclusion and pedagogical activities in the reception class
PATRICIA SHAW, University of Hull, United Kingdom

E / 18
TRANSITIONS
Individual Papers
Room 1, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: SUE DOCKETT, Charles Sturt University, Australia

What matters in transition to school: Changing perspectives of Australian educators over time
SUE DOCKETT (1), ROBERT PERRY (1)(2) AND KATHRYN WALLIS (1), (1) Charles Sturt University, Australia; (2) Peridot Education Pty Ltd, Australia

Discussing the influence of a project-based approach on the connection between preschool and primary school - "What does study mean?" - A case of having exchanges for five years with a primary school
SHIZUKA SUZUKI, Sakado Azuma Kindergarten, Japan

Children's perceptions of work and leisure time during the transition from preschool to primary school
IOANNIS THOIDIS, University of Western Macedonia, Greece

E / 19
PRACTITIONER ENGAGEMENT AND PROFESSIONAL DEVELOPMENT
Individual Papers
Room 2, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: CHRISTINE WOODROW, Western Sydney University, Australia

The role of early childhood practitioner enquiry in community capacity-building
ALMA FLEET (1), CHAD MENZIES (2), ANGELA THOMPSON (3) AND ANTHONY SEMANN (3), (1) Macquarie University, Australia; (2) BHP Billiton, Australia; (3) Semann & Slattery, Australia
Exploring family engagement though frameworks of community and pedagogical leadership
CHRISTINE WOODROW AND KERRY STAPLES, Western Sydney University, Australia

Pedagogically mediated listening practices: Isomorphism at work in English ECEC settings
HELEN LYNDON, University of Wolverhampton, United Kingdom

E / 20
CARE AND VALUES IN DIFFERENT ENVIRONMENTS
Individual Papers
Room 4, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: BABS ANDERSON, Liverpool Hope University, United Kingdom

Care practices on journey - Geographies of care on a preschool bus
JUTTA BALLDIN AND ANNE HARJU, Malmö University, Sweden

Being care-full: Relational pedagogy in testing times
NATHAN ARCHER, University of Sheffield, United Kingdom

Children’s play-arena for learning values
HRÖNN PÁLMADÓTTIR, University of Iceland, Iceland

E / 21
AESTHETICS, ART AND MUSEUMS IN ECEC
Individual Papers
Room 5, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: NAOMI MCLEOD, Liverpool John Moores University, United Kingdom

Future challenges with focus on aesthetic perspectives in Swedish preschools
ANNA LINDQVIST, The Department of Applied Educational Science, Sweden

What do ECEC children learn through art appreciation in museums?
HIROO MATSUMOTO (1), GOTA MATSUI (1) AND MIHO TSUNEDA (2), (1) Kagawa University, Japan; (2) Wahaha-net, Japan

Nurturing young children’s sense of self through artwork as a provocation using philosophical enquiry
NAOMI MCLEOD (1), ELIZABETH ASTBURY (1), KATHY STOKEELL (1) AND JULIE MCCANN (2), (1) Liverpool John Moores University, United Kingdom; (2) School Improvement Liverpool and SAPERE, United Kingdom

E / 22
ANTI-BIAS, ‘NORMALITY’ AND DISAGREEMENT IN ECE SETTINGS
Individual Papers
Room 11, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: SARA BARROS ARAÚJO, Polytechnic Institute of Porto, Portugal

Sometimes we have to clash: How Swedish preschool teachers engage with cultural value differences
SUSANNA ANDERSTAF, Jönköping University, Sweden

Diversity and the phenomenon of normality in times of "early intervention"
LIIV STRÅMME, University of Stavanger, Norway

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Early childhood educator’s professional experience: Narratives from different countries
MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

The Montessori teacher in action: An exploratory study
VALERIA ROSSINI, Università degli studi di Bari Aldo Moro, Italy

The role of the pedagogista in Reggio Emilia: An ethnographic study of early childhood educator professionalism
STEFANIA GIAMMINUTI (1) AND PAOLA STROZZI (2), (1) Curtin University, Australia; (2) Preschools and Infant-Toddler Centres - Istituzione of the Municipality of Reggio Emilia, Italy

The development of reflective dialogue and participation in young children through engagement with documented learning narratives
ANJALI LOCKETT, Redcliffe Nursery School, United Kingdom

Children’s leadership styles: An exploratory study in a preschool of Bari
LUCIANA NEGLIA, Università degli studi di Bari Aldo Moro, Italy

Children’s rights education in the early years
SHEILA LONG, Institute of Technology, Carlow, Ireland

Building shared understandings to facilitate respect for all stakeholders in the transition to school process: Professional learning to support effective practice
ELIZABETH ROUSE, ROSEMARIE GARNER AND MARIA NICHOLAS, Deakin University Australia

How much are the teachers ready for our children? A case of Canada & Turkey
YASIN OZTURK (1), MERVE GANGAL (1) AND SEYDA NUR CELEBI (2), (1) Karadeniz Technical University, Turkey; (2) University of Ottawa, Canada

Against the odds: Implementing an immersion model of English as Language of Learning and Teaching (LoLT) with non-proficient Foundation Phase Students in English
JO BADENHORST, Central University of Technology, South Africa
CONTRIBUTORS TO QUALITY IN INFANT-TODDLER EARLY CHILDHOOD PROGRAMS? PERSPECTIVES FROM THE INSIDE, OUTSIDE AND IN-BETWEEN

Self-organised Symposium
Room 31, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: SHEILA DEGOTARDI, Macquarie University, Australia

**Infants' encounters with curriculum - The benediction as invitation to participate**
SANDRA CHEESEMAN, Macquarie University, Australia

**Influences on quality interactions: The outsider perspective**
DEBORAH NORRIS, Kansas State University, United States

**A sequential analysis of educator-infant conversations in early childhood centres: Exploring the learning potential of the in-between.**
SHEILA DEGOTARDI AND FEIFEI HAN, Macquarie University, Australia

DOCUMENTATION AND ASSESSMENT

Individual Papers
Room 32, Department of Economics - 3rd floor, Piazza Scaravilli 2

CHAIR: TOMAS SAAR, Karlstad University, Sweden

**Documenting behaviour-related learning objectives and pedagogical methods in Individual Education Plans (IEP)**
NOORA HEISKANEN, MAARIT ALASUUTARI AND TANJA VEHKAKOSKI, University of Jyväskylä, Finland

**Political practice? Written assessments of 4 and 5 year olds**
RUTH HUNT, University of East London, United Kingdom

**Watching the wheels - Documentation and reporting as an apparatus producing different values of activities at preschool**
TOMAS SAAR, Department of Educational Studies, Sweden

CONCEPT VS. CONTEXT - RECONCEPTUALISING PROFESSIONAL WORK OF DANISH EARLY CHILDHOOD PEDAGOGUES

Self-organised Symposium
Aula Magna, Department of Educational Science - Ground floor, Via Filippo Re 6

CHAIR: CHRISTIAN AABRO, University of Roskilde, Denmark

"Day care of the future" or 20 years back in time? - An example of a large-scale intervention programme
ANNEGRET AHRENKIEL, Center for Research in ECEC, Roskilde University, Denmark

Making me feel more professional?
LINE TOGSVERD, VIA UC, Denmark

**Concepts vs context - Professional strategies of pedagogues in modern kindergartens**
CHRISTIAN AABRO, University of Roskilde, Denmark
COMPASSIONATE PROFESSIONALISM: A KEY INGREDIENT IN SECURING HEALTHY OUTCOMES FOR CHILDREN AND FAMILIES
Self-organised Symposium
Aula B, Department of Educational Science – 1st floor, Via Filippo Re 6

CHAIR: JIM DOBSON, Manchester Metropolitan University, United Kingdom

Ethics of caring and compassion in the early years practice in England
JOSIE GABI, Manchester Metropolitan University, United Kingdom

Teaching compassion: Exploration of professional socialisation
LINDSAY SCHOFIELD, Manchester Metropolitan University, United Kingdom

The role of compassion in teaching early years students about Lesbian, Gay, Bi and Trans issues
JAYNE MUGGLESTONE, Manchester Metropolitan University, United Kingdom
THURSDAY 31ST AUGUST 2017
SYMPOSIUM SET F: 16:40 – 18:00

F / 1
INTERNATIONAL PERSPECTIVES ON ECE POLICY
Individual Papers
Aula Magna, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: ROBERTO FARNÈ, University of Bologna, Italy

Re-examining infant-toddler curriculum in the United States: Paradigms and influences
NANCY FILE (1), NANCY BARBOUR (2) AND DIANE HORM (3), (1) University of Wisconsin-Milwaukee, United States; (2) James Madison University, United States; (3) University of Oklahoma, United States

Key factors and challenges of research-informed policy making in ECEC - Examples from longitudinal studies in five different countries
SOPHIE HAHN (1), JANINA EBERHART (2) AND CAROLYN SEYBEL (1), (1) German Youth Institute, Germany; (2) University of Cambridge, United Kingdom

The political dimension of the Italian preschool "a nuovo indirizzo"
ANDREA LUPI, Fondazione Montessori Italia, Italy

F / 2
STRENGTHENING INTERCULTURAL COMPETENCE
Individual Papers
Room 3, Spisa Building - Belmeloro Complex - Ground floor, Via Belmeloro 10

CHAIR: KATRIEN VAN LAERE, Ghent University, Belgium

Narrative abilities in monolingual and bilingual preschoolers
CARINA MARIE MÜLLER, Leibniz University Hanover, Germany

Piloting interviews with asylum-seeking mothers: Perspectives on their children's learning, own role as mothers and beliefs about expectations of teachers
CHRISTA KIEFERLE, ANDREA SCHUSTER AND WILFRIED GRIEBEL, State Institute of Early Childhood Research, Germany

To lead and strengthen intercultural competence
MERETE NORNES-NYMARK AND ANE BERGERSEN, Western Norway University of Applied Sciences, Norway

F / 3
CHILDREN CONSTRUCTING SCIENCE
Individual Papers
Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: ITHHEL JONES, Florida State University, United States

"Because every kid can think like a scientist": Reflecting South African children's voice on being and becoming scientists based on their "hands-in-the-dough" experience
LINDA BOSMAN, University of Pretoria, South Africa

Children playing with technology: What and how they construct knowledge
MARISA VASCONCELOS FERREIRA, Instituto Superior de Educação Vera Cruz / Núcleo de Pesquisas em Educação Infantil, Brazil
A cognitive approach to how children construct and understand the inevitability of death as a scientific knowledge
GHADA ZAMKA, King Abdulaziz University, Saudi Arabia

F / 4
SUPPORTING EDUCATORS TO UTILISE PLAY AND NATURAL ENVIRONMENTS
Individual Papers
Room 2, Redenti Building - Belmeloro Complex -1st floor, Via Belmeloro 12

CHAIR: MONICA GUERRA, University of Milano-Bicocca, Italy

Educators and teachers in nature: A global challenge
MONICA GUERRA (1), MAJA ANTONIETTI (2), MICHELA SCHENETTI (3) AND FABRIZIO BERTOLINO (4), (1) University of Milano-Bicocca, Italy; (2) University of Modena e Reggio Emilia, Italy; (3) University of Bologna, Italy; (4) University of Aosta Valley, Italy

Beliefs and practices of pre-kindergarten educators about play in Chile
DANIELA S. JADUE ROA (1), VASLEKA GRAU CARDENAS (2), KATHERINE STRASSER (2), DAVID PREISS (2), DAVID WHITEBREAD (3) AND VERÓNICA LÓPEZ LEIVA (4), (1) Universidad de O'Higgins, Chile; (2) Pontificia Universidad Católica de Chile, Chile; (3) University of Cambridge, United Kingdom; (4) Pontificia Universidad Católica de Valparaíso, Chile

Teacher-child interaction-in-play: Stimulating make-believe play, complex language and thought
EEFJE VAN DER ZALM (1), ANNERIEKE BOLAND (2), MARIEKE TJALLEMA (1), RESI DAMHUIS (1), MARIANNE BOOGAARD (3), DORIAN DE HAAN (4), LEVINEKE VAN DER MEER (5), HERMIEN DE WAARD (5) AND DORINA VELDHUIS (2), (1) Marnix Academie - University of Applied Science - Utrecht, The Netherlands; (2) Hogeschool iPabo - University of Applied Science - Amsterdam, The Netherlands; (3) Kohnstamm Institute - Amsterdam, The Netherlands; (4) University of Utrecht, The Netherlands; (5) de Activiteit, The Netherlands

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Room 3, Redenti Building - Belmeloro Complex -1st floor, Via Belmeloro 12

CHAIR: PATRICIA DEAN, Salisbury University, United States

How to reason and reflect with young children: Experiences of students in the bachelor ECE
ANOUK VANHERF, VEERLE VAN RAEMDONCK, ANNICK BIESMANS AND LEEN ROSIERS, Erasmus University College Brussels, Belgium

The playful kindergarten teacher
HENRIETTE HARBITZ, Western Norway University of Applies Sciences, Norway

An alternative to the sink or swim experience: An exploration of an induction program in British Columbia, Canada
LAURA DOAN, Thompson Rivers University, Canada

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CHAIR: ELLY SINGER, The Netherlands

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YARROW ANDREW, GRACE SKRZYPIEC AND JESSIE JOVANOVIC, Flinders University, Australia
Emotional security: History of scientific debates and diversity in national policies and practices
ELLY SINGER, The Netherlands

Cultures of compassion
LASSE LIPPONEN (1), ANTTI RAJALA (1) AND JAAKKO HILPPÖ (2), (1) University of Helsinki, Finland; (2) Northwestern University, United States

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Room B, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: SANDRA CHEESEMAN, Macquarie University, Australia

Leaders growing leaders: Effective early childhood leaders for sustainable leadership
JANIS CARROLL-LIND, Te Rito Maioha Early Childhood New Zealand, New Zealand

Embodying social policy, exploring emotional landscapes: A performative autoethnographic approach
ELIZABETH HENDERSON, Aberdeen City Council, United Kingdom

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CHAIR: JANE BONE, Monash University, Australia

Keeping young children in the frame: Materialist relational theory and the Mosaic approach
ALISON CLARK, Thomas Coram Research Unit, United Kingdom

Mapping connections through the material world: Walking to belong
JANE BONE, Monash University, Australia

"You can't see me": Mapping young children's private play worlds
DEBORAH MOORE, Deakin University, Australia

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DIRECTORS AND DEPUTIES - LEADING TOGETHER OR ALONE? PERSPECTIVES FROM AUSTRALIA, FINLAND AND NORWAY
Self-organised Symposium
Room D, Building A - Belmeloro Complex - 1st floor, Via Belmeloro 14

CHAIR: MANJULA WANIGANAYAKE, Macquarie University, Australia

Educational leaders and 2ICs in Australia - Who they are and what they do
MANJULA WANIGANAYAKE (1), MARGARET SIMS (2) AND FAY HADLEY (1), (1) Macquarie University, Australia; (2) University of New England, Australia

Finnish directors and deputy directors leading the way - Nature of their roles and responsibilities
MANJULA WANIGANAYAKE (1), LEENA HALTTUNEN (2) AND JOHANNA HEIKKA (3), (1) Macquarie University, Australia; (2) Jyväskylä University, Finland; (3) University of Eastern Finland, Finland
How do directors make sense of leadership in the reconceptualised leadership teams in Norway?
MARIT BØE AND KARIN HOGNESTAD, University of South East-Norway, Norway

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CHAIR: ELENI LOIZOU, University of Cyprus, Cyprus

Children’s visual and verbal humorous productions through the tenet of the Theory of the Absurd and the Empowerment Theory
EVI LOIZOU AND ELENI LOIZOU, University of Cyprus, Cyprus

Teachers’ role in preschool arts education - Australia v. China
XIANGYI TAO, The University of Sydney, Australia

The experience of drama play and drawing act: What do children narrate in their drawn picture after drama play?
HIROAKI ISHIGURO, Rikkyo University, Japan

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CHAIR: SUSAN IRVINE, Queensland University of Technology, Australia

Are you a professional? Australian early childhood educators’ understandings about their professional status and work roles
SUSAN IRVINE (1), JENNIFER SUMSION (2), KAREN THORPE (3), JOANNE LUNN (1), ELENA JANSEN (1) AND VICTORIA SULLIVAN (3), (1) Queensland University of Technology, Australia; (2) Charles Sturt University, Australia; (3) University of Queensland, Australia

What keeps Australian early childhood teachers working in long day care?
SHARON MCKINLAY (1), SUSAN IRVINE (2) AND ANN FARRELL (2), (1) Goodstart Early Learning, Australia; (2) Queensland University of Technology, Australia

Transdisciplinary research with educators promoting integrated health, wellbeing and learning in early years contexts in Australia
ANN FARRELL SUSAN IRVINE, DANIELLE GALLEGOS AND PHOEBE CLELAND, Queensland University of Technology, Australia

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CHAIR: GLENDA WALSH, Stranmillis University College, United Kingdom

Exploring home-based childcare in England, Northern Ireland and Japan
LYNN ANG, University College London, United Kingdom

Self-portraits of the Japanese home-based childcare providers: Their ideals of quality practice under Japanese ECEC System
MIKIKO TABU, Seitoku University, Japan
Examining home-based, play experiences in practice: A Northern Ireland story
GLENDA WALSH, Stranmillis University College, United Kingdom

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CHAIR: JAN PEETERS, VBJK, Belgium

Multilingual children, families and practitioners: Policy and research in England
ROSE DRURY (1) AND LEENA ROBERTSON (2), (1) The Open University, United Kingdom; (2) Middlesex University, United Kingdom

Transitions in ECEC services: The experience of children from migrant families in ECEC services in Pistoia (Italy)
MARIACRISTINA PICCHIO AND SUSANNA MAYER, Institute of Cognitive Sciences and Technologies, National Research Council of Italy, Italy

Transitioning to preschool - Capturing the voices of children in poverty
BRECHT PELEMAN (1&2), MICHEL VANDENBROECK, (1&2) AND PIET VAN AVERMAET (2), (1) VBJK, Belgium; (2) Ghent University, Belgium;
Piet van Avermaet, Ghent University, Belgium

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CHAIR: SILVIA BLANCH, Universitat Autònoma de Barcelona, Spain

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MARY ROCHE, Institute of Technology Blanchardstown, Ireland

Forest preschools in Poland - Perspective of children, parents and teachers
ANNA KIENIG (1) AND EWA LEWANDOWSKA (2), (1) University of Bialystok, Poland; (2) The Maria Grzegorzewska University, Poland

Service Learning project in a preschool to improve the personal and social competences during the internship of the ECE Degree: A case study to promote outdoor education
SILVIA BLANCH AND MEQUÈ EDO, Universitat Autònoma de Barcelona, Spain

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CHAIR: SIGRID BROGAARD CLAUSEN, University of Roehampton, United Kingdom

An exploration of how early intervention as ‘happening early in the child’s life’ is applied in the family support preschool context
MELISSA BONOTTO, UNESCO Child and Family Research Center, NUI Galway, Ireland

Accounting for young children's wellbeing
SIGRID BROGAARD CLAUSEN, SOFIA GUIMARAES, SALLY HOWE AND MICHELLE COTTLE, University of Roehampton, United Kingdom
Developing a 'classroom as community' approach to supporting young children's wellbeing
VICTORIA WHITINGTON AND ELSPETH MCINNES, University of South Australia, Australia

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CHAIR: SANNE FERYN, Odisee, Belgium

Playing-2-gether: Building high-quality teacher-child interactions for preschoolers at risk
CAROLINE VANCRAEYVELDT (1), MAAI HUYSE (1), KATRIJN VASTMANS (1), ELS BERTRANDS (1), KARINE VERSCHUEREN (2) AND HILDE COLPIN (2), (1) UC Leuven-Limburg, Belgium; (2) KU Leuven, Belgium

Put your EF-glasses on: High-quality teacher-child interactions stimulate executive functions in preschool
SANNE FERYN, Odisee, Belgium

Steer-your-play: Teacher-child interactions influence preschooler self-regulation during make-believe-play
ILSE AERDEN, UC Leuven-Limburg - BANABA REMEDIAL TEACHING, Belgium

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CHAIR: SHIRLEY WYVER, Macquarie University, Australia

Being an early childhood teacher at Sámi kindergartens
YLVA JANNOK NUTTI, Sámi University of Applied Sciences, Norway

Teacher's ideas on the role of the outdoor environment in children's learning
KRISTÍN NORÐDAHL, University of Iceland, Iceland

The Young Children, Public Spaces and Democracy Project (BRIC)
TIM WALLER AND NIAMH O'BRIEN, Anglia Ruskin University, United Kingdom

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CHAIR: SALLY PETERS, University of Waikato, New Zealand

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JAN DEVOS (1), MICHEL VANDENBROECK (2) AND ANGELO VAN GORP (2), (1) Department of Social Work and Social Pedagogy, Belgium; (2) University Ghent, Belgium

Finding a place for Froebel’s theories: Early years practitioners’ understanding and enactment of learning through play
SUE SMEDLEY AND KATE HOSKINS, University of Roehampton, United Kingdom
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CHAIR: ANA LÚCIA GOULART DE FARIA, Universidade Estadual de Campinas, Brazil

Public policies for child education in Brazil and Portugal: Gender in reference documents
CAROLINA ALVARENGA, Universidade Federal de Lavras, Brazil

Preschool-teacher and men: Handling gender-specific expectations
MARIA HEDLIN, Linnaeus University, Sweden
CAROLINE JOHANSSON, Linnaeus University, Sweden

Pedagogy of gender differences for ECE
ANA LÚCIA GOULART DE FARIA (1), DANIELA FINCO (2) AND ADRIANA ALVES DA SILVA (3), (1) Universidade Estadual de Campinas, Brazil; (2) UNIFESP, Brazil; (3) UDESC, Brazil

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WHAT'S BEST FOR MY CHILD? EXPLORING PERSONAL AND POLITICAL INFLUENCES ON PARENTS' CHILDCARE DECISION-MAKING
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CHAIR: MARIANNE FENECH, University of Sydney, Australia

Influences on parents’ childcare choices: A comparative analysis of preschool and long-day-care users
SHEILA DEGOTARDI (1), NAOMI SWELLER (1) AND MARIANNE FENECH (2), (1) Macquarie University, Australia; (2) University of Sydney, Australia

Parents’ understandings of and beliefs about quality childcare as influences on childcare choice
MARIANNE FENECH (1) AND NAOMI SWELLER (2), (1) University of Sydney, Australia; (2) Macquarie University, Australia

Choosing formal childcare: Choice or compromise?
AMBER HINTON, Macquarie University, Australia

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CHAIR: JANE MURRAY, University of Northampton, United Kingdom

Discourses on early childhood practitioner-parent partnerships in England, Hungary and Kazakhstan
JANE MURRAY (1), ELEONORA TESZENYI (1), MARZHAN TAJIYEVA (2), AIGUL ISKAKOVA (2), ANIKΟ VARGΑΝΕ NAGY (3) AND SΑNDOR PΑLFΙ (3), (1) University of Northampton, United Kingdom; (2) Abay Kazakh National Pedagogical University, Kazakhstan; (3) University of Debrecen, Hungary

(Re)enacting the Actiotope model: A take and retake
GERARDA RICHARDS, PRASANNA SRINIVASAN AND SIVANES PHILLIPSON, Monash University, Australia

Growing with your family
ROBERT ORR AND JUDY POTTS, Early Years Consultants, United Kingdom
EXPLORING RELATIONSHIPS BETWEEN FAMILIES, SETTINGS AND THE WIDER COMMUNITY

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CHAIR: MIHAELA IONESCU, International Step by Step Association, The Netherlands

Children's positions in ECEC - Connections between family background and daily practices in a Finnish preschool
MARI VUORISALO, University of Tampere, Finland

Children and family participation in Dutch and German villages: An action research project
HEIKE HELEN WEINBACH (1), ANNEROSE MORAS (1), HILDE WIERDA-BOER (2), OLGA VAN KEULEN (2) AND VANESSA HEEKS (1), (1) University Rhein-Waal, Germany; (2) Hogeschool van Arnhem en Nijmegen, The Netherlands

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Self-organised Symposium
Room 12, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: OLIVER THIEL, Queen Maud University College, Norway

The place of proximal processes in young children's mathematical learning
ROBERT PERRY (1&2) AND SUE DOCKETT (2), (1) Charles Sturt University, Australia; (2) Peridot Education Pty Ltd, Australia

Mathematisation and agency in early childhood
MAULFRY WORTHINGTON AND BERT VAN OERS, VU University, The Netherlands

Arithmetical operations in ECE: Its kids play
MARIA FIGUEIREDO, HELENA GOMES, (1&2) AND GORETI DORIA (1), (1) Polytechnic of Viseu, Portugal; (2) CIDM, Portugal

PHONOLOGICAL / PHONETIC AWARENESS

Individual Papers
Room 21, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: SARA TOURS, Slippery Rock University, United States

The relation of language, literacy, and social skills on emergent bilingual preschool children's vocabulary outcomes
SHAROLYN POLLARD-DURODOLA (1), JORGE GONZALEZ (2), LAURA SAENZ (3), LEINA ZHU (2), (1) University of Nevada Las Vegas, United States; (2) University of Houston, United States; (3) University of Texas Rio Grande Valley, United States

The importance of phonemic awareness for ESOL Hispanic pre-kindergartners in the USA
SARA TOURS (1), AHMET SIMSAR (2) AND CATHRYN LOKEY (2), (1) Slippery Rock University, United States; (2) Florida State University, United States

Supporting young bilingual children's literacy development: A focus on phonological awareness of 3 and 4 year old children
KUBRA FIRAT, University of Nottingham, United Kingdom
LITERACY AND LANGUAGE COMPETENCE ASSESSED

Assessment of literacy learning in the early childhood curriculum: Myths, realities and possibilities
CLAIRE MCLACHLAN, University of Waikato, New Zealand

Preschool composition effects: Child demographics, risk factors and children’s language competencies
NINA HOGREBE AND ANNA MARINA POMYKAJ, University of Münster, Germany

You are never too young to learn
JOSÉ SMEETS, Hogeschool iPaBo, the Netherlands

TEACHERS’ USE OF DIGITAL PEDAGOGY

TEAM: A sociocultural model to facilitate early childhood student teacher and teacher appropriation of ICT for pedagogical purposes
ROSINA MERRY, Te Rito Maioha Early Childhood New Zealand, New Zealand

Digital stories and preschool teachers’ competence
MARIANNE UNDHEIM (1) AND VIGDIS VANGSNES (2), (1) University of Stavanger, Norway; (2) Western Norway University of Applied Sciences, Norway

PERSPECTIVES ON MIGRANT AND IMMIGRANT CHILDREN AND TEACHERS

Relationship-based infant care as a framework for authentic practice: How an immigrant preservice teacher discovered her voice
SUSAN RECCHIA AND SEUNG EUN MCDEVITT, Columbia University, United States

Immigrant children as 'experts' for their culture?! - Thematising cultural diversity in kindergarten and primary education from children's and teachers' point of view
PETRA BUEKER AND BIRGIT HUEPPING, University of Paderborn, Germany
DEVELOPING RIGHTS-BASED PRACTICE IN EARLY CHILDHOOD SETTINGS

Individual Papers

Aula Magna, Department of Educational Science - Ground floor, Via Filippo Re 6

CHAIR: ALISON MOORE, Birmingham City University, United Kingdom

Open minds in open spaces
ELISABETTA MUSI, Università Cattolica del Sacro Cuore, Italy

Increase competence to act through ethical reflection
MARGARETH EILIFSEN, Western Norway University of Applied Sciences, Norway

How can practice be changed to ensure the voice of the child is more effectively heard in the creation of an open listening climate across teams in Children’s Centres?
ALISON MOORE, Birmingham City University, United Kingdom

CHILDREN’S RIGHTS-BASED PEDAGOGY IN ACTION

Individual Papers

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CHAIR: NATALIE ROBERTSON, Deakin University, Australia

Who’s making the decisions? - Children’s voices in decision making in early years settings
SILVIA GURSINSKI (1) AND MARY SKILLINGTON (2), (1) Institute of Technology Sligo, Ireland; (2) Galway Mayo Institute of Technology, Ireland

A conversation around the development of a children’s rights reflective tool to guide practice in early childhood
ALINE COLE-ALBÄCK, CREC and Birmingham City University, United Kingdom

A case study of children’s rights curriculum in Victoria, Australia
NATALIE ROBERTSON AND NICOLE DOWNES, Deakin University, Australia
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PATRIZIA SANDRI AND ELENA MALAGUTI, University of Bologna, Italy

Supporting preschool children with autism: Using email to enhance interventions
BRIDGET BLAKELY, KELLEEN CORRIGAN AND JAMES CONNELL, Drexel University, United States

Immigration stories in preschool: Exploring the narratives of a Latina immigrant teacher as a window into the lives of young immigrant children and their families
SEUNG EUN MCDEVITT, Columbia University, United States

"West meets East?": Re-thinking of a learning environment and culture through investigating a Montessori Kindergarten in Japan
YUKI TAKAHASHI BRAYBROOK, Devonshire Street Children's Centre Willoughby City Council, Australia

Parent Education under cultural diversity
LEE-FENG HUANG, National Pingtung University, Taiwan

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CYNTHIA DILLARD, University of Georgia, United States

Interculturality as everyday practice in democracy in Swedish preschool context
RAUNI KARLSSON, University of Gothenburg, Sweden

Early childhood education and enmity against groups
MAGDALENA BRAUN AND SABINA SCHUTTER, Hochschule Rosenheim University of Applied Sciences, Germany

The change in adolescent gender consciousness: A two-year longitudinal study of first year students in preschool teacher training courses
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The link between teachers' beliefs regarding oral language and emerging literacy support on teaching practices in kindergarten
CAROLINE BOUCHARD (1), STÉPHANIE DUVAL (1), LISANDRE BERGERON-MORIN (1), CATHERINE JULIEN (1) AND ANNIE CHARRON (2), (1)Laval University, Canada; (2) UQAM, Canada

Relations between childcare and language development among four-year-old neglected children: A cross-sectional study
CATHERINE JULIEN, CAROLINE BOUCHARD AND ADEETTE SYLVESTRE, Laval University, Canada

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LAVINIA TAMARUA, Higher Colleges of Technologies, United Arab Emirates

Parent-teacher cooperation and children’s language competencies
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Early literacy and language activities in in German early childhood education and care
CLAUDIA WIRTS AND FRANZISKA EGERT, State Institute of Early Childhood Research, Germany

"They learn best through stories" Of informal conversational style who motivate young children’s interest in written text
THORDIS THORDARDOTTIR, Iceland University, Iceland

Play for learning literacy
MINNA-PIA SOPANEN, University of Eastern Finland, Finland

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KERSTIN BOTÖ, ANNIKA LANTZ-ANDERSSON AND CECILIA WALLERSTEDT, University of Gothenburg, Sweden

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ANNA BACKMAN, University of Gothenburg, Sweden

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AGNETA PIHL, NIKLAS PRAMLING AND LOUISE PETERSON, University of Gothenburg, Sweden

The effect of an intervention assisting mothers with picture book search
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Selecting appropriate picture books for children: Implementation of “Pitarie”, a search system for picture books at a preschool teacher preparation program
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Investigation of the relationship between words in picture books and child vocabulary acquisition: Recommending picture books with suitable readability
SANAE FUJITA, NTT TAKASHI HATTORI, YUKO OKUMURA AND TESSEI KOBAYASHI, NTT Communication Science Laboratories, Japan

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MIN-LING TSAI, National Taipei University of Education, Taiwan

Windows and mirrors: Finding diverse children and their families in children's literature
PATRICIA DEAN, EMILY LOUX, ALLISON STALLINGS, AMY PIERSON AND AMBER MEYER, Salisbury University, United States

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