

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, Albrecht 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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WELCOME FROM THE CONFERENCE CHAIR

WELCOME FROM THE CONFERENCE CHAIR

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 world, 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

CAPPELEN DAMM AKADEMISK

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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CONFERENCE PROGRAMME

Pre-conference: Tuesday 29th August 2017

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

CONFERENCE PROGRAMME

Day 1: Wednesday 30th August 2017

08.00 – 10.30	Registration Open	Santa Lucia (3)
08.45 – 09.30	<p>Welcome Address</p> <ul style="list-style-type: none"> - Antonino Rotolo, Pro-Rector, University of Bologna - Marilena Pillati, Deputy Mayor-Educational and Social Services - On. Francesca Puglisi, Senator - Luigi Guerra, Dean of Education Department - University of Bologna - Lucia Balduzzi, Chair of EECERA 2017 <p>Opening Plenary</p> <ul style="list-style-type: none"> - Chris Pascal, President of EECERA 	Santa Lucia (3)
09.30 – 10.30	Keynote 1 - Michel Vandebroek	Santa Lucia (3)
10.30 – 11.15	Refreshment Break	Piazzetta Santa Lucia (3)
11.15 – 12.15	Keynote 2 - Susanna Mantovani	Santa Lucia (3)
12.30 – 18.00	Registration	Complex Belmeloro (1)
12.15 – 14.00	Lunch and Exhibition (<i>including walk across to symposia rooms</i>)	Complex Belmeloro (1) and Filippo Re (4)
14.00 – 15.20	Symposium Set A	Complex Belmeloro (1), Department of Economics (2), Department of Educational Science (4)
15.20 – 16.40	Refreshment Break (1, 2, 4), Exhibition (1) and Poster Symposium Set I (2)	Complex Belmeloro (1), Piazza Scaravilli (2) and Filippo Re (4)
16.40 – 18.00	Symposium Set B	Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)
18.00 – 19.00	EECERA Members AGM	San Giacomo, Department of Economics, Via San Giacomo, 3, (2A)

CONFERENCE PROGRAMME

Day 2: Thursday 31st August 2017

08.00 – 18.00	Registration	Complex Belmeloro (1)
9.00 – 10.20	Symposium Set C	Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)
10.20 – 11.05	Refreshment Break (1, 2, 4) and Exhibition (1)	Complex Belmeloro (1), Piazza Scaravilli (2) and Filippo Re (4)
11.05 – 12.25	Symposium Set D	Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)
12.25 – 14.00	Lunch (1, 4) and Exhibition (1)	Complex Belmeloro (1) and Filippo Re (4)
12.30 – 13.15	How to maximise the impact of your research – session for authors run by Catherine Phipps, Routledge	Room 1, Department of Economics (2)
14.00 – 15.20	Symposium Set E	Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)
15.20 – 16.40	Refreshment Break (1, 2, 4), Exhibition (1) and Poster Symposium Set II (2)	Complex Belmeloro (1), Piazza Scaravilli (2) and Filippo Re (4)
16.40 – 18.00	Symposium Set F	Complex Belmeloro (1), Department of Economics (2) and Department of Educational Science (4)
19.30 till late	Gala Dinner (Ticket-only event)	Palazzo Re Enzo (5)

CONFERENCE PROGRAMME

Day 3: Friday 1st September 2017

9.30 – 10.00	Opening Plenary Chris Pascal, President of EECERA EECERA Awards Ceremony Tony Bertram, Coordinating Editor of EECERJ	Santa Lucia (3)
10.00 – 11.00	Keynote 3 – Susan Grieshaber	Santa Lucia (3)
11.00 – 11.30	Refreshment Break	Piazzetta Santa Lucia (3)
11.30 – 12.30	Keynote 4 – Paulo Fochi and Joana de Sousa	Santa Lucia (3)
12.30 – 13.00	Closing Ceremony Lucia Balduzzi and Arianna Lazzari, Chair and Co-chair of EECERA 2017 Maelis Karlson Lohmander, Vice President of EECERA Launch of EECERA 2018	Santa Lucia (3)

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

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

Friday 1st September 2017

SIG	Time	Location
Digital Childhoods joint with the DigilitEY group	14:00 – 17:00	Zanhotel Europa, Via Cesare Boldrini, 11 - 40121 Bologna

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!

For more information, please contact:

Jane Murray: Jane.Murray@northampton.ac.uk

Maelis Karlsson Lohmander: maelis.karlsson-lohmander@ped.gu.se

Gender Balance

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

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

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.**

More information: <http://www.eecera.org/sigs/gender-balance/>

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: bperry@csu.edu.au

Multilingual Childhoods

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

The Multilingual Childhoods SIG 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: sjmourao@gmail.com

Outdoor Play and Learning

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

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

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

For more information, please contact:

Ellen Beate Hansen Sandseter: Ellen.B.Sandseter@dmmh.no

Eva Ärlemalm-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:

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

For more information, please contact:

Sofia Avgitidou: saugitidou@uowm.gr

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 31th 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-viii-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	<p>The Euro is the currency in the 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.</p> <p>Foreign exchange bureaus are available in most banks, post offices, Tourist Information Offices, airports, some shops and accommodation. Bureau de Change kiosks are also situated in many towns and most cities.</p>
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	<p>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>

PROGRAMME OVERVIEW

WEDNESDAY 30TH AUGUST 2017

SYMPOSIUM SET A: 14:00 – 15:20

		Building	Room	Symposium Title
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 12	Room 1	Digital technology and playful learning
A	4	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 2	Men in ECE and other gender perspectives
A	5	Redenti Building, Belmeloro Complex – 1 st 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 - 1 st 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 - 1 st floor, Via Belmeloro 14	Room C	Early childhood music education as a tool for transformation
A	9	Building A - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room D	Parents' views and perceptions
A	10	Building A - Belmeloro Complex - 2 nd floor, Via Belmeloro 14	Room E	Pedagogies of educational transitions: Into the future
A	11	Building A - Belmeloro Complex - 2 nd 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 - 1 st floor, Via Belmeloro 14	Room H	Pedagogical practices in Australia, China, Finland and Sweden
A	14	Building B - Belmeloro Complex - 1 st 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 - 2 nd floor, Via Belmeloro 14	Room L	Preschool teachers' views, beliefs and expectations
A	16	Building B - Belmeloro Complex - 2 nd 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 – 1 st floor, Piazza Scaravilli 2	Room 11	Supporting children's language and emotional development
A	23	Department of Economics – 1 st floor, Piazza Scaravilli 2	Room 12	International quality assessment
A	24	Department of Economics – 2 nd floor, Piazza Scaravilli 2	Room 21	Supporting children's social-emotional competence in ECEC through Papilio programme

A	25	Department of Economics - 2 nd floor, Piazza Scaravilli 2	Room 22	Celebration of children's play
A	26	Department of Economics - 3 rd floor, Piazza Scaravilli 2	Room 31	Pedagogical documentation
A	27	Department of Economics - 3 rd 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 – 1 st 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

WEDNESDAY 30TH AUGUST 2017
 SYMPOSIUM SET B: 16:40 – 18:00

		Building	Room	Symposium Title
B	1	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Aula Magna	Inequalities and social justice in ECE
B	2	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Room 3	Digital technology and learning
B	3	Redenti Building, Belmeloro Complex - Ground floor, Via Belmeloro 12	Room 1	Men in ECEC: Motivations, obstacles, and drop-out
B	4	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 2	ECEC approaches to develop social inclusion
B	5	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 3	The impact of books and shared reading on child development
B	6	Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14	Room A	Approaches to dialectical thinking, maths, imagination and multi-modality
B	7	Building A - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room B	SIG Multilingual Childhoods: ECE Teacher's beliefs and practices in multilingual contexts
B	8	Building A - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room C	Young parents, grandparents and parental agency
B	9	Building A - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room D	STEM: Teachers' pedagogy and perspectives
B	10	Building A - Belmeloro Complex - 2 nd floor, Via Belmeloro 14	Room E	Play: Narrational, pro-social and emotional - CANCELLED
B	11	Building A - Belmeloro Complex - 2 nd floor, Via Belmeloro 14	Room F	Re-figuring play: Material engagements

B	12	Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14	Room G	Family childcare: Comparative policies and policymaking
B	13	Building B - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room H	Addressing quality in ECE
B	14	Building B - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room I	Changed conditions for professional learning?
B	15	Building B - Belmeloro Complex - 2 nd floor, Via Belmeloro 14	Room L	Outdoor Play and Learning SIG: Desert and arctic environments
B	16	Building B - Belmeloro Complex - 2 nd floor, Via Belmeloro 14	Room M	A new look at ECEC workforce profiles across Europe: Selected findings from a 30-country study
B	17	Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14	Room P	Stressors within and without: Focusing on ECE teachers social-emotional wellbeing
B	18	Department of Economics - Ground floor, Piazza Scaravilli 2	Room 1	Migration and challenge - An exploration of the issues facing refugee and asylum seeking families
B	19	Department of Economics - Ground floor, Piazza Scaravilli 2	Room 2	Developing quality indicators for Brazilian early childhood services: A participatory evaluation research Brazil-Italy
B	20	Department of Economics - Ground floor, Piazza Scaravilli 2	Room 4	Pedagogic practice with SEND children
B	21	Department of Economics - Ground floor, Piazza Scaravilli 2	Room 5	Sustaining warm and inclusive transitions across the early years: Preliminary findings from the START project
B	22	Department of Economics - 1 st floor, Piazza Scaravilli 2	Room 11	Holistic Wellbeing SIG: Social and cultural aspects of wellbeing
B	23	Department of Economics - 1 st floor, Piazza Scaravilli 2	Room 12	The early childhood 'market' and the challenges it creates
B	24	Department of Economics - 2 nd floor, Piazza Scaravilli 2	Room 21	Capturing the voice of all practitioners

B	25	Department of Economics - 2 nd floor, Piazza Scaravilli 2	Room 22	Developing leadership
B	26	Department of Economics - 3 rd floor, Piazza Scaravilli 2	Room 31	Conflicts, efficiency and democracy in ECE
B	27	Department of Economics - 3 rd floor, Piazza Scaravilli 2	Room 32	Perspectives on touch, intimacy and feeding in ECE
B	28	Department of Educational Science - Ground floor, Via Filippo Re 6	Aula Magna	Methods for listening to children's voices
B	29	Department of Educational Science – 1 st floor, Via Filippo Re 6	Aula B	Multilingualism: Working with parents

THURSDAY 31ST AUGUST 2017

SYMPOSIUM SET C: 09:00 – 10:20

		Building	Room	Symposium Title
C	1	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Aula Magna	Children's rights, voice and curriculum development
C	2	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Room 3	Promoting young children's development of democratic skills - policies, legislation and culture in society, families, schools and childcare
C	3	Redenti Building, Belmeloro Complex - Ground floor, Via Belmeloro 12	Room 1	Models of multicultural complexity
C	4	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 2	Digital activates in ECE
C	5	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 3	Issues of gender, race and migration in ECEC
C	6	Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14	Room A	Developing communication through interactive whiteboard, digital technology and children's reminiscences
C	7	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room B	Family literacy and the road to austerity
C	8	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room C	Early childhood teachers' thoughts about mathematics
C	9	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room D	Language environments in multilingual contexts
C	10	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room E	Paternal involvement

C	11	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room F	Pedagogy and assessment of early childhood educators
C	12	Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14	Room G	Outdoor Play and Learning SIG: Resilience and empowerment
C	13	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room H	Learning stories: Advocating for children's learning through play
C	14	Building B - Belmeloro Complex - 1 st floor, Via Belmeloro 14	Room I	Educational services, nursery schools and children with disabilities: Inclusive policy, culture and practice
C	15	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room L	The views of early childhood student teachers about learning: International perspectives
C	16	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room M	Enhancing early childhood studies degrees in England: Recruitment, retention, participation and student experience
C	17	Building B - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room P	Building a competent ECE teacher workforce in East Asia region
C	18	Department of Economics Ground floor, Piazza Scaravilli 2	Room 1	From ideal to practice - Staff attitudes, actions and mentoring skills
C	19	Department of Economics Ground floor, Piazza Scaravilli 2	Room 2	Creating creative teachers: An ongoing teachers training curriculum of Early Childhood Creative Education (ECCE)
C	20	Department of Economics Ground floor, Piazza Scaravilli 2	Room 4	Collective moments: Regenerating agency in early childhood teacher research and accountability
C	21	Department of Economics Ground floor, Piazza Scaravilli 2	Room 5	Working with disability
C	22	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 11	Holistic Wellbeing SIG: Social justice and wellbeing

C	23	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 12	Perspectives on 'school readiness'
C	24	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 21	Assessing early childhood educators
C	25	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 22	Challenging dominant perspectives - Exploring children's perspectives
C	26	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 31	An investigation of the professional practice component of undergraduate ECEC degrees across the PLÉ membership
C	27	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 32	'Growing together' - Child study to support practitioners' understanding of a child's world and supporting parents using an online learning journey
C	28	Department of Educational Science - Ground floor, Via Filippo Re 6	Aula Magna	Outdoor Play and Learning SIG: Challenges and opportunities
C	29	Department of Educational Science – 1 st floor, Via Filippo Re 6	Aula B	Transitions: Parents' perspectives

THURSDAY 31ST AUGUST 2017

SYMPOSIUM SET D: 11:05 – 12:25

		Building	Room	Symposium Title
D	1	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Aula Magna	Working with marginalised children and families
D	2	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Room 3	Technology and learning in the early years
D	3	Redenti Building, Belmeloro Complex - Ground floor, Via Belmeloro 12	Room 1	Approaches to developing literacy
D	4	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 2	Promoting early language skills for children with different backgrounds
D	5	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 3	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
D	6	Building A - Belmeloro Complex - Ground floor, Via Belmeloro 14	Room A	Voices and places of pedagogical documentation: Beyond observation
D	7	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room B	Pedagogical spaces
D	8	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room C	Outdoor Play and Learning SIG: Opportunities and barriers
D	9	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room D	Play: Discourses and perspectives
D	10	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room E	Building solidarity: Professional mentoring programs

D	11	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room F	Professional reflection and professional development for practitioners working with babies and under threes
D	12	Building A - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room G	Professionalisation of ECE teachers and assistants
D	13	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room H	Professional development in new literacies: Finnish perspectives
D	14	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room I	Understanding inequality in preschool through the lived experiences of children, parents and professionals
D	15	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room L	Undergraduate research, employment and wellbeing
D	16	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room M	Approaches to research
D	17	Building B - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room P	Transitions: Practitioners' perspectives
D	18	Department of Economics Ground floor, Piazza Scaravilli 2	Room 1	Discourses on sustainability
D	19	Department of Economics Ground floor, Piazza Scaravilli 2	Room 2	Executive functioning, dialectical thinking and educationalised curiosity
D	20	Department of Economics Ground floor, Piazza Scaravilli 2	Room 4	Studies of two-year-olds in Jamaica, Germany and UK
D	21	Department of Economics Ground floor, Piazza Scaravilli 2	Room 5	Innovation in education, learning and partnership

D	22	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 11	Adult-child interactions
D	23	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 12	Mothers' beliefs and values regarding early childhood socialisation
D	24	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 21	Science: Teachers' beliefs, perspectives and knowledge
D	25	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 22	Holistic Wellbeing SIG: Professionalism and wellbeing
D	26	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 31	Transforming assessment evaluation documentation in early childhood pedagogy: Seeking potentialities 2
D	27	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 32	EQUAP - Enhancing quality in ECEC through participation
D	28	Department of Educational Science - Ground floor, Via Filippo Re 6	Aula Magna	Multicultural education facilitated by Levinsky College in Israel: Students' small group work
D	29	Department of Educational Science – 1 st floor, Via Filippo Re 6	Aula B	Preschool teacher education in two Nordic countries

THURSDAY 31ST AUGUST 2017

SYMPOSIUM SET E: 14:00 – 15:20

		Building	Room	Symposium Title
E	1	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Aula Magna	Look who's talking: Eliciting the voices Of children from birth To eight
E	2	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Room 3	Cross-national cultures and traditions in early childhood development (ECD)
E	3	Redenti Building, Belmeloro Complex - Ground floor, Via Belmeloro 12	Room 1	Participation and inclusion
E	4	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 2	Challenging views on assessment and intervention
E	5	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 3	Mathematics in transition to school
E	6	Building A - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room A	Multilingual Childhoods SIG: Children's voices in multilingual interactions
E	7	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room B	Cross-cultural models of parent engagement
E	8	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room C	Transforming assessment evaluation documentation in early childhood pedagogy: Seeking potentialities 1
E	9	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room D	Enabling environments for play
E	10	Building A - Belmeloro Complex - 2 nd floor, Via Belmeloro 14	Room E	SIG Rethinking play: Building and maintaining a support system for a play-based curriculum

E	11	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room F	Outdoor Play and Learning SIG: Learning landscapes
E	12	Building A - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room G	Seeking places and spaces to renegotiate professional territories
E	13	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room H	Perspectives on teacher training
E	14	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room I	Developing learning environments and learner identity through narrative assessment (Learning Stories): Perspectives from Aotearoa, New Zealand and Italy
E	15	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room L	Innovative approaches to continuing professional development. Finding from case studies in three EU countries (Denmark, Italy and Poland)
E	16	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room M	Supporting students understanding of refugee and asylum seeking families
E	17	Building B - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room P	Children as research participants
E	18	Department of Economics Ground floor, Piazza Scaravilli 2	Room 1	Transitions
E	19	Department of Economics Ground floor, Piazza Scaravilli 2	Room 2	Practitioner engagement and professional development
E	20	Department of Economics Ground floor, Piazza Scaravilli 2	Room 4	Care and values in different environments
E	21	Department of Economics Ground floor, Piazza Scaravilli 2	Room 5	Aesthetics, art and museums in ECEC

E	22	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 11	Anti-bias, 'normality' and disagreement in ECE settings
E	23	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 12	Pedagogista, Montessori and the early childhood educators' experience
E	24	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 21	Rights-based pedagogies
E	25	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 22	Immersion, readiness and shared understandings
E	26	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 31	Contributors to quality in infant-toddler early childhood programs? Perspectives from the inside, outside and in-between
E	27	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 32	Documentation and assessment
E	28	Department of Educational Science - Ground floor, Via Filippo Re 6	Aula Magna	Concept vs. context - Reconceptualising professional work of Danish early childhood pedagogues
E	29	Department of Educational Science – 1 st floor, Via Filippo Re 6	Aula B	Compassionate professionalism: A key ingredient in securing healthy outcomes for children and families

THURSDAY 31ST AUGUST 2017

SYMPOSIUM SET F: 16:40 – 18:00

		Building	Room	Symposium Title
F	1	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Aula Magna	International perspectives on ECE policy
F	2	Spisa Building, Belmeloro Complex - Ground floor, Via Belmeloro 10	Room 3	Strengthening intercultural competence
F	3	Redenti Building, Belmeloro Complex - Ground floor, Via Belmeloro 12	Room 1	Children constructing science
F	4	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 2	Supporting educators to utilise play and natural environments
F	5	Redenti Building, Belmeloro Complex – 1 st floor, Via Belmeloro 12	Room 3	The experiences of student-teachers
F	6	Building A - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room A	Emotional security, worth and compassion
F	7	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room B	Sustainable leadership and practitioner wellbeing
F	8	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room C	Mapping the material world
F	9	Building A - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room D	Directors and deputies - Leading together or alone? Perspectives from Australia, Finland and Norway
F	10	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room E	Creativity, humour and the arts

F	11	Building A - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room F	Building a qualified, skilled and professional ECEC workforce in Australia
F	12	Building A - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room G	Researching home-based childcare practices
F	13	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room H	From home to school: Transitions for young children from migrant and disadvantaged backgrounds
F	14	Building B - Belmeloro Complex – 1 st floor, Via Belmeloro 14	Room I	Outdoors and forest schools
F	15	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room L	Children's wellbeing
F	16	Building B - Belmeloro Complex – 2 nd floor, Via Belmeloro 14	Room M	High quality interactions in ECE
F	17	Building B - Belmeloro Complex – Ground floor, Via Belmeloro 14	Room P	Outdoor Play and Learning SIG: New directions
F	18	Department of Economics Ground floor, Piazza Scaravilli 2	Room 1	Pedagogies in different social contexts
F	19	Department of Economics Ground floor, Piazza Scaravilli 2	Room 2	Discourses on gender pedagogy and involvement of men
F	20	Department of Economics Ground floor, Piazza Scaravilli 2	Room 4	What's best for my child? Exploring personal and political influences on parents' childcare decision-making
F	21	Department of Economics Ground floor, Piazza Scaravilli 2	Room 5	Home learning and parents' perceptions

F	22	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 11	Exploring relationships between families, settings and the wider community
F	23	Department of Economics 1 st floor, Piazza Scaravilli 2	Room 12	Mathematics education in early childhood
F	24	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 21	Phonological / phonetic awareness
F	25	Department of Economics 2 nd floor, Piazza Scaravilli 2	Room 22	Literacy and language competence assessed
F	26	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 31	Teachers' use of digital pedagogy
F	27	Department of Economics 3 rd floor, Piazza Scaravilli 2	Room 32	Perspectives on migrant and immigrant children and teachers
F	28	Department of Educational Science - Ground floor, Via Filippo Re 6	Aula Magna	Developing rights-based practice in early childhood settings
F	29	Department of Educational Science – 1 st floor, Via Filippo Re 6	Aula B	Children's rights-based pedagogy in action

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 ÓLAFSDÓTTIR (1), JÓHANNA 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

CHILDisclusive: 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 iPad: 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 BRIERLEY, 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 MIROR technologies in early childhood

ANNA RITA ADESSI (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 VANESSA 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

PREESCHOL 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 HEDE 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

PRAXEOLOGICAL 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 RØTHLE (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 RØTHLE 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 SHIIAN (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

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

A / 29

NARRATIVES FOR EARLY LANGUAGE LEARNING: EXPERIENCES FROM THE NARRATIVE FORMAT MODEL

Self-organised Symposium

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

CHAIR: SABINE PIRCHIO, Sapienza University of Rome, Italy

The narrative format model for early language intervention in first and foreign language in ECEC centres

SABINE PIRCHIO, TRAUDE 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

A / 30

PARENTAL VALUES, THEORIES AND IMPACTS

Individual Papers

Sala Riunioni, Department of Educational Science - Ground floor, Via Filippo Re 6

CHAIR: MARIA KAMBOURI-DANOS, University of Reading, 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 Jyväskylä, 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

MARIA 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

MARIA DARDANOU, The Arctic University of Norway, Norway

Seen but not heard?! Children's participation in research about digital technology in preschool

JEANETTE SJÖBERG, ANNIQA 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 EMILSEN 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 PLAISIR, 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

B / 4

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 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 RYNSANT (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

B / 5

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

LJUBICA MARJANOVIČ-UMEK, URŠKA FEKONJA-PEKLAJ, KAJA HACIN, TINA MERVIC AND SIMONA KRANJC, University of Ljubljana, Slovenia

B / 6

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

B / 7

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

B / 11

RE-FIGURING PLAY: MATERIAL ENGAGEMENTS

Self-organised Symposium

Room F, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: IAN BARRON, Manchester Metropolitan University, 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

B / 12

FAMILY CHILDCARE: COMPARATIVE POLICIES AND POLICYMAKING

Self-organised Symposium

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

CHAIR: LINDA WHITE, University of Toronto, Canada

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

B / 13

ADDRESSING QUALITY IN ECE

Individual Papers

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

CHAIR: JENNA RUSSELL, Barnardos Brighter Futures, Ireland

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

B / 14

CHANGED CONDITIONS FOR PROFESSIONAL LEARNING?

Self-organised Symposium

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

CHAIR: GERD SYLVI STEINNES, Volda University College, Norway

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 ÄRLEMALM-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 CAFFERTY, 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

B / 28

METHODS FOR LISTENING TO CHILDREN'S VOICES

Individual Papers

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

CHAIR: ANGEL URBINA-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 URBINA-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 O MAGNUSSON, University of Gävle, Sweden

B / 29

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, Mälardalen 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 DONOGHUE, 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 BROSINSKY 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

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

C / 6

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

Individual Papers

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

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

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

EWA 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

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

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: CHRYSTALLA 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

CHAIR: ELENA MALAGUTI, University of Bologna, Italy

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

C / 15

THE VIEWS OF EARLY CHILDHOOD STUDENT TEACHERS ABOUT LEARNING: INTERNATIONAL PERSPECTIVES

Self-organised Symposium

Room L, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: CHRISTA KIEFERLE, State Institute of Early Childhood Research, Germany

The views of Australian and Danish early childhood pre-service teachers about learning and participation

CHRISTA KIEFERLE (1), KAY MARGETTS (2) AND BERENICE NYLAND (3), (1) State Institute of Early Childhood Research, Germany; (2) University of Melbourne, Australia; (3) RMIT, Australia

Student's view on children's learning and participation

ANJA SEIFERT (1) AND CHRISTA KIEFERLE (2), (1) University of Education Ludwigsburg, Germany; (2) State Institute of Early Childhood Research, Germany

The view of early childhood student teachers about the children's learning and participation in Estonia

AINO UGASTE AND MAIRE TUUL, Tallinn University, Estonia

C / 16

ENHANCING EARLY CHILDHOOD STUDIES DEGREES IN ENGLAND: RECRUITMENT, RETENTION, PARTICIPATION AND STUDENT EXPERIENCE

Self-organised Symposium

Room M, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

CHAIR: BEVERLEY NIGHTINGALE, University of Suffolk, United Kingdom

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

C / 17

BUILDING A COMPETENT ECE TEACHER WORKFORCE IN EAST ASIA REGION

Self-organised Symposium

Room P, Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14

CHAIR: MINYI LI, Beijing Normal University, China

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

C / 18

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 SYNNESE, Volda University College, Norway

ECEC managers mentoring to contribute organisational learning

KARI PAULINE LONGVA, Volda University College, Norway

C / 19

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 BROTH, Kibbutzim College of Education, Israel

C / 20

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; (3) 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

C / 21

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

HOLISTIC 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

(2)

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

C / 28

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) Polytechnic 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

C / 29

TRANSITIONS: PARENTS' PERSPECTIVES

Individual Papers

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

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 BRATSCH-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 HENNINGSSON 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

Landscapes 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

D / 18

DISCOURSES ON SUSTAINABILITY

Individual Papers

Room 1, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: IRIS DUHN, Monash University, Australia

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

D / 19

EXECUTIVE FUNCTIONING, DIALECTICAL THINKING AND EDUCATIONALISED CURIOSITY

Individual Papers

Room 2, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: MARTIN NEEDHAM, Manchester Metropolitan University, United Kingdom

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 EVERS, MELANIE OTTO, SONJA QUANTE AND CARMEN DEFFNER, ZNL TransferCenter of Neuroscience and Learning, University of Ulm, Germany

D / 20

STUDIES OF TWO-YEAR-OLDS IN JAMAICA, GERMANY AND UK

Individual Papers

Room 4, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: PENNY LAWRENCE, University of Roehampton, United Kingdom

The influences of dominant cultural practices on the nature of interactions in Jamaica's childcare settings

ZOYAH KINKEAD-CLARK, The University of the West Indies, Jamaica

Infants' selective social learning - The impact of informants' knowledge states and familiarity on infants' reception and use of information within the second year of life

ANDY SCHIELER (1), DAVID BUTTELMANN (2), MELISSA KOENIG (3) AND ERIKA NURMSOO (4), (1) Institut für Bildung, Erziehung und Betreuung in der Kindheit|Rheinland-Pfalz, Germany; (2) Universität Bern, Switzerland; (3) University of Minnesota, United States; (4) University of Kent, United Kingdom

Observing and understanding two-year-old children's decision-making in dialogue

PENNY LAWRENCE, University of Roehampton, United Kingdom

D / 21

INNOVATION IN EDUCATION, LEARNING AND PARTNERSHIP

Self-organised Symposium

Room 5, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: INGER MARIE LINDBOE, Oslo and Akershus University College of Applied Sciences, Norway

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

D / 22

ADULT-CHILD INTERACTIONS

Individual Papers

Room 11, Department of Economics - 1st floor, Piazza Scaravilli 2

CHAIR: ARIANNA PUCCI, Istituto degli Innocenti - Florence, Italy

Questions quality of interaction in Norwegian ECEC - How do staff members experience and express quality of interaction?

ANNE-GRETHER 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

D / 23

MOTHERS' BELIEFS AND VALUES REGARDING EARLY CHILDHOOD SOCIALISATION

Self-organised Symposium

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

CHAIR: NAOMI WATANABE, NTT Communication Science Laboratories, Japan

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

Pitarie: A system to find picture books that match children's ages and interests

TAKASHI HATTORI, SANAE FUJITA, KAZUO AOYAMA, TESSEI KOBAYASHI AND YUKO OKUMURA, NTT Communication Science Laboratories, Japan

D / 24

SCIENCE: TEACHERS' BELIEFS, PERSPECTIVES AND KNOWLEDGE

Individual Papers

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

CHAIR: KENNETH EKSTRÖM, Department of Applied Educational Science, Sweden

Preschool teachers pedagogical content knowledge in Mathematics, Science and Technology - What is possible to teach?

KERSTIN BÄCKMAN AND ANNIE HAMMARBERG, University of Gävle, 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 - ENHANCING 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

D / 28

MULTICULTURAL EDUCATION FACILITATED BY LEVINKY COLLEGE IN ISRAEL: STUDENTS' SMALL GROUP WORK

Self-organised Symposium

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

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

D / 29

PRESCHOOL TEACHER EDUCATION IN TWO NORDIC COUNTRIES

Self-organised Symposium

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

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

E / 4

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

E / 5

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 JENßEN (2), (1) Queen Maud University College, Norway; (2) Freie Universität Berlin, Germany

E / 6

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

E / 7

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-JOHNSENN (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

E / 8

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

E / 9

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 TSUJITANI(1)(2) AND MACHIKO TSUJITANI(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, IKBAL TUBA SAHIN SAK AND NECDET TASKIN, Yüzüncü Yıl University, Turkey

Interpretations of mentoring during ECE mentor-training

TUULIKKI UKKONEN-MIKKOLA, PÄIVI 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

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 THOUIDIS, 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 through 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 PÁLMAÐÓTTIR, 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 STOKELL (1) AND JULIE MCCANN (2), (1) Liverpool John Moores University, United Kingdom; (2) School Improvement Liverpool and SAPERE, United Kingdom

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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"

LIV STRØMME, University of Stavanger, Norway

E / 23

PEDAGOGISTA, MONTESSORI AND THE EARLY CHILDHOOD EDUCATORS' EXPERIENCE

Individual Papers

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

CHAIR: MAELIS KARLSSON LOHMANDER, University of Gothenburg, Sweden

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 pedagoga 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

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RIGHTS-BASED PEDAGOGIES

Individual Papers

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

CHAIR: YARROW ANDREW, Flinders University, Australia

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

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IMMERSION, READINESS AND SHARED UNDERSTANDINGS

Individual Papers

Room 22, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: ELIZABETH ROUSE, Deakin University, Australia

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

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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

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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

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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

ANNEGRETTE 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

E / 29

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

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CHILDREN CONSTRUCTING SCIENCE

Individual Papers

Room 1, Redenti Building - Belmeloro Complex - Ground floor, Via Belmeloro 12

CHAIR: ITHEL 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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THE EXPERIENCES OF STUDENT-TEACHERS

Individual Papers

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 Applied 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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EMOTIONAL SECURITY, WORTH AND COMPASSION

Individual Papers

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

CHAIR: ELLY SINGER, The Netherlands

Worth and wellbeing: Supporting the early childhood workforce

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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SUSTAINABLE LEADERSHIP AND PRACTITIONER WELLBEING

Individual Papers

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

F / 8

MAPPING THE MATERIAL WORLD

Self-organised Symposium

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

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

F / 10

CREATIVITY, HUMOUR AND THE ARTS

Individual Papers

Room E, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

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

F / 11

BUILDING A QUALIFIED, SKILLED AND PROFESSIONAL ECEC WORKFORCE IN AUSTRALIA

Self-organised Symposium

Room F, Building A - Belmeloro Complex - 2nd floor, Via Belmeloro 14

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

F / 12

RESEARCHING HOME-BASED CHILDCARE PRACTICES

Self-organised Symposium

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

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

GLENDAL WALSH, Stranmillis University College, United Kingdom

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FROM HOME TO SCHOOL: TRANSITIONS FOR YOUNG CHILDREN FROM MIGRANT AND DISADVANTAGED BACKGROUNDS

Self-organised Symposium

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

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

F / 14

OUTDOORS AND FOREST SCHOOLS

Individual Papers

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

CHAIR: SILVIA BLANCH, Universitat Autònoma de Barcelona, Spain

Challenged in the web of power

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 Białystok, 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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CHILDREN'S WELLBEING

Individual Papers

Room L, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

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

F / 16

HIGH QUALITY INTERACTIONS IN ECE

Self-organised Symposium

Room M, Building B - Belmeloro Complex - 2nd floor, Via Belmeloro 14

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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OUTDOOR PLAY AND LEARNING SIG: NEW DIRECTIONS

Self-organised Symposium

Room P, Building B - Belmeloro Complex - Ground floor, Via Belmeloro 14

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

F / 18

PEDAGOGIES IN DIFFERENT SOCIAL CONTEXTS

Individual Papers

Room 1, Department of Economics - Ground floor, Piazza Scaravilli 2

CHAIR: SALLY PETERS, University of Waikato, New Zealand

The appropriation of 'Freinet education' in Flanders

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

F / 19

DISCOURSES ON GENDER PEDAGOGY AND INVOLVEMENT OF MEN

Individual Papers

Room 2, Department of Economics - Ground floor, Piazza Scaravilli 2

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

Self-organised Symposium

Room 4, Department of Economics - Ground floor, Piazza Scaravilli 2

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

F / 21

HOME LEARNING AND PARENTS' PERCEPTIONS

Individual Papers

Room 5, Department of Economics - Ground floor, Piazza Scaravilli 2

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), ANIKO VARGÁNÉ NAGY (3) AND SÁNDOR PÁLFI (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

F / 22

EXPLORING RELATIONSHIPS BETWEEN FAMILIES, SETTINGS AND THE WIDER COMMUNITY

Self-organised Symposium

Room 11, Department of Economics - 1st floor, Piazza Scaravilli 2

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

F / 23

MATHEMATICS EDUCATION IN EARLY CHILDHOOD

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

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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

F / 25

LITERACY AND LANGUAGE COMPETENCE ASSESSED

Individual Papers

Room 22, Department of Economics - 2nd floor, Piazza Scaravilli 2

CHAIR: CLAIRE MCLACHLAN, University of Waikato, New Zealand

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 The Netherlands

F / 26

TEACHERS' USE OF DIGITAL PEDAGOGY

Individual Papers

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

CHAIR: ROSINA MERRY, Te Rito Maioha Early Childhood New Zealand, New Zealand

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

F / 27

PERSPECTIVES ON MIGRANT AND IMMIGRANT CHILDREN AND TEACHERS

Individual Papers

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

CHAIR: SUSAN RECCHIA, Columbia University, United States

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

F / 28

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

F / 29

CHILDREN'S RIGHTS-BASED PEDAGOGY IN ACTION

Individual Papers

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

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

WEDNESDAY 30TH AUGUST 2017

POSTER SYMPOSIUM SET I: 15:20 – 16:40

I / 1

Dialogic inquiry in children's drawings: Focusing on empathy in imaginative expressive activities

YUKARI HOTTA, University of Tokyo, Japan

I / 2

Children's perspectives on open versus structured art work in the kindergarten

RUTI NEEMAN, NATHALIE GUIBLI AND DAVID BRODY, Efrata College of Education, Israel

I / 3

Living music at kindergarten: Interactions between adults, children and music

CLARICE BOURSCHIED AND MARIA CARMEN SILVEIRA BARBOSA, Federal University of Rio Grande do Sul, Brazil

I / 4

A pilot study on using Padlet to promote collaborative learning of art appreciation among early childhood teachers

LAI HA CHEUNG, The Education University of Hong Kong, Hong Kong

I / 5

Young children's experiences of sadness - What are their drawings telling us?

MIEMSIE STEYN AND MELANIE MOEN, University of Pretoria, South Africa

I / 6

Children's rights to free expression: Teacher's scaffolding issue in a context of creative dramatics

SUN-HEE PARK, Korea National Open University, South Korea

I / 7

Solidarity through Art, as a children's right in Early Childhood Education

DEBORAH RUSHTON, Lylcee Jean Giono, French School, Italy

I / 8

Agency and activism among Palestinian children living under military violence. A qualitative inquiry

FEDERICA CAVAZZONI AND GUIDO VERONESE, University Milano-Bicocca, Italy

I / 9

Against inequality in Early Childhood Education: A case study in Galicia (Spain)

CONCEPCIÓN SÁNCHEZ-BLANCO, University of A Coruña, Spain

I / 10

Inequalities in Brazilian kindergarten - A diagnosis of the social and racial distances among young children, their teachers and school system

ANETE ABRAMOWICZ, FABIANA LUCI DE OLIVEIRA AND AFONSO CANELLA HENRIQUES, Universidade Federal de São Carlos, Brazil

I / 11

Inclusive approaches for disabled children in the kindergartens of Bologna

PATRIZIA SANDRI AND ELENA MALAGUTI, University of Bologna, Italy

I / 12

Supporting preschool children with autism: Using email to enhance interventions

BRIDGET BLAKELY, KELLEEN CORRIGAN AND JAMES CONNELL, Drexel University, United States

I / 13

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

I / 14

"West meets East?": Re-thinking of a learning environment and culture through investigating a Montessori Kindergarten in Japan

YUKI TAKAHASHI BRAYBROOK, Devnoshire Street Children's Centre Willoughby City Council, Australia

I / 15

Parent Education under cultural diversity

LEE-FENG HUANG, National Pingtung University, Taiwan

I / 16

(Re)membering Africa to (Re)member Ourselves: Black identity, culture and critical study abroad in early childhood education

CYNTHIA DILLARD, University of Georgia, United States

I / 17

Interculturality as everyday practice in democracy in Swedish preschool context

RAUNI KARLSSON, University of Gothenburg, Sweden

I / 18

Early childhood education and enmity against groups

MAGDALENA BRAUN AND SABINA SCHUTTER, Hochschule Rosenheim University of Applied Sciences, Germany

I / 19

The change in adolescent gender consciousness: A two-year longitudinal study of first year students in preschool teacher training courses

YOSHIKO SHIRAKAWA (1) AND RIE ITO (2), (1) Kyoritsu Women's University, Japan; (2) College of Nagoya Women's University, Japan

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 AUDETTE SYLVESTRE, Laval University, Canada

Pedagogical practices and teachers beliefs about literacy: Enabling incorporation and developing awareness of literacy in early childhood

LAVINIA TAMARUA, Higher Colleges of Technologies, United Arab Emirates

Parent-teacher cooperation and children's language competencies

ANNA MARINA POMYKAJ, University of Münster, Germany

Fostering language acquisition in kindergarten: Dialect use and inclusion of second language learners

JOHANNA QUIRING (1), ALEXANDRA WAIBEL (1), FRANZISKA VOGT (1), CORDULA LÖFFLER (2), ANDREA HAID (3) , PETRA HECHT (4), MIRJA BOHNERT-KRAUS (3), OSCAR ECKHARDT (5), EVA FRICK (4), ANDREA WILLI (3), ALEXANDRA ZAUGG (5), MARTINA ZUMTOBEL (4) AND LAURA VON ALBEDYHLL (2), (1) University of Teacher Education St.Gallen, Switzerland; (2) University of Education Weingarten, Germany; (3) Schweizer Hochschule für Logopädie Rorschach, Switzerland; (4) University of Education Vorarlberg, Austria; (5) Alta scuola pedagogica dei Grigioni, Switzerland

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

Perceptual-motor factors predicting handwriting performance of first graders

SHIH-HAN HUANG, YING-LU HSIAO, WEN-HUI TSAI AND YEA-SHWU HWANG, National Cheng Kung University, Taiwan

I / 29

I like B - Literacy activities in preschool

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

I / 30

Highlighting book-talks about shadows - If and how children in preschool discern a physical phenomenon in conversations about content in children's books

ANNA BACKMAN, University of Gothenburg, Sweden

I / 31

Children retelling and reshaping oral stories

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

I / 32

The effect of an intervention assisting mothers with picture book search

TAKASHI HATTORI (1), NAOMI WATANABE (1), SANAE FUJITA (1), YUKO OKUMURA (1), TESSEI KOBAYASHI (1), YUKA OHTAKE (2), AKIHIKO GOBARA (2), KYOSHIRO SASAKI (2), FUMIYA YONEMITSU (2), KYOKO NAK(2) AND YUKI YAMADA (2), (1) NTT Communication Science Laboratories, Japan; (2) Kyushu University, Japan

I / 33

Selecting appropriate picture books for children: Implementation of "Pitarie", a search system for picture books at a preschool teacher preparation program

ATSUKO SAITO (1), TAKASHI HATTORI (2), SANAE FUJITA (2), NAOMI WATANABE (2), YUKA FUJIMOTO (1), TESSEI KOBAYASHI (2) AND YUKO OKUMURA (1), (1) Musashino University, Japan; (2) NTT Communication Science Laboratories, Japan

I / 34

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

I / 35

How young children conceptualised children in their interpretation of child protagonists in picture story books

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

I / 36

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

I / 37

Children making meaning: Literacy on the edge

LONE HATTINGH, Bath Spa University, United Kingdom

I / 38

The effects of mathematical word problem solving activities with concrete materials and problem situations on young children's computation abilities and mathematical attitudes

JEONGHWA LEE (1), KYEONGMIN LEE (2) AND YOUNWOO LEE (1), (1) Pukyong National University, South Korea; (2) Dong-Eui University, South Korea

I / 39

Conversations on Facebook: Blurring the lines on children's rights?

SIVANES PHILLIPSON AND SHARRYN CLARKE, Monash University, Australia

I / 40

Relationship between development of fine motor and visual perception skills for preschool-age children who are using the touch screen tablet

YU FEN CHEN, National Cheng Kung University, Taiwan

I / 41

Information and communication technologies use of Turkish preschool teachers

AHMET SAMI KONCA(1), (1) AND FEYZA TANTEKIN-ERDEN (2), Ahi Evran University, Turkey; (2) Middle East Technical University, Turkey

I / 42

Digital home learning activities across the early years and their association with children's outcomes

MARIA HATZIGIANNI (1) AND ATHANASIOS GREGORIADIS (2), (1) Macquarie University, Australia; (2) Aristotle University of Thessaloniki, Greece

I / 43

Alternative perspectives on learning - entanglements of children, teachers and digital technology

ANNIQA LAGERGREN AND KRISTINA HOLMBERG, Halmstad University, Sweden

I / 44

South African Foundation Phase experiences of technology-based teaching and learning

DONNA HANNAWAY, UNISA, South Africa

I / 45

Early childhood teachers' information technology usage and its impact on education

SARA TOURS (1), AHMET SIMSAR (2) AND METIN KADIM (3), (1) Slippery Rock University, United States; (2) Kilis 7 Aralik University, Turkey; (3) Ondokuz Mayıs University, Turkey

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Media consumption of toddlers

NICOLE STURMHÖFEL, ZNL TransferCenter for Neuroscience and Learning, University of Ulm, Germany
MELANIE OTTO AND ANIKA FÄSCHE, University of Ulm, Germany

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The impact of digital devices on preschool children's social abilities

MARGITA SUNDSTEDT, Åbo Akademi University, Finland

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Using technology in morning circles: An experimental study on music videos

NINETTE KAMEL (1), ALI J. GHANDOUR (2) AND RIMA MALEK (1), (1) Lebanese University, Lebanon; (2) National Council for Scientific Research, Lebanon

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Effects of children participatory garden activities on improving of happiness and on developing of social and emotional capabilities

YUNGEUI YOO (1) AND MIJEONG SONG (2), (1) Soon Chunhyang University, South Korea; (2) Asan Kindergarten, South Korea

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Leisure - Time as factor in the development of family cohesion

EDITA ROGULJ, The University of Zagreb, Croatia

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Influence of sports day activities on communication development in kindergarten children

TOSHIHIRO NAKAJIMA (1), NOBU MIYAZAKI (2), TOMOHIRO OIKAWA (3), MANABU KAWATA (3) AND TAKASHI ITO (3), (1) Fuji Women's University, Japan; (2) Higashinaebo Kindergarten, Japan; (3) Hokkaido University, Japan

I / 52

The opinions of five- and six-year-old children about the opportunities and necessity of outdoor learning in Estonian preschools

LEHTE TUULING, TIIA ÕUN AND AINO UGASTE, Tallinn University, Estonia

I / 53

A feminist re-reading of data on the social construction of motherhood in the Arabian Gulf

RADHIKA VIRURU, Texas A&M University, United States

I / 54

A comparative study on family childcare (2): A review of the research in Japan and Germany

RYOKO KODAMA (1) AND MIKIKO TABU (2), (1) Ochanomizu University, Japan; (2) Seitoku University, Japan

I / 55

Intergenerational exchange activities in elementary school between seven- and eight-year-old children and the elderly

KAZUSHIGE MIZOBE, Hyogo University of Teacher Education, Japan

I / 56

Young children's daily lives in the context of nonstandard schedules: Parents' and educators' descriptions

EIJA SALONEN, MARJA-LEENA LAAKSO AND EIJA SEVÓN, University of Jyväskylä, Finland

I / 57

Peer talk and children-teacher talk in preschool: The role of argumentation in acquiring second language skills

FABIO DOVIGO, University of Bergamo, Italy

I / 58

Documenting for parents: How include them into educational practices?

MAJA ANTONIETTI, University of Modena and Reggio Emilia, Italy

I / 59

Investigation of parents' perspectives on what they perceived as socially acceptable and unacceptable behaviours among preschoolers in Saudi Arabia

BASMA ALGHUFALI, Princess Nourah bint Abdulrahman University, Saudi Arabia

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Communication between teachers and multicultural parents in a kindergarten

GUNNHILD BERGSET, Volda University College, Norway

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The associations among teacher-child relationship, class emotional support, and preschool adjustment for young children in Taiwan

JO-LIN CHEN, Fu-jen Catholic University, Taiwan

I / 62

Teachers' voices about parental participation in Grade R

NASEEMA SHAIK, Cape Peninsula University of Technology, South Africa

I / 63

How parent's participation to the preschool everyday life

TAINA KYRÖNLAMPI, University of Oulu, Finland

I / 64

Genuine dialogue in the light of democratic principles: Communication in collaboration between home and preschool

KRISTIN SPIELER AND MARIA MYRANN, University of Agder, Norway

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Picturing grandparenthood: An arts based visual methodology research project

PATRICIA GIARDIELLO (1), HELEN ASHWORTH (2) AND FAITH FLETCHER (3), (1) Manchester Metropolitan University, United Kingdom; (2) Liverpool Hope University, United Kingdom; (3) Chester University, United Kingdom

I / 66

Kindergarten teacher intervention in peer conflict among children with and without special needs: Focusing on dialogue among children

IGARASHI MOTOKO, Teikyo Junior College, Japan

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Emotional talk between mothers and four- and five-year-old children: A follow-up study

PEI-LING WANG, University of Taipei, Taiwan

I / 68

An investigation of mothers' landscape preferences for their five-year-old children

REFIKA OLGAN (1), SIMGE YILMAZ (2), (1) Middle East Technical University, Turkey; (2) Mersin University, Turkey

I / 69

Communication between parents and preschool-teachers in Tyrol, Austria

LAURA BURKHARDT, University of Innsbruck, Austria

I / 70

Playground "Primo Sport 0246": A space for motor development of preschool children

PATRIZIA TORTELLA (1), GUIDO FUMAGALLI (1), MONIKA HAGA (2) AND HERMUNDUR SIGMUNDSSON (2), (1) University of Verona, Italy; (2) Norwegian University of Science and Technology, Norway

I / 71

A cultural-historical approach to infants' locomotor exploration in a Brazilian day care: A case study

NATÁLIA COSTA, LUDMILLA DELL'ISOLA PELEGRINI DE MELO FERREIRA AND KATIA DE SOUZA AMORIM, University of São Paulo, Brazil

I / 72

What kind of worries relating to peer relationships do Japanese senior grade children face? A case study focusing on the sharing norms during free play

TOMOHIRO OIKAWA AND MANABU KAWATA, Hokkaido University, Japan

I / 73

Risky play behaviours: To determine the approaches of preschool teacher

ÖZLEM YURT (1) AND SADIYE KELEŞ (2), (1) Karadeniz Technical University, Turkey; (2) Sakarya University, Turkey

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Other voices: Theorising a philosophy of play and movement, in Early Years physical education.

PATRICIA MCCAFFREY, Institute of Technology, Sligo, Ireland

I / 75

Learning and teaching through play in ECE in China

MINGLI FAN (1) (2), LIYING ZHANG (1), (1) Hebei University China; (2) Vrije Universiteit Amsterdam, Netherlands

I / 76

Experience sharing and affect attunement in joint play between adults and toddlers

ANNUKKA PURSI, University of Helsinki, Finland

I / 77

Hannah Arendt on play; A playful entanglement between concept and phenomenon

DAG NOME, University of Agder, Norway

I / 78

A pilot study using the Photo Projective Method to gain understanding of children's play in a Japanese kindergarten

GOTA MATSUI, Kagawa University, Japan

I / 79

Free play in 0-3-year-old children - Analysis from a neuroeducational perspective

ROSER VENDRELL, MARIONA DALMAU, ANGELS GEIS, FPCEE NURIA ANGLES, MONTSERRAT PRAT AND REINA CAPDEVILA, FPCEE Blanquerna URL, Spain

I / 80

The 5 year olds as co-creators in spatial transformations of the toddlers play environment

ANETTE SOFIE BERNSEN, NLA University College, Norway

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Play, learning and the indoor environment in early childhood education

MIA HEIKKILÄ, Mälardalen University, Sweden

I / 82

Actualized affordances of artefacts in children's play and other interactions in a mobile preschool

CARINA BERKHUIZEN, Uppsala University, Sweden

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Teaching and Play - Early Childhood Teachers perspectives

HELENA LUÍS AND MAGDA ANTUNES, Instituto Politecnico de Santarém, Portugal

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The path to achieving high-quality ECEC in Taiwan: Policies review between 2000 and 2016

YVONNE LIU (1) AND YULING HSUE (2), (1) Minghsin University of Science & Technology, Taiwan; (2) National Tsing Hwa University, Taiwan

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Reading and writing in ECE: Contributions to the policy of teacher training in Brazil

MARIA FERNANDA REZENDE NUNES (1), MONICA CORREIA BAPTISTA (2), RITA DE CÁSSIA DE FREITAS COELHO (3), VANESSA FERRAZ ALMEIDA NEVES (2) AND ANGELA MARIA RABELO FERREIRA BARRETO (4), (1) Federal University of the State of Rio de Janeiro, Brazil; (2) Federal University of Minas Gerais, Brazil; (3) CAED, FJF, Brazil; (4) Consultant, Brazil

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Early childhood special education - How has it changed since 1990's?

PÄIVI PIHLAJA AND MARITA NEITOLA, University of Turku, Finland

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Compulsory schooling at four-year-olds in Brazil: Democratic access to a quality ECE?

JORDANNA CASTELO BRANCO AND PATRÍCIA CORSINO, Universidade Federal do Rio de Janeiro, Brazil

I / 88

Food, making them and us: Gastronationalism in Municipal meal policies in child care

SARAH DAMGAARD WARRER AND JONATAN LEER, Aarhus University, Denmark

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Bringing law to life! Understanding legislation around SEND

SANDRA MOLE, Pen Green Centre for Children and their Families, United Kingdom

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Determination of the prevalence of overweight and obesity of children in preschool education: Izmir Province case

SIBEL SÖNMEZ, Ege Universitesi, Turkey

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Reactions of preschool children to the hospitalisation

ZLATKA CUGMAS AND ANIKA SMEH, University of Maribor, Slovenia

THURSDAY 31ST AUGUST 2017

POSTER SYMPOSIUM SET II: 15:20 – 16:40

II / 1

The adaptation of parents during their children's school transition from kindergarten to elementary school in Japan

SAYURI NISHIZAKA, KEIKO GONDO, YASUKO MURAKAMI AND SUZUKO AYANO, Kyoritsu Women's University, Japan

II / 2

Japanese teachers' attitudes to collaboration between ECEC settings and elementary school: Continuity from nursery school and kindergarten to elementary school

HARUKO ICHIZEN (1), KIYOMI AKITA (2) AND MIWAKO AMANO (2), (1) Kyoritsu Women's Junior College, Japan; (2) University of Tokyo, Japan

II / 3

A cross-cultural study on language education practices for smooth transition from ECE to CSE: Comparison between Belgium, US, and Japan

ASATO YOSHINAGA, Kokugakuin University, Japan

II / 4

How to facilitate active learning for smooth transition from kindergarten education to elementary school education

TAKASHI OGAWA AND TOSHIKI MORI, Okayama University of Science, Japan

II / 5

Coherence and continuity in transition between kindergarten and elementary school in Norwegian education

KJERSTI SANDNES HAUKEDAL, NLA University College, Norway

II / 6

Makeover in the hallway and other brainwaves - A study of pedagogical documentation among preschool teachers in Sweden

ÅSA OLSSON AND LOTTA ÖSTERLING, Karlstad University, Sweden

II / 7

Who qualifies as an early childhood teacher educator? International teacher educators' identity work in the U.S. sociopolitical context

KYUNGHWAN LEE (1) AND SOPHIA HAN (2), (1) University of Georgia, United States; (2) University of South Florida, United States

II / 8

The singing kindergarten teacher student

LENA SKJERDAL, Western Norway University of Applied Sciences, Norway

II / 9

The relationship between the quality of preschool child care institutions and teachers' teaching approach

MAIRE TUUL, TIIA ÕUN, KELLI SAGEN AND HELENA HALJAS, Tallinn University, Estonia

II / 10

The professional agency in changing Finnish ECEC context

HANNA HJELT, KIRSTI KARILA AND PÄIVI KUPILA, University of Tampere, Finland

II / 11

Narrative coaching as a way to enhance professional development, cultural awareness and pedagogical quality from within

KAAT VERHAEGHE, JOKE DEN HAESE AND GEERT DE RAEDEMAER, Erasmus University College Brussels, Belgium

Continuing education of Early Childhood teachers: Between theory and practice, the experience woven in narratives

LUCIANA ESMERALDA OSTETTO (1) AND GABRIELA ALVES DE SOUZA VASCONCELOS DOS REIS (2), (1) Universidade Federal Fluminense, Brazil; (2) SEMEC Itaboraí (RJ), Brazil

Characteristics of preschool Teachers: A Vignette study

SADIYE KELEŞ (1) AND ÖZLEM YURT (2), (1) Sakarya University, Turkey; (2) Karadeniz Technical University, Turkey

Adapting integral methodological pluralism as a tool to investigate professional identity in emerging early years teachers and the impact of Early Years Initial Teacher Training (EYITT) in the UK

JO TRAUNTER, University of Hull, United Kingdom

A Study on teachers' perceptions about in-service training program for at-risk young children from disadvantaged families in South Korea

YOUNWOO LEE (1), JEONGHWA LEE (1) AND KYEONGMIN LEE (2), (1) Pukyong National University, South Korea; (2) Dong-Eui University, South Korea

A study of the relationship between preschool teachers' sensitivity and social support in Taiwan

MIAOJU TU (1) AND FANG YU (2), (1) Fu Jen Catholic University, Taiwan; (2) Affiliated preschool of Hulu Elementary School, Taiwan

"All for one and one for all": Partnerships between educators make a positive impact on learning

DAVID MARTIN, Goodstart Early Learning, Australia

Stakeholders views towards collaboration between preschools and universities

SVAVA MÖRK AND ARNA H. JONSDOTTIR, University of Iceland, Iceland

SIA-ProD project: An innovative self-improvement approach for the professional development of early educators

ATHANASIOS GREGORIADIS (1), OLGA KOULI (2), VASILIS GRAMMATIKOPOULOS (3), MICHALIS LINARDAKIS (3), EVRIDIKI ZACHOPOULOU (4), KALLIA TROULI (3), NIKI TSANGARIDOU (5), ELENI XENI (6), NICOLA CATELLANI (7), DANIELLE CHITTI (8), MICHAEL GLUEER (9), FANI STYLIANIDOU (10), KATERINA KROUSSORATI (1) AND ANASTASIA VATOU (1), (1) Aristotle University of Thessaloniki, Greece; (2) Democritus University of Thrace, Greece; (3) University of Crete, Greece; (4) Alexander Technological Educational Institute of Thessaloniki, Greece; (5) University of Cyprus, Cyprus; (6) CARDET, Cyprus; (7) SERN, Italy; (8) Municipality of Imola, Italy; (9) University of Bielefeld, Germany; (10) Ellinogermaniki Agogi, Greece

The development of the Teacher Self-Assessment Assistant (TSAA) - A tool for the self-assessment of the educators' physical activity practices in early childhood education*

VASILIS GRAMMATIKOPOULOS (1), ATHANASIOS GREGORIADIS (2), OLGA KOULI (3), MICHALIS LINARDAKIS (1), EVRIDIKI ZACHOPOULOU (4), KALLIA TROULI (1), NIKI TSANGARIDOU (5), FANI STYLIANIDOU (6), MICHAEL GLUEER (7), NICOLA CATELLANI (8) AND DANIELLE CHITTI (9), (1) University of Crete, Greece; (2) Aristotle University of Thessaloniki, Greece; (3) Democritus University of Thrace, Greece; (4) Alexander Technological Educational Institute of Thessaloniki, Greece; (5) University of Cyprus, Cyprus; (6) Ellinogermaniki Agogi, Greece; (7) Bielefeld University, Germany; (8) SERN, Italy (9) Municipality of Imola, Italy

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Delineating intra-actions of prospective ECE teachers with children's books

EUNJU YUN, Sookmyung Women's University, South Korea

YUNGEUI YOO, SoonCheonHyang, South Korea

II / 22

Positioning practitioner research in the academy: Stories from pioneers in early childhood research about the vital role of practitioner research

SANDIE WONG (1) AND ELLY SINGER (2), (1) Charles Sturt University, Australia; (2) University Utrecht (retired), Netherlands

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