

# 20<sup>th</sup>

## EECERA ANNUAL CONFERENCE

'KNOWLEDGE AND VOICE IN EARLY CHILDHOOD:

Who knows, who speaks, who listens?'

**Birmingham, UK 6<sup>th</sup> – 8<sup>th</sup> September 2010**

# CONFERENCE PROGRAMME



EECERA

European Early Childhood  
Education Research Association



**CREC**

Centre for Research in Early Childhood

The 20<sup>th</sup> EECERA Annual Conference is hosted by:

**Centre for Research in Early Childhood**

St Thomas Children's Centre

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Birmingham

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[www.crec.co.uk](http://www.crec.co.uk)



# EECERA

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. EECERA is a non-profit organisation, wholly-owned and subscribed to by its substantial and influential world-wide membership. It generates its own revenue, receives no external funding and thus ensures its independence, radical attitude and innovative openness.

EECERA seeks to sustain and develop the rich tradition of European early childhood thought, the legacy of Pestalozzi, Owen, Froebel, Steiner, Vygotsky, Piaget, Malaguzzi and other pioneers, whilst looking forward to encourage the exploration of new paradigms, methodologies, concepts and applications in the ever-changing context of early childhood studies. Its reach and interest is resolutely international and, whilst wanting to indentify with Europe's pluralist and diverse cultures, it is open to learn of, and to share in, the equality rich childhood traditions and concepts of the World.

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 fifty disciplines, including 'education'. Only the world's leading social science journals are selected for inclusion in the Index

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

The principle aims of EECERA are:

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

## CENTRE FOR RESEARCH IN EARLY CHILDHOOD (CREC)

CREC is a charitable organisation established in 2007 and located in the St Thomas Children's Centre, near the centre of Birmingham, in the UK. CREC is dedicated to raising the quality of early childhood and family provision in order to enhance outcomes for children. CREC's central focus, as expressed in its Governing Constitution, is *"to promote and carry out for public benefit, research into issues relevant to early childhood provision and to publish or otherwise disseminate, the useful results of such research."* CREC achieves this objective by specialising in early childhood research which has relevant and meaningful outcomes for practice and policy. Some of its research is transformed in to development programmes by its sister organisation Amber Publications and Training (APT). These programmes include:

- Effective Early Learning (EEL, 3-6 years)
- Baby Effective Early Learning (BEEL, birth to 3 years)
- Accounting Early for Life Long Learning (AcE, assessing and supporting Personal, Social and Emotional Development and Communication, Language and Literacy from birth to 5 years)
- Opening Windows (creating open and equitable dialogues with parents)
- Leadership & Management in Early Childhood Settings

CREC also delivers undergraduate, postgraduate and research degrees through its close affiliations with three Midlands universities, the University of Birmingham, Birmingham City University and Wolverhampton University. It is also a strategic partner with the City of Birmingham's Children and Young People's Directorate.

CREC has a strong reputation for undertaking reviews, reports, evaluations and consultancy with central government and many UK local authorities, NGOs and overseas countries. It has also made a significant contribution to Government policy for early childhood in England through its contributions to many national committees and professional associations.

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## **ENGLISH:**

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

## WELCOME FROM THE CONFERENCE CHAIR

Dear Friends and Colleagues,

Our team at the Centre for Research in Early Childhood (CREC) is honoured to welcome you to **EECERA's 20th Annual Conference** set in the historic campus of the University of Birmingham.

It is nearly twenty years since I stood in front of a small group of researchers and asked them to support me and my colleagues Ferre Laevers and Chris Pascal in establishing a European based Association and research journal whose focus would be early childhood. This year we have more than 700 delegates from more than 55 countries at the Association's Conference and a quarterly Journal that has been accepted for the prestigious Social Science Citation Index. I am hugely grateful to all those many thousands who have attended the EECERA conference over the past twenty years, our world-wide membership, our flourishing Special Interest Groups and all those who have helped establish our Journal, especially our former Coordinating Editor and now EECERA President, Chris Pascal. I am particularly proud of the learning community we have created which is rigorous and scientific in its scholarship yet also inclusionary, participatory and democratic. All those who work with young children know that learning takes place in a social and emotional context and EECERA is, I believe, an exceptional learning community balancing thought with feeling, challenge with support and seriousness with fellowship and laughter.

The Centre for Research in Early Childhood, your host at EECERA 2010, has also always seen itself as a learning community. It is wholly independent but with close links with three major regional universities, Birmingham, Birmingham City and Wolverhampton Universities, all of whom were represented on the Conference Scientific Committee. CREC undertakes research and evaluations and uses this work to create applications for policy and practice, deliberately trying to break down the barriers between the two forms of knowledge by developing programmes for quality improvement and professional development. Like EECERA, CREC has also been influential at policy level, nationally and internationally.

CREC believes that much of early childhood is characterised by dialogues that Joe Tobin calls 'asymmetrical', where one partner seems to be in the ascendancy over the other. Such dyads might include: policy maker/researcher; researcher/practitioner; parent/practitioner; adult/child. It is an endless list. Yet we know that knowledge does not rest in one person or one role but is best seen as a co-construction of differing perceptions. This brings us precisely to the theme of our Conference, which we conceive as an ethical exploration of power as we seek a more equitable sharing of 'voice' in early childhood research, policy and practice: 'Knowledge and voice in early childhood: who knows, who speaks, who listens?'

The main purpose of this Conference is to explore these ideas through our excellent keynote lectures, your symposia, your papers and your poster presentations and the myriad conversations you will have throughout these three days.

The CREC team have worked very hard to bring you to this point but now it is time for you to make this *your* Conference: to participate, contribute and be proactive. Do not approach this Conference as the reclusive academic or silent practitioner but engage with people and share ideas and laughter. And finally, a particular word for those of you whose first language is English. Remember you are part of a hegemony and that a large part of your audience at this Conference is uncomfortable with that. Think how it must feel to be presenting complex and nuanced ideas to a critical audience of peers in a language that is not your own, so be supportive and helpful, look at the thinking not the syntax and give people time, especially as you move to conversational dialogue and get excited and quicker. The theme of the Conference applies equally to our own dialogues.

CREC would like very much to thank our sponsors and exhibitors for their support and contributions to the Conference and we hope delegates will visit their stands which you will find where we take tea, coffee and lunch.

We would like to thank the members of the Scientific Committee for their careful scrutiny of each and every paper presented here over these next three days in Birmingham.

Twenty years ago, the first person to give me a cheque to begin the formation of your Association, but only after a typical gruelling examination as to my credentials, was my friend, Kathy Sylva, now a Fellow of Jesus College Oxford. I am delighted to see twenty years later, having travelled the world giving major keynotes on the many major research projects she has undertaken that she is here still supporting EECERA and will be presenting a paper here in a symposium.

On behalf of the 20<sup>th</sup> Annual EECERA Scientific and Organising Committees and on behalf of the Centre for Research in Early Childhood, I hope you have an enjoyable and fruitful Conference. Should you need any assistance during the conference please feel free to contact me or any of the organising team. You can also call the help desk on 0777 076 5379 during conference hours.

Yours sincerely,

Tony Bertram

Chair of the 20<sup>th</sup> EECERA Conference  
Research Director, CREC

## **CONFERENCE CHAIR**

Professor Tony Bertram, Centre for Research in Early Childhood, Birmingham (CREC), UK

## **LOCAL ORGANISING COMMITTEE**

This includes representatives from: Birmingham City Council, University of Birmingham, Birmingham City University & Wolverhampton University and DfE Government and Local Officers.

Further details on [www.eecera2010.org](http://www.eecera2010.org)

## **SCIENTIFIC COMMITTEE**

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

## **MAJOR CONFERENCE SPONSORS**

Centre for Research in Early Childhood (CREC)  
Birmingham City Council  
Community Playthings  
National College for Leadership of Schools and Children's Services  
Taylor & Francis

## **EXHIBITORS**

Amber Publications & Training Ltd (APT)  
Birmingham City Council  
Books Education  
Centre for Research in Early Childhood (CREC)  
Children in Europe  
CITO  
Community Playthings  
Early Education  
European Early Childhood Education Research Association (EECERA)  
Fagbokforlaget  
Incahoots  
Mangold International  
McGraw-Hill  
National College for Leadership of Schools and Children's Services  
Sage  
Taylor & Francis



# CONFERENCE PROGRAMME

## Preconference: Sunday 5<sup>th</sup> September, 2010

**Buildings:** Please refer to campus map on back cover of this Programme book for building references.

<b>12:00 - 17:30</b>	<b>Welcome and Registration</b>	<b>R6</b> Aston Webb: Great Hall
<b>18:00 - 19:00</b>	Art Gallery open to delegates (inc. Pre Raphaelite exhibition)	Birmingham Museum and Art Gallery, City Centre
<b>19:00 - 20:30</b>	<b>Opening Reception,</b> hosted by the Lord Mayor of Birmingham	Birmingham Museum and Art Gallery, City Centre

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### EECERA Meetings

<b>09:30 - 12:30</b>	Meeting of the EECERA Board of Trustees	<b>R6</b> Aston Webb: Great Hall (Senate Chamber)
<b>13:30 - 15:30</b>	Editorial Board of the EECER Journal	<b>R6</b> Aston Webb: Great Hall (Senate Chamber)

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### SPECIAL INTEREST GROUPS (SIGs)

<b>12:00 - 16:00</b>	SIG Meetings <i>(see page 13 for more details)</i>	<b>R16, R24, R27</b>
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# CONFERENCE PROGRAMME

## Day 1: Monday 6<sup>th</sup> September, 2010

**Buildings:** Please refer to campus map on back cover of this Programme book for building references.

<b>08:00 - 08:45</b>	<b>Registration &amp; refreshments</b>	<b>R6</b> Aston Webb: Great Hall
<b>08:45 - 09:45</b>	<b>Opening session</b> Chair of EECERA 2010, Prof. Tony Bertram EECERA President, Prof. Chris Pascal	<b>R6</b> Aston Webb: Great Hall
<b>09:45 - 10:45</b>	<b>Keynote I: Gunilla Dahlberg</b>	<b>R6</b> Aston Webb: Great Hall
<b>10:45 - 11:15</b>	COFFEE BREAK	<b>R23</b> University Centre (Avon Room)
<b>11:30 - 13:00</b>	<b>Symposium Set I</b>	<b>R1, R8, R16, R27, R28,</b> <b>Y2, Y9, Y11, Y14</b>
<b>13:00 - 14:00</b>	LUNCH	<b>R23</b> University Centre (Avon Room)
<b>14:15 - 15:15</b>	<b>Keynote II: Amita Gupta</b>	<b>R6</b> Aston Webb: Great Hall
<b>15:15 - 15:45</b>	TEA BREAK	<b>R23</b> University Centre (Avon Room)
<b>16:00 - 17:30</b>	<b>Symposium Set II</b>	<b>R1, R8, R16, R27, R28,</b> <b>Y2, Y9, Y11, Y14</b>
EVENING		
<b>17:30 - 19:00</b>	<b>EECERA Market Place</b>	<b>R16</b> Arts Building
<b>18:30 - 19:00</b>	<b>EECERA Members AGM</b>	<b>R16</b> Arts Building
<b>19:15 - 21:00</b>	<b>Optional Evening Programmes</b>	

# CONFERENCE PROGRAMME

## Day 2: Tuesday 7<sup>th</sup> September, 2010

**Buildings:** Please refer to campus map on back cover of this Programme book for building references.

<b>07:00 - 07:30</b>	<b>Complimentary Continental Breakfast</b> <i>(for breakfast workshop participants)</i>	<b>R16</b> Arts Building
<b>07:30 - 09:00</b>	<b>Breakfast workshops</b> <i>(see page 12 for more details)</i>	<b>R16</b> Arts Building
<b>08:00 - 09:00</b>	COFFEE	<b>R23</b> University Centre (Avon Room)
<b>09:15 - 10:45</b>	<b>Symposium Set III</b>	<b>R1, R8, R16, R27, R28, Y2, Y9, Y11, Y14</b>
<b>10:45 - 11:15</b>	COFFEE BREAK	<b>R23</b> University Centre (Avon Room)
<b>11:30 - 13:00</b>	<b>Symposium Set IV</b>	<b>R1, R8, R16, R27, R28, Y2, Y9, Y11, Y14</b>
<b>13:00 - 14:00</b>	LUNCH	<b>R23</b> University Centre (Avon Room)
<b>14:15 - 15:45</b>	<b>Symposium Set V</b>	<b>R1, R8, R16, R27, R28, Y2, Y9, Y11, Y14</b>
<b>15:45 - 16:15</b>	TEA BREAK	<b>R23</b> University Centre  (Avon Room)
<b>15:45 - 17:30</b>	<b>Poster Presentation Q &amp; A</b>	<b>R23</b> University Centre (Avon Room)
<b>19:00 - 00:00</b>	<b>20th Anniversary Gala Dinner</b>	<b>R6</b> Aston Webb: Great Hall

# CONFERENCE PROGRAMME

## Day 3: Wednesday 8<sup>th</sup> September, 2010

**Buildings:** Please refer to campus map on back cover of this Programme book for building references.

<b>07:00 - 09:00</b>	<b>SIG Meetings</b> <i>(see page 13 for more details)</i>	<b>R16, R24, R27</b>
<b>08:30 – 09:30</b>	COFFEE	<b>R23</b> University Centre (Avon Room)
<b>09:30 - 10:30</b>	<b>Keynote III: Judi Marshall</b>	<b>R6</b> Aston Webb: Great Hall
<b>10:45 - 11:15</b>	COFFEE BREAK	<b>R23</b> University Centre (Avon Room)
<b>11:30 - 12:30</b>	<b>Keynote IV: Tessa Livingstone</b>	<b>R6</b> Aston Webb: Great Hall
<b>12:30 - 13:00</b>	<b>Closing ceremony</b> by the Vice President of EECERA, <i>Maelis Karlsson Lohmander</i> by the Chair of 2010 EECERA Conference, <i>Birmingham, UK</i> <i>Prof. Tony Bertram, CREC</i> by the Chair of 2011 EECERA Conference, <i>Geneva, Switzerland</i> <i>Marie-Françoise de Tassigny</i>	<b>R6</b> Aston Webb: Great Hall
<b>13:00 - 14:00</b>	LUNCH	<b>R23</b> University Centre (Avon Room)
<b>14:00</b>	<b>SIG Meetings</b>	<b>R16, R24, R27</b>

### OPTIONAL

**14:00**            **Educational visits to Children's Centres**

**14:00**            **Social programmes**

## KEYNOTE ADDRESSES

### Day 1: Monday 6<sup>th</sup> September, 2010

**Buildings:** Please refer to campus map on back cover of this Programme book for building references.

**09:45 - 10:45 Keynote I**

**R6 Aston Webb: Great Hall**

**Something in the world forces us to think**

Prof. Gunilla Dahlberg  
*University of Stockholm (Sweden)*  
*Professor of Early Childhood Education*

**14:15 - 15:15 Keynote II**

**R6 Aston Webb: Great Hall**

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

Dr. Amita Gupta  
*The City College of New York (USA)*  
*Associate Professor in the School of Education*

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### Day 3: Wednesday 8<sup>th</sup> September, 2010

**09:30 - 10:30 Keynote III**

**R6 Aston Webb: Great Hall**

**Living life as inquiry: Challenging methodological thinking**

Prof. Judi Marshall  
*Lancaster University (United Kingdom)*  
*Programme Director, Department of Managing and Leadership*

**14:15 - 15:15 Keynote IV**

**R6 Aston Webb: Great Hall**

**Narratives from 'A Child in Our Time'**

Dr. Tessa Livingstone  
*Creator and Executive Producer: BBC 'A Child in Our Time' (United Kingdom)*  
*Author, Journalist and Researcher*

## **BREAKFAST WORKSHOP PROGRAMME**

EECERA is announcing a new series of EECERA Breakfast Workshops which will run during the conference from 07:00 – 09:00 on Tuesday 7<sup>th</sup> September. These elective workshops are intended to provide conference participants with the opportunity to develop core skills and knowledge around developing, implementing, disseminating, publishing and funding a research project. This year there will be a choice of 5 workshops on offer with a limit of 50 places at each workshop. A free continental breakfast will be provided for all workshop participants from 07:00 – 07:30. The Workshop Programme is jointly sponsored by the Centre for Research in Early Childhood (CREC), Birmingham and the Pen Green Research Base, Corby, England.

### **WORKSHOP 1: Applying for Research Funding: Professor Andrew Pollard**

Professor Andrew Pollard is a Teaching and Learning Research Programme (TLRP) Research Fellow at the Institute of Education, London, England. He was Director of the TLRP from 2002-09. The TLRP is Government funded and makes the UK's largest research investment in education, involving over 700 researchers.

### **WORKSHOP 2: Effective Research Project Management: Professor Tony Bertram and Professor Chris Pascal**

Professor Tony Bertram and Professor Chris Pascal are Directors of the Centre for Research in Early Childhood in Birmingham, England and have successfully led and managed a wide range of large and small scale research projects in early childhood in England and internationally.

### **WORKSHOP 3: Ethical Research Practice with Children and Families: Professor João Formosinho and Professor Júlia Formosinho**

Professor João Formosinho and Professor Júlia Formosinho are Institute of Education, University of Minho, Professors, co-founders and directors of research at the Childhood Association (Associação Criança) in Portugal and have a strong commitment to developing ethical research practice with young children.

### **WORKSHOP 4: Writing for Journal Publication: Graham Hobbs**

Graham Hobbs is Editorial Director of Routledge/Taylor and Francis and has a long career working in educational publishing. Routledge has the leading educational journal list and is committed to the development of the highest standards of scholarship in educational publishing.

### **WORKSHOP 5: Using IT and Video Footage in Research: Paul Davies and Rebecca Cadwallader**

Paul Davies is Director of TV Junction and Rebecca Cadwallader is Creative Producer for Incahoots in Birmingham, England. Television Junction has an enviable track record in making educational videos and DVD/CD ROMs for broadcast, for multimedia and for web, with its BAFTA and five Royal Television Society awards.

## SPECIAL INTEREST GROUPS (SIGs)

### Sunday 5<sup>th</sup> September, 2010

<b>SIG:</b>	<b>Time</b>	<b>Map Ref</b>
Birth to Three I	14:00 -	<b>R24</b> Staff House (Osbert Lancaster)
Learning & Participation	12:00 - 14:00	<b>R24</b> Staff House (Osbert Lancaster)
Transitions	13:00 - 16:00	<b>R24</b> Staff House (WH Auden)
Young Children Perspectives	12:30 - 16:00	<b>R24</b> Staff House (JB Priestley)

### Wednesday 8<sup>th</sup> September, 2010

Birth to Three II	14:30 -	<b>R24</b> Staff House (JB Priestley)
Leadership Mentoring for EY Services	14:00 -	<b>R16</b> Arts Building (Lecture Room 1)
Outdoor Play & Learning	14:30 -	<b>R27</b> Biosciences (room tbc)
Professionalism	14:30 -	<b>R24</b> Staff House (WH Auden)
Working with Parents & Families	07:45 - 09:00	<i>to be confirmed</i>
Mathematics	<i>to be confirmed</i>	
Equality and Diversity	<i>to be confirmed</i>	
Leadership & Management	<i>to be confirmed</i>	

**Please note:** For meeting rooms, please see notice board at the Help Desk which will be located in the foyer of the Aston Webb building (Map Ref: **R6**).

## SOCIAL PROGRAMME

### Sunday 5<sup>th</sup> September, 2010

**18:00 – 20:30** Opening Reception hosted by the Lord Mayor of Birmingham

All registered participants are welcome.

**Venue:** Birmingham Museum and Art Gallery <http://www.bmag.org.uk/>

Join us for the Pre-conference reception at the magnificent Birmingham Museum and Art Gallery. The evening will start with a guided tour through the extensive Pre-Raphaelite collection followed by live entertainment from SAMPAD, drinks and canapés. This event is free of charge and is sponsored by Birmingham City Council.

For more information on Pre- Raphaelite collection: <http://www.preraphaelites.org/>

For more information about SAMPAD: <http://www.sampad.org.uk/about-us/>

### Monday 6<sup>th</sup> September, 2010

**19:15 – 21:00** Optional Evening programmes

**What's happening:** Boat to city centre

**Price:** £10

**Where to meet:** A member of the EECERA 2010 organising team will meet you by the **R6** Aston Webb (Great Hall) building of the University of Birmingham to walk with you to the student accommodation. If you are already at the student accommodation, make sure you wait where the organising team can see you.

The boat will pick you up from the student accommodation at 19:30 and will make its way to Brindley Place – an area of Birmingham with many restaurants and bars where you can have dinner.

This programme is one way only so you will have to arrange your return to the student accommodation (either by bus, train or taxi).



## Tuesday 7<sup>th</sup> September, 2010

19:00 – 00:00 20<sup>th</sup> Anniversary Gala Dinner

**Venue:** R6 Aston Webb: Great Hall, The University of Birmingham

### *Gala Dinner Programme*

19:00 - 19:25	Arrival: The Gershwin Gang jazz musicians
20:00 - 22:00	Three course meal and coffee
22:00 - 22:30	EECERA Awards Ceremony (sponsored by Taylor & Francis and Community Playthings)
22:30 - 00:00	'Rock Bottom' - British Rock 'n' Roll band

The Gala Dinner will be held in the atmospheric setting of the University's Great Hall. Its elegant entrance at the end of Chancellor's Court draws you into an opulent marble foyer. The evening will be complemented by live music from local musicians – 'The Gershwin Gang' (jazz), and 'Rock Bottom' playing music you'll want to get up and dance to. A fine three course dinner will be accompanied by wine and followed by coffee/tea.

The winners of the best published article in the EECERJ, best student research and best practitioner research awards will be announced. An evening full of laughter, good food and entertainment open to all delegates and partners.

**Price:** £65

***Please note:*** Menus are subject to change.

## Wednesday 8<sup>th</sup> September, 2010

14:00            Optional Afternoon programmes

**What's happening:** Open Bus Sightseeing Tour

**Price:** £20

**Where to meet:** A member of the EECERA 2010 organising team will meet you by the Aston Webb building of the University of Birmingham to walk with you to the car park where the bus will be waiting for you.

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**What's happening:** Shakespeare Tour (Stratford upon Avon)

**Price:** £30

**Where to meet:** A member of the EECERA 2010 organising team will meet you by the Aston Webb building of the University of Birmingham to walk with you to the car park where the bus will be waiting for you.

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**What's happening:** English Tea and Scones at Winterbourne Gardens

**Price:** £20

**Where to meet:** A member of the EECERA 2010 organising team will meet you by the Aston Webb building of the University of Birmingham to walk with you to the Winterbourne Gardens (10 minute walk from the university) where you can enjoy English delicacies whilst enjoying beautiful and natural surroundings.

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**What's happening:** Educational visits

**Price:** £10

**Where to meet:** A member of the EECERA 2010 organising team will meet you by the Aston Webb building of the University of Birmingham to walk with you to the car park where taxis will be waiting for you to take you to one of the 5 settings children centres/schools in Birmingham.

***Please note:** Programmes are subject to change and cancellation if minimum numbers aren't reached.*

## GENERAL INFORMATION

### HOST

The host of the 20<sup>th</sup> EECERA Annual Conference is the Centre for Research in Early Childhood (<http://www.crec.co.uk>).

### LANGUAGE

The official language of the conference is English, and there will be no simultaneous translation.

### REGISTRATION DETAILS

The conference fee for participants includes: admission to the conference, documentation, coffee breaks and lunches on 6<sup>th</sup>-8<sup>th</sup> September and the Opening Reception (Sunday 5<sup>th</sup> September).

### COFFEE BREAKS AND LUNCHES

Tea, coffee and lunches are served in **R23** University Centre (Avon Room). Please refer to map on back cover of this programme book.

During the breaks please move straight ahead to the building in which your chosen symposium is located and enjoy your tea/coffee there.

### INFORMATION DESK

The 'Registration Desk' and 'Help Desk' will be located in the foyer of the Aston Webb building (Map Ref: **R6**). An additional 'Help Desk' will be open during conference hours, Monday to Wednesday, on the ground floor of the University Centre (Map Ref: **R23**).

The Registration Desk will be open:

Sunday	12:00 – 17:30
Monday	08:00 – 11:15

### MESSAGES

There will be a messages board near the main Help Desk where you can put your messages to participants.

### STAFF ASSISTANCE

The CREC team will be happy to provide assistance with practical matters during the conference. The team will be stationed around the campus during the conference and there will always be one member of the team at the Help Desk.

### NOTE FOR PRESENTERS

Each symposium room is equipped with a PC and a data projector. We recommend you save your presentations as a Microsoft PowerPoint document, Office 2003 version to avoid any compatibility issues. We also recommend that you locate your symposium room in advance and arrive at your symposium room at least 15 minutes prior to your symposium start time in order to load your presentation and ensure a prompt start. All PCs are fitted with USB drives and we recommend you load your presentation on a USB memory stick (also known as a 'pen drive', or a 'flash drive').

## NOTE FOR CHAIRS

Please be present in your symposium room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to listen to a specific talk may do so, and each presenter gets an equal opportunity to present their work. If a presentation is cancelled you may either convene a general discussion or instead call a recess.

## SYMPOSIUM ROOMS

Symposiums will take place across nine buildings. The maximum capacity of each room is listed in the programme. Depending on which building your intended symposium is in, it may take up to 5 minutes to walk between conference buildings. We recommend you make your way to the symposium rooms in advance to make sure you get there in good time and that you can find a seat.

## POSTERS

The following time has been allocated for poster sessions in the conference programme: Tuesday 7<sup>th</sup> September from 15:45 - 17:30. Please set up your poster in advance at your designated poster space in **R23** University Centre (Avon Room); you can set up your poster from 08:00 on Tuesday morning. Poster presenters are asked to be at their display during the entire Poster Presentation session. Please note that the conference host only provides the display space and it is your task to bring and display the title of your poster and any additional information relating to your presentation. You should also ensure that all your materials are removed at the end of the conference.

## CONFERENCE BADGES

Your personal badge is your entry ticket to all keynotes, symposia, lunch, refreshments and workshops. We ask that you wear your badge at all times whilst on campus.

## TRANSPORT TO/FROM THE CONFERENCE VENUE

The campus is served by its own railway station which is called 'University' and trains run between here and Central Birmingham (New Street Station) approx. every 10 minutes. A single fare costs £1.70. There are regular train services from New Street station to Birmingham Airport as well as all major UK towns and cities including London.

The campus can also be accessed from the city centre via buses which run along the Bristol Road. The 61, X62, 63 and X64 all stop outside the university. It is also possible to use service 636 which passes the university accommodation on its way between the city centre and the university campus. Single fares cost £1.70 (all day tickets cost £3.50). There is a travel information office outside New Street Station, where you can obtain bus timetables and departure point information. Maps can be found throughout the city centre indicating bus stop locations.

The university accommodation is a 15 minute walk from the main university campus and the way is signposted with EECERA Conference markers. For those who wish to call a taxi we can recommend the following local firms:

TOA taxis: 0121 427 8888

Castle Cars: 0121 472 2222

Falcon Cars: 0121 603 6666

## EXHIBITION

The Exhibitor stands will be located in the Avon Lounge and Avon Room in the University Centre (Map Ref: **R23**) throughout the conference.

## LIABILITY INSURANCE

The conference cannot accept any liability for personal injuries or for loss or damage to property belonging to the delegates, either during, or as a result of the meeting. Please check the validity of your own personal insurance before travelling.

## BANKING FACILITIES

Banks are generally open from 09:00 – 17:00 with several located on/near the campus. Please see map on back cover.

## CREDIT/DEBIT CARDS

Commonly accepted credit cards in hotels, shops, restaurants are: **Switch (Maestro) cards, VISA and MASTERCARD** credit cards.

## THEME

The theme of the 20th EECERA conference: **'KNOWLEDGE AND VOICE IN EARLY CHILDHOOD: who knows, who speaks, who listens?'**, flows from the ethical stance of the Association which sets out a democratic commitment to work towards a more equitable sharing of power and voice in the development of early childhood research, practice and policy.

The conference will explore this theme through three perspectives:

### **i. 'Who Knows': Conceptualising Knowledge & Voice**

This perspective explores how 'knowledge' in early childhood is constructed, who controls the dominant discourse and who has 'voice' in its generation and applications. It also aims to identify new ways in which knowledge might be developed and how it might become more multi-layered with inclusive and active participation in the process of knowledge construction.

What counts as 'knowledge' in ECEC?  
How does it emerge?  
How is it presented?  
Where is knowledge located in ECEC?  
How is knowledge (co-)constructed and created?  
What and where is 'voice' in ECEC?  
Who speaks and who listens?  
Who has knowledge and how is it controlled?

### **ii. 'Who Speaks': Exploring Innovative Paradigms & Methodologies**

This perspective focuses on new paradigms and methodologies which are emerging in early childhood research and practice. In particular, participatory paradigms which aim to actively include the voices of children, parents and practitioners are to be explored. The current status and value of knowledge generated from such methodologies is also contested.

What new paradigms are developing?  
What new methodologies are emerging?  
Who shapes and directs research in ECEC?  
How is knowledge identified, gathered and recorded in ECEC?  
Which voices give evidence in research?  
How are voices recorded, analysed and interpreted?  
How is knowledge and voice represented and disseminated?

### **iii. 'Who Listens': Knowledge & Voice in Action**

This perspective focuses on how knowledge is generated through listening more actively to alternative voices, particularly from children, parents and practitioners, and how this knowledge is being used to shape research, practice and policy. It also aims to explore actions which generate more symmetrical dialogues between a diverse range of participants in ECEC and how power might be more equitably distributed in the shaping of early childhood provision.

Can children speak and be heard?  
Can parents speak and be heard?  
Can practitioners speak and be heard?  
What are the voices telling us?  
How does ECEC research respond to new knowledge and voices?  
How does ECEC practice respond to new knowledge and voices?  
How does ECEC policy respond to new knowledge and voices?

## STRANDS

All submitted papers have located their work in one or more Perspective (as above) and in a Strand (as below):

1. CULTURE, COMMUNITY & SOCIETY
2. SYSTEMS, ORGANISATIONS & POLICIES IN ECEC
3. ECEC CONTEXTS, TRANSITIONS & PRACTICES
4. INTEGRATED SERVICES & PARTNERSHIPS
5. PROFESSIONALISM, LEADERSHIP & MENTORING
6. DIVERSITY, INCLUSION & EQUITY
7. CHILDREN'S RIGHTS & PARTICIPATION
8. PARENTS' VOICES & KNOWLEDGE
9. LEARNING, CURRICULUM & ASSESSMENT
10. PEDAGOGY & PLAY
11. PARADIGMS, THEORIES & METHODOLOGIES

# PROGRAMME OVERVIEW

MONDAY 6<sup>th</sup> SEPTEMBER, 2010  
SYMPOSIUM SET I: 11:30 – 13:00

	Symposium Title	Map ref	Building	Room
I/1	Children as leaders, followers and decision-makers: Developing a 'pedagogy of affordance' (Gibson, 1979)	R8	Physics West	Lecture Theatre 117
I/2	Researching with children: Listening and hearing in practice	R8	Physics West	Seminar Room 103
I/3	Early intervention and policy	R16	Arts Building	Lecture Room 1
I/4	Multi professional working	R16	Arts Building	Lecture Room 2
I/5	MyPlace:MyMusic: An International study of children's everyday musical activities in diverse locations	R16	Arts Building	Lecture Room 3
I/6	Professional development and discussion between peers	R16	Arts Building	Lecture Room 4
I/7	Multicultural and multilingual practices in kindergartens in northern Norway	R16	Arts Building	Lecture Room 5
I/8	Outdoor play and learning – Pedagogy, curriculum and practice	R16	Arts Building	Lecture Room 6
I/9	Home learning environment and its contribution to setting	R16	Arts Building	Lecture Room 7
I/10	Practitioners professional development	R16	Arts Building	Lecture Room 8
I/11	Initial professional learning	R16	Arts Building	Lecture Theatre
I/12	Every child a talker in England - Whose voice counts?	R1	Law	Lecture Theatre 1
I/13	Identity and belonging: Young children's voices	R1	Law	Moot Room
I/14	Relationships in transition	R1	Law	Seminar Room 111
I/15	Outdoor play and learning – Practitioner's and parents' perspectives	R1	Law	Lecture Theatre 2
I/16	The possibilities of the impossible: Endeavouring to understand infants' lives in early childhood education and care from the perspectives of the infants themselves	R1	Law	Lecture Theatre 3
I/17	Infants and toddlers as learners: Teacher and researcher voices	R28	Learning Centre	LG34
I/18	Children's participation	R28	Learning Centre	UG04
I/19	CORE – Competence Requirements for Staff in Early Childhood Education and Care	R28	Learning Centre	UG05
I/20	Professional voices	R28	Learning Centre	UG06
I/21	Forms of knowledge transfer	Y9	Comp Science	UG40
I/22	Young children's perspectives	R27	Biosciences	Lecture Theatre E102
I/23	Forms of literacy and symbolic representation	R27	Biosciences	Lecture Theatre NG08
I/24	Children's views and experiences of play and play spaces	R27	Biosciences	Lecture Theatre 301
I/25	Equality, families and inclusion	Y2	Haworth	Haworth 101
I/26	Children as researchers	Y2	Haworth	Haworth 203



I/27	Global construction of knowledge	Y14	Sport & Ex Science	Lecture Theatre 1
I/28	Children's voices and power	Y14	Sport & Ex Science	Lecture Theatre 2
I/29	Contexts for peer relationships	Y14	Sport & Ex Science	Lecture Theatre 3
I/30	Developing practitioners	Y11	Chemical Eng	Lecture Room 112
I/31	Transitions	Y11	Chemical Eng	Lecture Theatre 124
I/32	Storytelling & narratives	Y11	Chemical Eng	Lecture Theatre G35

## PROGRAMME OVERVIEW

MONDAY 6<sup>th</sup> SEPTEMBER, 2010  
 SYMPOSIUM SET II: 16:00 – 17:30

	<b>Symposium Title</b>	<b>Map ref</b>	<b>Building</b>	<b>Room</b>
II/1	Starting with the child	R8	Physics West	Lecture Theatre 117
II/2	Researching with children: Listening and hearing in practice	R8	Physics West	Seminar Room 103
II/3	Researching and supporting the learning of children and adults through a range of methodological approaches	R16	Arts Building	Lecture Room 1
II/4	Early childhood teachers' professionalism: A study carried out in Bologna province (Italy)	R16	Arts Building	Lecture Room 2
II/5	Gender balance in the ECE work force	R16	Arts Building	Lecture Room 3
II/6	Parental contribution to quality of settings	R16	Arts Building	Lecture Room 4
II/7	Maths education	R16	Arts Building	Lecture Room 5
II/8	Forest experiences in early childhood: Listening to children and families	R16	Arts Building	Lecture Room 6
II/9	Policy development/ ECEC policy and programmes	R16	Arts Building	Lecture Room 7
II/10	Power and knowledge	R16	Arts Building	Lecture Room 8
II/11	Newly qualified kindergarten teachers: Does their knowledge count?	R16	Arts Building	Lecture Theatre
II/12	Transition discourses	R1	Law	Lecture Theatre 1
II/13	Aspects of children's knowledge and competences in preschool age	R1	Law	Moot Room
II/14	The complexities of voice	R1	Law	Seminar Room 111
II/15	Outdoor play and learning – Children's learning, children's perspectives	R1	Law	Lecture Theatre 2
II/16	Arts education	R1	Law	Lecture Theatre 3
II/17	Systems leadership in action – Children's centres in the lead	R28	Learning Centre	LG34
II/18	Gender and diversity	R28	Learning Centre	UG04
II/19	Parental voice in immigrant/ethnic minority parents	R28	Learning Centre	UG05
II/20	Developing professionals	R28	Learning Centre	UG06
II/21	Children's voice and the curriculum	Y9	Comp Science	UG40
II/22	Birth to five methods	R27	Biosciences	Lecture Theatre E102
II/23	Capturing children's cultures	R27	Biosciences	Lecture Theatre NG08
II/24	Pedagogy and place (2)	R27	Biosciences	Lecture Theatre 301
II/25	Learners' perspectives and motivation	Y2	Haworth	Haworth 101
II/26	Professional collaboration and interprofessionalism/multi agency - new approaches	Y2	Haworth	Haworth 203
II/27	Engaging children's voice in EC settings	Y14	Sport & Ex Science	Lecture Theatre 1

II/28	Policy initiatives	Y14	Sport & Ex Science	Lecture Theatre 2
II/29	Special needs inclusion	Y14	Sport & Ex Science	Lecture Theatre 3
II/30	Research with very young children	Y11	Chemical Eng	Lecture Room 112
II/31	ECEC curriculum and practice	Y11	Chemical Eng	Lecture Theatre 124
II/32	Leadership	Y11	Chemical Eng	Lecture Theatre G35

# PROGRAMME OVERVIEW

TUESDAY 7<sup>th</sup> SEPTEMBER, 2010  
 SYMPOSIUM SET III: 09:15 – 10:45

	<b>Symposium Title</b>	<b>Map ref</b>	<b>Building</b>	<b>Room</b>
III/1	Language development	R8	Physics West	Lecture Theatre 117
III/2	Learning, playing and interacting	R8	Physics West	Seminar Room 103
III/3	Personal, social and emotional development in young children	R16	Arts Building	Lecture Room 1
III/4	Early literacy and transition to school	R16	Arts Building	Lecture Room 2
III/5	Culture and curriculum	R16	Arts Building	Lecture Room 3
III/6	Voices of Korean early childhood education and care toward globalisation	R16	Arts Building	Lecture Room 4
III/7	Listening to developing professionals: Pathways in training early years professionals in England	R16	Arts Building	Lecture Room 5
III/8	Outdoor play and learning – Nature and outdoor preschools/kindergartens	R16	Arts Building	Lecture Room 6
III/9	Professionalism	R16	Arts Building	Lecture Room 7
III/10	Funding for initiatives	R16	Arts Building	Lecture Room 8
III/11	Working with families	R16	Arts Building	Lecture Theatre
III/12	Working with parents	R1	Law	Lecture Theatre 1
III/13	Developing students' professionalism	R1	Law	Moot Room
III/14	Practitioner research and professional development	R1	Law	Seminar Room 111
III/15	Making sense of theory and practice in early childhood: The power of ideas	R1	Law	Lecture Theatre 2
III/16	Pedagogy and place	R1	Law	Lecture Theatre 3
III/17	Adults' role in children's play	R28	Learning Centre	LG34
III/18	Implementation and adaptation of an educational concept	R28	Learning Centre	UG04
III/19	Practitioners perspectives	R28	Learning Centre	UG05
III/20	Parent setting partnerships	R28	Learning Centre	UG06
III/21	Democratic participation of children	Y9	Comp Science	UG40
III/22	Role of teacher in children's learning	R27	Biosciences	Lecture Theatre E102
III/23	Curriculum knowledge and teacher identity	R27	Biosciences	Lecture Theatre NG08
III/24	Spatial skills and constructing space	R27	Biosciences	Lecture Theatre 301
III/25	Participatory method	Y2	Haworth	Haworth 101
III/26	Insights into the curriculum	Y2	Haworth	Haworth 203
III/27	Ethics and methodology	Y14	Sport & Ex Science	Lecture Theatre 1

III/28	Observing, visualising and reconceptualising research methods	Y14	Sport & Ex Science	Lecture Theatre 2
III/29	Giving voice to very young children	Y14	Sport & Ex Science	Lecture Theatre 3
III/30	Social behaviour and ethnic diversity	Y11	Chemical Eng	Lecture Room 112
III/31	Resilience and emotion during transition	Y11	Chemical Eng	Lecture Theatre 124
III/32	The Northamptonshire Baby Room project	Y11	Chemical Eng	Lecture Theatre G35

# PROGRAMME OVERVIEW

TUESDAY 7<sup>th</sup> SEPTEMBER, 2010  
SYMPOSIUM SET IV: 11:30 – 13:00

	Symposium Title	Map ref	Building	Room
IV/1	Longitudinal study of the impact and role of early years professionals carried out by Centre for Developmental and Applied Education (CeDARE), University of Wolverhampton for CWDC	R8	Physics West	Lecture Theatre 117
IV/2	Curriculum design and the child's voice	R8	Physics West	Seminar Room 103
IV/3	Right by children? Considering early childhood policy in Ireland	R16	Arts Building	Lecture Room 1
IV/4	Developing pedagogy	R16	Arts Building	Lecture Room 2
IV/5	Influence on ECE	R16	Arts Building	Lecture Room 3
IV/6	Kindergarten space, materiality, learning and meaning-making II	R16	Arts Building	Lecture Room 4
IV/7	Relating to infants: Three explorations of the context of relationship-based infant-toddler programmes	R16	Arts Building	Lecture Room 5
IV/8	Listening to children different cultures	R16	Arts Building	Lecture Room 6
IV/9	International perspectives on leadership mentoring in early years services	R16	Arts Building	Lecture Room 7
IV/10	Learning from and with each other: Collaborative research in Italian, Norwegian, and US early childhood teacher education	R16	Arts Building	Lecture Room 8
IV/11	Desperately seeking authenticity: Promoting equality through partnerships in 'supported playgroups'	R16	Arts Building	Lecture Theatre
IV/12	Transformative dynamics in doctoral studies: disrupting traditional trajectories	R1	Law	Lecture Theatre 1
IV/13	Participatory methodology	R1	Law	Moot Room
IV/14	Professional identity (2)	R1	Law	Seminar Room 111
IV/15	Outdoor play and learning – Explorations of 'space' and 'spaces'	R1	Law	Lecture Theatre 2
IV/16	Transitions (2)	R1	Law	Lecture Theatre 3
IV/17	Participatory methods (3)	R28	Learning Centre	LG34
IV/18	Music and integrated multiprofessional working	R28	Learning Centre	UG04
IV/19	Voice, identity and democracy	R28	Learning Centre	UG05
IV/20	Multilingualism, literacy and inclusion	R28	Learning Centre	UG06
IV/21	Gender, practitioner and diversity	Y9	Comp Science	UG40
IV/22	Pre-school teachers views and competence in relation to pedagogy and play	R27	Biosciences	Lecture Theatre E102
IV/23	Professional voices (2)	R27	Biosciences	Lecture Theatre NG08
IV/24	Professional cultures in settings	R27	Biosciences	Lecture Theatre 301
IV/25	Children's voice and the curriculum (2)	Y2	Haworth	Haworth 101
IV/26	Aspects of quality provision	Y2	Haworth	Haworth 203

IV/27	Professional identity	Y14	Sport & Ex Science	Lecture Theatre 1
IV/28	Children's voices in curriculum development	Y14	Sport & Ex Science	Lecture Theatre 2
IV/29	Play and digital technologies	Y14	Sport & Ex Science	Lecture Theatre 3
IV/30	Deep level listening to children	Y11	Chemical Eng	Lecture Room 112
IV/31	Gendered issues	Y11	Chemical Eng	Lecture Theatre 124
IV/32	Place and space	Y11	Chemical Eng	Lecture Theatre G35

# PROGRAMME OVERVIEW

TUESDAY, 7<sup>th</sup> SEPTEMBER  
SYMPOSIUM SET V: 14:15 – 15:45

	<b>Symposium Title</b>	<b>Map ref</b>	<b>Building</b>	<b>Room</b>
V/1	Professional dilemmas	R8	Physics West	Lecture Theatre 117
V/2	Languages, cultures, identities and power	R8	Physics West	Seminar Room 103
V/3	Kindergarten space, materiality, learning and meaning-making I	R16	Arts Building	Lecture Room 1
V/4	Contesting the gap in early childhood teacher education	R16	Arts Building	Lecture Room 2
V/5	Transition to school	R16	Arts Building	Lecture Room 3
V/6	Transition in disadvantaged communities	R16	Arts Building	Lecture Room 4
V/7	Parental views	R16	Arts Building	Lecture Room 5
V/8	Danish pedagogues in kindergartens and leisure time centres	R16	Arts Building	Lecture Room 6
V/9	International perspectives on policy and children's experiences in ECEC	R16	Arts Building	Lecture Room 7
V/10	Multi-voicedness in evolving early years professionalism	R16	Arts Building	Lecture Room 8
V/11	Child development, parental interaction (home learning)	R16	Arts Building	Lecture Theatre
V/12	Similarities and differences among services in 4 countries	R1	Law	Lecture Theatre 1
V/13	Early intervention inclusion	R1	Law	Moot Room
V/14	Continuing professional development	R1	Law	Seminar Room 111
V/15	Moving on to 'big' school	R1	Law	Lecture Theatre 2
V/16	The multicultural kindergarten in rural areas in Norway	R1	Law	Lecture Theatre 3
V/17	Play, place and children's voice	R28	Learning Centre	LG34
V/18	The voices of men in ECE	R28	Learning Centre	UG04
V/19	Communication between practitioners	R28	Learning Centre	UG05
V/20	Cross cultural exchanges about childcare	R28	Learning Centre	UG06
V/21	Communication and culture	Y9	Comp Science	UG40
V/22	Visual communication	R27	Biosciences	Lecture Theatre E102
V/23	Context display research methods	R27	Biosciences	Lecture Theatre NG08
V/24	Observational methods	R27	Biosciences	Lecture Theatre 301
V/25	Workforce education	Y2	Haworth	Haworth 101
V/26	Children's voices and narratives	Y2	Haworth	Haworth 203
V/27	Developing concepts for inclusion	Y14	Sport & Ex Science	Lecture Theatre 1
V/28	Assessment	Y14	Sport & Ex Science	Lecture Theatre 2



V/29	Professionals on pedagogy	Y14	Sport & Ex Science	Lecture Theatre 3
V/30	Engaging children's voice in settings	Y11	Chemical Eng	Lecture Room 112
V/31	Pedagogy and play	Y11	Chemical Eng	Lecture Theatre 124
V/32	Pedagogy and diversity	Y11	Chemical Eng	Lecture Theatre G35

# CONFERENCE PROGRAMME

MONDAY 6<sup>th</sup> SEPTEMBER, 2010  
SYMPOSIUM SET I: 11:30 – 13:00

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## SYMPOSIUM I/1

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

*Self-organised symposium*

R8 Physics West: Lecture Theatre 117 (capacity 140)

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**CHAIR:** MARGY WHALLEY

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

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

Margy Whalley (*Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*)

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

Kate Hayward (*Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*)

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

Felicity Norton (*Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*)

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## SYMPOSIUM I/2

RESEARCHING WITH CHILDREN: LISTENING AND HEARING IN PRACTICE

*Self-organised symposium*

R8 Physics West: Seminar Room 103 (capacity 40)

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**CHAIR:** DEBORAH HARCOURT

Australian Catholic University, Australia

**Voices of children in transition to school**

Bob Perry (*Charles Sturt University, Australia*)

**Looking back to preschool**

Johanna Einarsdottir (*University of Iceland, Iceland*)

**Listening to children speak about emotion**

Luigina Mortari (*University of Verona, Italy*)

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## **SYMPOSIUM I/3**

### **EARLY INTERVENTION AND POLICY**

*Individual paper*

**R16 Arts Building: Lecture Room 1 (capacity 128)**

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**CHAIR: JOHN BENNETT, IRELAND**

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

#### **The right to early childhood care and education in European societies**

Ana Ancheta Arrabal (*University of Valencia, Spain*)

#### **The Baby Room**

Kathleen Gouch (*Canterbury Christ Church University, United Kingdom*)

#### **Parents' satisfaction with early intervention in Estonian day care centres**

Tiina Peterson (1), Marika Veisson and Silvi Suur (2) ((1) *Ministry of Education and Research*; (2) *Tallinn University, Estonia*)

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## **SYMPOSIUM I/4**

### **MULTI PROFESSIONAL WORKING**

*Individual paper*

**R16 Arts Building: Lecture Room 2 (capacity 60)**

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**CHAIR: MIKE GASPER**

Starfish Enterprise, United Kingdom

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

Caroline Bath (*Sheffield Hallam University, United Kingdom*)

#### **Multi-agency working in the early years: Challenges and opportunities**

Mike Gasper (*Starfish Enterprise, United Kingdom*)

#### **A teacher regulatory body listening to the sector**

Deborah Wansbrough (*New Zealand Teachers Council, New Zealand*)

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## **SYMPOSIUM I/5**

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

*Self-organised symposium*

**R16 Arts Building: Lecture Room 3 (capacity 98)**

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**CHAIR: SUSAN YOUNG**

University of Exeter, United Kingdom

#### **Webbed Feat: Using a wiki to enable collaborative research**

Jèssica Pérez (1) and Susan Young (2) ((1) *Universidad Autonoma de Barcelona, Spain*; (2) *University of Exeter, United Kingdom*)

#### **Muddying the waters: Problematizing ideas of 'voice' in research with children in diverse locations**

Chee Hoo Lum (1) and Susan Young (2) ((1) *Nanyang Technological University, Singapore*; (2) *University of Exeter, United Kingdom*)

#### **Many Streams: Musical Childhoods**

Beatriz Ilari (*Federal University of Parana, Brazil*)

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## **SYMPOSIUM I/6**

### **PROFESSIONAL DEVELOPMENT AND DISCUSSION BETWEEN PEERS**

*Individual paper*

**R16** Arts Building: Lecture Room 4 (capacity 60)

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**CHAIR:** JÚLIA FORMOSINHO

University of Minho, Portugal

#### **Students supporting students in higher education**

Carolyn Silberfeld (*University of East London, United Kingdom*)

#### **Comparing didactical approaches between kindergarten teachers and assistants in Norwegian kindergarten**

Liv Ingrid Haaberg (*Volda University College, Norway*)

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## **SYMPOSIUM I/7**

### **MULTICULTURAL AND MULTILINGUAL PRACTICES IN KINDERGARTENS IN NORTHERN NORWAY**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 5 (capacity 84)

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**CHAIR:** CAROLA KLEEMANN

Finnmark University College, Norway

#### **Sami-Norwegian codeswitching in role-play**

Carola Kleemann (*Finnmark University College, Norway*)

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

Leena Niiranen (*Finnmark University College, Norway*)

#### **Cultural diversity in kindergartens with Russian immigrant families**

Hanne Kirsten Nilsen (*Finnmark University College, Norway*)

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## **SYMPOSIUM I/8**

### **OUTDOOR PLAY AND LEARNING – PEDAGOGY, CURRICULUM AND PRACTICE**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 6 (capacity 116)

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**CHAIR:** TRISHA MAYNARD

Christ Church Canterbury University, United Kingdom

#### **Hearing and ‘seeing’ the voice of the child in the outdoor environment: A route to developing enquiry-based early years curriculum experiences**

Jane Waters (1) and Trisha Maynard (2) ((1) *Swansea University, United Kingdom*; (2) *Christ Church Canterbury University, United Kingdom*)

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

Thomas Moser (1) and Marianne Torve Martinsen (2) ((1) *Vestfold University College, Norway*; (2) *Norwegian Centre for Child Behavioural Development, Norway*)

#### **Rethinking outdoor play in Ireland**

Máire Corbett (1) and Margaret Kernan (2) ((1) *National Childrens Nurseries Association, Ireland*; (2) *International Child Development Initiatives, The Netherlands*)

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## **SYMPOSIUM I/9**

### **HOME LEARNING ENVIRONMENT AND ITS CONTRIBUTION TO SETTING**

*Individual paper*

**R16** Arts Building: Lecture Room 7 (capacity 134)

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**CHAIR:** JUNE O'SULLIVAN

London Early Years Foundation, United Kingdom

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

Sue Robson and Sue Greenfield (*Roehampton University, United Kingdom*)

**Parental influence on the development of children's storytelling**

Ljubica Marjanovic-Umek, Urška Fekonja-Peklaj, Anja Podlessek and Simona Kranjc (*University of Ljubljana, Slovenia*)

**Can intergenerational working benefit young children?**

June O'Sullivan (*London Early Years Foundation, United Kingdom*)

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## **SYMPOSIUM I/10**

### **PRACTITIONERS PROFESSIONAL DEVELOPMENT**

*Individual paper*

**R16** Arts Building: Lecture Room 8 (capacity 60)

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**CHAIR:** IRENE GUNNING

IPPA, Irish Preschool Play Association, Ireland

**Defining quality: Who decides? Creating a shared understanding**

Lynn Beckett (*University of Birmingham, United Kingdom*)

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

Ruby Anne Oates (*University of Derby, United Kingdom*)

**The use of video-narrative as a professional development tool of early childhood teachers**

Mary Jane Moran and Nancy Carow (*The University of Tennessee, United States*)

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## **SYMPOSIUM I/11**

### **INITIAL PROFESSIONAL LEARNING**

*Individual paper*

**R16** Arts Building: Lecture Theatre (capacity 215)

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**CHAIR:** JANET MURRAY

University of Worcester, United Kingdom

**Becoming an early years professional - Developing a new professional identity**

Janet Murray (*University of Worcester, United Kingdom*)

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

Carita Sjoberg Larsson and Ann Steen (*Krisitanstad University College, Sweden*)

**'He who pays the piper...': Teachers' 'voice' and agency in 19th century infant school teaching**

Jane Read (*Roehampton University, United Kingdom*)

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## **SYMPOSIUM I/12**

### **EVERY CHILD A TALKER IN ENGLAND - WHOSE VOICE COUNTS?**

*Self-organised symposium*

R1 Law: Lecture Theatre 1 (capacity 212)

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**CHAIR:** SUE ELLIS

National Strategies, United Kingdom

#### **Every child a talker in England**

Helen Moylett (*National Strategies, United Kingdom*)

#### **On your Marks - Building on the ECAT experience in Luton**

Michael Jones (1) and Dianne Borien (2) ((1) *Luton Borough Council, United Kingdom*; (2) *National Strategies, United Kingdom*)

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

Jenny Marshall (*National Strategies and Nottinghamshire LA, United Kingdom*)

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## **SYMPOSIUM I/13**

### **IDENTITY AND BELONGING: YOUNG CHILDREN'S VOICES**

*Self-organised symposium*

R1 Law: Moot Room (capacity 35)

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**CHAIR:** DORIAN DE HAAN

Utrecht University, The Netherlands

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

Hartmut Kupfer (*Lebenswelt gGmbH, Germany*)

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

Els Schellekens (*INHolland University of Applied Sciences, The Netherlands*)

#### **Children talking about gender and ethnicity**

Dorian de Haan (*Utrecht University, The Netherlands*)

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## **SYMPOSIUM I/14**

### **RELATIONSHIPS IN TRANSITION**

*Self-organised symposium*

R1 Law: Seminar Room 111 (capacity 30)

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**CHAIR:** ALINE-WENDY DUNLOP

University of Strathclyde, United Kingdom

#### **Children's social behaviour: A qualitative investigation among ethnically diverse families in Malaysia**

Nordin Mamat (*University of Strathclyde, United Kingdom*)

#### **Constructing the triangle of care: Power and professionalism in practitioner/parent relationships**

Liz Brooker (*Institute of Education, University of London, United Kingdom*)

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

Madlen Radtke (*University/ EMEC - European Master in ECEC, Germany*)

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## **SYMPOSIUM I/15**

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

*Self-organised symposium*

R1 Law: Lecture Theatre 2 (capacity 210)

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**CHAIR:** TIM WALLER

University of Wolverhampton, United Kingdom

**‘The children are in charge today’ – An investigation of parental involvement in an outdoor learning project in England**

Tim Waller (*University of Wolverhampton, United Kingdom*)

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

Ellen Beate Hansen Sandseter (*Queen Maud University College, Norway*)

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

Rune Storli (*Queen Maud University College, Norway*)

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## **SYMPOSIUM I/16**

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

*Self-organised symposium*

R1 Law: Lecture Theatre 3 (capacity 78)

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**CHAIR:** JENNIFER SUMSION

Charles Sturt University, Australia

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

Joy Goodfellow and Jennifer Sumsion (*Charles Sturt University, Australia*)

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

Jennifer Sumsion (*Charles Sturt University, Australia*)

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## **SYMPOSIUM I/17**

### **INFANTS AND TODDLERS AS LEARNERS: TEACHER AND RESEARCHER VOICES**

*Self-organised symposium*

R28 Learning Centre: LG34 (capacity 48)

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**CHAIR:** CARMEN DALLI

Victoria University of Wellington, New Zealand

**Infants and toddlers as learners: Mapping themes and discourses**

Carmen Dalli (*Victoria University of Wellington, New Zealand*)

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

Janita Craw (1) and Jean Rockel (2) ((1) *AUT University, New Zealand*; (2) *University of Auckland, New Zealand*)

**Who cares?**

Iris Duhn (*University of Auckland, New Zealand*)

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## **SYMPOSIUM I/18**

### **CHILDREN'S PARTICIPATION**

*Individual paper*

**R28** Learning Centre: UG04 (capacity 70)

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**CHAIR:** ROSEMARY PEACOCKE

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

#### **Every Child Matters: What matters to children?**

Catherine Meehan (*Canterbury Christ Church University, United Kingdom*)

#### **Toddlers' interactions in play**

Hronn Palmadóttir (*University of Iceland, Iceland*)

#### **Companionable learning: A process of holistic wellbeing development from birth**

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

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## **SYMPOSIUM I/19**

### **CORE – COMPETENCE REQUIREMENTS FOR STAFF IN EARLY CHILDHOOD EDUCATION AND CARE**

*Self-organised symposium*

**R28** Learning Centre: UG05 (capacity 48)

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**CHAIR:** MATHIAS URBAN

University of East London, United Kingdom

Arianna Lazzari (1), Michel Vandebroek, Katrien Van Laere (2) and Jan Peeters (3)

*((1) University of Bologna, Italy; (2) University of Ghent, Belgium; (3) VBJK – Resource, Training and Research Centre for Early Childhood Care and Education, Belgium)*

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## **SYMPOSIUM I/20**

### **PROFESSIONAL VOICES**

*Individual paper*

**R28** Learning Centre: UG06 (capacity 48)

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**CHAIR:** LUDO HEYLEN

University Leuven, Belgium

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

Mary Wild and Helena Mitchell (*Oxford Brookes University, United Kingdom*)

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

Inger Hensvold (*Didactics and Pedagogical Work, SU, Sweden*)

#### **From leadership to management**

Gry Hjortdal and Elin Ødegård (*Telemark University College, Norway*)



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## **SYMPOSIUM I/21**

### **FORMS OF KNOWLEDGE TRANSFER**

*Individual paper*

**Y9** Computer Science: UG40 (capacity 36)

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**CHAIR:** PAUL WATLING

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

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

Donald Simpson (*Teesside University, United Kingdom*)

#### **The Scottish early level teacher and professional voice**

Grace Paton (*University of the West of Scotland, United Kingdom*)

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## **SYMPOSIUM I/22**

### **YOUNG CHILDREN'S PERSPECTIVES**

*Individual paper*

**R27** Biosciences: Lecture Theatre E102 (capacity 25)

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**CHAIR:** SHEILA THORPE

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

#### **Young children constructing knowledge through children's stuff**

Thordis Thordadottir (*University of Iceland, Iceland*)

#### **What comes next with the image and the text?**

Eleni Dimitriadou (*Aristotle University of Thessaloniki, Greece*)

#### **Exploring young children's achievements in imaginary perspective transformations**

Iliada Elia, Marja van den Heuvel-Panhuizen and Aldine Aaten (*University of Cyprus, Cyprus*)

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## **SYMPOSIUM I/23**

### **FORMS OF LITERACY AND SYMBOLIC REPRESENTATION**

*Individual paper*

**R27** Biosciences: Lecture Theatre NG08 (capacity 25)

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**CHAIR:** ANETTE SANDBERG

Mälardalen University, Sweden

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

Jannet de Jong Heeringa and Lyset Rekers-Mombarg (*GION rijksuniversiteit Groningen, The Netherlands*)

#### **Mathematical education in German nursery schools**

Oliver Thiel (*Humboldt-Universität zu Berlin, Germany*)

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

Teija Hiltunen (*University Of Turku, Finland*)

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## **SYMPOSIUM I/24**

### **CHILDREN'S VIEWS AND EXPERIENCES OF PLAY AND PLAY SPACES**

*Individual paper*

**R27** Biosciences: Lecture Theatre 301 (capacity 128)

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**CHAIR:** CHRIS JENKIN

AUT University, New Zealand

#### **Role play at Key Stage 1: Children's perspectives**

Zenna Kingdon (*University College Plymouth St Mark & St John, United Kingdom*)

#### **Outdoor environment: children's views and preferences**

Kristin Norddahl (*University of Iceland, Iceland*)

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## **SYMPOSIUM I/25**

### **EQUALITY, FAMILIES AND INCLUSION**

*Individual paper*

**Y2** Haworth: Haworth 101 (capacity 25)

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**CHAIR:** LINDA MITCHELL

University of Waikato, New Zealand

#### **Migrant pacific children and families and their participation in ECE**

Linda Mitchell (1) and Diane Mara (2) ((1) *University of Waukato, New Zealand*; (2) *Eastern Institute of Technology, New Zealand*)

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

Libby Lee-Hammond (*Murdoch University, Australia*)

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## **SYMPOSIUM I/26**

### **CHILDREN AS RESEARCHERS**

*Individual paper*

**Y2** Haworth: Haworth 203 (capacity 25)

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**CHAIR:** JANE MURRAY

The University of Northampton, United Kingdom

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

Jane Murray (*The University of Northampton, United Kingdom*)

#### **Children's storytelling in day care centre context**

Anna-Maija Puroila, Eila Estola and Leena Syrjälä (*University of Oulu, Finland*)

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## **SYMPOSIUM I/27**

### GLOBAL CONSTRUCTION OF KNOWLEDGE

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 1 (capacity 100)

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**CHAIR:** NANCY BARBOUR

Kent State University, United States

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

Kerith Power (*Monash University, Australia*)

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

Nancy Barbour, Ozlem Cennetoglu and Francine Lasley (*Kent State University, United States*)

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

Janice Kroeger, Casey Meyers and Shane Williams (*Kent State University, United States*)

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## **SYMPOSIUM I/28**

### CHILDREN'S VOICES AND POWER

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 2 (capacity 100)

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**CHAIR:** EDDIE MCKINNON

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

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

Ingrid Lindahl (*University Kristianstad, Sweden*)

**Children's rights & participation in the decision making process**

Azora Hurd (*University of Birmingham, United Kingdom*)

**Children's rights in policy and in practice**

Sarah Te One (*Victoria University of Wellington, New Zealand*)

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## **SYMPOSIUM I/29**

### CONTEXTS FOR PEER RELATIONSHIPS

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 3 (capacity 100)

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**CHAIR:** ELLY SINGER

University Utrecht, Th Netherlands

**Building cross-age friendship in a child care center**

Kyung-Hee Park, Jin-Hee Lee (*Keimyung University, South Korea*)

**Working together: fostering peer collaboration in practice**

Christine Such (*Anglia Ruskin University, United Kingdom*)

**A comparative study of activity on differently designed playgrounds**

Antje Luchs and Monika Fikus (*University of Bremen, Germany*)

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## **SYMPOSIUM I/30**

### **DEVELOPING PRACTITIONERS**

*Individual paper*

Y11 Chemical Eng: Lecture Room 112 (capacity 25)

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**CHAIR:** GERRY MULHEARN

University of South Australia, Australia

#### **Coaching for professional development in early years settings**

Sigrid Brogaard Clausen and Elise Alexander (*Roehampton University, United Kingdom*)

#### **Analysis and perspectives on the transition processes of a kindergartener**

Marc Schulz (1) and Miriam Sitter (2) ((1) *Universität Hildesheim*, (2) *Stiftung Universität Hildesheim, Germany*)

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## **SYMPOSIUM I/31**

### **TRANSITIONS**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre 124 (capacity 25)

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**CHAIR:** STIG BRÖSTROM

Aarhus University, Denmark

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

Kaisa Kopisto, Heini Paavola and Annu Brotherus (*University of Helsinki, Finland*)

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

Marn-Ling Shing, Chao-Ming Lee and Yu-Pey Chou  
(*Taipei Municipal University of Education, Taiwan*)

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## **SYMPOSIUM I/32**

### **STORYTELLING & NARRATIVES**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre G35 (capacity 25)

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**CHAIR:** CLODIE TAL

Levinsky College of Education, Israel

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

Clodie Tal (*Levinsky College of Education, Israel*)

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

Eva Maagero (1) and Guri L. Østbye (2) ((1) *Vestfold University College*, (2) *Høgskolen i Vestfold, Norway*)

#### **The concept of death in preschool children**

Khadijeh Abolmaali (*Azad University, Iran*)

MONDAY 6<sup>th</sup> SEPTEMBER, 2010  
SYMPOSIUM SET II: 16:00 – 17:30

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**SYMPOSIUM II/1**

**STARTING WITH THE CHILD**

*Self-organised symposium*

R8 Physics West: Lecture Theatre 117 (capacity 140)

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**CHAIR:** HELEN MOYLETT

National Strategies, United Kingdom

**Starting with the child - National overview**

Judith Stevens (*National Strategies, United Kingdom*)

**Starting with the child - Learning stories**

Andrew Lockett (*National Strategies, with colleagues from Darlington, Redcar and Cleveland and Durham LAs, United Kingdom*)

**Starting with the child - Early communication**

Andrew Lockett (*National Strategies, with colleagues from Darlington, Redcar and Cleveland and Durham LAs, United Kingdom*)

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**SYMPOSIUM II/2**

**RESEARCHING WITH CHILDREN: LISTENING AND HEARING IN PRACTICE**

*Self-organised symposium*

R8 Physics West: Seminar Room 103 (capacity 40)

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**CHAIR:** JOHANNA EINARSDOTTIR

University of Iceland, Iceland

**Inclusive voices: Young children as 'researchers'**

Colette Gray and Eileen Winter (*Stranmillis University College, United Kingdom*)

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

Alison Clark (*Open University, United Kingdom*)

**Cross constructions of childhood**

Deborah Harcourt (1) and Jonathon Sargeant (2) ((1) *Australian Catholic University, Australia*; (2) *University of Southern Queensland, Australia*)

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## **SYMPOSIUM II/3**

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

*Self-organised symposium*

**R16** Arts Building: Lecture Room 1 (capacity 128)

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**CHAIR:** EDDIE MCKINNON

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

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

Eddie McKinnon, Kate Hayward (1) and Ellen Wallace (2) ((1) *Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*; (2) *Woodnewton Primary School, United Kingdom*)

#### **Systems Leadership in the Early Years and Primary Schools**

Heather Donoyou and Joanne Armstrong (*Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*)

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

Margy Whalley and Cath Arnold (*Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*)

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

Paul Pritchard (1) and Anna Jones (2) ((1) *Murdoch Children's Research Institute, Australia*; (2) *Geevston Child and Family Centre, Australia*)

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## **SYMPOSIUM II/4**

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

*Self-organised symposium*

**R16** Arts Building: Lecture Room 2 (capacity 60)

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**CHAIR:** PATRICIA DEAN

Salisbury University, United States

#### **Reconceptualising professional development in ECEC field: Listening to teachers voices**

Arianna Lazzari (*University of Bologna, Italy*)

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

Lucia Balduzzi (*University of Bologna, Italy*)

#### **Making experience: Preschool teachers professional development**

Michela Schenetti and Raffaella Faggioli (*University of Bologna, Italy*)

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## **SYMPOSIUM II/5**

### **GENDER BALANCE IN THE ECE WORK FORCE**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 3 (capacity 98)

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**CHAIR:** JAN PEETERS

VBJK - The Resource and Research Centre for ECEC, Belgium

#### **Gender and professionalisation in the Danish ECE workforce**

Steen Baagøe Nielsen (*Roskilde University, Denmark*)

#### **Are 20% men in Norwegian preschools possible?**

Kari Emilsen and Trond Løge Hagen (*Queen Maud University College, Norway*)

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

Tim Rohrmann (*Catholic University of Applied Sciences, Germany*)

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## **SYMPOSIUM II/6**

### **PARENTAL CONTRIBUTION TO QUALITY OF SETTINGS**

*Individual paper*

**R16** Arts Building: Lecture Room 4 (capacity 60)

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**CHAIR:** MARIA EVANGELOU

Oxford University, United Kingdom

#### **Parents in partnership with practitioners: Creating a reality**

Cathy Hamer (*National Children's Bureau, United Kingdom*)

#### **Negotiating good parenting: parents stories of preschool choice**

Annica Löfdahl, Marie Karlsson and Héctor Pérez Prieto (*Karlstad University, Sweden*)

#### **Quality of early childhood settings: giving a voice to parents**

Maria Evangelou (1) and Mary Wild (2) ((1) *Oxford University, United Kingdom* (2) *Oxford Brookes University, United Kingdom*)

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## **SYMPOSIUM II/7**

### **MATHS EDUCATION**

*Individual paper*

**R16** Arts Building: Lecture Room 5 (capacity 84)

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**CHAIR:** MAULFRY WORTHINGTON

Free University, The Netherlands

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

Maulfry Worthington (*Free University, The Netherlands*)

#### **A comparison of mathematical teaching practice in England and South Korea**

Kwi-Ok Nah (*Soonchunhyang University, South Korea*)

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

Liz Dunphy (*St Patrick's College of Education, Dublin, Ireland*)

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## SYMPOSIUM II/8

### FOREST EXPERIENCES IN EARLY CHILDHOOD: LISTENING TO CHILDREN AND FAMILIES

*Self-organised symposium*

R16 Arts Building: Lecture Room 6 (capacity 116)

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**CHAIR:** ELIZABETH CARRUTHERS

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

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

Elizabeth Carruthers (*Redcliffe Children's Centre and Maintained Nursery School, Bristol, United Kingdom*)

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

Hugo Turvey (*Redcliffe Childrens Centre, United Kingdom*)

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

Emma Higgins (*Redcliffe Children's Centre, United Kingdom*)

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

Jeanette Hill (*Redcliffe Children's Centre, Bristol, United Kingdom*)

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## SYMPOSIUM II/9

### POLICY DEVELOPMENT/ ECEC POLICY AND PROGRAMMES

*Individual paper*

R16 Arts Building: Lecture Room 7 (capacity 134)

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**CHAIR:** IRAM SIRAJ-BLATCHFORD

Institute of Education, University of London, United Kingdom

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

Divya Lata (*Open Society Foundation, United Kingdom*)

**Irish state attitudes towards ECCE 2000-2010**

Lisa Kiely (*University of Limerick, Ireland*)

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

Iram Siraj-Blatchford (1) , (2) Siobhan Keegan and Nóirín Hayes ((1) *Institute of Education, University of London, England*; (2) *Dublin Institute of Technology, Ireland*)



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## **SYMPOSIUM II/10**

### **POWER AND KNOWLEDGE**

*Self-organised symposium*

**R16 Arts Building: Lecture Room 8 (capacity 60)**

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**CHAIR: GØRIL FIGENSCHOU**

Finnmark University College, Norway

#### **Power and power practices in kindergartens**

Gøril Figenschou (*Finnmark University College, Norway*)

#### **Power and power relations between children in kindergarten**

Mai Brit Helgesen (*Finnmark University College, Norway*)

#### **Joy and humour in kindergartens**

Beathe Sætveit (*Finnmark University College, Norway*)

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## **SYMPOSIUM II/11**

### **NEWLY QUALIFIED KINDERGARTEN TEACHERS: DOES THEIR KNOWLEDGE COUNT?**

*Self-organised symposium*

**R16 Arts Building: Lecture Theatre (capacity 215)**

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**CHAIR: ELIN ØDEGÅRD**

Telemark University College, Norway

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

Liv Torunn Eik (*Vestfold University College, Norway*)

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

Gerd Sylvi Steinnes (*Volda University College, Norway*)

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

Elin Ødegård (*Telemark University College, Norway*)

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## **SYMPOSIUM II/12**

### **TRANSITION DISCOURSES**

*Self-organised symposium*

**R1 Law: Lecture Theatre 1 (capacity 212)**

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**CHAIR: BOB PERRY**

Charles Sturt University, Australia

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

Aline-Wendy Dunlop (*University of Strathclyde, United Kingdom*)

#### **Discourses to support transition**

Seana Mifsud (*University of Malta, Malta*)

#### **Stories of transitions - Reflections and recollections**

Tuija Turunen, Bob Perry and Sue Dockett (*Charles Sturt University, Australia*)

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## **SYMPOSIUM II/13**

### **ASPECTS OF CHILDREN'S KNOWLEDGE AND COMPETENCES IN PRESCHOOL AGE**

*Self-organised symposium*

**R1 Law: Moot Room (capacity 35)**

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**CHAIR:** ELIN K.LIE REIKERÅS

University of Stavanger, Norway

#### **The relationship between language and social competence in toddlers**

Elisabeth Brekke Stangeland and Inger Kristine Løge (*University of Stavanger, Norway*)

#### **Children's early mathematics**

Tone Salomonsen (*University of Stavanger, Norway*)

#### **Multilingual children in the Stavanger project**

Åse Kari H. Wagner (*University of Stavanger, Norway*)

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## **SYMPOSIUM II/14**

### **THE COMPLEXITIES OF VOICE**

*Self-organised symposium*

**R1 Law: Seminar Room 111 (capacity 30)**

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

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

#### **Framing childhood: Disrupting mind sets, learning to stutter**

Rachel Holmes and Liz Jones (*Manchester Metropolitan University, United Kingdom*)

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

Alex Melrose and Joanne Mimnagh (*Manchester Metropolitan University, United Kingdom*)

#### **Contradictions of voice in early childhood**

Kerry Moakes (*Manchester Metropolitan University, United Kingdom*)

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## **SYMPOSIUM II/15**

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

*Self-organised symposium*

**R1 Law: Lecture Theatre 2 (capacity 210)**

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**CHAIR:** EVA ÄRLEMALM-HAGSÉR

University of Gothenburg, Sweden

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

Kari-Anne Jørgensen and Eva Maagerø (*Vestfold University College, Norway*)

#### **Child participation outdoors in the Swedish preschool**

Ingrid Engdahl (1) and Eva Ärlemalm-Hagsér (2) ((1) *Stockholm University, Sweden*; (2) *University of Gothenburg, Sweden*)

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

Marjanca Kos, Mira Hrovat and Janez Jerman (*University of Ljubljana, Slovenia*)

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**SYMPOSIUM II/16**  
**ARTS EDUCATION**

*Individual paper*

R1 Law: Lecture Theatre 3 (capacity 78)

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**CHAIR:** CYNTHIA KNIGHT

St Thomas Children's Centre, United Kingdom

**The Arts for 4-6 year olds – The teachers' voice**

Deirbhile Nic Craith (*Irish National Teachers Organisation, Ireland*)

**Aesthetic orientation in Finnish early childhood education**

Inkeri Ruokonen and Sinikka Rusanen (*University of Helsinki, Finland*)

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**SYMPOSIUM II/17**

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

*Self-organised symposium*

R28 Learning Centre: LG34 (capacity 48)

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**CHAIR:** PAM MUNDY

National College, United Kingdom

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

Sveta Mayer (*Institute of Education, University of London, United Kingdom*)

**A study into systems leadership: An early years perspective**

Rosie Rafferty (*Adaptive Strategies Limited, United Kingdom*)

**Implications of early years professional development: Considerations from children's centre leaders**

Sveta Mayer (1) and Cris Whelan (2) ((1) *Institute of Education, University of London, United Kingdom*; (2) *St. Ives, St. Just and Pendeen Children's Centre, Cornwall, United Kingdom*)

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**SYMPOSIUM II/18**

**GENDER AND DIVERSITY**

*Individual paper*

R28 Learning Centre: UG04 (capacity 70)

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**CHAIR:** ELLY SINGER

University Utrecht, The Netherlands

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

Marie Nordberg (*Karlstad University, Division for Educational Sciences, Sweden*)

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

Anette Hoel (*The Center for Equality, Norway*)

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

Elly Singer (*University Utrecht, The Netherlands*)

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

Dorian de Haan, (*Utrecht University, The Netherlands*)

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## **SYMPOSIUM II/19**

### **PARENTAL VOICE IN IMMIGRANT/ETHNIC MINORITY PARENTS**

*Individual paper*

**R28** Learning Centre: UG05 (capacity 48)

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**CHAIR:** JUDY WHITMARSH

University of Wolverhampton, United Kingdom

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

Hsueh-Shan Chang (*Providence University, Taiwan*)

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

Nicola Smith (*University of Wolverhampton, United Kingdom*)

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

Judy Whitmarsh (*University of Wolverhampton, United Kingdom*)

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## **SYMPOSIUM II/20**

### **DEVELOPING PROFESSIONALS**

*Individual paper*

**R28** Learning Centre: UG06 (capacity 48)

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**CHAIR:** LUDO HEYLEN

University Leuven, Belgium

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

Miriam Mevorach and Mordechai Miron (*Levinsky College of Education, Israel*)

**A fourth learning network - Changing perceptions of knowledge**

Carole Goodchild and Stephanie Windsor (*City of York Council, United Kingdom*)

**Perspective taking as a key competence for effective teaching**

Ludo Heylen (*University Leuven, Belgium*)

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## **SYMPOSIUM II/21**

### **CHILDREN'S VOICE AND THE CURRICULUM**

*Individual paper*

**Y9** Computer Science: UG40 (capacity 36)

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**CHAIR:** JUNE O'SULLIVAN

London Early Years Foundation, United Kingdom

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

Rune Hoff Johannessen and Hilde Ellingsen ((1) *Vestfold University College Norway*; (2) *Sole Barnehage, Norway*)

**A study of ICT literacy in the context of kindergarten**

Mari-Ann Letnes (*Queen Maud University College of Early Childhood Education, Norway*)

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

Rita Melia (*National Childrens Nurseries Association, Ireland*)

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## **SYMPOSIUM II/22**

### **BIRTH TO FIVE METHODS**

*Individual paper*

**R27** Biosciences: Lecture Theatre E102 (capacity 25)

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**CHAIR:** ALISON STEPHENSON

Victoria University, New Zealand

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

Alison Stephenson (*Victoria University, New Zealand*)

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

Paola Molina and Daniela Bulgarelli (*Università degli studi di Torino, Italy*)

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

Ole Henrik Hansen (*The Danish School of Education, Aarhus University, Denmark*)

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## **SYMPOSIUM II/23**

### **CAPTURING CHILDREN'S CULTURES**

*Individual paper*

**R27** Biosciences: Lecture Theatre NG08 (capacity 25)

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**CHAIR:** TRISHA MAYNARD

Canterbury Christ Church University, United Kingdom

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

Christina MacRae (*Manchester Metropolitan University, United Kingdom*)

#### **Building the curriculum together: Perspectives on knowledge creation**

Muriel Logan (*Stirling Institute of Education, University of London, United Kingdom*)

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

Sarah Chicken (1) and Trisha Maynard (2) ((1) *University West of England, United Kingdom*; (2) *Canterbury Christ Church University, United Kingdom*)

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## **SYMPOSIUM II/24**

### **PEDAGOGY AND PLACE (2)**

*Individual paper*

**R27** Biosciences: Lecture Theatre 301 (capacity 128)

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**CHAIR:** CARMEL BRENNAN

Irish Preschool Play Association (IPPA), Ireland

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

Sarah Rigden (*Temasek Polytechnic, Singapore*)

#### **Global citizenship, ecological sustainability and pedagogy**

Iris Duhn (*Institute of Education, University of London, University of London, United Kingdom*)

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

Patrizia Albanese (*Ryerson University, Canada*)

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## **SYMPOSIUM II/25**

### **LEARNERS' PERSPECTIVES AND MOTIVATION**

*Individual paper*

Y2 Haworth: Haworth 101 (capacity 25)

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**CHAIR:** NIKLAS PRAMLING

Department of Education, University of Gothenburg, Sweden

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

Niklas Pramling and Cecilia Wallerstedt (*University of Gothenburg, Sweden*)

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

Marit Semundseth and Marit Hopperstad (*Queen Maud University College of Early Childhood Education, Norway*)

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

Kate Wagner (*Glyndwr University, United Kingdom*)

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## **SYMPOSIUM II/26**

### **PROFESSIONAL COLLABORATION AND INTERPROFESSIONALISM/MULTI AGENCY - NEW APPROACHES**

*Individual paper*

Y2 Haworth: Haworth 203 (capacity 25)

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**CHAIR:** WENDY MESSENGER

University of Worcester, United Kingdom

**Professional cultures and professional knowledge: owning, loaning and sharing**

Wendy Messenger (*University of Worcester, United Kingdom*)

**How can outreach workers' voices be supported?**

Una Hanley and John Powell (*Manchester Metropolitan University, United Kingdom*)

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

Carole Keane (*Redcliffe Children's Centre, United Kingdom*)

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## **SYMPOSIUM II/27**

### **ENGAGING CHILDREN'S VOICE IN EC SETTINGS**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 1 (capacity 100)

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**CHAIR:** CAROLINE SHARP

NFER, United Kingdom

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

Tuulikki Venninen (*University of Helsinki, Finland*)

**The early childhood experiences of Australian children in disadvantaged communities**

Rebekah Grace and Jennifer Bowes (*Macquarie University, Australia*)

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**SYMPOSIUM II/28**  
**POLICY INITIATIVES**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 2 (capacity 100)

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**CHAIR:** PAMELA WINTER

Department of Education & Children's Services, Australia

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

Pam Winter (1) and Gerry Mulhearn (2) ((1) *Department of Education & Children's Services, Australia*; (2) *University of South Australia, Australia*)

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

Jane Stirling and Jean Carwood-Edwards (*Learning and Teaching Scotland, United Kingdom*)

**Norwegian kindergarten in a state of change?**

Bente Vatne (*Volda University College, Norway*)

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**SYMPOSIUM II/29**

**SPECIAL NEEDS INCLUSION**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 3 (capacity 100)

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**CHAIR:** KAY MARGETTS

University of Melbourne, Australia

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

Kay Margetts (*University of Melbourne, Australia*)

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

Ragnhild Andresen (*Ostfold University College, Norway*)

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

Jan Georgeson (*University of Chichester, United Kingdom*)

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**SYMPOSIUM II/30**

**RESEARCH WITH VERY YOUNG CHILDREN**

*Individual paper*

Y11 Chemical Eng: Lecture Room 112 (capacity 25)

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**CHAIR:** ROSEMARY ROBERTS

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

**Bringing holistic approach in early childhood education research**

Thordis Thordardottir (*University of Iceland, Iceland*)

**Toddlers in Black Box**

Jan Ragnar Setsaas, Marit Bøe and Åse Elisabeth Jørgensen (*Telemark University College, Norway*)

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

Minati Panda (*Jawaharlal Nehru University, India*)

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## **SYMPOSIUM II/31**

### **ECEC CURRICULUM AND PRACTICE**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre 124 (capacity 25)

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**CHAIR:** MAELIS KARLSSON LOHMANDER

University of Gothenburg, Sweden

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

Huei-Chun Liu (*NanHua University, Taiwan*)

**Best practice in child development assessment in preschools**

Kristina Nugin (1) and Ithel Jones (2) ((1) *Tallinn University, Estonia*; (2) *Florida State University, United States*)

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

Nektaria Palaiologou (1) and Ioanna Palaiologou (2) ((1) *University of Western Macedonia, Greece*; (2) *University of Hull, United Kingdom*)

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## **SYMPOSIUM II/32**

### **LEADERSHIP**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre G35 (capacity 25)

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**CHAIR:** MARION BRENNAN

Irish Preschool Play Association (IPPA), Ireland

**Providing a reflective space for leaders/managers**

Marion Brennan (*Irish Preschool Play Association (IPPA), Ireland*)

**Mentoring early years practitioners: Listening and staff development**

Ann Brady and Lorna McNicoll (*Care and Learning Alliance, United Kingdom*)



TUESDAY 7<sup>th</sup> SEPTEMBER, 2010  
SYMPOSIUM SET III: 09:15 – 10:45

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**SYMPOSIUM III/1**

**LANGUAGE DEVELOPMENT**

*Individual paper*

R8 Physics West: Lecture Theatre 117 (capacity 140)

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**CHAIR:** IRAM SIRAJ BLATCHFORD

Institute of Education, University of London, United Kingdom

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

Iram Siraj Blatchford (1) and Kathy Sylva (2) ((1) *Institute of Education, University of London, United Kingdom*; (2) *Oxford University, United Kingdom*)

**The impact of teachers on young children's speaking abilities**

Machteld Verhelst, Inge Verbeeck, Sven de Maeyer, Rita Rymenans and Griet Ramaut (*University of Leuven, Belgium*)

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

Anne McGough (*St. Patrick's College, Ireland*)

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**SYMPOSIUM III/2**

**LEARNING, PLAYING AND INTERACTING**

*Self-organised symposium*

R8 Physics West: Seminar Room 103 (capacity 40)

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**CHAIR:** KIM PORTER

National Strategies, United Kingdom

**Learning, playing and interacting - National overview**

Nancy Stewart (*National Strategies, United Kingdom*)

**Listening to young children's interests**

Di Chilvers (1) and Jenny Stainsby (2) ((1) *National Strategies, United Kingdom*; (2) *Calderdale LA, United Kingdom*)

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

Anne Denham, Fran Paffard (1) and Amanda Baxter, Karen Wishart and Rebecca Crutchley (2) ((1) *National Strategies, United Kingdom*; (2) *Waltham Forest LA, United Kingdom*)

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### **SYMPOSIUM III/3**

#### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT IN YOUNG CHILDREN**

*Individual paper*

**R16** Arts Building: Lecture Room 1 (capacity 128)

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**CHAIR:** JOÃO FORMOSINHO

University of Minho, Portugal

#### **What's love got to do with it?**

Máire Corbett (*NCNA, Ireland*)

#### **Alternative ways of listening: A consideration of whether baby signing could be an approach that could enhance relationships between key persons and infants in day nursery**

Amanda Norman (*Roehampton University, United Kingdom*)

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### **SYMPOSIUM III/4**

#### **EARLY LITERACY AND TRANSITION TO SCHOOL**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 2 (capacity 60)

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**CHAIR:** STIG BROSTRÖM

Aarhus University, Denmark

#### **Sharing paths**

Jóhanna Einarsdóttir (*University of Iceland, Iceland*)

#### **To transfer 'learning stories' into didactics**

Elisabeth Mellgren and Ingrid Pramling Samuelsson (*University of Gotheburg, Sweden*)

#### **Embracing early literacy indicators: A socio-cultural story?**

Anders Skriver Jensen and Ole Henrik Hansen (*The Danish School of Education, Aarhus University, Denmark*)

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### **SYMPOSIUM III/5**

#### **CULTURE AND CURRICULUM**

*Individual paper*

**R16** Arts Building: Lecture Room 3 (capacity 98)

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**CHAIR:** SUSAN YOUNG

University of Exeter, United Kingdom

#### **Structural innovation in 30 schools through arts and culture**

Tom Ollieuz, Eef Thoen and Vladimir Ivaneanu (*Arteveldehogeschool, Belgium*)

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

Morten Saether (*Queen Mauds College, Norway*)

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

Patricia Beckley (*Bishop Grosseteste University College Lincoln, United Kingdom*)

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### **SYMPOSIUM III/6**

#### **VOICES OF KOREAN EARLY CHILDHOOD EDUCATION AND CARE TOWARD GLOBALISATION**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 4 (capacity 60)

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**CHAIR:** SUN-YOUNG KIM

Myongji University, South Korea

**Korean early childhood teachers' sense of efficacy toward Educare**

Sun-Young Kim (*Myongji University, South Korea*)

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

Kwi-Ok Nah (*Soonchunhyang University, South Korea*)

**Korean parents' voice toward the global spread of English**

Kayoun Chung (*Myongji University, South Korea*)

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### **SYMPOSIUM III/7**

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

*Self-organised symposium*

**R16** Arts Building: Lecture Room 5 (capacity 84)

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**CHAIR:** DENISE HEVEY

University of Northampton, United Kingdom

**Undergraduate to early years professional: The place of mentoring**

Eunice Lumsden (*University of Northampton, United Kingdom*)

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

Anna Cox and Kate Smith (*University of Northampton, United Kingdom*)

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

Gill Handley (*University of Northampton, United Kingdom*)

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### **SYMPOSIUM III/8**

#### **OUTDOOR PLAY AND LEARNING – NATURE AND OUTDOOR PRESCHOOLS/KINDERGARTENS**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 6 (capacity 116)

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**CHAIR:** ELLEN BEATE HANSEN SANDSETER

Queen Maud University College, Norway

#### **Outdoor preschool – Is it good for children?**

Olav Bjarne Lysklett (*Queen Maud University College, Norway*)

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

E Cathrine Melhuus (*University of Agder, Norway*)

#### **Nature's kindergarten: An international comparative study**

Clare Nugent (*University of Stirling, United Kingdom*)

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### **SYMPOSIUM III/9**

#### **PROFESSIONALISM**

*Individual paper*

**R16** Arts Building: Lecture Room 7 (capacity 134)

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**CHAIR:** JULIA FORMOSINHO

Universidade do Minho, Portugal

#### **Context-based teacher education at the service of a pedagogy of diversity**

Júlia Formosinho and Sara Barros Araújo (*University of Minho, Portugal*)

#### **Radical reconstructions? Workforce profiles in changing European ECEC systems**

Pamela Oberhuemer (*State Institute of Early Childhood Research, Germany*)

#### **Beyond competence: Professional capabilities and practice-based evidence in early childhood**

Mathias Urban (*University of East London, United Kingdom*)

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### **SYMPOSIUM III/10**

#### **FUNDING FOR INITIATIVES**

*Individual paper*

**R16** Arts Building: Lecture Room 8 (capacity 60)

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**CHAIR:** LINDA MITCHELL

University of Waikato, New Zealand

#### **Refugee families from Africa: Their aspirations for children and views of early childhood education**

Linda Mitchell and Amondi Ouko (*University of Waikato, New Zealand*)

#### **Quality costs: Paying for early childhood education and care**

Kate Groucutt (*Daycare Trust, United Kingdom*)

#### **The funding link to knowledge and voice in early childhood**

Jayne Mayer Tucker (*Good Beginnings Australia, Australia*)

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## **SYMPOSIUM III/11**

### **WORKING WITH FAMILIES**

*Individual paper*

**R16** Arts Building: Lecture Theatre (capacity 215)

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**CHAIR:** JUNE O'SULLIVAN

London Early Years Foundation, United Kingdom

**Connecting generations: The voice of the child in the community**

June O'Sullivan and Julie Weiss (*London Early Years Foundation, United Kingdom*)

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

Stefania Meda (*Catholic University of Milan, Italy*)

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

Janice Kroeger (*Kent State University, United States*)

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## **SYMPOSIUM III/12**

### **WORKING WITH PARENTS**

*Self-organised symposium*

**R1** Law: Lecture Theatre 1 (capacity 212)

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**CHAIR:** SUE ROBB

National Strategies, United Kingdom

**Communities of learning**

Linda Devey (1), Linda Shaw (2) and Linda Matthews (3) ((1) *National Strategies, United Kingdom*; (2) *Staffordshire LA, United Kingdom*; (3) *Birmingham LA, United Kingdom*)

**Stoke speaks out - The parents influence on project development**

Rosanne Pugh (1) and Janet Cooper (2) ((1) *National Strategies, United Kingdom*; (2) *Stoke LA, United Kingdom*)

**'From me to you': One local authority's journey on developing a citywide communication strategy for childminders**

Jonathan Doherty (1) and Julie Browning (2) ((1) *National Strategies, United Kingdom*; (2) *Manchester Local Authority, United Kingdom*)

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## **SYMPOSIUM III/13**

### **DEVELOPING STUDENTS' PROFESSIONALISM**

*Individual paper*

**R1 Law: Moot Room (capacity 35)**

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**CHAIR: MARY WHALLEY**

Leeds Metropolitan University, United Kingdom

#### **Practitioners' voices regarding pre-school and professional dialogues with student teachers**

Marie-Louise Hjort (*Kristianstad University College, Sweden*)

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

Geoff Taggart (*University of Reading, United Kingdom*)

#### **Leadership of practice: Towards a new understanding**

Mary Whalley (*Leeds Metropolitan University, United Kingdom*)

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## **SYMPOSIUM III/14**

### **PRACTITIONER RESEARCH AND PROFESSIONAL DEVELOPMENT**

*Individual paper*

**R1 Law: Seminar Room 111 (capacity 30)**

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**CHAIR: JANET MURRAY**

University of Worcester, United Kingdom

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

Diane Mara (1), Margaret Brennan and Liz Everiss (2) ((1) *Eastern Institute of Technology, New Zealand*; (2) *Open Polytechnic, New Zealand*)

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

Maria Figueiredo (1), Maria Gabriela Portugal and Maria do Céu Roldão (2) ((1) *Polytechnic Institute of Viseu, Portugal*; (2) *University of Aveiro, Portugal*)

#### **Using personal construct psychology to elicit practitioners' perspectives**

Catharine Gilson (*Oxford's Brookes University, United Kingdom*)

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## **SYMPOSIUM III/15**

### **MAKING SENSE OF THEORY AND PRACTICE IN EARLY CHILDHOOD: THE POWER OF IDEAS**

*Self-organised symposium*

R1 Law: Lecture Theatre 2 (capacity 210)

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**CHAIR:** TIM WALLER

University of Wolverhampton, United Kingdom

#### **Making sense of theory and practice in early childhood: The power of ideas**

Tim Waller, Judy Whitmarsh and Karen Clarke (*University of Wolverhampton, United Kingdom*)

#### **The Power of Ideas: Community, interaction and identity**

Martin Needham, Faye Stanley, Lynn Richards, Sue Fawson, Gill Woods, Jenny Worsley (1) and Liz Brooker (2) ((1) *University of Wolverhampton, United Kingdom*; (2) *Institute of Education, University of London, United Kingdom*)

#### **The power of ideas: Structure, power and knowledge**

Jane O'Connor, Rohan, Jowallah, Maggie Leese, Jo Winwood, Tim Waller and Angeliki Bitou (*University of Wolverhampton, United Kingdom*)

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## **SYMPOSIUM III/16**

### **PEDAGOGY AND PLACE**

*Individual paper*

R1 Law: Lecture Theatre 3 (capacity 78)

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**CHAIR:** GERRY MULHEARN

University of South Australia, Australia

#### **Educators and parents knowing together about early learning: Whose language do we speak?**

Gerry Mulhearn (*University of South Australia, Australia*)

#### **Alternative voices and alternative visions: New knowledge transforming practice**

Janet Rose, Louise Gilbert, Sally Palmer and Mary Fuller (*University of Gloucestershire, United Kingdom*)

#### **Aspirations for genuine representation of the teacher's voice: Research in New Zealand ECE**

Kayte Edwards (*Victoria University of Wellington, New Zealand*)

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## **SYMPOSIUM III/17**

### **ADULTS' ROLE IN CHILDREN'S PLAY**

*Individual paper*

R28 Learning Centre: LG34 (capacity 48)

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**CHAIR:** MARIA EVANGELOU

University of Oxford, United Kingdom

#### **Adults' role in guiding children to the "zone of proximal development"**

Hiroaki Ishiguro (*Rikkyo University, Japan*)

#### **Children's play in pre-school context. Teachers' experiences and views about the play of children**

Riitta Korhonen (*University of Turku, Finland*)

#### **Kindergarten teachers' views on psychosocial development through play**

Louise Berkhout (*Hogeschool Helicon Zeist, The Netherlands*)

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## **SYMPOSIUM III/18**

### **IMPLEMENTATION AND ADAPTATION OF AN EDUCATIONAL CONCEPT**

*Self-organised symposium*

R28 Learning Centre: UG04 (capacity 70)

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**CHAIR:** JEF VAN KUYK  
CITO, The Netherlands

#### **Implementation and adaptation of an educational concept**

Jef van Kuyk (*CITO, The Netherlands*)

#### **Adaptation and implementation in USA**

Ed Greene (*CITO, United States*)

#### **Adaptation and implementation in Germany**

Christina Mayerhoff (*CITO, Germany*)

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## **SYMPOSIUM III/19**

### **PRACTITIONERS PERSPECTIVES**

*Individual paper*

R28 Learning Centre: UG05 (capacity 48)

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**CHAIR:** MICHEL VANDERBROECK  
Ghent University, Belgium

#### **Practitioners' experiences and perspectives on digital technology in everyday life in Norwegian kindergartens**

Margrethe Jernes, Marta Sinnerud (1) and Marit Alvestad (2) ((1) *University College Stord/Haugesund, Norway*; (2) *University of Stavanger, Norway*)

#### **Children' sexuality in education plans in Germany**

Miriam Damrow (*Martin-Luther-University Halle, Germany*)

#### **An investigation of the pedagogical processes in early years settings: a study of the self perception of practitioners in early years settings**

Jen Lovesey (*University of Bedfordshire, United Kingdom*)

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## **SYMPOSIUM III/20**

### **PARENT SETTING PARTNERSHIPS**

*Individual paper*

R28 Learning Centre: UG06 (capacity 48)

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**CHAIR:** MICHELLE COTTLE  
Jumonji University, Japan

#### **A participatory relationship between parents and professionals in ECEC?**

Sabine Van Houte (*Ghent University, Belgium*)

#### **Listening to families: Reframing Services**

Patricia Corson (*Ryerson University, Canada*)

#### **Parent partnership and quality in the early years: Practitioners' perspectives**

Michelle Cottle (*Roehampton University, United Kingdom*)



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### **SYMPOSIUM III/21**

#### **DEMOCRATIC PARTICIPATION OF CHILDREN**

*Individual paper*

**Y9** Computer Science: UG40 (capacity 36)

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**CHAIR:** SYLVIE RAYNA

INRP- University Paris, France

**Children as co-constructors of knowledge presented as a learning story about The Troll, from a Norwegian kindergarten**

Liv Torun Grindheim, Sidsel Hadler-Olsen and Modgunn Ohm (*University College of Bergen, Norway*)

**Understanding the theories practitioners rely upon when advocating on behalf of children in the nursery**

Mine Conkbayir (*London Early Years Foundation, United Kingdom*)

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### **SYMPOSIUM III/22**

#### **ROLE OF TEACHER IN CHILDREN'S LEARNING**

*Individual paper*

**R27** Biosciences: Lecture Theatre E102 (capacity 25)

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**CHAIR:** PAMELA WINTER

Department of Education & Children's Services, Australia

**The absence of constructive teacher intervention may limit the usefulness of peer-group interaction as a means of facilitating learning with early years children**

Maura O'Connor (*St Patrick's College, Dublin, Ireland*)

**Using your voice in kindergarten**

Marit Heldal (*NTNU, Norway*)

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### **SYMPOSIUM III/23**

#### **CURRICULUM KNOWLEDGE AND TEACHER IDENTITY**

*Individual paper*

**R27** Biosciences: Lecture Theatre NG08 (capacity 25)

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**CHAIR:** SUSAN KRIEG

Flinders University, Australia

**Who knows what in early childhood?**

Susan Krieg (*Flinders University, Australia*)

**Quality evaluation in early childhood education: the childhood educator's pedagogic intentionality**

Joana Alexandra Soares de Freitas, Nilza Costa (1) and Júlia Formosinho (2) ((1) *Aveiro University, Portugal*; (2) *University of Minho, Portugal*)

**Crisis of identity in the early childhood care and education sector**

Mary Moloney (*Mary Immaculate College, Ireland*)

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## **SYMPOSIUM III/24**

### **SPATIAL SKILLS AND CONSTRUCTING SPACE**

*Individual paper*

**R27** Biosciences: Lecture Theatre 301 (capacity 128)

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**CHAIR:** LIZ DUNPHY

St Patrick's College of Education, Dublin, Ireland

#### **The development of spatial skills in children age 0-6**

Line Ronning Fosker (*Vestfold University College, Norway*)

#### **Good toddlerhood in early childhood education and care**

Niina Rutanen (*University of Tampere, Finland*)

#### **Living in spaces: Children translate their ideas about iconic architectural spaces through various artistic media**

Amy Miller and Jane Racoosin (*Beginnings Nursery School, United States*)

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## **SYMPOSIUM III/25**

### **PARTICIPATORY METHOD**

*Individual paper*

**Y2** Haworth: Haworth 101 (capacity 25)

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**CHAIR:** SUE DOCKETT

Charles Sturt University, Australia

#### **The making of knowledge – A reflection upon children's voices constructed from empirical data**

Elin Odegaard (*Bergen University College, Norway*)

#### **The impact of participatory paradigms on new mothers, birth group support workers and newly qualified midwives**

Jo Murphy-Lawless, Rosemary Mander and Nadine Edwards (*Trinity College Dublin, Ireland*)

#### **Children talking; teachers listening; improving learning**

William Stow and Helen Taylor (*Canterbury Christ Church University, United Kingdom*)

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## **SYMPOSIUM III/26**

### **INSIGHTS INTO THE CURRICULUM**

*Individual paper*

**Y2** Haworth: Haworth 203 (capacity 25)

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**CHAIR:** KAY MARGETTS

Gowrie SA, Australia

#### **A preschool teacher's perspectives on facilitating second language development - A case study**

Gunhild Tomter Alstad (*Hedmark University College, Norway*)

#### **Early childhood teachers' attitudes towards teaching and learning**

Filiz Varol (*Firat University, Turkey*)

#### **Teachers' knowledge of literacy in early childhood: Can dominant voices be challenged?**

Claire McLachlan and Alison Arrow (*Massey University College of Education, New Zealand*)

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## **SYMPOSIUM III/27**

### **ETHICS AND METHODOLOGY**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 1 (capacity 100)

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**CHAIR:** DEBORAH HARCOURT

Australian Catholic University, Australia

#### **Ethical research with children: Developing guidelines for authentic engagement**

Deborah Harcourt (1) and Jonathon Sargeant (2) ((1) *Australian Catholic University, Australia*; (2) *University of Southern Queensland, Australia*)

#### **'Recall' methodology: The merits of using an emergent biographical approach to interview childcare workers**

Hazel Wright (*Anglia Ruskin University, United Kingdom*)

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## **SYMPOSIUM III/28**

### **OBSERVING, VISUALISING AND RECONCEPTUALISING RESEARCH METHODS**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 2 (capacity 100)

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#### **Observations: Powerful tool or rude intrusion?**

Chris Jenkin (*AUT University, New Zealand*)

#### **Using visual methods within participatory action research In early years foundation stage settings**

Kathy Ring (*York St John University, United Kingdom*)

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## **SYMPOSIUM III/29**

### **GIVING VOICE TO VERY YOUNG CHILDREN**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 3 (capacity 100)

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**CHAIR:** SOPHIE ALCOCK

Victoria University of Wellington, New Zealand

#### **Playfulness from a secure base: Exploring attachment in young children's playful communication**

Sophie Alcock (*Victoria University of Wellington, New Zealand*)

#### **Investigating preschool children's nature experiences with a pragmatic approach**

Susanne Klaar (*Skövde University College, Sweden*)

#### **Knowing how to give voice to children...and deal with screaming, babbling, and silence. Impressions from an ethnographic study in a crèche**

Oliver Schnoor and Sascha Neumann (*University of Luxemburg, Luxemburg*)

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### **SYMPOSIUM III/30**

#### **SOCIAL BEHAVIOUR AND ETHNIC DIVERSITY**

*Individual paper*

Y11 Chemical Eng: Lecture Room 112 (capacity 25)

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**CHAIR:** MARIE NICOLE RUBIO

Le Furet, France

**To be excluded. Children's exclusion strategies in play**

Britt Tellgren (*Örebro university, Sweden*)

**Kaleidoscoping the pre-existing predispositional lens of children's play - Changing perspectives**

Benjamin Tawil and Kate Wagner (*Glyndwr University, United Kingdom*)

**Harassment and victimisation from day care to school**

Marita Neitola (*University of Turku, Finland*)

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### **SYMPOSIUM III/31**

#### **RESILIENCE AND EMOTION DURING TRANSITION**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre 124 (capacity 25)

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**CHAIR:** MARJATTA KALLIALA

University of Helsinki, Finland

**Children's centre support: Positive anchor points promoting resilience and positive feelings about school when experiencing transition to primary school**

Pascale Paradis (*University of Cambridge (acknowledgment to David Whitbread), United Kingdom*)

**"We're here now 'cause we are big" - Investigating children's experiences of graduating to new classrooms in early childhood care and education settings**

Christine O'Farrelly and Eilis Hennessy (*University College Dublin, Ireland*)

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### **SYMPOSIUM III/32**

#### **THE NORTHAMPTONSHIRE BABY ROOM PROJECT**

*Self-organised symposium*

Y11 Chemical Eng: Lecture Theatre G35 (capacity 25)

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**CHAIR:** VERONICA LAWRENCE

Hedmark University College, United Kingdom

**The Northamptonshire Baby Room project: The framework**

Veronica Lawrence and Claire Stevenson (*Hedmark University College, United Kingdom*)

**"Babies' brains are just amazing"**

Chris Whelan, Jo Newman and Vicki Beddoe (*Croyland Children's Centre and Nursery School, United Kingdom*)

**Babies don't do anything, do they? Making connections**

Kim Carne and Dianne Berrie (*Camrose Children's Centre, United Kingdom*)

TUESDAY 7<sup>th</sup> SEPTEMBER, 2010  
SYMPOSIUM SET IV: 11:30 – 13:00

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### **SYMPOSIUM IV/1**

LONGITUDINAL STUDY OF THE IMPACT AND ROLE OF EARLY YEARS PROFESSIONALS CARRIED OUT BY CENTRE FOR DEVELOPMENTAL AND APPLIED EDUCATION (CEDARE), UNIVERSITY OF WOLVERHAMPTON FOR CWDC

*Self-organised symposium*

R8 Physics West: Lecture Theatre 117 (capacity 140)

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**CHAIR:** MARK HADFIELD

Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom

#### **EYPS project: Aims and overarching methodology**

Mark Hadfield (1) and Martin Needham (2) ((1) *Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom* (2) *University of Wolverhampton, United Kingdom*)

#### **First Survey Report of EYPs' perceptions of their role, impact and career aspirations**

Michael Jopling, Karl Royle (1) and Judy Whitmarsh (2) ((1) *Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom* (2) *University of Wolverhampton, United Kingdom*)

#### **Constructing and researching notions of children's perspectives of improving quality in early years' settings**

Tim Waller (1) and Liz Southern (2) ((1) *University of Wolverhampton, United Kingdom*; (2) *Centre for Developmental and Applied Research in Education (CeDARE), University of Wolverhampton, United Kingdom*)

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### **SYMPOSIUM IV/2**

CURRICULUM DESIGN AND THE CHILD'S VOICE

*Individual paper*

R8 Physics West: Seminar Room 103 (capacity 40)

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**CHAIR:** BERENICE NYLAND

RMIT University, Australia

#### **Can the use of national curriculum documents promote the infant's voice in a group care context? A discussion from Australia**

Berenice Nyland (1) and Chris Nyland (2) ((1) *RMIT University, Australia*; (2) *Monash University, Australia*)

#### **Who is participating in (co) constructing kindergarten as a learning arena?**

Anita Berge (*University of Stavanger, Norway*)

#### **What is learning to a 1-3 years old child (toddler)?**

Margareth Eilifsen (*NLA University College, Norway*)

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### **SYMPOSIUM IV/3**

#### **RIGHT BY CHILDREN? CONSIDERING EARLY CHILDHOOD POLICY IN IRELAND**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 1 (capacity 128)

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**CHAIR:** MATHIAS URBAN

University of East London, United Kingdom

#### **The discursive construction of 'children' and rights' in Irish early childhood policy**

Rachel Kiersey and Nóirín Hayes (*Dublin Institute of Technology, Ireland*)

#### **Behind closed doors: Exploring the experiences of key voices in Irish ECEC policy making**

Siobhan Bradley (*Dublin Institute of Technology, Ireland*)

#### **Designing policy tools to give voice**

Bernie O'Donoghue Hynes and Nóirín Hayes (*Dublin Institute of Technology, Ireland*)

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### **SYMPOSIUM IV/4**

#### **DEVELOPING PEDAGOGY**

*Individual paper*

**R16** Arts Building: Lecture Room 2 (capacity 60)

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**CHAIR:** JAN PEETERS

VBJK - The resource and research centre for ECEC, Belgium

#### **You can trust me. Pedagogical professionalism and pedagogical relations in ECEC**

Pauline Schreuder (*University of Groningen, The Netherlands*)

#### **The use of pedagogical documentation to facilitate dialogue and attentive listening in early childhood studies and early childhood teacher education**

Suzanne Quinn (*Roehampton University, United Kingdom*)

#### **Promoting participation in an on-line discussion forum**

Annette Kearns (*Irish Preschool Play Association (IPPA), Ireland*)

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### **SYMPOSIUM IV/5**

#### **INFLUENCE ON ECE**

*Individual paper*

**R16** Arts Building: Lecture Room 3 (capacity 98)

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**CHAIR:** AILIE CLEGHORN

Concordia University, Canada

#### **Whose quality in ECEC, local or global?**

Ailie Cleghorn (1) and Larry Prochner (2) ((1) *Concordia University, Canada*; (2) *University of Alberta, Canada*)

#### **Knowledge generation intended to early childhood within subcultures and its implementation in larger society**

Sabah Ayachi and Rachid Mimouni (*University of Algiers, Algeria*)

#### **Effective early childhood education programmes: A best-evidence synthesis**

Bette Chambers (1) and Oli de Botton (2) ((1) *University of York, United Kingdom*; (2) *CfBT Education Trust, United Kingdom*)

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## **SYMPOSIUM IV/6**

### **KINDERGARTEN SPACE, MATERIALITY, LEARNING AND MEANING-MAKING II**

*Self-organised symposium*

**R16 Arts Building: Lecture Room 4 (capacity 60)**

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**CHAIR: THOMAS MOSER**

Vestfold University College, Norway

#### **Haunting space**

Gunvor Løkken (*Vestfold University College, Norway*)

#### **Learning outdoors, children's perspectives and embodied meaning-making**

Kari-Anne Jørgensen (*Vestfold University College, Norway*)

#### **Children's perspectives on space and materiality in the kindergarten. Children as informants in early childhood education research**

Solveig Østrem (*Vestfold University College, Norway*)

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## **SYMPOSIUM IV/7**

### **RELATING TO INFANTS: THREE EXPLORATIONS OF THE CONTEXT OF RELATIONSHIP-BASED INFANT-TODDLER PROGRAMMES**

*Self-organised symposium*

**R16 Arts Building: Lecture Room 5 (capacity 84)**

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**CHAIR: SANDRA CHEESEMAN**

Macquarie University, Australia

#### **Learning to know each other: Interactions between teachers and infants during primary care in group-based early childhood settings**

Carmen Dalli (*Victoria University of Wellington, New Zealand*)

#### **Interpretations of infants and their link to relationship-enhancing interactions in day-care infant programs**

Sheila Degotardi (*Macquarie University, Australia*)

#### **Relationship-building with parents from culturally diverse backgrounds caring for a child with disability**

Emma Pearson (*Macquarie University, Australia*)

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## **SYMPOSIUM IV/8**

### **LISTENING TO CHILDREN DIFFERENT CULTURES**

*Individual paper*

**R16 Arts Building: Lecture Room 6 (capacity 116)**

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**CHAIR: NÓIRÍN HAYES**

Dublin Institute of Technology, Ireland

#### **Barriers to the determination of the 'Voice of the Child' in the Irish full day care pre-school setting**

Charlotte Johnston Molloy and Nóirín Hayes (*Dublin Institute of Technology, Ireland*)

#### **Listening to children in different cultural contexts**

Chandrika Devarakonda (*University of Chester, United Kingdom*)

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## **SYMPOSIUM IV/9**

### **INTERNATIONAL PERSPECTIVES ON LEADERSHIP MENTORING IN EARLY YEARS SERVICES**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 7 (capacity 134)

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**CHAIR:** PAUL WATLING

Centre for Research in Early Childhood, United Kingdom

#### **Introduction and principles of dialogical mentoring & reflections on the practice of an early years mentor**

Mike Gasper (1) and Azora Hurd (2) ((1) *Starfish Enterprise, United Kingdom*; (2) *University of Birmingham, United Kingdom*)

#### **Creating a culture of mentoring: Collaboration to support quality enhancement**

Heather Conroy (*EtonHouse Preschools Singapore, Singapore*)

#### **Alchemy or practical mechanics: A study of the benefits of leadership mentoring to integrated children's services organisations**

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

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## **SYMPOSIUM IV/10**

### **LEARNING FROM AND WITH EACH OTHER: COLLABORATIVE RESEARCH IN ITALIAN, NORWEGIAN, AND US EARLY CHILDHOOD TEACHER EDUCATION**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 8 (capacity 60)

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**CHAIR:** REBECCA S. NEW

University of North Carolina at Chapel Hill, United States

#### **Videoresearch and professional development**

Susanna Mantovani (*The University of Milan - Bicocca, Italy*)

#### **Lessons learned from a crossnational study in Italy and U.S**

Mary Jane Moran and Rena Hallam (*University of Tennessee, United States*)

#### **Conflicting visions of equity and social justice in Norwegian and US early childhood education**

Åse Nylenna Akslen (1) and Rebecca S. New (2) ((1) *NLA University College, Norway*; (2) *University of North Carolina at Chapel Hill, United States*)



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## SYMPOSIUM IV/11

### DESPERATELY SEEKING AUTHENTICITY: PROMOTING EQUALITY THROUGH PARTNERSHIPS IN 'SUPPORTED PLAYGROUPS'

*Self-organised symposium*

R16 Arts Building: Lecture Theatre (capacity 215)

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**CHAIR:** MARTIN NEEDHAM (1) AND KATE HAYWARD (2)

(1) University of Wolverhampton, United Kingdom; (2) Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom

#### **Re-evaluating an early intervention for 'hard to reach' families in the light of social capital theory**

Sally Smith (*Peers Early Education Partnership, United Kingdom*)

#### **Back to basics in learning interactions: A case study of context shaping children's learning in a parent and toddler group**

Martin Needham (*University of Wolverhampton, United Kingdom*)

#### **Creating space for parents: Unpacking the facilitation role in three supported playgroups in Australia**

Dianne Jackson (*Connect Child and Family Services, Australia*)

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## SYMPOSIUM IV/12

### TRANSFORMATIVE DYNAMICS IN DOCTORAL STUDIES: DISRUPTING TRADITIONAL TRAJECTORIES

*Self-organised symposium*

R1 Law: Lecture Theatre 1 (capacity 212)

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**CHAIR:** TONY BERTRAM

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

#### **Doctoral study in a practitioner-led action research learning community**

Margy Whalley (*Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*)

#### **New approaches to advanced study: Knowledge generation through participatory and equitable learning communities**

Chris Pascal (1), Nicola Smith (2), Linda Probert (3) and Pansy McFarlane-Edmond(4) ((1)Centre for Research in Early Childhood (CREC), United Kingdom; (2) University of Wolverhampton, United Kingdom; (3) Olive Hill Children's Centre, United Kingdom; (4) London Metropolitan University, United Kingdom)

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## SYMPOSIUM IV/13

### PARTICIPATORY METHODOLOGY

*Individual paper*

R1 Law: Moot Room (capacity 35)

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**CHAIR:** LIZ BROOKER

Institute of Education, University of London, United Kingdom

#### **A multimodal approach in early childhood educational research – Possibilities and challenges**

Susanne Westman (*Luleå University of Technology, Sweden*)

#### **Children's resources in action – How can cultural capital transform into social capital in a day care centre?**

Mari Vuorisalo (*University of Jyväskylä, Finland*)

#### **Enhancing children's 'voices' through the development of philosophical thinking in early childhood education**

Patrick Costello (*Glyndwr University, United Kingdom*)

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## **SYMPOSIUM IV/14**

### **PROFESSIONAL IDENTITY (2)**

*Individual paper*

**R1 Law: Seminar Room 111 (capacity 30)**

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**CHAIR: ANNICA LÖFDAHL**

Karlstad University, Sweden

#### **Everyday practice in after school settings**

Annica Löfdahl, Tomas Saar and Maria Hjalmarsson (*Karlstad University, Division for Educational Sciences, Sweden*)

#### **Two identities of early years practitioners**

Wendy Sims-Schouten (*University of Portsmouth, United Kingdom*)

#### **The role of materiality in an educational situation in a child care centre in Lausanne: Methodological issues**

Sophie Tapparel (*University of Lausanne, Switzerland*)

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## **SYMPOSIUM IV/15**

### **OUTDOOR PLAY AND LEARNING – EXPLORATIONS OF 'SPACE' AND 'SPACES'**

*Self-organised symposium*

**R1 Law: Lecture Theatre 2 (capacity 210)**

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**CHAIR: TRISHA MAYNARD**

Christ Church Canterbury University, United Kingdom

#### **'...But when I let the children take the lead they're weren't as bad as I thought they were': The perceived impact of child-led play and learning outdoors**

Trisha Maynard (1), Jane Waters and Jennifer Clement (2) ((1) *Christ Church Canterbury University, United Kingdom*; (2) *Swansea University, United Kingdom*)

#### **Places for children: Investigating the characteristics of good outdoor environments for young children in early childhood programmes – A 'generous' environment**

Jan White and Helen Woolley (*University of Sheffield, United Kingdom*)

#### **A proposed model for the conceptualisation of affordances for interaction in early years spaces: A discussion paper**

Jane Waters (1) and Trisha Maynard (2) ((1) *Swansea University, United Kingdom*; (2) *Christ Church Canterbury University, United Kingdom*)

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## **SYMPOSIUM IV/16**

### **TRANSITIONS (2)**

*Individual paper*

**R1** Law: Lecture Theatre 3 (capacity 78)

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**CHAIR:** ANNA KIENIG

University of Bialystok, Poland

#### **Empowering aspects of transition from kindergarten to first grade through children's voices**

Eleni Loizou (*University of Cyprus, Cyprus*)

#### **'The Child Snapshot': A tool for the transfer of information on children making the transition from preschool to primary school**

Mary O'Kane (*Dublin Institute of Technology, Ireland*)

#### **Transition to school in Poland: Changes and challenges**

Anna Kienig (*University of Bialystok, Poland*)

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## **SYMPOSIUM IV/17**

### **PARTICIPATORY METHODS (3)**

*Individual paper*

**R28** Learning Centre: LG34 (capacity 48)

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**CHAIR:** NANCY BARBOUR

Kent State University, United States

#### **Children's interests and curriculum development: The contribution of CFI (Children Follow-up Instrument)**

Aida Maria Figueiredo, Maria Gabriela Portugal and Sonia Gois (*Aveiro University, Portugal*)

#### **"If I were a magician..." - A child's own evaluation of the quality of day care**

Riitta Hannelius (*City of Tampere, Education and Care, Finland*)

#### **What do children tell about their lives, food and eating by their stories?**

Liisa Karlsson (*University of Helsinki, Finland*)

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## **SYMPOSIUM IV/18**

### **MUSIC AND INTEGRATED MULTIPROFESSIONAL WORKING**

*Individual paper*

**R28** Learning Centre: UG04 (capacity 70)

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**CHAIR:** CYNTHIA KNIGHT

St Thomas Children's Centre, United Kingdom

#### **Children's musical voices**

Nancy Evans, Cynthia Knight, Nicola Burke, Trish Power and Madeline Norris (*St Thomas Children's Centre, United Kingdom*)

#### **The 'One-Stop' shop! How does music contribute to evolving 'community of practice' within a multi-professional team in a children's centre?**

Jessica Pitt (*Roehampton University, United Kingdom*)

#### **Watching the silence: The development of reflective practice with parents and babies through music**

Alison Street (*Peers Early Education Partnership (PEEP), United Kingdom*)

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## **SYMPOSIUM IV/19**

### **VOICE, IDENTITY AND DEMOCRACY**

*Individual paper*

**R28** Learning Centre: UG05 (capacity 48)

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**CHAIR:** WENDY MESSENGER

University of Worcester, United Kingdom

#### **Listen to children's concept of friendship: A cross cultural perspective**

Dalila Lino (1) and Cristina Parente (2) ((1) *University of Maine Farmington, United States*; (2) *University of Minho, Portugal*)

#### **Working with digital resources in a democratic perspective in the kindergarten**

Ida M. Knudsen (*Bergen University College, Norway*)

#### **Seeking young children's voices: How do they perceive the spatial and cultural dimensions of their own identity?**

Mehmet Buldu (*United Arab Emirates University, United Arab Emirates*)

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## **SYMPOSIUM IV/20**

### **MULTILINGUISM, LITERACY AND INCLUSION**

*Individual paper*

**R28** Learning Centre: UG06 (capacity 48)

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**CHAIR:** WILFRIED GRIEBEL

State Institute for Early Childhood Education and Research, Germany

#### **Teachers' development and children's bilingual education**

Norma Wolffowitz-Sanchez (*Pontifícia Universidade Católica de São Paulo, Brazil*)

#### **Early literacy and inclusion**

Anders Skriver Jensen (*The Danish School of Education, Aarhus University, Denmark*)

#### **Transition and Multilingualism - A multilateral COMENIUS curriculum project**

Wilfried Griebel (*State Institute for Early Childhood Education and Research, Germany*)

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## **SYMPOSIUM IV/21**

### **GENDER, PRACTITIONER AND DIVERSITY**

*Individual paper*

**Y9** Computer Science: UG40 (capacity 36)

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**CHAIR:** ROSE DRURY

Open University, United Kingdom

#### **Practitioners speak ... but to whom are they listening?**

Anne Petriwskyj (*Queensland University of Technology, Australia*)

#### **Gender and kindergarten**

Maria João Cardona, Teresa-Cláudia Tavares, Isabel Piscalho and Marta Uva (*Escola Superior de Educação de Santarém, Portugal*)

#### **Transitions in pre-school and to the first school year from a perspective of inclusive education**

Anders Garpelin (1), Kenneth Ekström and Pernilla Kallberg (2) ((1) *UKK School of Education, Culture and Communication, Sweden*; (2) *Department of Applied Educational Science, Sweden*)

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## **SYMPOSIUM IV/22**

### **PRE-SCHOOL TEACHERS VIEWS AND COMPETENCE IN RELATION TO PEDAGOGY AND PLAY**

*Individual paper*

**R27** Biosciences: Lecture Theatre E102 (capacity 25)

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**CHAIR:** STIG BRÖSTROM

The Danish School of Education, Aarhus University, Denmark

#### **Preschool teachers view on children's learning**

Stig Bröstrom, Anette Sandberg (1), Inge Johansson (2) and Thorleif Frøkjær (3) ((1)*The Danish School of Education, Aarhus University, Denmark*; (2) *Stockholm University, Sweden*; (3) *University College Capital, Denmark*)

#### **Prospective learners? Some voice from preservice teachers**

Isik Sabirli Ozisikli (*Bogazici University, Turkey*)

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## **SYMPOSIUM IV/23**

### **PROFESSIONAL VOICES (2)**

*Individual paper*

**R27** Biosciences: Lecture Theatre NG08 (capacity 25)

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**CHAIR:** MAELIS KARLSSON LOHMANDER

University of Gothenburg, Sweden

#### **“Times they are a changing” – How do Swedish early childhood education practitioners cope with top down educational change?**

Maelis Karlsson Lohmander (*University of Gothenburg, Sweden*)

#### **4ME Interpretive = Quant + 3Qual – Quant**

Margaret Simms (*Nottingham Trent University, United Kingdom*)

#### **Listening to childminders: Foundation degree study and its impact on professional identity and reflective practice**

Sue McKeogh (*Open University, United Kingdom*)

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## **SYMPOSIUM IV/24**

### **PROFESSIONAL CULTURES IN SETTINGS**

*Individual paper*

**R27** Biosciences: Lecture Theatre 301 (capacity 128)

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**CHAIR:** SARAH SHARPE

Staffordshire University, United Kingdom

#### **A case study on reflections of early childhood student teachers and their mentors in Hong Kong**

Anita Tsui (*Hong Kong Institute of Education, China*)

#### **Professional role and leadership of Icelandic preschool teachers: Definitions and development**

Arna H Jonsdottir (*University of Iceland, Iceland*)

#### **Early Years Professional Status: The employers perspective**

Sarah Sharpe (*Staffordshire University, United Kingdom*)

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## **SYMPOSIUM IV/25**

### **CHILDREN'S VOICE AND THE CURRICULUM (2)**

*Individual paper*

Y2 Haworth: Haworth 101 (capacity 25)

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**CHAIR:** BERT VAN OERS

VU University Amsterdam, The Netherlands

#### **Listening and learning from children's voices**

Debbie Reel and Helen Davies (*Newman University College, United Kingdom*)

#### **How can we listen to the voice of the young child?**

Anja Tertoolen, Bert van Oers, J. Geldens and H. Popeijus ((1) *Hogeschool Domstad, The Netherlands*; (2) *VU University Amsterdam, The Netherlands*)

#### **Researching quality: Listening to children in Verona, Italy**

Valentina Mazzoni (1) and Deborah Harcourt (2) ((1) *University of Verona, Italy*; (2) *Australian Catholic University, Australia*)

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## **SYMPOSIUM IV/26**

### **ASPECTS OF QUALITY PROVISION**

*Individual paper*

Y2 Haworth: Haworth 203 (capacity 25)

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**CHAIR:** JOHANNA EINARSDOTTIR

University of Iceland, Iceland

#### **A little bird told me: Communication in Irish Pre-school playgroups focusing on staff-child interactions and peer interactions of children**

Gerardine Neylon (*University of Limerick, Ireland*)

#### **"The work of social educators and their profession – On the development of professional competency in child care institutions"**

Anders Elof Nielsen (*UC Sealand, Denmark*)

#### **Dialogue as a health promotional factor**

Merete Moe (*Queen Maud University College, Norway*)

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## **SYMPOSIUM IV/27**

### **PROFESSIONAL IDENTITY**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 1 (capacity 100)

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**CHAIR:** MARESA DUIGNAN

Early Years Education Policy Unit, Department of Education and Science, Ireland

#### **The professional identity of the early childhood care and education workforce in Ireland - Past and present and future**

Maresa Duignan (*Early Years Education Policy Unit, Department of Education and Science, Ireland*)

#### **Building a model of early years professionalism from practitioners' voices**

Avril Brock (*Leeds Metropolitan University, United Kingdom*)

#### **Knowledge production and discourses in preschool**

Tiri Schei (*Bergen University College, Norway*)

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## **SYMPOSIUM IV/28**

### **CHILDREN'S VOICES IN CURRICULUM DEVELOPMENT**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 2 (capacity 100)

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**CHAIR:** SARAH TE ONE

Victoria University of Wellington, New Zealand

#### **Titiro mai, Titiro atu - Curriculum at Otaki Kindergarten. A New Zealand centre of innovation**

Sarah Te One (*Victoria University of Wellington, New Zealand*)

#### **The forgotten citizens: A contemporary response to a 1930s project to gain voice for children**

Nicola Chisnall (*Auckland University of Technology, New Zealand*)

#### **Understanding child development in a holistic way: A conceptual model**

Pui Ling Wong (*Monash University, Australia*)

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## **SYMPOSIUM IV/29**

### **PLAY AND DIGITAL TECHNOLOGIES**

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 3 (capacity 100)

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**CHAIR:** ALISON STEPHENSON

Victoria University, New Zealand

#### **Children in interaction in a digital context**

Margrethe Jernes (*University College Stord/Haugesund, Norway*)

#### **How does the use of digital games in kindergartens challenge established roles, patterns of interaction, and the pre-school teacher's pedagogical intentions?**

Vigdis Vangnes and Nils Tore Gram Okland (*Stord/Haugesund University College, Norway*)

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## **SYMPOSIUM IV/30**

### **DEEP LEVEL LISTENING TO CHILDREN**

*Individual paper*

Y11 Chemical Eng: Lecture Room 112 (capacity 25)

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**CHAIR:** KRISTIN KARLSDOTTIR

University of Iceland, Iceland

#### **Listening to children's voices. Learning stories a tool for changing views?**

Kristin Karlsdottir and Bryndis Gardarsdottir (*University of Iceland, Iceland*)

#### **Being there, hearing their voices**

Deborah Gahan and Beverley Broughton (*Queensland University of Technology, Australia*)

#### **Children's walking tour as method: Interpreting free chat and activity**

Raija Raittila (*University of Jyväskylä, Finland*)

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## **SYMPOSIUM IV/31**

### **GENDERED ISSUES**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre 124 (capacity 25)

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**CHAIR:** GRACE PATON

University of the West of Scotland, United Kingdom

#### **Girls and Boys like me? – 4 to 6 years old children's interpretations of gender representations in contemporary picture books**

Lucia Gomes (*Oporto University, Portugal*)

#### **Paying attention to gender**

Vivienne Hogan (*AUT University, New Zealand*)

#### **Female international marriage immigrants in Korea: Educational issues and challenges for their young children**

Jung Dae-Hyun (*Chong-shin University, South Korea*)

#### **Why "street children" or "scavengers" and not simply "children"? Social representations and identity formation of the children living on the streets of Nairobi. A qualitative study.**

STEFANIA MEDA (*Catholic University of Milan, Italy*)

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## **SYMPOSIUM IV/32**

### **PLACE AND SPACE**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre G35 (capacity 25)

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**CHAIR:** DENISE HEVEY

Northampton University, United Kingdom

#### **How can place pedagogy enable children's (age two – three) active participation in processes of learning?**

Marit Boe, Karin Hognestad and Åse Jørgensen (*Telemark University Collage, Norway*)

#### **Playscapes and playscape activities speaking – A methodological analysis**

Antje Luchs and Monika Fikus (*University of Bremen, Germany*)

#### **Land art in early childhood education**

Christine Zieser (*Louise-Schroder- College, Germany*)



TUESDAY, 7<sup>th</sup> SEPTEMBER  
SYMPOSIUM SET V: 14:15 – 15:45

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**SYMPOSIUM V/1**

**PROFESSIONAL DILEMMAS**

*Individual paper*

R8 Physics West: Lecture Theatre 117 (capacity 140)

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**CHAIR:** HELEN MOYLETT

National Strategies, United Kingdom

**Education for a value based purpose or towards random, specific goals? Preschool teachers squeezed between professional responsibility and accountability.**

Solveig Ostrem (*Vestfold University College, Norway*)

**Factors influencing the recruitment and retention of Early Years Professional Status candidates**

Jennifer Colwell and Helen MacIntyre (*University of Brighton, United Kingdom*)

**A century and a decade of early years schooling: Some reflections**

Helen May (*University of Otago, New Zealand*)

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**SYMPOSIUM V/2**

**LANGUAGES, CULTURES, IDENTITIES AND POWER**

*Self-organised symposium*

R8 Physics West: Seminar Room 103 (capacity 40)

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**CHAIR:** MARIE NICOLE RUBIO

Lefuret, France

**A young bilingual child starting school: Learning in an English nursery class**

Leena Robertson (1) and Rose Drury (2) ((1) *Middlesex University United Kingdom*; (2) *Open University, United Kingdom*)

**Giving young multilingual learners a voice from the start of schooling**

Christine Hélot (*France*)

**The relevance of multilingualism for teachers and immigrant parents in early childhood education and care in Germany and in France**

Nathalie Thomauske (*University of Bielefeld, Germany*)

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## **SYMPOSIUM V/3**

### **KINDERGARTEN SPACE, MATERIALITY, LEARNING AND MEANING-MAKING I**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 1 (capacity 128)

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**CHAIR:** GUNVOR LØKKEN

Vestfold University College, Norway

#### **Open indoor space and children's play**

Solveig Nordtømme (*University College of Vestfold, Norway*)

#### **The kindergarten room – A multimodal pedagogical text**

Astrid Granly and Eva Maagerø (*Vestfold University College, Norway*)

#### **Staging space and material**

Hege Hansson (*Vestfold University College, Norway*)

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## **SYMPOSIUM V/4**

### **CONTESTING THE GAP IN EARLY CHILDHOOD TEACHER EDUCATION**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 2 (capacity 60)

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**CHAIR:** ANNELIE FREDRICSON

University of Stockholm, Sweden

#### **Contesting the gap between theory and practice**

Annelie Fredricson, Bodil Halvars-Franzén, Agneta Wallander and Cecilia Caiman (*Department of Didactic Science and Early Childhood Education, Stockholm University, Sweden*)

#### **On mathematics in early childhood teacher education**

Agneta Wallander and Annelie Fredricson (*Stockholm University, Sweden*)

#### **How to work with an explorative approach in science and technology?**

Bodil Halvars-Franzén, Cecilia Caiman and Ingela Elfström (*Stockholm University, Sweden*)

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## **SYMPOSIUM V/5**

### **TRANSITION TO SCHOOL**

*Individual paper*

**R16 Arts Building: Lecture Room 3 (capacity 98)**

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**CHAIR:** ALINE-WENDY DUNLOP

University of Strathclyde, United Kingdom

#### **The school starters in transition to school**

Vibeke Glaser and Marit Semundseth (*Queen Maud University College, Norway*)

#### **Parents speak in the transition to school, who listens?**

Monika Sujbert (*University of Education Ludwigsburg, Germany*)

#### **Evaluating the parental component of an Early Childhood Care and Education programme for disadvantaged families and children in Ireland**

Grainne Smith (1), Siobhan Keegan (2), Iram Siraj-Blatchford (3) and Nóirín Hayes (4) ((1) *Quality Specialist, Tallaght West Child Development Initiative [CDI], Ireland*; (2) *Centre for Social and Educational Research, Dublin Institute of Technology, Ireland*; (3) *Institute of Education, University of London, United Kingdom*; (4) *Dublin Institute of Technology, Ireland*)

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## **SYMPOSIUM V/6**

### **TRANSITION IN DISADVANTAGED COMMUNITIES**

*Self-organised symposium*

**R16 Arts Building: Lecture Room 4 (capacity 60)**

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**CHAIR:** SUE DOCKETT

Charles Sturt University, Australia

#### **A continuing professional development programme on transition for disadvantaged preschools in Ireland**

Mary O'Kane (*Dublin Institute of Technology, Ireland*)

#### **Sustained nurse home visiting: Impact on transition to school experiences**

Catherine Kaplun (*Charles Sturt University, Australia*)

#### **Children of families with complex support needs starting school**

Sue Dockett (*Charles Sturt University, Australia*)

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**SYMPOSIUM V/7**  
**PARENTAL VIEWS**

*Individual paper*

**R16 Arts Building: Lecture Room 5 (capacity 84)**

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**CHAIR: EVA LLOYD**

University of East London, United Kingdom

**The introduction of early education provision for two year old children in England**

Eva Lloyd (1) and Ruth Smith (2) ((1) *University of East London, United Kingdom*; (2) *National Centre for Social Research, United Kingdom*)

**Development and effects of family value activities programme for 5-year old children**

Hye Jeong Cho (*Chongshin University, South Korea*)

**Achieving parents' perspectives**

Georgina Glenny (*Oxford Brookes University, United Kingdom*)

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**SYMPOSIUM V/8**

**DANISH PEDAGOGUES IN KIDNERGARTENS AND LEISURE TIME CENTERS**

*Self-organised symposium*

**R16 Arts Building: Lecture Room 6 (capacity 116)**

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**CHAIR: PETER ENGELBREKT PETERSEN**

The Danish National Federation of Early Childhood Teachers and Youth Educators, Denmark

**Qualifying collaboration and dialogues across the day-care sector in Denmark**

Mie Plotnikof (*Copenhagen Business School, Denmark*)

**Pedagogues' understandings of Danish practice in services for young children – From films of practice in England, Hungary and Denmark**

Jytte Juul Jensen (*VIA University College, Denmark*)

**Illustrations of children's temporal and spatial daily rhythms in preschool**

Marie Martinussen (*Aalborg University, Denmark*)

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## **SYMPOSIUM V/9**

### **INTERNATIONAL PERSPECTIVES ON POLICY AND CHILDREN'S EXPERIENCES IN ECEC**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 7 (capacity 134)

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**CHAIR:** KAYE COLMER

The Lady Gowrie Child Centre, Australia

**A comparison of Government policy in relation to the provision of early childhood services for birth to three across five countries – Norway, Australia, Scotland, New Zealand and England**

Kaye Colmer (*The Lady Gowrie Child Centre, Australia*)

**International insights: Case studies of children's experiences of early childhood settings across five countries**

Kaye Colmer (1) , Anne Greve (2), Felicity Norton (3), Grace Paton (4) and Jean Rockel (5) ((1) *The Lady Gowrie Child Centre, Australia*; (2) *Oslo University College, Norway*; (3) *Pen Green Research, Development and Training Base and Leadership Centre, United Kingdom*; (4) *University of the West of Scotland, United Kingdom*; (5) *University of Auckland, New Zealand*)

**Knowledge and voice in the symposium: A facilitated discussion reflecting on international comparisons, and the impact of policy on practice**

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

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## **SYMPOSIUM V/10**

### **MULTI-VOICEDNESS IN EVOLVING EARLY YEARS PROFESSIONALISM**

*Self-organised symposium*

**R16** Arts Building: Lecture Room 8 (capacity 60)

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**CHAIR:** KAREN HANSON

University of Worcester, United Kingdom

**Early years professional status within a BA course: Collective co-construction of professional identities**

Anna Popova (*University of Worcester, United Kingdom*)

**Creating a community of practice, different roles, a shared vision**

Carla Solvason (*University of Worcester, United Kingdom*)

**'I'd never thought of myself as a leader...': Reconceptualising leadership with early years professionals**

Rory McDowall Clark (*University of Worcester, United Kingdom*)

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## **SYMPOSIUM V/11**

### **CHILD DEVELOPMENT, PARENTAL INTERACTION (HOME LEARNING)**

*Individual paper*

**R16** Arts Building: Lecture Theatre (capacity 215)

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**CHAIR:** CHRISTINE STEPHEN

University of Stirling, United Kingdom

**Parents as pedagogues: supporting learning with technologies at home**

Christine Stephen, Olivia Stevenson and Claire Adey (*University of Stirling, United Kingdom*)

**How do you promote a child's development? Early developmental transitions in the perspective of parents and day-care personnel**

Kaisa Jakkula, Aili Helenius and Hilikka Munter (*Oulun Yliopisto, Finland*)

**Parental knowledge in parent-practitioner conferences in Finnish ECEC**

Maarit Alasuutari (*University of Jyväskylä, Finland*)

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## **SYMPOSIUM V/12**

### **SIMILARITIES AND DIFFERENCES AMONG SERVICES IN 4 COUNTRIES**

*Self-organised symposium*

**R1** Law: Lecture Theatre 1 (capacity 212)

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**CHAIR:** MICHEL VANDERBROECK

University of Ghent, Belgium

Miwako Hoshi-Watanabe (1) , Tullia Musatti (2), Sylvie Rayna (3), Michel Vandebroek & Naomi Geens (4)  
(1) *Jumonji University, Japan*; (2) *CNR, Rome, Italy*; (3) *Université Paris 13, France*; (4) *University of Ghent, Belgium*

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## **SYMPOSIUM V/13**

### **EARLY INTERVENTION INCLUSION**

*Individual paper*

**R1** Law: Moot Room (capacity 35)

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**CHAIR:** ANDREW LOCKETT

National Strategies, United Kingdom

**Early childhood settings as a locus for the inclusion of children with special needs**

Mary Moloney and Eucharía McCarthy (*Mary Immaculate College, Ireland*)

**Speaking of the SES-linked achievement gap: Listening to the results of an implementation study**

Diane Horm (*University of Oklahoma-Tulsa, United States*)

**Components of early dialogues. Infants with and without disabilities initiating "Bildung" in parent-infant-dyads**

Ursula Horsch, Julia Roth, Andrea Scheele and Katrin Fürst (*University of Heidelberg, Germany*)

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## **SYMPOSIUM V/14**

### **CONTINUING PROFESSIONAL DEVELOPMENT**

*Individual paper*

R1 Law: Seminar Room 111 (capacity 30)

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**CHAIR:** CATH ARNOLD

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

**Investigating continuing professional development for trainers in the childcare sector**

Phil Lynch (*Irish Preschool Play Association (IPPA), Ireland*)

**Developing a shared language of learning: A centre-based model of CPD**

Debi Keyte-Hartland, Helen Watson and Ellie Reynish (*Hillfields Children's Centre, United Kingdom*)

**Knowledge construction in team meetings in Finnish early childhood education**

Kirsti Karila (*University of Tampere, Finland*)

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## **SYMPOSIUM V/15**

### **MOVING ON TO 'BIG' SCHOOL**

*Individual paper*

R1 Law: Lecture Theatre 2 (capacity 210)

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**CHAIR:** KAY MARGETTS

University of Melbourne, Australia

**How children's drawings help us understand about starting school**

Kay Margetts (*University of Melbourne, Australia*)

**Convergent and divergent constructions of the child as a learner - The perspectives of educators, parents, and the child**

Ann-Kathrin Arndt, Antje Rothe, Michael Urban and Rolf Werning (*Leibniz University Hannover, Germany*)

**The differences among parents' knowledge and voices while children transit from K to Elementary school**

Marn-Ling Shing, Chao-Ming Lee and Yu-Pey Chou (*Taipei Municipal University of Education, Taiwan*)

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## **SYMPOSIUM V/16**

### **THE MULTICULTURAL KINDERGARTEN IN RURAL AREAS IN NORWAY**

*Self-organised symposium*

R1 Law: Lecture Theatre 3 (capacity 78)

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**CHAIR:** SIGRUN SAND

Hedmark University College, Norway

**Play in a multicultural kindergarten**

Berit Zachrisen (*Hedmark University College, Norway*)

**What do they talk about? Informal talks between kindergarten staff and refugee parents**

Sigrun Sand (*Hedmark University College, Norway*)

**The multicultural kindergarten in rural areas – A national survey**

Thor Ola Engen (*Hedmark University College, Norway*)

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## **SYMPOSIUM V/17**

### **PLAY, PLACE AND CHILDREN'S VOICE**

*Individual paper*

**R28** Learning Centre: LG34 (capacity 48)

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**CHAIR:** MARJATTA KALLIALA

University of Helsinki, Finland

#### **Toddlers as traditional and innovative users of their learning environment**

Marjatta Kalliala (*University of Helsinki, Finland*)

#### **Natures voice**

Carol Duffy (*Irish Preschool Play Association (IPPA), Ireland*)

#### **Children's places in ECEC in Norway**

Atle Krogstad (*Queen Maud College for Early Childhood Education, Norway*)

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## **SYMPOSIUM V/18**

### **THE VOICES OF MEN IN ECE**

*Self-organised symposium*

**R28** Learning Centre: UG04 (capacity 70)

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**CHAIR:** TIM ROHRMANN

Catholic University of Applied Sciences, Germany

#### **Men's voices in ECE in Austria. Results of a nationwide research project**

Bernhard Koch (*Innsbruck University, Austria*)

#### **Male teachers in Early Childhood Education in Germany**

Jens Krabel and Michael Cremers (*Catholic University for Applied Sciences Berlin, Germany*)

#### **Male Childcare Workers coping with their professional lives and career after graduation**

Svein Ole Sataøen (*Bergen University College, Norway*)

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## **SYMPOSIUM V/19**

### **COMMUNICATION BETWEEN PRACTITIONERS**

*Individual paper*

**R28** Learning Centre: UG05 (capacity 48)

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**CHAIR:** MARESA DUIGNAN

Early Years Education Policy Unit, Department of Education and Science, Ireland

#### **A workforce development plan for the early childhood care and education sector in Ireland**

Maresa Duignan and Catherine Hynes (*Early Years Education Policy Unit, Department of Education and Science, Ireland*)

#### **"Lost in transition" - Kindergarten changes in Norway and implications for inclusion/exclusion for children with disabilities**

Tonje Kolle, Kjell-Arne Solli and Anne-Lise Arnesen (*Østfold University College, Norway*)



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## **SYMPOSIUM V/20**

### **CROSS CULTURAL EXCHANGES ABOUT CHILDCARE**

*Individual paper*

**R28** Learning Centre: UG06 (capacity 48)

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**CHAIR:** ANNALIE BOTHA

University of Pretoria, South Africa

**Voices from other cultures helped students to engage in understanding across cultural borders**

Annalie Botha and Teresa Harris (*University of Pretoria, South Africa*)

**"It's not like a job now – it's part of me": An exploration of childminding services as provided by African women settled in the west of Ireland**

Sheila Garrity (*National University of Ireland, Ireland*)

**Childcare: what do/can we expect?**

Greet De Brauwere and Agnes Biltris (*University College Ghent, Belgium*)

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## **SYMPOSIUM V/21**

### **COMMUNICATION AND CULTURE**

*Individual paper*

**Y9** Computer Science: UG40 (capacity 36)

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**CHAIR:** TIM WALLER

University of Wolverhampton, United Kingdom

**Voices in a language planning project**

Maire Mhic Mhathuna and Mairead Mac Con Lomaire (*Dublin Institute of Technology, Ireland*)

**The wellbeing of preschool children (under six years old): multiple viewpoints of a contextually embedded notion. A discussion on professionals' and parents' viewpoints**

Gaëlle Amerijckx (*Université libre de Bruxelles, Belgium*)

**It is your money': Using a cultural-historical framework to probe parents' contribution to play and preschoolers' bilingual heritage language development**

Liang Li (*Monash University, Australia*)

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## **SYMPOSIUM V/22**

### **VISUAL COMMUNICATION**

*Individual paper*

**R27** Biosciences: Lecture Theatre E102 (capacity 25)

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**CHAIR:** FELICITY NORTON

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

#### **Drawing: Teachers' knowledge and beliefs in Key Stage 1**

Sue Fawson (*The University of Wolverhampton, United Kingdom*)

#### **Gestures and mathematical learning by young children**

Iliada Elia, Alexia Georgiou, Marja van den Heuvel-Panhuizen and Athanasios Gagatsis (*University of Cyprus, Cyprus*)

#### **An analysis of text, talk, and tape: Giving voice to the participants of a community of practice towards the development of collaborative inquiry**

Nancy Carow (*The University of Tennessee, United States*)

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## **SYMPOSIUM V/23**

### **CONTEXT DISPLAY RESEARCH METHODS**

*Individual paper*

**R27** Biosciences: Lecture Theatre NG08 (capacity 25)

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**CHAIR:** JEF VAN KUYK

CITO, The Netherlands

#### **A cultural perspective on the role of the researcher in ethnography with young children**

Fengling Tang (*Roehampton University, United Kingdom*)

#### **Interactive histories and culture**

Maria Aparecida Mello, Douglas Aparecido de Campos, Carlos Eduardo de Souza and Maria Rita Ferreira (*Universidade Federal de São Carlos, Brazil*)

#### **What is "Child"?: Teachers' Conceptualisations of "Child" and "Childhood"**

Mine Gol-Guven (*Bogazici University, Turkey*)

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## **SYMPOSIUM V/24**

### **OBSERVATIONAL METHODS**

*Individual paper*

**R27** Biosciences: Lecture Theatre 301 (capacity 128)

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**CHAIR:** MARITTA HÄNNIKÄINEN

University of Jyväskylä, Finland

#### **The effectiveness of ECERS-R and ECERS-E as a research tool in Ireland**

Lisa Kiely and Gerardine Neylon (*University of Limerick, Ireland*)

#### **Observing and analysing the quality of children's experience in infant and toddler day care centres**

Maria Cristina Picchio and Isabella Di Giandomenico (*Institute of Cognitive Sciences and Technologies - National Research Council, Italy*)

#### **Quality of educational practices: the voices of two observation methods**

Maritta Hännikäinen (*University of Jyväskylä, Finland*)

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## **SYMPOSIUM V/25**

### **WORKFORCE EDUCATION**

*Individual paper*

**Y2** Haworth: Haworth 101 (capacity 25)

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**CHAIR:** MARTIN NEEDHAM

University of Wolverhampton, United Kingdom

#### **Does students work practice during education change our professional knowledge construction in early childhood teachers' education?**

Tove Lafton (1) and Turi Pålørud (2) ((1)*Oslo University College, Norway*; (2) *Høgskolen i Oslo, Norway*)

#### **Listening to student voice in a university early childhood degree programme**

Victoria Whitington (*University of South Australia, Australia*)

#### **Bridging the gap between theory and practice: Designing and implementing early childhood programmes in developing countries**

Bushra Khan (1) and Bilal Iqbal Avan (2) ((1) *Karachi University, Pakistan*; (2) *Aberdeen University, United Kingdom*)

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## **SYMPOSIUM V/26**

### **CHILDREN'S VOICES AND NARRATIVES**

*Individual paper*

**Y2** Haworth: Haworth 203 (capacity 25)

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**CHAIR:** KRISTIN KARLSDOTTIR

University of Iceland, Iceland

#### **Children's voices in research - Practical and ethical issues**

Kristin Karlsdottir (*University of Iceland, Iceland*)

#### **Listening to children's stories of play**

Maria Øksnes (*Queen Maud University College, Norway*)

#### **Let's listen - Profiling and planning to enable participation within children's services**

Cathy Hamer and Lucy Williams (*National Children's Bureau, United Kingdom*)

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## SYMPOSIUM V/27

### DEVELOPING CONCEPTS FOR INCLUSION

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 1 (capacity 100)

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**CHAIR:** CLODIE TAL

Levinsky College of Education, Israel

**The extent and quality of implementation of repeated storytelling in small heterogeneous groups in teacher pre-service training**

Clodie Tal, Miri Israeli and Anat Ben Shabat (*Levinsky College of Education, Israel*)

**Early Years Foundation Stage: Pedagogical recession or Pedagogical progression?**

Ioanna Palaologou (*The University of Hull, United Kingdom*)

**Exploring the implementation of the ASP-programme. A new inclusive Danish ECE-intervention programme, based on a theory of organisational learning and innovation**

Bente Jensen (*Aarhus University, Denmark*)

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## SYMPOSIUM V/28

### ASSESSMENT

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 2 (capacity 100)

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**CHAIR:** LIZ DUNPHY

St Patrick's College of Education Dublin, Ireland

**Supporting early learning and development – competencies for pedagogical assessment**

Andreas Wildgruber (*State Institute of Early Childhood Research (IFP), Germany*)

**Measuring social and emotional well-being and resilience in the early years before transition to primary school**

Pascale Paradis (*Institute of Education, University of London, United Kingdom*)

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## SYMPOSIUM V/29

### PROFESSIONALS ON PEDAGOGY

*Individual paper*

Y14 Sport & Exercise Science: Lecture Theatre 3 (capacity 100)

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**CHAIR:** MIKE GASPER

Starfish Enterprise, United Kingdom

**Whose voice is it anyway?**

Rosalind Littlely and Cynd Willey (*University of New England, Australia*)

**What are the voices of becoming practitioners telling us about science in pre-school? Pre-school student teachers' attitudes towards science and science teaching - a longitudinal study**

Bodil Sundberg (1) and Christina Ottander (2) ((1) *Örebro University, Sweden*; (2) *Umea University, Sweden*)

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## **SYMPOSIUM V/30**

### **ENGAGING CHILDREN'S VOICE IN SETTINGS**

*Individual paper*

Y11 Chemical Eng: Lecture Room 112 (capacity 25)

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**CHAIR:** INGE JOHANSSON  
Stockholm University, Sweden

**Peers, power and hidden possessions: What do children bring to curriculum?**

Alison Stephenson (*Victoria University, New Zealand*)

**Helping teacher trainees listen to their class children's voices and plan project related activities together**

Efthymia Gourgiotou (*University of Crete, Greece*)

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## **SYMPOSIUM V/31**

### **PEDAGOGY AND PLAY**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre 124 (capacity 25)

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**CHAIR:** CARMEL BRENNAN  
Irish Preschool Play Association (IPPA), Ireland

**Reconceptualising the play-based curriculum with a sociocultural perspective**

Carmel Brennan (*Irish Preschool Play Association (IPPA), Ireland*)

**Watching, listening and learning from children's sensory play experiences**

Sue Gascoyne (*Play to Z Ltd, United Kingdom*)

**Somewhere over the rainbow. An exploration of Reggio style documentation with student teachers within the context of Foundation Stage classrooms.**

Sarah Chicken (*University West of England, United Kingdom*)

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## **SYMPOSIUM V/32**

### **PEDAGOGY AND DIVERSITY**

*Individual paper*

Y11 Chemical Eng: Lecture Theatre G35 (capacity 25)

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

**The invisible to the visible: Emerging construct of professional identity in the early years workforce**

Elaine Hallet (*Institute of Education, University of London, United Kingdom*)

**Spaces: Exploring difference**

Andrew Sanders (*University of Derby, United Kingdom*)

**Perceptions and misconceptions: Providing for gifted and talented young learners**

Margaret Sutherland (*University of Glasgow, United Kingdom*)

# POSTER PRESENTATIONS Q & A

TUESDAY 7<sup>th</sup> SEPTEMBER, 2010

15:45 - 17:30 R23 University Centre (Avon Room)

**A study on children's rough and tumble play in Korean day care center context**

AHN HYO-JIN

*Incheon University, Korea South*

**Assessing family literacy environment: The direct-observation approach**

URŠKA FEKONJA-PEKLAJ, LJUBICA MARJANOVIC UMEK, VERONIKA TAŠNER, AJDA PFIFER, GREGOR SOAN AND SIMONA KRANJC

*University of Ljubljana, Slovenia*

**Children's learning about interaction through nonverbal exchange with adult performer and artistic effects in a space**

ANNE LISE NORDBØ

*Vestfold University College, Norway*

**Children's rights and participation in the decision making process**

AZORA HURD

*University of Birmingham, United Kingdom*

**Documentation: A collaborative examination of teaching and learning using field trips and drama**

ANNALIE BOTHA AND TERESA HARRIS

*University of Pretoria, South Africa*

**Early Childhood teachers' reflection of their work**

MAIRE TUUL AND AINO UGASTE

*Tallinn University, Estonia*

**Exploring the instructional materials impact on children's artistic self expressions via art portfolios**

CHING-YUAN HSIAO

*National University of Taiwan, Taiwan*

**How do children develop: Data from higher education students**

SÓNIA CORREIA, ISABEL SIMÕES DIAS AND PATRÍCIA MARCELINO

*Polytechnic Institute of Leiria, Portugal*

**How do children learn? Data from higher education students**

MARIA ISABEL SIMÕES DIAS, SÓNIA CORREIA AND PATRÍCIA MARCELINO

*Polytechnic Institute of Leiria, Portugal*

**Issues of language and literacy development in 6-7 year old JSL children in Japan: Are we listening to the children?**

REIKO TOCHIHARA

*Konan Women's University, Japan*

**Korean Mothers' experience and perception of using the complementary and alternative medicine for children**

AHN HYO-JIN (1) AND KANG MI-SOOK (2)

*(1) Incheon University, South Korea; (2) Kyungwon University, South Korea*

**Language didactical elements in kindergarten teacher-child interactions**

SUSANNA ROUX AND ASTRID METZ

*University of Koblenz-Landau, Germany*

**Learning to listen and give voice to children**

CRISTINA MESQUITA-PIRES AND JÚLIA OLIVEIRA-FORMOSINHO

*Polytechnic Institute of Bragança, Portugal*

**Literature in a foreign language as a means to foster children's socio-cognitive development**

NORMA WOLFFOWITZ-SANCHEZ

*Pontifical Catholic University of São Paulo, Brazil*

**Media education in Estonia: Preschool teachers' perceptions**

KRISTI VINTER

*Tallinn Pedagogical College, Estonia*

**Multicultural comparison of the beliefs and practices of Japanese and American mothers**

CHRISTIAN WINTERBOTTOM AND ITHEL JONES

*Florida State University, United States*

**Outdoor mathematics and art work in preschool**

ANNE NAKKEN AND BJØRG SVINSHOLT

*Queen Maud University College of Early Childhood Education, Norway*

**Outdoor play and social skills in the early school years: Preliminary findings from the Sydney playground project**

SHIRLEY WYVER, ANITA BUNDY, WENDY SCHILLER, PAUL TRANTER, GERALDINE

NAUGHTON, JO RAGEN

*Macquarie University, Australia*

**Preliminary study of the effect of learning and teaching of indigenous young children with high/scope curriculum approach in Taiwan**

LI TSUNG-WEN KUO

*National Tai-tung University, Taiwan*

**Preschool children's and teachers' understanding of bullying and the ways of intervention**

KRISTIINA TROPP AND PIRET RAUDSEPP

*University of Tartu, Estonia*

**Preschool in Latvia as a multicultural society**

RUTA KANEPEJA

*University of Latvia, Latvia*

**Preschool teacher's evaluation on non-native children's coping in Estonian-speaking kindergarten and preschool teacher evaluation of their own overall preparedness to handle language teaching**

LEHTE TUULING

*Rakvere College of Tallinn University, Estonia*

**Problems faced by preschool teachers in their work**

AINO UGASTE AND ANNELI NIIKKO

*Tallinn University, Estonia*

**Recurrent topics as stimulators of pupils' activity: Reformed perspectives of curriculum**

LEIDA TALTS, AIRI KUKK AND MARE TUIISK

*Tallinn University, Estonia*

**Relationship between speech and drawing in preschool age**

LIUDMILLA F. OBUKHOVA

*Moscow State University of Psychology and Education, Russian Federation*

**Service learning with young children**

ITHEL JONES, CHRISTIAN WINTERBOTTOM AND VICKIE LAKE

*Florida State University, United States*

**The complexity level of children's engagement in small group activities: Do you hear their voice?**

SOO-YOUNG HONG

*Department of Child, Youth and Family Studies, United States*

**The developmental change of dialogue among 2 to 3-year-old children during day nursery lunch times: Focusing on “speech subjects”, their evaluations, and “addressivity”**

YUMI YODOGAWA

*The University of Tokyo, Japan*

**The effects of early social-emotional and relationship experience on development of a child's self-image**

NATALIA AVDEEVA

*Moscow State University of Psychology and Education, Russian Federation*

**The professional learning of the adult-child interaction**

ROSA NOVO

*Polytechnic Institute of Bragança, Portugal*

**The tool “Pre Analysis” for day care centers in Norway**

KARI HOÅS MOEN AND SISSEL MØRREAUNET

*Queen Maud University College, Norway*

**To bring every child forward: A survey on individual learning in German preschools (Kindergarten)**

WIEBKE WARNECKE

*NIFBE, Germany*

**Training of pre-school teachers in Estonian higher educational establishments and analysis of curricula**

MARIKA VEISSON (1), SIRJE ALMANN (2), AIRI NIILU (3) AND LEHTE TUULING (4)

*(1) Tallinn University, (2) Tallinn Pedagogical College, (3) Tartu University, (4) Rakvere College of Tallinn University, Estonia*

**Transition Project: A play based approach**

JANE ROWE AND KAREN PIRIE

*Northamptonshire County Council CYPS LASI, United Kingdom*

**Tsou Aboriginal teacher's folk pedagogy in early schooling in Taiwan**

YU-TING CHEN

*Nanhua University, Taiwan*

**Using British Sign Language [BSL] through stories to support and extend the use of language in young children learning English as an additional language [EAL]**

SUSAN THOMAS AND KATJA O'NEIL

*Luton Borough Council, United Kingdom*

**What's in a word? Developing concepts and vocabulary in early years settings**

MICHAEL JONES AND SUSAN THOMAS

*Luton Borough Council, United Kingdom*



**Which childhood education competences do we need?**

MARIA ISABEL SIMÕES DIAS

*Polytechnic Institute of Leiria, Portugal*

**Phenomenological investigation of body in play**

HAE-RYUNG YEU

*YOUNG NAM UNIVERSITY, South Korea*

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As visitors to the UK, you should know the country has about 2.5 million Muslims. They represent about 15% of Birmingham's richly diverse population.

Ramadan this year will start on Wednesday, the 11th of August and will continue for 30 days until Thursday, the 9th of September, so the end of the EECERA 2010 Conference will coincide with Eid, the celebration after Ramadan.

During the Conference, a prayer room will be available at the University campus but all visitors should be conscious of the implications of Ramadan.

Ramadan is the ninth month of the Islamic lunar calendar. Muslims consider this whole month as a blessed month when they fast during daylight and make special prayers at night. When the fast falls at this time of year, Muslims can be foregoing food for more than 12 hours. During Ramadan, Muslims give more charity and do extra righteous deeds. It was in this Holy Month, The Prophet Muhammad (pbuh) received the first revelation of Al-Qur'an. So Ramadhan is a month of celebration as well as the month of discipline and self-control.

