

30th

EECERA ANNUAL CONFERENCE

Democratic Early Childhood Pedagogies

Online Festival

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ABSTRACT BOOK

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EECERA Online Festival 2021 Symposia Sets 1-11

Symposium SET: 1

Symposium Title: The development of public policy and ECE systems

Chaired by: Antonija Balić Šimrak, University of Zagreb, Croatia

Paper 1: First 5: The development of a new Funding Model for accessible, affordable, and high quality early learning and care and school-age childcare in Ireland

Presenter(s):

Gillian Martin, Department of Children and Youth Affairs, Ireland

Non-presenting Co-author(s):

Anne-Marie Brooks, Department of Children and Youth Affairs, Ireland

This project aims to develop a new Funding Model for Early Learning and Care and School-Age Childcare (ELC /SAC) in Ireland to ensure that the doubling of State investment committed to in First 5 delivers on the policy objectives of affordable, accessible, high quality and sustainable ELC and SAC. The benefits of high quality ELC for children and families are well documented in research, as is the need strong public investment, robust regulation, and a defined professionalised workforce (Melhuish et al., 2012; Gambaro et al., 2014; Llyod and Penn, 2014). Progressive Universalism is a core conceptual basis. It shows how equality in education is strongly dependent on accessible learning in the early years. It seeks to support all children, with additional supports for children experiencing disadvantage. An Expert Group has been established and a nationwide consultation will take place in 2020. Both qualitative and quantitative information will be gathered through mixed methods, including events with parents, practitioners and providers, surveys, and a call for submissions. Research will adhere to the principles of research ethics followed by the Department of Children and Youth Affairs and our national and European Research Partnership. Monitoring and oversight will be completed by the Expert Group. Outputs will be published throughout the project. The paper will present the vision, principles, objectives, and actions on the development of a new Funding Model. The development and implementation of a new Funding Model aims to realise the policy objectives of affordable, accessible and high quality ELC / SAC.

state investment, consultation, quality, accessibility, affordability

Paper 2: Social movements, early years education and women's rights. Case studies in England and Mexico

Presenter(s):

Marco Antonio Delgado-Fuentes, University of Derby, United Kingdom

The aim is to critically analyse the rise and political influence of children's services emerging from migrant and urban social movements in two countries. Schemes around the world originated from social movements, either fighting for inclusion or from feminist demands (Delgado, 2009; Bergman, 2004). The study relies on Castells' network society theory (Castells, 2000, 2001, 2004) particularly on the notions of identities related to social movements. An interpretivist paradigm is used as the basis for a constructivist grounded theory and simultaneous case studies. The ethics of these studies were approved on various occasions by the University of York, UIA and ACUDE. Mexico currently does not have

national legislation on research participant consent. Every university establishes its procedures and the UIA Department of Education approved the oral assent of participants who had the chance to see the final version to make sure they felt represented and changed whatever they considered and ratified their consent for the use of data. The other institutions reviewed and approved the original ethics procedure. Grassroots migrant and urban services, children and families' wellbeing is considered paramount, resulting in creative curricula and implementations that influence many current ideas. The case studies not only opposed the exclusion and perceived discriminatory practices of the mainstream but have also developed innovative practices. Those who participate in social movements do so voluntarily; 'community' is then built around a self-defined sense of belonging and identity. Policy development should consider promoting social engagement of children, families and communities.

ECE, social movements, critical pedagogy, social involvement, feminism

Paper 3: Public policies in ECEC services for children under-three: Tensions and challenges in Portugal and Brazil

Presenter(s):

Maria Carmen Silveira Barbosa, Federal University of Rio Grande do Sul, Brazil

Sara Barros Araújo, Polytechnic institute of Porto, Portugal

Mónica Appezzato Pinazza, University of São Paulo, Brazil

This study aims to undertake a comparative analysis of ECEC public policies for children under-three, in Portugal and Brazil, regarding policy formulations on centre-based services and staff professional preparation. It draws on previous research carried out by Araújo (2017) and Barbosa (2013) on the Portuguese and Brazilian policy contexts, respectively. Theoretical underpinnings are twofold: a democratic and equitable approach to ECEC services based on the contributions of Dewey (1940), and the theoretical inputs of Barbosa (2018, 2019) and Pinazza (2014) on the specific professionalism of teachers working with children under-three. The data set encompassed legal frameworks, statistics and national and international reports in open databases, covering a 20-year period (2000-2020). A policy document analysis was carried out based on the policy cycle and the contexts of policy process proposed by Ball and collaborators (Bowe, Ball & Gold, 1992; Mainardes, 2006). No ethical challenges were posed given the non-obtrusive nature of documentary analysis. Nevertheless, the study followed the EECERA Ethical Code in what relates to a commitment towards democratic values and equity within societies. Preliminary data analyses revealed: (i) Differences in institutional status and in the production of regulatory legal documents; (ii) Similar tendency towards the privatization of the sector; (iii) Similar concerns towards the professional certification of the workforce, but slight different approaches concerning its qualification. Implications will be drawn considering the responsibilities of both countries in the creation and implementation of public policies responsive to the rights of very young children and families.

public policies, children under-three, comparative analysis, policy document analysis, professionalism

Symposium SET: 1

Symposium Title: Understanding and developing the role of digital technologies in ECE

Chaired by: Jane O'Connor, Birmingham City University, United Kingdom

Paper 1: Young children as consumers and producers of digital content: understanding how 3-7 year olds watch, learn from and engage with child produced content on YouTube/YouTubeKids

Presenter(s):

Jane O'Connor, Birmingham City University, United Kingdom

Shannon Ludgate, Birmingham City University, United Kingdom

Non-presenting Co-author(s):

Sarika Kewalramani, Monash University, Australia

Lorna Arnott, Strathclyde University, United Kingdom

Kelly Johnson, Macquarie University, Australia

Olga Fotakopoulou, Birmingham City University, United Kingdom

1. How do young children navigate YouTube/YouTubeKids channels and make decisions about what to watch?
2. How do these channels position children as consumers?
3. What are children learning from digital content produced by other children?
4. To what extent do young children understand the constructed/synthetic nature of child produced digital content?

This study intersects Childhood Studies and Cultural/Media Studies. It explores how childhood in contemporary society is both informed and mediated by content on digital media platforms. Recent research in the area focuses on the growing amount of time children spend watching YT/YTK (Burroughs, 2017) and issues around algorithm driven digital content positioning young children as a monetised commodity (Abdul Ghani & Cambre, 2020). Childhood as a social construction (James & Prout, 2015) and social learning theory (Bandura, 2004) are used to understand how children's learning experiences are contextualised by their positioning as consumers of YT/YTK. Childhood is conceptualised as a social construction and children as active social participants. The Methodology is child centred and qualitative. The methods are a child led virtual tour of YT/YTK and interviews with children about what they watch. The study was approved by the Birmingham City University ethics committee. We have found that children are fascinated by child produced content yet are often unaware of the fabricated nature of what they are watching. We hope to develop learning materials to educate children about how and why content on algorithm driven platforms such as YT/YTK is produced, and empower them to make informed decisions about what they view.

YouTube/YouTubeKids, digital content, technology, social learning theory, social construction of childhood

Paper 2: Developing Norwegian kindergarten teachers' digital competence through a national learning network

Presenter(s):

Marianne Undheim, University of Stavanger, Norway

Torstein Unstad, The Arctic University of Norway, Norway

Non-presenting Co-author(s):

Natalia Kucirkova, University of Stavanger, Norway

Maria Dardanou, The Arctic University of Norway, Norway

The aim of this project is to develop a sustainable model for supporting pedagogic integration of technology in ECEC; focusing on creative use of technology with young children and co-learning through collaboration and critical reflection within a research-design-practice partnership. The benefits (e.g., Blackwell et al., 2014), as well as inhibitory factors (Palaiologou, 2016) of early and sensible technology integration have been widely documented. Nearly 70% of Norwegian kindergarten principals reported a need for increased digital competence (Fagerholt et al., 2019). Yet, there is a strong appetite for pedagogic knowledge about technology integration (Unstad et al., 2018). We understand knowledge as a dynamic process of meaning-making in dialogue with others (Mercer et al., 2019). We have constructed a learning network that connects researchers, kindergarten teachers and future classrooms labs (Comeaux, 1995). 20 participants from two regions meet for workshops and participate in hands-on activities, interviews and e-questionnaires documenting their change in attitudes towards creative use of technology in kindergartens. The study is approved and follows standard ethical procedures, including obtaining verbal consent from all respondents, who have the right to withdraw and anonymity throughout the study. Our learning network model consists of four parts: structured meetings with reflections and planned activities; integration of leaders to enact sustainable change to practice; close collaboration locally and nationally through research-practice-design integration; articulation of “inspirational practice” features for international sharing and dialogue. The model can be widened to other European countries with necessary contextualizations made for the learning network to sustain its impact nationally.

technology, digital literacy, critical reflection, professional development, learning network

Paper 3: Enhancing young children's voices (and democratic participation) in research through touch-screen technologies

Presenter(s):

Fiona Mayne, University of Western Australia, Australia

This presentation examines how informed consent delivered using an interactive digital storybook can enhance the quality of young children’s participation in research. Research indicates that touch-screen technologies are effective meaning-making tools due to the multimodal features that hold young children’s attention by stimulating their visual, auditory, and tactile senses (Roskos et.al, 2014) and reducing reliance on motor skills (Pitchford & Outhwaite, 2016). The rights-based theoretical framework is underpinned by the conceptual model of meaningful early childhood informed consent (Mayne, Howitt, & Rennie, 2016) and a desire to build a more participatory image of young children in research (Smith, 2009). The study was conducted within a qualitative interpretive research paradigm (Denzin & Lincoln, 2018). A multiple case study research design was utilised to collect data from kindergarten children, and cross-case analysis used an inductive approach. Institutional ethics approval was sought and granted. Consent was obtained from both parents and, via an age-appropriate informing story, from the child participants themselves. Ethical considerations were uppermost in all decisions made regarding the children’s involvement in the research. Findings demonstrated that the democratizing nature of touch-screen technologies provided opportunities for children’s voices to develop through the choices they made, to enhance their confidence to ask questions and share their understandings, and was instrumental in the overall growth of the children’s sense of autonomy. These findings suggest that touch screen technologies can positively impact young children’s participation in the ethics process and can support the development of rich understandings of the purpose and context of research.

informed consent, informing story, narrative approach, participatory research, democratization through touch-screen digital technologies

Symposium SET: 1

Symposium Title: Exploring young children's views through the mosaic approach - examples from research

Taking three empirical research projects, this symposium critically explores the different ways in which the Mosaic Approach contributes to empowering children to give their perspectives on different aspects of their lives. Through the papers presented, there will be consideration of whether research that is designed to empower children can always do so and if empowerment equally applies to all children. There will be a consideration of the ethical dilemmas that can be faced when researching with children and how issues of both empowerment and ethics are tied to one's ontological and epistemological positions.

Chaired by: Verity Campbell-Barr, Plymouth Institute of Education, United Kingdom

Paper 1: Preschooler's awareness of what is good or healthy for the planet and how we can help the earth

Presenter(s):

Kathrin Paal, University of Plymouth, United Kingdom

This project aims to explore what preschool children think about what is good for the planet, and illustrate the necessity of using participatory research methods. It is widely acknowledged that experiences in the early years form attitudes and behaviour in a child and can have a long-lasting effect (Pramling Samuelsson et al., 2019). With the support of influential role models, children can become active and informed participants in shaping the environment they live in (Davis, 2015), and care sustainably for it (Prince, 2010). Adopting participatory methods within childhood research values children's direct experiences and perspectives (Clark, 2010). I am utilising participatory research (Clark & Moss, 2011) to illustrate one way to empower children to make decisions in processes of matters that affect them, such as environmental issues. Within a qualitative interpretive research paradigm, I will observe children and their caregivers during gardening activities, ask the children to draw a picture and conduct interviews with the children. I anticipate to observe and interview 5 children. Consent forms and information sheets will be provided to all participants. I will explain the research to children in a sensitive and age-appropriate manner. Participants will be assigned pseudonyms. All participants will be given the opportunity to withdraw at any time. The findings will illustrate how preschooler's perspectives and insights can be valued in processes of change. The findings suggest valuable information into the use of participatory methods to gain a holistic view on what children think, experience and learn when engaged in environment related practices.

preschool, participatory research, mosaic approach, environmental sustainability, early childhood education for sustainability

Paper 2: Children with Williams Syndrome: experiences in mainstream primary schools

Presenter(s):

Katherine Gulliver, Plymouth University, United Kingdom

Four in depth case studies with children with Williams Syndrome aged 5-6 explored their experiences in a mainstream primary school. The Mosaic Approach enables young children to participate in research about themselves (Clark, 2010). To ensure research about inclusion is inclusive, participants with disabilities must be able to understand, represent and share their views (Nind, 2014, 2017). This study uses an adaption of The Mosaic Approach (Clark and Moss, 2011) to enable children with disabilities to share their perceptions. The Mosaic Approach is a participatory and adaptable

framework which encourages children to communicate their thoughts, feelings, information and ideas in their preferred style. A mixture of methods were combined to include children's own photographs, guided tours, observations and researcher fieldnotes. Photobooks were created to enable children to share their research with others. The research uses a qualitative, interpretivist paradigm to highlight children's own experiences (Cohen et al, 2007). Informed consent was a continuous and dynamic process as participants contributed to, led or guided the research. Consent forms and information sheets were given to participants including an accessible version. All names have been replaced by pseudonyms. This research demonstrates that the Mosaic Approach enables children with Williams Syndrome to be capable researchers of their own experiences. Children with disabilities should be involved in research about them, and this can be achieved with appropriate support to enable them to participate. Findings suggest how to include children with disabilities in research, promoting participation in activities that relate directly to them.

participatory methods, disabilities, mosaic approach, child led research, children's perceptions

Paper 3: Preschool children's concepts of inclusion and the relationship to teachers' perspectives

Presenter(s):

Ramazan Merk, The University of Plymouth, United Kingdom

Kathrin Paal, The University of Plymouth, United Kingdom

My research aim is to discover children's voice perspectives on inclusive education in preschools. "The pedagogy of listening is not only a pedagogy for school but also an attitude for life" (Dahlberg, 2011 p.235). Interestingly, when child starts speaking, people usually do not listen them. Thus, Reggio Emilia schools developed an approach to have the voice of the child within pedagogy: the Mosaic Approach (Clark and Statham, 2005). This study uses an adaption of The Mosaic Approach (Clark and Moss, 2005) to collate the views of children and teachers on concepts of inclusion. The Mosaic Approach supports developing an understanding of children's daily and school life. The constructivist approach places emphasis on everyday interactions between people and how they use language to construct their reality (Burr, 2018). beside a qualitative interpretive paradigm, I will observe children and take photo with them. I will interview with teachers and children. Consent forms and information sheets will be provided to all participants. I will explain the research to children, families and teachers sensitively. Participants will be assigned pseudonyms. All participants will be given the opportunity to withdraw at any time. I will focus on listening to children both with and without SEN, including children voices and teacher pedagogy. While my research will provide an insight into the importance of teachers' beliefs in shaping inclusive pedagogical practice in early childhood education, I also want to relate these to children's concepts of inclusive education. Children's perspectives of inclusion are underexplored within early childhood education.

early childhood, inclusive education, education health care plan, mosaic approach, children voice

Symposium SET: 1

Symposium Title: Social inclusion

Chaired by: Alicja R. Sadownik, Western Norway University of Applied Sciences, Norway

Paper 1: Beyond social inclusion: Attending to creative, response-able relationships for socially just education

Presenter(s):

Petra Vackova, Open University, United Kingdom

This research inquires about processes of social inclusion and exclusion around artmaking activities in early years settings in a disadvantaged community. It explores the concept of response-able practice (Haraway, 2006) that positions us in ethical relationships of response to others, and builds on the concept of post-humanising creativity (Chapell, 2018) to inquire about the role of creativity in response-able relationships. Employing new-materialist theories grounded in more-than-human entanglements that encourage thinking in terms of “us” moves inquiry here beyond binaries deeply entrenched in inclusion discourse (Barad, 2009). The research draws on a body of socio-material interactions from a new-materialist ethnographic study where participant observations, inter-views and a 360-degree camera were employed for data-collection. To conduct research with vulnerable young children and their families, a range of 'response-able methods' and collaborative work around the concept of 'becoming-with' was developed. New creativities emerge in moments of togetherness defined by differences and tensions, and lead to an establishment of new affective systems of relations. Expanding knowledge of processes of social inclusion and exclusion and thinking about just education differently as an ongoing, creative and response-able practice challenges top-down approach to inclusion and encourages practitioners to spend time on developing strong relationships in classrooms.

inclusion/exclusion, creativity, just education, new materialism, response-ability

Paper 2: Recognizing and providing quality support for children at risk of social exclusion in ECEC institutions

Presenter(s):

Dejana Bouillet, Faculty of Teacher Education, University of Zagreb, Croatia

Sandra Antulić Majcen, National Centre for External Evaluation of Education, Croatia

The aim of the paper is to present preliminary results of the project “Models of Response to Educational Needs of Children at Risk of Social Exclusion in ECEC Institutions”, funded by the Croatian Science Foundation. Numerous research confirms that difficulties during early childhood are precursors to adjustment issues at a later age (Weitzman et al., 2014; Ramchandani et al., 2017), that many ECEC institutions still aren't managing to respond appropriately to educational needs of children from vulnerable social groups (Lazzari & Vandebroek, 2013) and positive effects of well-timed recognition of difficulties (Conley et al., 2014). The research is based on different theoretical perspectives as ecological systems theory (Bronfenbrenner, 1979; 1994), constructivist theory of learning (Vygotsky, 1978), theory of change (Stein and Valters, 2012). The methodology arises from explanations of educational processes and risks of social exclusion as complex and heterogeneous processes. Quantitative data were collected by the Questionnaire for assessments of etiological and phenomenological aspects of risks of social exclusion of children and The quality of educational practice regarding children at risk of social exclusion questionnaire on a sample of parents and ECEC teachers (N=360). Participants signed a written informed consent form, with respect to GDPR and respecting the principles of conscientiousness, transparency, equality and mutual respect. Results confirm strong connection between

the quality of educational practice and different aspects of children's social exclusion. Research results contribute to the identification of obstacles and circumstances, which limit or support the availability of quality ECEC for children at risk of social exclusion.

children at risk of social exclusion, quality of ECEC practice, etiological aspects of risks of social exclusion, phenomenological aspects of risks of social exclusion, measuring instruments

Paper 3: Tackling inequalities from the very beginning: What high-quality ECEC teachers do to empower children at risk of social exclusion

Presenter(s):

Julia Rodríguez Carrillo, University of Córdoba, Spain

Non-presenting Co-author(s):

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María de los Ángeles Olivares García, University of Córdoba, Spain

Miguel Muñoz Moya, University of Córdoba, Spain

This study aims to raise awareness of the crucial role of high-quality ECEC teachers in overcoming children's and their families' risk of invisibility in current multi-diverse societies. Research has shown that the quality of ECEC and the returns for those children and families with disadvantaged backgrounds are tightly linked to the competences and attitudes of educators (Bove & Sharmahd, 2020). Bennett (2012) proposed as an essential feature of competent ECEC educators the provision of equal opportunities for every child and family to learn and participate regardless of any cause of diversity. The study was conducted within a qualitative interpretive research paradigm. Participant teachers were engaged in reflective processes to think and re-think their pedagogical positioning. The data analysis was oriented by principles of the grounded theory (Strauss & Corbin, 1997). A consent form was provided to all participants, who were also given the opportunity to withdraw from the study at any time. Pseudonyms have replaced the names of participants. Findings reveal that high-quality ECEC teachers' personal and professional attitudes to empower children at risk of social inclusion can be placed into a five-dimension theoretical model: (1) Essential personal traits for working in the early years; (2) Commitment to children and childhood; (3) Commitment to the quality of children's learning; (4) Commitment to the quality of children's socioemotional development; and (5) Openness to the community. These findings suggest an investment in initial-and-continuous teacher training so that ECEC teachers are better prepared to work with children and families facing challenging life conditions.

High-quality ECEC teaching, inclusive pedagogy, empowering pedagogy, equity and social justice in education, children at risk of social exclusion

Symposium SET: 1

Symposium Title: Child portfolios, perspectives and documentation

Chaired by: Annie White, California State University Channel Islands, United States

Paper 1: Content Analysis of Child Portfolios in the US and Turkey

Presenter(s):

Nur Alaçam, Ondokuz Mayıs University, Turkey

Non-presenting Co-author(s):

Refika Olgan, Middle East Technical University, Turkey

Yeşim Çapa Aydın, Middle East Technical University, Turkey

In the current study, 19 child portfolios were examined in a Reggio inspired preschool and university preschool in the US and Turkey. Research has shown that teachers have a dominant role in portfolios since a majority of portfolios include photos with teacher comments which conflicts with the participatory nature of the portfolio (Knauf, 2017). In fact, developments in constructivist learning theory lead to portfolio usage as a major data collection tool (Airasian & Abrams, 2000) because of authentically following development and growth over time with the portfolio (Alexander & Winne, 2008). This study was designed as a document analysis. The researchers developed a content checklist and evaluative rubric for data collection. To examine the portfolios, permission was taken from the preschools and children's families. Pseudonyms were used instead of the preschool names. Anonymity of children was also ensured by blurring the children's faces in photos and not including personal information in the analysis. It was found that personal information about the child, school required forms, and activities are the commonly included items in portfolios. On the contrary, state-required forms, family input, and suggestions for the child's next teacher are non-included in portfolios in both countries. Moreover, portfolio contents mostly reflect the child development and learning process. However, they need to be enriched in terms of child and teacher reflections. Furthermore, portfolio content from the previous years enabled to see child development through the years in this study, and it is suggested to share portfolios with child's next teacher.

assessment, alternative assessment, portfolio assessment, content analysis, rubric

Paper 2: Understanding young children's perspectives on and experiences of COVID-19 in China and the UK

Presenter(s):

Yuwei Xu, UCL Institute of Education, United Kingdom

Jie Gao, UCL Institute of Education, United Kingdom

Junqing Zhai, Zhejiang University, China

Kate Hoskins, Brunel University London, United Kingdom

This exploratory project aims at investigating young children's perspectives on and experiences of COVID-19. The negative effects of the pandemic on children's physical and mental health are well documented and much discussed. However, little is known about how children actively integrate their everyday thinking within the context of coronavirus outbreak and how they cope with the confinement caused by this public health crisis. We employ the theory of child agency and view children as active and resilient participants in the context of the pandemic. We adopt an innovative

methodological approach to access young children in the two countries and engage their parents as co-researchers (N=20). Participatory visual methods are used, including children's drawings and/or photo-taking facilitated by parents and follow-up conversations between children and parents about the drawings/photos. Further, parents will be interviewed to contextualise children's perspectives and experiences during the confinement, and to understand their experiences of participating in the research. This study has been granted ethical approval from the first author's institution. Taking a comparative approach, this project explores how child agency is embedded and shaped in different sociocultural discourses in China and the UK - where there are different policies, situations, and public responses to the outbreak. This study understands the immediate impact of public health emergencies on children's life from their own voices. It also informs long-term health education that engages with young children in sustaining a healthy world (SDG3: Ensure healthy lives and promote well-being for all at all ages).

COVID-19, child agency, parents, visual methods, children's voice

Paper 3: Exploring pedagogical documentation – benefits, risks and opportunities emerging from ECEC professional's enactment

Presenter(s):

Charlotte Lindh, Faculty of Educational Sciences, Finland

Jan-Erik Mansikka, Faculty of Educational Sciences, Finland

We look at how pedagogical documentation is understood in Finnish ECEC, also exploring both prerequisites and potential for further development of using pedagogical documentation. Pedagogical documentation is recently introduced in the National Core Curriculum for ECEC (2018). There is a vast body of research indicating that pedagogical documentation can promote children's learning, participation and curiosity and thus enhance quality (Rintakorpi, 2018, Lenz-Taguchi 2000; Elfström, 2013; Alnervik, 2013; Formosinho, 2019). We approach pedagogical documentation from a socio-constructivist perspective, as a potential tool for planning, developing and evaluating the everyday practice, closely related to the tradition of Reggio Emilia (Dahlberg & Elfström 2014; Dahlberg, Moss, Pence 1999). This is also very much in line with how it is defined in the new curriculum in Finland. The study is carried out as a mixed method research (Mayring, 2000; Drisko & Maschi, 2015). The data collection is based on a questionnaire (N=135) (with several open-ended questions) to ECEC professionals in one larger municipal in Finland. Our study was permitted consent to conduct by the municipality. All respondents were informed about voluntariness to participate, and we protect the anonymity of all respondents and their working units. The main result of the study displays a variety of interpretations with regard to pedagogical documentation, which can be seen as problematic in relation to the curriculum. Findings suggest that the implementation of pedagogical documentation in Finland require resources for further development as well as a discussion about enhancing quality in ECEC.

pedagogical documentation, context, quality, development, enactment

Symposium SET: 1

Symposium Title: Perspectives on play

Chaired by: Karen McLean, Institute of Learning Sciences and Teacher Education, Australian Catholic University, Australia

Paper 1: THE OPINIONS OF TURKISH GRANDPARENTS ABOUT PLAY EXPERIENCES IN EARLY CHILDHOOD PERIOD

Presenter(s):

Bengü Türkoğlu, Necmettin Erbakan University, Turkey

Early childhood experiences shape adult life. Especially children experience life by playing. So playing in early childhood period is crucial and beneficial for the adult life. The main aim of this study is to examine the opinions of grandparents in Turkey about play experiences in childhood period. Zhang (2018) explored the patterns, benefits and challenges of intergenerational play between young people and their old family members. Kaufman and his colleagues (2016) identified the benefits of old adults' gameplay. The early childhood play experiences of the grandparents and the effects on their future lives will be determined. Then, the differences between the play experiences of the grandparents and today's children will be discussed in the light of literature and suggestions will be presented. This study is a qualitative research. The phenomenology design has been used. The study group consisted of 64 grandmothers and 52 grandfathers. Maximum diversity sampling method were used. The diversity was determined according to the grandparents' age, level of education, region, province. Semi-structured "Grandparents Interview Form" was used as data collection tool. The content analysis technique was used. The researcher made the selection of the participants within the scope of the criteria she determined. Participants' rights and identities will be kept confidential. Ethics committee approval was obtained. It was determined that the grandparents generally played outdoor and physical games in their childhood. By determining the play experiences of grandparents and their advantages in their future life, suggestions will be made regarding the playing habits of today's children.

play, play experiences, early childhood period, opinions of grandparents, early childhood experiences

Paper 2: Exploring parents' learning about play in community playgroups and social media

Presenter(s):

Karen McLean, Institute of Learning Sciences and Teacher Education, Australian Catholic University, Australia

This three-year study aims to theorise parents' learning about play in community playgroups and social media. Community playgroups are parent-led early childhood services (DETV, 2016:6) involving voluntary attendance by parents and their children. Parent knowledge about play influences the provision of play in the home (Evangelou & Wild, 2014:386) and can be enhanced through playgroup participation (Harman & Harms, 2017:36). Similar to parents' social media use in society (Duggan et al., 2015:1), community playgroup parents are using social media to connect with other parents and share about play and playgroup. This suggests a collective social situation for parents' learning about play that is yet to be mobilised (McLean 2020:3). The sociocultural concept of learning activity (El'konin, 1999:24) as a cultural tool for development of self-teaching (Repkin, 2003: 28) is used to explore 'what' and 'how' parents are learning about play in the context of community playgroups and social media use. The study is undertaken in nine Australian playgroups using a qualitative, social constructivist research paradigm (Patton, 2015:98). Methods used to identify 'what' and 'how' caregivers are learning about play in this context include field observations, social media data mining and focus group interviews. University ethics guidelines were followed including for consent forms, information letters

and child assent forms. Child assent was re-negotiated at each visit. Preliminary findings identify social and organisational characteristics of parents' learning about play in community playgroups and social media. Implications for mobilising this social situation to support learning in contemporary, informal parent education contexts are considered.

playgroups, parents, play, social media, sociocultural theory

Paper 3: Provisions for play development: Cultural-historical perspective and practical implication

Presenter(s):

Tatiana Le-van, Moscow City University, Russia

Non-presenting Co-author(s):

Anna Iakshina, Moscow City University, Russia

Olga Shiyan, Moscow City University, Russia

The aim of this study is to elaborate an instrument for complex assessment and development of provisions for play in preschools. Previous studies show the crucial role of play in the development of preschoolers (Bredenkamp, 2004, Smirnova, Gudareva, 2006, Hoffmann, Russ, 2012, Worthington, Van Oers, 2016, Singer, DeHaan, 2019). The level of play of modern preschoolers is very low, play is often replaced by school-like activities (Smirnova, Ryabkova, 2018). Our study is focused on psychological conditions that support play development (Sutton-Smith, 1993, Fromberg, Bergen, 2006, Kravtsova, 2017, Singer, DeHaan, 2019). Theoretical framework relies on cultural-historical theory (Vygotsky, 1966, 1989). We consider double-subjectivity as the main criteria for play (Kravtsova, 2017, Hedegaard, Fler, 2013). Interpretative paradigm and qualitative methods of non-participant structured observation were used. Approbation of the instrument is carried out by 10 experts and includes assessment of 35 preschool groups. Validity of subscales is assessed by the contrast group method. Interrater reliability refers to the agreement of independent raters when assigning scores. Parental consent is obtained after providing written information. All the participants were given the opportunity to withdraw from the study at any time. The main deficits of preschool groups are lack of time for play and unstructured materials, directive or ignoring position of an adult. The instrument may be used by researchers and pre-school teachers who want to improve provision for play in their groups. Based on assessment individual program for development of quality may be created, it helps practitioners to see the zone of proximal development of their practice.

play, preschool education, cultural-historical approach, development of the ECE quality, provision for play

Symposium SET: 1

Symposium Title: Dual language environments

Chaired by: Maire Mhic Mhathuna, Technological University Dublin, Ireland

Paper 1: Bringing Korea into a Classroom: Creating Multimodal and Translanguaging Space for Korean Heritage Language Learners in Dramatic Playworlds

Presenter(s):

Myung Kim, The Ohio State University, United States

This study demonstrates (1) how three preschool-aged Korean heritage language learners (KHLLs) engage multimodal/multilingual practices in structured dramatic play, or dramatic inquiry pedagogy (DIP; Edmiston, 2014) and (2) how they construct meaning with their teacher using the semiotic repertoire. DIP invites an imagined heritage language context (Korea) into the classroom where KHLLs can explore collaboratively in a “playworld” (Lindqvist, 1996, p. 7) using multimodal/multilingual resources. Multimodal perspectives to language education have brought significant insights into how learners construct meaning as interacting with resources of expanded semiotic repertoire in social interactions in play (Dyson, 2003; Rowe, 2008). Research on L1 learners’ use of multimodality has been extensively conducted, whereas research on heritage language/literacy practices in community-based schools is still in its embryonic stage. This study is guided by a sociocultural perspective (Vygotsky, 1978) and “dynamic bilingualism” (Garcia, 2011, p. 74), which stresses multimodal (i.e., auditory, visual, action, and environmental modes) and multilingualism in language practices. This case study analyzed classroom interactions using multimodal analysis (Wohlwend, 2011) developed to understand how various modes are “made meaningful and social in situations rather than in representation”.

This study received IRB approval and parents’ consent. DIP led to an increase of translanguaging between Korean and English in playworlds versus teacher-directed instruction as they co-deployed stories across various modalities. KHLLs actively engaged with semiotic modalities and translanguaging while creating and clarifying potential meanings in an imagined community. Findings imply that HL educators need to develop the knowledge and pedagogy of multimodal language/literacy and to support translanguaging to create learner-centered learning environments and active engagement of HLLs.

multimodality, translanguaging, heritage language, drama in education, playworlds

Paper 2: Family, community and society supporting intergenerational acquisition of a minority language: Children acquiring Irish in Gaeltacht areas in Ireland

Presenter(s):

Maire Mhic Mhathuna, Technological University Dublin, Ireland

Aisling Ní Dhiorbháin, Dublin City University, Ireland

Non-presenting Co-author(s):

Pádraig Ó Duibhir, Dublin City University, Ireland

This paper will discuss insights from three recent studies that sought to bolster family transmission of the Irish language in Gaeltacht (Irish-speaking) areas through support schemes at family, community and state levels. It will draw on research conducted by Ó hÍfearnáin (2013), O’Toole and Hickey (2017) and Smith-Christmas and NicLeòid (2020) on

family language transmission of the Irish language in the Gaeltacht context. Language is regarded as a sociocultural construct, (Mitchell, Myles and Marsden, 2019). Family language policies will be placed within their broader contexts, as set out by Curdt-Christiansen & Huang (2020). The authors adopt a broad socio-constructivist paradigm on language and culture. Insights are drawn from three studies conducted by the authors: an evaluation of a home visiting scheme, a study of child-directed speech and a policy paper on links between Irish-medium preschools and primary schools. The current paper is based on desk research and the original three studies were mindful of ethical considerations in tight-knit local communities and took great care to respect the views of participants and to safeguard their anonymity. The main finding was that a range of language supports for families should be provided, suited to the needs and preferences of the families themselves. Strong efforts should therefore be made to foster cohesion and collaboration between the various support structures.

family language policy, early childhood education, minority language, home visits, links between preschools and primary schools

Paper 3: Developing cross-language cooperation within ECEC: teacher strategies and perceptions

Presenter(s):

Katri Hansell, Åbo Akademi University, Finland

Non-presenting Co-author(s):

Johanna Still, Åbo Akademi University, Finland

We aim to uncover teacher strategies for supporting cross-language cooperation through tandem language learning between Finnish-medium and Swedish-medium ECEC. The study is included in a three-year action-research-oriented project developing innovative methods for language-aware cross-language teaching. Tandem as a model for cooperation between the two national language groups with parallel educational systems in Finland (e.g. Boyd & Palviainen, 2015: 61–64) has been developed and researched within schools (Pörn & Hansell, 2019), but is unexplored in ECEC even internationally. Tandem builds on the socio-interactionist view of learning (Seedhouse & Walsh, 2010) and reciprocal learning through authentic interactions (Pörn & Hansell, 2017: 3). The study builds on practical action-research through teacher-researcher cooperation (Carr & Kemmis, 1986; McNiff, 2000). The data comprises video recordings of six kindergarten teachers' interactions during weekly tandem meetings in mixed language groups, and reflective teacher interviews, gathered over one academic year. The analysis is done within the qualitative paradigm by interactional and content analysis. A consent form and information was provided to children's guardians, and a cooperation agreement made with the teachers. Participants, including children, had the opportunity to withdraw from the study at any time. The data is anonymized. The findings show that merely mixing the groups does not lead to cross-language contacts or children engaging themselves in reciprocal learning. The findings implicate that creating affordances for cross-linguistic learning requires planning, instruction, and language aware strategies from the teacher.

bilingual practice, cross-language cooperation, early language learning and teaching, second national language, tandem language learning

Symposium SET: 1

Symposium Title: Early childhood educators' response to COVID

Chaired by: Gloria Quinones, Monash University, Australia

Paper 1: A comparative study of early childhood educators' responses to COVID19 across Australia, Bangladesh, Norway, India and Singapore

Presenter(s):

Kaveri G, Singapore University of Social Sciences, Singapore

Sylvia Christine Almeida, Monash University, Australia

Ai Hua Hu, Western Norway University of Applied Sciences, Norway

Non-presenting Co-author(s):

Jui Judith Gomes, Monash University, Australia

The aim of this study is to understand the impact of the Covid-19 pandemic on early childhood educators and children across the five different countries namely Australia, Bangladesh, India, Norway and Singapore. This study draws from literature around teacher identity and professionalism (Almeida, 2018). It builds on studies that showcase shifting identities (Beijaard, 2004) and rapid adaptability in terms of developing their knowledge of practices and pedagogies in emergent situations. Guided by Mariane Hedegaard's (2012) cultural historical model of wholeness approach that looks at child development across the child's participating institutions in everyday life, the study uses a transnational view towards understanding the impact of the pandemic on early childhood educators at three levels – societal, institutional and individual (Hedegaard & Fler, 2008). Mixed methods approach consisting of survey that included closed and open-ended questions, and short reflective vignettes. The study is guided by interpretivist paradigm to shed insights on how a total of 250 participating teachers from Australia, Bangladesh, India, Norway and Singapore responded to the pandemic. Ethical guidelines of the universities have been adhered to. The findings clearly capture the societal, institutional and individual impacts on teachers as well as the conflicts, demands and challenges for early childhood teachers. The study highlights teacher professionalism in adjusting to the rapidly changing situation namely adaptability, positivity, responsiveness, collective approaches, and social responsibility while keeping the children's best interests at the heart of their practices. Findings suggest implications for professional development for early childhood educators.

Early Childhood, Teacher education, Teacher Professionalism, cultural historical theory, teacher identity

Paper 2: Exploring Work-related well-being of Preschool Teachers in the Period of Covid-19 Pandemic

Presenter(s):

Meryem Gulhan, Middle East Technical University, Turkey

Non-presenting Co-author(s):

Serife Sevinc, Middle East Technical University, Turkey

Seyda Karan, Fatih Sultan Mehmet University, Turkey

Sebnem Cetken Aktas, Middle East Technical University, Turkey

Yeliz Mentese, Middle East Technical University, Turkey

This study was conducted to explore the work-related well-being of preschool teachers in the period of Covid-19. Covid-19 Pandemic has created new issues in the lives of children, parents, and teachers, which in turn affects the work-related well-being of preschool teachers (OECD, 2020). The framework explaining the work-related well-being of preschool teachers is functional to explain the well-being holistically within the interaction of different layers of society from macro to microsystems (Bronfenbrenner, 1979; Cumming & Wong, 2019). This study was designed as a revelatory single case study within a phenomenological approach to reveal explanatory information about the experiences of preschool teachers. Semi-structured online interviews were conducted with eight preschool teachers working in the private sector in Turkey. The analysis was conducted through a thematic analysis within a phenomenological hermeneutical approach. Besides the institutional ethical board's permission, a consent form and information sheet were provided to all participants for data collection and audio-records. Being a preschool teacher in the private sector brings new challenges to the work-related well-being nested in the personal life, social life, and working conditions and experiences. Teachers' overall well-being has been influenced negatively due to the over workload, less socializing, and becoming more observable during the online learning process with the general policies and social restrictions caused by the C-19 pandemic. Due to the importance of work-related well-being and satisfaction of teachers, solving the problems might improve the quality of early childhood education during this time, which might have effects on the different people in the society.

early childhood education, Covid-19 pandemic, ecological system theory, preschool teachers, work-related wellbeing

Paper 3: Solidarity and the Struggle for Recognition of Early Childhood Professionals

Presenter(s):

Gloria Quinones, Monash University, Australia

The study aimed to gain an understanding of the collective voice of Australian early childhood educators' emotional experiences of the COVID-19 pandemic. Existing research on educators' wellbeing and mental health in early childhood education is highly contextual and is situated within political structures (Cumming, 2017). Very little is known regarding how the stress of COVID-19 and the circumstances surrounding COVID-19 might impact on the wellbeing of early childhood educators. Honneth's (1995) social-psychological theory argues that solidarity consists of a group of subjects who mutually sympathise with each other and experience a common struggle and political resistance.

Early childhood educators were invited via social media to participate in an online survey. A total of 216 participants and 30 educators were interviewed. Ethical approval was granted by Monash University Human Research Ethics Committee (MUHREC) Project number: 24302. The findings from the 30 interviews revealed two aspects: the common struggles for recognition of the important role of early childhood education; and responsibility on the part of educators as a motivating force for social change. Implications for this research include acknowledging accomplishments and experiences need to be recognised, and early childhood educators need to be acknowledged as valuable members of society in COVID-19 times and beyond. In the struggle for early childhood educators' recognition, their solidarity and integrity to the profession becomes a united voice that needs to be listened to, but also understood in policy and practice.

wellbeing, early childhood educators, COVID-19, Australia, solidarity

Symposium SET: 1

Symposium Title: Professionalising the EY workforce

Chaired by: Jackie Brien, Department of education and training, Australia

Paper 1: Professional reading - transforming early childhood professionalism

Presenter(s):

Jackie Brien, Department of Education and Training, Australia

This research explores the perceptions and experiences of Australian early childhood professionals regarding ways that professional reading supports them in engaging with evidence to improve the learning, development and wellbeing of young children. Australian policy provides an imperative for educators to work in ways that are positively informed by current research (Council of Australian Governments, 2009). [Commonwealth of Australia (2009). Investing in the Early Years – A National Early Childhood Development Strategy. Council of Australian Governments, Canberra]. Theoretically, this research is underpinned by ecological systems framework (Bronfenbrenner, 1979) and professional learning theory, particularly educator growth (Clarke and Hollingsworth, 2002). [Bronfenbrenner U. (1979). The ecology of human development. Cambridge, Harvard University Press. Clarke, D. and Hollingsworth, H., (2002). Elaborating a model of teacher professional growth. Teaching and teacher education, 18 (8)]. An interpretative paradigm and qualitative research methodology is used, including questionnaires and interviews. The progressive focus elicits a deep exploration of perceptions and experiences of professional reading. Conducted in accordance with University of Melbourne's ethical research criteria. Research participants were informed in writing of research purpose, conduct, de-identification of participants, dissemination of findings, and secured information storage. Participants provided written consent at each research stage. Research findings confirm that professional reading is a useful tool for dissemination of research and educator knowledge in ways that affirm, challenge, change and transform professional practice with children. Policy links research evidence with educator knowledge, critical reflection, learning, and mandated or desired practice – findings from this research supports the value of engaging in professional reading.

professional reading, ongoing professional learning and development, critical reflection, professionalism, transformational learning and practice

Paper 2: Where do Master teachers plan to lead early years education in Hungary? – Analysis of the five-year plans of the Master programmes

Presenter(s):

Ivett Judit Kovács, ELTE PPK, Eötvös Loránd University, Faculty of Education and Psychology, Hungary

Non-presenting Co-author(s):

Judit Szivák, ELTE PPK, Eötvös Loránd University, Faculty of Education and Psychology, Hungary

Erzsébet Czachesz, ELTE PPK, Eötvös Loránd University, Faculty of Education and Psychology, Hungary

In Hungary, the teacher qualification and promotion system were extended with the Master teacher grade in 2016. The research explores the five-year plans of 95 Master kindergarten teacher candidates to understand what issues they identify in their everyday work and how they plan their professional learning. The research explores the formal and informal learning of experienced kindergarten teachers in the context of the organization and the system (Van Eekelen

et al. 2005, Hoekstra et al, 2007, Grosemans et al, 2014). In-service teachers' professional learning is multidimensional (including cognitive, affective and motivational aspects), and is regarded as the continuous learning of autonomous experts setting their own goals (Hargreaves, Goodson, 1996, Darling-Hammond, Richardson, 2009, Korthagen 2017). The mixed-method research uses quantitative and qualitative methods to analyze the plans and semi-structured interviews explore the realization of the plans. A consent sheet was signed by all participants whose anonymity was of high priority. The frequent changes in the legislation lead teachers to professional learning. They plan to establish innovative methods in the field of heritage preservation, talent development and gross motor development. Collaborative work and knowledge sharing is planned within their community of practice. Opposition is visible in the teachers' attitude against the qualification network; still they regard their master programme as an enhancement of their professional work. The empirical data from the micro and meso levels can give input for refining the teacher qualification system and enhancing the effectiveness of education.

kindergarten teacher's professional development, professional learning, teacher qualification system, early childhood education, collaborative learning of teachers

Paper 3: Learning in and about Early Childhood Teacher Education Practicum: Literature Review

Presenter(s):

Marika Matengu, University of Oulu, Finland

Outi Ylitapio-Mäntylä, University of Oulu, Finland

Non-presenting Co-author(s):

Kaisa Pesonen, University of Oulu, Finland

Anna-Maija Puroila, University of Oulu, Finland

Hannakaarina Sarvela, University of Oulu, Finland

This study aims to present a contemporary picture of practicum as a critical element in developing contextually responsive Early Childhood Teacher Education (ECTE). Study is part of a university initiative undertaken in northern Finland. Practicum studies have been designed with little input from kindergartens and communities (Zeichner, Payne & Brayko, 2015) although collaboration between campus-based and field-based experts could improve pre-service teachers' work preparedness (Onnismaa, Tahkokallio, Kalliala, 2015). This study draws upon the Cultural Historical Activity Theory in thinking about expertise that are distributed across the systems (Engeström, 2001) and realized in relationships (Kessel & Korthagen, 2001). Underpinned by an interpretive paradigm, this study employed a semi-systematic review approach (Snyde, 2019) to explore practicum through studies into ECTE. The review process included identifying the topic, defining inclusion and exclusion criteria, compiling the literature and evaluating it by relevance to the topic. Altogether 84 articles published in peer-reviewed journals were reviewed and analyzed in terms of aims, participants, methodology and main outcomes. The ethical considerations included acknowledging the sources of secondary data and explaining clearly the research strategy based on which review was made. Practicum is a vital area in research into ECTE. Studies highlight the role of pre-service teachers, characteristics of mentoring and construction of collective space critical to successful practicum experience. Review revealed dominant voices in research, such as publications from certain countries, as well as absent perspectives, such as those of principals and children. Implications for practice and research concerning ECTE practicum are discussed.

teacher education, early childhood education, literature review, cultural historical activity theory, practicum

Symposium SET: 1

Symposium Title: Quality in early education - who cares?

In recent years we have noticed that the fundamental role of care in ECEC is more and more marginalized; this is true in public debate, policy documents and in theoretical academic texts within ECEC research in the context of Denmark. In the new curriculum legislated in Denmark care is mentioned one time whereas learning is mentioned 89 times to illustrate the issue of imbalance. Also more and more often the term ECEC is shortened into ECE only, and care is omitted by the very definition of the institutional practice. We also cannot help noticing that care does not figure as theme at the EECERA conference. We aim at revitalizing the importance of care for both children's well-being, learning and development, and also re-theorize care as a collective and professional competence in pedagogical practice, which is in need of thorough description, theorization, resources and acknowledgment.

Chaired by: Ditte Winther-Lindqvist, Aarhus University Department of Education, Denmark

Paper 1: High Quality Care in ECEC and the role of moral imagination

Presenter(s):

Ditte Winther-Lindqvist, Aarhus University Department of Education, Denmark

In this theoretical paper I propose the concept of moral imagination as central for high quality caring for children in the context of ECEC. Combining a cultural-historical wholeness approach to child development and pedagogy (Hedegaard 2008, Hedegaard & Fleer 2009) with moral philosophy (Tronto 1994, Noddings 1986), I suggest a new conceptual framework for understanding professional care in ECEC. The concept of moral imagination introduced in moral philosophy (Moberg & Seabright 1995) and recently in educational psychology (Vadeboncoeur & Vellos 2016) proves highly useful as heuristic device for theorising care in ECEC. I apply Tronto's concepts of caring about, taking care of, and care-giving to the pedagogical tasks of caring for children's needs and development (Hedegaard 2008, Lisina 1985). The methodology is theory integration, bringing two separate disciplines and paradigms into dialogue (moral philosophy and developmental psychology). The project is driven by the ethical quest of improving care in ECEC practice, and developing a more finegrained terminology for professional care. I argue that high quality care is directed at the group level (taking care of) and the individual level (care-giving) and found in two main forms: 1) Responsive caring (attending to children's needs for well-being here and now) requires moral imagination in the shape of empathic imagination. 2) Proactive caring involves attending to children's motives, engagements and projects in transformative ways, involving extensive moral imagination. Hopefully the suggested concepts of moral imagination, responsive and proactive caring can inspire and guide practitioners for providing high quality care in ECEC.

professional care, moral imagination, ECEC, quality of care, wholeness approach

Paper 2: Care processes and the participation of children with challenging behaviour

Presenter(s):

Lone Svinth, Aarhus University - department of Education, Denmark

This explorative case study investigate how practitioners' attentiveness to children's suffering can influence care processes and develop participation for children in vulnerable positions in Danish ECECs. The important role of adult care-givers is highlighted in research and care have been theorised and discussed for decades (Noddings, 1984; Tronto, 1994). How a care-full pedagogical practice can develop children's everyday participation have nevertheless been under-

valued in policy, practice and research. Attentiveness and the capacity to be aware of, notice and make connections with each child's experience and needs is theorised by Tronto (1995) as the virtue of care. This study investigates the entanglement of care processes and children's everyday participation (Højholt, 2000). A qualitative case study methodology is applied in order to investigate care processes as relational conditions for children's participation. Written narratives (Hansen, 2009) from 10 ECEC practitioners on care processes are analysed (Braun & Clark, 2006). Practitioners' narratives were selected to give voice to the practitioners' care experiences with children in vulnerable positions. Written informed consents were obtained from practitioners and pseudonyms applied (Zeni, 1998). The practitioners' attentiveness made them notice the suffering behind children's challenging behavior. With their capacity to care the practitioners developed the children's participation in more fruitful directions. Attentiveness toward the child's perspective and situation have positive implications for an ethical and inclusive pedagogical practice. Since a child's challenging behaviour cannot be understood in separated from its relational origin, advanced qualitative approaches that encompasses care processes and their influence on children's participation are needed

care processes, attentiveness, vulnerability, children's participation in everyday life, narratives

Paper 3: Who Cares? A phenomenological investigation of the importance of professional self-care for the relational work in ECEC

Presenter(s):

Freja Filine Petersen, Aarhus University, Denmark

The study explores how practices of professional self-care intersect with uncertainties or risk in everyday life and its meanings to pedagogues' and children's well-being and attitudes to themselves and others. Mounting evidence indicates that embodied practices, such as professional self-care, may increase professionals' well-being and relational work (Jennings, 2014). Relatedly, Biesta (2012) argues for the importance of adults' abilities to take the perspective of the child but also of their experience of being addressed as a subject in the encounter, where affects, emotions, and doubts may produce beneficial 'moments of hesitation'. However, everyday working conditions may render pedagogues' 'hesitation' difficult and increase more automatic and unprofessional reactions. Studying these complex issues I draw on Merleau-Ponty's (2014/1962) phenomenological concepts of embodiment and Fuchs' embodied unconscious. A qualitative, participatory research methodology is applied in this long-term development project (Peleman, Lazzari, Budginaite et al., 2018) studying 'Self-care practices' experienced by 24 pedagogues in challenging working conditions using descriptions and interviews. A participatory research approach was selected to give voice to the pedagogues' experiences with the phenomenon professional self-care. Written informed consents were obtained from the pedagogues and pseudonyms applied (Zeni, 1998). Through a phenomenological lens I discuss how embodied practices of professional self-care enables the pedagogues to 'hesitate' and thereby change their attitude in risky and uncertain encounters. Embodied practices potentially build resources for the pedagogues in the educational sector and the coming generation for more reflective actions and sustainable well-being.

professional self-care, pedagogues, phenomenology, embodiment, wellbeing

Symposium SET: 1

Symposium Title: Cultural and Social Realities Challenging Families and Children's Wellbeing

This symposium is presented as part of efforts of the SIG Holistic Children's Wellbeing. Globally, a myriad of situations continues to challenge families and children. This symposium explores three aspects calling for consideration in understanding and consciously responding to the needs of families and children. Issues explored bring attention to how contextual views on childhood and realities of immigration influence families and the wellbeing of children. Influences of new ideas on parenting is examined through perspectives from a case study examining cultural and social contextual influences on views about parenting approaches. Intentional engagement of immigrant families supporting children's literacy revealed need for culturally respectful family engagement. Lastly, voices about challenges faced by children gathered through parent immigrants who grew up as immigrants provide views and experiences with practices and policies.

Chaired by: Wilma Robles Melendez, Nova Southeastern University, United States

Paper 1: Connecting with families: A framework for consciously-centered practices supporting engagement of Hispanic immigrant families

Presenter(s):

Audrey Henry, Nova Southeastern University, United States

Wilma Robles-Melendez, Nova Southeastern University, United States

Project aimed at defining elements for responsive, effective collaboration and engagement of immigrant Hispanic families supporting children's learning in early childhood programs. Early studies from Gordon (1979) established family involvement as vital component in early childhood education, position integral to effective practices addressing individual cultural realities (Cole 2006; Amatea 2012) for successful learning and development. Families' role is integral in children's learning and development (Berger 2013). Project continues researchers' previous study on respectful practices for immigrant families. Conceptual framework centered on Moll's funds of knowledge (1992); Freire's critical consciousness principles; family influence on learning experiences (Otto 2015); and Delgado-Gaitan (2004) parent involvement premise of "respeto" for children's successful development. Addressed paradigm of families as child's first teachers and impact of culturally respectful family's engagement on children's wellbeing. Views on engagement practices, expectations and experiences gathered from immigrant Hispanic families and preschool teachers in program serving immigrants. Data collected via unstructured interviews/conversations yielded families and teachers' perceptions and expectations held on collaboration and engagement practices. Project goals explained and informed consent obtained from those agreeing to participate. Confidentiality of interviews maintained adhering to research guidelines (EECERA 2015). Results yielded families and teachers' ideas and expectations held on family-engagement practices. Identified parents' activities and roles supporting children's development. Data revealed elements defining culturally-based respectful engagement. Results used to formulate a working framework guiding family engagement with immigrant families. Contributes to practices supporting culturally-respectful engagement of immigrant families. Framework informs teacher-family collaborative practices addressing children's wellbeing.

immigrant families, family engagement, culturally respectful engagement, children's holistic wellbeing, culture

Paper 2: In/credible change?: A cultural critique of the discourse of evidence in Early Childhood Intervention policy and practice.

Presenter(s):

Clionagh Boyle, Liverpool Hope University, United Kingdom

In playing with the concept of 'credibility' this paper presents a critical examination of the discourse of evidence and the programming of upbringing in Early Intervention policy and practice. This is explored through a single complex case study of an Early Intervention City in Northern Ireland. As contemporary theorists (Cannella, 2011; Burman, 2018) have observed, Early Childhood can be considered as a site of post-colonial struggle. Building from the emerging body of critique around scientism and parenting (Ramaekers and Suissa 2011), the study extends this through a post-colonial lens to the Northern Ireland context. The framework for the study uses Bourdieu's thinking tools of habitus, capital and field alongside Foucauldian discourse analysis to explore the ways in which Early Intervention policy and practice impacts on children, parents and communities. Discourse analysis of policy and interviews with commissioners, practitioners and parents to consider how parenting is constructed and how this can be considered as a Foucauldian 'regime of truth' (1976, p.114). Ethical approval secured in line with BERA/EECERA guidelines. Despite a strong tradition in Northern Ireland of community-based activism, Early Intervention policy and programming has tended towards direct read across from England and the United States. The study documents that community based practice struggles within the policy field for recognition, yet 'home grown' carries significant social capital within and across communities. The policy discourse of In/credible change, transformation through evidence-based interventions, is set against a backdrop of worsening child poverty. This suggests the reproduction rather than transformation of social disadvantage.

early intervention, Foucault, discourse, post-colonial, Bourdieu

Paper 3: Listening to their voices: Reflections on views and conceptualizations about immigrants through the voices of immigrant parents

Presenter(s):

Wilma Robles Melendez, Nova Southeastern University, United States

Non-presenting Co-author(s):

Wayne Driscoll, Nova Southeastern University, United States

Project aimed at ascertaining impact of immigration experience on views about children through voices of parents who grew up as child immigrants and to critically reflect on equity implications on children's wellbeing. Project relates to work reclaiming rights of children to equitable experiences (NAEYC 2019) denouncing existing inequities emerging from views on diversity factors (Ladson-Billings 1999; Banks 2015). Addresses conceptualizations about child-immigrants demanding fairness and socially-just experiences (Adair 2015). Expands previous work from presenters on child-immigrants. Conceptual framework inspired by Convention of Rights of Children (1989) to socially-just, equitable experiences supporting children's development and calling for responsiveness to immigrant-realities (Tobin, Arzubagi & Adair 2013). Draws from need for critical consciousness (Freire 2005) about diverse realities influencing child's wellbeing. Addresses paradigm on rights of children to equitable experiences demanding socially-just considerations, conceptualizations about child-immigrants' life-realities. Unstructured-interviews with immigrant parents who grew up as immigrants provided voices about childhood experiences, challenges, hopes. Literature review analysis yielded conceptualizations about immigrants and children. Data thematically analyzed identifying nature of views, issues facing child-immigrants and impact on wellbeing. Followed ethical guidelines (EECERA 2015); Informed consent obtained from participants who volunteered. Confidentiality of interviews maintained following research guidelines. Data analysis revealed nature and impact of immigrant experiences, identifying equity issues challenging developmental wellbeing. Parents-voices reveal need to dispel misconceptions to ensure fair, equitable responses. Results established relevance of



consciously-centered teacher practices. Highlights need for fairness and consciously-centered practices to address child-immigrants' wellbeing. Informs culturally-responsive teacher-preparation practices.

immigrant children, culturally responsive practices, immigrant parents, teacher preparation, holistic wellbeing

Symposium SET: 1

Symposium Title: International Perspectives on basic values in Early Childhood Education

This symposium will present and discuss an international study about the core values expressed in policy documents in ECE in seven countries in different parts of the world (USA, Japan, Eswatini, Kenya, Israel, Ethiopia and Norway). The study presents the basic values, compare, and discuss why some different values are emphasized and some not in different countries.

The study builds on earlier studies on the function and importance of values (Gunnestad & Mørreaunet, 2019, Johannessen et al. 2015, Tobin et al. 2009). Theoretical framework includes values as a basis for identity (van den Heuvel, 2001), and a foundation for educational activities (Linder, 2017; Sagberg, 2017).

The chair will briefly present the study, the main aims, previous research, theoretical framework, methodological approach and ethical considerations. He will give examples from Norwegian policy documents as a background for the presentations. Then he will introduce the 3 presenters from USA, Israel and Japan.

Chaired by: Arve Gunnestad and Sissel Mørreaunet Queen Maud University College, Norway

Paper 1: International Perspectives on Basic Values in Early Childhood Education – USA Perspective

Presenter(s):

Jolene Pearson, Bethel University, United States

This study identifies values intended to be transmitted through Early Childhood Education in State of Minnesota/USA and compares these to values identified in official early childhood documents in from other countries. Kochanska & Aksan, 2007; Tobin & Kohlberg, 1977 found young children internalize expectations for desirable behavior. To leverage teaching young children cultural expectations, early childhood programs have created official documents to guide practice and shape curriculum intended to promote specific values. (Bertram & Pascal, 2016; OECD, 2013). This study draws upon theories of moral development in children (Kolhberg, 1977) and pedagogy of practice in teaching moral values (Johansson et al., 2011; Gunnestad, Mørreaunet & Onyango 2015). The study was conducted within a qualitative paradigm (Denzin & Lincoln, 2018). A content analysis of appropriate official early childhood government policy documents was conducted and results analyzed for each country and then another qualitative analysis to compare findings between countries. (Bowen, 2009). Because this research was based on solely official documents, ethical consideration was given to ensuring documents selected were fairly representative of official policies and practices applying to all programs in each country. This findings reveal clustering around political/societal, educational and individual/relational values. Findings include comparisons of similarities and differences between Japan, Israel and Norway and Minnesota/USA. This symposium contributes to the political and educational discussion on why some values are included and others not in different countries. The presentation brings an awareness of the role of values in education.

values, policy documents, comparative studies, expectations, ECE

Paper 2: International Perspectives on Basic Values in Early Childhood Education – Israeli Perspective

Presenter(s):

Sharon Kaplan-Berkley, Efrata College of Education, Israel

This research study aims to explore the underlying policies guiding basic values integrated into Early Childhood Education in Israel. World-wide Early Childhood Education programs have created official documents intended to guide practice and shape curriculum, including underlying values to be promoted in the Early Childhood Environment (Bertram & Pascal, 2016; OECD, 2013). The theoretical framework for this study draws upon theories of social identity development (Brewer, 2001) together with the premise that values in education represent a desirable ECE culture (Johannesen et al., 2015; Sato Linder, 2017; Sagberg, 2017). The study was conducted within a qualitative research paradigm (Denzin & Lincoln, 2018). Employing document analysis, three main policy documents of ECE in Israel were analyzed: Israel Ministry of Education (1994) The Framework Plan for State, State Religious, Arab and Druze Early Childhood Education Centers translated from the Hebrew, Israel Ministry of Education (2010) Core Curriculum Educational Activities in the Kindergarten: Guidelines for the Educational Staff, Israel Ministry of Education (2013) Facts and Figures in the Education System. Content analysis of the documentation identified underlying values (Bowen, 2009). To ensure that the three documents examined were the most appropriate documents, agreement from Israeli Early Childhood government officials and faculty members was confirmed. Initial findings suggest that Israeli E.C.E policy documents contain unique as well as similar values from those in Norway, Japan, and Minnesota, U.S.A. This study will create awareness in addition to generating discussion around values guiding ECE, contributing to the political and educational discourse on the choice of values guiding E.C.E in participating countries.

curriculum, practice, ECE values, policy documents, comparative study

Paper 3: International Perspectives on Basic Values in Early Childhood Education – JAPAN Perspective

Presenter(s):

Sachiko Kitano, Kobe University, Japan

To find out what are the basic values for Japanese Early Childhood Education. Official documents are created to guide practice and shape curriculum, in general. These documents include values to be promoted (Bertram & Pascal, 2016; OECD, 2018; UNICEF, 2008), and some study examines the values among countries (Gunnestad, Mørreaunet & Onyango, 2015). This study examines the basic values in Japanese ECE documents in global perspectives. The theoretical framework for this study draws upon theories of the child-centered approach and reflectional practitioners to have curriculum management from children's perspectives and development of emergent curriculum through interaction with children (Dewey, 1933; Schön, 1983). Japanese "Basic Act on Education" was revised in 2006 and ECE was first stated in Article 11. In Japan, two ministries and a cabinet office oversee ECE. The Act and the 3 curriculum standards (2017) were analyzed. The analysis was conducted through a content analysis of the document using a hermeneutical approach to identify values. (Bowen, 2009). All the curriculum standards are documents open to the public for making analysis. In this study, the acknowledgement of works of the authors used with the referencing. This study identified the values in the documents and examined how are these values, such as sense of morality and consciousness, building health, learning disposition and humanity, learning through environment, and respect for hard work, related to Japanese history, culture, and society. Contribution to the political and educational discussion on why some values are included and others not in different countries.

values in early childhood education, policy documents, reflectional practitioners, child-centered approach, comparative studies

Symposium SET: 2

Symposium Title: Consequences and dilemmas of the COVID-19 pandemic for ECEC institutions, examples from Norway

The COVID-19 pandemic has consequences for ECEC. In Norway ECEC institutions were locked down between the 12th of March and the 20th of April 2020 only with emergency care for children of parents with socially critical professions and for children with special needs. After the re-opening in April 2020, there has been multiple and massive regulations in ECEC institutions due to the dissipation in society; i.e. strict hygiene practice, smaller cohorts to restrict contact between children and between staff, more outdoor activities and the necessity to adapt to alternating regulations concerning protection against contagion.

Based on empirical projects, this symposium, will emphasize consequences of regulations for the everyday life for children; teachers, parents and children during different phases in the pandemic, and how regulations were communicated to different levels in society from government to head teacher in ECEC institutions. Further, are there lessons to be learned for future ECEC?

Chaired by: Ellen Os, OsloMet, Norway

Paper 1: Pedagogical Impacts of Norwegian Kindergartens' Response to COVID-19

Presenter(s):

Terese Wilhelmsen, University of South-Eastern Norway, Norway

Anne-Line Bjerknes, University of South-Eastern Norway, Norway

Non-presenting Co-author(s):

Anne R. Moxnes, University of South-Eastern Norway, Norway

This study explored the pedagogical impacts of the infection control measures and structural changes implemented in Norwegian kindergartens after the COVID-19 lockdown in the spring of 2020. How kindergartens manage the crisis have received attention worldwide and research is still accumulating. Yet, our understanding of the pedagogical impacts is still scarce. This study used the concept of dynamic conservatism to explore the interrelations between enforced structural changes and teachers' attempts to stay true to valued principals of pedagogical practice. The study was conducted within a pragmatic mixed method paradigm. The data is based on a survey study following kindergartens from reopening in April until June. Kindergarten leaders and teachers (N=69) responded on open-ended and fixed-choice questions. Descriptive statistics, bivariate analysis and qualitative thematic analysis were used in the analysis of data. An information letter highlighting participants' rights was sent participants and all signed a consent form. Participants were given the opportunity to withdraw from the study at any given time. The findings indicated that reduced opening hours, stable cohorts of children and staff, increased staff density, organizing play zones inside and outside, and reducing the amount of toys were structural changes implemented to reduce the risk of infection. The pedagogical impacts were 1) closer relationships; 2) opportunities and restrictions in children's play, movement and peer relations; and 3) an increased sense of enjoyment of nature and being outside. These findings suggest implication for how structural changes can both support and restrict kindergarten teachers' pedagogical work and relations with children.

COVID-19, crisis management, infection control, pedagogical impacts, structural changes

Paper 2: Crisis management and ECEC institution leadership

Presenter(s):

Trine Myrvold, Oslo Metropolitan University, Norway

Non-presenting Co-author(s):

Ole Danielsen, Oslo Metropolitan University, Norway

Governing the Covid-19 situation resembles crises management generally (Boin et.al 2010; Fimreite et.al. 2014). Most European countries closed schools and kindergartens (Toshkov et.al. 2020:2). In Norway kindergartens were closed for five weeks, subsequently they opened with severe restrictions. This paper investigates how crisis measures were implemented, and how kindergartens, particularly the head teacher, handled the crisis. Previous research points out head teachers' tripartite role: pedagogical, administrative and personnel leadership (Roness 2001), and a fourth: leadership of kindergarten's relations to the environment (Borhaug et.al. 2011; 2010). Data are analyzed using concepts from governance and leadership theory (Borhaug et.al. 2011; 2010). Data were collected through surveys to kindergarten administrations (N=200) and head teachers (N=222). Surveys to administrators were emailed to Norwegian municipalities (response rate 56%). Addresses to 492 head teachers were obtained through administrators (response rate 45%). Most questions had fixed response alternatives. 140 pages of text were extracted from open questions. Data were combined with register data on respondent's municipality and analyzed with SPSS. The surveys were consent-based and data depersonalized. Questions were about systemic issues, not personal. No single respondent can be identified in reports. The paper discusses how the Covid-19 crisis activates leadership functions, particularly personnel management and head teacher's cooperation with external actors. We discuss whether head teachers' multiple leadership reflects recognition of kindergartens' importance in communities beyond the crisis. The findings may have implications for head teacher education and practice. The research gives lessons about kindergarten crises management, but also about importance of head teacher's roles generally.

COVID-19 crisis management, multilevel governance, ecec institution leadership, head teacher's roles, survey data

Paper 3: Responses to the COVID-19: Protection and/or participation in ECEC?

Presenter(s):

Leif Hernes, Oslo Metropolitan University, Norway

Ellen Os, Oslo Metropolitan University, Norway

Nina Winger, Oslo Metropolitan University, Norway

This study aimed to explore consequences of national and local responses to the COVID-19 pandemic for teachers and children in Norwegian ECEC. Research illuminates that COVID-19 has changed everyday life for teachers and children in ECEC (Bertram & Pascal, 2021). Teachers have made great efforts to adapt to rapid changing regulations with "best interest" for children in mind (Pramling Samuelsson et al, 2020). Theoretical framework is based on theories concerning the complexity in ECEC, emphasising how structural aspects and everyday life intertwine, and partly define teachers' professional agencies and children's possibilities to lived democracy (Katz, 1993, Lister, 2007, Pascal & Bertram, 2021). The design was a qualitative, multiple case study (Yin, 2003) conducted in nine groups using multimethod approaches; video logs and focus-groups with teachers. Interviews with children were carried out by teachers as co-researchers. According to Norwegian regulations and EECERA's ethical code (Bertram et al. 2016), informed consents from all participants were obtained. The purpose of the study was explained to the children. Information of the opportunity to withdraw at any time, were given to participants. Settings and participants were anonymized. Findings illuminate that highly restrictive contexts; hygienic and social distancing regimes, to some extent redefine everyday life and social processes in ECEC. Necessity for collective considerations and loyalty to regulations, temporarily transcend individual

rights. Dilemmas concerning teachers' professional agencies and children's right to participation will be discussed. Findings underline the importance of emphasising teachers' and children's voices and agencies in critical situations ensure democratic processes.

COVID-19, structural regulations, restrictions, relations, democracy

Symposium SET: 2

Symposium Title: Democratic Pedagogic approaches

Chaired by: Victoria Whittington, University of South Australia, Australia

Paper 1: A case study of pedagogies in participation within a democratic learning community

Presenter(s):

Victoria Whittington, University of South Australia, Australia

Non-presenting Co-author(s):

Jami Sisson, University of South Australia, Australia

This paper explores the democratic pedagogies exercised by the director, teachers, chef, parents and children in reimagining early childhood in an Australian Birth-5 site, to increase understanding about the supports and challenges experienced in positioning ECEC settings as democratic learning spaces (Formosinho & Formosinho, 2016). The Australian Early Years Learning Framework (2009) structurally reformed curricula towards a democratic orientation. Continued pedagogical efforts are needed to put democratic participation at the centre of policy and practice. Viewing children and their families as able, and children as contributing citizens from birth, enables a contextual, democratically-informed approach where leadership is an everyday practice for all (Woodrow & Busch, 2008). Pedagogy-in-Participation (Formosinho & Formosinho, 2016) enabled exploration of democratic pedagogies, challenging ECEC hierarchical and market-oriented discourses. This research employed a transformative (Friere, 1970) paradigm, challenging assumed power relations to re-imagine and transform pedagogies for social justice. Case study (Simons, 2009) and the Mosaic approach (Clark & Moss, 2001) provided a holistic view of participants' multiple lived experiences (Yin, 2009). Adults consented in writing for themselves and children, and children assented to being observed, employing the ethical notion of simplicity (Green 2012). This paper contributes to understanding of democratic pedagogies in ECEC by making visible examples of democratic participation in a Birth-5 context, and critically examining elements within ECEC professional identities and discourses that enabled and constrained that setting's reimagining and transformation. It argues that critical examination of assumed notions of leadership and relationships are needed to create to democratic learning communities.

early childhood education, pedagogies, democracy, pedagogy-in-participation, case study

Paper 2: Investigating children's participation in a Froebelian context

Presenter(s):

Fatma Busra Aksoy-Kumru, The University of Edinburgh, United Kingdom

This study aims to investigate how children's participation is lived and negotiated by children and practitioners in one Froebelian nursery context. Children's participation is broadly defined as the involvement of children in all matters affecting their lives (Tisdall 2016). Moreover, it is one of the children's rights enshrined in the UNCRC (1989). There is an emerging field of children's participation and the literature highlights the necessity of contemporary studies investigating meaningful participation in children's everyday lives in early years (Blaisdell 2016). Froebelian approach emphasises the integrity of childhood in its own right and children's participation prevails as an important element of this pedagogy (Tovey 2017). As a prominent discourse in the early years, Froebel coined the phrase of child-centredness

that emphasises the curriculum is driven and in harmony with children's participation (Bruce 2012; Bruce et al. 2019). Therefore, investigating children's participation within a Froebelian context would reflect more of the contemporary practices of his theory. The methodological approach of this qualitative research is ethnography involving 9 months of fieldwork via a) semi-structured interviews with practitioners and b) participant and direct/non-participant observation with children and practitioners. In addition to the written informed consent from practitioners and parents'/caregivers', I obtain children's informed consents verbally by using picture-book. As the research is still in progress, the findings are constantly evolving. As an initial discussion, within daily life in a setting adopting Froebelian philosophy, children's participation is prevailing in terms of time and space; and child-adult and child-child relationships. Further findings are expected to provide insights on reconceptualisation of Froebelian pedagogy in terms of children's participation that prevails the practices in theory.

children's participation, mundane participation, Froebelian approach, child-centred/democratic pedagogy, children's rights

Paper 3: "How democratic should I be?"

Presenter(s):

Anna Hreinsdottir, University of Iceland, Iceland

The aim of this study was to identify democratic views, activities and practices in one preschool in Iceland. The outcome from the research was a curriculum on democracy and children's rights. This provided an opportunity to examine existing practices, theories and considerations in democracy, highlighting the democratic participation of children (Clark and Moss, 2005; Hultman and Margrain, 2019). The study offers insights into what democracy looks like in daily practice and encourages teachers reflection. The project was grounded in relevant research on democracy in early childhood settings (Clark and Moss, 2005; Hultman and Margrain, 2019; Malaguzzi, 1993; Rinaldi, 2006) and the importance of children's participation and voice. Teachers in one preschool participated in a action research to enhance democracy in daily activities and practices (Kincheloe, 2006; McNiff, 2002). The Mosaic approach was used to do this (Clark and Moss, 2005). The project followed ethical practices concerning research with children; respect of their rights and interests and respect of the dignity of the participants (Clark and Moss, 2005; Kvale 2007). The findings indicate that teachers participation in the action research influenced the staffs' ideas and practices. They became more aware of democratic practices and children's rights and how to support cooperation and active listening in their daily activities. A clear image and voice of the child and childhood should be valued and a shared understanding of democracy among staff. The findings of the project can be used to increase democracy in preschool activities for all children.

democracy, children's voices, children's rights, empowerment, participation

Symposium SET: 2

Symposium Title: Making maths count

Chaired by: Kristina Cergol, University of Zagreb, Croatia

Paper 1: "It's a thing for measuring things": children's talking and playing with measurement tools in early childhood education

Presenter(s):

Maria Figueiredo, School of Education and CI&DEI, Polytechnic of Viseu, Portugal

Non-presenting Co-author(s):

Helena Gomes, School of Education, Polytechnic of Viseu, Portugal

Isabel Aires Matos, School of Education, Polytechnic of Viseu, Portugal

A lesson study (Lewis, 2002) about measurement was developed by initial early childhood teacher education students. It developed and evaluated a didactical proposal to introduce measurement to 3 to 6 years old. Part of the proposal elicited children's experiences of length measurement. The study also aimed at analyzing the different meanings children gave to the tools and to measure. Listening to children's perspectives is an important first step to planning meaningful experiences of learning (Ministry of Education, 2016; Thiel, Severina, & Perry, 2020). Valuing play is important to understand children's knowledge and experiences. These principles are coherent with a socio-constructivist perspective on learning and with Early Childhood Pedagogy (Formosinho & Oliveira-Formosinho, 2013; Ministry of Education, 2016) and provide meaningful learning for children (Thiel, Severina, & Perry, 2020). It was an interpretative study, based on participant observation of 125 children (corresponding to six groups of 3 to 6 years old) while they freely explored the tools, and group interviews. Informed consents were collected from the children and the parents. Children were assigned codes throughout the study. Children's focused primarily on measuring as finding a result and measuring as an action associated with jobs or professionals. Most children mentioned home as the context where the tools were familiar. The diversity of experiences highlights the importance of home-school communication for mathematics (Bishop, 2016) and the relevance of play as an arena for children's complex understandings to be shared. Strict didactical sequences for measuring were perceived as disregarding that complexity.

early childhood mathematics, play, measurement, children's perspectives, lesson study

Paper 2: Educators and Community Facilitating Mathematics Learning: Let's Count

Presenter(s):

Bob Perry, Charles Sturt University and Peridot Education Pty Ltd, Australia

Sue Dockett, Charles Sturt University and Peridot Education Pty Ltd, Australia

Let's Count is an Australian early mathematics program which assists early childhood educators and family members to promote positive mathematical experiences for young children (3-5 years). This paper reports evaluations of an online version of Let's Count for educators and a version where early childhood educators and other community professionals worked together. It also canvasses future developments in Let's Count. Let's Count has been shown over ten years to be successful for educators, families and children (Gervasoni & Perry, 2016, 2017; Perry, 2015). This presentation reports extensions of the program. Let's Count is based on Bishop's (1988) universal mathematical activities, powerful

mathematical ideas (Perry & Dockett, 2013) and learning trajectories (Clements & Sarama, 2009). Both evaluations used mixed methods approaches and pre-/post-designs. Data were generated before and after the professional learning programs through surveys and telephone conversations by 207 educators (online version) and 45 early childhood educators and 34 community professionals. Both evaluations obtained university ethics approval. Surveys were completed either online or as part of professional learning sessions. With participants' consent, conversations were audio-recorded and anonymised for analysis and reporting. Let's Count online: Participants supported the flexibility offered by this approach and felt they learned enough for them to use the program but noted, as deficiencies, the lack of interaction and feedback. Community professionals: Mixed groups worked beneficially for both educators and community professionals. All were able to implement Let's Count in their workplaces. Revision of Let's Count will occur in 2020-2021. Findings from these evaluations will inform the revisions.

mathematics, families, educators, online delivery, community professionals

Symposium SET: 2

Symposium Title: Bio-social spaces in ECE

Chaired by: Muberra Seyman, University of Bath, United Kingdom

Paper 1: A Child-Centred Lens on The Co-Construction of Friendship and Social Space within Indoor and Outdoor Physical Settings in one Nursery School

Presenter(s):

Muberra Seyman, University of Bath, United Kingdom

This research aims to investigate children's active participation in the co-construction of friendship and social space and how it varies across indoor and outdoor physical settings. Previous research has shown that adults have tended to take a passive perspective on children's socialisation in comparing indoor and outdoor environments (Kroeker, 2017). This research, drawing from my on-going PhD study, seeks to problematise this view, which neglects children's lenses and their active participation in spaces which shape as well as reflect social interaction and friendship. This research is underpinned by three interrelated theory and concepts: Corsaro's (1985) theory (Interpretive Reproduction) on young children's social developments, Sack's (1986) theory (Territorialisation) on children's geographies, and James, Jenks, and Prout's (1998) approach (New social studies of childhood) on children's active participation. This ethnographic case study was conducted in one nursery setting with four different friendship groups. The Mosaic Approach (Clark and Moss, 2005) was used to elicit young children's perspectives by using participatory and visual data collection tools in order to understand and unpack children's views and experiences. Children's parents gave their consent, while children's assent was invited each time before working with them; they were reminded that they could withdraw from the study at anytime. This study adds to a growing field of research by exploring how space interacts with friendships; friendship is both shaped by, and a consequence of the different spaces children inhabit and highlights the need for a child-centred lens in developing research methods to access children's perspectives of 'doing' friendships.

children's active participation, early childhood education, friendships, indoor and outdoor environment, the mosaic approach

Paper 2: "I climb high to get closer to the sky": Five-year-olds' learning strategies during outdoor play in a Norwegian kindergarten

Presenter(s):

Teresa Katherine Aslanian, University of South-Eastern Norway, Norway

Non-presenting Co-author(s):

Anne-Line Bjerknes, University of South-Eastern Norway, Norway

Anne Kristin Andresen, University of South-Eastern Norway, Norway

In order to expand knowledge about what children learn through self-initiated play, we use a bio-social perspective to understand how five-year-old children learn through self-initiated play outdoors. Play is essential for children's development and is understood within psychology and evolutionary biology as vital for development and social learning (Sutton-Smith, 2001). Within early childhood education, play is rarely related to evolutionary processes. Learning through play is often understood in terms of school readiness. Biological and social development occur together. What is

good for children's mental and physical health is good for children's cognitive development (National Scientific Council on the Developing Child, 2020). We used a biosocial (Youdell & Lindley, 2019) framework to understand children's learning as deeply related to mental health in a lifelong perspective and as a process interrelated with emotions, relationships, and encounters with the material world. We worked within a qualitative interpretivist paradigm to analyse our observations of 20 children aged 4-5 years during outside play in a Norwegian kindergarten. We took field notes and photographed things that we evaluated as meaningful for the play situation. The project was approved by the Norwegian centre for research data and permission was granted from parents/guardians. Children were continuously given the opportunity to not engage with researchers. Findings indicate that children sought intense physical experiences and interactions with each other, other animals and things, while also navigating relationships and emotions. Findings suggest implications that children's opportunities for intense experiences outdoors and opportunities to navigate relationships provide important foundations for biosocial learning.

biosocial, play, learning, outdoors, materiality

Paper 3: Preschool children's expressions and causes of wellbeing while playing in natural outdoor environment

Presenter(s):

Kwi-Ok Nah, Soonchunhyang University, South Korea
Young Mi Go, Soonchunhyang University, South Korea
Yungeui Yoo, Soonchunhyang University, South Korea

Non-presenting Co-author(s):

Kyoung-Hee Kim, Soonchunhyang University, South Korea

The aim of this study is to identify how children can experience wellbeing and what can bring about their wellbeing in preschools that utilize natural outdoor environments. Elements in nature generate interest and involvement in unexpected events, challenges, varied activities, autonomy and social relationships which contribute to the wellbeing of preschool children (Bjørngen and Svendsen 2015). Children with a high level of well-being feel positive, enjoy life to the full, have fun and joy, and radiate vitality as well as relaxation and inner peace (Laevers, 2005). A high degree of wellbeing has many positive consequences, such as effective learning, development, productivity, good health and longer life expectancy (Huppert and So 2013; Laevers 2005). The researchers observed children's play in their outdoor playground, activities in a vegetable garden and field trips to a forest nearby. Researcher field notes, video recordings of children's play, semi-structured interviews with teachers and informal interviews with the children comprised the data set. Consent from children and their parents was obtained, and anonymity was assured. As results, children showed enjoyment and vitality, a sense of achievement and confidence, autonomy and involvement when playing outdoors. The critical elements which contributed to children's wellbeing were the natural environment, interacting with animals, playing with peers, and receiving support from the teacher. This study has practical implications for teachers to utilize natural outdoor environments and animals, to provide intervention and teacher support, and to allow children autonomy that nurtures wellbeing among preschool children.

children's wellbeing, outdoor play, natural environment, teacher support, autonomy

Symposium SET: 2

Symposium Title: Drama, performance and art in ECE

Chaired by: Marijana Županić Benić, Faculty of Teacher Education University of Zagreb, Croatia

Paper 1: “The democratic puppet” - Supporting social values with puppets in ECE

Presenter(s):

Anders Råde, Department of Applied Educational Science, Umeå University, Sweden

The aim is to explore puppets as didactic tool for fostering democratic values in ECE in Sweden. Several researchers have studied the use of puppets with children. Puppets have proved to have a visual power that captures children’s attention (Pitre et al. 2007). Studies have also revealed that puppets change attitudes of children and supports children’s learning (Aminimanesh et al., 2019; Bredikyte, 2011; Pitre et al., 2007). The method is established in play therapy and psychotherapy (Bromfield, 1995; Dillen et al., 2009). Even if puppets have a clear potential as didactic tool in ECE it is astounding that puppets have a decreasing appearance in the curriculum, preschool teacher education and the practical field of ECE (Forsberg Ahlcrona & Östman, 2018). This project will study the use of puppets in ECE in an action research manner, with focus on creativity, imagination and the learning of social values. The project has a qualitative paradigmatic approach with the use of activity theory and concepts such as “mediating tool”, “proximal development zone” and “boundary object” (Bredikyte, 2011; Engeström et al., 1999). The EECERA ethical code will be followed concerning informed consent, confidentiality, non-discriminatory, feedback and respecting the well-being of the participants as subjects with human rights. An intervention for ECE will be developed with teachers and implemented. The findings will describe how teachers and children in ECE experience the use of puppets as didactical tool for the learning and fostering social values. Hopefully both problems and possibilities of puppets in ECE will be highlighted.

puppets, democratic values, ECE, didactic tool, action research

Paper 2: Creative drama, a means for developing early childhood teachers sociodramatic play skills

Presenter(s):

Anthia Michaelides, University Of Cyprus, Cyprus

Non-presenting Co-author(s):

Eleni Loizou, University Of Cyprus, Cyprus

This study investigates the development of a drama-based professional development program (PDP) and its impact on early childhood teachers’ (ECTs) sociodramatic play skills. It is part of a doctoral thesis. Research on drama and play (Brèdikytè and Hakkarainen, 2011; Dunn, 2011), indicate drama as a means to support children’s and teachers’ play skills (Loizou, Michaelides & Georgiou, 2017). Also, Lobman (2005) used improvisation, a drama technique, to develop teachers' play skills. Similarly, Dunn's (2011) research showed drama's possibilities as a means in developing children's play skills. We draw on Vygotsky’s understanding of drama and as social processes through which children construct meanings and experiences (Zafeiriadou, 2009). We also acknowledge and promote their common characteristics such as roles, scenario, tension, props, verbal and nonverbal communication (Baldwin, 2008; Dunn & Stinson, 2012). Thirteen in-service ECTs attended a 9-session drama PDP which aimed at developing sociodramatic play skills. Participants conducted, four to five videos of sociodramatic play with children and reflected on each one. Additionally, two semi-

structured interviews were conducted with each participant pre and post the PDP. Consent forms were given to all participants, with the right to leave at any given time. All participants exemplified development in their sociodramatic play skills. Specifically, role and scenario skills and their characteristics were highly developed; while also employing drama techniques during their involvement in children's play. This study provides a series of drama lessons emphasizing on role and scenario skills which can support teacher educators in training ECTs develop their sociodramatic play skills.

drama techniques, professional development, teacher play skills, drama program, role and scenario play skills

Paper 3: A/R/Tography Reflections-Review On Art Appreciation And Interpretation Of Art Work In Early Stage Of Visual Education

Presenter(s):

Marijana Županić Benić, Faculty of Teacher Education University of Zagreb, Croatia

The aim of the research is to show how children express their experience, artistic appreciation and interpretation of selected artworks of 20th century artists through fine art. Children's drawing is an indicator of the child's personality and his overall development (Cox, 2005; Arnheim, 2009; Barnes, 2009), and is a spontaneous, direct and honest reflection of children's creativity and as such has inspired many 20th century artists (Rosenblatt, Winner, 1988). For aesthetic development of the child it is essential to encounter the work of art (Duh, Zupančič, 2011; Zupančič, 2019). A/r/tography reflections on art appreciation with children in this study arises from the approach of researchers who work in the process through three perspective artist/researcher/teacher (a/r/tographer) through which they are describing the dynamics of processes arising during research. The study used arts based research methodology with elements of ethnographic approach and analysis of children's artwork. The data were collected from a non-random sample of children aged five and six. Research was conducted according to Ethical code University of Zagreb. The discussion is based on the monitoring of the processes that take place during the appreciation of fine arts and the creative process of drawing and painting. At the same time based on the results children's art follows the development and expansion of visual-art knowledge of children. Rethinking the A/r/tography reflections can contribute to the professional development of teachers and better understanding of aesthetic development of children through the experience of art.

child, artwork, art appreciation, creative process, a/r/tography

Symposium SET: 2

Symposium Title: ECE teacher's professionalism

Chaired by: Sarah Lang, Ohio State University, United States

Paper 1: What program and individual factors predict ECE teachers' engagement in foundational, coaching-focused, professional development?

Presenter(s):

Sarah Lang, Ohio State University, United States

Rosalie Odean, Ohio State University, United States

Erin Tebben, Ohio State University, United States

Kristen Knight, Ohio State University - Virtual Lab School, United States

We aim to identify what personal and contextual factors were associated with teachers' engagement in a free 16-month professional development (PD) program. Roughly 40% of the U.S. ECE workforce does not hold a foundational credential in child development (CD) or ECE. Such training is associated with higher-quality care and better child outcomes (Paschall et al., 2020; Whitebook et al., 2016). We have preliminary evidence that this PD program, which paired online foundational training with a practice-based coaching approach (NCECDTL, 2015), increased participating teachers' (n=77) knowledge and skills in high-quality ECE practices (Lang et al., 2021). Taking a bioecological perspective (Bronfenbrenner & Morris, 2006), we seek to understand the personal, microsystem, and macrosystem factors that may have influenced teachers' success. We approach our work from a positivist paradigm using participant-completed surveys and training records, publicly available program data, and the perspectives of PD program coaches to examine these factors using regression and deductive thematic analysis. This study was approved by our institutional review board and all participants consented. Participating teachers from centers with lower child enrollment completed more courses per month ($\beta = -.250$, $p = .043$), an effect which held when controlling for center quality rating and location socioeconomic-status. We are examining the potential impact of additional factors, such as participants' years in field, or coaches' perceptions of center-level barriers. Although teachers from centers of all sizes were able to complete courses, these findings emphasize the need for differential supports depending not only on individual factors, but also the context within which teachers work.

ECE workforce, program implementation, professional development, coaching, scalability

Paper 2: Schoolification of Nordic ECEC policy and its implication to teacher professionalism

Presenter(s):

Reiko Hayashi Nakata, Graduate School of Education, University of Tokyo, Japan

The purpose of this research is to explore how 'schoolification' have impacted Norwegian and Swedish ECEC professionalism through policy analysis. Schoolification implies an increasing focus on more formal learning practices. Studies discussing schoolification in Nordic countries note that the social pedagogical tradition and early years democracy are being challenged (Brogaard Clausen 2015, Otterstad & Braathe 2016). Research also indicates that schoolification trends devalue the care work, thus leading to a growing divide between care and education, also within the unified ECEC system (Peeters et al. 2016, 2018). The conceptual framework for this study is the concept of 'learnification' (Biesta 2004, 2010) and the educationalisation of social problems (Depaepe & Smeyers 2008). The study

is based on curriculum theory, wherein curriculum is not merely a syllabus but a series of basic principles on how the outside world is organized (Lundgren 1979). It considers various policy documents related to ECEC from the 1990s in Norway and Sweden – national curricula, white papers, or official research reports. To avoid biases, several documents within one period are considered to cover various perspectives in policy discussion. ‘Pedagogical work’ and competence development in the workforce have been further emphasized in both countries in policy documents throughout the period. One main implication is that professionalism could be seen as threatened through the ‘language of learning’ (cf. Biesta 2004) and increased consumption of ‘education services’ (cf. Depaepe & Smeyers 2008). The study’s findings provide insights in how schoolification affect professionalism in countries with holistic model of ECEC.

schoolification, learnification, educationalisation, professionalism, Nordic countries

Symposium SET: 2

Symposium Title: Workforce support and development

Chaired by: Angela Hodgkins, University of Worcester, United Kingdom

Paper 1: Professional development coaching conversations: Drawing from multiple perspectives to identify if coach-educator interactions are as democratic as intended

Presenter(s):

Catriona Elek, University of Melbourne, Australia

Non-presenting Co-author(s):

Jane Page, University of Melbourne, Australia

Patricia Eadie, University of Melbourne, Australia

This research aims to identify which patterns of interactions characterise professional development coaching conversations in ECEC. Ongoing professional development such as coaching can improve children's outcomes through improving pedagogical practice (Kraft et al., 2018; Peleman et al., 2018). Some coaching practices may better support educators' democratic participation in coaching than others (Knight, 2016; Jayaraman et al., 2015). There is limited research, however, on what actually occurs during coaching. This study is underpinned by a constructivist epistemology within a critical realist stance (Wynn & Williams, 2012). Self-Determination Theory (Deci & Ryan, 1985) guided the analysis of whether coaching interactions support empowering, democratic learning processes. Established coach-educator dyads were studied using case study methodology within an interpretivist paradigm (Yin, 2018; Stake, 2006). Multiple coaching sessions were video-recorded. The 'MENTOR (teacher) Roles In Dialogues' (MERID) model (Hennissen et al., 2008) was used to analyse coaches' directiveness and degree of input. The findings were augmented by questionnaires and interviews with each party. Ethical approval was obtained prior to gaining the support of ECEC centre directors and informed consent of participants. The findings indicate that despite aiming for empowering, mutual participation, coaches tended to lead more conversational topics and use more directive coaching skills than they intended, and in some cases, more than they perceived. Identifying interactional patterns within coaching may support coaches to critically reflect on their practices and their potential to support transformative teacher professional development. This, in turn, may support educators to engage in parallel democratic pedagogical approaches with colleagues and children.

professional development, coaching, mentoring, case studies, self-determination

Paper 2: The Empathic and Compassionate Professional

Presenter(s):

Angela Hodgkins, University of Worcester, United Kingdom

A small-scale investigation with ECEC professionals highlighted a link between close empathetic relationships and stress/burnout. The aim of this next phase of research is to examine ECEC professionals' understanding of empathy and compassion and to identify appropriate support networks. Working with children requires an amount of emotional labour (Taggart, 2011; 2019). However, the demands on practitioners to form close attachments and to demonstrate "loving children and having endless patience" (Elfer, 2012; 2018) are potentially draining. The idea of 'professional love'

(Page, 2008) supports the importance of practice based on close emotional relationships. Emotion is accepted as a valuable and credible characteristic of early years practice and as the profession has become more regulated, it is more important than ever to acknowledge the importance of the “critically reflective emotional professional” Osgood (2010). The theoretical framework for this study draws upon theories of compassion and empathy in ECEC, including the seminal work of Rogers (1942), contemporary theories (Page, 2018; Elfer, 2018), and studies relating to burnout and compassion fatigue (Taggart, 2019; Grant & Kinman, 2013). The proposed research aim to use Interpretive Phenomenological Analysis (Smith, 1999) with the use of reflective diaries to examine ECEC professionals' empathetic experiences. Consent has been negotiated in accordance with ethical guidelines (BERA, 2018; EECERA, 2014), along with anonymity, confidentiality and the right to withdraw from the research. Findings so far identify the emotional impact of close empathic relationships with children on practitioners. These findings suggest a need to develop supportive networks for professionals within ECEC settings.

empathy, compassion, professional, families, emotion

Paper 3: Workplace conditions in Early Childhood Education and Care – How can they contribute to staff's commitment to their jobs

Presenter(s):

Samuel Bader, Deutsches Jugendinstitut e.V., Germany

The presentation investigates which aspects of staff's jobs in Early Childhood Education and Care (ECEC) in Germany are associated with satisfaction, stress and self-efficacy-beliefs. Lack of staff in ECEC leads to the necessity to recruit additional staff while retaining existing staff (Autorengruppe Fachkräftebarometer 2019). ECEC centres are trying to attract (potential) staff by building a positive working environment (Geiger 2019). However, it is unknown on which areas those efforts should focus to be successful. Data from the OECD TALIS Starting Strong Survey 2018 is used (conceptual framework: Sim et al. 2019) to investigate the effects of aspects from the working environment (e.g. staff's perception of the centre-leader or staff's participation in in-service-training) on ECEC-staff members' satisfaction, stress and self-efficacy. Hypotheses drawn from literature on means to improve workplace attractiveness common in Germany are tested, using quantitative cross-sectional (self-report) data (N=3000 including leaders/staff in centres for children aged 3-5 and centres for children <3) by performing group-comparisons and correlation and regression analyses, while controlling for relevant covariates such as age, experience or gender. Participation in the study was voluntarily. Data and results are anonymous. Preliminary results show that staff's perception of their leader's professionalism correlates with satisfaction (positively) and stress (negatively). Additionally, staff members who spend more time interacting with children tend to feel less stressed. Knowing about key factors associated with staff's perception of their work is a prerequisite that can help with the political and practical task of improving workplace conditions in ECEC for effectively attracting and retaining staff.

early childhood education and care, OECD talis starting strong survey, workplace conditions, job satisfaction, retaining ECEC staff

Symposium SET: 2

Symposium Title: Digital divides, inclusion and democracy

Chaired by: Karin Murriss, University of Cape Town/University of Oulu, South Africa

Paper 1: Exploring Early Childhood Inclusion in a Swedish Preschool: Integrated Activities, Support Provisions and Digital Devices

Presenter(s):

Johanna Lundqvist, Malardalen University, Sweden

Non-presenting Co-author(s):

Lina Sundström, Malardalen University, Sweden

The aim is to examine the education of children with disabilities at a Swedish preschool that is striving to become more inclusive. Previous studies have shown that the quality of inclusion in preschools varies, that improvement efforts are needed (Lundqvist, Allodi Westling, & Siljehag, 2016) and that a change towards preschool inclusion can be challenging (Purcell, Horn, & Palmer, 2007). The bioecological model (Bronfenbrenner & Morris, 1998) constituted the theoretical framework. A mixed method approach, a case study design and a single-case research design were adopted. One head teacher, nine preschool staff members, a preschool teacher-in-training and four children with disabilities participated. Data were collected by way of interviews and observations; the Inclusive Classroom Profile (Soukakou, 2016) was used. Visual, statistical and thematic analyses were conducted. An ethical approval was obtained from the Swedish Ethical Review Authority. All necessary consents and assents were collected from the participants and the parents. The results (preliminary) show that the preschool implemented integrated activities and that the preschool implemented different types of support provisions and digital devices. The results (preliminary) further show that the quality of inclusive practices in the preschool is borderline to good. At a time when inclusion is a sustainable development goal and when children are growing up in a digital world, this study can form a basis for interesting discussions about preschool inclusion, support and digital devices in preschools, in Sweden and other countries. The study was supported by the Swedish Research Council for Health, Working Life and Welfare (Forte).

children with disabilities, preschool digital devices, preschool inclusion, support provisions, quality of preschool inclusive practices

Paper 2: Learning through Digital Play in South Africa: The Digital Divide

Presenter(s):

Karin Murriss, University of Cape Town/University of Oulu, South Africa

Non-presenting Co-author(s):

Dick Ng'ambi, University of Cape Town, South Africa

The research project aims to explore the contemporary play environments of children in order to identify the ways in which children's learning through play is shaped by technology. The study is a collaboration between the LEGO Foundation and the Universities of Sheffield, UK and Cape Town, South Africa (2019-2020). There is extensive evidence that play supports learning, and the five characteristics of learning through play (Zosh, Hopkins, Jensen, et al., 2017) are

explored in relation to other studies of children's uses of technology (Marsh, Plowman, Yamada-Rice, et al., 2015). The role of adults in the mediation of children's play is investigated through, e.g. Scott's (2018a), Chaudron, Marsh, Navarette et al.'s (2017) work on parental mediation of young children's digital play, the LEGO Foundation's framework (Jensen et al., 2019), and research on adult questioning (Rollins Gregory, Haynes & Murriss, 2017). The study adopts a mixed-methods approach, incl parent surveys (3-11 year-olds), family case studies, school and community visits. Consent was obtained from parents, children and teachers. All data was anonymised and stored securely. A range of visual examples across various levels of the 'digital divide' show how race, ethnicity, income, age, language and gender affect children's access to and utilisation of technology in South Africa. The study has led to new understandings about the social-cultural context in children's digital play. Connectivity does not only depend on material resources, but also on various democratic pedagogies as well as adult mediation. Implications for research, policy, media industry, parents, and schools are included.

digital play, digital divide, democratic pedagogies, digital ecologies, Sub-Saharan Africa

Paper 3: Digitalisation as an aspect of democratic education

Presenter(s):

Katarina Ribaeus, Department of Educational Studies, Sweden

Ann-Britt Enochsson, Department of Educational Studies, Sweden

This study explores how preschool teachers view the digitalisation of preschool in relation to their democratic mission. Empirical studies on the use of digital tools in relation to democracy are rare, even if it is possible to read between the lines in some studies advocating children's right to express themselves. Theories on democracy and democratic education (Biesta, 2007) forms the theoretical framework within a pragmatic qualitative paradigm. Four different groups of preschool teachers were interviewed with the support of mind maps. Data were analysed and discussed in terms of democratic aspects on the use of digital tools. All participants were informed and they gave their consent in writing, knowing that they could withdraw from the study at all times. The findings showed different ways of discussing digital tools in relation to democracy. Even though digital competence is an important part of today's societies we could see that some of the teachers neither think it is part of the democratic education nor of their mission as preschool teachers. Others worked with digitalisation as an integrated part of the preschool activities and discussed this as part of their democratic mission. An interesting result was that the way the teachers discussed democracy followed a similar pattern to the way they discussed digitalisation. The results can lead to an improvement of the teacher education programmes as well as better support for preschool teachers in their professional practice and may also contribute to clarification of policy guidelines.

digital competence, democratic education, digitalisation, preschool, preschool teachers

Symposium SET: 2

Symposium Title: OMEP ESD Rating Scale as a tool for promoting sustainability education in ECEC

Sustainability is currently an urgent issue in education. All children should, according to Agenda 2030 (UN 2015), have the opportunity to actively contribute to a sustainable future. This symposium addresses the use of the OMEP ESD Rating Scale as a tool for promoting sustainability education in the field of early childhood education and care (ECEC). The three presentations critically explore the use of the scale through examples of on-going research from Finland and Sweden. The symposium aims to promote a critical and constructive discussion from an ongoing research. Concerning the development of the OMEP ESD Rating Scale in two Nordic countries, Finland and Sweden, with different cultural and educational context.

Chaired by: Ann-Christin Furu, Åbo Akademi University, Finland

Paper 1: OMEP ESD Rating Scale as a tool for enhancing sustainability during practice in ECEC teacher education

Presenter(s):

Ann-Christin Furu, Åbo Akademi University, Finland

Non-presenting Co-author(s):

Mirjam Kalland, University of Helsinki, Finland

The aim of the study is to explore how the revised OMEP ESD Rating Scale (Furu & Valkonen, in progress) can enhance sustainability during teaching practice in ECEC teacher education. All children should, according to Agenda 2030 (UN 2015), have the chance to actively contribute to a sustainable future. International research emphasizes the role of ECEC professionals as change agents in terms of sustainability (Wolff et al, 2020; Huggins & Evans, 2018; Davis 2015). Teacher education has a prominent role in strengthening sustainability competencies among future teachers. The OMEP ESD Rating Scale has previously proved to be a tool for investigating and developing ESD in ECEC settings (Siraj-Blatchford, 2016). The research is informed by international research on sustainability education, Nordic perspectives of ECEC, and contemporary research on quality in Finnish ECEC. Further, the revised ESD Rating Scale is reflected against Agenda 2030. The research is situated within a qualitative paradigm. It is based on a focus group interviews with student teachers and their tutors who adopted the revised OMEP ESD Rating Scale during teaching practice. Content analysis and reflexive interpretation were adopted. Informed consent was obtained from all participants in the project. All research materials were treated according to ethical standards by the Finnish Advisory Board on Research Integrity (2012). The findings show that the scale provides a tool for collegial reflection and discussion. It thus creates an arena for making sustainability issues visible in both ECEC teacher education and the partner settings where students conduct teaching practice. Hereby, it can contribute to the development of sustainable operating cultures and communities of practice. This research contributes to the knowledge basis on tools that can enhance sustainability within ECEC teacher education in the Finnish as well as the international context.

sustainability, teacher education, OMEP ESD Rating Scale, focus group interviews, early childhood

Paper 2: New teacher strategies to support children's active participation in early childhood education for sustainability (ECEFS)

Presenter(s):

Eva Ärlemalm-Hagsér, Mälardalen University, Sweden
Jonna Larsson, Gothenburg University, Sweden

Non-presenting Co-author(s):

Laila Gustavsson, Kristianstad University, Sweden

The aim of this study is to analysis how preschool teachers give opportunities for children to develop competences by using the Environmental Rating scale for Sustainable Development in Early Childhood (ERS-SDEC). The research question was: Which strategies are needed by preschool teachers so children can become active participants, citizens, and agents of change in the everyday preschool practices? This research builds on previous research on ECEFS (Davis, 2009, 2014) and studies about ERS-SDEC (Larsson & Pramling-Samuelsson, 2020; Siraj-Blatchford et al., 2016). It answers to the need for more research about children's agency in education for sustainability. The theoretical underpinning is built on critical theories (Fraser, 2010; Mouffe, 2008) and perspectives about children's participation (Hart, 1992). Education for Sustainability, children's active participation and agency (Davis, 2014) are conceptual frameworks for the study. This qualitative research is inspired by action research and involved an in-service study with participatory, collaborative and cyclical ways in order to produce knowledge and change (Rönnerman, 2004). The participating preschool teachers received information about the aim, method, and process, and consent and was collected from all participants. Ethical guidelines from the Swedish Research Council (2016) and EECERA (2014) were considered during the research. design and process. Overall, the teachers' have started to develop new knowledge and understandings about ECEFS, children's participation and agency when using ERS-SDEC in this study. The study has implications for both policy and practice. As, the preschool teachers have deepening their knowledge about ECEFS as well as critical exploring the policy.

sustainability, children's participation, early childhood education, teachers' professional development, the environmental rating scale for sustainable development in early childhood

Paper 3: Early years education for sustainability: Introducing a revisited tool for promoting sustainable development in Finnish ECEC

Presenter(s):

Satu Valkonen, University of Helsinki, Finland
Ann-Christin Furu, University of Helsinki, Finland

The aim of this study is to explore how the revisited OMEP ESD Rating Scale (ERS-SDEC) (Siraj-Blatchford et al, 2016) could serve as a tool for promoting sustainability. ECEC for sustainable development have only been made explicit in pedagogical practices only recently and it is still under researched area. Moreover, the emphasis has mainly been on environmental issues. When studying contemporary theoretical discourses in research, findings have showed that connection to nature, post human frameworks and children's rights are essential now. The theoretical orientation is drawing on a last mentioned, theory of early years education for sustainability and transformative education. The study applies a framework of nested systems and three pillar conception (environmental, social and cultural, economic), emphasizing socially contextualized framing. The research was conducted in 10 piloting ECEC settings in Finland. The research material comprises of scale and questionnaire and was analysed through thematic content analysis. We uphold transparency with respect to methods and reliable scientific results. The participants have been informed about the

purpose of research and that participation in the research is voluntary. Based upon the findings, the revisited version provides a suitable tool for collegial reflection and discussion on sustainability among ECEC staff. Thereby it also enhances necessary transformations towards sustainability in practice and pedagogy. This study supports ECEC staff to develop local curriculum and pedagogical practices that promote sustainable pedagogical activities with respect to ecological, socio cultural and economic pillars.

sustainability for ECEC, collegial reflection, pedagogical practices, rating scale, thematic content analysis

Symposium SET: 2

Symposium Title: Home learning and parental stress

Chaired by: Olga Gómez-Ortiz, University of Córdoba, Spain

Paper 1: Parental stress and rewards in Spanish fathers and mothers: the role of emotional and cognitive factors and social support

Presenter(s):

Olga Gómez-Ortiz, University of Córdoba, Spain

Non-presenting Co-author(s):

Ana Rubio, University of Córdoba, Spain

Andrea Roldán-Barrios, University of Córdoba, Spain

Eva Romera, University of Córdoba, Spain

This study aims to evaluate personal and social factors related to parental stress and rewards. Previous studies have mainly explored consequences of parental stress in clinical samples, being risk and protective factors and possible gender differences understudied in general population (Deater-Deckard & Panneton, 2017). There are three kind of factors related to the development of parental stress: those related to child, to parents and those with arise from the relationship between both (Abidin, 1995). Paradigm: This study is based on theory of Berry & Jones (1995) about parental stress. Methods: The sample was made up of 422 parents who had at least 1 child attending nursery school (58.9% women, Mage = 37.08). Multiple regression analyses were performed. The study was aproved by Research Ethics Committee of the University of Cordoba. A consent form and information sheet was provided to all participants. Participants were given the opportunity to withdraw from the study at any time. Their answers were anonimous and confidential. Family support was positively associated to rewards and negatively to stress. Friends' support was more important for fathers and that from a relevant person for mothers. Responsibility and adaptative perfectionism appeared also as protective factors for fathers. Regarding risk factors, maladaptive perfectionism and the use of brooding was the most important for fathers and the presence of work-family guilt and child's irritability for mothers. To reduce parental stress is necessary to promote better work-family reconciliation policies and social support and to cope with rumination and maladaptive perfectionism.

parental stress, work-family guilt, rumination, perfectionism, social support

Paper 2: Parental support in the early years: Impacts on the home learning environment and parental stress

Presenter(s):

Catarina Leitao, Childhood Development Initiative, Ireland

Non-presenting Co-author(s):

Ciara NicCarthaigh, Childhood Development Initiative, Ireland

Jefrey Shumba, Childhood Development Initiative, Ireland

The Parental Support in Early Years programme, developed by the Childhood Development Initiative, involves placing a Parent/Carer Facilitator in early years services to support parents. The objective of this study is to evaluate the impact of

the programme on the Home Learning Environment (HLE) and parental stress. Providing parenting support in the early years can enhance the HLE and parents' mental health (Love et al., 2005; Nixon et al., 2013), with positive outcomes for children (Melhuish, 2010; Tamis-LeMonda et al., 2019). However, further research on what works and for whom in parenting support is identified as necessary (Cadima et al., 2017). Drawing upon the Bronfenbrenner's bioecological model (1979), this study acknowledges the influence of the home and early years service interrelationships on children's development. Following an empirical-analytical paradigm, we use quantitative methodology and a matched-comparison group design. At pre-test, 169 parents of children attending early years services in Dublin completed an online questionnaire. The post-test will be conducted before the end of the academic year 2020/21. An informed consent was included in the online questionnaire. Participants were informed that they could withdraw at any time. Data will be anonymised. Findings will contribute to understand the impacts of the programme on HLE and parental stress, and whether these impacts vary by family's socioeconomic status. The study has the potential to inform Irish policy and practice, including the whole government early years strategy (DCYA, 2018), which acknowledges the development of early years services as a delivery mechanism to provide supports for parents.

parenting programme, family support, impact evaluation, home learning environment, parental stress

Paper 3: Preschool tasks in the opinion of teachers and preschool pupils' parents

Presenter(s):

Ewa Lewandowska, The Maria Grzegorzewska University, Poland

The aim of research was to establish knowledge level of preschool teacher and parents on tasks of preschool. The conducted research referred to the analysis of the hierarchy of teachers' values in relation to their profession and showed that what teachers and parents consider important will be passed on to their pupils (Tradejna, 2013 pp. 169-189). Parents of preschool children and preschool teachers perceive each other as partners in the education process (Lewandowska, Andrzejewska 2020). It is important how both parents and teachers perceive preschool tasks. The theoretical basis for research is adaptive-behavioral discourse versus cognitive-social constructivist discourse (Klus-Stańska, 2018). Both coexist in the theory and practice of early education in Poland. The conceptual framework is created by Schwartz's theory of values (Cieciuch, 2013), which determines the actions of teachers and parents. The research was conducted within frames of quantitative paradigm. Research was carried out on group of 153 parents and 52 teachers. During research the questionnaire form was used. Research was carried out in two cities in Poland. All participants received agreement form and information note. Participants had possibility to back off from the research at any moment and insight into results. Research shows that teachers and parents recognise safety as the most important thing during children stay in preschool. Result shows there is need to find new ways of cooperation and communication between parents and teachers.

preschool, preschool teachers, preschool tasks, parents, teachers and parents opinion

Symposium SET: 2

Symposium Title: Developing participatory practice

Chaired by: Kate Wall, University of Strathclyde, United Kingdom

Paper 1: Theory and Practice of Voice in Early Childhood

Presenter(s):

Kate Wall, University of Strathclyde, United Kingdom

Non-presenting Co-author(s):

Lorna Arnott, University of Strathclyde, United Kingdom

Claire Cassidy, University of Strathclyde, United Kingdom

Caralynn Blaisdell, Queen Margaret University, Edinburgh, United Kingdom

Carol Robinson, Edge Hill University, United Kingdom

This paper aims to offer a praxeological discussion of voice in early childhood allowing practitioners and academics to contextualise the ‘voice’ debate in practical examples. The UNCRC clearly articulates that children should be consulted on matters that affect them. However there is a need to focus on young children and babies in the wider drive to address children’s participation and broader rights (Alderson et al., 2005; MacNaughton et al., 2007; Christensen and James, 2008). We aim to move debate forward on a “journey to a more respectful and meaningful engagement with children” (Lundy, 2018, p.1) through developing guidelines and provocations for practice, and advancing theory and understandings about facilitating and constraining the voices of young children. The work spans three years and occurred in three phases including a conceptual project which focused on theorising and defining voice, coupled with empirical data collection and a consolidation of international case studies on innovative practices. Inherently ethical, it explores the nuance of eliciting voice with young children as experienced in practice. Through a re-analysis of the basic elements, we translate eight principles of voice (see Wall et al. 2019) into four overarching themes: defining and framing voice in society, power and relationships in the culture of voice, space, places and tools for voice and professional development to enable progressive voice practices. The outcomes, both theoretical and practical, aim to speak to a wide audience of researchers, practitioners, policy makers and third sector organisations, facilitating voice with babies and young children.

voice, children's rights, praxeological approach, babies and young children, participation

Paper 2: Notions of young children’s participation rights in ECEC

Presenter(s):

Eija Sevón, University of Jyväskylä, Finland

Non-presenting Co-author(s):

Merja Hautakangas, University of Jyväskylä, Finland

Minna Ranta, University of Jyväskylä, Finland

Paula Hautala, University of Jyväskylä, Finland

Maarit Alasuutari, University of Jyväskylä, Finland

The study inquires how the students of the OIVA Program (Children's rights and participation in ECEC and first grades) conceive of children's participation rights and the challenges in actualising them. Every child has a right to be heard and to express her/his views in matters concerning her/him (UNCRC, 1989, Articles 12 & 13). Yet, participation is one of the most debated aspects of UNCRC (Lansdown, 2010; Niemi et al., 2016). Although there is unanimous agreement on the importance of children's participation - e.g. it is a statutory requirement of Finnish ECEC - participation as a concept is theoretically vague and difficult to fulfill in practice (Niemi et al., 2016; Sandseter & Seland, 2016). Educators are often unfamiliar with participation-based pedagogy (Puroila & Kinnunen, 2017). The presentation approaches the students' descriptions inductively with the aim to understand how the students construct their notions of children's participation (Burr, 2015). The investigation is not based on a specific theoretical definition of participation. Data comprise of interviews and assignments of 56 OIVA Program students. The data were analysed with thematic and discursive analyses following social constructionist approach. Participation was voluntary and informed consent was obtained from all participants. The presentation gives insights into the present and future educators' understanding of young children's participation and pitfalls in realising it. The findings benefit education of ECEC professionals.

participation, children's rights, participation-based pedagogy, teacher education, continuing education

Paper 3: ECEC professionals and students studying together children's rights and participation: Deepening collaborative learning

Presenter(s):

Eija Sevón, University of Jyväskylä, Faculty of Education and Psychology, Department of Education, Finland

Non-presenting Co-author(s):

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Merja Hautakangas, University of Jyväskylä, Faculty of Education and Psychology, Department of Education, Finland

The research aim is to explore the pursuit of collaborative learning between ECEC professionals and students during the process of building competence in participatory pedagogies. The United Nations Committee has claimed that Finnish professionals working with children know the Convention on the Rights of the Child poorly. The actualisation of young children's participation may be challenging because of the vague definition of participation and the lack of more specific pedagogy for participatory practices (Niemi et al., 2016; Puroila & Kinnunen, 2017). This research is based on the theoretical perspective of collaborative learning that comprises shared goals, mutuality and working together as committed and equals (Järvenoja et al., 2015). Collaborative learning improves interpersonal and teamwork skills and offers opportunities to learn to listen to, think critically, participate and collaborate productively with different groups (Barkley et al., 2014). The multi-method data comprise of survey, interviews and written accounts produced by the students of OIVA – Children's rights and participation in ECEC, preschool and first grades -project. The participants were 56 students and professionals studying the key questions concerning children's rights and participation together. All participants were well informed and gave their permission for using their data. This study suggests that it is important for ECEC educators to share experiences and knowledge and to pursue collaboration in order to create skills and methods to promote children's participation. It signifies negotiations and discrepancies that need to be solved collaboratively. The research findings can be utilised in educating the ECEC professionals and students.

collaborative learning, early childhood education and care (ECEC), children's rights, participation, students

Symposium SET: 3

Symposium Title: Transitions in the Early Years

In the early years a child moves several times from one level to another, and each time a transition occurs. The transition from ECEC to primary school is one of the major steps in the early childhood. It is of great importance to create a successful transition from ECEC to school because it is a significant life event for the child and it is a significant factor for future education. This symposium will have multiple perspectives about the transition from ECEC to school in Norway. Perspectives such as the role of play and learning, friendship, and the awareness of social alignment and expectations and practices, the participation of parent, the collaboration of the preschool teacher and the teacher at school. All children are included in the Norwegian educational system for some children with special needs many professionals may be included for a successful transition.

Chaired by: Else Johansen Lyngseth, Queen Maud University College, Norway

Paper 1: Collaboration across professions in Early Childhood Centers (ECCs) and school

Presenter(s):

Else Johansen Lyngseth, Queen Maud University College, Norway

This innovation project aims to investigate collaboration across the professions in school and ECC; what factors might encourage or prevent such collaboration. Previous research indicates that it can be an asymmetric relation between ECC and school (Boyle & Petriwsky, 2014). Research studies show that tensions between the institutions relate to different working methods e.g. the teacher-directed practice versus opportunities for play and self-selected activities (Ubi et.al 2011, Huf, 2013, Babic 2017). The innovation project use sociocultural theory as well as ecological system theory as theoretical framework (Vygotskij, 1978, Qvotrup, 2012, Bronfenberenner 1986). These two approaches will give the opportunity to view teachers and children as active persons in their environment, and to examine the different environmental systems in ECC and school. The research approach is qualitative, applying an action research design. The methods used are observations and interviews with children, parents, teachers and head of ECCs and schools. The innovation will exchange staff from schools and ECCs. All participants, including children and their parents will be informed of the project, and the opportunity give their consent to participate or withdraw. Pseudonyms will replace the names of participants. We expect findings from the innovation project to contribute knowledge about the possibilities of collaboration across professions and institutions that might improve school start for all children. The findings will presumably improve the practices in Trondheim municipality concerning children's school start, and may have impact on a national level concerning cross- institutional collaboration and flexible use of staff between ECEC and school.

transition, collaboration, flexible use of staff, ecological system theory, early childhood centers

Paper 2: Transitions from Early Childhood Centres (ECC) to school for children with special needs.

Presenter(s):

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

This ongoing study explores how ECCs work to ensure successful transitions between ECCs and school for children with special needs, and aims to reveal effective strategies to ensure continuity in special needs education between education levels. Research has shown that transitions from ECC to school can be especially challenging for children with disabilities

(Rosier & McDonald, 2011) and the need of research focusing educational transitions through interrelated systems (Lillvist & Wilder, 2017). The study is based on public guidelines (the Kindergarten Act 2005, the Education Act 1998) and ecological system theory (Bronfenbrenner 1986) as conceptual and theoretical framework. These frameworks will enable exploration of collaboration and continuity between education levels. The study is conducted within a qualitative research paradigm (Berg, 2007). Two children receiving special educational assistance are being observed during the last six months in their ECC and the first six months in school, and their parents, teachers and counsellors from the educational and psychological services are being interviewed. Content analysis are planned within a phenomenological hermeneutical approach. All participants have received information and consent form sheets. The childrens consent is ensured during each observation. The names of participants and ECC are replaced by pseudonyms. All participants have current opportunity to withdraw from the study. Preliminary findings suggest that long-term teacher collaboration between educational levels, parent involvement, updated expert assessments and inclusive education are key elements in successful transitions for children with special needs. The findings implicates development of routines of long-term collaboration and teacher exchange between education levels.

transitions, long-term teacher collaboration, parent involvement, inclusion, teacher exchange

Paper 3: Playful transitions - Children's perspectives on play in transition from ECC to school

Presenter(s):

Maja Olsson, NTNU, Norway

The PhD-study aims to explore how play is understood by children in ECC and primary school, and how play can be of importance in children's transition to school. Research on transitions from ECC to school indicates children's need to experience continuity (Hogsnes & Moser 2014:8), but also change (Lago 2019:66). Ackesjö (2017:5) shows several categories of play in pedagogical institutions, and play is seen as continuity-promoting activity. However, implementing a play-based approach to learning and teaching in school has proved to be challenging (Hunter & Walsh 2013:32, Haug 2019:37). Socio-constructivist and post-structural perspectives provide the theoretical framework. Current play theory describe play as a child-led activity with intrinsic value (Sutton-Smith 1997, Corsaro 2005, Øksnes 2011). Transitions are multi-dimensional (Jindal-Snape 2016), with possibilities for improvisation and play in the "liminoid" space (Turner 1982). The approach is within a qualitative interpretive paradigm, applying a critical hermeneutical research design. The methods used are video observation and conversations with 5-6-year-old children. Consent form and information sheet are provided to all participants. Children and parents have the right to withdraw from participation at any time. I expect to attain knowledge on the role of play in the transition. Preliminary findings indicate that free play is reduced in ECC and school, at the expense of teacher-led activity. Children and teachers can define play in different ways. The findings may provide knowledge to understand and acknowledge play in the transition from ECC to school and contribute to a more conscious practice.

transition, free play, intrinsic value, children's perspectives, liminality

Symposium SET: 3

Symposium Title: Developing digital practices for early literacy and art experience in kindergartens: Towards a sustainable approach?

This symposium will present findings from a research project in Norwegian kindergartens exploring digital technologies aiming to support children's early literacy and art experiences. The DigiSus-project is designed as a constructive response to concerns about screen based digital practices in kindergartens. The research focus is on examining novel digital practices which are sensory-based and sustainable in relation to kindergarten educational framework. DigiSus is funded by the Norwegian Research Council and involves staff and children in eight kindergartens, and researchers at Western Norway University of Applied Sciences.

The first paper will discuss the concept of sustainable digital practices considering socio-materialist theory (Orlikowski 2017) and empirical data mapping staff's perceptions of existing digital practices. The second paper will present and discuss examples of digital practices embedded in literacy and art activities. The third paper will discuss findings on competences needed to implement sustainable digital practices in kindergarten based on staff interviews.

Chaired by: Ingrid Gronsdal, Western Norway University of Applied Sciences, Norway

Paper 1: What are important characteristics of sustainable digital practices in kindergartens?

Presenter(s):

Hannah Belsvik Hansen, HVL - Western Norway University of Applied Sciences, Norway

Liv Ingrid Fjellanger, Western Norway University of Applied Sciences, Norway

Katrine Borgenvik, Western Norway University of Applied Sciences, Norway, Norway

Non-presenting Co-author(s):

Ingrid Gronsdal, Western Norway University of Applied Sciences, Norway, Norway

Kirsti Aksnes, Western Norway University of Applied Sciences, Norway, Norway

Vigdis Vangsnes, Western Norway University of Applied Sciences, Norway, Norway

This paper discusses characteristics of sustainable digital practices in kindergartens, based on interviews examining kindergarten staff perceptions and their explorations of sensory-based technology (SBT) for two years. Using technology with small children is a contested issue (Tozer 2016). Kindergarten staff generally applaud digital practices, but many argue that digital practices are incompatible with the child's world of play and physical interaction (Kvinge et al. 2010). Our research is a constructive response to this position where staff explore the potential of new technologies. The concept of sustainable digital practices is approached with socio-materialist lenses focussing on how human bodies, physical objects, and technologies are entangled with language, interaction, and practices (Orlikowski 2017). The research methodology is positioned in the qualitative paradigm, inspired by educational design research (McKenney & Reeves 2012). Twenty-three interviews were transcribed and coded in our analysis. All participants were informed about protection of data and signed a consent form. Research activities were analysed according to our concept of digital sustainability merging three intersecting objectives; 1) children's need for embodied experiences, 2) digital embeddedness in aesthetic processes and literacy environments, and 3) the practicalities of implementation. Findings show that the use of SBT became more sustainable due to the emerging competence development amongst staff. However, findings also show a conflict between educational goals and practical implementation due to shortage of staff

and time. Implications for practice and policy suggest that strategies to include digital practices in kindergartens need to consider their value in relation to educational sustainability.

sensory-based technology, digital competence, sustainability, arts, literacy

Paper 2: The Empty Book Experience: How can sustainable digital practices be developed and shaped in such a way that they contribute meaningfully to the overarching goals of kindergarten pedagogies?

Presenter(s):

Katrine Borgenvik, Western Norway University of Applied Sciences, Norway

Hannah Belsvik Hansen, Western Norway University of Applied Sciences, Norway

Kirsti Aksnes, Western Norway University of Applied Sciences, Norway

Non-presenting Co-author(s):

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Ingrid Gronsdal, Western Norway University of Applied Sciences, Norway

Vigdis Vangsnes, Western Norway University of Applied Sciences, Norway

This paper discusses the context and subject specific mechanisms that may make a digital practice in kindergarten sustainable. Research shows that blending traditional and digital play situations may spark children's imagination (Edwards & Bird, 2015), but that perceived usefulness of technology may constrain its integration in kindergarten (Buchanan et.al 2013). Our framework draws on perspectives from socio-materialist theory (Orlikowsky, 2017), EC pedagogy (Aslanian, 2017), EC drawing (Hopperstad, 2008), EC literacy (Roskos & Christie, 2011), and EC drama (Sæbø, 2009). We present an analysis of interactions between staff and a group of children collectively creating stories based on digital sound impulses from an "empty book". The research methodology is positioned in the qualitative paradigm, inspired by educational design research (McKenney & Reeves, 2012) and the video analysis was conducted through multiple collective researcher viewings, transcriptions, and coded analysis in NVivo (Tomas & Seidel 2013). All participants were informed about protection of data and signed a consent form. Findings show that digital technology may function both as a stable and unstable partner for the children and staff by its stimulation and interruption of the educational activity in progress. These mechanisms are discussed as contributions to an ecological understanding of complex interactions between human and material actants and environments. This implicates a need to discuss the role of technology stimulation and/or interruption in such activities in relation to the concept of educational sustainability, where overarching kindergarten goals as well as ideologies and didactical traditions of visual art and literacy pedagogies are important elements.

sensory-based technology, interdisciplinarity, literacy, arts, sustainability

Paper 3: Implementing sustainable digital practices in kindergartens: Balancing technologies' usefulness and ease of use?

Presenter(s):

Liv Ingrid Fjellanger, Western Norway University of Applied Sciences, Norway

Vigdis Vangsnes, Western Norway University of Applied Sciences, Norway

Ingrid Gronsdal, Western Norway University of Applied Sciences, Norway

Non-presenting Co-author(s):

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Katrine Borgenvik, Western Norway University of Applied Sciences, Norway

Hannah Belsvik Hansen, Western Norway University of Applied Sciences, Norway

This paper identifies the main experiences of staff developing competences for sustainable digital practices in kindergartens, exploring sensory-based technologies (SBT) like Makey Makey and micro:bit. Our findings are based on the analysis of kindergarten staff interviews conducted at the conclusion of their two years participation in the research project, DigiSus. Research shows that the main barriers for staff to adopt technology are structural constraints and perceived usefulness (Buchanan et al. 2013), but also perceived ease of use (Davis 1989). Research highlight the importance of time to practice new technology skills (Parette et al. 2013) and that technology as curriculum is a new area for professional development (Vaughan & Beers, 2017). The concept of sustainable digital practices is approached through a socio-materialist lense (Orlikowski 2017). The research methodology is qualitative, inspired by educational design research (McKenney & Reeves 2012). Fourteen interviews were transcribed and the researchers conducted coded analysis in NVivo. All participants were informed about data protection and signed a consent form. Findings show that although staff were provided extra time to learn and practice the use of SBT in their own kindergarten settings, only some developments seem possible to continue as integral kindergarten practices. Staff generally perceive the technology as very useful and contributing to novel arts and literacy experiences in kindergarten. However, some of the staff believe using SBT is too complicated or unecessary. This implicates the need to analyse the balance between technologies' usefulness and ease of use in order to implement sustainable digital practices.

sensory-based technology, professional development, sustainability, arts, literacy

Symposium SET: 3

Symposium Title: Virtual professional development during COVID

Chaired by: Sara Tours, Slippery Rock Univeristy, United States

Paper 1: International student teaching: Designing and implementing a virtual program during the Covid-19 Pandemic

Presenter(s):

Sara Tours, Slippery Rock Univeristy, United States

Linda Zane, Slippery Rock University, United States

Non-presenting Co-author(s):

Amy Orville, Slippery Rock University, United States

Jeremy Lynch, Slippery Rock University, United States

The aim of the research was to investigate the impact of the e-international student teaching program in comparison with the in-person international student teaching program for students professionally and personally.

Researchers have explored using virtual platforms during student teaching experiences but the less researched form of international student teaching virtually has little to no research (Fitzpatrick, 2014; Watson, 2006). The conceptual framework for this is based in theory-to-practice (Biggs, 2006). With the onset of the pandemic, there was no travel, which left international student teaching at a standstill. Student teachers had no way to apply theory based learning to an international classroom. In order to practice the theories, a new virtual program was created and implemented. The paradigm for this study was constructivism so that student teachers could build new knowledge from their prior knowledge of educational theory. The research method was exploratory to design a program with effective learning outcomes. The research method was a case study. The ethical considerations were cultural barriers for the American student teachers and the Indian preschool students. This barrier was overcome by having information sessions on Indian cultural norms before the student teachers began teaching. The findings showed that with the newly designed program, international student teachers and preschool students were able to meet similar learning outcomes as if travel had been involved. The implications for student teacher preparation programs, can still have international student teaching experiences with a well designed virtual program.

international student teaching, program-design, higher education, international education, global learning outcomes

Paper 2: The effects of a community of practices on the early childhood education managers's well-being at work during the COVID-19 crisis.

Presenter(s):

Nathalie Bigras, University of Quebec at Montreal, Canada

Geneviève Fortin, University of Quebec at Montreal, Canada

Non-presenting Co-author(s):

Lise Lemay, University of Quebec at Montreal, Canada

Annie Charron, University of Quebec at Montreal, Canada

Christelle Robert-Mazaye, Université du Québec en Outaouais, Canada

In the context of the COVID-19 pandemic crisis, this study aims to assess the effects of a community of practices on early childhood education (ECE) managers's well-being at work. Managers' well-being at work appears essential for early childhood education quality (Corr et al., 2017). Several factors seem to affect well-being at work, including their levels of burnout, depressive symptoms, and stress at work (Cumming and Wong, 2019). Community of practices that effectively support participants include the use of reflexive practice that is recognized as particularly useful in the context of complex problem-solving, such as during the pandemic (Susman-Stillman et al., 2020). The study was conducted with 44 managers (Canada) in a four-group, quasi-experimental longitudinal design. For 5 months, 3 hours Zoom meeting was held monthly with each group. Before the first and after the last meeting, online questionnaires were used to collect data about managers' levels of burnout, depressive symptoms and stress. At recruitment, all participants were informed about the project and standard ethical considerations and signed a consent form. Preliminary results indicate that, before starting the meeting, 100% of the managers' report a low level of accomplishment at work (burnout sub-scale), 11% reveal a high level of depressive symptoms, whereas 45% were facing a high level of stress. These findings will be discussed in light of the occupational demands and resources model (Skaalvik and Skaalvik, 2018). This study will support the well-being at work of ECE managers by identifying, collaboratively, their needs and the ways to meet them.

reflexive process, early childhood education manager, well-being, stress, burnout

Paper 3: Undergraduate Early Childhood Care and Education students' experiences of online learning during the Covid-19 pandemic in Greece: a qualitative study.

Presenter(s):

Maria Stamatoglou, International Hellenic University, Greece

This study aims to understand the experiences of undergraduate early childhood care and education students during the Covid-19 pandemic in Greece from a qualitative perspective. Since March 2020 various quantitative research on the students' experiences of online education have been published (Baber, 2020; Syauqi, Munadi & Triyono, 2020) stating the factors that impact on online education during the pandemic. Qualitative research on the topic is however, limited (Doyumğaç, Tanhan & Kiyamaz, 2020). Through a phenomenological perspective (Heidegger, 2005) the views of ECEC university students about their online experience during the pandemic will be considered in order to inform university lecturers about their future practices. A qualitative study was carried out online. Semi-structured interviews of 66 undergraduate students were analyzed with the use of Interpretive Phenomenological Analysis. All interviews were carried out online and participants' were informed that they could withdraw from the research at any time, that all information would be treated as confidential and that their anonymity was ensured. The interviews revealed that students showed evidence of anxiety in a digital environment. Isolation, lack of interpersonal communication and lack of motivation emerged as the main themes. However, students expressed their optimism about the successful outcome of the online experience showing skills of flexibility and adaptation regarding the situation. The findings of the study provide evidence of an overall positive online learning experience for early childhood education and care students in a country that does not have a long tradition of online education in all academic levels.

online education, early childhood care and education, phenomenology, qualitative study, university students' experiences

Symposium SET: 3

Symposium Title: Emotion, accountability and burnout impacts on professionalism

Chaired by: Eva Mikuska, University of Chichester, United Kingdom

Paper 1: Emotional labour and the democratic ECEC

Presenter(s):

Eva Mikuska, University of Chichester, United Kingdom

Technocratic accountability, which is impacting on ECEC practices in England, is based on the government favours evidence-based knowledge to work with children. The aim is to highlight that there are more relational, connected and embodied ways to understand what it really means 'democratic ECEC' and to work with young children. The presentation draws on contemporary debates around ECEC in England. Building on the work of emotional labour of Colley (2006), Elfer (2012) Mikuska & Fairchild, (2020) and the work of Campbell-Barr (2015) and Moss (2019) on professionalism of the ECEC workforce it is argued that there are other ways to conceptualise the interplay between professionalism, emotional labour and emotions when working with children. The project was build on the theorisations of Massumi (2015) and Stewart (2007) affect theory. It is argued that affect theory offers different ways to consider how objects, spaces, material and discursive entities and bodies impact ECEC workers emotions and emotional labour. Employing qualitative data from two projects that followed the interpretivist paradigm, data was collected involving 24 semi structured interviews and 6 non-participatory observations. The projects gained ethical clearance from the institution in which the authors were employed at. Main findings show tensions in ECEC work linked to professionalism, mothering and emotionality in which affective dimensions can reveal an 'other-than-human' dimension to wider contemporary and historical debates about the democratic ECEC.

Attention to, argument for, and drive for a more professionalised workforce and the development of degree level qualifications can be achieved through research.

emotional labour, poststructuralism, affect theory, knowledge production, democratic ECEC

Paper 2: Orientation Quality in Irish Early Childhood Education and Care: A capabilities Perspective

Presenter(s):

Meera Oke, National College of Ireland, Ireland

Criona Blackburne, Better Start, Ireland

This paper explores the overlooked element of 'orientation' quality, examining ECEC educator wellbeing, attitudes and values. The educator is critical to high quality education and care, yet the orientation quality of the educator has remained side-lined within the rhetoric of ECEC policy on child centeredness, resulting in decentering the educator (Cummings et al. 2020). This decentering has contributed to an ECEC environment with the educator experiencing emotional burnout (Oke et. al. 2019). Given this scenario recruitment and retention, particularly of ECEC graduates in Ireland is at an all-time low (ECI, 2020). Sen's (1999) capability theoretical approach, which has origins in the Declaration of Human Rights underpins this paper. A pragmatist paradigm, using mixed methods approach; data were generated using online surveys, forums, professional conversations and interviews. Participants' represented a broad spectrum of experience, qualifications and positions. Instruments included Maslach Burnout Inventory (Maslach, Jackson, & Schwab, 2017) and Areas Work Life Survey (Leiter & Maslach, 2011). Interview responses were thematically analysed, yielded

experiences of educators. Research commenced after approval of university and college research ethics committees and ensured research transparency, rigour, confidentiality & participant rights. The findings indicate reward, respect and workload predict burnout amongst educators. The overarching finding was quality development depends on ECEC educators being respected as professionals. The discussion highlights the criticality of placing a focus on orientation quality, as a response to an ECEC environment delineated by burnout, disillusionment and a recruitment/retention crisis. Implications spotlight the criticality of focusing on Orientation Quality in ECEC policy formulations.

orientation quality, burnout, capability approach, ECEC educator well-being, human rights

Paper 3: Reframing and reconstructing ECEC teacher's professionalism in the era of accountability

Presenter(s):

Satu Valkonen, University of Helsinki, Finland

Non-presenting Co-author(s):

Jaana Pesonen, University of Helsinki, Finland

In this research, we examine the increasing pressure in governing early childhood education and care (ECEC). The management of time, space and pedagogical content is often presented to be efficient technique for enhancing efficiency and accountability in ECEC. We study how teachers comprehend their professionalism in relation to increased pressure to evaluate and set measurable goals as part of their work.

Technocratic rationality, meaning accountability, evaluation and clearly specified goals, have become the buzzwords of administration of education (Ball2015;Bradbury & Roberts-Holmes2018). In relation to ECEC teachers professionalism, Plum(2012) has argued that the ideas of continual production of knowledge have affected teachers' self-image as professionals as well as their understanding of pedagogy. In the theoretical framework, concepts of technocratic rationality (e.g. Bradbury&Roberts-Holmes 2018), education governing (Ball2005;Naumann2011) and teacher's professionalism (Plum 2012) are central. To be able to critically analyze policy, and to unpack the complexities of governing education, we use policy sociology (Ball 2007). The methodological framework is discursive. The data is preliminary results from an online survey, conducted in March 2020, targeted to ECEC teachers in five big cities in Finland. The required research permits are applied, and granted. The respondents have voluntarily taken part, and their anonymity is ensured. Governing ECEC seem to hinder teacher's critical reflection in relation to the scientific and philosophical basis of teaching and therefore fails to allow teachers professionalism and autonomy by leaving little power to influence on education reforms. Finnish policy makers have expressed interest in the phenomenon of increased governing of ECEC.

accountability, education governing, ECEC teacher, professionalism, teacher autonomy

Symposium SET: 3

Symposium Title: Assessment, evaluation and regulation

Chaired by: Ioanna Palaiologou, Canterbury Educational Services, United Kingdom

Paper 1: ECE as an educative and multifaceted practice for growth- To assess and evaluate teaching and learning by documenting children's actions and reactions

Presenter(s):

Susanne Klaar, University of Borås, Sweden

Ann-Charlott Wank, University of Borås, Sweden

The aim is to illustrate practical analysing tools that facilitate investigations and critical reflections of situated teaching and learning. Early Childhood Education needs to open up for pluralistic pedagogy and move away from transmissive pedagogy (Formosinho & Formosinho 2016). Early childhood research seldom concerns teaching and learning activities in practice (Ryan and Goffin, 2008) and we argue for the need to open up the “black box” showing what teacher do when they teach, and what children learn in the teaching process (Lave 1993). In this work we turn to John Dewey's pragmatism, his view on meaning making (Dewey 1938/2015; Dewey 1958/2009) and functional coordination of actions (Garrison 2001). Data were collected using video-recordings of an activity in preschool practice. The tools used in the qualitative analyses were Practical Epistemology Analysis (Wickman & Östman, 2002) and Epistemological Move Analysis (Lidar, Lundqvist & Östman 2006). The study follows the Swedish Research Council's (2017) ethical rules and guidelines for good research practice. Informed consent was given by parents. The children were asked verbally and also informed that they could say ‘no’, at any time. The results show teaching and meaning making processes as multifaceted and dynamic, including teaching toward practical and intellectual learning as well as socialization and individual development. This way of document and assess teaching and learning can be used when evaluating and developing preschool education. By using these analysing methods the teachers can reflect over their own teaching approaches as well as over children's learning processes and learning content.

documentation, evaluation, teaching, meaning making, functional coordination

Paper 2: Linking Regulation and Practice, through the Quality and Regulatory Framework eLearning Programme

Presenter(s):

Fiona Collins, Children Services Regulations Early Years Inspectorate, Ireland

The aim of this research was to elicit the supports required by Early Years providers in Ireland to meet Regulatory compliance by developing a suite of resources, specifically an eLearning programme in consultation with the Early Years Sector. This paper considers the development of the Quality and Regulatory Framework eLearning programme as a identified support to Regulatory Compliance (Tusla- Child and Family Agency, 2018) and as a policy commitment (DCYA, 2018). The development of the QRF eLearning programme was underpinned by theories of andragogy, pedagogy and quality ECEC provision. Access to on-going professional learning and innovative practices are essential to support quality provision (Urban et al, 2011; European Commission, 2014; Melhuish, 2015). Taking an action research paradigm, the development of the QRF eLearning programme was guided by the four phases of the Action Research Cycle (MacNaughton and Hughes, 2009); choosing to change, planning for change, creating the change and sharing the lessons. The Action Research Process involved active participation by the EY Inspectorate, EY providers, a National

Voluntary Childcare Organisation and Technical Experts. Ethical considerations of informed consent, freedom to withdraw from the process, anonymity, participant safety were adhered to at all times. The QRF eLearning programme will be freely available online in Spring 2020. The QRF, eLearning programme will meet policy commitments to ensure a robust inspection process with quality outcomes for children. The eLearning programme will support ECEC professionals, students, policy makers and parents to have a greater understanding of quality ECEC provision in practice.

elearning, quality, regulations, professional practice, innovation

Paper 3: The greatness of the smallest - fighting poor education in early childhood

Presenter(s):

Alice Di Leva, Department of Philosophy and Educational Science - University of Turin, Italy

Non-presenting Co-author(s):

Alberto Parola, Department of Philosophy and Educational Science, Italy

Main object of this work is to propose evaluation of educational processes as a valuable tool to enhance good practice fighting early childhood poor education. This work enhance the value of a project activated in the province of Cuneo (north of Italy), called GDP (The greatness of the smallest). GDP evaluation was made by a multidisciplinary equipe from the University of Turin (one associate Professor, one educator active in the field, one pedagogist and one lawyer). International research about contemporary experimental pedagogy demonstrate that evaluation of educational processes is crucial to understanding their impact and measuring their effectiveness (E.Torre/A.Parola/G.Bonauti/G.Vivanet) and also that poor education is still a relevant problem in Italy (ISTAT/Save the Children) Theoretical framework: experimental pedagogy, research on access to educational resources, educational democracy: P.Freire, Pedagogy of Hope-Pedagogy of the Oppressed/Sconfiggere la povertà educativa in Europa fino all'ultimo bambino, Save The Children We used action research with Mixed Method (quantitative & qualitative research): periodic quantitative questionnaires/focus groups for teachers and educators involved. Main ethical concern protect children's privacy: that's why all participants have been trained about pedagogical documentation and a lawyer has been hired in the equipe This work want to highlight the importance of evaluation for best practices diffusion. Specifically this project points out how to efficiently value projects against poor education in early childhood. Enhancing the value of projects against poor education in early childhood, we promote pedagogical evaluation of educational processes as a valuable tool to enhance good practice and obtain funding

poor education, evaluation, early childhood, best practice, mixed method

Symposium SET: 3

Symposium Title: Outdoor Play and Learning SIG: An emergent curriculum and pedagogic action in outdoor spaces: empowered, collaborative, creative

This self-organised symposium from the Outdoor Play and Learning SIG brings together academics and practitioners from the UK and Israel. Central to each of the papers is the way in which outdoor spaces can influence an emergent curriculum which is responsive to children's interests to create meaningful learning experiences. As children are empowered to take the lead, debate surrounding creativity, collaborative practice and participation as pedagogic approaches are explored. With the child at the centre of practice, the possibilities for holistic development and a play-based curriculum are far reaching. However, the role of the pedagogue is also significant. Their knowledge and understanding and how they interpret an emergent curriculum influences how children utilise different spaces. This also has significant impact on the extent to which children are empowered in their play choices and learning experiences.

Chaired by: Natalie Canning, The Open University, United Kingdom

Paper 1: The perceived freedom of the outdoors: The effects of pedagogic action on children's play experiences

Presenter(s):

Natalie Canning, The Open University, United Kingdom

The research examines how educators perceive outdoor environments in relation to learning opportunities and play experiences for children aged 2-4 years old. It is a continuation of a larger study on children's empowerment in play (Canning, 2016). Empowerment is a holistic concept, encompassing experiences which draws on work by Zimmerman (1984) and Rivera and Tharp (2006). The research is underpinned by sociocultural theory founded on the works of Vygotsky, arguing that society is socially constructed by the ideas which are generated through cultural trends. It is based on an interpretive, ethnographic study of two early childhood settings in different outdoor spaces. The project is qualitative (Denzin and Lincoln, 2018) using the empowerment framework (Canning, 2016) to observe children's outdoor play. Educators were interviewed reflecting on their pedagogic actions and the impact they have on children's experiences. The British Educational Research Association (BERA) guidelines (2018) were adhered to. Areas of ethical consideration in the design included consent for participation and access to educators' written observations of children which were anonymised. Children's play experiences and reactions to the outdoor environment, others around them and educators can be very different. Children demonstrate empowerment through negotiating play relationships with peers. The empowerment framework enabled educators to reflect on observations of children's play and how different approaches to pedagogy enhanced or restricted children's play experiences. The research asks Early Childhood educators to examine their practice, specifically the way they consider pedagogic actions in relation to acknowledging the significance of children's empowerment.

children's play, empowerment, sociocultural perspective, observation, pedagogy

Paper 2: Outdoor Emergent Curriculum - " How can we invite the birds into our yard?"

Presenter(s):

Michaella Kadury-Slezak, Levinsky Colledge Of Education, Israel

Non-presenting Co-author(s):

Sivan Shatil-Carmon, Levinsky Colledge Of Education, Israel

Clodie Tal, Levinsky Colledge Of Education, Israel

Sigal Tish, Levinsky Colledge Of Education, Israel

Iris Levy, Levinsky Colledge Of Education, Israel

The aim is to show examples of children's participation in an outdoor learning emergent curriculum project planned by ECE student teachers and the contribution of outdoor spaces to children's learning processes. This study is grounded in Vygotsky's (1978) socio constructivist approach to learning and it is based on the Reggio Emilia philosophy (Rinaldi, 2001) and on an Emergent curriculum approach (Yu-Le, 2004). Outdoor learning, meaning "beyond the walls of the indoors" (Zink & Burrows, 2008), enhances children's motivation to learn (Bell et al, 2009). It provides opportunities to learn diverse subjects and it supports children's holistic development (Fiennes et al, 2015). Participants were ten ECE student teachers in their third year of learning. The methodology used was multiple case studies (Yin, 2014) based on the mosaic approach (Clark, 2011) using student teachers' self-written reflections, documentations of children's ideas, thoughts and understandings via photographs, drawings, audio and video. Areas of ethical consideration in the design included consent for participation (student teachers and children's parents) and access to educators' written observations of children which were anonymised. Findings reveal that outdoor activities in the context of emergent curriculum foster children's senso-motoric development, curiosity, enjoyment and motivation for learning. It also contributes to the children's familiarity with their ecological environment, enhances scientific thinking and creativity and also contributes to the development of interpersonal relationships between the children. There are implication for outdoor learning via emergent curriculum in preschool years which ontributes to the development of children's skills and capabilities.

outdoor learning, emergent curriculum, science, creativity, constructivism

Paper 3: A follow- up review on the impact of a Participatory Action Research regarding Outdoor Play and Learning

Presenter(s):

Georgia Gessiou, Department of Early Childhood Education, University of Ioannina, Greece, Greece

The aim of the study is to examine educators' reflections on their practices and views regarding outdoor play and learning (OPL) and unveil the impact and sustainability of participating in a Participatory Action Research (PAR). The study draws back to the findings of a PAR conducted two years ago in two different school units, that aimed to support children's OPL (Gessiou, 2018). In the current research, we return to the research field and collectively with the educators- participants we attempt to shed light to their experiences after the formal research came to an end. The research has a socio-cultural perspective on outdoor play and learning with references to participative and active relationships between cultural, social, spatial and psychological factors (Schluz, 2009). The interpretative phenomenological paradigm and utilizing a qualitative methodology allowed us to gain insight into participants views, A mosaic method engaged educators in reflective group conversations, observations and in-depth interviews, developing significant meaning making (Dahlberg, Moss, 2005; Dalli, 2012). All participants were informed of confidentiality and their consents were obtained. Participating in a research where all participants were agents of the change (PAR), enabled the educators to enrich their pedagogical agendas and respect children's need to play outdoors, it further helped them feel confident and develop competencies in designing outdoor activities. However, the findings unveil the challenges that educators face in creating sustainable outdoor landscapes due to the lack of sufficient supervision and governmental support. The study adds new data regarding the release of sustainable long term changes both in outdoor pedagogies and settings.

reflections, practices, Participatory Action Research, Outdoor Learning and Play, sustainability

Paper 4: Barriers experienced and opportunities created by preschool teachers when exposing children to outdoor play

Presenter(s):

Judy Van Heerden, University of Pretoria, South Africa

This paper reports on a study done with South African preschool teachers regarding the barriers, experiences and opportunities created when exposing children to outdoor play. Research globally highlight that despite teachers' positive feelings about outdoor play, several barriers like the curriculum, pressure from parents and lack of time, facilities and resources prevent teachers from exposing learners to outdoor play (Okoruwa, 2017:2: Project Dirt, 2018). The conceptual framework that supports this study is the Reggio Emilia approach, Vygotsky's social constructivist theory and Piaget's cognitive development theory (Smidt, 2013:24, Stone, 2012:276, Snowman & McCown, 2013:36). In this explanatory instrumental case study framed within social constructivism, data were collected through semi-structured interviews with eight teachers; from mainstream and independent preschools. Consent forms were provided to all participants and informed consent was negotiated with children's parents. Pseudonyms were used and participants could withdraw from the study at any time. Teachers experience emotional and mental barriers in learners like laziness, fearfulness and avoidance because of fears of getting hurt. Instructions by teachers in a second or third language, unfavourable weather conditions and overprotective parents are unique barriers. Possible accidents and injuries cause immense stress for teachers. Lack of resources, space and preparation time and pressure to complete academic work are common barriers. All teachers indicated a willingness to find solutions to these barriers to make outdoor play possible. Initiatives like sawdust play, movable apparatus, sensory gardens and tactile games are among the initiatives displayed by teachers that can inspire other teachers' practices in similar contexts.

outdoor play, learning outdoors, barriers, opportunities, teachers' perspective

Symposium SET: 3

Symposium Title: Children's perspectives: Reading, digital environment and social rules

Chaired by: Patty Born, Hamline University, United States

Paper 1: Children's perception of the digital environment

Presenter(s):

Edita Rogulj, Faculty of Teacher Education University of Zagreb, Croatia

The aim of the research is to get the opinion of children at the age of 6 about the use of digital technology in the process of acquiring new knowledge and free play. Sutton-Smith (1997) and Wood (2005) define play in different ways, viewing it as a complex context-dependent activity. Understanding the context is paramount to integrating digital technology into children's activities (Marsh, 2010). Vygotsky (1978) in theory Proximal Development Zone (ZPD) explains the potential learning of children that is conditioned by the spatial-material concept. Significance in child development is also evident through Bronfenbrenner's (1977) theory of the ecological system, or a combination of different influences on the child's development. Integrating digital technologies into the curriculum for early and pre-school education. The starting point for the research is the work of Edwards (2013), who is concerned with integrating play-based technologies and pedagogies. The statistical social science package will be used for analogous results. Participation in the research is anonymous and voluntary. To all participants was explaining the goal of research and purpose. Research was conducted in accordance with methodological research questions based on the highest quality standards. The results indicate the need to reconcile children's interests and planned activities in the group's curriculum. By incorporating digital technology in line with the interests of children with the aim of broadening their knowledge and competences. The findings suggest the importance of developing digital competence of children according to the National Curriculum for Early and Preschool Education in Croatia.

digital competence, play, ICT learning, national curriculum, ICT

Paper 2: Eating without taking turns: How children make sense of social rules and expectations through animal-based play

Presenter(s):

Patty Born, Hamline University, United States

I sought to understand children's social development through observing their interactions with one another and with the resident animals at their farm-based preschool. Rautio (2013), Russell and Fawcett (2017) and others note that children's playful embodiment of animals is important for children's personal, social and relational development. A common-worlds inspired approach (Taylor & Blaise, 2014) helped me to de-center the adult human pedagogical perspective and focus on child-animal interactions instead. I used a qualitative observational multispecies approach. Nelson's walking-and-tracking (2016) method taught me to quietly witness young children's behavior. Emerson, Friez, and Shaw's practice of keeping "in-process memos" (2011) allowed analysis through an inductive, emergent process of open, and later, focused coding (Saldana 2011). A consent form was provided to all children's caregivers. Informed consent was negotiated and re-negotiated on an ongoing basis for the duration of the study. Pseudonyms replaced the names of all human participants. Participants (including non-human participants) had the opportunity to withdraw from the study at any time. Children consistently engaged in "knowing and being" (Barad, 2007): dramatic play activities

involving embodying and enacting their interpretations of animal behavior, communication, and relations -overlaid onto their understanding of human social relations, This everyday play behavior sheds light on how children make sense of the very human politics of family, gender, power, agency, and social norms; 'performativity' as coined by Butler, 1990. Animals help children make sense of their social roles by challenging children's understandings of rules and norms.

animals, play, rules, expectations, roles

Paper 3: “This is my favorite book”: Children’s perspectives on and experiences with reading

Presenter(s):

Ming Fang Hsieh, National Tsing Hua University, Taiwan

This study aims to explore children’s (1) reading experiences, (2) reading preferences, and (3) responses to their favorite books. Worthy, Moorman, and Turner (1999) discovered that the students’ favorite reading materials were less likely to be available in school libraries. Books approved by adults may not reflect students’ reading preferences. Thus, this study adopted the Theory of Reader-Response (Sipe, 2000) as a theoretical framework to identify children's perspectives on reading. A qualitative design was selected. The participants were 49 five-year-old children. The data included 12 observation reports, 116 interviews, and 49 children’s drawings. All children's parents signed the consent form. The findings showed some children liked to read, while others preferred playing with toys or watching TV programs. However, all children enjoyed shared reading with their parents and teachers. Next, all children had various types of texts at home. They seldom had power to determine which books were bought. This implied that parents believe that they make better choices than their children. Lastly, picture books were most children’s favorites, because they were funny, interesting, and reflected their life experiences. Some children preferred books based on movies, such as 《Frozen》, because reading these books allowed them to be immersed in the movies repeatedly. Few children preferred informative books (e.g., cars and dinosaurs), because they could gain more knowledge from them. They were able to describe the title, plots, and characteristics of their favorite books. This study revealed each child’s unique preference of reading and their selections should be respected.

reading preferences, reading experiences, children's perspectives, qualitative research, early reading

Symposium SET: 3

Symposium Title: Home based care issues

Chaired by: Kay Aaronricks, Anglia Ruskin University, United Kingdom

Paper 1: Developing an action learning model of continuous professional development through action research.

Presenter(s):

Kay Aaronricks, Anglia Ruskin University, United Kingdom

Childminders in England are accountable for their continual professional development (CPD), but face challenges. I provide insights from collaborative doctoral research, through which we developed an action learning model of CPD that better met their needs. Childminding is an under-developed area of research (Ang, et al., 2017). I was influenced by Campbell-Barr (2018) and Basford (2019, p. 782), who call for greater insight into the 'specificities of pedagogical practices'. There is an alternative conceptualisation of CPD (O'Connell, 2011), which recognises the distinctive needs of childminders (Siraj, et al., 2017). A model of CPD evolved through a collaborative core action research phase of this doctoral study (Zuber-Skerritt and Fletcher, 2007) comprising cycles of action learning. We brought knowledge and practice together (Schön, 1983) through exploration of professional change (Mac Naughton and Hughes, 2009). A social constructivist approach supported a collaborative exploration of professional development. Crystallised accounts of childminder voice (Ellingson, 2009) demonstrate the contextualised, co-creation of multiple understandings and representations of knowledge. The study was approved by the University ethics panel. Participating childminders collaboratively constructed ethical guidelines and were involved in the data analysis as part of the action research process. I propose a cyclical model of CPD comprising three stages: workshop; implementation; and reflection, that promotes childminders themselves to facilitate shared learning experiences and build communities of practice. Future opportunities for CPD should be framed by five dimensions: approach; relevance of content; delivery and style of the activity; how it affects the participants; and the effect of the CPD.

Childminding, Family Day Care, Action Research, Action Learning, Professional Development

Paper 2: Supporting home-based care practitioners in stimulating holistic development of babies 0-4 years

Presenter(s):

Marinda Neethling, North West University, South Africa

To demonstrate through a participatory approach, how home-based care practitioners in an informal rural settlement in South Africa could positively transform their approach from only looking after babies to become skilled in holistic development of babies. ECE is hampering South Africa's education effort since 2001 (EWP 5, 2001b; NEPI, 1992). After the State President announced (SONA, 2019), compulsory pre-primary education in 2019 an urgent need for models, policy (NCF, 2015) and programme initiatives acting as templates like Short Learning Projects (stated in this presentation) started to roll out. A transdisciplinary theoretical framework (Nicolescu, 2014) within the indigenous knowledge systems (IKS) (George, 1999) was applicable to increase holistic and inclusive developing opportunities for the child in the African context. A critical transformative qualitative research paradigm (Mezirow, 2011) evolved in a participatory action learning and action research (PALAR) research methodology (Wood, 2020), by practitioners and myself through 3 processes; appreciative gaze; reframed; move forward into the goal (Ghaye, Melander-Wikman, Kisare, Chambers, Bergmark, Kostenius, & Lillyman, 2008).

Consent forms adhere to the ERec of NWU. Participation between practitioners and myself acted as an appraisal tool of practical evidence capturing the scholarly development of all participants. An ongoing practical Short Learning Project was developed to empower home-based care practitioners in rural parts of SA.

participatory, transformative, home-based care practitioners, babies 0-4 years, Indigenous knowledge systems

Paper 3: The lesser evil? Approaches for providing 'good enough' occasional childcare

Presenter(s):

An Piessens, KdG University of Applied Sciences and Arts, Belgium

An Raes, Artevelde University College, Belgium

Some families make use of childcare on an occasional basis, by choice or by necessity. This places firm challenges on childcare settings. The PACE project, funded by the European Interreg2Seas programme, investigated how occasional childcare can be feasible. Research shows that childcare can be beneficial for children living in poverty, provided that it is of good quality. This paper refers to 3 issues in the ECEC literature: (1) The issue of continuity of care for children, (2) the inaccessibility of childcare and (3) Quality of childcare or what constitutes 'good' childcare. We used theories of wellbeing and involvement for children in occasional childcare and theories on family involvement to look at families' place in childcare. We also referred to Tronto's 'caring democracies' (Tronto, 2013) for our thinking about occasional childcare. We did action research on a network level in which 11 settings were involved. Data were collected through questionnaires, interviews, focus groups and observations. The study follows general ethical research considerations. Moreover respect, caution and compassion were guiding values in our research. We were able to discern 4 different approaches to occasional childcare, each providing a comfortable and stable environment for children, their families and for ECEC professionals. This asks for rethinking assumptions about 'good childcare', 'stability for children', 'group stability', 'financial viability' and 'family involvement'. Based on all findings of our research project we created a practical guide for ECEC-settings.

occasional childcare, family involvement, early years, co-construction, good-enough childcare

Symposium SET: 3

Symposium Title: Space and time in pedagogic practices

Chaired by: Alison Clark, University of South-eastern Norway, Norway

Paper 1: Quality education in the flexible preschool. Implications for children and teachers with large work teams, large groups of children and open space environments

Presenter(s):

Maelis Karlsson Lohmander, University of Gothenburg, Department of Education Communication and Learning, Sweden

Non-presenting Co-author(s):

Ingrid Pramling Samuelsson, University of Gothenburg. Department of Education, Communication and Learning, Sweden

Because of its potential impact on children's learning, wellbeing and development, the preschool environment, as reflected in pedagogical organisation, adult to child ratio and group size/group composition, has always been considered an important quality indicator for preschool education in Sweden. Through policy changes, there has been a tendency in the past decades to introduce a 'flexible' pedagogical organisation with large work teams and open spaces.

This study examines the rationale for these changes, and considers the implications for children, teachers and the quality of the preschool education. It builds on previous research on the importance of the pedagogical organisation and group size/group composition for the quality of the preschool (Nasiopolou, 2020; Seland, 2011). Informed by Education Policy and Critical Education frameworks (Ball, 1990), the study focuses on policy changes and opportunities, limitations and challenges for teachers and children of changing pedagogical organisation.

Framed within a descriptive paradigm, drawing on international and national policy documents as well as research, a documentary analysis focusing on changes in the pedagogical organisation was conducted (Hammersley & Atkinson, 2007). The Swedish Ethical Guidelines for Educational Research (Vetenskapsrådet, 2018) were taken into account and included a rigorous selection of sources. Findings indicate that organisational changes often seem to be introduced on a large scale without considering how the changes may impact teachers, children and the quality of the education. Conclusions from this study have implications for policy and practice and shed light on the potential impact of organisational changes for children and teachers.

teachers' role, children's wellbeing and learning, group size/group composition, pedagogical organisation, 'flexible preschool'

Paper 2: Spatially Democratic Pedagogy: Exploring democracy in early childhood education through children's design and co-creation of classroom space.

Presenter(s):

Jennifer Clement, Cardiff Metropolitan University, United Kingdom

This research positions children's design and co-creation of classroom space as a vehicle for everyday democratic pedagogy. It explores how constructing classroom space through children's designs can be conceptualised as a site of, and a fundamental requirement for, everyday democracy in the classroom. It builds on architectural, geographical and educational constructions of space, creating a theoretical triad that positions classroom space as a product and producer of its political, social and cultural practices (Jilk, 2005; Massey, 2005; Froebel, 1899). It considers democracy in early

childhood education as a spatial construction, and challenges the centring of human processes by foregrounding the materiality of the classroom (Fenwick et al, 2011; Lenz-Taguchi, 2010). The triad creates Spatially Democratic Pedagogy (Clement, 2019), the theoretical underpinning of a wider Design Based Research (DBR) process (Reimann, 2011). DBR sits within a methodological paradigm which conducts design studies. In the wider study, a class of children aged 4-5 years worked together to design and co-create their classroom spaces. Institutional ethics approval was obtained and children's possible responses to their designs not being chosen was an initial consideration. However, all children's involvement in the final design were used to mitigate this. Notably, co-creating space with children, based on their designs, appeared to offer opportunities to support democratic practice. This research contends it is the construction of classroom space that is important and that continuing to understand democracy as happening within existing space, will continue to underestimate the importance of classroom space when supporting democracy in early childhood education.

spatially democratic pedagogy, children's designs, classroom space, sociomateriality, design based research

Paper 3: Making visible temporal as well as spatial practices in early childhood

Presenter(s):

Alison Clark, University of South-eastern Norway, Norway

This new two year study explores alternatives to the acceleration of early childhood by investigating research and practice in early childhood that supports slow pedagogies and slow knowledge. This is set against a background of increasing pressures within education across sectors and within early childhood education that has led to an increasingly 'hurried child' (Elkind, 2007/1981) and hurried educators (Canning, 2019). The study will examine different theoretical and conceptual understandings of time in relation to early childhood including posthumanist theories drawing on Barad(2007) and Pacini- Ketchabaw's important insights into 'clocking practices'(2012) alongside Froebelian understandings of time and play (Liebschner, 1992). Situated within a qualitative interpretivist research paradigm (Denzin and Lincoln, 2018) this study begins with a literature review that will be discussed in this paper, followed by key informant interviews with researchers, teacher educators and practitioners who are currently engaged with slow pedagogies with young children and early childhood students. An information sheet and consent form has been developed for the key informants, in keeping with EECERA ethical guidelines and procedures outlined by the Norwegian Centre for Research Data. Initial findings suggest that concepts of time are embedded in current debates about measurement, testing and transitions in early childhood education. Different theoretical perspectives on time and temporality, on speed and slowness provide alternative narratives for early childhood research and practice. Making visible the temporal as well as spatial practices in early childhood can foster important cross- national discussion about contemporary and historical ways of protecting time for play.

temporality, clocktime, slow pedagogy, slow knowledge, Froebel

Symposium SET: 3

Symposium Title: Leadership in early years

Chaired by: Edita Rogulj, University of Zagreb, Croatia

Paper 1: The connections between pedagogical leadership and children's everyday experience in Finnish early childhood education

Presenter(s):

Elina Fonsen, University of Helsinki, Finland

Non-presenting Co-author(s):

Mari Sillman, Reunamo Education Research, Finland

Jyrki Reunamo, University of Helsinki, Finland

Leena Lahtinen, Reunamo Education Research, Finland

Our purpose is to investigate the impact of leadership on children's experiences in Finnish ECE. The focus is, how the staff evaluation of the pedagogical leadership (PL) is connected with the observed indicators of the well-being of children and leadership evaluation. PL is the key to high-quality pedagogy in ECE (Fonsén 2013; 2014, Fonsén & Vlasov, 2017). Recent researches have shown that PL in ECE indicates the quality of the teachers' high-quality pedagogy and promotes the children's wellbeing and learning (Cheung, Keung, Kwan, & Cheung, 2019). The crucial dimensions of PL are context, organizational culture, the professionalism of directors and management of substance (Fonsén 2013; 2014). The ECE center directors expanded areas of responsibilities (Soukainen & Fonsén, 2018) means that the ECE teachers need to have responsibility for PL (Fonsén & Ukkonen-Mikkola 2019) and have a crucial role in leading the implementation of the ECE curriculum. The methods include systematic observation of children, educators' evaluation of leadership and principals' evaluation of their leadership. The crosstabulations and Spearman correlations were used as a statistical tests. The Ethical Review Board, University of Helsinki evaluated the research instruments and procedures. The participating municipalities agreed to participate in the research. The participants did their evaluation as part of the municipal ECE evaluation. The names were not collected, securing the anonymity. The results connect the PL with children's activities including involved learning, positive emotions, physical activity and participation. The results indicate the importance of PL and the need for leadership training.

pedagogical leadership, early childhood education, pedagogy, learning environment, observation

Paper 2: Preschool Center Directors' Educational Backgrounds and Teacher Well-Being

Presenter(s):

Kelly Purtell, The Ohio State University, United States

Non-presenting Co-author(s):

Julia Yan, Ohio State University, United States

We aim to understand how characteristics of center directors shape the contexts young children experience. Specifically, we explore the role of center directors' education in preschool settings, and their teachers' feelings of satisfaction and support. Center directors are typically responsible for a wide variety of tasks similar to a school principal. However, little

is known about how their educational backgrounds position them to succeed. However, research has documented wide variation in director backgrounds (Ryan et al., 2011) which may shape their abilities to support teachers. We focus on teacher well-being as our primary outcome because it is associated with teacher-child interactions and children's learning (Jeon et al., 2014). Our framework is supported by educational leadership perspectives that highlight leaders' roles in shaping children's classroom experiences (e.g., Griffith, 2005). We also rely on the bioecological framework which posits that in order to understand the proximal processes that shape children's development, we need to understand macrostructures such as center-level leadership that shape children's classroom experiences. This study was completed in a quantitative manner whereby teachers and directors completed surveys about well-being, leadership, and educational background. The sample was nationally representative and multilevel modeling was used. We used deidentified secondary data and maintained secure data procedures to prevent confidentiality issues. Center directors' field of degree predicted teachers' feelings of job satisfaction. Our findings suggest that center directors' with an early childhood or child development-focused degree are better equipped to support their teachers which has direct implications for pre-service and in-service training for center directors.

leadership, director, teacher well-being, teacher support, educational background

Paper 3: Tasks and competences by leading in early childhood education facilities

Presenter(s):

Monika Hofer, University College for Teacher Education in Lower Austria, Austria

Simone Breit, University College for Teacher Education in Lower Austria, Austria

As the importance of leadership in ECE institutions increases, the aim of the research project is to examine management and leadership tasks and skills in Austria. Internationally, there is little research on leadership in ECE (Hujala, Waniganayake & Rodd, 2013; Hujala et al., 2016). Strehmel and Ulber (2014, 2017), for example, describe and characterize the tasks of leaders in German ECE settings. In Austria, there is a lack of empirical work in this field. This study is based on the "Central Five" (Schratz et al., 2013) and the "leadership puzzle" (Simsa & Patak, 2008, 2016) frameworks, which were developed for the school context and non-profit organisations. Following an empirical-analytical paradigm, a mixed-method-design was used in this research. As a first step, two group discussions with kindergarten inspectors (n=10) were conducted. Based on the results and the theoretical frameworks, an online questionnaire was developed and distributed among Austrian kindergarten inspectors (n=122; response rate 35%). All data collection was conducted in accordance with EECERA Ethical Code principles. The results show that the leaders in ECE are responsible for the appropriate implementation of the national programme. The leaders ensure the effective use of human resources in the institution and commit to a permanent development in professionalism, but do not make extensive use of their network for professional exchange. Overall, the study reveals vague areas of responsibilities for the heads of an ECE institution, the institutional sponsors and the inspectors. It also clearly reveals the need for further training.

early childhood education, professionalism, leadership and management tasks, leadership and management skills, Austria

Symposium SET: 3

Symposium Title: Quality of interactions

Chaired by: Ivana Visković, University of Split, Faculty of Humanities and Social Sciences, Croatia

Paper 1: Could Piklerian approach support the quality of interactions in early childhood?

Presenter(s):

Nancy Proulx, Université du Québec à Montréal, Canada

Lise Lemay, Université du Québec à Montréal, Canada

Non-presenting Co-author(s):

Nathalie Bigras, Université du Québec à Montréal, Canada

The purpose of this research is to document piklerian approach's components with young children in the context of daycare settings. Research has shown that the level of quality of interactions for children under 3 years of age in childcare is not high enough (Barros et al., 2018; Jamison et al., 2014). The theoretical framework draws on the ecosystem model of educational quality (Bigras & Lemay, 2012), attachment theory (Ainsworth, 1983; Bowlby, 1988), and self-determination concept (Ryan & Deci, 2017, 2020). This project is embedded in a pragmatic paradigm where reality is both singular and multiple (Creswell & Creswell, 2018). This research is a systematic review of the literature. Following the formulation of the research question, inclusion criteria were determined, a design plan was developed, and databases relevant to the research question were identified. Ethical consideration was provided particularly through the assistance of a librarian documentarian and by following a predetermined research protocol, so as to remain as unbiased as possible. Nineteen articles covering thirteen studies including seven theses or dissertations were identified. The majority of these studies focused on the educator-child relationship. Results suggest that components of this approach could contribute to improving the educator-child interactions' quality. However, as piklerian approach emerging in different settings, these studies are more descriptive. Although they provide food for thought for practitioners, studies leading to a better understanding of this approach, verification of its contribution and measurement of its effects on child development should be considered.

early childhood, Piklerian approach, quality of interactions, caregiver, systematic review of literature

Paper 2: The Longitudinal Effect of the Quality of Early Teacher-Child Interactions on Child Outcomes

Presenter(s):

Jenni Salminen, University of Jyväskylä, Finland

Non-presenting Co-author(s):

Eija Pakarinen, University of Jyväskylä, Finland

Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland

This study examines longitudinal associations between quality of teacher-child interactions in toddler classrooms (age 2-3) and child outcomes (emerging math and literacy skills, behavioral self-regulation) two years later, at age of 5-6. High quality teacher-child interactions have been shown to predict gains in child development in early childhood education and during early school years (Hamre & Pianta, 2001; La Paro et al., 2014). The theoretical conceptualization of teacher-

child interaction quality draws from the Teaching Through Interactions framework (TTI: Hamre et al., 2013). In this quantitative longitudinal study, 230 toddlers were assessed twice at the age of 2-3, and again at the age of 5-6 on their emerging literacy and math skills, and behavioral self-regulation. The quality of teacher-child interactions was observed with CLASS-Toddler instrument in 42 toddler classrooms. Data were analysed with Mplus, by constructing path models with Complex approach. Parents of the children and teachers gave their written consent for participation to the study at both time-points. Individual assessment situations were carried out sensitively on each child's terms. The higher quality of teacher-child interactions in toddler classrooms predicted higher receptive vocabulary and phonological awareness at age of 5-6, but no significant longitudinal associations on math skills or behavioral self-regulation were discovered. A positive association between teacher-child interaction quality and children's behavioral self-regulation (i.e., attention, inhibitory control) and math skills at age of 2-3 was identified. The results benefit teachers' pre- and in-service training and ECEC decision making by informing staff/policymakers on the characteristics and importance of good teacher-child interaction.

teacher-child interaction, toddler, quality, emerging math and literacy skills, self-regulation

Paper 3: Exploring quality of interactions in home-based childcare: standardized assessment and providers' understanding

Presenter(s):

Lise Lemay, Université du Québec à Montréal, Canada

Non-presenting Co-author(s):

Nathalie Bigras, Université du Québec à Montréal, Canada

Joanne Lehrer, Université du Québec en Outaouais, Canada

Alexandra Paquette, Université du Québec à Montréal, Canada

Audrey Lespérance, Université du Québec à Montréal, Canada

Julie Lemire, Université du Québec à Montréal, Canada

This presentation explores the quality of interactions in home-based childcare as 1) assessed with the Classroom assessment scoring system (CLASS); and as 2) understood by providers. In early childhood education, high quality interactions promote children's development (e.g. Britto et al., 2017). However, little is known about the nature of quality of interactions in home-based childcare (Ang et al., 2016). Childcare quality, including the quality of interactions, can be considered on a continuum from post-positivism ("quality" as a universal and objective concept) to interpretive ("meaning-making" as a contextualized and subjective approach) (Dahlberg et al., 2007). A critical cultural approach to assessment tools ensures the consideration of underlying cultural complexities in childcare quality (Pastori & Pagani, 2017). From a critical approach, this study was conducted in 38 home-based childcare (Montreal, Canada). Interactions in childcare were videotaped for 3 hours and scored using the CLASS (Pianta & al., 2008). Semi-structured interviews were conducted with providers to gather their perspective on quality of interactions. Providers and families were informed about the project and standard ethical considerations. They signed a consent form if they (or their children) agreed to participate. The results will contrast the CLASS scores with the interview findings, highlighting how providers' perspective allow for a more nuanced understanding of the quality of interactions in home-based childcare. The discussion will address how this intercultural dialogue recognizes the specificities of educational cultures. As the presence of home-based childcare in quality monitoring systems increases, an uncritical use of assessment tools might carry out some risks.



early childhood education, home-based childcare, quality of interactions, standard-based assessment, providers' perspectives

Symposium SET: 3

Symposium Title: Socialisation, spirituality and emotional support

Chaired by: Fengling Tang, University of Roehampton, United Kingdom

Paper 1: Spirituality in early childhood pedagogy: A Froebelian perspective

Presenter(s):

Fengling Tang, University of Roehampton, United Kingdom

This paper aims to explore a Froebelian perspective on the role of spirituality in early childhood pedagogy. Spirituality is considered as an integral part of human development and a way of human connectedness (Bone 2005). Friedrich Froebel (1782-1852) highlighted the importance of spirituality through his writing focusing on the Unity, which connects the child with humanity, nature and divinity. This paper adopts Froebel's philosophy (Froebel 1840; Froebel 1892; Froebel 1899; Brehony 2009; Bruce 2012; Tovey 2013) and other scholars' conceptualisation of spirituality as theoretical framework. Best (2000) argues that spiritual education concerns the idea and practices of educating and supporting the whole child's development including physical, personal, emotional development, aesthetic awareness and creativity, and morality whilst Adams, Bull and Maynes (2016) recognise nurturing children's spiritual development as a complex matter alongside the difficulty in defining spirituality in early childhood. Drawing on key primary and secondary sources relevant to spirituality, this paper uses documentary research rooted in interpretivism to critically analyse existing literature, research and practice. Ethics is addressed via a careful interpretation and evaluation of existing sources to avoid misunderstanding, stereotypes and biases (Robinson, 2010; O'Leary, 2014). The research reveals difficulty in gaining a comprehensive understanding of spirituality in line with Froebel's philosophy. However, the Froebelian perspective on current practice suggests spirituality as an important means to support children's holistic learning and wellbeing. This well addresses concerns over the political agenda focusing on accountability and performativity without true consideration of childhood experience and wellbeing (Moss and Dahlberg 2008).

A Froebelian perspective, spirituality, unity, holistic learning, wellbeing

Paper 2: Children's socialization into the mobile preschool: a priming event collectively performed by novice children, 'old-timers', and pedagogues

Presenter(s):

Katarina Gustafson, Department of Education, Sweden

Danielle Ekman Ladru, Stockholm University, Sweden

This paper investigate children's socialization during a priming event in a Swedish bus-based mobile preschool. Despite the fact that children often undergo several transitions during early years, there is lack of research of transitions within ECEC (Balduzzi et al. 2019). Theoretical starting points are children's active participation in priming for educational transitions (Corsaro and Molinari 2000) and learning as a process whereby novices by participating become part of a community of practice (Lave and Wenger 1991). The mobile preschool is regarded as a community of practice where, in addition to following formal instructions, the novice children learn by intent participation (Rogoff et al. 2007). Hence, within a long-term ethnography (Hammersley & Atkinson 2019), we focus on a priming event where twelve novice children and five more experienced children participated. Video recordings, observations and field notes are used for analyzing the children's socialization. Besides formal consents etc., have attention been given to the children's diverse

ways of showing whether and how they wanted to participate. The project is approved by the ethical board and name and details are anonymized. Analyses show how pedagogues create moments of collective orientation and, besides through verbal instructions, invite newcomers to participate in core activities with older children. The novices engage by intent participation, while the older children assume, and are assigned, the role of more experienced participants – ‘old-timers’. The results illustrate how becoming a mobile preschool child entails mastering specific competences. The findings contribute with important knowledge to early education research, policy and practice.

Priming event, community of practice, socialization, mobile preschool, video-ethnography

Paper 3: Early childhood education and care professional’s perceptions of children in need of social, emotional and behavioral support

Presenter(s):

Marianna Heinonen, Turku University, Finland

The aim of this study is to find out what kind of perceptions ECEC professionals have about children in need of social, emotional and behavioral (SEB) support. According to previous studies teacher’s perceptions of children in need of SEB support can be described as negative and conflicting (Grieve 2009; Male 2003). The previous studies are mainly focused on school teacher’s general perceptions of children in need of SEB support. In this study the interest is in the perceptions concerning individual children attending ECEC in their groups in early childhood education institutions. The ECEC professional’s perceptions of children have an influence for example on practice and interaction. The perceptions also serve as an important tool for the development of children’s self-perceptions and have an influence on how the educator positions children in relation to their peers. The social role of the child - restless, a risk child - is provided by the educator. (Mäkinen 2017.) For this study, twelve ECEC professionals were interviewed and the material was analyzed by using theory-guided content analysis. Anonymity and privacy of participants is protected and the participants have given their consent for this study. The findings are preliminary. Several content areas were formed to describe the ECEC professional’s perceptions of children such as child’s strengths and difficulties, peer relationships, explanations for the child’s behavior, and beliefs concerning children’s emotions and self-perceptions. With this research we hope to increase the ECEC professional’s understanding about the importance of positive perceptions.

ECEC, social, emotional and behavioral difficulties (SEBD), perceptions of children, ecec professionals, qualitative interview study

Symposium SET: 4

Symposium Title: Enhancing transition practices in early childhood education

This symposium will present findings from an Erasmus+ project that focusses on transition practices in four European countries (Croatia, Iceland, Ireland, Sweden). The aim of the project is to enhance and extend understandings of the competences and practices required for successful transitions from early childhood education to primary schools in diverse contexts. The focus is on creating innovative professional development to support the educators. Furthermore, how the school can be prepared for the child, rather than paradigms where the child should be prepared for the school. Thus, creating equal opportunities for all children.

The symposium will present research findings of three different perspectives on transitions – children’s, parents’ and educators’.

Chaired by: Adrijana Visnjic-Jevtic, University of Zagreb, Faculty of Teacher Education, Croatia

Paper 1: Collaboration between preschool, primary school and after-school programs about transition between school levels

Presenter(s):

Jóhanna Einarsdóttir, University of Iceland, Iceland

Ingibjorg Sigurdardottir, University of Iceland, Iceland

The aim of the study is to shed light on preschool teachers’, primary school teachers’ and after-school practitioners’ views and experiences of collaboration between these three parties in transition between school levels and on the challenges that the collaboration involves. Research has shown that effective transition to school is a valuable contributor to children’s sense of confidence in the school setting and to improve children’s academic outcomes. A successful transition to school is marked by children’s positive approach to school, a sense of belonging, engagement and relationships (Educational Transitions and Change (ETC) Research Group, 2011). The study builds on the view that transitions to school are dynamic processes balancing both continuity and change (Dockett & Einarsdottir, 2017). Furthermore, the four stages of relationship between educators at different school levels developed by Boyle and Petriwskyj (2014) is utilized. Qualitative data was gathered through interviews with educators from five preschools, five primary schools, and five after-school programs. Thematic analysis was used to analyze the data. Ethical issues regarding access, informed consent, trust and power relationships were taken into consideration. All participants are given pseudonym. The findings show that the educators at both school levels focused on the preschool preparing children for the primary school, rather than creating dialogue between the teachers at different levels or creating a common meeting place. Transition-research is becoming more important in EECE, when schoolification is increasingly becoming a reality in many countries. In Iceland the education of teachers at all school levels are now the same.

transitions, continuity, change, Erasmus+ project, educators

Paper 2: New teacher strategies to support children’s active participation in the transition journey

Presenter(s):

Ingela Friberg, Kristianstad University, Sweden

Fiona Kelleher, Early Childhood Ireland, Ireland

Non-presenting Co-author(s):

Eva Ärlemalm-Hagsér, Mälardalen University, Sweden

The aim of this action research is to analysis transition with focus on a child's perspective. The research questions were: How do teachers' in different educational cultures support children's transition? Which strategies are needed to be developed so children can be active participants in their own transition journey?

This research is built on previous research on transition and how best to support children's transitions (Dockett & Einarsdottir, 2017), as the need for research about how teachers can create continuity for children's transitions The theoretical underpinning is built on professional development theories (Rönnerman, 2012) and perspectives on children's participation (Hart, 1992). Conceptual frameworks are transition journeys, children's participation and sociologies of childhood (James & Prout, 1997) This qualitative research is inspired by action research (Mc Niff, 2014). In this study, nine teachers, from preschool to primary school identified and reflected on children's perspective, with the focus on children's right to be listened to, about and in the transition process The teachers received information about the research aim, method, process and consent was collected from all nine participants. Ethical guidelines from the Swedish Research Council (2016) and EECERA (2014) were considered during the design and process of the research In this study, the teachers' developed new knowledge and understandings about transition. The teachers realised that their transition strategies did not really emphasize children's voices and therefore refocused on the children's experience and learned new ways to do transition better The study creates implications for children's quality transitions and policy change

transitions, children's participation, action research, teachers', professional development

Paper 3: Parents' perspective on the role of educational institutions during transitions

Presenter(s):

Adrijana Visnjic-Jevtic, University of Zagreb, Faculty of Teacher Education, Croatia

Milica Atanackovic, Early Childhood Ireland, Ireland

Monika Nathalie Sepek, OMEP Croatia, Croatia

Non-presenting Co-author(s):

Ana Stefanec, Kindergarten Dobro Drvo, Croatia

The aim of the study is to analyse parents' expectations on roles of kindergartens and schools during educational transitions. Research was built on previous research on transition (Dockett & Einarsdottir, 2017) discussing roles of all involved in the transition. The focus was on parents' role and expectations from kindergarten and school in ensuring child wellbeing during the transitions. It may be presumed that parents expect measurable outcomes as a prerequisite for successful transitions (Visković & Višnjić-Jevtić, 2019). Qualitative data were collected through interviews with 9 parents during the transition period. Interviews were conducted during the last year of children attending kindergarten, and repeatedly, after 4 months of attending primary school. Ethical guidelines from the Croatian Science Foundation (2018) and EECERA (2014) were considered during the design and process of the research. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. The findings showed that parents have expectations from kindergarten to prepare child for a school. They see school readiness as emotional competence, general knowledge, curiosity, creativity and independency of children. The expectations from the school were to be more child centred ensuring children learning through play, creative activities and commitment to child safety. While kindergarten met their expectation, school did not. The

conducted research gave insight to parents' expectations and therefore give the possibility to teachers to reflect their own paradigms toward children in the transition period.

educational transitions, expectations, family, kindergarten, school

Symposium SET: 4

Symposium Title: Enhancing ECE teacher training programmes

Chaired by: Arttu Mykkänen, Tampere University, Finland

Paper 1: Personal and Professional Growth: A Look into our Experiences as Freshmen in the Professor Protege Program

Presenter(s):

Paige Bucha, Slippery Rock University, United States

Morgan Daniszewski, Slippery Rock University, United States

Sara Tours, Slippery Rock University, United States

Amy Orville, Slippery Rock University of Pennsylvania, United States

The aim of this self-study is to note our personal and professional growth through our time in the Professor Protege Program through narrative research. Mentor-protege relationships offer students both enhanced career opportunity and personal and psychosocial benefits and incorporate a wide range of shared activities (Johnson & Nelson, 1999). The conceptual framework for this self-study is mentoring development (Nora & Crisp, 2007). The essence of this is that effective mentoring is inherently holistic. The theoretical framework is protege development (Ward et al., 2012). The paradigm of inquiry was used in this study (Annells, 1996). Qualitative methods were used in this study (Cresswell & Poth, 2016). The research method used in this study is narrative research (Creswell & Plano Clark, 2010). An ethical consideration in this self-study was the issue of anonymity. To ensure that this did not interfere with the study in any way, professors were not given any information as to who the participants in this study were. The Professor Protege Program has opened the door to many opportunities that we would not have gotten otherwise as freshmen students. These experiences have shaped us immensely both in our personal growth and professional growth. The implications of this research show that a program like the professor protege program can help build professor-student relationships, open opportunities and networking for students, enhance academic performance by sharing available resources, and more.

protege, honors student, international education, undergraduate student, pre-service teachers

Paper 2: Rethinking a participatory approach to improve practicum experiences

Presenter(s):

Edith Nicolas, The University of Melbourne, Australia

Parian Madanipour, The University of Melbourne, Australia

Jane Page, The University of Melbourne, Australia

This study explored the strengths and challenges of practicum experiences for mentor teachers and pre-service teachers, which informed the co-design of a set of training modules to support mentoring practices. While initiatives to provide teachers with targeted mentoring support exist, very few studies have included teachers in the design of the Professional Development modules. Influenced by participatory action research (Brydon Miller et al., 2013), the theoretical framework of this study is more specifically based on a co-design approach (Penuel, 2007, Akslea, 2019), also referred to as Research-practice partnership (Coburn et al. 2016); teachers are actively engaged in the research which leads to co-construction of knowledge. A phenomenological approach to qualitative inquiry was used, with the aim to

understand the lived experiences of the participants (Cresswell 2013). Data on practicum experience was gathered through semi-structured 60-minute interviews with 20 early childhood teachers and 16 pre-service teachers. Thematic content analysis was used to analyse the data. Informed consent was sought from all participants, ensuring the possibility to withdraw at any time, anonymity, and information on how data will be used. The process of back-and-forth exchanges between participants and researchers informed the research outcomes, allowing a shared understanding of quality mentoring as well as high expectations for pre-service teacher training that was built on the perspectives and lived experiences of all participants. By building mentor teacher capacity, this research will enhance the mentor-mentee successful relationship and practicum experience, as well as support longer term high-quality practice in the Early Childhood profession.

practicum, mentoring, co-design, pre-service teacher, leadership

Paper 3: Pre-service ECE teachers' views on roles and responsibilities during the teaching practicum mentoring process

Presenter(s):

Arttu Mykkänen, Tampere University, Finland

Non-presenting Co-author(s):

Päivi Kupila, Tampere University, Finland

Katja Sirviö, Tampere University, Finland

This research investigates pre-service ECE teachers' views on roles and responsibilities during the teaching practicum mentoring process. Previous research on the pre-service practicum processes of early childhood education teachers has provided insight into students' experiences in practicums (La Paro et al. 2018). In the practicum process the relationships between student, university teacher and in-service teacher is an essential component for ensuring students' professional development (Sheridan et al. 2009), and more research is needed about these relationships and about the varying roles of each of the stakeholders. The theoretical framework for this study draws upon current research about pre-service ECE teachers' professional development during teaching practicums (e.g., La Paro et al. 2018). Participants of this study were pre-service early childhood education teachers (n=235) from two Finnish universities. Information on pre-service teachers' views was collected through a questionnaire. Questionnaire responses were analysed both with qualitative theory driven content analysis and quantitative cross tabulations. Informed consent was asked from all participants. All the responses were collected anonymously. Preliminary results of the study show that pre-service teachers have different expectations about the roles and responsibilities of in-service teachers and university teachers. Whereas in-service teachers were viewed as a primary source for guidance and support for pedagogical issues, university teachers were viewed as facilitators with responsibility for practicum quality assurance. The study's findings shed light on the complexity and multifaceted nature of pre-service teachers' expectations regarding the different roles and responsibilities of in-service teachers and university teachers in the mentoring process.

teaching practicums, mentoring process, professional development, pre-service ece teachers, social relationships

Paper 4: Student-active-learning in ECTE in Kyrgyzstan and Norway

Presenter(s):

Grete Skjeggstad Meyer, NLA University College, Norway

Ingunn Reigstad, NLA University College, Norway

Leila Serikova, International University of Central Asia, Kyrgyzstan

We investigate the similarities and differences when ECTE-students from different cultures, Kyrgyzstan and Norway, evaluate their experiences with Problem based learning (PBL). We compare with different learning paradigms. NLA has used PBL and has collected data since 1999. Previous international research on PBL is our bases. We use Barrows (1986, 200) Davidson & Major (2014) and Savin-Baden & Major (2004). Since 2014 the ECTE of International University of Central Asia (IUCA) in Kyrgyzstan and of NLA University College in Norway, have collaborated with the aim to strengthen students active- and aesthetic learning. Student-centred learning as PBL, has its foundation in social constructivist theories. This perspective contents that learning occurs as knowledge by negotiations among learners. The paper reports on students first experiences of PBL. The data collection is from IUCA (2018, 2019) and NLA (2019), with written questionnaires with open-ended questions. We focus on three significant questions, which are similar for all questionnaires. This is a comparative study, based on content analyses. The students have given informed consent to use the anonymous questionnaires. The data is met with respect for different cultural contexts and pedagogical backgrounds. We see both similarities and differences on students view on collaboration, learning outcomes and commenting on the PBL-method. We discuss if this can be connected to different learning paradigms in the two countries. The aim is to develop the educational system of higher education in Kyrgyzstan, connected to a Eurasia-funding. This research can strengthen the focus on student-active learning in ECTE in both countries.

early childhood teacher education, problem-based learning, Kyrgyzstan, Norway, comparative research

Symposium SET: 4

Symposium Title: Digital technologies and young children

Chaired by: Maria Hatzigianni, Melbourne University, Australia/Greece

Paper 1: STEAM, STEM and the atelier of preschool – a meta-approach

Presenter(s):

Lena O Magnusson, University of Gävle, Sweden

Non-presenting Co-author(s):

Kerstin Bäckman, University of Gävle, Sweden

This paper presents a meta-approach to analyse the results from two separate studies. One is concerning preschool teachers' understanding in the area of STEM (science, technology, engineering, mathematics), the other concern children's agency in their use of digital technology as part of Art activities. The aim is to develop knowledge of the capacity of work in Art concerning the subject matters in STEM. Over the past decades, the concept of STEAM and STEM has been discussed and used in educational research in different ways. Atkinson (2018) corroborate and conclude that STEM misses the quality and the capacity in the A of STEAM. The conceptual framework is the re-rending of two studies where the analytical concepts of the teacher's perspective and children's agency is used (e.g. Corsaro, 2011). Using a qualitative approach, we conduct new analyses of earlier research (e. g. Cohen, Manion & Morrison, 2011). The methodologic design is based on the development of a meta-approach and the use of a two-slot chart as a model for conducting the analyses. Ethical guidelines were considered (codex.vr.se). Written consent was collected from the teachers and caregivers, and verbal consent was obtained from the children. The relatively open and often less goal-directed processes in the atelier can open for the educator's knowledge of the capacity of work with Art concerning the subject matters in STEM. The result is of interest for researchers, and for teachers working with STEM education in their development of pedagogical and educational strategies that include work of Art.

art, children's agency, meta-approach, STEAM, STEM

Paper 2: Digital technologies and quality improvement in early childhood education settings

Presenter(s):

Maria Hatzigianni, Melbourne University, Greece

Non-presenting Co-author(s):

Tanya Stephenson, Monash University, Australia

Linda J. Harrison, Macquarie University, Australia

Fay Hadley, Macquarie University, Australia

Lennie Barblett, Edith Cowan University, Australia

Susan Irvine, Queensland University of Technology, Australia

Belinda Davis, Macquarie University, Australia

Rebecca Andrews, Macquarie University, Australia

Philip Li, Macquarie University, Australia Manjula Waniganayake, Macquarie University, Australia

This study was undertaken as part of the Australian Children’s Education and Care Quality Authority national study of quality improvement in long day care (LDC) services. Drawing on documents provided for 60 LDC services’ Assessment and Rating (A&R) under the National Quality Standard, we explored the systemic relationships of digital technologies with the seven quality areas of early childhood education in Australia. Previous research has examined the use of technology as ‘a tool’ or as ‘a resource’ for teaching and learning or professional development (Beschorner & Hutchison, 2013; Sinclair, 2018). However, limited research has investigated how digital technologies can enhance quality in early education. The ecological systems theory was adopted (Bronfenbrenner, 1979). Following qualitative methodology 121 documents (60 Quality Improvement Plans completed by early childhood educators and 61 A&R reports completed by trained assessors) were analysed thematically. Ethics approval was given by all Universities. Consistent with ecological theory, findings revealed the positive presence of technology in all systems and the facilitation of interactions and relationships between the systems. Technology played a particularly strong role in three quality areas: Educational program and practice; Collaborative partnerships with families and communities; and Governance and leadership. The majority of centres (53 out of 60) use online tools, social media, communication and documentation platforms and referred to technology in most quality areas. Implications for practice are significant in reconceptualising the use of digital technologies as a systemic element that can support quality holistically, enhance relationships and promote effective leadership in early childhood education.

digital technologies, quality improvement, ecological theory, national quality standards, national quality framework

Paper 3: The use of digital touch technology changes the interactional dynamics between teachers and children in preschool

Presenter(s):

Robin Samuelsson, Södertörn University, Sweden

To examine how digital touch tablets change the interactional dynamics in ECE-classrooms. The technological landscape is changing how children interact, learn and communicate (Turkle, 2012). The use of digital tablets are commonplace in children’s lives and are now seriously considered as tools for learning (Lovato & Waxman, 2016). Still, much is not known about how digital touch technology comes to change the practices of early childhood education, or how these technologies are best utilized in learning interactions (Hirsh-Pasek et al., 2015). The current study turns to how interactions in early childhood education change with interactive digital touch technology. The study takes a theoretical framework that is based on cognition as extended with the socioecological environment (Clark, 2001). Here this view is taken to interactions with books and iPads, seen how children talk, act and are scaffolded by teacher interaction. The data set comes from a video-ethnographic field-work at a multilingual preschool in Sweden. For the current study, data from interactions with books and interactive applications on a digital tablet was sampled. A mixed-methods analytical approach has been used. The data was coded using ELAN for verbal, non-verbal actions and different types of digital touch. The data has been collected by the standards of the Swedish Research Council code of ethics. The results show how children use less verbal language, but increase their use of digital touch in interaction with teachers. It is discussed what a pedagogy of children's digital action can mean for practices of early childhood education,

digital touch, ipads, language, action, affordances

Symposium SET: 4

Symposium Title: Contemplating Children’s Technological Literacies: Rethinking creative play opportunities

The symposium aims to enhance creative play and learning opportunities for children thriving in a digital era. The studies presented here generate possibilities for children’s learning with international relevance. The first study aimed to explore the affordances of touchscreen technologies in early years settings in England, building on recommendations from Yelland and Gilbert (2012) and Burnett (2016). Secondly, the role of play in child-tech relations will be considered as how play is being reconfigured and rethought for ‘educating’ the ‘Internet of Children’ (IoC), and the creative possibilities for rethinking child subjectivity and child-tech relationality. Lastly, insights into how multiple methodological approaches are utilised for the exploration of young children’s use of touch-screen technology are discussed.

Chaired by: Olga Fotakopoulou, Birmingham City University, United Kingdom

Paper 1: Technological school readiness: The driver behind early years touchscreen practice in English early years settings

Presenter(s):

Shannon Ludgate, Birmingham City University, United Kingdom

The study aimed to explore the affordances of touchscreen technologies in early years settings in England. The study links with Yelland and Gilbert (2012) and Burnett (2016) that further attention should be given to the affordances, to help underpin and justify practice, establishing a clear aim and intention to touchscreen play. Activity theory was the theoretical framework employed in this study (Engestrom 1999), taking the approach of exploring and analysing activity and the factors which guided and contributed to practice. A qualitative, interpretive research paradigm was adopted (Denzin and Lincoln 2018); semi-structured interviews and observations of touchscreen practice were conducted to identify the affordances of touchscreens in this context. Consent forms and information sheets were provided to participants, and children were given consent lanyards to wear for the duration of the observations to provide and/or withdraw their consent at any point. Largely through interviews, the study found that technological school readiness was a driving factor which informed touchscreen play; guided by the Technology Early Learning Goal in the Early Years Foundation Stage framework (EYFS, DfE, 2017) practitioners considered the use of technology as an essential aspect of children’s early learning experiences to prepare them for the use of technology in school. These findings suggest that technological practice, and the pedagogical approaches that inform this practice are guided by the presence of technology in the early years framework, however in light of the proposed changes to the EYFS (DfE, 2017), there is uncertainty over the future emphasis of achieving ‘technological school-readiness’.

Technological school-readiness, Touchscreen play, Digital pedagogy, Activity Theory, Early Learning Goals

Paper 2: Play as literacy: what matters to children playing

Presenter(s):

Judith Enriquez-Gibson, Liverpool John Moores University, United Kingdom

This paper will present the initial findings of a study that analyses the role of play in child-tech relations by considering how play is being reconfigured through transcorporeal digital arrangements of children’s ‘playtime’ and ‘playground’. Play as literacy (PaL) is part of a collective of post-digital project, ‘Internet of Children’ (IoC), which is a call to action for the Internet that Tim Berners Lee (Berners-Lee & Fischetti, 2001) has envisioned thirty years ago and the future of the

Internet that we want, which has direct implications for the future of education. Some initial findings in the literature suggest that the screen is an extension of children's playgrounds or toy worlds. There is a general acceptance that the screen is a space beyond or separate from the rest of the world. This study is designed to proceed using an ethnographic approach, which aligns with its theoretical commitments to understand the child-tech relations in terms of practices in actu, attending to materiality and embodiment. The ethnographic work will produce data through play plans (text and drawings), children's documentaries (photos) and documentation – observation notes, photographs as aides memoires, written or reported documents and other objects or artefacts. It is also tightly coupled and deliberate in conducting corporeal and sensory ethnographies of play. Children are consulted at all stages of the study. Relational ethics frames the principles of care and participation of children, ages 5-7 years in facilitating their production of play plans. Children's play plans reveal alternative 'play worlds' that are hidden from tangible user interfaces and traditional and habitual qualitative analytical techniques that position the child-as-subject and tech-as-object at the centre of discourse and experience in both data-making and meaning-making. In particular, PaL is a post-humanist study that attends closely to the various figurations of child-body-technology relations as represented and interpreted in children's play plans. Posthumanism has opened creative possibilities for rethinking child subjectivity and child-tech relationality, which in turn allow for childhood, literacy and play to become and emerge differently.. Within the theoretical disposition of IoC, this is not very useful in developing children's literacies with and through digital technologies.

post-digital, literacies, internet of children, posthumanism, play

Paper 3: Home and Kindergarten, two sides of young children's use of touch-screen technology: An exploration using multiple methodological approaches

Presenter(s):

Torstein Unstad, The Arctic University of Norway, Norway

Non-presenting Co-author(s):

Jane O'Connor, Birmingham City University, United Kingdom

Maria Dardanou, The Arctic University of Norway, Norway

Maria Hatzigianni, University of Melbourne, Australia

Olga Fotakopoulou, Birmingham City University, United Kingdom

The study will combine our research on use, beliefs and attitudes around touchscreens with parents and professionals and different methodologies will be discussed. Our study included three different phases: a survey addressed to the parents (O'Connor and Fotakopoulou, 2016), a survey addressed to practitioners (Fotakopoulou, Hatzigianni, Dardanou, Unstad and O'Connor, 2020) and the third interviews with practitioners. Bronfenbrenner's ecological systems theory was adopted as a theoretical and conceptual framework (Hatzigianni & Kalaitzidis, 2018). This presentation will report on the qualitative and quantitative data of the previous studies along with a new methodology proposed to be used with children. The previous studies have been on-line surveys among parents and practitioners, along with a qualitative group-interview with practitioners. The project was approved by the university ethics committee in each country. Pseudonyms are used to ensure anonymity and confidentiality. Previous finding suggest that practitioners support the use of touchscreen technology in the kindergarten with the children under 3. Parents use this technology as well, however there are worries and lack of knowledge among both groups. By comparing the perspectives of our three previous studies we will be looking for shared beliefs, attitudes and use with touchscreens with children under 3. The work we do now will attempt to close the gap between beliefs, attitudes and practice when it comes to touchscreen technologies and children under 3 years of age by bringing together the perspectives and use at home and in professional settings.

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early years settings, touchscreen technology, toddlers and infants, home and practice, early years educators

Symposium SET: 4

Symposium Title: The use of pedagogical documentation and artistic languages in research with young children

This symposium builds upon an ongoing transnational study involving Italy, Japan, Greece, England and Norway. The project examines: 1. How children understand and express abstract concepts? The concepts of inside/outside were chosen as they present several dimensions (real and embodied spaces, social relationships and self); 2. How the principles of pedagogical documentation and the use of arts techniques (artistic languages) can be employed in research with young children so they can engage in the research process, connecting meaning(s) and actions? Drawing on our conceptualisation of pedagogical documentation as a methodological bricolage consisting of diverse modes (oral, gestural, visual, arts) (Biffi, Palaiologou and Zuccoli in press) we intend to present examples from the data collected in four countries and reflect how it can provide space for children to express and share their ideas where words might have not been enough.

Chaired by: Alison Clark, Canterbury Educational Services, United Kingdom

Paper 1: The use of artistic languages to elicit children's voice(s): The Greek and English perspective

Presenter(s):

Angeliki Bitou, OAED, Greece

Ioanna Palaiologou, Canterbury Educational Services, United Kingdom

Building on the translational study between Italy, Japan, Greece, England and Norway we reflect on the Greek and English data to examine the use of artistic languages as a method of involving children in their meaning making that words sometimes cannot achieve. Artistic languages can provide a tool to children to express themselves in diverse modes (aural, visual, movement, gestural) and enable researchers and researched to understand phenomena from different lenses that other methods cannot explicate the same way (Leavy 2013, Rolling 2013, Barone and Eisner 2012). As such artistic languages in research is not only conceptualised as a tool but as a research method (Biffi and Zuccoli 2019) that through the use of different languages (e.g. drawings, collage, photography, dance) children can make meaning in multiple ways. Based on participatory and democratic principles of pedagogical documentation as methodological bricolage, arts informed methods were employed for data collection. EECERA(2015) ethical code that respects and values the volunteer participation of children was followed Consent and assent from all participants was acquired at all stages. Data show that children engage with artistic methods during the data collection process by offering their views in different ways (embodied voices) as far as researchers respect that this will be different from the adults. This has implications for curriculum on how in daily practice to enable children to engage in meaningful ways and express their views in ways that they might not have been possible via other means.

artistic languages, arts-based documentation, arts-based research methods, pedagogical documentation, inside/outside [social spaces, embodied spaces]

Paper 2: The use of artistic languages to elicit children's voice(s) : The Italian and Japanese perspectives

Presenter(s):

Elisabetta Biffi, University of Milano-Bicocca, Italy

Franca Zuccoli, The University of Milano-Bicocca, Italy

Mari Mori, Kobe Shinwa Women's University, Japan

Non-presenting Co-author(s):

Akiko Gunji, Gunma University, Japan

Tomohiro Uemura, Tama Art University, Japan

Building on the translational study between Italy, Japan, Greece, England and Norway we reflect on the Italian and Japanese data to examine the use of artistic languages as a method of involving children in their meaning making. Artistic languages can provide a tool to children to express themselves in diverse modes (aural, visual, movement, gestural) and enable researchers to understand phenomena from different lenses (Leavy 2013, Rolling 2013, Barone and Eisner 2012). As such artistic languages in research is not only conceptualised as a tool but as a research method (Biffi and Zuccoli 2019) that through the use of different languages (e.g. drawings, collage, photography, dance) children can make meaning in multiple ways. Based on participatory and democratic principles of pedagogical documentation as methodological bricolage, arts informed methods were employed for data collection. EECERA(2015) ethical code that respects and values the volunteer participation of children was followed Consent and assent from all participants was acquired at all stages. Data show that children engage with artistic methods during the data collection process by offering their views in different ways (embodied voices) as far as researchers respect that this will be different from the adults. Differences and similarities between Japanese and Italian research data emerged during the comparison, in terms of defining the boundary of inside/outside by using different artistic languages. This has implications for developing curriculum and evaluations to include different art forms to understand the children's ways of thinking and foster their creativity.

artistic languages, arts-based documentation, arts-based research methods, pedagogical documentation, inside/outside spaces, [social spaces, embodied spaces]

Paper 3: Pedagogical Documentation as a methodological bricolage

Presenter(s):

Ioanna Palaiologou, Canterbury Educational Services, United Kingdom

Elisabetta Biffi, Milan Bicocca University, Italy

Non-presenting Co-author(s):

Franca Zuccoli, Milan Bicocca University, Italy

This symposium builds on a transnational study involving Italy, Japan, Greece, England and Norway. It reflects on our conceptualisation of pedagogical documentation (PD) as methodology. Building on the participatory and democratic principles of PD (Oliviera-Formosinho 2019, Biffi 2019, Rinaldi 2009) and children being able to reflect ideas and concepts of high level of complexity (Bateson 1972) make meaning of their own experiences and thus engage in research. This is conceptualised as how children express themselves using diverse modes of communication (gestural, visual, arts). As such PD becomes a methodological bricolage that offers children more than voice and allows them to create events, where "the 'bricoleur' [children in this case] creating structures by means of events" (Levi-Strauss 1962, p. 22). As these meanings and actions can be captured with other modes beyond the written words, arts informed methods have been chosen to collect data. EECERA(2015) ethical code that respects and values the voluntary participation of children was followed. Consent and assent from all participants were acquired at all stages. PD framed as bricolage for connecting meaning and actions provides opportunities for children to express themselves where words might not be enough. However, in such an approach researchers should recognise they might not be able to reach answers as empowering children to engage with research is different in nature from adults. Empowering children



requires from adults a (re)examination of methodologies and to seek for homegrown approaches rooted in democratic values of practice.

pedagogical documentation, methodology(ies), arts informed methods, participation, embodies voices

Symposium SET: 4

Symposium Title: Researching and implementing play: ethics and practicalities

Chaired by: Lorna Arnott, University of Strathclyde, United Kingdom

Paper 1: Pushing Play in Primary: Findings from Three Case Study Classes.

Presenter(s):

Lorna Arnott, University of Strathclyde, United Kingdom

Non-presenting Co-author(s):

Christie Lamb, University of Strathclyde, United Kingdom

Nicola Connor, University of Strathclyde, United Kingdom

Kayleigh Milloy, University of Strathclyde, United Kingdom

Deirdre Grogan, University of Strathclyde, United Kingdom

We explore the practicalities of implementing play-based pedagogy in early primary. Building on a nationwide initiative to instil play as the medium for learning in infant primary classes (Scottish Education, 2020), the work is rooted in the perspective that play supports children's learning and is informed by the plethora of research on playful pedagogies (Fisher, 2015). The theoretical and conceptual frame stems from child-centred perspectives about learning, focusing on provocations (Grogan & Duncan, 2018), discovery (Bruner, 1961) and learning from direct experience and interests (Dewey, 1938). Using a practitioner enquiry paradigm, data were collected in three primary schools via case study methodology. A multi-method, child-centred approach was adopted, including interviews with practitioners, observations and pedagogically-designed consultation with children. EECERA (2005) ethical guidance was followed and University ethical approval granted. Ethical considerations focused on teacher/researcher dual roles and open dialogue with children allowed us to play with the power dynamics present. We present three main findings: 1) Definitions of play needed to be fluid to account for the large child/teacher ratios evident in primary schools. 2) Traditional primary classrooms created challenges in terms of use of space when planning for play. 3) Careful consideration was required for children with additional support needs, who typically thrive on structure. This paper demonstrates the potential for play to engage children in learning but highlights practical considerations which need to be overcome to ensure equality of provision for all children and to ensure a manageable approach for teachers in high ratio classrooms.

play, pedagogy, primary, case study, practitioner enquiry

Paper 2: Investigating Preschool Children's Cooperative Problem Solving During Play

Presenter(s):

Meilan Jin, Western Washington University, United States

Non-presenting Co-author(s):

Mary Jane Moran, The University of Tennessee, United States

The purpose of this study was to investigate 4- and 5-year-old children's cooperative problem solving (CPS) during play in US and Chinese preschool classroom contexts. Previous research validates that children are more likely to engage in CPS during child-centered play than during adult-directed activities (Ramani, 2012). However, there is a lack of research

focused on children's CPS during play in everyday preschool classroom contexts (Ramani & Brownell, 2014) and particularly, cross-culturally (Schneider, Benenson, Fulop, Berkics, & Sandor, 2011). CPS occurs when two or more children work together by coordinating their individual perspectives and investigating new ways of approaching a shared problem (Ashley & Tomasello, 1998). The key tenets of sociocultural theory place importance on the positive impact of play on the development of children in general and their CPS abilities in particular (Vygotsky, 1978). This study was conducted within a quantitative research paradigm. The 2,580+ minutes of video recordings of 43 children with peers during play were coded and analyzed with MANOVA and ANOVA. A consent form and information sheet were provided to caregivers of participants and their teachers to understand the purpose of this study and their rights to negotiate or withdraw from the study at any time. Pseudonyms of participants have replaced their names. The results demonstrate significant cultural differences in terms of planning and joint interaction that are subcategories of CPS. This study findings suggest implications for how play promotes children's CPS and how culture influences children's uses of CPS cooperative problem solving, play, culture, preschool, classroom context

Paper 3: Researching children's play: Ethical challenges

Presenter(s):

Sara Margrét Ólafsdóttir, University of Iceland, School of Education, Iceland

This study focuses on ethical challenges when researching play with children. Questions have arisen about whether it is ethically appropriate to uncover details about children's secret spaces and activities such as play (Broström, 2006). However, research with children about their activities can add to the understanding of how educators can better support children's learning through play (Einarsdóttir, 2014). The study builds on Corsaro's (2017) sociology of childhood construct and is influenced by The Convention on the Rights of the Child (United Nations, 1989). Children are viewed as competent participants in society, reliable informants about their lives with rights to express themselves (Einarsdóttir, 2012; Theobald, 2017). This is a multiple-case study informed by ethnographic approaches. The methods used were participant observations and video-stimulated accounts. Participants were children aged 3-5 in two preschool settings in Iceland. Ethical issues were emphasised throughout the research process. The children gave their informed assent that was negotiated throughout the study (Danby, 2017). The children could opt out any time (Dockett, Einarsdóttir & Perry, 2012) and chose their own pseudonyms. The findings were introduced to the children. The children reported their assent or dissent differently throughout the study, both verbally and physically. The children exercised their power relationship with the researcher and used their rights to assent or dissent along the way. When ethical issues are considered the entire research process it is justifiable to research children's play in preschools. At the end, the aim is to benefit the children to better support their activities in preschool.

Research with children, ethical issues, children's rights, assent, play

Symposium SET: 4

Symposium Title: Perspectives on supporting social emotional development

Chaired by: Barbara Maria Sageidet, University of Stavanger, Department of Early Childhood Education, Norway

Paper 1: Documenting 'emotional capital practices' in infant and toddler pedagogy

Presenter(s):

Andi Salamon, Charles Sturt University, Australia

The research documented infants' evocative emotional communication practices in early childhood education (ECE), and engaged educators in critical reflective practice about their responses to the infants. Nowotny's (1981) concept of emotional capital has been used in empirical studies about mothers' emotional involvement in children's schooling (Gillies, 2006; O'Brien, 2008; Reay, 2000), in theorising business and education practices (Gendron, 2004; Zembylas, 2007), and to consider educators' 'ongoing consciousness of emotions' in ECE (Andrew, 2015). This research extends Salamon's (2016) innovative theorisation of infants' 'emotional capital practices'. The project draws on and extends Bourdieu's (1986) notion of symbolic capital, grounded in the production of different kinds of power, that accumulate over time, and that have a "potential capacity to produce profits" (p.241) for actors involved. The ethnographic research project documented infants' practices using photographic and video footage. The theory of practice architectures was used as a methodological and analytic framework. The 'Practice Architectures Map' engaged educators in iterative data analysis, and, drawing on developmental literature, the visual data of infants' emotional capital practices were coded as sayings, doings and relating. A rigorous ethics process was followed according to University research practices. In particular, assent is especially important for infants' involvement in research, necessitating tuning into infants' embodied responses to the researcher, their equipment and their processes. The paper discusses findings in relation to infants' active, playful, powerful and dynamic emotional engagement with educators. Implications for practice and policy changes to uphold infants' rights to optimal learning and development will be discussed.

infants, emotional communication, play, infant pedagogy, learning

Paper 2: How do education plans interrelate with social inequality in early childhood education and care? The example of social-emotional skills

Presenter(s):

Sylvia Nienhaus, University of Osnabrück, Germany

The aim of my presentation is to show first results of how education plans in German early childhood education and care (ECEC) interrelate with social inequality focusing on children's social-emotional skills (SES). Considering long-term studies like NICHHD (2001) or EPPE (Sylva et al. 2011) advancing SES is important, paving the way for success at school and preventing social deviance. Therefore, education plans may be seen as a chance to compensate for social inequality (German education report 2020) in the way that educationally relevant skills are promoted (German ministries of youth & culture 2004). To discuss this, I draw on German qualitative multi-level analysis (Hummrich & Kramer 2018) focusing on expert interviews with ECEC providers in rural and urban areas, interviews or field talks with parents and educators in socio-culturally contrastive ECEC institutions and observations of formalized parent-educator meetings on children's SES before their transition to formal schooling. In line with the University's data protection policy, I developed a strategy to contact and inform field participants about the aims of my project ensuring informed consent over the course of the

study. The interviews with ECEC providers I conducted so far show that it often remains unclear how heterogeneity is to be dealt with in ECEC (Meyer 2017) so that, for example, stereotypes concerning class or culture are reproduced (Nienhaus, forthcoming). With results like these it becomes possible to give an insight into how and why (or why not) education plans in ECEC have an impact on children's unequal chances towards education.

education plans, social inequality, social-emotional skills, qualitative research, ethnography

Paper 3: Perspectives on 'children and belonging' in Stavanger, Norway

Presenter(s):

Barbara Maria Sageidet, University of Stavanger, Department of Early Childhood Education, Norway

Non-presenting Co-author(s):

Åse Dagmar Knaben, University of Stavanger, Department of Early Education, Norway

Hallgjerd Byrkjeland, University of Stavanger, Department of Early Childhood Education, Norway

Kari G Hempel, University of Stavanger, Department of Early Childhood Education, Norway

This planned study will explore how 'belonging' is experienced, understood and expressed by children and their parents in a kindergarten in Stavanger, Norway, investigated from perspectives related to urban pollution and sustainability, diversity and culture, shared esthetical experiences, and religion/philosophy of life. Children's belonging and wellbeing are important issues with regard to diversity, urbanization and globalization in their local community environment (Johansson, 2009; Kernan, 2010; Heggen et al., 2019), for example in the 'Smart City' Stavanger (Stavanger municipality, 2016). Within the framework of place-based learning children introduces to local phenomena and to processes that underlie the understanding of natural and social systems essential to human welfare (Grunewald & Smith, 2008, p. xvi). Place-based learning acknowledges the unique characteristics of particular places, and can in this way better connect learning to children's lives (Smith, 2005). According to sociocultural learning theories, children learn in social contexts, and search for meaningful relationships between people and place, while making connections to their prior knowledge (Lave & Wenger, 1991, p. 31; Rogoff, 2003; Vygotsky, 1986). This qualitative study will use interdisciplinary inquiry (Derry, Schunn & Gernsbacher, 2014) to analyse and interpret observations and interviews, and present the results in form of narratives about each researchers' perspective. Both children and parents can withdraw from the study, and shall feel comfortable at any time (Clark et al., 2017). Children's perspectives may expand our understanding of various aspects of 'belonging' and participating. It may contribute to the development of Stavanger as a 'Smart City'.

children's belonging, sustainability, diversity and culture, shared esthetical experiences, religion/philosophy of life

Paper 4: The Power of Emotional Regulation: The Impact of an Emotional Intelligence Curriculum on School Readiness and Social Interaction in At-Risk Youth.

Presenter(s):

Daniela Foerch, Florida International University, United States

Andrea Adelman, Florida International University, United States

The purpose of this collaborative action research study is to examine the impact of the RULER approach on student development and classroom interaction in young children who are at-risk; and to measure the quality of teacher-child interactions. This research study is related to the work done by Mark Brackett at the Yale Emotional Intelligence Institute.

His work mainly focuses on older children and young adults. Our research focuses on the nurturing on Emotional Intelligence in young children who are at risk in South Florida, USA. This research is also linked to our research on the impact of the WeFEEL approach on development and classroom interactions in at-risk young children. The RULER approach and the PZ Initiative guided this study. A collaborative action, mixed-methods quasi-experimental design was used to investigate whether or not implementing the RULER approach impacted at-risk four-year-olds' early learning skills and behavior. IRB approval was obtained to ensure confidentiality. Major findings for this study are: treatment group's School Readiness scores were different from the scores of the control group, cognition and learning was more evident in the treatment group, collaboration was more evident in the treatment group, awareness of others and others' needs was more evident in the treatment group, and the treatment group improved emotional literacy. Results from this study revealed a significant impact on your children's EI growth and their families. Therefore, nurturing emotional intelligence in the classroom is an effective approach that fosters not only children's optimal development and positive classroom interactions, but also academic achievement.

emotional intelligence, empathy, positive classroom climate, collaborative action research, thinking routines

Symposium SET: 4

Symposium Title: Children's mathematizing in spontaneous play

Mathematics is a critical aspect of early childhood curricula. Although mathematizing is a social-cultural phenomenon; a human activity of modeling and structuring one's world and interpreting it from a mathematical perspective, many ECE-teachers offer specific math-activities, that are often teacher-directed. They expect that young children should begin with formal signs and procedures without connecting them to their existing understandings. This can cause significant problems for children's understanding of mathematics in the present and later in school.

This symposium discusses the importance to build upon the funds of knowledge that children bring into their play. First of all, evidence is presented of children's spontaneous mathematizing in truly free pretend play. Second, the understanding of pretend/imaginative play and children's mathematics by teachers is discussed. Finally, interaction strategies for guidance of play supporting co-construction of mathematical meaning are presented. These were developed in close co-operation with ECE-teachers.

Chaired by: Annerieke Boland, University of Applied Sciences - iPabo Amsterdam, Netherlands

Paper 1: A natural history of mathematical signs: Democracy, freedom and the emergent learner

Presenter(s):

Maulfry Worthington, Vrije University, Netherlands

Non-presenting Co-author(s):

Marjolein Dobber, VU University, Netherlands

Bert van Oers, VU University, Netherlands

This study investigates the emergence and development of young children's own mathematical signs made in spontaneous pretend play, illuminating how democracy enriches their play, strengthening their understandings of mathematical symbols. Previous research (e.g., Carruthers & Worthington, 2006) and recent doctoral research, (e.g., Worthington, Dobber & van Oers 2019) shows children drawing on their existing understandings and communicating freely through graphical signs in their play. The study draws on cultural-historical and social-semiotic theories (Vygotsky, 1978). In the English nursery school in which data were gathered, democracy and freedom are highly valued, and social pretend play, graphicacy and children's mathematics are well regarded and understood. Espousing Freire's (2018) pedagogical paradigm of freedom, democracy and social justice, this research challenges traditional approaches, embracing innovative and alternative approaches to play and mathematical inscriptions. In this longitudinal, ethnographic study, observations of 3-4-year-old children's play and graphics were analysed through interpretive methods. Guided by BERA's ethical research principles (2011), this investigation includes openness and the right to withdraw. Participants were consulted and informed at every stage, all giving their voluntary informed consent. Children's ownership of their play narratives revealed the development of their mathematical signs, their emergent understandings considerably enriched. We conclude that the nursery's democratic culture and values and the teachers' understandings of play empowered the children to freely engage in rich graphical, communications. A shift in curriculum and policy documents should prioritise the importance of rich pretend play and children's own mathematical graphics, encouraging teachers to value and support both in their practice.

social pretend play, cultural knowledge, emergent learners, graphical signs and symbols, social justice

Paper 2: Where is the Mathematics of Children? Teachers' Observations and reflections on children's mathematics in imaginary play episodes.

Presenter(s):

Elizabeth Carruthers, Bristol University, UK, United Kingdom

This study's focus is on children's mathematical graphics, in imaginary play. The aim is to use nursery teachers' observations and analysis, on play episodes, to unlock pedagogies that support children's mathematical understandings. The research is located within my present PhD research. More recent and related work explores mathematics democratic pedagogies, including teacher participant publications as a part of my PhD project (Carruthers and Butcher 2013; Carruthers, 2015; Mc Carthy & Redpath 2017) The structure of the study is based on sociocultural theory (Vygotsky, 1978). Looking through the lens of Lenz Taguchi's (2010) concept of intra-active pedagogy, I analyse the relationships between the children's artefacts/graphics, the children and the teachers. I argue that Freire's (2018) stance on democratic pedagogies and freedom for individual thinking, are situated within spaces that teacher's afford children in their pretend/imaginary play. This is a longitudinal, ethnographic, qualitative study tracing the development of teachers' inquiries into their mathematical pedagogical practice. The data was collected from English Nursery School teachers' writings. This study was approved by Bristol University Ethics Committee. Participants gave written consent. Ethical considerations were regularly reviewed and the teachers were able to withdraw at any stage. The data revealed that it is vital that teachers be connected emotionally and intellectually with children. I am proposing that the two, intellectual and emotional attachments, could bring about a very optimum psychological sphere for mathematical learning. Children's imaginary play needs to be seen in a more prominent position within an early years mathematics pedagogy.

imaginary play, intra-active teaching, democracy, children's mathematical graphics, attachment

Paper 3: Counting on spontaneous play.

Presenter(s):

Annerieke Boland, University of Applied Sciences - iPabo Amsterdam, Netherlands

Non-presenting Co-author(s):

Eefje Van der Zalm, University of applied sciences - Marnix Academie, Netherlands

This practice-oriented research aims at stimulating both children's language and mathematical development in the context of spontaneous play. It builds on research on stimulating complex language and thinking in make-believe play (Van der Zalm, Boland & Damhuis, 2018), and focuses on creating intersubjectivity (Hakkarainen, Brédikyte, Jakkula & Munter, 2013) and sustained shared thinking (Siraj-Blatchford, 2009). It departs from a cultural-historic perspective on play as a form of participation of children in cultural activities, characterized by high involvement, rules and degrees of freedom (Van Oers 2014). In line with this, young children's mathematizing i.e. the human activity of structuring, modelling and interpreting one's world mathematically (Freudenthal, 1991) is central. First, in a design-based research, two professional learning communities (PLC's) (Engeström, 2011) of researchers and ECE-teachers developed guidelines for teacher-child interactions stimulating mathematizing and language use in spontaneous play. Second, two new PLC's developed a professionalization trajectory on these guidelines. Interviews, video-intervision and reflections of professionals in the PLC's were collected. These data were analysed qualitatively from the interactional and the mathematizing perspective.

EECERA ethical guidelines were followed, e.g. the children were free to play as they liked and parents gave informed consent. The consecutive teacher-strategies of exploring, connecting and enriching (ECE) appeared to create opportunities for complex language use and mathematizing experiences in play. However, professionals require profound knowledge of mathematics to respond flexibly to children's initiatives. This implies that ECE-professionalization should focus more on understanding mathematical concepts, instead of 'knowing activities and goals for math'. A website supports this professionalization.

mathematics, spontaneous play, interaction, intersubjectivity, language development

Symposium SET: 4

Symposium Title: Pedagogical approaches

Chaired by: Jan Georgeson, University of Plymouth, United Kingdom

Paper 1: How could we be anything else? Debating what it means to develop child-centred competence

Presenter(s):

Jan Georgeson, University of Plymouth, United Kingdom

Verity Campbell-Barr, University of Plymouth, United Kingdom

This two-year international research project aimed to improve understandings of what it means to have child-centred competence – how one might acquire it and how it might be enacted in ECEC. Child-centredness is often invoked as an important aspect of work with children which underpins effective pedagogy (Bogatić et al., 2018). Across a series of research projects, however, we have demonstrated that it can be interpreted in different ways and students struggle to know what it looks like in practice (Georgeson et al., 2015, Campbell-Barr, 2017). As a concept, child-centredness reflects different aspects of ECEC pedagogical approaches: romantic, democratic and developmental which have their roots in different theoretical traditions (Chung and Walsh 2000). Moving into the profession entails combining the acquisition of this academic knowledge alongside understandings of the appropriate ways of doing, being and saying associated with ECEC practice. We have adopted a Traditions of Argumentation methodology (Kultti and Pramling, 2021) to analyse two structured focus groups as social practice between project partners from seven countries. All partners gave informed consent for use of recordings and artefacts produced during discussions, and analysis of pooled data was implemented to increase confidentiality. Although we use ‘child-centred’ and ‘competence’ all the time, these terms were hard to define and slippery to use for meaning-making. Our analysis suggests that in arguing for aspects of child-centredness, we were arguing against something else. Developing child-centred competence as a new ECEC professional must therefore be difficult if motivated by an avoidance of (unnamed) ‘other’ practice.

child-centredness, competence, professional development, traditions of argumentation, structured focus groups

Paper 2: Early Years Practitioners as Creators of Knowledge

Presenter(s):

Janice Darkes-Sutcliffe, York St John University, United Kingdom

This inquiry revisits ideas of knowledge, identifying essential components which enable practitioners in ECEC to generate new knowledge about how to create rich learning environments for young children. By working collaboratively with practitioners, we identify and articulate our own theories of practice and become generators of change. I build on findings from "A Collaborative Inquiry: 'How do we improve our practice with children?'" (Walton, J. 2011 Educational Action Research 19:3) which grounded the research in the experience of practitioners. The research is informed by Heron's epistemology of knowing and Co-operative Inquiry (Heron 1996), Generative Pedagogical Isomorphism (Formosinho and Formosinho 2007) Ledwith and Springett's Transformative model for participatory practice (2009) and Participatory Consciousness (Heshusius 1994). The action research is situated within a participatory paradigm, adopting first and second person inquiry involving action reflection cycles and shared narratives. An ethical contract was agreed by all participants which included an understanding of how evidence may be gathered and used. Documentation was shared and agreed before wider circulation and anonymity protected. All were aware of their right to withdraw their

consent at any time. Ethical approval was granted by YSJU. Understandings were developed which made an experiential difference to children's well-being and learning through more enabling environments and strengthened parental engagement. Practitioners recognised the importance of their role, becoming more confident and able to articulate their pedagogy. Practitioner-led inquiry offers a grassroots approach to training, enabling them to become more critically aware, identifying the skills and understandings they need to improve their practice.

Knowledge, Collaborative Inquiry, Participatory Paradigm, Theories of Practice, Partnership

Paper 3: All we do with the children is teaching - teachers' perceptions of teaching and their role in preschool teaching

Presenter(s):

Benita Berg, Malardalen University, Sweden

The aim of the study is to investigate how Swedish preschool teacher define teaching and express their role in teaching in preschool. In the revised national curriculum the preschool teacher is responsible for teaching and teaching is more clarified (National Agency for Education, 2018). According to Helenius (2018) this change in curriculum may push Swedish preschool education towards a more formal and visible teaching. Studies from the Nordic countries with social pedagogical tradition show that teaching is disputed and preschool teacher are critical and resistance to the concept of teaching (e.g. Sæbbe & Pramling Samuelssons, 2017). The concepts of classification and framing from Bernstein's sociological theory (1990) are used to discuss formalization of teaching in Swedish preschool.

The data material contains of preschool teachers reflections in written text before a professional development course and after the course ended. The analysis is conducted through a content analysis. Ethical consideration is met by the participants being informed about the study and giving their consent to participate. Preliminary findings indicate that teaching occur all the day, when the preschool teacher plan activities to support learning, when they interact in play-based and everyday activities. Björklund, Magnusson and Palmér (2018) highlight the differences in teachers' approach in play-based activities and goal-oriented practice depend on how the teachers interact. Moreover, the findings indicate that some teacher see teaching and learning as synonyms. These findings can have implications and consequences for what support teachers need to conduct teaching according to the curriculum guidelines.

teacher, teaching, curriculum, awareness, play-based tradition

Symposium SET: 4

Symposium Title: Metacognition, mindset and lifelong learning

Chaired by: Kathryn Peckham, Centre for Research in Early Childhood, United Kingdom

Paper 1: Nurturing a growth mindset in the early years

Presenter(s):

Fiona Boylan, Edith Cowan University, Australia

Non-presenting Co-author(s):

Lennie Barblett, Edith Cowan University, Australia

Marianne Knaus, Edith Cowan University, Australia

This study aimed to develop a set of principles to support teachers to develop a growth mindset in early childhood students. A growth mindset assists students to be resilient, achieve greater motivation and success in learning (Dweck, 2016). Early childhood teachers acknowledge the need for children to develop a growth mindset for successful learning, however few interventions exist to support early childhood teachers to do so (Boylan, Barblett & Knaus, 2018). The theoretical framework for this study draws upon Deweyan pragmatism whereby knowledge is gained through interventions as connections between actions and consequences are made (Tashakkori, 2010). Using a pragmatist paradigm this mixed methods study followed four stages of design-based research (Brown, 1992; Collins, 1992) over 10 weeks to develop design principles in early childhood classrooms in one school in Western Australia. Two iterations were designed and examined with teachers of children aged 3.5–6.5 years. The participants recorded weekly video diaries to reflect on the principles. Three focus groups were conducted, at the beginning, middle and end of the two iterations, allowing the researcher and teachers to collaboratively develop, refine and reflect on the principles. An information letter and consent form were provided for all participants. This study's contribution lies in the theoretical and practical grounding of the nine design principles which teachers found highly effective and improved reflective practice. The design principles developed in this study will assist early childhood teachers to improve the implementation of mindset theory for positive learning outcomes for students in early childhood contexts.

mindset, growth mindset, agency, motivation, learning

Paper 2: Thinking about Learning in Primary 1: Exploring metacognition in the early years

Presenter(s):

Jennifer Zike, University of Strathclyde, United Kingdom

This paper explores 4-5 year-old children's emergent metacognition expressed through pupil views templates (PVTs) (Wall & Higgins, 2006). PVTs are practice-based tools designed to facilitate children's verbal reflection on learning. Researchers have increasingly accepted that young children can reflect on learning and engage in self-regulated learning (Lewis, 2019; Whitebread et al., 2009). However, children dip in and out of metacognition, meaning it is often unclear when, how and why experiences become metacognitive (Larkin, 2010). Metacognition was conceptualised as a messy and internal phenomenon that could be understood in different ways from multiple perspectives (Gascoine, Higgins & Wall, 2017). Grounded in critical realism, this mixed methods study employed visually-mediated interviews with 85 children (aged 4-5) from 6 Scottish primary schools and teacher/parent questionnaires. Children's continuous verbal

assent/dissent was sought throughout the research. Written consent from schools/ parents was also obtained. EECERA ethical guidelines (2016) were followed. Discussion centres around how the children understood learning. Children demonstrated well-developed understandings of learning and still developing schemas of which they seemed only partially aware. I suggest that children form schemas around previous metacognitive experiences, such as experiencing struggle. Their emotions and attributions during these metacognitive experiences may impact their formation of metacognitive knowledge. Children's understandings of learning may be impacted by emotional and cognitive interpretations of their metacognitive experiences. In the early years, children can be guided to reflect on learning experiences using pedagogically-appropriate tools. Facilitated reflections may help to increase/clarify children's metacognitive knowledge and encourage more positive attributions when experiencing difficulties in learning.

Metacognition, Children's perspectives, Visual methods, Self-regulation, Eliciting thinking

Paper 3: Understanding the importance of learning for life

Presenter(s):

Kathryn Peckham, Centre for Research in Early Childhood, United Kingdom

By widening appreciation for attributes of learning deeper than those traditionally associated within the classroom this research aims to validate and promote development of life-long skills and an awareness for the environments and opportunities required. This study echoes the concern of downward pressures for didactic instruction troubled by Nicolopoulou et al. (2015) and the optimal measuring, computerisation and standardisation of young children's abilities (Blair, Zelazo, & Greenberg, 2005; Howard & Okely, 2015 in Howard et al., 2016). Within a social interactive framework, the many variables, contexts and viewpoints involved are considered as it incorporates detailed representations of phenomena experienced by adults and children. This child-centred, qualitative and naturalistic approach to viewing early childhood supports a cognitive exploration of deeper learning motivations (Nicolopoulou et al., 2015). Viewed through the words of adults and the actions of children, this phenomenological study explores the complex realities of early learning experiences, recognising children, not as passive recipients of information but as individuals within an ecological whole. Following full disclosure of procedure and intentions, consent was obtained from all parties (adults and children) with ongoing assent secured weekly. Fluidity built into the methods allowed for dissent, and feedback loops in place at every stage retained the integrity. Sitting within a larger study, inconsistencies are identified in the understanding of children's abilities and those being demonstrated, indicating the learning potential that is currently being missed. Through a greater understanding of the phenomena of early learning, this research proposes a more supportive approach to children's formative years.

methodological approaches, children's perspectives, learning opportunities, lifelong learning, experiential learning

Symposium SET: 4

Symposium Title: OutGoing C2N – children connecting with nature and culture

Changes in the childhood ecology impact on children's fewer experiences outside, in the cities, villages or natural environments and therefore restrained them from developing connections with communities, culture and the natural human and non human world. The Outgoing project is based on the idea that strengthening the links with and between natural and cultural heritage is a fundamental step, still neglected, for an effective education for social, cultural and environmental sustainability (EfS). This self organized symposium aims to discuss and challenge the theoretical concepts and views on Education for Sustainability (EfS), views of children and the methodological and pedagogic processes, as well as its coherence, adopted in this research project and addressed in the three papers of this symposium, involving academics from different areas as well as ECE teachers.

Chaired by: Maria Assunção Folque, Universidade de Évora, Portugal

Paper 1: (re)Thinking Education for Sustainability through communities of practice

Presenter(s):

Maria Assunção Folque, Universidade de Évora, Portugal

Ana Cristina Simões, University of Evora, Portugal

Non-presenting Co-author(s):

Fátima Aresta Godinho, Centro de Atividade Infantil de Evora (CAIE), Portugal

This paper aims to present a Meta-analysis of processes and results of a Education for Sustainability (EfS) project that inspire new theoretical approaches and focus for EfS. OMEP (Pramling Samuelsson, & Yoshie, 2008) disseminated ideas and practices of EfS through many projects, i.e. OMEP Environmental Rating Scale for Sustainable Development in Early Childhood (ERS-SDEC)(Siraj-Blatchford, Mogharreban, & Park, 2016). 'Building-up sustainability from early childhood' project (Folque & Oliveira, 2016), driven from the OMEP project, has been in place for ten years and is now redirecting its approaches. The analysis draws on concepts/approaches to Sustainability in ECE, human and non-human relationships and interdependencies (Elliott, Årlemalm-Hagsér & Davis, 2020); Teachers' as researchers and action-research as a mean for a sustainable world (Folque, 2016) Using a qualitative paradigm it analyzes ten ECE student teachers' Masters reports in areas of interventions, pedagogic approaches and projects developed with children. Interviews with six student teachers and four cooperating teachers address the impact of the project in practices and in teachers views of EfS. Ethical relationships between researchers and participants are based on respect and joint participation, honesty and clarity about research aims and methods, avoiding deceptive strategies or causing harm. Impacts in children's participation in the city, sharing common resources and reducing consumerism emerged, as well as the need for a deeper connection with the natural world and a supportive Community-of-Practice with teachers, academics and other experts. Implications for designing the OutGoing C2N project involving a wider population and the dissemination of innovative practices.

education for sustainability, children's agency, communities of practices, teacher education, action-research

Paper 2: Children's cartography: Researching and opening worlds together

Presenter(s):

Tiago Almeida, Instituto Politécnico de Lisboa || Escola Superior de Educação, Portugal

Non-presenting Co-author(s):

Cristina Cruz, Polytechnic Institute of Lisbon, Portugal

Isabel Bezelga, University of Évora, Portugal

This presentation aims to evaluate how children's cartography (CC) can be implemented as a research-intervention methodology promoting children agency within early childhood education for sustainability. Research suggests children can engage and offer solutions to complex issues about sustainability and their lives (Almeida&Costa,2021) promoting changes in local communities (Ärlemalm-Hagsér&Davis, 2014) while researching the surrounds (Almeida&Damásio,2020). We propose an approach to Sustainability based on a conceptual framework in which child agency is valued within a children-adult-context relation (Oswell, 2016). CC is a research-intervention methodology with children as researchers and present-acting agents (Almeida&Costa,2021) as in other methodologies assuming agency as an ethical and political compromise with ongoing transformations (Davies, 2014). CC are included in critical qualitative research paradigm (MacNaughton, 2005). We present two cartographic experiences in early childhood contexts addressing the three movements of this methodology: i) preparation with the children of the cartographic process; ii) displacement through the territory registering the experiences using audio-visual materials and a diary; iii) discussion of the process. Data were analyzed by content and interpretative analysis of the children's discourses and products. Informed consent was negotiated with the children involved and re-negotiated during the research process. Participants were given the opportunity to withdraw of the study. CC through the three movements provide opportunities for children to understand, act and participate in their local community with specific and mean-full proposals of change. The main contribution is introducing the discussion about CC as a methodology that promotes a relational agency while children build a comprehensive vision of Sustainability.

children's cartography, sustainability, children agency, research-methods, new materialities

Paper 3: Becoming with... Seed bag carriers in happy cohabitations

Presenter(s):

Ana Rasteiro, Évora University, Portugal

Mariana Valente, Évora University, Portugal

Non-presenting Co-author(s):

Maria Ilhéu, Évora University, Portugal

This communication aims to reclaim new concepts for Education for Sustainability. We're living in challenging times for rescue hope to transform and build new relationships with the world (Gray, T. & Birrell, C., 2015; Gannon, S., 2015; Ward, K., 2017; Aboytes, J. & Barth, M., 2020) where our relationship with the natural is an ultimate urgency. The United Nations claim 2021 as a Critical year to 'reset our relationship with nature' (UN, 2021). The importance of the connectiveness with the natural world require new concepts such as the Delicate Empiricism, Worlding, Becoming-with and Response-able to the education forum, including in ECE (Valente & Ilhéu, 2020; Haraway, 2016). Within a constructivism and phenomenology paradigm, we draw also on eco-feminist thought to think EfS. Standing on an ethical commitment to the world common good and considering humans and non-humans in a nonhierarchical way, we aim to

impart values concerning nature and culture among all such as reverence and duty. Children are naturally seed bag carriers and compost players that inspires us to cohabit in a natural cultural multispecies world. Taking care and nourishing these seed bags, along the life cycle, “Worlding” with children we must! Imagine we must, think we must, debate we must, to multiply educational ways strengthening the connectedness with nature and promoting the reconciliation with humans and more than humans.

becoming-with, worlding, nature connectedness, sustainability, early childhood education

Symposium SET: 4

Symposium Title: Children's agency and voice

Chaired by: Sue Walker, Queensland University of Technology, Australia

Paper 1: A longitudinal study of children's perspectives on why and when teachers listen to their ideas: Promoting active classroom citizenship and participatory pedagogies in the early years of school

Presenter(s):

Sue Walker, Queensland University of Technology, Australia

Non-presenting Co-author(s):

Julia Mascadri, Queensland University of Technology, Australia

Jo Lunn-Brownlee, Queensland University of Technology, Australia

Laura Scholes, Australian Catholic University, Australia

Eva Johansson, University of Stavanger, Norway

This three-year study investigated whether young children believe that teachers listen to their ideas at school. Research demonstrates that teachers who value student voice have an impact on students' ability to use critical reflection (Quinn & Owen, 2016; Reznitskaya et al., 2009). Little research has examined children's perspectives about teachers' use of participatory pedagogies, and none has investigated children's views on when and why their ideas are listened to. Shier's (2001) framework of participation can scaffold teachers to promote children's participation using five levels of pedagogy. Our study draws on Shier's framework to consider two participatory pedagogies: Dialogic Teaching and Philosophy for Children. The data were collected from interviews with 168 Year 1 children, 155 Year 2 children, and 128 Year 3 children. As part of a larger study, children were asked - Do teachers listen to your ideas at school? and Tell me about a time when teachers listened to your ideas. After obtaining ethical clearance, consent packages were distributed. Children indicated their willingness to participate by coloring in a smiley face. Findings indicated that, although the majority of the children believed that teachers listened to their ideas, many teachers appeared to be evaluating children's answers, rather than listening to and valuing children's ideas. Our findings have highlighted the importance of listening to children's ideas. This finding highlights the need for teachers to move beyond evaluating children's ideas/answers and start to share power and responsibility for decision-making by listening to children's ideas about matters that affect them.

early childhood education, participatory pedagogies, children's perspectives, student voice, democratic pedagogies

Paper 2: Children's agency and teacher's regulation in Swedish preschool

Presenter(s):

Carina Peterson, Department of Educational Research and Development, University of Borås, Sweden

This research examines children's agency in preschool in relation to teacher's regulation and institutional structures. Previous research (Markström & Halldén, 2009; Palla, 2011; Rantala, 2016) show how teacher's regulation and institutional structures reduce children's possibilities for agency in preschool. Regulation in preschool appear in research as both pronounced and unspoken (Bigsten, 2015; Tullgren, 2003). In the analysis concepts of Basil Bernstein's theory are used, for example instructive and regulative discourse (Bernstein, 1971), visible and invisible pedagogy (Bernstein,

1973). The concepts enables analysis considering children's agency, teacher's regulation as well as institutional structures. Data were produced through ethnographic fieldwork conducted in 2014-2016 (Peterson, 2000), based on observations in two preschools during a period of one year each supplemented by interview with five teachers in the preschools. Ethical considerations includes teachers informed and signed consent for participation in the study as well as parent signed consent for their children's participation. Participant integrity and anonymity has been taken in to account in both fieldwork and presentation of the study. The results reveal how institutional structures as rules and moral values often affect how teachers respond to children's agency. It also gives examples of strategies children use to succeed with their initiatives within institutional structures. The study can contribute to highlight preschool practice as an example of a complex structure where contradicting assignments in their teacher role creates limitation for teachers when responding to children's initiatives and where children have to adapt or challenge the recognized frames to succeed with their initiatives.

preschool, children's initiative, teacher's regulation, institutional structures, Bernstein

Paper 3: Children's participation in documentation processes in local places

Presenter(s):

Maria Dardanou, UiT The Arctic university of Norway, Norway

Bente Anita Karlsen, UiT The Arctic University of Norway, Norway

The aim of the study is to investigate how children perform and document Land Art in local places nearby their kindergarten, and in what way these activities are visualized through their drawings back in the kindergarten. Documentation is important for kindergarten's planning and evaluation of the pedagogical practices and activities (Norwegian Directorate for Education and Training, 2017). Studies have shown that using visual methods to provide information related to children's perspectives, actions and attitudes such as drawings and photos taken by children themselves, are ways for them to communicate and make meaning of their experiences (Johnson, Pfister and Vindrola-Padros 2012; Lindsay 2016). Children's meeting with the natural world through performing Land Art, is a way for directly sensing, interacting and knowing "the world of materials" (Ingold, 2010). Children's interactions are between and correspond in-between with the natural materials (Sørenstuen, 2011). Method contains arts-based methods and participatory observation. Data consists of pictures, voice recordings, video, children's drawings and narratives in order to approach ways children interact and make meaning of place by performing Land Art. The project is guided of strict confidence and anonymity. The children and their parents were given an opportunity to withdraw from the study at any point. The study revealed that children's photographs and drawings are ways to 'communicate' with their experiences, ways to engage, pay attention and visualize their perspectives. The findings might have implications for new approaches on children's voices and experiences through performing Land Art and drawings as methods of documentation.

Land Art, documentation, children's voices, drawings, local places

Paper 4: Taking account of the voice of the child within the regulatory inspection process of early years' services in Ireland.

Presenter(s):

Deirdre Molloy, TUSLA, The Child and Family Agency, Ireland

The aim was to establish if children hold views on their preschool. The study, entitled 'Taking account of the voice of the child within the regulatory inspection process of early years services' was inspired by the absence of children's views identified by Hanafin (2014) further echoed by Einarsdóttir (2015) in the lack of subjective experiences. Additional rationale was noted in policy and practice. The theoretical framework was underpinned by Bronfenbrenner (1979) and reflected a child's rights perspective, UNCRC (1989). This research viewing children as sources of their own knowledge, was inspired by the Mosaic Approach (Clark and Moss 2001). This ethnographic study saw the collation of qualitative data in two Irish preschools. Purposeful sampling was employed and data analysed based on thematic analysis (Braun and Clarke, 2006). Ethical approval was obtained from N.U.I. Galway as it was part of MA studies. Approval was secured from TUSLA as the researcher was an Early Years Inspector. Utilizing an ethical radar (Skånfors 2009) child protection, participant safety, child assent, parental consent, freedom to withdraw from the study, anonymity was provided. Children placed valued on friends ,staff and playing outside. They linked their family world to their playschool world and visa versa. The physical and material environment was important as was the daily activities. This study showed that listening to children could afford them their right to voice in the inspection process. The need for review of present process and further research was recommended.

voice of the child, early childhood, child centered approach, regulatory inspection, children's rights

Symposium SET: 5

Symposium Title: Multicultural issues

Chaired by: Angeliki Bitou, OAED, Greece

Paper 1: Multicultural preschools in Sweden: A dilemmatic space - Principals views on challenges and opportunities

Presenter(s):

Åsa Olsson, Karlstad University, Sweden

Ami Cooper, Karlstad University, Sweden

Non-presenting Co-author(s):

In 2020, about 25 percent of all preschool children in Sweden had immigrant backgrounds. This study aims to explore how recent societal and cultural changes have affected the demands on staff in early childhood education (ECE). Prior research has stressed the importance of ECE teachers' competence to deal with diversity. Cultural differences may lead to conflicts in ECE, (Stier and Sandström, 2020), yet the Swedish curriculum provides little guidance on how to handle challenging situations. There is a risk that multicultural education sustains stereotypes by focusing on outward manifestations such as traditions and food (Phoon et al., 2013), and Madrid Akpovo, (2019) emphasizes teachers' need to scrutinize their own values and behavior. Therefore, the researchers argue, ECE teacher education programs need to include intercultural pedagogy. "Dilemmatic spaces" is a conceptual framework in educational settings suggested by Fransson and Grannäs (2012). Dilemmas are seen not as momentary nor occurring on an individual level but in a larger context. The framework makes it possible to analyze teachers' everyday practice in relation to societal changes. In a qualitative study, twelve ECE principals were interviewed in focus groups. Informed consent procedures were followed, and pseudonyms were used to protect the identities of participants. Overarching dilemmas were identified in ECE teachers' efforts to show respect for other cultures while upholding Swedish culture, and to consider immigrant parents' expectations while communicating Swedish ECE values, policies and routines.

ECE teacher education programs need to work systematically with intercultural pedagogy, intercultural communication skills, and discursive awareness.

ECE teachers, multicultural, interculture, dilemmatic space, dilemma

Paper 2: Children at the center of multicultural peripheral urban area. Insights from a pilot study in Milan (Italy).

Presenter(s):

Alessandra Mussi, University of Milano-Bicocca, Italy

Marialisa Rizzo, University of Milano-Bicocca, Italy

Non-presenting Co-author(s):

Chiara Maria Bove, University of Milano-Bicocca, Italy

This study explores how children and parents represent their everyday use of public spaces in a multicultural peripheral area of Milan, as part of MOST-project. Main objectives include: positioning children as experts in their everyday lives by promoting their active engagement as co-researchers in ethnographic-walking laboratories; encouraging intercultural dialogue on the use and meaning of public spaces; expanding the role of ECEC settings as key-sites to promote

citizenship education and inclusiveness. The study builds on previous works that showed how children living in problematic suburban areas might be exposed to higher isolation, lack of autonomy, place-segregation (Save the Children, 2017). Educators and teachers working in these areas play a crucial role as supporting-figures mitigating these negative effects (Moro, 2012). Informed by the work of Bauman on public-space as “place of negotiation” (2001), the research is inscribed in the ecological-framework (Bronfenbrenner, 1979) and focused on the value of participation and a sense of community belonging as key-protective factors for vulnerable children (OECD, 2018). Framed within a qualitative paradigm, the study involved children age 5-12 in a participatory research using ethnographic methods. Multiple sources of data were combined: narrative/visual walking maps, observations, focus groups. Informed consents were required to all volunteer participants and anonymized data were ensured. UNIMIB-Ethical committee's approval was obtained. Findings highlight the role of ECEC settings as key-sites to increase the role children play in shaping inclusive-urban spaces. Results have the potentials to influence policy & practice decisions to promote social inclusion and multivocal dialogue in contemporary urban-milieu.

children's voice, citizenship education, participation, multicultural suburbs, public-space

Paper 3: Segregation in early childhood as process and result: Courses of actions within structural and legislative conditions

Presenter(s):

Gesine Nebe, Martin-Luther-University Halle-Wittenberg, Germany
Stefan Schulder, HAW Hamburg, Germany

Non-presenting Co-author(s):

Johanna Mlerendorff, Martin-Luther-University Halle-Wittenberg, Germany
Nina Hoglebe, HAW Hamburg, Germany

We describe early education landscapes focusing their embeddedness into (administrative) structures on a local, regional and national level. The aim is to indicate those structures that might foster or prevent segregation processes. Research on segregation in the German school system shows that it is related to the organisations' provider type (e.g. Kristen, 2008); respective research on respective mechanism in ECE is scarce (Hoglebe, 2016). Explanations for segregation in ECE overemphasize parental choice (Vandenbroeck/Lazzari 2013) and marginalize the role of structural contexts as well as organizations actions and administrative processes which might answer differently to social challenges and parental demands (Becker 2010). The study “Segregation and Preschool Providers” funded by the German Federal Ministry of Education and Research follows an empirical-analytical design and combines quantitative and qualitative methodologies. To describe segregation, we employ quantitative secondary analyses of nationally representative data (NEPS, SOEP) . Consecutively, contrasting in-depth interviews with responsible parties at the level of the youth welfare office, providers and organizations in four regions provide insights into practices linked with forms of inclusion/exclusion. The German Research Association's ethical regulations are obeyed. Data are anonymized; inferences about organizations or individuals are impossible. Interviewees gave their consent to research/publication. Our results imply that legal and structural conditions do influence segregation patterns in the German early education system but leave room for scope of action which is filled out differently by stakeholders. We show where and how segregation is reinforced (unintendedly) or addressed (explicitly) and thereby provide relevant knowledge for policy and practice.

segregation, social inequality, childcare provision, legal conditions, administration structures

Symposium SET: 5

Symposium Title: 'Doing' (in)visible transitions in early childhood education

Transitions are considered as focal points of societal reproduction containing a specific potential (Dunlop 2017) and as complex phenomena involving children, parents, early childhood practitioners and teachers (Griebel/Niesel 2017). Dockett distinguishes visible from invisible transitions, marking a difference between planned, upcoming transitions and unexpected deviances in the process of transitions (Dockett 2018). In this symposium we will answer the questions: What are (in-)visible transitions? Which perspectives on (in-)visible transitions are taken by different participants? Which children are 'labelled' as in need of additional support and why? 'Doing' transitions is strongly connected to the question of democratic values of early childhood education. The symposium aims at identifying similarities and differences in orientations and practices across different countries. 'Doing transitions' refers to a specific analytic way, meaning that transition is not a fact of happening (Wanka 2020). Hence, there is no definition of transition, the empirical analysis shows what transitions are.

Chaired by: Katja Zehbe, Alice Salomon Hochschule Berlin, Germany

Paper 1: Invisible transitions: Transitions to school following different paths

Presenter(s):

Sue Dockett, Charles Sturt University and Peridot Education, Australia

Bob Perry, Charles Sturt University and Peridot Education, Australia

This inquiry explores the ways schools promote positive transition experiences for children and families whose start to school has been unanticipated. Attendance at ECEC and transition-to-school programs, while not compulsory, is often normalised (Dockett, 2014; Perry, 2014). Children and families who do not follow the usual 'pace, rate and order' of transitions (Lago, 2019, p. 56), may remain 'invisible', arriving unexpectedly and/or unknown as they start school. The framework of social (in)visibility (Clifford, 1963), highlights the individual's position within a group and how this is perceived by others. The recognition and respect afforded to individuals influences their sense of 'who they are and who they are becoming' (Badiozaman, 2017). This study utilises qualitative interpretive research (Denzin & Lincoln, 2018). Data were generated through interviews with educators from 50 schools characterised by some form of disadvantage. Content analysis generated categories reflecting schools' approaches and responses to those experiencing invisible transitions. Interviews were conducted at times and locations chosen by participants. Based on participant's consent, audio-records and/or field-notes were generated from interviews. These were anonymised for analysis. Pseudonyms have been used in reporting. Few schools had made provision for children and families who arrived unexpectedly/unknown to the school. Mostly, children were expected to 'fit-in' to the school, while little adaptation was expected of the school. Those experiencing invisible transitions are often not supported in the same ways as their peers who follow the 'usual' pathways of transition. Strategies to recognise and support invisible transitions are considered, including 'whole-school' approaches.

transitions, school, invisible, belonging, support

Paper 2: Doing inclusive (in-)visible transitions

Presenter(s):

Katja Zehbe, Universität Hildesheim, Germany

Peter Cloos, Universität Hildesheim, Germany

The project “Accompaniment of inclusive transitional process in parent meetings” (University Hildesheim, Germany) focuses the reconstruction of connections between the concept of educational partnership between parents and families, inclusion and transition and how they are dealt with in situ in regular parent meetings between educators and parents. The educational partnership between parents and staff is challenged by various dilemmas (Betz 2015). Muche (2013) points out that transitional process of children with disabilities is much more endangered by breaks than for children attested no disability. The project considers transitions as nodes of the individual biography and hinges of social order (Tillmann 2013, Cloos 2017, Dockett 2015). It assumes that events in social processes are created as a transition (doing transition) (Wanka 2020). With this perspective, we ask when, how and by whom transitions are generated. The project uses a qualitative longitudinal study design. The transcripts of 30 regular parent meetings are analysed with the documentary method (Bohnsack 2017). The project was approved by the University ethics committee. Participants signed an informed declaration of consent before participation. Consent can be withdrawn at any time. All data are pseudonymized. The project works according to current privacy policies. First findings point out that the connection between transition and inclusion can be reconstructively arranged in three different types of ‘doing transitions’ in a longitudinal perspective. Based on the results of the project, a brochure will be created that can be used in the practice of ECEC to reflect on the practice of discussions with parents

inclusive transition, doing transitions, educational partnership, qualitative study, longitudinal

Paper 3: Reflections of (in)visible transitions in early childhood practitioners’ collective perspectives

Presenter(s):

Antje Rothe, Leibniz University Hanover, Germany

This paper bases on the first part of a habilitation study, which focuses on professionals’ collective perspectives on professionalism in inclusive childcare settings. It asks, how professionals perceive transitions, which responsibilities they do define for themselves in this regard and how their (implicit) ideas reflect moments of visible vs. invisible transitions (Dockett, Petriwskyj & Perry, 2014). Invisible transitions contrast to visible transitions, which are planned, continuous and preferable (Dockett, 2018). In fact, the transition to school is a complex endeavor, often characterized by moments of astonishment or irritation (De Gioia, 2017; Rothe, Urban & Werning, 2014, 2017; Petriwskyj, Thorpe & Tayler, 2010; Shaw & McCabe, 2007). While the focus is often on schools, the role of early childhood professionals in this process is particularly challenging; they are expected to accompany the child and to build a bridge to the new system (Rothe, 2013). Drawing on the documentary methodology (Bohnsack, 2020), this project defines professionals as part of organizations. Within them they agree upon responsibilities and a rationale of decision making that guides their actions (“constituting external framing”, Bohnsack, 2017, 315). Group discussions (Bohnsack, 2014b) were conducted twice within ten German early childhood teams. Professionals were informed in detail about the research project. The project was approved by the University ethics committee. Professionals’ implicit conceptions and responsibilities regarding the transition reveal important insights into the nature of (in)visible transitions. These insights can serve as impulses for professionals’ reflection and inform policy as deep-level-descriptions of ongoing early childhood practice in inclusive childcare settings.

early childhood professionals’ collective perspectives, inclusive transition processes to school, visible and invisible transitions to school, professionalism and professionalization, group discussions

Symposium SET: 5

Symposium Title: Workforce development in diversity and inclusion

Chaired by: Lisa Keegan, Griffith University, Australia

Paper 1: “I can see myself better with children”: Pre-service teachers’ critical experiences in low-income preschools

Presenter(s):

Lena Lee, Miami University, United States

The purpose of this proposal is to discuss pre-service teachers' practical experience, learning, and challenges during a community-based field experience in American low-income preschools. This proposal relates to culturally responsive teaching (Ladson-Billings, 1994) and community-service studies with minority and urban schools (e.g., Thomas & Mucherah, 2016; Vaughns, 2016). It is grounded in critical pedagogy (e. g, Giroux, 2007; Paulo, 2009) which emphasizes the experiences of marginalized students whose social and educational experiences are used to maintain the hierarchical socio-economic powers and status-quo. Student interviews were the major method for the data collection. Most interviews were conducted with pair groups or small groups (4-6 students). It was conducted in the university building. I made notations within field notes, and performed transcription immediately after the interviews. The data were drawn from semi structured interviews guided by the research questions, which were asked to each participant. I talked with children and families about the right to discontinue or partially participate in the project at any time. This communication was done verbally as well as with such written formats as classroom newsletters and my letters for parents. Main findings are obtaining a real understanding of young children and themselves through community service learning; Struggling between the ideal and the theories in the actual reality of the field; Embracing themselves and children and planning for their needs for teaching all children better. It will provide in-depth research data for culturally responsive EC practices: particularly for ELLs and low-income children.

pre-service teacher's experience, community based field, culturally responsive teaching, diverse children, low-income preschools

Paper 2: “Being unexpected”. When Italian homosexual parents meet early childhood education staff

Presenter(s):

Chiara Sità, University of Verona, Dept. of Human Sciences, Italy

Non-presenting Co-author(s):

Federica de Cordova, University of Verona, Dept. of Human Sciences, Italy

Giulia Selmi, University of Verona, Dept. of Human Sciences, Italy

The research aims to explore how non-heterosexual parents in Italy view their relationship with ECE professionals, in order to understand their role in parental identity negotiation within a context where LGBT parenting does not enjoy legal and social recognition (Lasio, Serri, 2017). Research on LGBT parenting is mostly focused on its outcomes on child development and wellbeing. Few studies focus on this population’s parental identity construction involving community and educational contexts (Sullivan, 2004; Moore, 2011). The research uses an eco-cultural framework (Weisner, 2002; Gjerde, 2004) conceptualizing parenting as a dynamic interplay between individual agency, culture, and social interactions (Holloway, 2010). Based on a naturalistic research paradigm (Lincoln, Guba, 1985), the qualitative research

design involves interviews and emotion maps (Gabb, 2008) with 32 Italian LGB parents (22 women, 10 men). Participants were provided a consent form and a presentation letter, and knew they could withdraw their consent at any time. All personal data were secured according to the guidelines of UC Berkeley CPHS, who also approved the research protocol. Our results highlight the crucial role of ECE staff in the everyday visibility of the LGBT family. This leads to question the service's gendered schemes of action and to uncover the pressure experienced by homosexual parents to become visible as "very good parents" to promote their child's inclusion. The findings help to identify key areas of expertise for ECE staff encountering non-heterosexual families: working with family narratives, rethinking the service's models about gender roles, and creating a welcoming environment for all families.

LGBT families, parent-professional relationship, homosexual parents, inclusion, parent support

Paper 3: Finnish ECEC student teachers' emerging professionalism on worldview diversity in early childhood education

Presenter(s):

Silja Lamminmäki-Vartia, University of Helsinki, Faculty of Educational Science, Finland

Saila Poulter, University of Helsinki, Finland

Non-presenting Co-author(s):

Arniika Kuusisto, University of Stockholm, Sweden

This study examines Finnish student teachers' emerging professionalism concerning worldviews in diverse ECEC settings. Finland, as other Nordic countries, is currently in state of flux following societal secularization, pluralization and individualization of values. Worldview education in Finnish National Core Curriculum on ECE (2018) stems from a positive recognition of all religions and non-religion presented in the child-group. It entails that worldview education is non-confessional, non-binding and mutual pedagogical activity to all children. Studies show that, there is confusion about how to cope with diversity of worldviews and talk about religions in ECEC. Research is anchored to the theories of teacher professionalism, accompanied with the idea of complexity in education. Methodologically this qualitative study is based on the praxeological approach, which is participatory, democratic and collaborative. The data consists of interviews, learning diaries and questionnaires of seven student teachers who, together with six teachers, participated for six months in the project aiming to develop competence on worldview education in ECE. Written consent was gathered from participants and their anonymity was ensured in all stages of research. Participants had opportunity to withdraw from the study at anytime. Because the data concerns participant's religious affiliation, it is considered sensitive. Pseudonyms have replaced the names of participants. The research is carried out in consideration of the institutional University of Helsinki guidelines and guidelines of Finnish National Board on Research Integrity. Worldview diversity for students is portrayed natural. Role of the fellow students and teachers involved in the process and pedagogical activities with children were considered significant. Students balanced to understand, what is professionalism as a top-down demand for fulfilling the curriculum and as mediated through personal conceptualization. The study provides valuable insights on the student teachers' reflection on how to build bridges between theoretical understanding and pedagogical solutions in teacher education context.

ECEC student teacher, teacher professionalism, worldview education, teacher education, praxeology

Symposium SET: 5

Symposium Title: Considering aspects of national ECEC systems

Chaired by: Gerardine Neylon, University of Western Australia, Australia

Paper 1: A Research Vision for Early Childhood: The First 5 Research and Evaluation Plan

Presenter(s):

Nuala Connolly, Early Years Division, Department of Children and Youth Affairs, Ireland

First 5 is a ten year whole-of-Government early years strategy in Ireland. This presentation will introduce the First 5 Research and Evaluation Plan, vision for research, and underpinning principles and objectives. It will outline key actions to be delivered to build research infrastructure, improve administrative data, and support monitoring and evaluation, capacity building, and dissemination. The Research and Evaluation Plan builds on the outgoing National Strategy for Research and Data on Children's Lives 2011 – 2016, advancing a body of research and evaluation on the efficacy of early childhood interventions including the Prevention and Early Intervention (PEI) Programme, and the Area Based Childhood (ABC) Programme; in addition to improvements to administrative data (Growing Up in Ireland study). Effective early childhood systems collect and use data to strengthen policies, monitor and evaluate programmes, allocate resources and chart a path towards enhanced programme quality (Kagan et al., 2019). Aligning to the systems paradigm, the design includes building research infrastructure, advancing administrative data, commissioning longitudinal programme evaluations, and engaging with stakeholders, families and children throughout. An articulated underpinning principle of the plan is "high ethical standards". Because of the need to protect individuals' data, especially as it applies to vulnerable groups, ethics must receive special attention (Israel & Hay, 2006). The First 5 Research and Evaluation Plan will be published in March, 2020. The presentation will introduce the vision, principles, objectives, and key actions. A strong national infrastructure for research and data will improve understanding of what works, strengthening policies and programmes.

research, evaluation, data, infrastructure, dissemination

Paper 2: Exploring competent Early Childhood Education and Care (ECEC) system across Australia and Ireland.

Presenter(s):

Gerardine Neylon, University of Western Australia, Australia

We trace the response by Ireland and Australia since the 2008 Innocenti report (UNICEF) when both countries scored poorly in quality measures in Centre Based Services (CBS) for pre-school children. This study draws upon the work of Urban, Vandenbroeck, Van Laere, Lazzari, & Peeters, (CoRE, 2012) which indicates that quality ECEC relies upon five dimensions: structural conditions, evaluation and monitoring, experiences and outcomes for children, experiences of parents and carers and interactions. Using the CoRe framework, the researchers' interrogated policy documents, current research and information offered to families across the five CoRe domains in Ireland and Australia. The study was conducted within a comparative research paradigm. The CoRE domains provide comparative possibilities allowing exploration of the extent to which each country has advanced. This desk-based study analysed country-specific policy and an extant body of pertinent literature, all of which was acknowledged and referenced. Australia is closer to a competent system, because of an overarching regulatory authority and mandated frameworks. Conversely, Ireland does not have a single agency with responsibility for the sector, nor mandated quality frameworks. Ireland must consider

mandating its quality frameworks to enhance and evaluate quality. Meanwhile, in Australia, research now questions whether such highly open to interpretation hybrid curriculums frameworks, are pedagogically robust enough to ensure quality.

Centr Based Services, Competent systems, Comparative analysis, Australia, Ireland

Paper 3: Higher-Order Thinking in Early Childhood Education and Care: An empirical study in the Norwegian and Italian contexts

Presenter(s):

Enrico Pollarolo, University of Stavanger, Norway

The research aim is to empirically investigate the role of Higher-Order Thinking in ECEC in the Norwegian and Italian contexts and in particular the effect of specific and systematic mathematical activities on children's development of higher-order thinking skills and their impact on educators' attitudes and children's learning. Literature shows the importance of supporting children's higher-order thinking skills (Sabena et al., 2019) and logical reasoning, early in children's lives (Clements et al., 2011; Boero, 2006). A body of work exists on higher-order thinking at different educational levels (Brookhart, 2010), but significantly less at ECEC levels (Schulz & FitzPatrick, 2016). Teachers' higher education and professional development (Siraj-Blatchford et al., 2002) is recognized as notable for increasing the effectiveness of higher-order thinking learning. Research starts from Brookhart's definition (2010) of higher-order thinking, which incorporates the conceptualizations raised by other authors (Lewis & Smith, 1993). His definition includes transfer (to remember and to use what learned), critical thinking (reasonable and reflective thinking), and problem-solving. This research has a Mixed Method (using positivism as paradigm). Thematic analysis investigates educators' perceptions. The effect of specific and systematic mathematical activities will be obtained through a quantitative approach. Participation in the project is voluntary. Data are anonymized and stored on a locked research server. The project has been registered in the NSD data register. ECEC teachers' beliefs and reflections on early-childhood mathematics and higher-order thinking, in connection with the national frameworks, are discussed. The researcher highlights the need for further commitment to higher-order thinking skill development in ECEC national frameworks.

quality in ecec, higher-order thinking, mathematical activities, teachers' approaches and attitudes, thematic analysis

Symposium SET: 5

Symposium Title: Revitalising early childhood education: The radical pedagogy of Froebel.

All three papers in this symposium are underpinned by Froebel's philosophy of education that foregrounds the outdoors, the material environment, and the sensory. This approach is ecological in the sense that it assumes at the outset that we are connected to our environments through a complex web of relationships that operate across boundaries of culture, nature and community. The three papers will attend in different ways to the significance of these relationships when approached through a Froebelian lens. While acknowledging the affirmative, dialogic ideals and the potential of Froebel's thinking, the presenters also grapple with the tensions that this can place in the contemporary context of narrowing early years curriculums. We contend that there is untapped potential in bringing Froebelian philosophy into conversation with a materially-informed pedagogy that is attentive to very young children's sensory and affective ways of knowing.

Chaired by: Christina MacRae, Manchester Metropolitan University, United Kingdom

Paper 1: Listening-2: Investigating sensory-motor learning in two-year olds

Presenter(s):

Christina MacRae, Manchester Metropolitan University, United Kingdom

This research project investigates the significance of Froebel's legacy in contributing to a pedagogy that foregrounds the motor, material and sensory dimensions of childhood. It also explores the potential of slow-motion filming as a collective practice of active listening to very young children. Building on Athey's ground-breaking work on schema-play (2007), expanded by Arnold and the Pen Green Team (2010), this research expands on cognitive and socio-cultural theories to foreground the affective and sensory modes of children's worldly encounters. In mobilising Froebel's pantheistic pedagogy and his emphasis on the importance of things, movement, 'unfolding' and 'occupation', the research will open a conversation with recent vitalist (Carlyle, 2016) and "common world" (Pacini-Ketchebaw and Kummen, 2016) approaches to early childhood. Located within a post-human paradigm, the use of slow-motion video as method builds on a growing tradition of sensory ethnography that foregrounds context and the embodied, sensory and affective experiences of the young child (Patterson, 2009, Pink, 2015). Further to University's Ethics procedures, the concept of assent (Flewit, 2005) underpins this research. This ongoing ethical re-negotiation between participants recognises non-verbal communication and shifting dynamics. Guided by Froebel's concept of self-activity, the discussion will focus on the analysis film data. It will foreground the sensory and affective qualities of the intra-actions occurring in everyday moments and events in the lives of 2-year-olds. This will involve attending the qualitative aspects of moments when bodies touch, move, gaze and gesture. Listening-2 offers co-produced data that will inform staff development through reflection on practice.

Froebel, video method, 2-year-olds, sensory-motor, post-humanism

Paper 2: An Exploration of the Influential Relations between Young Children, Adults and Natural Environments

Presenter(s):

Tansy Watts, Canterbury Christ Church University, United Kingdom

This research has explored the contemporary relevance of a call to "live with our children" (Froebel, 1887, p89). This is situated by concerns about children's loss of contact with nature due to barriers associated with urbanization (Soga et al, 2018), and their increasing dependence on adults for outdoor access that make these relations a pertinent focus (Chawla, 2015). A Froebelian perspective frames the potential for these conditions to be considered in mutually beneficial terms, that can unite "the germinating life of the child attentively with the ripe life of experiences of the adult and thus fosters the one through the other" (Froebel, cited by Liebschner, 1992, p24). This has been explored through sensory ethnography, positioned within the post-human paradigm, in engaging with the capacities of digital media for illuminating sensory knowledge. Child-worn Go-Pros have recorded a trace through children's experiences on family visits to nature spaces and this has offered a means for adult reflection on "children's unique perspectives of being-in-the-world" (Burbank, 2018, p323). Informed written consent has been sought for all data collection and usage, along with attendance to children's non-verbal indications of assent. This research evidenced the potential for children to draw adults into embodied, exploratory, and storied relations with surroundings and these can be understood as significant foundations for an ecological culture. A Froebelian understanding of 'living development' underpins a pedagogy oriented to the whole and this offers a pivotal turn in an educational paradigm that can address a contemporary sustainability agenda.

sensory knowledge, storied relations, holism, self, other

Paper 3: Reimagining outdoor pedagogy for babies and toddlers; the voice of leadership within the ECEC setting

Presenter(s):

Jo Josephidou, The Open University, United Kingdom

Nicola Kemp, Canterbury Christ Church University, United Kingdom

This research explores the nature and extent of outdoor provision for under twos in ECEC settings. The first stage of the project (systematic literature review) confirms Bilton, Bento & Dias' (2017) concern that there is a lack of research related to the outdoor experiences of the youngest children in formal day care along with the multitude of voices that dominate discussions about best outdoor pedagogies for these young children. Our research is underpinned by Froebelian principles which emphasise the importance of experiences in the natural world for young children. An online survey was sent to all settings in Kent (England) with provision for under twos. Three settings were explored in detail as case studies (using interviews, outdoor walk & talk). The study was approved by the University Ethics committee in line with BERA guidelines. Neither settings nor individuals were identifiable from the survey responses. Access to the survey and associated data was password protected and could not be accessed by a third party. The list of settings in the county of Kent (South East England) with provision for under twos was generated using publicly available information. This presentation highlights the opportunities and challenges of providing high quality outdoor experiences for under twos. We argue that the voice of leadership within the setting is vital in establishing more democratic approaches to outdoor pedagogy for babies and toddlers. This voice has the potential to revitalise, risk take, disrupt and nurture.

babies, toddlers, outdoors, pedagogy, leadership

Symposium SET: 5

Symposium Title: Resolving problematic behaviour

Chaired by: Jane Jiyoun Lee, University of Oxford, United Kingdom

Paper 1: Development and application of a multi-tired anti-bullying program in early childhood

Presenter(s):

Seung-ha Lee, Chung-ang University, South Korea

This study aimed to develop a multi-tired anti-bullying program for kindergartners and apply its appropriateness. The key contents of the program were extracted from the interviews with professionals and related activities were developed based on the contents. Bullying clearly exists among young children. One research showed that teacher training program for preventing bullying in kindergarten showed its effectiveness to decrease bullying (Alsaker & Valkanover, 2012). Prevention program for young children's bullying is very rare. Stopping bullying cannot be achieved without collaboration among pupils, schools staffs and families (Smith, 2011). For developing the program, individual interviews were conducted for 6 counselors and dephi method was conducted for 12 professionals. For its application, one kindergarten, South Korea was approached. One hundred seventeen children in the kindergarten, their teachers and parents participated for 6-8 weeks. After application, parental and teachers' feedback were obtained. This study was funded by Korean Research Foundation and obtained IRB approval from Chung-ang University. The program consisted of six core elements and related contents; 12 activities using various games, storytelling, arts were developed. Eight online contents for teacher training and parents were developed. Teachers reported children's behavioural improvement and respectful atmosphere in the classroom. Parents increased their understanding of children's bullying. This study showed early intervention can be effective to prevent that children's bullying behavior. It emphasizes that collaboration among staff, parents and children and narrowing the gap between parents' and teachers' perspectives of bullying are necessary to intervene bullying effectively.

young children, bullying, kindergarten, prevention, intervention

Paper 2: Effects of student-teacher relationships on the problem behaviour trajectories of children

Presenter(s):

Jane Jiyoun Lee, University of Oxford, United Kingdom

The purpose of this study is to find the potential moderating effects of student-teacher relationships on the problem behavior trajectories of children. An increasing body of research identifies problem behavior as a risk factor associated with many negative outcomes (Danzig et al., 2015). However, such studies have not inspected the longitudinal development of problem behavior from early childhood into adolescence. The "launch model" hypothesis (Skinner, Zimmer-gembeck, & Connell, 1998) was tested to understand the initial status and rate of change of problem behaviors. This hypothesis posits that individual differences in developmental outcomes are related to individual differences at the outset. Secondary analysis following the development of 11,796 children from ages 3 to 14 was conducted using the Millennium Cohort Study (MCS). During the original data collection process of the MCS, ethical approval was granted by the National Health Service's (NHS) Research Ethics Committee (REC). All participants gave opt-in consent, and each child participant provided consent through an adult. Data has been analysed in line with this original consent. Findings suggest that problem behavior decreases over time, but significant levels of individual variations exist across children.

Additionally, children with higher initial problem behavior levels at age three display steeper drops in problem behavior over time than those who have low initial levels of problem behavior. Lastly, student-teacher relationships and problem behavior have a transactional, negative relationship. The findings provide a closer understanding of the developmental trajectories of problem behaviors, particularly for contemplating effective elements of intervention programs.

longitudinal research, problem behaviour, student-teacher relationships, socioemotional development, millennium cohort study

Paper 3: Attitudes and competences of preschool teachers in working with children with behavioral problems- Curriculum point of view

Presenter(s):

Iskra Tomić Kaselj, University of Split, Faculty of Humanities and Social Sciences, Croatia

Non-presenting Co-author(s):

Toni Maglica, University of Split, Faculty of Humanities and Social Sciences, Croatia

This paper aims to research the attitudes and competences of preschool teachers in working with children with behavioral problems, and their compliance with the National Curriculum for Early and Preschool Education (Curriculum). Various studies show the prevalence of behavioral problems at early ages from 9 to 12% (Benedict, Horner & Squires, 2007; Mian et al., 2012). Research on this issue in Croatia is not systematic and comprehensive. One of the rare with 5-year-olds finds that 10.3% of children demonstrate a serious risk for some mental disorder (Boricevic Marsanic et al., 2017). Starting points of the research are theory of social pedagogy and the Curriculum (2014). Understanding paradigm, quantitative methodology, descriptive statistics, correlation analysis, and content analysis were used. The survey was conducted in an online questionnaire (sample of 82 adults), anonymously and voluntarily. It was based on a qualitative and quantitative research paradigm. Results show that teachers estimate an average of 3.6 children with behavioral problems in their groups currently. Almost everyone considers it very important to have knowledge and competences to work with children with behavioral problems, evaluate their personal competences as mediocre and are highly motivated to improve in this field. Teachers show that they often encourage themes from Curriculum that focus on well-being and show higher results in the themes related to the acceptance of themselves and others. Although the results support the Curriculum as a good practice background, the results imply an additional need to expand teachers' knowledge and competences to work with children with behavioral problems.

behavioral problems, early years, teacher competences, Curriculum, children well-being

Paper 4: Aggressiveness, prosociality, dominance and social insecurity: Social behaviour strategies associated with peer aggression and victimisation in early childhood

Presenter(s):

Cristina M^a García-Fernández, Facultad de Ciencias de la Educación-University of Córdoba, Spain

Non-presenting Co-author(s):

Eva María Romera Félix, University of Córdoba, Spain

Claire P. MONks, University of Greenwich, United Kingdom

Rosario Ortega Ruiz, University of Córdoba, Spain

The study aims to shed of light on exploring the issue of peer aggression and victimisation in early childhood, with special focus of social behaviours strategies associated. Despite the advances in the relationship between social behaviour strategies and the involvement in peer aggression or victimisation (Huitsing & Monks, 2018), it is necessary to explore how they interact. Children use different behaviour strategies in peer interaction to get different goals (Rudolph et al., 2011). So aggressiveness, dominance, prosociality and social insecurity are identified during the school-age years (Crick & Dodge, 1994) liked with peer aggression-victimisation. A sample of 227 preschoolers participated. Teacher reports and peer nominations of physical and verbal aggression and victimisation were analysed (Dodge and Coie, 1987; Monks et al., 2003) . The analysis was conducted through a linear regression. A consent form and information sheet was provided to family and teachers of all participants. Pseudonyms have replaced the names of participants. Participants (including child participants) were given the opportunity to withdraw from the study at any time. Results showed an association between aggressiveness and insecurity and being nominated as physical and verbal aggressor by peers. Being nominated as physical victim was associated to aggressiveness and dominance; and for verbal victim with aggressiveness and prosociality. Differences were found between boys and girls in verbal aggression and victimisation. The current study contributes to better understanding the emergence of peer aggression and victimisation in social processes at early childhood and the implications for the prevention of bullying.

preschool education, peer aggression and victimisation, physical and verbal aggression-victimisation, social behaviour strategies, peer nomination

Symposium SET: 5

Symposium Title: Aspects of play

Chaired by: Anne Clerc-Georgy, University of Teacher Education, State of Vaud, Switzerland

Paper 1: Defining creative play while unfolding its creativity aspect

Presenter(s):

Evi Loizou, University of Cyprus, Cyprus

Non-presenting Co-author(s):

Eleni Loizou, University of Cyprus, Cyprus

The research question of this theoretical study was 'What are the elements that define children's creative play and correspond to creativity?' Researchers defined creative play differently: as the activity which takes place in nature and involves imagination (Wilson, 2007); children's participation in a gallery's experimental play activities (Piscitelli&Penfold, 2015). Creativity may refer to creative processes such as transforming objects, (Fox&Schirrmacher, 2012), personality traits such as motivation (Hocking, 2018) or creative results that are original (Weisberg, 2015). Creativity also shares the process of divergent thinking (Leggett, 2017) with play and simultaneously it's a vital element of visual arts (Zimmerman, 2009). Document review and theoretical analysis of the creativity, play and visual arts literature was employed. Codes such as 'creative outcomes', were developed to exemplify the connections between these terms, focusing on creativity. Our ethical stance lies into the fact that we choose research studies from arts, creativity and play taking into consideration both empirical and practical literature. Findings show that the definition of creative play refers to a flexible, pleasurable play activity that activates and enhances children's creativity and should include, among others, the involvement of the adult and a meaningful to the children play 'theme'. Also, during creative play children may display their creativity in multiple ways: through their attitude, (when curious), the process they follow, (when generating ideas), or their products (original ones). Findings highlight the importance of the creativity element in creative play and provide specific variables that educators should consider in observing and enhancing children's creative play.

creative play, creativity, visual arts, play and learning, definition

Paper 2: Effects of in-service teacher training focusing on specificities of early childhood education and articulation between play and curriculum

Presenter(s):

Anne Clerc-Georgy, University of Teacher Education, State of Vaud, Switzerland

Gabriel Kappeler, University of Teacher Education, State of Vaud, Switzerland

Non-presenting Co-author(s):

Daniel Martin, University of Teacher Education, State of Vaud, Switzerland

Béatrice Maire Sardi, University of Teacher Education, State of Vaud, Switzerland

Isabelle Truffer Moreau, University of Teacher Education, State of Vaud, Switzerland

This research seeks to understand the effects on teachers and pupils of changes in practice initiated by two years of in-service training focused on specificities of teaching and learning in early childhood education. The research is based on

works of Vygotsky about play and pre-school learning and development; Pramling Samuelson & Asplund Carlsson (2008); Pramling & al. (2019); Fler (2018); Clerc-Georgy & Kappeler (2020). From an historical-cultural perspective, we seek to develop a play-based didactic. We question the role of teaching conceptions and practices in early learning. More specifically, we aim to identify the changes in practices that can be initiated in our context, especially in the consideration of play and activities initiated by pupils. This research is qualitative with a comprehensive focus. The data are reflexive texts produced by teachers at the end of their training. These texts describe the changes implemented and observed in their classes. The methodology articulate discourse and content analysis (Clerc-Georgy, 2011) with analysis of the nature of these changes. Our goal is to understand the new meanings constructed, the nature of the professional development generated by this training and the effects observed on pupils. Teachers have given their consent for data collection and use in research. Teachers noted changes in their practices and on children's behaviours: less conflict and better pupils' ability to concentrate in group learning situations, as well as a better knowledge of their pupils. This research informs teacher training as well as the feasibility of implementing play-based didactic in our context.

professional development, play-based didactic, teaching practices, specificities of early childhood education, fundamental learnings

Paper 3: Children's questions in play

Presenter(s):

Susanne Thulin, Kristianstad University, Sweden

Agneta Jonsson, Kristianstad University, Sweden

The purpose of this study is to provide insights on what we can learn from children's issues when designing and problematizing play-responsive teaching. This study is part of a larger project on play-responsive teaching in preschool, here we analyze the questions children ask when they play. Questions indicate what is in focus of children's attention when they play and are considered important to respond to with an ambition to design teaching responsive to play. Teaching is understood as a mutual coordinated activity (Pramling, et. al. 2019), and questions as verbal actions that renders something in the foreground and something else in the background (Vygotskij, 1934/1986). Questions are seen as an expression of children's understanding (Sommer, et al., 2010) and as important with an ambition to design teaching responsive to play. The analysis of 51 video documentations where teachers and children play together, focus what children (1-5y) ask questions about. The research adheres to ethical guidelines (Research Council, 2011) and required informed consent from guardians combined with a sensitivity to participating children's volition. The results show's that children primarily ask questions about matters in or about the play they are engaged in (as if), while few questions concern something actualized in play but regarding conceptual matters outside the play (as is). The discussion concerns how teaching practises can be creative when teachers and children mutually engage in play and provides evidence why the ambition to follow children cannot be an all-encompassing principle for preschool education.

children's questions, play, preschool, teaching

Symposium SET: 5

Symposium Title: Sustainability in early childhood: perspectives of professionals and children

Sustainability has been receiving a growing interest in the field Early Childhood Education. It is getting included in pedagogical frameworks and in training programmes for professionals. The subject is also evoking ambivalent reactions, as some groups are questioning the importance of it, in education and in general. Professionals as well as children are daily experiencing the new demands on education for sustainable development as well as the tensions that go along with them. This symposium focuses on their experiences in Sweden, Belgium and Norway. The papers are using different qualitative methods to investigate these experiences, ranging from the use of maps and photos, over the comparison of case studies to analysing interviews with Gilligan's Listening Guide. This makes the symposium interesting for all those wanting to learn more on the possibilities of these qualitative research methods.

Chaired by: Dietlinde Willockx, Karel de Grote University of Applied Sciences and Arts, Belgium

Paper 1: What does Teaching Mean in Early Childhood Education and Care for Sustainability? Perspectives from Swedish Preschool Pedagogues.

Presenter(s):

Robert Lecusay, Höskolan i Jönköping, Sweden

Non-presenting Co-author(s):

Lina Mrak, Höskolan i Jönköping, Sweden

Monica Nilsson, Södertörns Högskola, Sweden

Swedish preschool pedagogues have recently been coping with increased expectations to engage in “adult-led, goal oriented” teaching, and work with sustainability-related issues. In Swedish preschool provision, teaching and sustainability are contested concepts that embody pedagogical tensions (e.g. teaching as a school-like vs. a holistic activity; sustainability as an environmental and/or social concern). Some pedagogues have thus responded with ambivalence to this teaching/sustainability assignment. The present study explores how Swedish preschool pedagogues, experienced in Early Childhood Education and Care for Sustainability (ECECfS) research and practice, engage in teaching. Qualitative case studies were conducted of teacher teams from three preschools. The teams participated in a series of government-sponsored workshops for designing outdoor spaces in preschools as sustainable, multifunctional environments. Case studies were based on group interviews, surveys, and field observations. Drawing on concepts from cultural-historical activity theory, thematic analyses were conducted to characterize practitioner conceptions and practices of ECECfS and teaching in preschool. The study met all criteria for ethical conduct. Teachers described ECECfS in terms of what is learned and how. What: environmental knowledge; attitudes, feelings toward the environment, and toward others; self-confidence. How: arrangements for time “in nature”; systematic observation; pretend play; themed project work. Pedagogical tensions were identified which linked these descriptions thematically: ECECfS as teaching content vs. “teaching” values; approach vs. sensitivity to the environment; ECECfS as environmentally vs. socially focused. Implications are discussed for developing pedagogies that advance the ECECfS ethos of adult-child coparticipation in and co-determination of preschool activities.

early childhood education and care for sustainability, teaching, preschool, cultural historical activity theory, Sweden

Paper 2: Child in the urban landscapes a study on sustainable play and wild places

Presenter(s):

Kari Anne Jørgensen-Vittersø, University of Southeast Norway, Norway

The aim is to rethink children's places and children's play in the contexts of wild places and wild pedagogy. This study builds on research on change regarding childhood and play in cities and urban areas. This includes changes in affordances of the landscapes, decrease in access to green places, playground and play studies (Broberg, Kytta, & Fagerholm, 2013; Chawla, 2002; Halldén, Änggård, Markström, & Simonsson, 2011; Jahr, Bodahl, & Norsk, 2001; Ward & Golzen, 1978). The theoretical framing is the concept of wild places and sustainable play. The study is inspired by anthropology and theories of place (Basso, 1996; Casey, 1993), wild pedagogy (Jickling, Blenkinsop, Derby, Timmerman, & Sitka-Sage, 2018) and theories of play (Ariès, 1962; Wood, 2013). The study was conducted within paradigm of qualitative interpretations inspired by visual analyses (Rose, 2016). The material consists of maps, photos and childhood stories. Data are constructed by thematic analyses. There is no personal identifiable information included. However, the study meets national and international standards regarding ethics in research. Findings are that wild places exist within many locations in urban areas. Places dominated with vegetation and varied topography enhance children's outdoor play and include possibilities for encounters with more-than-human life. Reading maps in addition to childhood narratives constitutes knowledge of importance. The study has impact on planning for children and children play in urban areas, the urge to green areas and considerations on sustainability regarding children's play.

wild pedagogy, urban childhood, sustainability, play, Anthropocene

Paper 3: How to raise children for a sustainable future? Voices of practitioners.

Presenter(s):

Dietlinde Willockx, Karel de Grote University of Applied Sciences and Arts, Belgium

Non-presenting Co-author(s):

Sarah Vorsselmans, Karel de Grote University of Applied Sciences and Arts, Belgium

Leen Dom, Karel de Grote University of Applied Sciences and Arts, Belgium

The Flemish pedagogical framework for childcare (0-3) considers 'raising children for a sustainable society' one of the main goals for childcare. Nevertheless, many practitioners are struggling to bring this goal into practice. We conducted an action research project in two childcare centres to co-create a common practice for this goal. We worked on values, on activities for children and on organisational aspects. For all subjects, we cooperated with the practitioners. Previous research suggests that an early start of education for sustainable development has positive effects on ecological awareness later in life (EPSD, 2010, Pramling Samuelsson & Kaga, 2008). Our action research is based on the frameworks of Ballard (2005) and Jutvik & Lipiena (s.d.), both identifying three prerequisites for sustainable development: 'awareness, agency and association' and 'knowledge, possibilities and motivation'. At the start and the end of the project we interviewed the participating practitioners to learn about their views on sustainability. We analyzed the interviews using Carol Gilligan's Listening guide method, that is developed to discover people's multivocal motivations to act. Our research follows the general ethical research considerations of our University. Moreover respect, caution and compassion were guiding values in our action research. In this lecture, we present our analysis of the interviews with practitioners: the different voices they use and the contexts in which they use them. Based on all findings of our project, we created a practical guide for ECEC-settings.

sustainable development, practitioners, early years, co-construction, voices

Symposium SET: 5

Symposium Title: The value of group reading sessions

Chaired by: Monika Nathalie Baršić, OMEP Croatia/Dobro Drvo kindergarden, Croatia

Paper 1: Orchestrating read-alouds in pre-primary – teacher choices and considerations

Presenter(s):

Sofie TjÄru, Åbo Akademi University, Department of Education and Welfare Studies, Finland

The aim of the study is to examine how teachers orchestrate read-alouds in pre-primary education and the choices they make when planning and implementing read-alouds. Previous research shows that read-alouds can promote a wide range of learning (e.g. Boyd, 2013; Basse et al., 2008; Simonsson, 2006), yet it is relatively unknown what influences teachers' choices as they orchestrate read-alouds in certain ways. The study is part of teacher cognition research that Borg (2003, p. 82) defines as teachers' knowledge, attitudes and perspectives regarding teaching, learning, curricula and themselves. The National Core Curriculum for Pre-Primary Education (2014) in Finland instructs teachers to use children's literature in a variety of ways and advocates a sociocultural approach to learning, but does not give details on practicalities such as frequencies, group sizes or choice of books. Data consists of questionnaire responses of 45 pre-primary teachers and focus group interviews with 5 teachers. Responses to open-ended questions were analysed through qualitative content analysis as described by Elo and Kyngäs (2007). For reporting responses to closed-ended questions, descriptive statistics were used. Ethical aspects are in line with national research policy. Preliminary findings show that most teachers read aloud once a day. Books were mostly chosen based on their themes. Two-thirds of the books mentioned were picture books and one-third was chapter books. Most teachers were satisfied with their read-alouds. Suggestions for improving read-alouds mostly mentioned more time and more suitable spaces for reading. The study's findings will improve ECEC teacher education and, by extension, read-aloud practices.

read-alouds, literature didactics, children's literature, teacher cognition, plurilingualism

Paper 2: Action research for equity and learning in the implementation of Repeated Picture Book Reading in ECE settings for children with diverse abilities

Presenter(s):

Clodie Tal, Levinsky College of Education, Israel

This research shows how Repeated Picture Book Reading (RPBR) was implemented using action research in four ECE settings for children of diverse backgrounds. Studies point to links between the repeated reading of books to children as active participants— and the development of language and learning abilities in later years (Lennox, 2013; Sipe, 2008). A teacher-led, heterogeneous, small-group, learning format for the read-alouds is based on a social-cultural approach to learning (Vygotsky, 1978; Wells, 2009), emphasizing both the social nature of knowledge construction and the importance of discourse; Also led by social justice intending to reach all children (Nofke, 2009; Oylar, 2011). Multiple-case study (Yin, 2009) including two preschools ("regular" preschool; preschool for children with delayed development) and two 2nd grade classes. In all cases, action research was used for implementation of RPBR in small heterogeneous groups. The incentive for performing the research in three cases was literacy and social difficulties experienced by some of the children. Tools included pedagogic diaries, documentation of staff meetings and interactions of small group discussions, photos of the settings and children's drawings. Consent given by teachers, parents, staff and children. Participants'

identity not disclosed. Improvement of teachers' mediation of group discussions and classroom management competencies led to children's learning (literacy and social competencies) and were due to the commitment of teachers, their reflective approach, collaboration with staff and parents. Preparation and inservice training should include implementation of action research and RPBR as mandatory practices in ECE.

repeated picture book reading, mediated interactions, action research, social justice, classroom management

Paper 3: Reading Sessions in Early Education

Presenter(s):

Jyrki Reunamo, University of Helsinki, Finland

Non-presenting Co-author(s):

Elina Fonsén, University of Helsinki, Finland

Leena Lahtinen, Reunamo Education Research Ltd, Finland

The research aim is to expose the reading sessions as co-creating new content with language tools. Language and reading are not just the means of communication or understanding; they are also an ingredient in cultural production (Reunamo & Nurmilaakso, 2007). Language, reading and literature can be used both for accommodation in the culture and creating new content in the culture. As Belloni (2019) if we can influence to the beginning of the story, we can influence to the whole story. We see children as both adapting and impacting in their learning environment (Vygotsky). The children were observed by systematic observation at four-minute intervals with systematic sampling during reading sessions for more than 4000 times (Reunamo). At the same time, children's involvement (Laevers), emotions (Ekman), social roles (Reunamo) and activities were observed. The University of Helsinki Ethical Review Board has given an affirmative statement for the research. The parents of the studied children gave their consent. Children's everyday activities were not interfered in any way. Children's involvement in reading is lower than in play situations. Shared creation of reading content, for example, evolving new interpretations together with children, was related with increased involvement. Increased shared creation is analyzed and discussed. Reading sessions include several important aspects of children's development: learning, physical activity, emotions and participation. Creating a shared zone of proximal development, in which children also regulate the reading context is fruitful for potential processing of the reading and the reading content.

reading, participation, observation, learning, emotions

Symposium SET: 5

Symposium Title: Exploring ways to deliver culturally sensitive, democratic and rights based practice

Chaired by: Martin Samuelsson, Nord university, Norway

Paper 1: An integrated learning approach to promoting culturally-sensitive agency in CPD for Chinese preschool teachers

Presenter(s):

Jie Gao, UCL Institute of Education, United Kingdom

Non-presenting Co-author(s):

Yuwei Xu, UCL Institute of Education, United Kingdom

Eleanor Kitto, UCL Institute of Education, United Kingdom

Helen Bradford, UCL Institute of Education, United Kingdom

Clare Brooks, UCL Institute of Education, United Kingdom

We aim to explore how to address the well-documented rhetoric/practice dissonance that teachers fail to enact what they learn from CPD to enhance their everyday practice in ECEC. Extensive studies have demonstrated that teacher agency contributes to significant changes in quality improvement in education (Priestley et al. 2015). In particular, it is widely acknowledged that teacher agency is instrumental to CPD (Imants and Wal 2020; Tao and Gao 2017), which leads to sustained improvement in the quality of educational practices. We employ the lens of agency (Rainio and Hilppö 2017; Simpson et al. 2018) to explore effective ways of enabling ECEC teachers to translate what they learn from CPD into contextually-relevant practice through dynamic interplay with the local contexts. Taking a constructivist perspective, we used a CPD workshop based on English play-based pedagogy for Chinese preschool teachers as an opportunity to collect first-hand data through pre- and post-workshop questionnaires and semi-structured interviews at six-month follow-up, in order to shed light on characteristics of effective CPD provision based on international ECEC pedagogies. Participation was voluntary and participants could withdraw at anytime. Anonymity and confidentiality were ensured. The findings suggest that CPD should endeavour to promote teacher agency by providing integrated learning that aims at enhancing capability and reflectivity in cultural integration, i.e., to integrate international pedagogies with culturally-acceptable practices under the regimes of cultural and sociopolitical norms in local ECEC systems. Three characteristics of the integrated learning approach in CPD are proposed, which contributes to building a quality workforce in ECEC.

Teacher Agency, Continuous professional development, International ECEC pedagogy, Culturally-sensitive practice, Integrated learning approach

Paper 2: Non-verbal democratic interaction skills in an ECEC-context

Presenter(s):

Martin Samuelsson, Nord University, Norway

Ann Karin Orset, Nord University, Norway

Our aim is to investigate pedagogical practices that will develop ECEC-students non-verbal democratic skills, skills they can use in practice to create space for children to act as democratic members. There are different ways to conceptualize

democracy. Grounded in the idea of deliberative democracy, we argue that an essential aspect of democracy is collective meaning-making (Gutmann & Thompson, 1996). However in order to engage in such collective processes, it is crucial that participants are willing to listen to verbally and non-verbally utterances, reflect upon these, and are open for other perspectives to arrive (Samuelsson & Ness, 2019). In our project, we focus on non-verbal democratic interaction – specifically empathic listening and kinesthetic empathy. We ask: How can ECEC-teacher educations provide students with experiences that help them develop non-verbal democratic skills, so they can construct democratic space for children. The study will be conducted within a qualitative interpretive paradigm (Denzin & Lincoln, 2018). Field observation, video, and interview will be used to collect research-material and the analysis will be conducted within a phenomenological hermeneutical approach. Participants will be given consent form and information sheet and anyone can withdraw from the project without consequences. The results will increase our understanding of how non-verbal democratic behavior can be modeled in practice, and thus also, our understanding of how a social climate that allow for the experience and further development of non-verbal democratic skills, can be constructed. Furthermore, the results are not restricted to an ECEC-context, but is also relevant in a broader context.

deliberative democracy, collective meaning-making, non-verbal democratic skills, ecec-teacher education, qualitative research

Symposium SET: 5

Symposium Title: Music, dance and pedagogy

Chaired by: Anna Lindqvist, Department of Applied Educational Science, Sweden

Paper 1: Music in the creative ECEC – Exploring possibilities within the traditions of Norwegian early childhood education and care for musical practice with children.

Presenter(s):

Ørjan Kines, Nord University, Norway

This project aims to develop musical practice in Norwegian ECEC and in pre-school educator's education. The results from large-scale quantitative studies on quality in Norwegian ECEC show that the quality of music education is low (Os & Vist, 2019). The low scores shown by the ITERS-R scale are related to a lack of access to musical materials. Arguments can be made that it reveals the necessity for change in practice. Such changes need to be in conjunction with the existing practice by not conflicting with the practice environment, but rather inspire confidence in early childhood teachers to facilitate a creative musical environment for children (Young, 2016). In this project I will explore how musical practice in Norwegian ECEC can be developed focusing on material accessibility and its use in enabling creative interactions between children and pedagogical staff as the main research question. The study will use intervention methods based on existing quantitative studies along with field observations and interviews to map existing practice in a qualitative interpretive paradigm (Denzin & Lincoln, 2018). Analysis of research-material will be conducted within a phenomenological hermeneutical approach. Participants need to give written consent after being informed about the project and can withdraw at any time. I expect to develop useful methods to implement accessibility to musical materials and a further understanding of how implementation affects the practice environment for children and pedagogical staff. In developing methods and increasing awareness about benefits, it can help development in existing practice and ECEC-teacher's education.

musical development, musical practice, music materials, creative environment, ITERS-R / ECERS-R

Paper 2: Encounters Between Music And Pedagogy: Composing an aesthetic-poetic coexistence in Early Childhood Education

Presenter(s):

Clarice Bourscheid, UFRGS, Brazil

Non-presenting Co-author(s):

Maria Carmen Silveira Barbosa, UFRGS, Brazil

The objectives were to promote a musical education for teachers that would sensitize listening and concepts, expanding educational possibilities in a Kindergarten School, based on aesthetic and poetic experiences. We thought on a reunion among authors of pedagogy, philosophy, aesthetics, poetics and music: Georges Jean (1990), Barbosa (2016), Malaguzzi (2016), Vecchi (2010; 2019), Richter (2016), Mata (2014), Nussbaum (2015), Gumbrecht (2010), Schafer (2001) to emphasize the need for such a deepening in pedagogy. Based on the "soundscape" (Schafer, 2001), where refining listening becomes paramount and is beyond music, as it concerns a well-being environment in a contextual formation (Formosinho, 2002).

It involved perceiving sounds and silences, identifying repertoires, listening to what would characterize a kindergarten soundscape to promote narratives beyond speech and writing (composition, improvisation, arrangements, poetry). It was a narrative research (Connelly and Clandinin, 2008) where “doing together” was a methodological principle (Senett, 2015). Educators and families were informed about objectives and procedures, agreeing to participate of the Project, according to Law 510/16, Brazil. Registers made during the process constituted the analyzed material. From these meetings, concepts such as presence, repertoires, creation, cooperation, empathy, in their relations with imagination, memories, learning, narratives, enchantments, listening and expression emerged. We believe that music contributes to pedagogy in the form of invitation and openness to the new, in listening and a state of presence (GUMBRECHT, 2010) and connection (VECCHI, 2010) that favor the expression and a sensitive authorship of children and teachers on a poetic coexistence at school .

early childhood education, teacher education, aesthetic, poetic, music

Paper 3: "We put on the music and then they dance." Preschool teachers understanding of teaching dance to preschool children

Presenter(s):

Anna Lindqvist, Department of Applied Educational Science, Sweden

Non-presenting Co-author(s):

Tone Pernille Østern, Norwegian University of Science and Technology, Norway

The aim of this presentation is to investigate how preschool teachers in Sweden understand and practice dance in their preschools. How do preschool teachers describe dance and dance education? What are the possibilities and challenges in dance? Swedish teacher education has been changed with less focus on arts education and aesthetic approaches to learning (Lindgren & Ericsson, 2013; Lindqvist, 2019). According to a study of preschool teacher education syllabus, dance rarely occurs in content, goals or examination form. This might lead to limited knowledge in the dance field. Doverborg et al. (2019) shows that preschool teachers need to be aware of what they want to teach children about. Theories of the lived body, bodily experiences and bodily approaches to learning are in focus (Merleau-Ponty, 2001; Sheets-Johnstone, 2009). The data consist of qualitative focus group interviews with preschool teachers in Sweden. Interviews were taped, transcribed and analysed based on narrative research (Josselson, 2011). A consent form including information about the project and informant's rights was provided to managers and preschool teachers. Written consents were collected and interviews were anonymised. The findings show several examples of how the preschool teachers work with dance and that it sometimes seems difficult to explain dance-related content. Based on the Swedish curriculum the preschool's fundamental values and task appear in the preschool teacher's stories, such as the children's rights to active participation and influence. It seems challenging for preschool teachers to define what learning outcomes they aimed at developing within the field of dance.

dance, dance education, teaching, bodily learning, lived body

Symposium SET: 5

Symposium Title: Envisioning alternative possibilities in Early Childhood Education

This symposium brings together Early Childhood academics from The Open University focusing upon the creative possibilities within Early Childhood practice. Central to each of the papers is innovative Early Childhood Education practices that disrupts everyday narratives around children's capabilities. With the child at the centre of practice, the possibilities for utilizing photography and literacy experiences draw on funds of knowledge and explore creative spaces that children enable. Exploring the dynamics of pedagogic relationships in different contexts and cultures contributes to the debate surrounding the way in which young children engage in quality interactions. Children playing and learning in mixed aged groups and the pedagogical responses to supporting alternative collaborations provides a platform for understanding how meaningful connections between communities of practice and knowledge exchange can underpin child-centred practice.

Chaired by: Natalie Canning, The Open University, United Kingdom

Paper 1: Exploring the funds of knowledge of young children from migrant backgrounds through documentary photography

Presenter(s):

Karen Horsley, The Open University, United Kingdom

The rich home voices and stories of young children whose families have migrated to the UK are largely invisible in ECE contexts. This research aims to render their everyday lives lived and knowledge visible through documentary photography. Increasingly participatory research employs visual methods. This study draws on photography as a 'democratic visual art' (Ewald, 2001, p.14). The enquiry brings together insights from Documentary Photography, Visual Sociology, Early Childhood and the sociocultural theoretical concept of 'funds of knowledge' as a participatory pedagogical resource (Moll et al. 1992). In this interpretivist qualitative research case studies with four 3-4-year-old children were generated at home and in a nursery over four months with an ethnographic sensibility. The British Educational Research Association guidelines (BERA, 2018) informs the research process. Consent was agreed with parents and practitioners, and children's ongoing assent. Children reflected on what's close as they revisited their photographs with warmth and humour, re-storying and analyzing in their own authorial voices. The layers within and between children's photography can be intimate, emotional, bringing and bridging touching connections and ideas between children, families, practitioners and other children. Documentary photography is an invitation for rich, nuanced visual storytelling and conversations from children's perspectives on their lives lived among others. This new application of funds of knowledge with a critical visual methodological approach offers possibilities for developing participatory pedagogies that encompass diverse, overlapping and alternative visual voices and knowledges - past, present and future.

migrant children, funds of knowledge, documentary photography, authorial voice, participation

Paper 2: Literacy Experiences: An exploration of young children’s orientations, identities and affective relations with text.

Presenter(s):

Lucy Rodriguez Leon, The Open University, United Kingdom

Traditionally, young children’s literacy development has tended to be thought in terms of tangible outcomes. The aim of this research was to re-envision early encounters with text as literacy experiences. Previous sociocultural research has challenged developmental views of literacy learning, illustrating literacy as social practice that is culturally shaped (Street, 1995; Barton and Hamilton, 1998; 2000). This study extends sociocultural view illustrating how each encounter with text is both a social experience, and simultaneously a unique and personal experience for the child. The research adopted a cultural-historical theoretical framework using the Vygotskian concept of *perezhivanie* as an analytic lens to frame the notion of a literacy experience (Vygotsky, 1994; Veresov and Fleer, 2016). In this qualitative research, case studies of five 3-4-year old children were documented over eight months in a nursery classroom and family homes using ethnographic data gathering methods. The study was informed by the British Educational Research Association (BERA) guidelines (2018). After written consent was obtained from parents and practitioners, pictorial information was shared with the children and their ongoing assent monitored throughout data gathering. The findings reveal how the focal children’s intentions with text were orientated toward three overarching aspirations; to make meaning, make relationships, and make identities. The study foregrounds the complex ways in which young children appropriate text in their everyday lives prior to formal education. It is argued that practitioners need to be mindful of how their pedagogic practices impact on children’s literacy experiences.

early literacy, pedagogy, sociocultural perspectives, ethnography, case study

Paper 3: Simply Mixing the Ages or a Mixed-Age Pedagogical Approach – An Exploration of Pedagogues’ Views

Presenter(s):

Eleonora Teszenyi, The Open University, United Kingdom

This research aims to establish pedagogues’ views on their reported multi-age pedagogic practice in the Hungarian kindergarten context. Although the number of multi-age (MA) groups has increased over the last decade (HCSO, 2017), the nature of MA pedagogic practice remains unexplored. Research examines the conditions age diverse groups create and the demands they place on practitioners in EC through various lenses, i.e.: social anthropological, social-constructivist, cultural-historical and bioecological. From a developmental perspective, research findings are inconclusive: some suggesting benefits (Justice et al., 2019), some disadvantages (Moller et al., 2008) or no impact on early learning (Ansari&Pianta, 2019). A constructivist approach is applied to study individual subjective realities (Searle, 1995) and social constructionism (Burr, 2003) affords the examination of socially constructed multiple realities across the group of pedagogues. This case study employed a Q-Methodological approach (Watts and Stenner, 2012), where Q-sorts, pre-sort questionnaires and post-sort interviews (n=28) served as data collection methods. Compliance with requirements of both BERA (2018) and HAS (2010) in relation to informed consent, confidentiality, anonymity, data protection and malfeasance were maintained throughout. Ethical reflexivity and cultural sensitivity ensured that emerging ethical issues were addressed in situ (Hammersley, 2015). Findings suggest four distinct views on reported MA practice: (i) family model; (ii) pedagogue centred approach; (iii) the group’s age composition makes no difference; (iv) lack of skills and confidence in multi-age practice. It is recommended that the idea of constructing a framework, that would support better understanding of MA pedagogy, is explored.



multi-age pedagogy, q-methodology, age-heterogeneity, kindergarten provision, subjective views

Symposium SET: 6

Symposium Title: Challenges to children's participation and political rights

Chaired by: Jan-Erik Mansikka, University of Helsinki, Finland

Paper 1: Kindergarten children's perceptions of protests: Implications for teachers and teaching

Presenter(s):

Caroline Cohrssen, The University of Hong Kong, Hong Kong

Non-presenting Co-author(s):

Nirmala Rao, The University of Hong Kong, Hong Kong

We investigated children's understandings of the growing levels of violence during the social unrest in Hong Kong in 2019. This was broadcast on radio, television and social media. Preschool children may be susceptible to media influence as their ability to understand causes and consequences of violence are limited (Stadler, 2013). Children are at the centre of an ecological system in which families and kindergarten teachers have a proximal impact (Bronfenbrenner & Morris, 2006). Children have the right to express their views on matters that affect them (UNCRC, 1989). Families and schools have an important role to play in supporting children's psychosocial wellbeing (Farwell & Cole, 2001). A drawing/telling methodology elicited children's perspectives on the social unrest (Pollitt, Cohrssen, Church, & Wright, 2015). Small groups of children responded to a carefully phrased provocation by drawing what they knew about the protest and were audio-recorded while they worked. Kindergarten- and parent-level consent was obtained following university ethics approval. Ongoing child assent was received. Those children whose work related to the drawing/telling provocation demonstrated detailed knowledge of the social unrest. Proximity was an important factor: children in a directly-affected area demonstrated more aggression in their drawings than other children. During the period of this research, young children across the world have witnessed or experienced significant levels of social unrest. Kindergarten teachers enact democratic pedagogies. They also have a critical role to play in providing a secure and predictable environment, and in helping children process their experiences and perceptions of social unrest.

social unrest, news media, children's perspectives, drawing/telling, kindergarten teachers

Paper 2: Pedagogical dilemmas in implementing children's right to participation in the kindergarten; a case study of a kindergarten in Askøy(Bergen, Norway)

Presenter(s):

Judith Ologi, NLA University College, Norway

Ingrid Trættemberg, NLA University College, Bergen, Norway

This one- year research project aims to increase the awareness and competence of early childhood educators with regards to implementations of the children's right to participation. Recent research shows that participatory practices for our youngest children can serve the child's best interests and contribute to a more inclusive practice. (Eriksen, Evelyn, 2017, p. 1-15) The framework plan for kindergartens in Norway currently forms the basic framework for this project. It's based on both the Norwegian constitution and the UN's children Convention. It requires that; 'Children be able to actively participate in planning and assessing the kindergarten's activity on a regular basis. .. And 'Kindergartens be conscious of the children's different forms of expression and enable their participation in ways suited to the

children's age, experience, individual circumstances and needs (Kunnskapsdepartementet, 2017, p.27). We intend to conduct this research using qualitative methodology, based on phenomenology paradigm (Yin, 2011) as we intend to seek to understand the uniqueness of our case without generalizing it to other cases. Data Collection Methods include; focused group interviews, individual interviews and participant observation. All participants will be duly informed and their consent sort before, during and after the project and data treated confidentially. Our preliminary findings show that one of the dilemmas arises from parents interpreting children's participation differently from educators. We are very interested to find out the implications of such dilemmas on the implementation of children's right to participation in policy, attitudes and values and pedagogical practice.

children's participation, democracy, cooperation, pedagogical dilemmas, awareness

Symposium SET: 6

Symposium Title: Developing practice through learning outdoors

Chaired by: Alicja R. Sadownik, Western Norway University of Applied Sciences, Norway

Paper 1: An exploration of the relationship between school policy, practitioners' beliefs and practices in outdoor play

Presenter(s):

Zubeyde Genc, University of Nottingham, United Kingdom

This presentation will discuss a qualitative case study, which explores how practitioners' outdoor play practices are influenced by their own beliefs and school policies, headteacher influence, and wider school cultural norms within a primary school's foundation unit in England. It builds upon recommendations by Chakravarthi, (2009) and Goodling, (2016) who examined teachers' beliefs and practices and suggested further research should be placed on how a school's outdoor play policy and philosophy influence early childhood practitioners' beliefs and practices. Bronfenbrenner's ecological system theory applied to examine the relationship between school policy, practitioners' beliefs and practices (Bronfenbrenner, 2005). Designed as an interpretive research paradigm, this qualitative case study involved semi-structured interviews with the school's headteacher, forest school leader, 2 ECE teachers, and 6 teaching assistants as well as the observations of the practice within the foundation unit in both indoor and outdoor settings, over a three months period. The research data was also gathered through photographs and document analysis. Ethical approval was granted by the University of Nottingham. A consent form and an information sheet were provided to all participants. The research findings indicate that there is a conflict between the beliefs of practitioners, especially while they share the playground, and this conflict is also reflected in the practice. Analysis of the findings revealed the importance of the development of policies and objectives for outdoor play within teamwork in accordance with the cultural and environmental norms of schools.

outdoor play, practitioners' beliefs, school policy, play cultures, case study

Paper 2: Nature-kindergartens as space for children's participation and citizenship

Presenter(s):

Hilde Alme, Western Norway University of Applied Sciences, Norway

Monika Reime, Western Norway University of Applied Science, Norway

Knowledge on how children do citizenship in their everyday life and enacts their rights to democratic participation in the nature-kindergarten. Research on the nature as space for children's everyday life, generally have focused on the benefits associated with regular contact with nature, such as increased physical and psychological health, increased autonomy and increased social skills (Adams & Savahl, 2017; Gill, 2014). We find a lack of research that explore how participation and citizenship are enacted in the nature-kindergartens. The study takes departure in an inter-relational and a processual understanding rooted in a social constructivist knowledge tradition (Hultgren & Johansson, 2019). While children's participation usually have been related to children's involvement in decision making (Percy-Smith, 2010), this article explores children's participation as more than core decision making. The study is anchored in the hermeneutic tradition (Aadland, 2013), and focus group interviews of both children (30) and adults (20) are conducted. The analysis is inspired by systematic text condensation (Malterud, 2013). A consent form and information sheet were provided to the children's parents and staff, signed by them. They were all given the opportunity to withdraw from the study. The

results show that the nature-kindergartens undefined room, affords a dynamic space for children's free and creative play, stimulates social inclusion and acts of caring, enhances cooperation and teamwork. Implications of this study show the nature-kindergartens can offer a different space for children's participation and citizenship.

participation, citizenship, nature-kindergartens, pedagogical space, creative play

Paper 3: Risky play in a kindergarten in Japan reduces child injuries: Focusing on unique but risky play equipments

Presenter(s):

Hiroko Inokuma, Ochanomizu University, Japan

A kindergarten that installed unique but risky equipment has reduced child injuries in Japan. The purpose of this study is to find out what teachers can do to reduce injuries to children with risky play in playgrounds in kindergarten. In previous Research, Inokuma (2018: 18-21) analyzed 374 ECEC accidents in Japan and concluded "despite recent safety legislation to govern playground equipment in order to make play safer, playground accidents have not decreased" (Sandseter, 2011: 5). Sandseter (2007:237) has categorized children's dangerous play into six categories. The theory is used to classify injuries caused by risky play in a kindergarten playground in Japan. This study is based on a pedagogical paradigm that is "a hidden and even deep 'pedagogy' of Japanese kindergarten or nursery teachers is 'children grow up by nature, not by culture' (Sato 2019). The survey was conducted on data generated by a kindergarten staff. The analysis was performed using Sandseter's six categorizations. Since this study is a literature review, it is based entirely on primary data. Therefore, due consideration was given to ethical considerations and the fair representation of the literature. The installation of risky playground equipment and the autonomous play of children has surely reduced the number of injuries. And There are three rules that children have considered in the kindergarten, "Don't help, don't egg on, don't kidding". These findings suggest that in order to reduce injuries to children, it is necessary to take an independent play that values children's feelings. Risky play is also children's rights.

risky play, injuries, equipment, children's rights, Japan

Symposium SET: 6

Symposium Title: Boys, dads and male practitioners

Chaired by: Jeusun Jung, Ohio University, United States

Paper 1: Democracy or Legacy? Boys' Views on Early Literacy in Three Maltese Schools

Presenter(s):

Charmaine Bonello, University of Malta, Malta

This paper examines the lived literacy experiences of five to six-year-old boys in three Maltese state schools through the dual lenses of children's rights and democratic practices. Malta, a former British colony, has inherited a legacy of formal education, which remains stubbornly in place even after almost sixty years of independence. Similarly persistent are arguments in research and policy highlighting: global concern related to 'fairness' in early childhood pedagogic practice; the need to honour children's rights in practice; and 'boys' underachievement' in literacy. The project was underpinned by emancipatory and socio-cultural theories attuned to my epistemological stance of pragmatism in a mixed methods phenomenological doctoral study. In a democratic attempt to steer action, the boys participated in classroom observations followed by focus groups with photo-elicitation of their reading and writing experiences. Leuven's scale provided a picture of their level of engagement during observations and Thematic Analysis was used for qualitative data. I adopted the role of 'observer as participant' the most ethical approach to observations, and all boys were given adequate time to give their assent before the interview. Findings revealed that the majority of the boys experienced undesirable reading and writing practices. The paper argues for a shift from the narrow focus of decontextualised teacher-led literacy instruction towards a broader conceptualisation of meaningful early literacy learning. This paper questions whether countries like Malta will remain paralysed by a legacy of formal education or move forward to an actual realisation of children's rights through sustained democratic early childhood pedagogies.

boys' literacy, early years, early literacy, children's rights, democratic pedagogies

Paper 2: Debunking societal myths about male teacher's abilities of caring

Presenter(s):

Jeesun Jung, Ohio University, United States

This study explores one male ECE student teacher's field experiences with infants and female colleagues in an infant (baby) room. In ECE program, students are predominantly females, male students become a minority, struggling a lot (Mistry & Sood, 2016). Field experiences pose more complex challenges to male students (Joseph & Wright, 2016). As a result, male students' retention is low. However, there is little research on how to support male students in ECE program. This study is inspired by the need of research in this area. This study is framed within a critical men's studies approach (Connell 1999). This is a qualitative case study, Data sources: individual interview (4 times); observation of the male teacher's one-hour weekly meetings with his mentors (5 times); his daily reflective journal (42 pages). Data analysis is completed through seeking out emerging themes across data. The consent form was provided to the participant. Informal conversation was followed for Q&A. Pseudonym was used. This study debunks societal perception of male's incapability of caring by highlighting that even young male students are capable of caring. When they gain a genuine caring sense, it is powerful enough to permeate throughout their daily practice with children

His practice encompassed a wide range of both 'feminine' and 'masculine' features which are not consistent with normative gender role models. It is dangerous to essentialize characteristics of infant care practice for infant teachers. Field experiences should provide an environment where male students can gain support and have frequent communication with their mentors.

male teacher, infant, caregiver, teacher education, student teacher

Paper 3: The value of dads' groups: Supporting fathers, children and mothers

Presenter(s):

Ian Blackwell, Plymouth Marjon University, United Kingdom

My research explores dads' groups and their impact on children, fathers, their relationship with their child, and the relationship with the child's mother. Dads' groups are an effective yet undervalued strategy for Early Years settings to successfully support male carers in their fathering practices. Dads' groups can affirm paternal competencies, strengthen father-child bonds, tackle social isolation, promote child well-being and contribute to positive parental relations, all of which contribute to EY priorities. Dads' groups are under-examined locations (Dolan, 2014; Hanna, 2018) where new nurturing masculinities and fathering identities are formed, validated and modified. Identity theory (Stryker & Burke, 2000) and reciprocal appraisals (Adamsons & Pasley, 2013) through lens of symbolic interactionism. Qualitative ethnographic study; four dads' groups in England. Two groups take place indoors; two groups are outdoors. 51 interviews and extensive observation. I discuss the term "dadness" and explore how "dadness identities" are formed, enacted, modified and affirmed through co-relational interactions with the child, the child's mother, the group leaders and other fathers who attend. Low risk; participants gave consent to participate. Dads' groups offer spaces where men can be nurturing, and play out new aspects of paternal identities while remaining secure in their masculinity. Dads' groups offer spaces where traditional masculine templates can be weakened, new forms of paternal behaviours can be supported and fathers can affirm constructive fathering practices, with the support of the child, the child's mother and professionals. Recommendations for developing 'father-friendly' practices: marketing, staff CPD, activities, etc in Early Year's sector will be presented.

dads' groups, father-friendly, fathering identities, dadness, reciprocal appraisals

Symposium SET: 6

Symposium Title: Role of CPD in developing participatory pedagogies

Chaired by: Helen Lyndon, Centre for Research in Early Childhood, United Kingdom

Paper 1: Changing practices towards high quality ECEC through participatory CPD: facilitating an inclusive pedagogy for both professionals and children.

Presenter(s):

Bente Jensen, Aarhus University, Denmark

Non-presenting Co-author(s):

Roddy Walker, Aarhus University, Denmark

Changing practices towards high quality ECEC through participatory continuous professional development. Existing research highlights the need to strengthen collaboration between all actors in ECEC to improve quality: managers, qualified professionals, assistants and family daycare practitioners, where CPD has the potential to support these processes (Urban, 2014) and encourage inclusive learning processes. Whilst there is no consensus on the best kind of collaborative CPD, evidence suggests that CPD, involving actors from different positions in ECEC in a supportive environment is effective. You should clearly identify all theoretical and conceptual frameworks used in your research, and the rationale for their use. References should also be given. The study builds on the pragmatic paradigm. Four connected Danish studies, with data gathered through surveys and case studies are compared. The anonymity of informants was respected, with researchers following a strict ethical protocol. By questioning existing practices in the collaboration of different actors in ECEC, we found that crucial aspects for development include supporting shared critical reflection, learning communities and focusing on an inclusive approach to education. Incorporating this approach to learning communities expands CPD to include all employees in a participant-driven innovation process. The authors discuss this innovative approach to CPD from a sustainability perspective relevant for policy and practice. This outlines the continuous development of professional practices through a participatory approach, considering its economic viability and potential to support children's development.

sustainability, continuous professional development, shared reflection, communities of practice, democratic pedagogy

Paper 2: An empirical description of democratic quality development

Presenter(s):

Andy Schieler, University of Applied Science, Germany

What supports the responsible professionals on site to implement an attitude of democracy and participation in their daycare (Kita)? We trained Kitas by using an approach that is based on the principles of democracy by enabling mutual processes of participative quality development (QiD – quality development in discourse; Pohlmann et al., 2016). The approach accompanied two professionals of a Kita (head and another professional team member) over one year based on an action plan with methods that allow a dynamic, practicable and democratic quality development. A democratic oriented pedagogy is a key concept of democratic cultures (Burgh, 2014, Schneider A. & Jacobi-Kirst C., 2018). Thus, it is difficult and important to implement democratic discussion and decision processes in a system like the early childhood education with diverse stakeholders. To show how the professionals organize a democratic quality development we

present empirical data (N = 155) based on an online-questionnaire filled out by the participants of the approach and their providers. The data include a follow-up measurement after one year of training to measure the persistency of effects. The data will be analysed with (non-)parametric descriptive and inferential statistical methods using SPSS. All participants were informed about their voluntary participation and the use of data. The data give insight in the different ways the professionals find to involve different stakeholders when developing their quality of pedagogy based on the guiding orientation of democracy (e.g. implementing sustainable structures of decision making within the organization). Kitas show up as dynamic democratic organizations.

democracy, quality development, discourse, pedagogical professionals, empirical analyses

Paper 3: Promoting democracy through professional development: pedagogic mediation and the practitioner as expert

Presenter(s):

Helen Lyndon, Centre for Research in Early Childhood, United Kingdom

Participatory pedagogy was developed, through pedagogic mediation, in three English Preschool settings with a focus on listening to children. This research follows the development of pedagogic mediation in Portugal (Oliviera-Formosinho and Formosinho, 2012) and is inspired to seek participatory pedagogy through listening to children's voices (Clark and Moss, 2011; Edwards et al, 2012). This research stems from a socio-cultural tradition and makes use of the Vygotskian concept of mediation to explore the relationship between the researcher and the setting (Vygotsky, 1978). It promotes participatory pedagogy through raised consciousness (Freire, 1996) and evidences shifts in thinking across the breadth of the ecological context (Bronfenbrenner, 1979). A praxeological paradigm frames this research (Pascal and Bertram, 2012) and makes use of ethnographic techniques to build case studies for the three preschools. Democratic practice enabled the voice of practitioners and children to select the methods used including observations, parental engagement, digital imagery, and drawing (Lyndon, 2019). This research which sought to balance potential power dynamics and support pedagogical development through flattened hierarchy. Ongoing assent and inclusion were central as this research took place within typical setting activities. EECERA ethical guidelines were adhered to throughout and remain essential in dissemination. Full ethical approval was provided by University of Wolverhampton. Pedagogic mediation provided an effective vehicle for setting development and supported a participatory pedagogy which utilised children's voice (Lyndon, 2020). Practitioners expertise within their own context was clear and provided the catalyst for change. Pedagogic mediation promotes a problem-posing (Freire, 1996) model of professional development in which practitioners can direct both the direction and pace of change. Pedagogic mediation has the potential to inspire change across all aspects of the ecological context (Bronfenbrenner, 1979).

democracy, pedagogic mediation, listening to children, professional development

Symposium SET: 6

Symposium Title: Engaging parents in early years practice

Chaired by: Mariette Koen, North-West University Potchefstroom, South Africa

Paper 1: Multifaceted Contributions of children to the relationship between day care and family

Presenter(s):

Nadine Kaak, Johannes Gutenberg University Department of Educational Science, Germany
Angelika Sichma, Trier University, Germany

The alliance project “PARTNER – Strong Partnerships in Early Childhood Education and Care” focuses on concrete collaboration practices as organizationally multifaceted and multi-perspective ways of structuring day care-family relationships. To date, little research has focused on children as actors in these relationships (e.g., Bollig et al. 2016; Betz et al. 2020). Within daycare centers, children have a unique position being the actors who are members of both, the family and daycare and therefore structuring their everyday lives in and between these two social worlds (cf. Dencik, 1995; Højholt, & Kousholt, 2018). This involves constantly placing the two environments in relation to one another and navigating daily transfers (cf. Mohn, & Bollig, 2016). To examine children's active practical creations of everyday transfers and their impacts on collaboration practices, participatory observations are carried out in four different daycare centers in the southwest of Germany. The analysis of the ethnographic data is conducted from a practice-analytical point of view (cf. Reckwitz, 2002) along the paradigm of the Grounded Theory Methodology (cf. Glaser, & Strauss, 1967; Charmaz, 2003). Informed consent for participant observation was obtained from guardians and negotiated with children while observations were carried out. The names of the participants were replaced through pseudonyms in all documents. The analyses show children's multifaceted roles and positions, e.g. as collaborators during daily transfers, and as informants for both family members and professionals. The findings of the study underline the importance to recognize children as active collaborators, not only passive recipients of collaboration practices.

children as actors, children's agency, daycare-family relationships, collaboration practices, qualitative research

Paper 2: Strategic leadership: Exploring the boundaries of parental participation in ECEC-practices

Presenter(s):

Kristine Warhuus Smeby, Queen Maud University College of Early Childhood Education, Norway
Birgitte Ljunggren, Queen Maud University College of Early Childhood Education, Norway

Non-presenting Co-author(s):

Gry Mette Dalseng Haugen, Queen Maud University College of Early Childhood Education, Norway

This project aims to explore negotiations between preschool teachers and parents, and thereby uncover the boundaries constructed between these agents. What, why, in which areas and how are these boundaries challenged, negotiated and fixed in a Norwegian ECEC-context? In Norway, all children aged one year are entitled to a place in an Early Childhood Centre. This policy, and other structural changes opened a large-scale development that eventually, in some areas, led to a flooded market of competing ECEC-organizations (Børhaug & Moen, 2014). Simultaneously, parents' rights are improved in the national Kindergarten Act. We presume these changes have great impact on ECEC-directors' strategic leadership. This study is theoretically inspired by democratic professionalism (Oberheumer, 2005) and

transgression (Jenks, 2003). Strategic leaders must handle parental transgressions and negotiate the institutional boarders. The research is based on qualitative group interviews, each involving 3-5 ECEC-directors as informants. The analysis departs from a phenomenological approach, applying thematic analysis. The research follows ethical guidelines in research including informed consent, the right to withdraw, anonymization and transparency. Preliminary findings suggest that parental participation is vital for ECEC-directors. They go far to meet parents' requests. The balance between individual needs and collective values seems challenged, threatening the professional practices in the Nordic ECEC-model. Strategic leadership practices are thereby playing a vital role in the institutional boundary work. The findings will systemize knowledge of ECEC-directors practices to improve a democratic professionalized practice between parents and preschool teachers.

strategic leadership, democratic professionalism, parental participation, power, transgression

Paper 3: Using the spirit of the African UBUNTU to develop a parent partnership in early childhood

Presenter(s):

Mariette Koen, North-West University Potchefstroom, South Africa

The document analysis aims to explore how the spirit of the African UBUNTU philosophy could develop parent partnerships in ECD contexts. Research indicates that stimulating opportunities in the early years are critical for personal and academic success (Formosinho, Formosinho, Pascal and Bertram, 2016). While parents are in the best position to engage in partnerships with teachers, many parents in South Africa experience challenges to support their children (Shertiel, 2018). It seems as if South Africa is moving away from what constitutes a nuclear family. According to The Children's Institute at the University of Cape Town (2018), only 25% of children form part of a traditional family. The theoretical framework for this study was mainly drawn from the UBUNTU philosophy that grounds societies and embraces communal ways of living (Mugumbate and Chereni, 2019). The underlying premise of this theory is the essence of humanness, interdependence, and communalism (Lefa, 2015). A basic interpretive qualitative research paradigm employing document analysis was used to explore how the spirit of the UBUNTU philosophy could be used to develop parent partnerships in ECD settings. The analysis was conducted through content analysis within a phenomenological approach (Kumar 2014). The study aimed at establishing integrity by implementing Lincoln and Guba's model for trustworthiness (1985). While it is suggested that no one can replace the parent, it is demonstrated that UBUNTU provides opportunities to develop partnerships that could positively impact young children's well-being. The findings of the study suggest that UBUNTU can assist young children to realize human excellence.

children, ubuntu, community, parents, early years

Symposium SET: 6

Symposium Title: Voice and Story: Advancing young children's agency. Trans-Atlantic Approach

This symposium will present the initial results of a Trans-Atlantic Platform research project AdVoSt. The project explores innovative ways to advance the agency of young children from specific contexts: indigenous children in Finland, marginalized, indigenous, and immigrant children in Canada, and children with diverse ethnical and cultural backgrounds in the UK. In close cooperation with the parents and practitioners three case studies, one in each country, enhance educators' knowledge of multiple storytelling pedagogies including perspectives of land-based learning. The research-based development of composing narratives with young learners through art, writing, photography, performance and digital representations privilege young children's voice enabling their full citizenship. The trans-Atlantic approach recognizes the challenges concerning minority and indigenous children and facilitates knowledge sharing between the participating countries and beyond. The symposium is organised as a poster walking gallery with short presentations of each case and discussion between the audience and the researchers.

Chaired by: Tuija Turunen, University of Lapland, Finland

Paper 1: Case 1: ECEC culturally sustainable online learning pedagogies with Sámi pre-school age children

Presenter(s):

Tuija Turunen, University of Lapland, Finland

Pigga Keskitalo, University of Lapland, Finland

Hanna Helander, University of Lapland, Finland

In Finland, Sámi people have migrated to cities outside the Sámi regions. Because of the assimilative education history many Sámi are unable to talk their own language and language revitalisation measures are necessary throughout the country. Challenges in Sámi language and culture are related to the lack of qualified teachers, relevant resources and learning materials and sometimes negative attitudes (Rahko-Ravantti, 2016). Children are often viewed as 'becomings'. For Sámi, 'becoming' might also mean to become a mainstream citizen, meaning compromising identity, culture and language (von Benzon & van Blerk 2017). To address this challenge, this study is based on the principles for facilitating and enhancing young children's voice (Wall et al., 2017). This study uses Indigenous Research Paradigm and promotes children's voice and agency from their own cultural basis in online learning environments. The methods for data gathering are interviews with parents, children and teachers, and observations during the lessons. The participants will be informed about the project in the beginning and they are asked to sign a conscious consent, also the children in a way that they can understand it. The main discussion points are: -What kind of online learning environment supports Sámi pre-school children's agency? -How play and land-based pedagogies can be carried out in online learning? The study will contribute to Sámi education development. The AdVoST-project will seek to answer the challenges by finding the ways in which they can showcase their agency and to become heard.

Sámi education, children's agency, land-based pedagogy, online learning, indigenous research paradigm

Paper 2: Children playing and sharing cultural and multimodal stories through arts- and nature-based pedagogies

Presenter(s):

Anne Burke, Memorial University, Canada

Diane Collier, Brock university, Canada

Non-presenting Co-author(s):

Deborah Toope, Memorial university, Canada

In Canada, there is a growing understanding that marginalized, Indigenous, and immigrant children would benefit greatly from play-based and land-based teaching pedagogies in primary classrooms. Challenges show without professional training opportunities, educators are challenged when trying to successfully negotiate these issues. This study draws on visual and critical research methods and methodologies (Mitchell, 2011; Pink, 2014), land and play-based pedagogies (Taylor & Pacini-Ketchabaw, 2015; Wohlwend, 2017). This ethnographic case study (Dyson & Genishi, 2005) explores how pre-school and early years children use material culture (everyday objects) and the arts to make connections to the places in which they live and learn, in order to share stories about their lives (Pahl & Rowsell, 2010). Visual artists have worked with the children and teachers to explore how everyday objects may tell stories, and how to create multimodal narratives in ways to represent the children's identities. We will share how children used artifacts to construct both digital and non-digital stories. This study was approved by our university REB, and the provincial school board. Teachers, parents and children signed consent forms which outlined our project. We will share how children used artifacts to construct narratives of their lives and places where they play, live, and learn. We will consider teachers effective partnerships and pedagogies in schools that are centred in play and land-based pedagogies. This research contributes to International Teacher Education. The Advost research aims to share teaching pedagogies that honour children's agency, and voice.

play-based pedagogy, children's agency, land-based pedagogy, digital storytelling and material culture, participatory methodologies

Paper 3: Case 3: Facilitating the Voices of Young Children from Marginalised Communities

Presenter(s):

Mhairi Beaton, Leeds Beckett University, United Kingdom

Kate Wall, Strathclyde University, United Kingdom

Non-presenting Co-author(s):

Claire Cassidy, Strathclyde University, United Kingdom

Susan Atkinson, Leeds Beckett University, United Kingdom

The project explores how the ideas of voice, space, audience and influence might facilitate the voices and agency of children in educational settings (Lundy, 2007; Beaton, 2019). The project builds on previous research which identified and outlined seven principles underpinning work facilitating the voices of young children (Wall et al. 2017; Wall et al., 2019). In this paper, we provide case studies implementing these principles in two culturally diverse schools in England. Hearing the voices of children from minority cultures and languages, can pose challenges for practitioners seeking to value and honour the cultural diversity these children bring to educational settings. The project is underpinned by the understanding that young children are experts in their own lives and therefore have knowledge and understanding that can be shared with others (Christensen and James, 2000; Christenson 2000). The project is being undertaken as an ethnographic study using action research principles (Dyson and Genishi, 2005) documenting children's emergent narrative and language experiences. Children will play an active part in the research project having been informed in culturally sensitive ways of the purpose of the project and having given their consent (BERA 2018). Findings will provide critical understanding of how to support practitioners to work in ways that value, respect and include children from multiple cultural, ethnic, linguistic and socio-economic backgrounds within learning communities. As European society

becomes increasingly diverse, the project findings have both policy and practice implications (Darling-Hammond and Richardson, 2009). This project provides knowledge of culturally sensitive ways to enact this.

cultural diversity, marginalised communities, children's voice, children's agency, co-participatory research

Symposium SET: 6

Symposium Title: Early childhood scaffolding

Chaired by: Ida Bertell, Department of Child and Youth Studies, Stockholm University, Sweden

Paper 1: Mutual Scaffolding as a Pedagogical Practice

Presenter(s):

Lucy Krebs, Norland College, United Kingdom

To empower a child to share her lived experience using the Mosaic Approach and to ascertain strategies she took to facilitate the adults understanding. I used the Mosaic Approach (Clark and Moss, 2011) and Sustained Shared Thinking (SST) (Siraj-Blatchford et al. 2002 p.8) to understand one child's lived experience. Initially I scaffolded her activity and understanding of the research process (Wood, Bruner and Ross, 1976), then later she used scaffolding to aid my understanding of her lived experience. I call this mutual-scaffolding, differing from SST in that child takes steps to facilitate and improve the adults knowledge of their experience. UNCRC (1989) Article 12 states that children should have a voice in matters that effect them and Freire (2017) states this to particularly true in education. I used Reggio Emilia's pedagogy for listening (Rinaldi, 2006) to empower the child to take the role of the More Knowledgeable other (Vygotsky, 1978) in facilitating the adult's understanding of the child, acknowledging her as the expert in her own life (Clark and Moss, 2011). A constructionist paradigm establishing that researcher and participant have differing perspectives based on previous experience, following an emancipatory methodology facilitated by the Mosaic Approach. The child and adult collaboratively generated data through photos, drawing and video recording and both participated in data analysis. Consent and informed assent alongside the implications of adult gatekeepers in emancipatory research. The child used scaffolding principles in parallel with the adult; Mutual-Scaffolding. Implications will be considered as part of the discussion of this talk.

participatory, empowerment, theory, child's voice, scaffolding

Paper 2: Scaffolding in Early Childhood Education: A systematic literature review of research 2010-2020.

Presenter(s):

Ida Bertell, Department of Child and Youth Studies, Stockholm University, Sweden

This literature review aims at summarizing and analyzing how scaffolding is described in ECE between the years 2010 and 2020. This study is part of a larger project witch aims at developing a scale for measuring scaffolding, ECSS (Bertell & Frankenberg, forthcoming). Van de Pol (2010) has conducted a systematic review of scaffolding, but not limited to ECE. Wood, Bruner and Ross (1976) introduced the concept of scaffolding (based on Vygotskian theory) in order to frame the process of an adult supporting a child's learning. According to this theory, the teacher's task in pedagogical practice is to provide the means to support the child towards learning. The concept of scaffolding is an important aspect of teaching, involving a range of both verbal and non-verbal communication skills (Mascolo & Fischer 2015). The analysis of scaffolding is based on peer reviewed articles in Swedish or English published between 2010-2020. The articles had to be of relevance for ECE in general and focusing on the dynamic co-activated interaction between child and teacher. Relevant articles were analyzed with content analysis and discussed within a relational dynamics systems (RDS; Overton 2017) perspective.

The project has ethical clearance from the regional ethical board in Stockholm and follow the ethical guidelines of the Swedish Scientific Council. Current research on scaffolding in ECE is summarized. The findings will contribute to the methodological and theoretical development of how the concept of scaffolding is used in Early Childhood Education and in supporting the educators' teaching skills through professional development.

scaffolding, early childhood education, teaching, co-activated action, relational dynamics systems theory, RDS

Paper 3: The Early Childhood Scaffolding Scale (ECSS): Scale construction, psychometric properties and preliminary findings

Presenter(s):

Sofia Frankenberg, Stockholm University/Dept. Child and Youth Studies, Sweden

This project aims to investigate teacher-child relationships as social scaffolding in relation to exploratory vs. goal directed pedagogical methods in preschool. The concept of scaffolding originates from the foundational work of Wood et al. (1976) and has since then become widely used. Two systematic reviews (Van de Pol, 2010; Bertell& Frankenberg, forthcoming) show that the vast majority of studies are small scale and qualitative, that there is a lack of uniformity in terms of conceptualization and that systematic research instruments are lacking. The conceptual framework is based in a relational developmental systems perspective (Overton 2013) involving co-activated actions and dynamic skills theory (Mascolo& Fischer 2015). The ECSS includes 84 items and is constructed based on 120 hours of video recorded data, collected as part of a randomized controlled trial involving 29 preschools in Sweden. Four independent coders rated the video data. Psychometric properties and inter-rater reliability were assessed. The study was endorsed by the regional ethical board. Special measures were taken to guarantee children's informed consent as a continuous process in addition to parental and staff consent. Analysis show that preschool staff exhibit a wide range of scaffolding skills, that different pedagogical methods are related to differences in scaffolding and that there is a considerable variety in terms of scaffolding quality among teachers. The findings may be used to create training modules to enhance scaffolding skills among preschool staff.

scaffolding, co-activated actions, dynamic skills, exploratory vs. goal oriented learning, relational dynamic systems theory

Symposium SET: 6

Symposium Title: Children's Scientific Perceptions

Chaired by: Marinda Neethling, North West University, South Africa

Paper 1: Improvements in children's scientific perceptions of changes in water states through project work based on nature experiences

Presenter(s):

Mina Goto, Yamagata University, Japan

This study aimed to examine the effect on children's perceptions about changes in water states through project work based on nature experiences (PBN). Project work is considered one of the most effective learning methods in ECEC, especially in Germany (KMK/JMK 2004). Several reports from the past two decades have found that children who were involved in scientific projects became aware of what they have learned through the projects (e.g., [Bostelmann 2016]). Meanwhile, there have been very few practice reports in Japan. Moreover, there is a lack of empirical research about the changes in children's perception through project work in certain topics. Textor's (2010) project framework for kindergarten, which is the most popular in Germany, was used for this study. In order to develop a PBN for Japan, Brandt's (2010) paradigm was utilized. Sixteen children were interviewed before and after the PBN. The data was evaluated through content analysis within a text-mining approach. A consent form and information sheet were provided to all the participants' parents. Participants had the option to withdraw from the interview at any time. The findings demonstrated that 1) the children's scientific perception of changes in water states, especially between liquid and ice states, improved after the PBN, and 2) scientific perceptions of the children who were more involved in the nature experience activity were relatively better than those of the children who rarely participated in the activity. Consequently, these findings indicate that three-year-old children's scientific perceptions can be improved by the PBN.

project work, scientific perception, nature experience, perception change, changes in water state

Paper 2: Curiosity and Wondering in Early Childhood Education and Care: How can you support Children's Interest in Science from an early age?

Presenter(s):

Anne-Line Bjerknes, University of South Eastern Norway, Norway

Non-presenting Co-author(s):

Emilie Foyn-Bruun, University of South Eastern Norway, Norway

Terese Wilhelmsen, University of South Eastern Norway, Norway

The aim of this presentation is to review the state of the art of the research on children's curiosity and wonder in science in early childhood education and care. Previous research on young children's exploration of nature, science and natural phenomena build on a wide set of research traditions such as philosophy and psychology. In the presentation we outline the current knowledge and the future research field. Curiosity, understood as the threshold of desired uncertainty in the environment that leads to exploration and desire for new information, has been regarded as a main force to engage children in science. Wonder is more philosophical grounded and does not aim for causal explanations. Wonder relates to the feeling of being overwhelmed and more passively let things present themselves in their own terms. Following

PRISMA guidelines for systematic literature reviews relevant article from the past 10 years retrieved in structured literature search were critically reviewed (N=248). In focus of the data synthesis is the design, method, ethical considerations, and the understanding of curiosity and wonder in the included studies. Findings indicate a contemporary debate on how ECEC teachers sparks children's interest for science. We discuss the "what" and "why" of curiosity and wonder. Based on the review, we propose two models that illustrates how wonder and curiosity work together in a learning process and when teachers should interfere to stimulate curiosity. Finally, we discuss how teachers can support children's curiosity and wonder in science from an early age.

curiosity, wondering, science, learning, early childhood education

Paper 3: Teachers' and Children's communication of STEM and Robotics in Early Childhood Education

Presenter(s):

Marie Fridberg, Kristianstad University, Sweden

Non-presenting Co-author(s):

Björn Cronquist, Kristianstad University, Sweden

Andreas Redfors, Kristianstad University, Sweden

To extend current understanding of communication during inquiry-based robotics teaching in STEM in Swedish preschools, related to STEM concepts and Bers' (2018) ideas about early childhood computational thinking. Traditional teaching has treated Science, Mathematics, Engineering and Technology as separate disciplines but an integrated STEM approach (Honey, Pearson & Schweingruber 2014) suits the project-oriented tradition in early-years STEM education. The study originates from botSTEM, an ERASMUS+ project with an aim to develop a research- and evidence-based on-line toolkit, for preschool- and primary teachers aiming to introduce integrated STEM scaffolded by robotics. The analysis framework is based on Bers (2018) and developmental pedagogy (Pramling Samuelsson & Asplund Carlsson, 2008). Five preschool teachers were asked to try out and evaluate an optional botSTEM activity. The activities were video recorded and communication analysed according to the ideas described by Bers' for early childhood computational thinking (Bers 2018), and towards usage of words connected to robotics and the entities of STEM. The research adheres to the ethical guidelines of the Swedish Research Council. All participants and children's caregivers were informed and have agreed to voluntary and anonymous participation with a right to abandon participation. Teachers displayed a different use of language connected to Bers' categories and STEM than children, and a more varied language for both teachers and children was detected for activities including digital programming as compared to analogue. We see a great potential in work where teachers, children and researchers jointly develop, and evaluate learning processes supported by digital tools in preschool.

STEM, robotics, early childhood education, communication, preschool teachers

Symposium SET: 6

Symposium Title: Sustainability in Early Childhood Teacher Education

This self-symposia, Sustainability in Early Childhood Teacher Education, is organized by sustainability SIG members. Its primary focus is on early childhood teacher education in education for sustainability in terms of three different countries' contexts. For instance, Alici & Alan are researching early childhood (EC) pre-service students' understandings and actions about one of UNESCO's sustainable development goals, including democracy and human rights, using critical participatory action research. What's more, Sageidet, Granone, Knævelsrud, Bergersen, & Lahmeyer also target UNESCO's Global Sustainability Goals via improving EC pre-service students' understanding of 'sustainability and life management' in the perspective of critical inquiry. On the other hand, Furu, Kaihovirta & Wolff utilize multimodal storytelling to promote EC teacher candidates' depth learning about sustainability issues based on contemporary aesthetic theories and arts-based practices.

Chaired by: Sule Alici, Kirsehir Ahi Evran University, Turkey

Paper 1: A Fresh Start for ECE Pre-Service Teachers to Human Rights and Democracy Education: Turkish Context

Presenter(s):

Sule Alici, Kirsehir Ahi Evran University, Turkey

Havva Ayca Alan, Middle East Technical University, Turkey

This study aims to determine whether there is an alteration in early childhood education pre-service teachers (ECEPTs)' understandings and actions about human rights and democracy, after attending an elective course on human rights and democracy. There is a need to adopt a community-based approach in democracy education besides in-class experience (Cook & Westheimer, 2006). Similarly, early childhood education for sustainability (ECEfS) suggests agency building and transformative education for establishing peaceful, just, and inclusive societies (MacNaughton, 2003; Rieckman, 2018). This study is guided by SDG 16, "Peace, Justice, and Strong Institutions: Why They Matter" (UN, 2018) and critical theory (Kemmis, 2007). Critical participatory action research (CPAR) design (Kemmis, McTaggart & Nixon, 2014) grounded in emancipate paradigm is used. The data collection procedure is three-fold. Before and after the course, a survey including open-ended questions will be conducted; and during the course, individual essays and artifacts of ECEPTs' group projects will be utilized. Data analysis will be conducted via open-coding. Required permissions from the ethical board and participants' informed consent are obtained. The data analysis procedure continues. It is expected to reach an increase in ECEPTs' understandings and to promote their active citizenship. Effective implementations of ECEfS should include transformation and agency, which can be enhanced through community engagement based on CPAR. Throughout this research, ECEPTs may create critical consciousness for both their daily and professional lives and reflect this consciousness with effective transmission to their local community. Besides, they may enhance their future students' sense of social justice and active citizenship.

human rights, democracy, pre-service teacher education, critical participatory action research, sustainable development goals

Paper 2: Sustainability and life management and (early childhood) teacher training in natural sciences and mathematic didactics - using outdoor spaces with students

Presenter(s):

Barbara Maria Sageidet, University of Stavanger, Department of Early Childhood Education, Norway

Non-presenting Co-author(s):

Ingeborg Knævelsrud, University of Stavanger, Department of Education and Sports Science, Norway

Ove Bergersen, University of Stavanger, Department of Early Childhood Education, Norway, Norway

Helga Vössing Lahmeyer, University of Stavanger, Department of Early Childhood Education, Norway

Francesca Granone, University of Stavanger, Department of Early Childhood Education, Norway

This planned study will explore a focus on 'sustainability and life management' in natural sciences and mathematic didactics within (early childhood) teacher education at the University of Stavanger. It will explore three interdisciplinary didactical outdoor approaches in natural sciences and mathematic didactics: 'children's garden', outdoor mathematics, and outdoor museum pedagogy. The study will elucidate how these approaches implement the sustainability related guiding of the National University Guidelines from 2018, and the Norwegian curriculum for primary and secondary schools from 2019. It will further elucidate how these approaches may contribute to develop student's understanding of 'sustainability and life management' in relation to UNESCO's Global Sustainability Goals. The use of outdoor education has a long tradition in Norway, both in kindergartens and school, and relates to both life management and sustainability (Fjørtoft, 2001; Aasen, Grindheim & Waters, 2009). While each of the didactical approaches to investigate, draw upon their specific theories, all relate to holistic theories on education, sustainability and life management (Wiek, Withycombe, & Redman, 2011; Lindström & Eriksson, 2011). Methodology: Presented in form of narratives (Clandinin, 2016), critical inquiry (Battersby & Bailin, 2011) will be used to analyze observations and conversations within the three didactical approaches within a qualitative sociocultural research paradigm. Any references to students will be anonym and with a careful evaluation of any possibilities for recognition. The study may underpin the importance of a continuity between the guiding documents for kindergartens and schools. It may develop natural sciences and mathematics education within a holistic pedagogy for sustainability.

sustainable development, life management, science teacher education, mathematics teacher education, outdoor education

Paper 3: Multimodal storytelling as a tool for promoting sustainability in ECEC teacher education

Presenter(s):

Ann-Christin Furu, University of Helsinki, Finland

Non-presenting Co-author(s):

Hannah Keihovirta, University of Helsinki, Finland

The aim of the study is to explore how multimodal storytelling can promote sustainability issues among ECEC student teachers. Sustainability is currently an urgent issue in education. All children should, according to Agenda 2030 (UN 2015), have the chance to actively contribute to a sustainable future. International research emphasizes the role of ECEC professionals as change agents in terms of sustainability (Wolff et al, 2020; Huggins & Evans, 2018; Davis 2015; Siraj-Blatchford, Mogharreban & Park 2016). The research is informed by Nordic perspectives of ECEC (Broström 2017), contemporary aesthetic theories and arts-based practices (Luff 2018), and relational ontology (Bingham & Sidorkin

2010). The research is based on a study that explores the learning processes of student teachers involved in courses, tutoring, workshops, and seminars on sustainability and multimodal storytelling within the ECEC context. We have adopted multiple qualitative research approaches in a bricolage that makes visible how multimodal storytelling creates an arena for in depth learning related to sustainability issues in teacher education. Informed consent was obtained from all participants in the project. Research materials were treated according to ethical standards by the Finnish Advisory Board on Research Integrity (2012). The findings show that multimodal storytelling nurtures existential reflection among student teachers. It can thus contribute to "a pedagogy of hope and action" and thereby promote sustainability in ECEC teacher education. This research prompts development of new sustainability education theories and practices within ECEC teacher education in the Finnish as well as the international context.

sustainability, teacher education, multimodal storytelling, bricolage, early childhood

Symposium SET: 6

Symposium Title: Career alternatives for ECE educators

Chaired by: Veronica Raspa, University of Perugia, Italy

Paper 1: The "first teachers" assignment and position in preschool

Presenter(s):

Anita Eriksson, University of Borås, Sweden

The aim has been to explore how a new category of teachers, "first teacher", has been implemented and positioned in the preschool organization and what kind of tasks that are included in their assignment. Even though the Career Services for Teachers (CST) reform (Prop. 2012/13:136) that was introduced in the Swedish education system in 2013, did not apply to teachers in preschool, several municipalities did nevertheless choose to introduce assignments for particularly skilled preschool teachers. According to previous research (Alvehus et al, 2019; Alvunger, 2015, 2016; Eriksson & Player-Koro, 2019), the implementation of the CST reform in compulsory schools has proved problematic from several aspects. The analysis of data has been theoretically informed by Bourdieu's (1993) concepts field and capital. Data production was conducted through ethnographic fieldwork (Walford, 2008; Jeffrey & Troman, 2004), over a period of six months at one preschool. Several kinds of meetings in which the "first teachers", the principal and or other preschool staff, participated was observed and interviews and analysis of policy documents were conducted. All participants gave their informed consent to participate in the study. The findings show that the implementation of first teachers led to a more hierarchical organization in which the first teachers were positioned between the principal and the other preschool staff and their assignment comprised a lot of different tasks such as pedagogical-, leadership- and administrative ones. The findings will have implications for policy and practice and provide insights on how a CST reform are interpreted and implemented into practice.

educational reform, ethnography, policy, preschool, preschool teacher

Paper 2: The needs of the pedagogical coordinators: a construction project for training

Presenter(s):

Veronica Raspa, University of Perugia, Italy

Non-presenting Co-author(s):

Floriana Falcinelli, University of Perugia, Italy

The research investigates the training needs of the Pedagogical Coordinator of Childhood Services of the Umbria Region (Italy) for the subsequent construction of targeted training. In the last ten years, studies on childcare services have paid great attention to the role of the pedagogical coordinator as a figure to promote the quality of the educational and training offer (Lazzari 2016; Savio 2017). The conditions favorable to the responsible pedagogical functioning of an educational team takes up the theory of systemic levels of Bronfenbrenner (1979) and places the role of the pedagogical coordinator in the foreground for each systemic level. The participants in the study were 67 pedagogical coordinators. Coordinators filled in the questionnaire made ad hoc to collect training, professional data, on the functions of pedagogical coordination, on skills and training needs. All participants have been informed that filling in the questionnaire is anonymous and their data will be handled confidentially to ensure that their privacy is respected. The

data analysis was done in a global, not individual way. Participants were given the opportunity to withdraw from the study at any time. The results indicate that the functions exercised most by the coordinator concern the area of professional support with the task of managing enrollments. These tasks have more difficulty with parents who show opposite attitudes. The results highlight the educational role of the pedagogical coordinator to support the dynamics that run through a responsible educational team, to promote the construction of pedagogical knowledge.

pedagogical coordination, training, childcare services, reflective and participatory capacity, educational team

Paper 3: Where do I want to work after graduation? – research of pre-service preschool teachers' professional plans

Presenter(s):

Maja Drvodelić, Faculty of Teacher Education, University of Zagreb, Croatia

The aim of this research was to determine what are pre-service preschool teachers' aspirations concerning their teaching career, with special emphasis on type of preschool institutions and type of age-groups during initial years of employment. In the climate of escalating teacher shortage, research attention has been given to pre-service teachers' entry motivation and career development aspirations (Watt & Richardson, 2008; Hong et al. 2017). Identification of anticipated professional plans is crucial for offering differentiated ITE opportunities to support pre-service teacher development (Reeves & Lowenhaupt, 2016). The theoretical framework of this study is based on concepts of teacher career paths (Johnson & Birkeland, 2003; Cochran-Smith et al., 2012). The study was conducted with a mixed method paradigm (Creswell, 2014). It combines quantitative and qualitative data gathered through questionnaire that was filled out by 51 students at the end of graduate study Early childhood and preschool education at Faculty of Teacher Education, An information sheet and a consent form was provided for all participants, and they were given the opportunity to withdraw from the study at any time. The findings show that the majority of students at the beginning of their career would like to work in public kindergartens, preferably with homogeneous age group of children. In the future, most of them would like to establish their own private kindergarten or change career path and become kindergarten head teacher. ITE and preschool teacher employers should take into consideration that the different pre-service teachers have different vision of their own career paths.

pre-service preschool teachers, teaching career, career aspirations, ITE, preschool institutions

Symposium SET: 6

Symposium Title: Multilingual environments

Chaired by: Brecht Peleman, Ghent University - Department of Social Work and Social Pedagogy | VBJK Centre for Innovation in the Early Years, Belgium

Paper 1: Are Spanish ECCE teachers prepared to introduce a FL?

Presenter(s):

Beatriz Cortina-Pérez, University of Granada, Spain

Ana Andúgar, University of Alicante, Spain

Silvia Corral-Robles, University of Granada, Spain

The main aim of this paper is to analyse the training Spanish pre-service ECCE teachers receive to introduce a foreign language at very early years (3-6). ECCE plays a crucial role in the integral development of the child (Myers, 2006; Ahmed, Walker & Kaga, 2020). Despite its importance, we still find a worrying mismatch between teachers' qualification and ECCE's role in later school performance (Murphy & Evangelou, 2016). Language-oriented ECCE teacher education is limited (Alstad, 2020). Most studies focusses on teachers' qualifications (Arrow & McLachlan 2017; Eurydice 2019). Brumen, & Dagarin Fojkar (2012) is closely related. Shulman's (1986, 1987) model of teacher base knowledge is on the basis of our study. Besides, , Richards (1998), Freeman & Johnson (1998), and Tarone & Allwright (2005) have been considered to include the L2 perspective. We undertook a documental analysis of a total of 86 ECCE programmes within the Spanish Higher Education Area. We designed a matrix to record information systematically about the type of training and the credit load each programme includes. Data was codified and analysed using SPSS software.

Ethical aspects were addressed to guarantee the documental confidentiality. Results suggested little attention is paid in Spanish ECCE programs to prepare teachers to implement FLs in their lessons. Spanish pre-service university programs should be reviewed in depth so as to prepare students to foster multilingualism in their future ECE classrooms.

early foreign language learning, multilingualism, documental analysis, university ECCE programs, Spanish Higher Education Area

Paper 2: Telling the Tale of An English-Irish Bilingual Oral Narrative Programme for Linguistically Diverse Junior Primary Classrooms

Presenter(s):

Aoife Merrins-Gallagher, Dublin City University, Ireland

A bilingual approach to oral narration is less well-established in the literature, thereby signalling the unique contribution of this English-Irish oral narrative programme. There are 182 alternative languages spoken by 13% of Ireland's population (CSO, 2016). Primary classrooms have become diverse linguistic landscapes with some children now learning English as an Additional Language (EAL) and Irish as a third language (L3). Research on L3 acquisition indicates that these children are likely to acquire Irish with greater ease than English due to strategic language acquisition skills and cross-linguistic transfer across three languages as opposed to two (Cenoz, 2013). A specially designed bilingual oral narrative programme, predominantly underpinned by Sociocultural Theory, Common Underlying Proficiency Theory and the Gradual Release of Responsibility Model, was delivered through Professional Development to 70 child participants by 11 teacher participants in three urban primary schools. This study adopted an equitable and inclusive stance, advocating a

pragmatic response to the needs of children with EAL. A multiple embedded case study design qualitatively established teachers' experiences of the programme through professional development discussions, focus group discussions, and researcher observations. This data was analysed using Thematic Analysis (Braun & Clarke, 2006). Ethical approval and informed consent was obtained from teacher participants and parents of child participants. Assent was given by the children each time the researcher visited their classroom. Main findings pertain to programme strengths and areas for improvement, thereby providing insights for future researchers and teachers seeking to design and deliver a similar programme relevant to their setting. English as an Additional Language, language development, oral narrative programme, bilingual programme, inclusive education

Paper 3: Multilingual encounters in the early years: what space for negotiation and dialogue between parents and professionals?

Presenter(s):

Brecht Peleman, Ghent University - Department of Social Work and Social Pedagogy | VBJK Centre for Innovation in the Early Years, Belgium

Non-presenting Co-author(s):

Michel Vandebroek, Ghent University - Department of Social Work and Social Pedagogy, Belgium

This study set out to explore relationships and interactions between ECEC-professionals and language minority parents in the Flemish Community of Belgium. While a growing number of studies point out the opportunities that come with multilingualism (Agirdag, 2014; Bialystok, 2018), many language minority parents feel distressed about linguistic issues in the education of the child (De Houwer, 2015). For ECEC-professionals, the growing linguistic diversity is challenging, as they often lack knowledge and experience on how to positively support multilingualism (Hulpia et al., 2016). Therefore, a policy aimed at multilingualism inevitably asks for negotiation space and dialogue that enable professionals to co-construct meaningful practices together with parents. This yields disagreement as parents don't always favour multilingual programs (Adair et al, 2012) and ECEC-services often implicitly value homogeneity (Vandebroek, 2009). Rooted in a social constructivist approach, this research examines the negotiation space between parents and ECEC-professionals. Data-collection consists of video elicited group interviews wherein carefully chosen videos of multilingual educational practices are shown to parents and to practitioners. Throughout the research process, ethical considerations of informed consent, voluntary involvement, anonymity, participant safety and wellbeing are adhered to. The discussion on preliminary findings will evolve around the question how spaces for negotiation are created wherein both the parent and the professional are equally regarded as competent partners in the multilingual education of the child. Findings have implications for ECEC practices that aim to support harmonious bilingual development in language minority families, by acknowledging multiple perspectives and questioning dominant discourses.

multilingualism, partnership, parents, negotiation, video

Symposium SET: 6

Symposium Title: Parents' satisfaction with ECE

Chaired by: Valerie Sollars, Faculty of Education, Malta

Paper 1: The Dimensions of Parents' Service Satisfaction of Early Childhood Education and Care

Presenter(s):

Lotta Saranko, University of Jyväskylä, Finland

Non-presenting Co-author(s):

Maarit Alasuutari, University of Jyväskylä, Finland

This research examines parents' satisfaction with their one-year-old child's ECEC services by exploring the dimensions of service satisfaction and variation in the dimension structure. Previous research has shown that parents are satisfied with their child's ECEC (e.g. Bassok et al., 2018). However, research has especially focused on examining parental satisfaction with the specific aspects such as contents (e.g. Bassok et al., 2018) and quality (e.g. Scopelliti & Musatti, 2013) of ECEC programs while the research of satisfaction structure has been scarce. In this study, we consider parental satisfaction more thoroughly and use the concept of service satisfaction. Service satisfaction is defined as the relation of parent's experiences of their children's and their views on ECEC quality (de Ruyter et al., 1996). The data consists of survey responses of 799 parents. The analysis was conducted by exploratory factor analysis and exploratory structural equation modeling. The research and data management plans were accepted by the Ethical Committee of the University of Jyväskylä. Participation in the survey was voluntary and the respondents could withdraw from the study at any time. Two dimensions of service satisfaction were found: ECEC access and location and Educational preconditions and principles. Service satisfaction structure was similar among mothers and fathers and relatively similar across the customers of public and private ECEC. These findings suggest that ECEC services are perceived as homogeneous regardless of the service provider and that mothers and fathers have similar expectations about their children's ECEC and its quality.

ECEC service provider, parental perspective, parental satisfaction, service satisfaction, service satisfaction dimensions

Paper 2: Consulting with Parents on the Early Years Inspection Process in Ireland

Presenter(s):

Grant Landon, Childrens Services Regulations, Ireland

The aim of this study was to carry out a consultation process with parents to ascertain their understandings, knowledge and requirements of the regulatory inspection process of Early Years settings in Ireland. The objectives of the study were to identify parents' views on parental involvement and contribution to the Early Years Inspection process and to ascertain how this may occur in the Irish early years context. The involvement of parents in their child's early learning and care provision is widely considered to be essential to their holistic wellbeing and development. This role, is embedded in the Irish Constitution and policy documents (DCYA, 2013, DCYA, 2018) Practice Frameworks; Aistear (NCCA, 2009), Siolta (CECDE, 2006). The study was also influenced by some large scale studies, which identified significant correlation between levels of parental involvement and child academic outcomes (Thurston, 2005; Jeynes, 2012). A qualitative approach to the consultation process was undertaken using facilitated focus groups and interviews.

In total nine focus groups with 70 parents were conducted across a range of service types. Ethical concerns re confidentiality, anonymity, data protection, freedom to withdraw from the study and participant wellbeing were addressed. Findings included issues which parents expect the Regulatory Inspection Process to address. Parents confirmed that they wished to be informed when a Regulatory Inspection is taking place, they welcomed the current unannounced inspection process and requested that inspection reports would be accessible and user friendly for parents. The findings support ongoing commitments in policy and practice agendas.

Parents, Regulatory Inspection, Quality, Active participation, Rights

Paper 3: Parents' expectations about children's achievements in early years settings

Presenter(s):

Valerie Sollars, Faculty of Education, Malta

The study focused on parents' expectations of their children's achievements in early years settings. Gaining access to parents' views offers one way of promoting family engagement. Moreover, having high expectations for all children is crucial to ensure quality learning experiences. Research dealing with parental expectations about achievements has predominantly focused on children in compulsory school with achievements associated with academic accomplishments (Yamamoto & Holloway, 2010; Schlee, Mullis & Shriner, 2009). Research inviting parents to share their expectations about preschool children's achievements has been difficult to come by (Ojala, 2000). Set within a social constructionist perspective (Klostermann & Forstadt, 2016; Galbin, 2014), the study sought to capture the perspectives of parents about their children's anticipated gains. A questionnaire was completed by parents whose children were attending one of 50 early years settings in Malta. Parents were invited to list three achievements they expected of their children. Responses were analysed using NVivo. Participation was anonymous and voluntary. The researcher had no direct access to parents. The distribution and collection of questionnaires was handled by practitioners. Parents were instructed to avoid disclosing their identity. Approval for the study was obtained from the University Research Ethics Committee. Personal, social and emotional development, academic achievements and development of skills were the three achievements most frequently cited by parents as expectations for their children to attain. These results have implications for policy and practice. Opportunities for exchanges between professionals and parents are necessary to ensure a good match of learning activities to meet individual children's needs and potential.

parents' expectations, parents' voices, preschool children's achievements, home school collaboration, quality early years provision

Symposium SET: 6

Symposium Title: Democracy, agency and civic values

Chaired by: Sally Brown, Georgia Southern University, United States

Paper 1: Democracy and agency in multicultural preschools

Presenter(s):

Kristín Karlsdóttir, University of Iceland, Iceland

The aim of this presentation is to explore democracy and children's agency in preschools from a multicultural perspective. Nordic values emphasize democracy, care and children's competence, involving children's agency; need for care, rights and how they are supported to make own choices (Johanson et al, 2016). Democratic communities' support children's freedom of expression and decisions are based on the views of all (Dalberg et al., 2007). Democracy involves how children see their own participation and influence, in the preschool community (Bae, 2009) and the focus is on children's rights as competent agents in their lives. The research method was inspired by ethnography (Fetterman, 1989; Gobo, 2011), starting with lengthy observations, with the aim to identify both ordinary and extraordinary day-to-day events by constructing and making sense of data. This process is referred to as generating data (Graue & Walsh, 1998; Hatch & Coleman-King, 2015). Confidentiality and anonymity of data was attended to by gaining informed consent, reducing power imbalances, and building trust between the researcher and the participants (Clark, 2005; Dockett, 2008). In both preschools specific methods were used to support children's agency, their individual rights, personal choice and opportunities to express their views. The data reveal children believing in their right and ability to influence the situation in the preschool group. Immigrant children were among those sometimes being marginalized. Nevertheless, these children seemed to believe in their right and ability to influence the situation in the group.

democracy, agency, values education, multicultural education, play

Paper 2: Multimodal Authoring as a Democratic Tool for Student Voices

Presenter(s):

Sally Brown, Georgia Southern University, United States

This research project investigated the ways one classroom of six and seven-year-olds used talk, drawing, and writing to express their opinions and ideas related to diversity issues presented through picture books. An education guided by democratic principles includes sociocultural transactions with texts where students have the freedom to express their ideas and perspectives (Rosenblatt, 1985). Classrooms are places where there can be expression of divergent ideas, utilization of cultural resources, and thinking in fluid and flexible ways (Brown, 2015; Mayer, 2012; Pahl & Rowsell, 2012). Young children learn by acquiring knowledge through shared cultural events where learning is mediated through various semiotic tools or a multimodal approach (Kress, 2010; New London Group, 1996; Vygostky, 1986). The year-long qualitative project included a content analysis (Kress & van Leeuwen, 2006) of student digital writing/drawing samples along with discourse analyses (Mayer, 2012) of transcripts of small group interactions of picture book discussions. Ethical guidelines were applied not only in obtaining parent consent, but also student assent. This allowed students to have a voice in the research process while bringing the utmost sensitivity to their cultural and linguistic assets. The findings highlight the students' abilities to develop practices essential for citizenry in a democracy. These included discovering ways to disagree with one another (Pearson, 2010), expressing ideas about difficult issues, becoming active



agents of their own learning (Mercer, 2007), and challenging ideas found in the texts (Rex & Schiller, 2009). Applying a cohesive, multimodal approach to learning opens spaces for all student voices.

early literacy, multimodality, talk, drawing, diversity

Symposium SET: 7

Symposium Title: Holistic Well-being

Chaired by: Zoi Nikiforidou, Liverpool Hope University, United Kingdom

Paper 1: Reading between the lines: what do refugee children tell us about their wellbeing and sense of belonging?

Presenter(s):

Siska Van Daele, Karel de Grote University of Applied Sciences and Arts, Belgium
An Piessens, KdG University of Applied Sciences and Arts, Belgium

When dealing with migration flows, governments around the globe seem to prioritize cultural and linguistic immersion programmes and pay little attention to the agency and sense of belonging of refugee children arriving in the host communities. The research project 'On the Road' aims to bridge that gap by carefully and explicitly listening to refugee children's voices. Research suggests that refugee children go through a process of acculturation and face challenges when negotiating their sense of belonging and wellbeing (McCarthy & Marks, 2010). They seem to lack the vocabulary to express what they need and adapt to implicit cultural requirements of the adoptive countries (UNICEF, 2018). We adhere to a feminist narrative framework and employed a multi-layered method of listening (Gilligan, 2015; Riessman, 2008) to invite, detect and analyse the different voices of refugee children. We conducted experiential, participatory research and action research with refugee children living in reception centres. Data were collected through photo-voice, photo-elicitation, arts-based inquiry, group discussions and pedagogical documentation. Narrative analysis focused on dialogic performance and contrapuntal listening. The study followed general ethical research considerations. Children and families were asked for consent and children's names were anonymized. While cursory analysis of the data confirmed acculturation tendencies, in-depth analysis suggests that the children are very capable of expressing what they require to feel a sense of belonging in formal and informal settings. Based on the findings of the study, we construed a narrative website for practitioners, linking the voices of children to good practices and policy challenges.

refugee children, experiential participatory research, agency, sense of belonging, narrative analysis

Paper 2: Young children's outdoor forest nursery experiences: How do they impact on psychological well-being?

Presenter(s):

Babs Anderson, Liverpool Hope University, United Kingdom

This study aims to analyse how outdoor forest nursery experiences impact on young children's psychological well-being, using SOC. Antonovsky (1996) shows that sense of coherence (SOC) is a key construct of the salutogenesis model, which foregrounds how an individual's health and well-being arises rather than considering disease. Whilst there is a considerable base of psychological research with adults (Super et al, 2016; Eriksson and Lingstrom, 2005), this concept has been little explored in early childhood in the context of outdoor experiences. The theoretical basis for the study uses SOC (Antonovsky, 1979) as a framework to explore the three elements of comprehensibility, manageability and meaningfulness as experienced by young children in their outdoor forest nursery setting's affordances (Gibson, 1979). Using a qualitative interpretive research paradigm, unstructured naturalistic observations of ten children in free play were recorded by video, using observer-as-participant principles. Hermeneutic context analysis used three elements of SOC to categorise the children's experiences. Informed consent was gained from parents and children, with the child's key person acting as mediator. Throughout the project, the children's consent for participation and the recordings were

actively sought. The findings show that SOC can be used as a useful tool to identify how outdoor experiences enhance children's well-being. For outdoor experiences, familiarity with a changing environment was key. SOC can be used effectively as a framework to examine how outdoor forest environments outdoor have potential to enhance children's well-being. This has implications also for the provision of other environments in ECEC.

sense of coherence, forest nursery, psychological well-being, Salutogenesis, affordances

Paper 3: Refugee children's subjective wellbeing through the mosaic approach

Presenter(s):

Zoi Nikiforidou, Liverpool Hope University, United Kingdom

Non-presenting Co-author(s):

Antoanneta Potsi, Bielefeld University, Germany

The aim of this explorative study is to consider how the mosaic approach encouraged refugee children to share their views on their sense of well-being, with a particular focus on matters of safety. This study builds on the lived experiences of participants in particular sociocultural contexts; the mosaic approach (Clark and Moss 2011). It also targets a deeper understanding of the complexity and multi-dimensionality of children's wellbeing (Statham and Chase 2010), recognising the diversity across cultural frames, space and time (Facer, Holmes and Lee 2012). The study reflects a participatory approach where refugee children, seen as agents of their lives, are invited through diverse tools to share their experiences and feelings. This is a qualitative study drawing on aspects of the mosaic approach through 4 stages: drawings and interviews (phase 1), discussions with a persona doll (phase 2), narrative drawings of a bug (Bühler-Niederberger & Schwittek, 2014; phase 3) and using cameras to represent important places and people in their lives (phase 4). Four children participated. Ethical protocols were followed and communicated (with the support of interpreter) carefully. These were granted by the UN Refugee Agency in Greece. Main findings indicate that children sense safety and violence mainly in relation to other children and not to adults. Furthermore, through their narratives and creative engagement children identified friendships, play time, toys, school, and home life as core elements in their lives. Further research is needed to address the significance of refugee children's subjective wellbeing in practice and policy.

mosaic approach, subjective wellbeing, refugee children, child participation, sense of safety

Symposium SET: 7

Symposium Title: Pedagogical Leadership: A comparative study from England, Greece and Sweden

This symposium is based on a qualitative study in three countries - England, Greece and Sweden - where there is relatively limited research examining leadership in early childhood education and care (ECEC). The study aimed to: 1. Identify underlying ideologies and leadership practices in ECEC in each country; 2. Identify and compare boundaries and challenges in leadership in ECEC across the three countries. Building on research on praxeology (e.g. Bertram and Pascal 2012) and pedagogical leadership (e.g. Palaiologou and Male 2019) we conceptualise leadership as praxis. By examining the challenges and the tensions that exist we sought to identify the ideological and practical struggles that impact on leadership in ECEC through comparison across the three countries.

Chaired by: Trevor Male, UCL Institute of Education, United Kingdom

Paper 1: Pedagogical Leadership: The English perspective

Presenter(s):

Trevor Male, UCL Institute of Education, United Kingdom

Ioanna Palaiologou, Canterbury Educational Services, United Kingdom

We present the English perspective on ideologies and leadership practices in early childhood education and care (ECEC). Our research is based on praxeology (Pascal and Bertram, 2012) and pedagogical leadership whereby leadership should be (re)conceptualised as pedagogical praxis and “should not be viewed only as action(s) working with theory, but as an interplay of several contextually related factors (hexis) in any given situation” (Palaiologou and Male 2019: 30). Using the the Aristotelian ideas and Freire’s notion of acting dialogically, we (re)conceptualise leadership in the pedagogy of ECEC as praxis. Qualitative methodology was employed. Data were collected through semi-structured interviews with individual leaders in ECEC settings. All participants were guaranteed anonymity and confidentiality, with EECERA ethical guidelines followed and approval given by authors’ university. Data were coded with grounded theory principles. Leadership of ECEC settings in England is complex as a wide range of qualifications exist among those working in the sector and diverse discourses has led to increasing confusion about roles, identity and status. The key findings were that the meaning of pedagogy was ambiguous and there was confusion about the functions and structures of their leadership role. Thus due to the country’s historicity and culture we conclude leadership in ECEC should not be just about the everyday practicalities, but about praxeology where there is “a selection of professional responses which are considered, flexible and chosen as appropriate to context” (Pascal and Bertram, 2012: 481). This has implications for training and qualifications in the sector.

pedagogical leadership, early childhood education, praxis, acting dialogically, ecology of the community

Paper 2: Pedagogical Leadership: The Greek Perspective

Presenter(s):

Eleftheria Argyropoulou, UNIVERSITY OF CRETE, Greece

We aim to identify underlying ideologies and leadership practices in Greek ECE education [public kindergartens]. This research is based on the assumption that leadership needs to be (re)conceptualised as pedagogical praxis (Palaiologou and Male, 2019). Attention was paid to the ecology of the community. Previous work on Greek State Kindergarten Heads

by the author had shown that ECE Heads did not perceive themselves as leaders, they focused on routine administrative work and were more oriented to children welfare. We (re)conceptualise and explore leadership in the pedagogy of ECEC as praxis based on the ecology model Research is based on the constructivism paradigm. Qualitative data were collected through semi- structure interviews with teachers and leaders in State Kindergartens. We explained the aim and content of our research and asked participants to sign a consensus letter. We will inform them of results and publication. To ensure anonymity, we codified the participants' answers by using alphanumeric codes. The participants misconceived their leadership role by confusing it either with the administrative or the teaching role. Though facing several leading challenges, they admitted they need sound training to practice preschool leadership successfully. Little change in attitudes and opinions since previous research has been noted; no significant change in EC practitioners' work status, the legal frame or the preschool teachers' university curricula. The results of this research informs policy makers to reschedule university initial training curricula as well as the statutory framework for ECE Heads.

pedagogical leadership, State kindergartens, ecology of the community, Greece, ECEC leaders

Paper 3: Pedagogical Leadership: The Swedish Perspective

Presenter(s):

Maria Styf, Mid Sweden University, Sweden

Catarina Arvidsson, Mid Sweden University, Sweden

We present the Swedish perspective of the research that aims to identify underlying ideologies and leadership practices in early childhood education and care (ECEC). Research is based on the praxeology (Pascal and Bertram, 2012) and on pedagogical leadership where leadership needs to be (re) conceptualized as pedagogical praxis and "should not be viewed only as action(s) working with theory, but as an interplay of several contextually related factors (hexis) in any given situation"(Palaiologou and Male 2019: 30) as well as paying attention to the ecology of the community. The Aristotelian ideas and Freire's notion of acting dialogically, we (re)conceptualize leadership in the pedagogy of ECEC as praxis. The letter method was used for data collection (Berg 2003) with leaders in ECEC. EECERA ethical guidelines were followed and ethical approval given by the university. Participants were guaranteed anonymity and confidentiality and given the opportunity to cancel the participation and give feedback on the result. Leadership is described as both management and pedagogical leadership. Findings are the strive to be a role model and the importance of trust. Some of the informants stress the need to perform an explicit leadership role. Thus due to Pascal and Bertam (2012), we argue that an awareness of the previous history of Swedish preschool could help principals to manage new sets on demands upon preschool education, for example, the earlier culture of dialogical pedagogics build conflicts in relation to today's mission with education teaching and play in preschool.

acting dialogically, ecology of the community, management, pedagogical leadership, praxis

Symposium SET: 7

Symposium Title: The value of professional training in developing quality ECE

Chaired by: Helen Perkins, University of Wolverhampton, United Kingdom

Paper 1: Becoming an academic: The impact of the LEYF Foundation degree on students and their personal and professional development

Presenter(s):

Helen Perkins, University of Wolverhampton, United Kingdom

Mandy Cuttler, London Early Years Foundation (LEYF), United Kingdom

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

LEYF and the University of Wolverhampton have developed a bespoke Foundation Degree for their teachers, this is the first to be based with an ECEC provider and delivered by the organisation's training and development team; the aim of the research is to identify the benefits and challenges of studying in this way. Graduate-led practice was a significant indicator of quality and long-term outcomes for children, finding a correlation between the quality of services and the qualification Level of ECEC staff (Bertram and Pascal, 2013 This research is mainly qualitative and is located within a sociocultural perspective. Methods are participatory and holds praxeological values (Pascal and Bertram 2012). A multi-modal approach to data collection included, interviews, collaborative and creative narratives and questionnaires. The data will be analysed against a framework of thematic and discourse analysis. The research has been reviewed by the university ethics committee and a specific protocol was drawn up for obtaining consent in line with ethical guidelines of EECERA (2015). participation is voluntary, with a right to withdraw and with a clarification of how data will be used. it is expected that the bespoke and focussed aspect of the LEYF Degree will have a positive impact on the students' expereinces The research will add to the evidence on the value of well qualified, knowledgeable practitioners and the impact on children's long term life chances. More importantly is will exemplify the benefits of thinking differently in terms of providing Higher education in non-traditional spaces

professionalism, early childhood educators, identity, multi-modality, transformation

Paper 2: The Israeli Institute of Early Childhood Education

Presenter(s):

Sigal Achituv, Oranim College of Education, Israel

Orit Dror Levi, Oranim College of Education, Israel

Non-presenting Co-author(s):

Nurit Kaplan-Toren, Oranim College of Education, Israel

Dafna Levin-Efrati, Oranim College of Education, Israel

The study depicts the professional self-perception of students in one of the training programs operating in the School of EC Professions: "Educators of the Infancy Years". Israel's investment in ages birth-three is relatively low compared to other developed countries (Achituv & Hertzog, 2018). Revamping the system involves far-reaching reforms in public policy and understanding the role of pre-school and its edu-carers, and improvement in edu-carers' professional self-image (Hyasi, 2014). The School of EC Professions "emerged" from the combination of knowledge and experience in EC

education at Oranim College (Trajtenberg, Zer Aviv, Laizer & Uziel, 2019) and a national need to improve the quality of EC education (Moshel, 2015). In mixed-method preliminary research, 24 students completed questionnaires and responded to two open-ended questions. In a latitudinal study that accompanies the program during the past two years, 50 students have completed questionnaires, which are undergoing analysis. A consent form and information sheet were provided to all participants. Participants were given the opportunity to withdraw from the study at any time. No conflicts of interest were found between researchers and research subjects. Findings indicated a medium-low self-perception and capability of working with parents and a medium-high sense of professional identity. Laying the foundation for first-rate edu-carer training at Oranim will generate higher standards, thus contributing to the desired change. This study elevates the status of edu-carers and places them at the center of public discourse in Israel, recognizing their importance to the individual and society.

professional self-perception, training programs, role of edu-carers, "School of EC Professions", "Educators of the Infancy Years"

Symposium SET: 7

Symposium Title: Inclusive approaches to special needs

Chaired by: Katherine Bussey, Deakin University, Australia

Paper 1: AllPlay Learn: Professional learning to support inclusion for children with disabilities

Presenter(s):

Katherine Bussey, Deakin University, Australia

Ana Mantilla, Deakin University, Australia

Non-presenting Co-author(s):

Bethany Devenish, Deakin University, Australia

AllPlay Learn aims to help create inclusive education environments for children with disabilities and developmental challenges through online guides, resources and professional learning courses focused on strengths- and evidence-based practice for educators. This study aims to evaluate whether the AllPlay Learn online evidence-based course increases educators' self-reported knowledge, skills and confidence in inclusive teaching practices. Educators may be aware of some of the strengths and areas for support for children with disabilities and developmental challenges, but knowing how to link this understanding to make helpful and reasonable adjustments to their pedagogy, resources and classroom environment is often unclear (Round, et al, 2016). Theorising is drawn from Vygotsky's cultural historical theory, using driving concepts of mediation (Vygotsky, 1978) and 'double stimulation' (Sannino & Laitinen, 2014). The mixed methods study includes summative thematic analysis for qualitative questions and descriptive statistics and paired sample T-tests of pre and post self-reported data before and after completing the professional learning course. Following the processes for University and Department of Education and Training Human Ethics, consent forms and information statements were provided for all participants. All data was de-identified and participants were given opportunities to withdraw from the study. Educators experienced significant improvements in their knowledge, skills and confidence in inclusive practices in educational settings after completing the professional learning course. Findings indicate that evidence-based online programmes may be useful tools for strengthening educators' self-reported knowledge, skills and confidence in inclusive practices. Further understanding of whether these changes translate into strengthened inclusive teaching practice is needed.

inclusion, disability, developmental challenges, professional learning, teacher and educator learning

Paper 2: Parental Involvement in Inclusive Preschool Classroom: Teacher and Parent Perceptions

Presenter(s):

Binnur Yıldırım Hacıbrahimoğlu, Giresun University, Turkey

The aim of this study is to examine the parent involvement of parents with disabled children according to the opinions of the parents and teachers in an inclusive preschool classroom. For this purpose, the participation of parents, the factors that facilitate and complicate parental involvement, the desired level of participation, practices and expectations will be taken with the opinions of teachers and parents. Parents participating in the education can closely follow the services offered to their children and can support their children when needed. This situation supports the increase of school success, social skills and development areas of children (Arnold et al., 2008; Hornby & Lafaele, 2011; Mcwayne &

Owsianik, 2004) Based on the socio-cultural theory of child development and learning (Vygotsky, 1978), adults can support the development of children's learning in different ways and during various activities. Qualitative research methods was carried out with phenomenological design, collected by semi-structured interview technique and analyzed by content analysis method. The participant group consists of preschool teachers and the parents of children with special needs between the ages of 3-6 in Giresun, Turkey. Before participating in the study, all participants obtained consent forms containing details of research process and confirming confidentiality. Data collection was voluntary. Data collection and analysis are currently in progress since the academic year continues. The discussion will relate to theoretical, methodological, and empirical levels of the study. Findings of the study will contribute to related literature and improvement of parent involvement practices in inclusive preschool classroom.

parent involvement, children with special needs, parent perceptions, preschool teacher perceptions, inclusion

Paper 3: Shaping children's understandings of disability in the pre-primary classroom

Presenter(s):

Marina Vasileiadou, University of Cyprus, Cyprus

This study seeks to explore how children's understandings of disability are shaped when they engage in a series of planned activities that present children with disabilities participating in realistic activities. Research has shown that children as early as five years of age can be helped to develop positive attitudes towards people with disabilities through indirect contact. Teachers also commented that reading selected stories and engaging in dialogue with children helped shaping children's attitudes (Ostrosky, Mouzourou, Dorsey, Favazza & Leboeuf, 2013). This study falls within the theoretical framework of inclusive education and disability studies (Connor, Gabel, Gallagher and Morton, 2008) . Employing a constructivist approach, we used a case study methodology. Our research methods included video recordings of 8 organized classroom activities and 10 focus groups of 3 children and children's drawings with narrative. The transcript of video recordings and children's descriptions of their drawings were analyzed through content analysis (Cohen, Manion & Morrison, 2011). Both the children and their parents were informed about the purpose of the study, their right to withdraw and they provided their consent. Children, through their interaction with material portraying disability in realistic ways, gradually focused on the person rather than his/her disability. This was most apparent when children were asked to describe a picture or draw a picture themselves. The findings add to the discussion on how kindergarten classrooms can become more inclusive. In return, this calls for the need to further educate teachers on how to purposefully select materials to use in the classroom.

disability, positive representations, inclusive education, early childhood education, indirect contact

Symposium SET: 7

Symposium Title: Developing creative pedagogical practice

Chaired by: Somayeh Baakhlagh, University of New England, Australia

Paper 1: Early childhood creativity: A comparative study of Australia and Iran

Presenter(s):

Somayeh Baakhlagh, University of New England, Australia

This research aimed to investigate similarities and differences of Australian- Iranian national documents and teachers' cultural beliefs about early childhood creativity. Previous literature informed social cultural differences between east and west countries on creativity. Eastern countries are more likely to view creativity as having social and moral values, and as making a connection between the new and the old, while Western counterparts focus more on some special individual characteristics for understanding the concept of creativity (Niu & Sternberg, 2006). Drawing on sociocultural theories (Vygotsky, 1930, 1978) creativity is related to human social life and creativity without social life doesn't carry any meaning. Drawing on these theoretical underpinnings, this study takes as a foundation that creativity in children develops through the support of teachers and parents who value and have knowledge about creativity and, thereby, co-construct learning with children. The study was conducted within a qualitative interpretive research paradigm (Denzin & Lincoln, 2018). Two methods of document analysis and interview used to investigate similarities and differences between Australian and Iranian national documents and teachers on conceptualisation of creativity. Data collected following up with ethical approval from Human Research Ethics Committee of Newcastle University. There was a similar conceptualisation of creativity by the national frameworks and teachers, but teachers have different approaches to teaching creativity in their classrooms. The study concluded conceptualisation of 'creativity' in early childhood education has influenced globally, however local influences is evident. The finding suggests policymakers and teachers need to promote creativity culturally.

early childhood creativity, comparative study, early childhood national documents, early childhood teacher, Australia-Iran

Paper 2: Enhancement of creativity in a learning environment in kindergarten

Presenter(s):

Eleni Zisopoulou, Ministry Of Education, Greece

The aim of this study is to show ways to support students' creativity in learning environments in Kindergarten. Research has shown that pedagogical practices that are constructivist-based support creativity (McWilliam & Dawson, 2008). The space of the learning environment itself should be open, (Warner & Myers, 2010). An open atmosphere (Craft, 2001; Esquivel, 1995) is ideal climate to support creativity. Creativity can be defined as a process or product that is original and effective within a given context (Mishra et al., 2013). This instrument was developed to fill the need for specific knowledge about the ways in which creativity can be enhanced in learning environments. The research took place in kindergartens in Thessaloniki. Its duration was three months and the sample consisted of teachers from 5 kindergartens. Data collection tools were the observation guide and photography. Data quality analysis (Braun & Clarke, 2006) was the analysis method used. The study's participants, teachers and children, were asked to fill a consent form for their participation. Parents and school director allowed their children to participate in the study. Based on our literature

review, classroom observations, and administrator feedback, three key areas were found to support student creativity: Learner Engagement, Physical Environment, and Learning Climate. We found that learning tasks, classroom practices, interactions between students and teachers, and the physical setting and availability of resources support student's creativity. The current research findings would probably show enhanced students' creativity if they could be applied in a vast number of kindergartens.

creativity, Learner Engagement, Physical Environment, Learning Climate, kindergarten

Paper 3: Provisions for creative abilities from cultural-historical perspective

Presenter(s):

Olga Shiyan, Moscow City University, Russia

Igor Shiian, Moscow City University, Russia

Irina Vorobyova, Moscow City University, Russia

Non-presenting Co-author(s):

Anastasia Belolutsкая, Moscow City University, Russia

The aim of this study is to elaborate an instrument for assessment and development of provisions for creative abilities. The development of creative abilities is increasingly becoming a separate direction in ECE (Faulkner et al., 2006, Craft, 2011, O'Connor, 2012). The focus is often on developing creative abilities in play and art (Malaguzzi, 1993, Sharp, 2001, Duffy, 2006). However, children are able to solve creative tasks by operating with opposites and symbols (Dyachenko, 1996, Veraksa, 1987, Shiyan, 2014). Theoretical framework is cultural-historical theory of Vygotsky (1989), and the concept of dialectical thinking as a tool for creativity (Veraksa, 1987). Conditions for creative abilities can vary in the following parameters: understanding the developmental processes, questioning, invention, imagination. Special scales for evaluating the environment for creative abilities were elaborated. An interpretative paradigm and qualitative methodology of non-participating structured observation were used. The validity of the subscales is evaluated using the contrast group method (30 pre-school groups), and the reliability - by the method of consistency of expert estimates (10 experts). Parental consent is obtained after providing written information. All the participants were given the opportunity to withdraw from the study at any time. Instrument can distinguish groups with high and low quality of provisions for creative abilities. The main deficits: the teachers' difficulties to problematize children and to support problematic situations detected by children. Scales will help teachers to analyze their practice and create optimal conditions for the development of questioning, imagination and inventions in preschool education.

creative abilities, provision for creative abilities, environmental scales, cultural-historical approach, development and assessment of quality

Symposium SET: 7

Symposium Title: Developing pedagogic approaches, how video reflection, self-awareness and psychoanalytic observations supports an understanding of children's learning in development whilst at play and the development of an attuned pedagogy.

In this symposium there will be three practitioner research papers from Pen Green. The first will share how journaling has led to increased self – awareness of early years practitioners demonstrating practitioners' reflections on why they were drawn to specific children and the emotional labour involved in their roles. The second will consider how psychoanalytic observation supports early years practitioners to understand children's learning in development whilst at play. The third paper explores how a differentiated pedagogy to support different cognitions has been developed alongside parents and children at Pen Green.

Chaired by: Felicity Dewsbery, Pen Green, United Kingdom

Paper 1: How psychoanalytic observation supports early years practitioners to understand children's learning in development whilst at play.

Presenter(s):

Felicity Dewsbery, Pen Green, United Kingdom

This research has considered how psychoanalytic observation supports Early Years Practitioners (EYP) to understand children's learning in development whilst at play. I will be considering the following questions: how can psychoanalytic observation support an understanding of a child's learning in development?; how can play be understood?; what are the unconscious and emotional aspects of the interactions between EYP and children?

This research follows on from the 'Emotional Roots' and 'consultancy observation' work at Pen Green in conjunction with the Northern School of Child and Adolescent Psychotherapy. Work Discussion (Rustin 2011, Elfer 2012, 2014, 2015) Attachment (Bowlby, 1969); Containment (Bion, 1961); Circles of containment (Rustin, 2017); Holding (Winnicott, 1971); Projection (Klein 1946); Attunement (Stern, 1985); Play (Winnicott, 1971, Klein, 1975, Isaac, 1952, Bustato, 2014, Music, 2017) The methodology follows an interpretivist approach using 12 months of young child observations and two years of systematic notes and discussions of my experience at work from my 'work discussion seminar.' The analysis will bring together my interpretations of the observational material and link it to theory and concepts (Rustin, 1997). All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. Psychoanalytic observation enables EYP to understand the unconscious process and emotions a young child experiences in a nursery environment whilst engaged in play. To incorporate a psychoanalytic work discussion and observation format in the training of EYP.

Early Years Practitioners, Psychoanalytic observation, Containment, Play, Work Discussion

Paper 2: From noticing to seeing: developing self-awareness through journaling

Presenter(s):

Colette Tait, Pen Green Research Base, United Kingdom

This research has considered the development of self-awareness through the use of journaling, in the light of Page's work on professional love. 'Self awareness' is the first of four steps that Page (2018) believes need to be in place before professionally loving practice can be realized. This research follows on from Page's work on Professional Love and the

'Emotional Roots' and 'consultancy observation' work at Pen Green in conjunction with the Northern School of Psychotherapy. Professional Love (Page, 2018), self-awareness (Scott, 2019), 'journaling' (Fulwiler, 1969), Bowlby's 'attachment' (1969), Elfer's Key Person (2013) Winnicott's 'holding' (1965) and Bion's 'containment' (1962), 'projective identification' (Klein, 1946). This is interpretive research, employing a qualitative methodological approach involving journal keeping, focus group discussions. All participants were assured that their identities and data would be anonymised and protected respectively and that they could withdraw from the research at any time. Journal keeping increases self-awareness. Focus group discussions offer a containing function. Staff become more aware of being 'drawn to' particular children and the author considered the projective identifications in play. The staff team consider the emotional labour involved in their roles and the nuanced nature of their interventions. Professionally loving practice is underpinned by increased self-awareness and an understanding of some of the processes going on under the surface.

Professional Love, Self-awareness, Working with Parents and Children, Emotional Labour, Psychoanalytic theory

Paper 3: Different cognitions require a differentiated pedagogy: developing pedagogical approaches, supported by video documentation, that celebrate developmental difference

Presenter(s):

Margy Whalley, Pen Green Research Base, United Kingdom

Non-presenting Co-author(s):

Rebecca Elliott, Pen Green Research Base, United Kingdom

To explore, video-document, analyse the different pedagogical approaches adopted by educators/parents engaging with children with SEND in home/nursery/out of school provision. Building on Athey (1990) and Easen's work (1992) practitioner researchers at Pen Green; Whalley & Arnold (1997), Lawrence & Gallagher (2015), developed a conceptual framework - "Parent and practitioner strategies for engagement with children under five". This project extends the scope to focus on children with SEND. Coles (2002) Professional judgement; Walsh (2010) Developmentally appropriate practice / play-based pedagogy; Siraj-Blatchford (2002) REPEY Home-based pedagogy; Bertram & Pascal (2002) International pedagogy; Csibra & Gergely (2011) Natural pedagogy. The research approach is participatory and qualitative (Krai, 2014) involving a selection of cases providing rich information (Flyvbjerg, 2006); involving video observations, shared analysis and reflections on practice with individuals/groups. Findings were interpreted in dialogue with all participants (Simons, 2009). We developed as democratic a relationship as possible (Nolen & Vander Putten, 2007), participants decided on the nature / level of their involvement. We sought consent from the children and parents on a continual basis. Video materials were signed off by parents for specific purposes. Whilst the existing conceptual framework provided a sound basis for dialogue with participants we generated additional strategies that respect, afford and celebrate 'different cognitions'. ECEC settings and primary schools moving away from reductionist judgements of children's progress against developmental 'norms'. ECEC and school based professionals committed to working as co-educators with parents.

pedagogy, strategies, parents, co-education, special-needs

Symposium SET: 7

Symposium Title: Mixed age groups and transitions

Chaired by: Adrijana Visnjic-Jevtic, University of Zagreb, Croatia

Paper 1: Using visual mediation tools to explore intergenerational perspectives in the first year of compulsory school in Western Australia.

Presenter(s):

Amelia Ruscoe, Edith Cowan University, Australia

This study investigates the effectiveness of visual mediation tools for researching the perspectives of children and their educators. The study draws from a number of qualitative participatory methods for researching with young children (for example, Dockett & Perry, 2012; Einarsdottir, 2011; Kocyigit, 2014).

Researching children's perspectives builds upon the theoretical premise that children are competence contributors (DEEWR, 2009) with a right to be heard on issues that directly impact them (UN, 1989). Where child and adult perspectives of a shared phenomenon are sought, all hold equal value.

An interpretivist epistemology, framed by a post-structuralist approach underpins the study. Through this lens, it is accepted that shared experiences are considered relative to the individual and many truths are feasible, providing insight from which to find meaning (Nolan & Raban, 2015). Visual mediation tools were used to prompt responses from three classroom teachers and six focus groups of six, five-year-old children. NVivo was used to conduct a thematic analysis of the transcripts to examine the content and nature of responses. Consent was sought from school Principals, participating educators, and the guardians of participating children. Assent was sought from the children who were free to withdraw from the study at any time. The study revealed that visual mediation tools prompt objective observations, and draw complex data about participants' values and priorities, providing evidence of children's capacity to contribute to conversations about abstract phenomenon. Research methods using visual mediation tools have implications for both practitioners and researchers seeking intergenerational insight into abstract phenomenon.

visual mediation tool, participatory, intergenerational, children's rights, perspectives

Paper 2: Growing Up In Mixed-Age Groups – From The Children Perspective

Presenter(s):

Helena Biškup, UFZG, Croatia

Adrijana Višnjić Jevtić, UFZG, Croatia

The aim of the research was to determine how children self-evaluate their growing up in mixed-age preschool groups. By observing and documenting everyday life situations, children's play and interactions, we sought to determine whether cohabitation in the mixed-age groups for children is a positive or negative experience. Many studies have determined that there are social and cognitive benefits for children that grow up in mixed-age groups (McClellan and Kinsey, 1997, Goldman, 1981). This way of grouping provides an opportunity for younger children to learn from the older, while older and more experienced peers can lead the group (Fagan, 2009). Mixed-age grouping allows children to be grouped according to different age rang within the same preschool group. Such a way of grouping provides children special values (Gray, 2011). Research was based on qualitative research paradigm. This was a case study of 22 mixed-age children (3 to 7 years old) in Croatian kindergarten. With the help of a semi-structured interview, participants express

their own view of growing up in a mixed-age group. Also, participants confirmed their opinions by an art expression with their own evaluation. The research is conducted in accordance with the Code of Ethics of Research with Children. Participants were anonymous and they were given the opportunity to withdraw from the study at any time. The findings demonstrate that growing up in mixed-age groups is a positive experience from the children perspective. In conclusion, the research revealed that growing up in mixed-age groups is valuable, interesting and provide development benefits.

mixed-age preschool groups, growing up, self-evaluation, children perspective, development benefits

Paper 3: When can we say there is a transition happening in ECEC? Spoiler alert: It happens constantly!

Presenter(s):

Yaiza Lucas Revilla, University of Jyväskylä, Finland

Kaisa Harju, University of Jyväskylä, Finland

Non-presenting Co-author(s):

Niina Rutanen, University of Jyväskylä, Finland

Raija Raittila, University of Jyväskylä, Finland

The aim of this mixed methods research is to highlight the complexity and multiplicity of transitions infants encounter during their first year in ECEC, focusing on relational everyday ECEC practices. Smooth educational transitions, which create positive experiences, have been described as critical for children's educational paths (Dalli 2000). These sensitive moments play a key role in children's involvement with the peer-group (Perry et al. 2014). This research builds on studies on relationships development in ECEC context (Degotardi & Pearson 2014; Rutanen 2007) and analytical support is sought from childhood geographies (e.g. Bollig 2015; Vuorisalo et al. 2018). The study rests on an interpretive paradigm, based on multiple cases (Mills et al. 2010), utilizing qualitative observations, pedagogical documents, interviews, quantitative data and video recordings. The data, collected in five centers, focuses on five children of ≈ 1.5 years of age when starting. In addressing possible ethical issues regarding working with infants as research subjects; informing participants, safe data handling, and child best interests have been carefully considered during the research process. Preliminary findings show that, during the first year in ECEC, children experience frequent changes of staff and in their peer group. These transitions are so frequent that practitioners see them as part of the everyday life of ECEC, therefore pedagogical practices that support children in those sensitive moments are lacking behind. We argue that, identifying the so far unrecognized factors of transitions is a necessary step on addressing the challenges they pose and thus, for developing pedagogies to support every child.

transitions to ECEC, invisible transitions, young children in ECEC, infants, case study

Symposium SET: 7

Symposium Title: Maths issues in ECE

Chaired by: Kathy Swinkels, Federation University Berwick Campus, Australia

Paper 1: Learning of mathematics through play for infants, from 11 months up to the age of 2 years: a case study about teachers' beliefs and practices in Cyprus

Presenter(s):

Pavlina Petrou, Frederick University of Cyprus, Cyprus

Aims are: 1) Which are the kindergarteners' beliefs about the role of play on the development of mathematical thinking and which are their respective teaching practices in teaching 11 months to 2 years old children? 2) What contribution can structured play have in the nursery school to the mathematical thinking development of children of this age? Previous researches which are related to the subject concern children aged 3-6 years old, and minimal for infancy (11 months to 2 years) such as Tuckers' (2014). In Cyprus, no previous works refer to infancy. This research can be considered as the next step of the previous research works, as is trying to cover the blank of the mathematical thinking development through play referring to infancy. In many countries formal education starts at the age of 3 or 5 years old, while infants gain plenty of experiences which related with the development of mathematical thinking. Emphasis is mostly placed on processes of thinking development developing by emphasizing on children's communication skills (Kasotakis, 2006). That's why the theoretical and conceptual framework of this research is based on the play pedagogy, where play has an integral role in the entire mathematical teaching process (Bragg, 2012). Educational research- Interpretivist Paradigm. Mixed method approach- Case study methodology. Questionnaires, personal interviews- methods Focus team signed a paper agreement. Fake names were used. Play is the most important educational tool that can achieve the mathematical development of infants and toddlers. Through spotting educators' difficulties from this study, a Curriculum can be created to guide infancy's educators to face them. They can find ideas about the tools-toys, activities, age and others, in order to develop mathematical thinking.

play-based education, mathematical thinking development, infants, ages from 11 months up to 2 years old, teachers' beliefs

Paper 2: Pedagogical Inspirations for Practice - Building teacher educators' understanding of mathematical play and adding value to library resources

Presenter(s):

Kathy Swinkels, Federation University Berwick Campus, Australia

Non-presenting Co-author(s):

Karen Schneider, Federation University Berwick Campus, Australia

The aims are to explore how university students create resources to support their Pedagogical Content Knowledge (PCK) of mathematics through play, and build a sense of ownership of University resources. Research demonstrated educators believed early childhood mathematics is important. However, when asked, they indicated mathematics was rarely planned for specifically (Swinkels, 2016). This often results in children not gaining language that allows them to understand, discuss, and develop mathematical concepts (McGoron, 2010). This study draws on Vygotsky's (1978)

Sociocultural Theory that people, through the use of cultural tools and symbols, are capable of building understanding of their culture and community. A Community of Practice framework allows researchers to explore the interrelatedness of Learning, Meaning, and Identity (Wenger, 1998). A qualitative interpretive paradigm (Crotty, 1998) with data collection that includes a survey of participants' use of library resources and video-recorded workshops are explored through a thematic analysis. Participants are adults and workshops were conducted during university breaks. An Information sheet and consent form was completed and pseudonyms were used with an opportunity to withdraw from the study at any time. Preliminary findings suggest the use of a Community of Practice approach provides opportunities for participants to create resources that can support their own PCK and identity as maths teachers in ECE. It is hypothesized that findings may build participants understanding of the teaching of play-based mathematics and increase the use of library resources. The cards will be catalogued with the library to inspire future use of the materials by university students.

teacher education, play-based mathematics, library resources, community of practice, sociocultural theory

Paper 3: Early mathematical analytic talents in childhood

Presenter(s):

Stefania Morsanuto, Niccolò Cusano, Italy

Non-presenting Co-author(s):

Francesco Peluso Cassese, Università degli studi Niccolò Cusano, Italy

The aim of the research is to make a statistical-psychometric comparison and to ascertain the existence between development of mathematical, linguistic, emotional and psychomotor skills through an experimental teaching method in 2-6-years-old children. This work refers to data-analysis related of computational development skills (Butterworth-2005), numerical intelligence research (Lucangeli-2013-2018) and Borghi's embodied research (2013). The research work refers to the mathematical skills theories demonstrated by Antell and Keating (1983) tested math skills with infants. Karen (1992) showed that children 6-month-olds have "expectations" Arithmetic. We study the subitizing skills (Mandler-Shebo-1982; Butterworth-2005). We consider the embodied connection theories developed by Caruana-Borghi (2013). Narrative, reality's observation and self-testimony develop the personal identity of the child, the emotional skills and discrimination of emotions (Bocci-Franceschelli-2014; Pontecorvo-1993; Nelson-2007; Brockmeier-2012). Teachers will be trained with specific practices that will carry out the Mathematical-early-teaching protocol. We're provided them all the didactic tools. The training offered to the children is scheduled in 30 biweekly sessions, of 45 minutes each. To verify the correct development of skills in children, 3 tests are administered: 1. Early-Numeracy-Test; 2. Test-of-Emotion-Comprehension; 3. NEPSY II Theory-of-mind A consent form and information sheet was provided to all participants. Informed consent was negotiated with the children involved and re-negotiated during the time the research was carried out. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. The early development of math should enhance language skills and emotion discrimination. Growing more aware individuals. Development of a validated early-mathematical-teaching protocol for kindergarten

childhood education, mathematical cognitive process, emotional skills, language skills, teaching

Symposium SET: 7

Symposium Title: Teachers as proactive agents in early language education

The EECERA 2020 conference focuses on understanding of the characteristics of different pedagogical approaches in early education including teacher professionalism and leadership. The proposed symposium is aimed to contribute to our understanding of such characteristics as teacher professionalism and leadership as proactive agents in young children's language socialization within a multilingual context. The symposium will show how teachers' agency in the early language development and education might be interpreted from diverse theoretical perspectives, e.g., linguistically and culturally appropriate practices (Chumak-Horbatsch, 2012), funds of knowledge (Moll et al., 1992), the Vygotsky's (1982) pedagogical ideas concerning teaching languages to young children, and a model of interface between individual agencies of teachers, children, and parents (Schwartz & Palviainen, 2016). The studies were conducted in different contexts of early language learning including linguistically diverse preschools in Iceland and Israel and bilingual Russian-Finish preschool in Finland. Data collection and analyses involved methodological and participant triangulation.

Chaired by: Mila Schwartz, Oranim Academic College of Education, Israel

Paper 1: Teachers' proactive agency in early language education

Presenter(s):

Mila Schwartz, Oranim Academic College of Education, Israel

The purpose of the present study was to examine teacher agency in changing the language model of the preschool that aimed at enhancing willingness to use L2 (Arabic) among the Hebrew-speaking 4-6-year-old children. This study expands our knowledge about language teachers' agency. We searched to identify this agency enactment during reconstructing classroom language model. When theorizing the teacher agency process, one needs to relate to multifarious factors that influence this agency, i.e., educational policy, teachers' beliefs, professional and personal experience, and identity. These factors constituted the basis of our study. We used the qualitative research paradigm. An ethnographic research design was implemented to collect data on the teachers' agentic behavior in the process of language model modification were identified. The data were collected by means of ethnographic methodological tools: observations, interviews, field notes. Before entering the target classroom, we received permission to take make video-recordings in the the preschool principal, the teachers, and the children's parents. The anonymity of the participants has been provided. We identify four main characteristics of the teachers' agentic behavior: call for a rethinking of the existing language model in classroom and initiating change, agentic modeling, making language accessible , respecting children's language choice, and empowering children. Within the wider international framework, the study highlights the crucial role teachers' proactive agency in ensuring that novel language learning happens in reality that empowers children and has the power of changing unequal statuses attached to languages in the preschool reality.

teacher agency, early bilingual education, critical reflections, language model modification, Arabic and Hebrew

Paper 2: Linguistically appropriate educational practices in diverse Icelandic preschools

Presenter(s):

Hanna Ragnarsdóttir, University of Iceland, Iceland

The aim of the study was to explore how preschool teachers in Iceland develop linguistically appropriate practices to respond to the linguistic diversity of the children in their preschools. Previous research (Ragnarsdóttir & Kulbrandstad, 2018) indicates that many schools in Iceland face challenges in responding to the diversity in the education system where children speak altogether around 100 languages. The theoretical framework includes research and writings on linguistically and culturally appropriate practices (Chumak-Horbatsch, 2012; Cummins, 2004). The study was conducted in two linguistically diverse preschools and is part of an ongoing qualitative project where language policies and practices of diverse immigrant families are explored; how these families and their children's teachers cooperate in relation to their children's language learning and what kinds of linguistically appropriate practices are found in the two participating schools. Methods included interviews with preschool teachers and parents as well as observations in the preschools. The study followed the usual practices of ethics in research on Humans (Kvale, 2007). Participants signed an informed consent form prepared in their heritage languages. Anonymity of the participants was ensured and their decisions on languages and locations of the interviews respected during the entire study period. The findings indicate that the teachers in the preschools, supported by their principals, develop various linguistically appropriate practices in cooperation with the parents and build on resources that the children and families bring to the preschools. The findings will have important implications for practice and policy in increasingly diverse preschool contexts in Iceland.

linguistically appropriate educational practices, diverse preschool contexts, icelandic preschools, linguistic diversity, equitable learning contexts

Paper 3: Linguistic Ludic Strategies In Preschool Education

Presenter(s):

Ekaterina Protassova, University of Helsinki, Finland

Acquisition of any second language must motivate children to perceive, understand, reproduce, and, finally, introduce into their own speech certain words and grammatical forms. The study aims to investigate how teachers can organize play with linguistic phenomena that would be suitable for language teaching with children aged 1-8. While organizing activities for L2-teaching, one should take into account different traditions as well as experience of teaching diverse languages existing in this domain (Protassova 2018). Although not so widespread, Russian is taught at the pre-primary level in many countries. A psychologically adequate system of the language teaching for the youngest learners is build it upon Vygotsky's (1997) claim of psychological adjustment to the motivation of a certain age. The main qualitative methodological research was carried out in Finland. All the elements of the organized curriculum build a plot, each exercise is transformed into a motivating game (filmed). Longitudinal observations studied how teachers understand the concept of the play with language forms throughout the activity (recorded). No names are given. All children filmed/recorded with parents' permission. Playing before the eyes of the group and involving children in theatrical interactions connected to the real-life or imaginary situations makes them use and invent words in different forms. They try out grammatical and semantic paradigms, vary intonation and fillings of phrase constructions, enrich the vocabulary and repeat the right options. Intensive practice combined with fun and creativity enhances learning. The method was applied in different educational settings with typologically diverse grammatically rich languages.



linguistic plays and games, morphologically rich languages, pre-primary age, multilingual background, second language teaching

Symposium SET: 7

Symposium Title: Development of competencies in novice teachers

Chaired by: Helena Biškup, UFZG, Croatia

Paper 1: Students' self-assessment of acquired competencies at the end of graduate ECE study programme

Presenter(s):

Monika Pažur, Faculty of Teacher Education, Croatia

Non-presenting Co-author(s):

Vlatka Domović, Faculty of Teacher Education, Croatia

Maja Drvodelić, Faculty of Teacher Education, Croatia

The main aim of this research was to determine how students at the end of graduate study of Early childhood and preschool education at the Faculty of Teacher Education, University of Zagreb assess the level of acquired professional competences. Additionally, differences between full time and part time graduate students were examined. The quality of initial teacher education has significant impact on the quality of educational outcomes in practice (OECD, 2012; EC, 2014). Research has shown that the higher level of initial teacher education is positively correlated with higher quality of early preschool education and consequentially better influence on overall child development (Urban, Wandenbroeck, Lazzari, Van Laere & Peters, 2011). The theoretical framework of this study draws upon theories and approaches to measuring competences in higher education (Zlatkin-Troitschanskaia et al., 2017) and modelling and assessing teacher competencies (Leutner et al., 2017). The study was conducted within a quantitative research paradigm. Questionnaires were filled out by full-time and part-time students at the end of the last semester of graduate ECE study programme. A consent form and information sheet was provided to all participants. They could've withdrawn from the study at any time. A third researcher, who was not a teacher to the participants, conducted surveys which ensured that students answer completely freely. The findings show that students feel more competent regarding content knowledge and pedagogical content knowledge than regarding competences related to educational system and policy. These findings suggest implications for the further development of initial teacher education at the graduate level.

teacher competences, ite curriculum, graduate study, self-assessment, student preschool teachers

Paper 2: Novice Preschool Teachers' Challenges- Early Professional Experience and Development

Presenter(s):

Majlinda Gjelaj, University of Prishtina, Kosovo

Non-presenting Co-author(s):

Blerta Perolli-Shehu, University of Prishtina, Kosovo

This study intends to understand the challenges regarding professional preparation that the novice teachers are facing during their first years of work. Preparing quality teachers has become a concern not only in Kosovo but also worldwide. It is generally agreed that the well being of preschool teachers is important for promoting a positive academic and psycho-social development of the children (Allenworth & Kolbe, 1987). Well educated preschool teachers are essential to provide high quality early childhood education in preschools (OECD, 2012). Based on ISSA's Principles of Quality

Pedagogy (ISSA, 2010) Competencies of Preschool Teachers Scale was developed as a data collection tool of the study. Competent Educators of the 21st Century (ISSA, 2010) consisted of seven focus areas: Interactions, Family and Community, Inclusion, Diversity and Values of Democracy, Assessment and Planning, Teaching Strategies, Learning Environment and Professional Development were the main assessed standards/challenges. A quantitative approach using exploratory research design was used to conduct this survey. Intentional sampling method with non-probabilistic procedures selected 80 teachers. A survey was sent to graduates of preschool teacher preparation programs who were embarking on their novice year of teaching. Full consent was obtained from the participants prior to the study. Protection of the privacy and adequate level of confidentiality of the research data was ensured. Preliminary findings shows that the most challenging standards for the novice teachers seems to be family involvement and assessment. Findings from this study will be used to review the programs for preparing future preschool teachers by Kosovo Universities.

novice teachers, preschool, professional development, challenges, support

Symposium SET: 7

Symposium Title: Under 3s issues

Chaired by: Noelia Ceballos López, University of Cantabria, Spain

Paper 1: Visions of Quality: Improvement of quality in Early Childhood Education and Care (ECEC) for children under the age of three from teachers' point of view.

Presenter(s):

Ellen Os, OsloMet, Norway

Nina Winger, OsloMet, Norway

In Norway 82.5% of children under three years attend ECEC. The aim of this research was to explore ECEC-teachers' opinions on how to improve quality in toddler groups. The project was a subproject within the largescale, multimethod project Searching for Qualities (2012–2018). Few studies, national and international, concerning quality in ECEC involve teachers, even though teachers are prerequisite for quality (Brodin, Hollerer, Renblad, & Stancheva-Popkostadinova, 2015; Logan & Sumsion, 2010; Østrem, 2015). The theoretical framework draws upon theories and discourses embedded in quality as value- and culture-based, dynamic, relative and subjective (Sheridan, 2009; Moss, 2016). The multiple perspectives on quality imply that perception of quality may vary between stakeholders in different positions (Katz, 1993). This study was a critical analysis of an open question in a survey distributed to a nationwide selection of 349 teachers concerning how quality in toddler ECEC, in their opinion, could be enhanced.

The project was clarified by Norwegian Data Protection Services. Answers were delivered anonymously and cannot be linked to individual teachers or institutions. The results show that teachers link enhanced quality for toddlers primarily to structural quality as number of staff, competence, time, group size and physical environment. Low structural quality, means less time to pedagogical work with the children. Professional obligations concerning processual quality as prescribed in the framework plan seem to be threatened. Our research may contribute to bring the silenced voices of teachers into the general and political debate and thereby, contribute to enhanced quality for the youngest children in ECEC.

teachers' perspectives on quality, processual quality, structural quality, professionalism, toddler ECEC

Paper 2: Listen for transforming. Pedagogy of participation in 2 years old classroom.

Presenter(s):

Noelia Ceballos López, University of Cantabria, Spain

Ángela Saiz Linares, University of Cantabria, Spain

Non-presenting Co-author(s):

Teresa Susinos Rada, University of Cantabria, Spain

Julia Ruiz López, University of Cantabria, Spain

The research project, financed by the Spanish Ministry, was developed over 3 years to understand how a two-year-old classroom moved towards a participatory pedagogy through listening to children. Previous studies on democracy and participatory pedagogy (Oliveira-Formosinho & Formosinho, 2012, Moss, 2014) and research-oriented to transformation that includes children's voice (Clark, 2011; Wall, et al., 2019; Susinos, Ceballos & Saiz, 2018) We highlight three theoretical

lines: We redefine and illustrate with some vignettes the dimensions of democracy and participatory pedagogy described by Oliveira-Formosinho & Formosinho(2012). Listening to children to improve the school (Fielding and Moss,2010; Moss, 2018). Inclusive education helps to design strategies to listen to all children, special attention with non-verbal children(Ceballos, Saiz & Susinos, 2016, Wall, et al.,2017) Qualitative research, with ethnographic orientation(Beach, Bagley& Marquez,2018). Data production strategies: participant observation, semi-structured interview with teachers, documentation, (video)observation and participatory strategies (informal conversations, child conference with photographs as mediators, shadowing)(Blaisdell, Arnot, Wall & Robinson,2019; Clark & Moss,2011, Ceballos, Susinos & Saiz,2016). Research respects the EECERA and University of Cantabria's Ethics Code about informed consent, use of children's image and use of data. We analyze how participatory pedagogy is configured. The need to use mediated strategies combined with oral methods to listen to all voices. We describe the strategies to avoid the processes of accommodation. How children's voices are materialized in pedagogical proposals and the selection of materials. The keys to a transformation process that can be extended in the school.It orients the transformation of the school towards democracy and participation. A collaborative process between university-school.

pedagogy of participation, educational transformation, children's voice, pedagogical proposal, listening methods

Paper 3: Negative Interactions Between Toddlers in Norwegian ECEC and the Staffs Role

Presenter(s):

Ingrid Midteide Løkken, Norwegian Centre for Learning Environment and Behavioral Research in Education, University of Stavanger, Norway

The aim of this study is to investigate how the staff handles negative interactions between peers in toddler groups. Developing children's social-emotional competence is a key factor in ECEC (Sylva, Ereky-Stevens, & Aricescu, 2015). As a natural part, negative interactions between peers occurs (Potegal, Kosorock og Davidsson, 2003). This may involve violations where a child takes a toy, physical pushes or reject other children (Idsøe and Roland, 2017; Lund and Helgeland, 2020). In these processes the children needs support from the staff (Nergaard, 2020). This study has a sociocultural approach (Vygotsky, 1978), where children develops in their social context and environment. This study has a qualitative approach based on observations in eight toddler groups, for 3 hours during free play, routine situations and transitions. The staffs scaffolding in peer interactions were observed, logged and later transcribed, coded and categorized as negative interactions through thematic analysis (Miles, Huberman & Saldana, 2014). Ethical standard like informed consent, participants confidentiality and anonymity is guaranteed. The results show that negative actions between children took place in every toddler group. Negative actions occurred individually or as repetitive patterns. The staff was aware of the children involved in the negative actions, stopped and solved the situation on behalf of the children. The actions were, to a small extent used to support the interaction by putting words into emotions, intentions, or actions. Implications of the study is to contribute to awareness regarding the staff's role in handling and preventing bullying and to provide support for positive interaction.

interaction, quality, ECEC, toddler groups, staffs role

Symposium SET: 7

Symposium Title: Music play and wellbeing in early years

Chaired by: Blaženka Bačlija Sušić, University of Zagreb, Croatia

Paper 1: In Search Of Quality – Integrated, Multimodal And Process-Oriented Approach To Preschool Music Education

Presenter(s):

Blaženka Bačlija Sušić, University of Zagreb Faculty of Teacher Education, Croatia

Non-presenting Co-author(s):

Vanja Šuško, Kindergarten Sunčana, Croatia

The aim of the research is to assess preschool children's well-being and involvement in the context of integrated, multimodal, and process-oriented approach to music listening activities. This study is underpinned by Experiential Education (EXE) method (Declercq et al, 2011; Laevers, 2017, Laevers and Declercq, 2018) as well as by multimodal and integrated approach to preschool music education (Barret, 2008, 2016; Niland, 2007, 2009; Pramling and Wallerstedt, 2009; Godinho, 2016; Lau and Grieshaber, 2018). In the framework of EXE model and Process-Oriented Child Monitoring System (POMS) (Lavers et al, 2012) children's emotional well-being and involvement represent two main indicators of quality in education. This practice-based research was conducted within interpretive paradigm using an exploratory case study and Self-evaluation Instrument for Care Settings (SiCs) (Laevers 2007, 2008) adapted to group monitoring of music activities. Method included music listening activities integrated with movement, method of guided imagery, storytelling, learning foreign language and visual art expression with children aged 3-5 (n =14) in preschool setting. Both parents and children were informed about the research giving their consent to participate. Children could give up the process at any time. Ethics Committee of the Faculty of Teacher Education Zagreb approved the research.

Conducted activities contribute to raising both, the level of well-being and involvement of preschool children leading to their higher absorption in music listening activities. Application of EXE method in preschool music education practice represents new implications to its overall quality contributing simultaneously to the development of children's and practitioner's music competencies.

integrated approach, music listening activities, process-oriented approach, quality early childhood education, well-being and involvement

Paper 2: Sensing the detail: Play qualities in young children's meetings with a music artist in a Danish Kindergarten

Presenter(s):

Helle Hovgaard Jørgensen, UCL professionshøjskole og erhvervsakademi, Denmark

This paper presents what play qualities look like from 3-year-old children's perspectives in meetings with a music artist. The paper builds on works on play and aesthetic theory (Agamben, 1993; Bogost, 2016; Karoff, 2013; Øksnes & Sundsdal, 2014), and explores how play qualities support young children's ways of expression and participation by using music instruments, sounds and narratives. The paper is conceptualized from an aesthetic play perspective (Mouritsen, 2002; Sutton-Smith, 1997), and a history-telling relation between rituals and play that is treated by Giorgio Agamben as a duality between a diachronic and synchronic perspective. The children are present 'here and now' and at the same time draw on former experiences. Focusing on the emergent play qualities within this framing rises a close attention to

engage the children's initiatives, however small they are. The study was conducted within a socio-material framework and an action research paradigm (Borgnakke & Oettingen, 2019; Silverman, 2015). Ethnographic participatory observation studies was carried out in a Danish kindergarten (Corsaro, 2003; Gulløv & Skreland, 2016). Close analyzes of field- and sound notes were made to point out emergent categories and themes. The professional's appreciative and guiding attitudes assured continually consents of the children, why close and respectful collaboration with all participants was crucial. The parents gave informed consent. The main contribution is a discussion of how play qualities in aesthetic experiences contribute to support young children's initiatives to express themselves. This suggest how play qualities might improve an aesthetic practice focusing on 3-year-old's ways of expression.

play, children's perspectives, aesthetic experiences, action research, materiality

Paper 3: Popular music in formal educational practices for kindergarten children in Poland

Presenter(s):

Marta Kondracka-Szala, University of Wroclaw, Poland

The research aims at identifying the place of popular music in formal educational practices regarding kindergarten children in Poland from the perspective of kindergarten teachers and children. Research has shown a pedagogical potential of using popular music while working with children (Campbell, 2000; Ponick, 2000; Mantie, 2013; Green, 2014; Hargreaves et al., 2015). The existing polish reports focus on the negative results of children's interaction with popular music (Przychodzińska, 2000; Popowski, Grusiewicz, 2014). The theoretical framework for this study draws upon Vygotsky's sociocultural theory (Davydov, 1995), the praxeological concept of musical education by D. Elliot (1995) and T. Regelski (2004) and the concept of open-earedness (LeBlanc, 1991). The research project employs the participative paradigm and the following research methods: focus group interview (Babbie, 2017) with 18 teachers and the multi-method model in the mosaic approach (Clark, Moss, 2001) with 25 children. A consent form and information sheet was provided to all participants. Informed consent was negotiated with the children involved and legal guardians also agreed to the children's participation in the study. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. The findings demonstrate that the kindergarten children in Poland perceive, understand and use popular music in a different, interesting ways. These findings suggest implications that education has to match the expectations of a complex and multidimensional contemporaneity. Popular music in education has to be treated as a valid aspect of the children's daily life.

popular music, music education, children education, kindergarten, children

Symposium SET: 7

Symposium Title: Understanding children's experiences

Chaired by: Elif Karsli-Calamak, University of South Carolina, United States

Paper 1: What Do Children with Refugee Status Tell about their Educational Experiences?

Presenter(s):

Elif Karsli-Calamak, University of South Carolina, United States

Sultan Kilinc, Syracuse University, United States

We aim to understand refugee children's educational experiences voiced by themselves; and eventually contribute to the small body of literature uncovering refugee children's strengths and agency. The literature on refugee education is dominated by the experiences of pre and in-service teachers, school administrators, policy-makers, and, in some cases, families, while mostly missing children's voices. We were guided by Fraser's three-dimensional social justice framework, which advocates for all members' parity of participation in social and institutional contexts. We argue that refugee children should be recognized as members of the society and be subject to redistribution (economic), recognition (cultural), and representation (political) aspects of social justice in their educational opportunities. To do so, we looked at the last ten years and systematically analyzed the literature (i.e., articles, theses, and dissertations), which particularly included refugee children in early childhood years as research participants. We only included the studies that followed ethical procedures and explained the consent process with children. Our content analysis signals that the small body of literature is centered around themes such as (a) when asked in culturally and developmentally appropriate ways, children offer counternarratives and authentic solutions to their needs and challenges (b) children have transformative potentials as they influence the practices and perspectives of adults around them (c) examining refugee children's experiences compared to children from dominant culture in host-countries offers somewhat confining and deficit views. We conclude the study with the ideas for and hope of increased strength-based portrayals of refugee children in early childhood research and practice.

refugee education, children with refugee status, children's voice, children's agency, social justice in education

Paper 2: Using Computational Grounded Theory to Understand Inquiry-based Learning in Early Childhood Education.

Presenter(s):

Wonkyung Jang, The University of North Carolina at Chapel Hill, United States

Inquiry-based learning is deemed to offer promise and possibility for actively engaging children in early childhood settings (Isik-Ercan, 2020). However, this approach may not be enough to support non-mainstream children, and may even serve to dispute children's cultural ways of thinking and learning (Abd-El-Khalick et al., 2004; Lee, 2020). This presentation will help early childhood teachers and researchers negotiate their own values and commitments and reflect on means and meanings of inquiry-based learning for ALL children. Research has shown that, in individualistic societies, inquiry is identified as a motivated action aimed to achieve autonomy (Feldman et al., 2020), whereas the focus is on flexibility and adjustment of the self to the expectations of others and social relations (i.e., interpersonal regulation) in collectivistic societies. (Trommsdorff, 2020). Computational grounded theory (Nelson, 2020) served as a theoretical framework in analyzing the corpus through a lens of power relations. 528 empirical research articles focused on inquiry-based learning in early childhood settings from 1990 to 2020 were explored for identifying major themes,

using unsupervised Machine Learning algorithms. Through reflexivity, the researcher (1) questioned his own values and judgements during the research process and (2) considered his own positionality that may have influenced the topics and literature included in this study. By framing inquiry-based learning as situated action, this study explores how, why, and to what ends teachers work for children's inquiry. A tension between traditional and progressive beliefs about inquiry-based learning were found. This presentation will help researchers shape their own enactment and professional growth.

inquiry-based learning, diversity, text mining, unsupervised machine learning, computational grounded theory

Paper 3: Children's and teachers' lived experiences of group gathering times on the carpet (carpet time): Implications for early childhood pedagogy

Presenter(s):

Jo McEvoy, University of Huddersfield, United Kingdom

This auto/biographical ethnographic study explores children's and teachers' perceptions of the value and purpose of carpet time. The small amount of research in this area has highlighted a lack of clarity on theory and pedagogical practices (Lang 1988, p.3) and more research is needed which incorporates children's perspectives (Collins, 2013, p.425). The study is situated within a children's rights and empowerment framework (Pascal and Bertram, 2009), drawing on socio-cultural pedagogy (Vygotsky, 1978) and participatory research with children, (Clark and Moss, 2011). The methodological stance is interpretivist and a range of qualitative ethnographic methods were used (Hammerly and Atkinson, 2019), including classroom observations, interviews, and 'child-chats'. A detailed thematic analysis (Braun and Clark (2006) was undertaken. BERA'S (2018) ethical guidelines were followed. Information was given to participants, including guidance on how to withdraw. Parents consented on behalf of their children and on-going assent was sought from children. The identities of the participants were protected by using pseudonyms. All data were stored securely. The findings indicate that pedagogical practices for carpet time are complex and multi-faceted. Carpet time facilitates community building and a sense of belonging. It is a place where children's and teachers' identities are formed and constrained. It is a place of control and a contested area in which pedagogical tensions may surface. Closer attention needs to be given to this overlooked area of practice. Carpet time is a valuable resource for developing positive teacher-child relationships to support the formation of children's identities and enhance their dispositions to learning.

pedagogy, teacher-child interactions, relationships, children's voices, identity

Symposium SET: 8

Symposium Title: Developing inclusive educators in ECE

Chaired by: Fabio Dovigo, DPU Aarhus University, Denmark

Paper 1: "I'm not racist": Addressing implicit bias and equity in teacher preparation training to restructure family, school, community collaboration

Presenter(s):

Maryam S. Sharifian, James Madison University, United States

Non-presenting Co-author(s):

Holly McCartney, James Madison University, United States

In this study, investigators examine implicit biases and how they may affect understanding of family, school, and community relationships in teacher candidates at dominantly white public educator preparation programs. The objectives of this study are to determine the impact of implicit bias training and culturally responsive teaching strategies in students' perceptions, stereotypes, and attitudes towards families, children, and community. Culture, gender, socio economic background, race, ethnicity, religion, types of family, mental and physical health of caregivers and children are critical indicators that are focused in this process (Gonzalez-Mena, 2014). Funds of Knowledge involves engagement with families and communities (Moll, 2019). Flannery suggests that implicit biases may be learned as young as age 3, perhaps taught through media stereotypes, parents, peers, and other community members (2018). By giving children as many opportunities to display their culture and discuss their experiences and upbringings, teachers foster a comfortable and safe environment (Grant & Ray, 2019). Researchers in this study used a Culturally Responsive Teaching (CRT) framework and equity- based approaches as our theoretical framework (Gay, 2010). Through an equity based lens, we adopted implicit bias training (Kirwan, 2018). The study utilized qualitative and quantitative methods. Our paradigm includes viewing teacher education through CRT and Diversity, Equity and Inclusion. We utilized informed consent, confidentiality, and our University's IRB Participants will understand the possible benefits of implicit bias training and its impact on relationship building between teachers, families, and community. Implications include the importance of racial equity training for teacher education programs.

culturally responsive teaching, implicit bias, equity based learning, teacher education, professionalism

Paper 2: Listen for understanding. Initial teacher training committed to early childhood participation and inclusion.

Presenter(s):

Ángela Saiz Linares, University of Cantabria, Spain

Non-presenting Co-author(s):

Teresa Susinos Rada, University of Cantabria, Spain

Julia Ruiz López, University of Cantabria, Spain

Noelia Ceballos López, University of Cantabria, Spain

We present a research project on ECEC initial teacher training(University of Cantabria).The training proposal consisted of elaborating, from a deliberative and participative process, a critical dictionary of concepts identified as nuclear in the

Infant Education subjects, from the voices of diverse informants (families, children, teachers...) and using different languages for the inquiry. It is based on students as partners (Cook-Sather, Matthews, Ntem & Leathwick, 2018; Matthews, 2007), as the training proposal promotes opportunities for collaboration between teachers-students. Knowledge encloses an exclusive perspective and relegates others (Brailovsk, 2017). It is essential to reconstruct these epistemologies, revaluing the voices of those who are not usually present in university contexts. We generate a formative space of democratic deliberation (Englund, 2006; Thompson, 2008; Saiz, Rodríguez & Susinos, 2019) where dialogue, collaboration and reflection prevail (with children, teachers, families, etc.) (CKehler, Verwoord & Smith, 2017; Susinos, Saiz, Ruiz & Ceballos, 2019) 70 students, from 5 subjects, participated. We used an evaluative case study methodology (Simons, 2011) with the following strategies (Flick, 2018): participant observations; document analysis; questionnaires; focus groups; semi-structured interviews. Research respects the EECERA and University of Cantabria's Ethics Code about informed consent, use of children's image and use of data. We analyze the keys to the training process: deliberation for selecting the concept; inquiry project; construction of the dictionary. Some findings: students analyze concepts linked to the action of the classroom rather than to problems of educational policy. They develop participatory strategies with childrens, but not with adults. It contributes to redefining teacher training towards proposals of greater protagonism and participation. It aims at transforming schools towards democracy and inclusion through real contexts of inquiry and listening.

initial teacher training, students as partners, democratic education, participative strategies, curriculum transformation

Paper 3: The profile of inclusive educator: a co-designed curriculum in Early Childhood Education

Presenter(s):

Diego Di Masi, University of Turin, Italy

Non-presenting Co-author(s):

Marina Roncaglio, Municipality of Turin, Italy

The research aims to articulate a comprehensive definition of the abilities needed for inclusive practices and thus designs a curriculum for pre-service and in-service ECE training. The presentation describes the process carried out with the collaboration of educators, teachers and pedagogical coordinators in municipal ECE service in Turin to define the profile of inclusive educator by using the competence by design model (Van Melle, 2017). In many countries, ECE sector has undergone policy reforms producing a process of ECE professionalization (Nolan and Mollan, 2018; Havnes, 2018). The (critical) discourse on professional standards has become an opportunity to introduce changes in professional learning experiences. Through the CanMEDS framework (Frank, 2015), the research applies a competence-based approach to identify the main roles of inclusive educator and the key-competences. The research adopts a qualitative methodology within a naturalistic paradigm. Critical incidents (Rous, 2015), collected by ECE professionals working with children with special rights, are analysed and discussed in group to identify knowledge (explicit, implicit), abilities (manifested, required), beliefs and attitudes to foster inclusion. All participants signed a consent form and information sheet. Personal and sensitive data are separately stored. Participants could withdraw at any time. Through the data analysis, the profile and main competences of the inclusive educator emerge. The research has been an opportunity to foster collaboration between academic researchers and ECE professionals. The findings help to design the curriculum of pre-service inclusive education courses and to develop a method for in-service training. Both results are preliminary steps for a continuing curriculum.

inclusion, professional profile, critical incident, competence by design, collaborative research

Symposium SET: 8

Symposium Title: Exploring the politics of pedagogic practices

Chaired by: Maria-Jose Opazo, University of Chile - Institute for Advanced Studies in Education, Chile

Paper 1: Schoolification of ECEC in Chile: Consensuses on Definitions, Causes and Propositions in the Perspectives of Relevant Actors.

Presenter(s):

Maria-Jose Opazo, University of Chile - Institute for Advanced Studies in Education, Chile

Non-presenting Co-author(s):

Marcela Pardo, University of Chile - Institute for Advanced Studies in Education, Chile

Pablo Rupin, University of O'Higgins - Institute for Education Sciences, Chile

The aim of the study is to explore the perspectives of relevant actors on the schoolification of ECEC in Chile. Broström (2017) found an emphasis on literacy and math skills in Denmark; Ang (2014) described the pressure from school education towards ECEC in England; Gunnarsdottir (2014) found that child's social-emotional development and well-being and playful pedagogy have been relegated in Iceland. In Chile Pardo & Opazo (2019) found that ECEC teachers think schoolification has relegated child-centred pedagogy. This study draws on a theoretical framework that defines the schoolification of ECEC as the over emphasis on early literacy and mathematics skills, reinforced by the focus on "readiness for school" (OECD, 2006), implying a detriment that undermines children's holistic development and play-based pedagogy (Moss, 2012). Research design is qualitative, at an exploratory level. To gather their perspectives, three groups of relevant actors (N=41) were individually interviewed: national authorities and ex-authorities of the field; principals of ECEC centres, and ECEC teachers. Informed consent was sought from all participants; their rights to anonymity and confidentiality were assured. Consensually, participants understood the schoolification of ECEC negatively, characterizing it by the emphasis on reading and the use of inappropriate pedagogical methodologies, in a context of school culture, caused by structural factors, family expectations and a misunderstanding of the specificity of ECEC. Findings provide empirical evidence on the perspectives of relevant actors on the schoolification of ECEC in a developing country. This contributes to a better understanding of this trend, also informing policies to overcome this problem.

schoolification of ECEC, ECEC pedagogical methodologies, school readiness, ECEC professionalism, Chilean early years education

Paper 2: Brazil-Italy research celebrating 100 anniversary of global democratic pedagogic practices according to Paulo Freire and Loris Malaguzzi

Presenter(s):

Ana Lucia Goulart de Faria, Unicamp-Universidade Estadual de Campinas, Brazil

Non-presenting Co-author(s):

Adriana Alves Silva, Universidade Estadual de Santa Catarina - UDESC, Brazil

Franca Giuliana Maria Antonia Zuccoli, Università Milano-Bicocca Unimib, Italy

The objective of this research is to raise the theoretical bases in Loris Malaguzzi and Paulo Freire to study democratic policies and practices in education for children aged 0-6 years old. This research maintains interlocution with critical pedagogies, with decolonizing pedagogies, and with research on the differences of gender, class, racial ethnicity and age. In the tension between Marxism and the post-colonial thinking, we seek to understand the contradictions and possibilities for overcoming inequalities. Childhood Pedagogy, Childhood Sociology, Democratic Public Policies Bibliographic and documentary survey on critical pedagogy in the thoughts of Paulo Freire and Malaguzzi. Having bel hooks as references in the interlocution with Paulo Freire (who would turn 100 next year), and Alfredo Hoyuelos with Malaguzzi. The conduction of the investigations meets both ethical and legal precepts with due authorization and documentation from the ethics committee. The participants involved authorized the research. Democratic proposals are revolutionary in a far-right government, today in Brazil, that disregards Paulo Freire 's contribution, including the teacher's/ - educator's formation. Malaguzzi, would be turning 100 this year discussing his pedagogy of listening to the 100 languages of children, while we observe the privatization of early childhood education even in Italy, a pioneer in the construction of a public municipal network for daycare centers. It is now up to us to resist, so that we do not 'walk backwards' in everything we have rightfully achieved in education, teacher's formation, and the education of young children. To resist is to re – exist.

democracy, teaching to transgress, early childhood education, teacher's formation, 100 languages

Paper 3: Acts of Pedagogical Resistance: Marking out an Ethical Boundary Against Human Technologies

Presenter(s):

Lynn McNair, University of Edinburgh, United Kingdom

This paper presents Lived Stories as a form of narrative assessments which are designed to track children's progress whilst respecting the complexity of their living and learning. Practitioners in the study contested that 'tick-box' assessments put forward by their local authority were 'reductionist' and diminished children's identities down to a list of judgments about their (lack of) academic abilities. This didactic formal assessment suggests that pedagogy is underpinned by a desire to tame, predict, prepare, supervise and evaluate learning (Moss, 2013). Practitioners developed an approach they called 'Lived Stories', adapted from the canonical work of Margaret Carr and Wendy Lee's 'Learning Stories' (Carr, 2001). This paper highlights an action research project that sparked transformation in how early years practitioners documented children's learning. The dominant discourse of standardisation and narrowing of early childhood education, encapsulated in the OECD 'International Early Learning Study' (2017-2020), has resulted in the 'shaping' and testing of young children around the globe (Rose, 1999). This study found that the 'Lived Story' approach respects the complexities of children's experiences, bringing children's entangled 'more-than-human relationships' into view. By so doing, practitioners created space for children's participatory sense-making (Haraway, 1988; Jaegher & Paulo, 2007). The testing of young children has been instigated by governments to ensure children gain the accepted knowledge, skills and dispositions required to be a successful learner (Scottish Government, 2004). This brings into sharp focus opposing views between Government and practitioners of what knowledge counts and what children are 'able' to learn.

early childhood, testing, pedagogical resistance, documentation, lived stories

Symposium SET: 8

Symposium Title: Listening as a democratic vehicle in early childhood settings

Finding space for democratic participation is problematic in an international climate characterised by tensions between humanist and technocratic forces within education. This symposium offers three different perspectives on approaches that have been demonstrated to make worthwhile and visible contributions within the Australian early childhood landscape. Building on 'socially-constructed knowledges', these papers are situated within participatory pedagogies (Pascal & Bertram, 2012). Common threads include co-research and reciprocity within each context. Our first presentation challenges traditional orthodoxies by including the so-called 'inanimate' under the umbrella of key participants. The second offers Pedagogical Documentation as a vehicle to foreground children's voices in a co-constructed educative environment (Fleet, Patterson & Robertson, 2017), while the third reports on a cross-site study in Victoria which captured an approach to adult early childhood collaboration which may be applicable to educators across Europe and further geographies. Ethical considerations (including informed consent) have been central throughout these papers.

Chaired by: Alma Fleet, Macquarie University, Australia

Paper 1: Children's Animism: A Matter of Care

Presenter(s):

Jane Merewether, Edith Cowan University, School of Education, Australia

Developmental theory informed by Piaget (1929) holds that young children's animism is commensurate with particular stages of development and evidence of children's "primitive thought". This research troubles this view, instead proposing that animism is a matter of care (Puig de la Bellacasa, 2017) which opens a door to an ethic of living more responsively, attentively and democratically with more-than-human others. The paper is informed by scholars who show how conventional Euro-Western understandings of animism are linked to colonialist intentions to denigrate Indigenous ways-of-knowing and being (Plumwood, 2002; Rose, 2013; Harvey, 2017). It draws on feminist new materialisms (Barad, 2007; Bennett, 2001; Haraway, 2016) which rethink binaries between nature and culture, recognising the agency of nonhuman animals and things like plants and rocks. Following a posthumanist paradigm, the research deployed multi-modal and multiperspectival research strategies including conversation, drawing, playing, making, pretending, photographing, and experimenting in collaboration with children, researchers and the nonhuman environment. Information and consent forms were provided to all adult participants. Informed assent was negotiated with children throughout the research. All participants could withdraw from the study at any time. Children's playful, enchanted and speculative animism allows children to see nonhumans as more than inert resources for the taking. It is a matter of care. In times of unprecedented planetary upheaval, caring with, for and in the world is urgently needed. Children's animism, which eschews the nature-culture divide, should therefore be listened to and cultivated rather than dismissed or discouraged.

animism, feminist new materialisms, matters of care, post-humanism, post developmental

Paper 2: Pedagogical documentation as a vehicle to foreground children's voices

Presenter(s):

Alma Fleet, Macquarie University, Australia

Angela Chng, Macquarie University, Australia

This research investigated the potential of quality pedagogical documentation to make visible children's authentic participation in pedagogical decision-making. Fleet, Patterson & Robertson (2006, 2012, 2017) investigated pedagogical documentation as a key vehicle in innovative approaches. In addition, this research references children's rights (Harcourt, 2012; deSousa, 2019) and participatory pedagogies (Formosinho & Pascal, 2019). Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1995) shed light on the interconnectedness of the various contexts in which a child is situated, defining the process in which they construct and take ownership of their knowledge. Recognising the importance of the social construction of knowledge, and referencing Biffi's conceptualisation of pedagogical documentation as "a form of citizenship" (2019, p139), this work values co-research within early childhood daily practice. Valuing the quotidien (Mitchelmore, 2016), examples of pedagogical documentation will be shared and analysed to illustrate points emerging from the literature review. Revisiting an earlier study (Chng, 2019) through the lens of democratic participation enables multi-perspectival readings of teacher decision-making to become apparent. Acknowledging EECERA's ethical guidelines, questions of anonymity are addressed through ethical selection of images shared. Those identified have agreed to their contribution. Revisiting examples of pedagogical documentation collected as a regular component of daily practice evidenced a thread of democratic participation not originally envisaged. Adult decision-making is highlighted as a 'player' in children's contributions. Embodying a praxis of empowerment, these examples and affiliated analysis encourage educators and researchers to reconsider curricular decisions and ways of thinking alongside children via pedagogical documentation to highlight the potentials of democratic participation.

pedagogical documentation, children's voices, democratic participation, curriculum decision-making, co-research

Paper 3: The magical classroom: Reshaping democracy between schools and early childhood settings

Presenter(s):

Anthony Semann, Semann & Slattery, Australia

Leanne Armao, Keysborough Primary School, Australia

This research aims to reconceptualise classroom pedagogy by engaging new understandings of play based learning within a whole of school approach which engages young children as active participants in shaping classroom pedagogy and content. Docket and Perry (2001) have identified the need to reimagine classroom pedagogy in order to become more child centred whilst also engaging the voices of young children into their lived experience. This research builds theoretically on research by Boyle and Wilkinson (2018) who argue that pedagogical practices informed by ecological, socio-cultural and critical theoretical perspectives are characterised as long-term, iterative, multi-layered participatory processes involving a range of stakeholders. A child centre paradigm alongside a methodology which values multiple data collection points was applied e.g. video recording, illustration and interviews. These grounded research centred the voices and contribution of children as the central protagonist in the research. Children as informants required the research team to ensure that engaging with children (Graham et al 2015) took into consideration an ethical lens. As such issues of consent, informed engagement and safety were considered in interviews. How and what children learn is different to how and what children would like to learn. Consultation with children leads to pedagogical transformation. Systemic collaboration between early childhood and school sites can lead to pedagogical transformation. This research suggests that continuity of learning between and across sites can lead to improved outcomes for children. The ways in which schools engage with children and early childhood sites requires a systematic, ethical and philosophical grounding.

systems change, ethical research, continuity of learning, democracy, grounded research

Symposium SET: 8

Symposium Title: Gender in ECEC - Pathways to a gender-reflexive workforce

These papers explore the concept of gender-sensitivity. They promote self-reflexivity as a vital tool for ECEC teachers to deconstruct gender stereotypes and gain insights about the ways that gender mediates their practices, policies and principles. The paper by Xu et al. explores how professionals in ECEC can be helped to develop gender sensitive pedagogies and practices during continuous professional development. Kubandt's paper emphasises the importance of self-reflection as a tool for improving gender understanding in ECEC. The paper by Warin et al. examines a more indirect pathway to a gender-reflexive workforce since it explores data, drawn from the GenderEYE project, to see how far the presence of ECEC men is a catalyst for increased gender sensitivity. The papers include a range of qualitative methodological approaches including action research harnessing reflective diaries, focus groups, interviews and observations. Together the papers provide strong support for active training in gender sensitivity.

Chaired by: Tim Rohrmann, University of Applied Sciences and Arts Hildesheim, Germany

Paper 1: Men`s understanding of professionalism and career choices in Nordic Early Childhood Education and Care (ECEC)- Resist or surrender?

Presenter(s):

Birgitte Ljunggren, Queen Maud University College of Early Childhood Education (QMUC), Norway
Christian Eidevald, University of Gothenburg, Sweden

Although the Nordic countries reach top scores in gender equality measures, the labor markets are gender segregated. This presentation explores the construction of gendered professionalism and career choices among Nordic men in ECEC, by analyzing qualitative data from Sweden, Norway and Iceland. There is a lack of research on career trajectories and career choices of men in ECEC, specifically in a Nordic context (Eidevald, Ljunggren, & Thordardottir, forthcoming). The analysis is inspired by Warin (2014, 2019), where different discourses open up for different gender identities. We compare the subject positions available for men in gender discourses and their relation to professionalism and careers. From Oberhuemer`s (2005) notion of democratic professionalization, we depart from an open process which includes the participants. Professionalism then becomes a product of co-construction, created by researchers and the ECEC workers together. The study builds on a social constructionist paradigm inspired by phenomenology and hermeneutics. We used theme-based analysis of nine interviews. Each interview is tripartite: narrative, semi-structured and drawing a graphic storyline. The study follows universal ethical standards (EECEA, 2015). Participation is based on informed consent and data is anonymized. We find traces of discourses that challenge and reinforce gender patterns. By negotiating "professionalism", in gendered power mechanism, resistance strategies enable new positions for men in a female dominated field. A professionalism, blind to the power games played at the micro level, is deemed to become non-democratic. Without a sensitivity to gender in policy and practice, the efforts to recruit more men to ECEC will fail.

Men in ECEC, Professionalism, gender, power, career decisions

Paper 2: Reflective approaches to gender-sensitive teacher training in early childhood education and care (ECEC): A cross-cultural study of China, England, Germany, and Sweden

Presenter(s):

Markus Andrä, FH Dresden, Germany

Non-presenting Co-author(s):

Yuwei Xu, UCL Institute of Education, United Kingdom
Christian Eidevald, University of Gothenburg, Sweden

This paper presents initial findings from an ongoing project that engages practitioners from China, England, Germany, and Sweden in developing a continuing professional development (CPD) training module on gender-sensitive pedagogies and practices in early childhood education and care (ECEC). Gender binary and gender hegemony are found to be pervasive in shaping practitioners' gender subjectivities (Nentwich et al., 2013; Xu, 2019), which influence practices and pedagogies (Andrä, 2019; Josephidou, 2019). Informed by Phillips and Schweisfurth (2014), this study takes a cross-cultural approach to: 1) Raise awareness of how dominant gender discourses shape ECEC values and practices in local cultures; 2) Inform about gender-sensitive practices; 3) Encourage rethinking of pedagogical values and the implications for wider social justice; and 4) Facilitate mutual understanding of cultural differences and similarities among nations. The project is informed by action research and engages practitioners to reflect on their practices (Altrichter, Posch, & Somekh, 2007). Data are from focus group discussions and reflective journals. This project obtained ethical approval from UCL Institute of Education's Ethics Committee. Ethical guidelines included: informed consent from participants; confidentiality and anonymity for all outputs; and voluntary participation. Practitioners' reflections on gender and its influence in ECEC seem to vary from across and within cultures. Gender essentialist views perpetuate among many participants. A cross-culturally reflective approach has encouraged critical reflections on challenging gender stereotypes in practitioners' practices. This project directly engages ECEC practitioners through collaborations on developing an online CPD module and learning community. We aim at promoting gender-sensitive practices and policies internationally.

cross-cultural, reflectivity, gender-sensitive, teacher training, action research

Paper 3: On self-reflection in gender studies - challenges of understanding gender in ECEC

Presenter(s):

Melanie Kubandt, University of Vechta, Germany

In context of an ethnographic study in a German day-care centre focussing on doing gender of children, parents and educators, the challenges of understanding gender in ECEC are presented by focusing on self-reflection processes by the researcher. Thorne (1993), MacNaughton (2004) and Kelle (2016) criticize research on gender that only focus on gender differences and lacks of a self-reflection on researchers own doing gender processes while doing research. The danger is that pre-assumptions of gender differences on the part of researchers lead to the unintentional reproduction of stereotypes through research. Due to a self-reflective research perspective based on social constructivism (Breuer 2003; Kelle 2016) and the theoretical framework of the empirical konstruktivism (Knorr-Cetina 1989) the childrens', parents' and educators' own doing gender processes are research subject and not assumptions on gender differences reproduced by the researcher. The ethnographic data are based on a weekly observation over 14 months and was coded with the aim of categorization based on the Grounded Theory according to Strauss and Corbin (1996). Ethical considerations were given priority throughout this study. F.e., the EECERA Ethical Code for early childhood Researchers (2014) was followed with voluntary, informed consent sought from children, parents and educators. The claim to conduct self-reflexive research on gender is associated with numerous pitfalls, which are traced using concrete data material from the ethnographic study. The paper reconstructs blind spots on the part of researchers for their own (stereotypical) assumptions on gender and shows different possibilities to conduct a self-reflexive gender research in ECEC.

gender, self-reflection, stereotypes, ethnography, blind spots

Symposium SET: 8

Symposium Title: Cross national studies of environmental and sustainable education in ECE

Chaired by: Jane Murray, University of Northampton, United Kingdom

Paper 1: Children's Transversal Skills in Outdoor Learning Environments across four European countries: A comparative participatory study.

Presenter(s):

Jane Murray, University of Northampton, United Kingdom

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Science Outside the Classroom is a two-year investigation into how an inclusive intervention may enhance children's scientific enquiry skills and transversal skills (TS) in outdoor learning environments (OLEs) across four European countries. This paper reports on one strand that measured and compared children's TS in OLEs before the intervention. Learning outdoors affords children agency and integrated opportunities to succeed (Marchant et al., 2019; White, 2011: 64; Moser and Martinsen, 2010: 468), including possibilities to acquire TS that can help them flourish in a mutable world (UNESCO, 2014: 2). However, internationally children experience variable access to OLEs (Waller et al., 2017; Maynard, Waters and Clement, 2013: 296; Moser and Martinsen, 2010). The present study synthesises emotional intelligence theory (Goleman, 1995), research associating non-cognitive skills with academic achievement (Agasisti and Longobardi 2016; Durlak et al., 2011; Perez-Gonzalez et al., 2014) and biophilia hypothesis (Wilson, 1984). Questionnaires, observations and descriptive statistical analysis were adopted for the reported strand of this multiple case study, located in the participatory paradigm (Yin, 2018: 17; Heron and Reason, 1997). Ethical considerations (BERA, 2018) were monitored by a university. Teachers and primary carers gave voluntary informed consent; children gave ongoing informed assent. No harm was done. UK children presented with fewer TS in OLEs than Swedish, Croatian and Spanish children. In all four countries most children believed they learned TS best in OLEs; most teachers believed they taught TS

better indoors. The intervention has potential to help teachers attune provision to children's preferences for learning TS outdoors.

transversal skills, learning, outdoors, participation, comparative study

Paper 2: Young children's drawings of their favorite outdoor(nature) activities across Alaskan, Indian, and Australian sociocultural and geographical contexts

Presenter(s):

Carie Green, University of Alaska Fairbanks, United States

Sylvia Almeida, Monash University, Australia

This study poses the question: "what do children and families consider nature?" Connecting children to nature remains an important part of Early Childhood Education for Sustainability (ECEfS) (Heggen et al., 2019) While some have argued that children are nature (Malone, 2016), others contend that children's 'nature' experiences have been diminished by urbanization. Indeed, access to 'nature,' family values and preferences, availability of resources, and geographical location, all influence what and to what extent children experience 'nature.' This research extends understanding of children's Environmental Identity Development (EID) in various geographical, sociocultural, and family contexts (Green et al., 2016). EID considers how children perceive and develop their sense of self in nature. Children construct their own understanding of the world within sociocultural contexts (Sze-Yeng & Hussain, 2010). This qualitative study utilizing children's drawings and descriptions of their favorite nature activities. We gain insight through parental feedback of "what is important to teach children about nature." Our study includes rural, urban, Indigenous, and economically disadvantaged children. That said, care will be taken to present findings from an empowering rather than deficient framework. Families are invited to provide insight of their perspectives in diverse contexts.

Preliminary findings show that children across the globe share similar preferences for outdoor experiences, yet affordances in settings vastly differ. Additionally, children who grow up in subsistence cultures have deeper understanding of their ecology. Family-based values are important. This research furthers ECEfS through investigating universal and diverse trends in children and family's outdoor preferences in varying global contexts

young children, favourite outdoor activities, Alaska, Australia, Environmental Identity Development

Paper 3: Voices from non-Western contexts: A comparative policy study on Early Childhood Environmental and Sustainability Education

Presenter(s):

Sylvia Christine Almeida, Monash University, Australia

Aihua Hu, Western Norway University of Applied Sciences, Norway

Michiko Inoue, Osaka Ohtani University, Japan

Over the years policy has emerged as a key driver for Environmental and Sustainability Education (ESE). This study explores existing policy initiatives in India & China including HongKong, shedding light on how ESE is foregrounded and contextualised in these settings. Research aims to provide comparative analysis exploring different dimensions of sustainability highlighting context & culture that are integrated into national early childhood education (ECE) curriculum in non-Western contexts. Key researchers including Davis & Elliott (2014) have consistently called for international perspectives and alternative perspectives in ECESE with limited research in India & China. The analyses will be guided by critical inquiry and postcolonial perspectives through a cross-national dialogue focusing on the three dimensions of

sustainability- environmental, social/cultural, and economic dimensions. Critical theory paradigms within qualitative approaches underpin document analysis using comparative methods for analysing key policy documents Ethical considerations of reliability and trustworthiness of such comparisons exist, nevertheless this study provides insight into lesser understood contexts and perspectives. Main findings reveal that in India, China & HongKong major environmental problems have created awareness and highlighted urgent action. Education is seen as key in creating reforms. The ECESE policies do not provide much scope, cultural sensitivity, responsibility or voice for children towards action. This research provides understandings on major drivers and barriers informing policy makers & practitioners in these countries and internationally allowing reflection on their own ECESE practices. It supports earlier calls for strong national & local ECESE policies thereby supporting practitioners and young children as agents of change

environmental and sustainability education, policy, alternate settings, India, China

Symposium SET: 8

Symposium Title: Play issues in Chile, Cyprus and Denmark

Chaired by: Benedicte Bernstorff, UC SYD, Denmark

Paper 1: Participation – a wish or a demand: How to underpin children’s participation and participation breaks in Danish kindergartens

Presenter(s):

Benedicte Bernstorff, UC SYD, Denmark

This research aims to uncover 3-5 years old children’s perspectives on participation in selforganized playcommunities. Research has shown that children’s participation can be challenged in the institutional everyday life (Jensen, 2005; Palludan 2005; Warming, 2001). These challenges impact peer relations and selforganized play. The theoretical framework for this study draws upon a praxeological understanding (Bourdieu, 2008) to view connections between “the child’s time” and “childhood time” ((James et al, 1999), and the selforganized play as a field to get access to children’s perspectives (Warming, 2011) of participation. The study was conducted within a qualitatively reflexive sociological paradigm (Bourdieu & Waquant, 2004) with a non-participant-observational study for 16 months in two kindergartens. The analysis was conducted through a phenomenological-reflexive approach. Consent was agreed with the municipal participants and information sheet was provided to all groups of participants. The parents to the children involved were given opportunity to withdraw their children from the study at any time. Pseudonyms have replaced the names of all participants. The findings demonstrate children’s participation in playcommunities depend on child cultural understandings according to as well as refusing the institutional choreography. The findings demonstrate new understandings of participation, - as a need for flexible possibilities for children’s participation according to their perspectives in institutional choreography. These findings suggest new institutional choreography understandings in practice and policy to underpin children’s participation.

participation, participation breaks, institutional choreography, selforganized playcommunities, children’s perspectives,

Paper 2: The embeddedness of play issues in undergraduate ECEC programs. A multiple case study in Chile

Presenter(s):

Marcela Pardo, Center for Advanced Research on Education, University of Chile, Chile

This study aimed at describing how play issues have been embedded within the plans of study of undergraduate ECEC programs, regarding the knowledge base of the profession. This study was related to international literature on professionalism (Freidson 2001), professionalism in ECEC (Dalli et al. 2012), and ECEC teacher preparation (Ryan & Gibson, 2016). The study drew upon theoretical perspectives on professionalism -emphasizing plans of study as an operationalization of the profession’s knowledge base (Freidson 2001), and also upon debates on ECEC teachers’ knowledge base -emphasizing the relevance of play as a foundational pedagogical principle of the field (Saracho 2013). This was a multiple case study, focused on five ECEC undergraduate programs in Chile. Data was composed of plans of study (1981-2015) and interviews to faculty members. Cross-case analysis was used, relying on apriori and emergent categories (Stake 2006). Confidentiality, anonymity and voluntary participation were guaranteed to all participants. The five programs' plans of study exhibited a slight embeddedness of play issues. No one included any mandatory courses focused on it. Three programs had unsystematically addressed play issues as part of isolated courses. Notwithstanding,

scholars upheld play as fundamental in the preparation of students. Concerning professionalism, the slight embeddedness of play issues within plans of study is problematic, as it suggests the lack of priority of a critical dimension of ECEC teachers' acknowledged knowledge base. This casts doubts on undergraduate programs' ability to provide students with ECEC teachers' most distinctive professional procedure, undermining their future ability to properly educate young children.

undergraduate preparation, ecec teachers, professionalism, knowledge base, play

Paper 3: Implementing an educational drama program to foster pre-school children's play skills in sociodramatic and imaginative play: Olivia's case

Presenter(s):

Anna Georgiou, University of Cyprus, Cyprus

Research aim's in exploring the development of preschool children's sociodramatic and imaginative play skills while participating in an educational drama program. Educational drama can help children develop different skills (Ewing et al., 2011; Cojocariu & Butnaru, 2014). McCabe's (2017) research, used drama as a methodology to study children's engagement in sociodramatic play and found that children improved their post drama assessment, suggesting the development of some necessary independent play skills. Loizou (2017) has developed a teacher's guide concerning children's play skills during sociodramatic and imaginative play; based on which I chose five children's play skills under study. Leong and Bodrova (2007) have developed an approach called PRoPELS aiming in supporting children's mature levels of play; based on which, I created an assessment rating tool for children's play skills. A 10 week educational drama program were implemented in a rural public kindergarten school in Limassol Cyprus. The data collection methods were: 1. Video recordings of children's a. free and/ or structured play time, b. educational drama follow up activities and 2. Assessment tool of children's sociodramatic and imaginative play skills. Both parents and children were asked to sign a consent form. Pseudonyms were used for children's names to ensure participant's anonymity. Like in McCabe's study (2017), children have improved their post drama assessment, suggesting that children enhanced their play skills and became more independent and mature in their play. The proposed educational drama program can be easy to implement, for teachers who aim to promote children's sociodramatic and imaginative play skills.

educational drama, play skills, preschool, imaginative play, sociodramatic play

Symposium SET: 8

Symposium Title: Professionalism in ECEC: The voice of the educator in the neoliberal context

In most Western countries, educators work has changed significantly over the past fifteen years due to the rise of neoliberal policies and documents such as frameworks, curricula, accreditation requirements, standards and guidelines (Hunkin, 2019). While this has been explained as a necessary step to improve quality (Hunkin, 2019), increase children's numeracy and literacy (Sims, 2017) and standardise practices (Macias, 2019), the result has proved challenging for educators, including unsustainable work practices and educator burnout (Grant, Danby, Thorpe, and Theobald, 2016). This has created a disjuncture between the intent of the policy and the experience of the educator (Grant et al., 2016) as they struggle with increased documentation and expectations that often take them away from their work responding to children's interests and strengths. This symposium explores the voices of educators in this pressured environment whose voices often go unheard leading to feelings of being overwhelmed, over-ridden, unrecognised and undervalued.

Chaired by: Margie Rogers, University of New England, Australia

Paper 1: 'I am overwhelmed and over ridden': Educator's voices from neoliberal land

Presenter(s):

Margie Rogers, University of New England, Australia

This paper outlines a study aimed to capture educator's voices as they navigate their own professional identity within a highly regulated early childhood education and care (ECEC) environment. Monbiot (2019) outlines the way a neoliberal economic model has been applied to many areas of society. Within education, the ECEC sector has not been immune, with Grant, Danby and Thorpe (2016) and Hunkin (2017) raising some concerning ramifications for educators, quality and education. This study applies a neoliberal framework as described by Chomsky (1999; 2016) and Monbiot (2013; 2019), in which managerialism flourishes and workers are not trusted, resulting in a plethora of prescriptive standards, frameworks, accreditation, reporting and curriculum documents. The educator navigates this figured world in which they operate individually, interpreting and experiencing the demands of neoliberalism and the effects on their professional identity and voice. To capture their voice, a narrative approach was utilised. Data was gathered using an online survey then a semi-structured interview. Ethics approval was gained through the University of New England. The voluntary participants were able to withdraw from the study at any time and pseudonyms were used for their names and their workplaces. The preliminary results found that educators feel overwhelmed and over-ridden at times, and unable to spend the time with the children they needed to support their learning and development needs, although they often found ways to adapt and seek support. The findings will be of interest to those who support educators, pre-service teachers and policy makers.

professionalism, neoliberalism, agency, identity, quality

Paper 2: Many unheard voices? A critical narrative analysis of early educators speaking up and speaking out.

Presenter(s):

Nathan Archer, University of Leeds, United Kingdom

This doctoral study explored how the professional identities of English early childhood educators are discursively constructed through contemporary workforce policy and how educators act back on this.

Acknowledging the effects on educators of a neoliberal epoch (Moss 2019; Sims 2017; Wood 2017) I drew on work by Ball (2016) who discusses educator subjectivities as a 'site of struggle'. I sought to better understand these struggles from the perspectives of early childhood educators. Working in a meeting place of critical theory and third space theory (Bhabha 1994), I evolved a conceptual framework in the contested space between agency and structure, to explore the tensions in professional identity construction. This qualitative, interpretive study combined critical policy analysis and narrative inquiry. I undertook a Critical Discourse Analysis (Hyatt 2015) of contemporary workforce policy. I gathered empirical data from an online focus group and eighteen professional life story interviews and analysed them using critical narrative analysis (Laliberte-Rudman 2017). Institutional ethical approval was secured ensuring compliance with data security and storage. Participant consent was gained and anonymity, confidentiality and right to withdraw were assured. The study offers new insights, both theoretically and conceptually, about the ways in which policy- formed subjectivities are contested and educator agency is exerted in the creation of their professional identities. This manifested as multiple forms of resistance and activism. The research privileges the multiple voices of participants as a counter to policy dominance. It suggests further spaces are needed for contesting dominant narratives and proposing alternatives.

professional identities, neoliberalism, agency, voices, contestation

Paper 3: Toxic games: Exploring the impact of neoliberal reforms on ECEC professionalism

Presenter(s):

Fabio Dovigo, Danish School of Education, DPU Aarhus University, Denmark

This paper examines how neoliberal policies influence the professional evolution of ECEC teachers. Comparing data collected in three countries, the study aims to clarify the impact of neoliberal reforms on ECEC professionalism by identifying the specific dimensions that affect teachers' work practices. Research shows that ECEC attendance is positive correlated with children health, educational and future employment levels (Neuman,2013; Heckman,2011). Consequently, promoting access to ECEC services has become a policy priority worldwide (Urban, 2012). However, policy reforms are often based on a neoliberal perspective focused on an economic – rather than democratic – view of education (Brown, 2015b; Vintimilla, 2014). Several concerns have been raised about the negative influence of neoliberalism on ECEC professionalism (Duhn, 2010; Sims, Waniganayake, 2015). The paper draws on a critical evaluation of neoliberal policies in ECEC professionalism as a process that engenders increasing competition, standardisation and schoolification (Brown,2015; Clark,2014; Sims,2017). However, previous research lacks a systematic in-depth and cross-country analysis of the topic. We used a mixed-methods approach that collects, combines and analyses policy documents, interviews and pictures from Denmark, Italy and US to examine how neoliberalism influences subjects, objects, time and space throughout ECEC work practices. Through informed consent, we committed to respect participants' confidentiality, anonymity and the right to drop-off. The study findings highlight self-exploitation, saturation and meaning-breaking as the main dimensions impacting on the ECEC teachers work. Critical analysis of the effects of neoliberal policies on teachers' work practices will help develop more democratic and sustainable professionalism in ecec.

neoliberalism, professionalism, critical analysis, mixed methods, comparison

Symposium SET: 8

Symposium Title: Evaluating and assessing language programmes in ECE

Chaired by: Kathy Sylva, University of Oxford, United Kingdom

Paper 1: Coaching Early Conversation Interaction and Language: An implementation and process evaluation of two speech and language therapy programmes in early years settings

Presenter(s):

Anneka Dawson, Institute for Employment Studies, United Kingdom

Clare Huxley, Institute for Employment Studies, United Kingdom

To develop effective practice in early years settings, supporting communication and language. Previous research has shown that CPD for early years practitioners is more effective if coaching is included (Markussen- Brown et al, 2017, Werner et al, 2016) this work examines the benefits of two coaching/ training programmes led by speech and language therapists. The theoretical framework for this project builds upon the work of Vygotsky (1978) which highlights the importance of high- quality adult- child interactions and associations with improved language and communication outcomes. The study was conducted as participatory action research paradigm (Lewin, 1946) in collaboration with the speech and language therapists. Theory of change workshops were used as well as interviews and online questionnaires with practitioners/ setting managers from 18 ECEC settings. Thematic analysis and basic descriptive analysis will be used. A memorandum of understanding was used with setting managers. Consent was gained from all individuals interviewed and they were directed to a privacy notice. No individuals or settings will be named in outputs. Despite the impact of Covid-19 on both projects which required change to delivery of coaching and training, practitioners remained engaged with the programmes. The development of both projects underwent significant change across this academic year which has left them stronger and more sustainable for the future. These findings will be used to further inform the development of the two programmes and also be used in the wider context of CPD to include coaching in addition to training as part of an embedded approach.

language, communication, coaching, CPD, speech and language therapists

Paper 2: Responding to covid requirements in an Early Childhood Language Intervention Randomised Controlled Trial

Presenter(s):

Kathy Sylva, University of Oxford, United Kingdom

Non-presenting Co-author(s):

Katharina Ereky Stevens, University of Oxford, United Kingdom

Ariel Lindorff, University of Oxford, United Kingdom

Allen Joseph, University of Oxford, United Kingdom

Aim: to explore the feasibility of assessing child and practitioner outcomes through remote means in an RCT evaluation of Continuing Professional Development (CPD) during a pandemic. Previous evaluations used researcher-administered language tests for children 2-3 years as pre/post measures for intervention/control groups (Bowler Crane 2019). Moreover, previous evaluations used researcher-administered observation quality scales (e.g., ECERS; SSTEW) to measure the effects of CPD on pedagogy in classrooms (Sylva 2011; Siraj 2015). Parents have unique knowledge of

children's development and can provide valid measures of vocabulary (Law 2020). Similarly, practitioners can validly report their own pedagogical skills (Mathers 2021). The design followed a randomised controlled trial with pre/post measures of child vocabulary and practitioner pedagogical skills. Instead of researcher-administered language tests and classroom observational ratings, parent and practitioner self-reports were used as outcomes (ELIM-E) at child vocabulary level, teacher survey at classroom level to explore the effect of CPD on children's language and practitioner skills. Ethics approval was received from Oxford Research Ethics Committee. Parents and practitioners gave informed signed consent; data stored in compliance with GDPR. Child and practitioner reports were validated through statistical relationships with known predictors, e.g., ELIM-E vocabulary scores correlated with maternal education, gender and EAL, while practitioner self-reported skills correlated with years of experience. Online data collection was shown to be feasible and valid in RCT pre/post design. Parents report accurately on children's vocabulary and practitioners accurately on pedagogical skills.

child language assessment, pedagogical quality assessment, CDI III, ELIM-E, RCT

Paper 3: Myriad of discourse in supporting early reading with under-threes:

Presenter(s):

Karen Boardman, Edge Hill University, United Kingdom

This paper seeks to highlight how the policy discourse of assessment and accountability influences pedagogy for under-threes and consequently impacts on the quality of provision for early reading. Early reading is a phenomenon that is both confused and confusing for the ECEC workforce internationally (Boardman 2019). Curriculum policy, 'governance' and compliance shapes early reading provision and pedagogy for under-threes, against the autonomy of the professional workforce. This paper seeks to investigate the experiences and challenges of the EYEs within an interpretive, constructivist paradigm. In essence, what the EYEs do with under-threes to support early reading on a daily basis and the rationale for this (Boardman 2019). This paper outlines the findings of an empirical research study exploring how Early Years Educators (EYEs) support under-threes with their early reading development. Ethical principles were continuously adhered to and aligned with EECERA (2020) ethical code recommendations. Active informed consent was sought and reviewed at regular intervals across the study. Data were anonymously stored, processed and saved confidentially. The findings highlight that the accountability policy and the school readiness agenda influences the EYEs views and beliefs about early reading, and also the quality of their practice with under-threes. This myriad of discourse is confusing for EYEs, often resulting in under-threes not fully engaging with early reading media, given the policy discourse and focus on the teaching of phonics in England.

policy discourse, early reading, under-threes, pedagogy, accountability

Symposium SET: 8

Symposium Title: STEM in ECE

Chaired by: Bernhard Koch, University College of Teacher Education Tyrol, Austria

Paper 1: Attitudes and Pedagogical Approaches to STEM Among Bachelor Students in Austria

Presenter(s):

Bernhard Koch, University College of Teacher Education Tyrol, Austria

Research on attitudes and pedagogical approaches in STEM among professionals attending Austria's first bachelor degree program. Questions: Which areas of education do the interviewees cover how often? How do they work methodically with children in the STEM field? Early childhood professionals have an important role in supporting young children's interest and engagement in STEM education. However, international studies show that STEM education is seen by professionals as less important than other areas of education. In Austria little is known about the "STEM profile" of preschool teachers. Attitudes and pedagogical approaches can be investigated in different ways (Erden & Sönmez, 2011). In research literature a wide range of suitable scientific contents and working methods are suggested (Steffensky 2017). Grounded in Bronfenbrenner's bio-ecological model this study explores conceptualisations of STEM and beliefs (Simoncini, 2018). A questionnaire to all students in two bachelor programs in Austria (n=52) was used. The analyses include considerations based on data from a former study (Koch, 2019). The anonymity of participants was guaranteed and participation was voluntary. The results show that STEM are covered less frequently than other areas of education. Students who have a personal interest in technology ("when it comes to technology I'm right there") make statistically significantly more technical offers than others. Different approaches to STEM will be discussed. The findings are compared with findings from similar studies (e.g. Schauer, 2019), The study's findings are an important contribution to research about STEM in Austrians ECEC institutions and will help to adopt vocational training.

STEM, professionals, tertiary education, nature, technology

Paper 2: Exploring early childhood educators' attitudes and beliefs toward teaching science

Presenter(s):

Irina Falls, University of North Carolina at Pembroke, United States

Rita Hagevik, University of North Carolina at Pembroke, United States

This study is exploring the attitudes and beliefs of preschool and kindergarten teachers about science teaching along three factors: Teacher Comfort, Child Benefit, and Challenges. Science learning opportunities have been neglected in preschool and elementary curricula (Early et al. 2010; Greenfield et al. 2009). Teachers' attitudes and beliefs toward teaching science play a critical role in their classroom practice but very little is known about those of early childhood educators (Pendergast, Lieberman-Betz, & Vail, 2015). Learning of scientific inquiry and scientific concepts have been a focus of science education as evidenced in the various reform documents such as the Next Generation Science Standards (NGSS: Achieve Inc., 2013). Early learning should include teaching of science in developmentally appropriate ways and teachers attitudes and beliefs can greatly influence this recommended practice. Using the Preschool Teacher Attitudes and Beliefs toward Science Teaching questionnaire (P-TABS) (Maier, Greenfield, & Bulotsky-Shearer, 2013), data was collected from 26 preschool teachers and was analyzed according to the three factors: Teacher Comfort, Child Benefit, and Challenges. All teachers were from a rural region in Southeastern US with a high percentage of minority

population (Black and Latino). All teachers signed consent forms approved institutionally. Findings suggested that the majority of teachers (86.5) recognize the benefits of providing opportunities for learning science inquiry and concepts but show inadequacy and anxiety towards their own knowledge and ability to support children's scientific learning (72%). Future research should examine the impact of professional development and/or improvement of teacher preparation programs in early childhood.

preschool, science, professional development, attitudes, beliefs

Paper 3: Introducing STEM to early childhood without schoolisation: Creative Inquiry approach

Presenter(s):

Sarika Kewalramani, Monash university, Australia

Non-presenting Co-author(s):

Nikolai Veresov, Monash University, Australia

Challenges and concerns have been raised by Early Childhood (EC) educators with the advent of the push down approach of STEM curriculum (Fleer, 2018, 2019). Reverse engineering of STEM concepts that are explicitly taught in primary years schooling can have non-viable impact on children's cognitive and socioemotional development (Milford & Tippett, 2015; Stylianidou et al., 2018). This paper addresses this issue of how creative inquiry approach might be conceptualised and implemented for introducing STEM in EC. We consider Vygotsky's (1978) theoretical ideas for showing how the most important characteristics of play is connected to imagination and creative inquiry to introduce STEM concepts to young children. Qualitative data was analysed from two preschool classroom video observations of children's play with robotic toys, teachers' reflective journal documentation, and children's artefact analysis. The EECERA Ethical Code of Practice (2015) was followed and approval was granted by relevant university ethics committee. Parents and staff were advised that children's lack of engagement was a reasonable finding and not to force participation. Findings show teachers introduce, participate, and discuss elements of scientific concepts in inquiry-based dialogues, and problem solve solutions with the children (arising from child's interests and curiosity). Creative inquiry was fluid in following from the child's direct experiences and interactions with the robotic toys and extended STEM-based play experiences to the degree the child becomes curious about science. Practical implications lie in upskilling EC teachers to integrate creative inquiry approach, for example use of robotic toys to engage children in inquiry-based and problem-solving dialogues.

creative inquiry, STEM EC pedagogies, robotic toys, problem solving dispositions, science conceptual development

Paper 4: Outdoor education and kindergarten children's mathematical argumentation: a case study

Presenter(s):

Francesca Granone, University of Stavanger, Norway

Enrico Pollarolo, University of Stavanger, Norway

Non-presenting Co-author(s):

Francesca Morselli, University of Genova, Italy

Elisabetta Robotti, University of Genova, Italy

The aim of the study is to investigate if and how outdoors environment can support kindergarten teachers in designing activities able to stimulate children in mathematical argumentation. The context chosen is Italy, with a strong background in mathematical reasoning (Boero, 2007), and Norway, famous for the strong tradition about outdoors education. Outdoors activities are an important part of Nordic culture (Korsvold, 2012) and are known as useful to develop motoric, social, cognitive and collaborative skills, already from the pre-school age (Sæther & Hagen, 2014). The awareness of outdoor activities' benefits is spreading worldwide, for example in Italian preschool (Farne' & Agostini, 2014; Formella & Perillo, 2018), where logical reasoning and mathematical argumentation are identified as fundamental cognitive skills. (Boero, 2006). Inconsistencies obtained from an analysis based on common theories suitable for mathematics and outdoor (Knain & Kolstø, 2011; Anundsen & Simensen, 2013) has led to the definition of a common theoretical framework based on mediation (Bartolini Bussi & Mariotti, 2008; Feuerstein, 1970; Tzuriel et al., 1998; Nyborg, 1985; Hansen & Morgan, 2019). The methodology of the study is a quasi-experimental research (using positivism as paradigm). Transcriptions of the observations' video recordings formed the basis for qualitative analysis. Participation in the project was voluntary. Information was anonymized and stored on a research server locked. Project was registered in NSD register. The approach to and the effect of mathematics outdoor are discussed in relation to different educational frameworks. The researchers discuss if the advantages highlighted can have a need for political commitment.

outdoor education, mathematical argumentation, mediation, qualitative analysis, Italy and Norway

Symposium SET: 8

Symposium Title: Assessments and self-evaluations

Chaired by: Maude Roy-Vallières, Université du Québec à Montréal, Canada

Paper 1: Assessing structural and interaction quality in Quebec's 4-year-old preschools and childcare centers to enhance quality : A comparative study

Presenter(s):

Maude Roy-Vallières, Université du Québec à Montréal, Canada

Non-presenting Co-author(s):

Annie Charron, Université du Québec à Montréal, Canada

Nathalie Bigras, Université du Québec à Montréal, Canada

This ongoing research seeks to measure educational quality in Quebec's 4-year-old preschools and childcare centers (CC) and improve quality by identifying strengths and weaknesses. Research has shown that quality of children's early experiences impacts their subsequent educational success (Heckman, 2011). However, researchers also found that only a handful of childcare services offer high quality experiences (Tayler et al., 2016). In Quebec, no study has measured both the quality of 4-year-old preschools and CC, two subsidized services accessible to a majority of children (Ertas & Shields, 2012). Drawing upon a positivist normative approach of quality (Caublot et al., 2013), this study seeks to assess quality of these environments from two components: adult-child interaction quality and structural quality. This study is also based on the ecosystemic model of quality (Lemay, 2013), in which quality variables influence each other. The study will address this through correlational and regression analyses. The sample consists of 30 preschool classes and CC groups in the Montreal area. Structural variables will be measured using a questionnaire, while the CLASS Pre-K (Pianta et al., 2008) will be used to measure adult-child interaction quality. A letter describing the research will be sent to participants to obtain consent. A code assigned to each group and a password will ensure data confidentiality. Based on previous research, we expect higher quality in CC than in preschools. However, learning support might be higher for preschool teachers. Results will inform stakeholders on quality levels and suggest avenues to improve 4-year-old children's educational experience in Quebec.

educational quality, 4-years-old preschool, childcare centers, comparative study, CLASS Pre-K

Paper 2: The Validation of the Leiden Inventory of the Child's Well-being in Daycare (LICW-D) Questionnaire in Norwegian ECEC centers.

Presenter(s):

Karin van Trijp, BI Norwegian Business School, Norway

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This study validated the Leiden Inventory of the Child's Well-being in Daycare (LICW-D) teacher report (De Schipper, Van Ijzendoorn, & Tavecchio, 2004) in a large Norwegian toddler sample. Supporting children's development and well-being is a core topic in international ECEC quality frameworks (Council of the European Union, 2019). Knowledge development is needed to fulfill this political aim. The LICW-D is one of the few available instruments that measures young children's well-being in ECEC. De Schipper and colleagues (2004) validated the LICW-D in Dutch ECEC centers. In addition, they examined the correlations between the LICW-D and the different behavior problem scales of CBCL-TRF/1½-5 (Achenbach & Rescorla, 2000). Multiple reviews and studies (Chaplin, 2015; Nolen-Hoeksema & Rusting, 1999) showed gender differences between the expression of negative moods and behaviors. The current quantitative study belongs to the postpositivism paradigm. By conducting a confirmatory factor analysis in Mplus, factorial invariance across gender and the concurrent validity (with CBCL-TRF/1½-5) was studied to validate the LICW-D. Traditional research ethical concerns (i.e. Buchanan & Hvizdak, 2009) took place in this study. Ethical guidelines were followed and the study is approved by the Regional Committees for Medical and Health Research Ethics, and the Norwegian Centre for Research Data. Results showed a marginally acceptable model fit after modifying four item pairs. Factorial invariance across gender was confirmed and the concurrent validity was satisfactory. The LICW-D provides organizational tools for research, policies and practices to measure and develop systematic knowledge regarding young children's well-being in ECEC.

wellbeing, toddlers, ECEC, Norway, validity LICW-D

Paper 3: „Paderborner Qualitätsstern“: a self-evaluating tool for analyzing the quality of cooperation during transition from kindergarten to primary school

Presenter(s):

Julia Hoeke, Catholic University of Applied Science NRW, Germany

Petra Büker, University of Paderborn, Germany

Jana Ogradowski, University of Paderborn, Germany

Our research aim is to develop and try out an item-based self-evaluation tool to support equal cooperation between educators in kindergartens and teachers in primary schools (Büker et al. 2021). Multi-professional teams plan, realise and reflect on their cooperation on the basis of a criteria-based analysis of the current state. In the sense of a participatory approach they develop common goals and evaluate them regularly. The tool is based on results from three model projects about optimising transitions (Höke 2013; Büker 2015/2019). International studies (Huser et al. 2016; Ahtola 2011) show that professional collaboration needs to reach a high level to improve educational opportunities for children. In Germany, kindergartens and primary schools belong to different systems with various pedagogical aims and traditions. Therefore, attention to cross-institutional transition processes is particularly high (Margetts & Kienig 2013), and the realisation of participatory dialogue within an ecosystemic approach is necessary (Wildgruber & Griebel 2016; Perry & Dockett 2018). The tool is characterised as process-oriented, i.e. formative self-evaluation (Bortz & Döring 2015). The tool is based on the research ethics considerations of EECERA (2014). First practical use show that it seems to be appropriate for professionalization of cooperation. We plan to discuss to what extent the participatory character of the instrument can be further strengthened, e.g. by involvement of children in democratic interaction processes. We invite the EECERA community to participate in testing the english version of the tool and to evaluate to what extend the quality standards for cooperation are also internationally transferable.

self-evaluating instrument, transition to school, multi-professional teamwork, democratic dialogue, equal cooperation

Symposium SET: 8

Symposium Title: Parent involvement, poverty and vulnerable families

Chaired by: Verity Campbell-Barr, Plymouth University, United Kingdom

Paper 1: Evaluating 'Utopia as Method' in the context of the parent-school relationship.

Presenter(s):

Rebecca Phillips, University of Manchester, United Kingdom

Laura Black, University of Manchester, United Kingdom

Emilia Howker, University of Manchester, United Kingdom

This paper explores dialogue from two projects aimed at working with teachers and parents to invoke change in early childhood educational contexts. One project focused on the potential for change in the curriculum working within a Funds of Knowledge methodology (Esteban-Guitart et al., 2018). Teachers worked with parents from a UK Somali community to investigate the use of home-literacies in a primary school. The other project was aimed at fostering change in the home-school relationship through working with parents with young children living in a post-industrial low-income community in northern England. We draw on the 'Utopia as Method' framework proposed by Levitas (2013) that offers tools to critique assumptions in the present and harness imagined alternative possibilities related to the future. The projects involve: i) identifying and questioning assumptions about what is considered 'good' in terms of parent-school/curriculum relations; ii) documenting lived experiences that critique or are silenced by educational policy; iii) evaluating how such dialogue expresses alternative selves, social relations (including those pertaining to the researcher-activist) and the actions these envision. Nineteen participants were involved overall. Data was generated through photography, interviews and study-groups. Ethical considerations include informed consent, voluntary participation and anonymity. The main findings were the identification of an imagined future for education and the co-construction of potential changes to the home-school relationship, made possible through dialogic interactions between participants and activist researcher-interventions. Our research impacts on future practice relating to school-parent-home co-production and collective demands for change in pursuit of a better way of living.

utopia as method, home-school relationship, imagined futures, lived experiences, early childhood education

Paper 2: Innovation on assessment in social care: improving visibility of children aged 0-3 and enabling participation of vulnerable families

Presenter(s):

Daniela Moreno, University of Padua, Italy

Non-presenting Co-author(s):

Paola Milani, University of Padua, Italy

Sara Serbati, University of Padua, Italy

Marco Ius, University of Padua, Italy

The aim of the study is to describe the impact of introducing specific assessment tools within a participative framework, on socio-educational practices for the accompanying of vulnerable families and children aged 0-3.

This pilot research is embedded in a larger study evaluating the effects of Citizenship Income (C.I.), an Italian anti-poverty measure, over parental skills and on 0-3 child development designed to break the intergenerational transmission of poverty (REC 2013/112/UE; Duncan, Brooks-Gunn, 1997; Heckman, 2008). From a pragmatic paradigm, which understands knowledge as an active process of intervention on reality (Dewey, 1938; Peirce, 1992), Participative and Transformative Evaluation (P.T.E., Serbati & Milani, 2012) acts both as conceptual framework and as methodological approach. Within an action-research paradigm, formative instances are combined with practitioners' actions, qualitative and quantitative data collection and reflexive analysis. Semi-structured telephonic interviews are used for an exploration of 18 practitioners' views about experimenting these instruments. The consent form and informative letter explicitly stated that no consequences were related to receiving the benefit in case of withdraw. Although the C.I. policy has already introduced a priority for early childhood attention, without the intentional use of specific assessment tools, younger children are likely to remain invisible for the practitioners of social services on first contact with families at C.I. encounter. Using the tools within the P.T.E. approach enables practitioners to better observe the parent-child relationship and understand the child's world and their developmental needs. C.I. program provides a valuable opportunity to promote early childhood development and to prevent children poverty.

participative & transformative evaluation, early childhood developmental needs, social work, research and training, antipoverty program

Paper 3: Classroom composition and quality in early childhood education: Bidirectional effects?

Presenter(s):

Ana Aguiar, ISCTE- Instituto Universitário de Lisboa, Portugal

Non-presenting Co-author(s):

Cecília Aguiar, ISCTE - Instituto Universitário de Lisboa, Portugal

This study investigates the association between classroom composition and quality in early childhood education. Evidence is scarce but some studies suggest that quality can be lower in classrooms with a high concentration of socially disadvantaged children. Based on the (bio)ecological model of human development and the transactional model, we consider that, while interacting, children and teachers influence each other's behaviors with a potential impact on classroom quality. We conducted classroom quality assessments with CLASS and relied on teachers' reports about children's sex, age, nationality, belongingness to a minority group, socioeconomic status, disability status, mothers' education and nationality, to compute composition indexes. Forty-two classrooms from Portuguese public preschools participated. The study was approved by the Portuguese Direção Geral de Educação (DGE). Teachers provided information about children with their caregivers' written consent. All information was anonymized. Preliminary analysis indicates: a positive correlation between the proportion of children with Portuguese mothers in classroom and the quality of classroom organization and instructional support; a negative correlation between the proportion of immigrant mothers and classroom organization. The proportion of children with Portuguese mothers in classroom, contrary to the proportion of children with immigrant mothers, was positively correlated with socioeconomic status and maternal education at the classroom level and negatively correlated with the proportion of children with disabilities. The proportion of children with Portuguese mothers in classroom and teachers' years of experience were positively correlated. This study can inform decision making processes concerning the composition of preschool classrooms and the design of quality improvement programs.

early childhood education, classroom composition, classroom quality, CLASS Pre-K, Public Pre-K

Symposium SET: 9

Symposium Title: Refugee, poverty and disabilism

Chaired by: Christine Elsby, Open University, United Kingdom

Paper 1: DO CHILDREN ACCEPT REFUGEE CHILDREN TO THEIR GAME?

Presenter(s):

Dila Yazıcı, Ondokuz Mayıs University, Turkey

Non-presenting Co-author(s):

Berrin Akman, Hacettepe Universtiy, Turkey

This study aims to examine the perspectives of children in early childhood towards refugee children.

When the studies on refugee children are examined, it is seen that they are generally divided into two categories: Teacher opinions (e.g. Cho et al., 2020) and intervention programs (e.g. Lahaie Gleeson, 2013). For this reason, in this study, children's views on refugee children were taken through sample stories. According to Ecological Systems Theory (Bronfenbrenner, 1992), children are affected by the adults around them. This research was designed using a case study, one of the qualitative research methods. We used snowball sampling, one of the purposeful sampling methods, in determining the study group. The study group of the study is 117 children. It consists a story developed by the researchers as a data collection tool and five questions designed in line with this story. Content analysis was used. The purpose of the study was explained to parents and it was stated that they could end the interview whenever they and children wanted. Parents signed parental consent form. Before interviews, the children were given an appropriate explanation for their development. As a result of the research made so far, it has been determined that children will generally want to play with refugee children, will continue to play even if their friends do not want to, but will not play if teachers and parents want them not to play. Activity books and programs can be developed to enable all children to be together.

early childhood, children, play, refugee, perception

Paper 2: Enabling and Disabling factors in the Early Years

Presenter(s):

Christine Elsby, Open University, United Kingdom

In my EdD I aim to identify which factors in early years pre-school provisions 'enable' or 'disable' children identified as having a delay in 'Speech, Language and Communication'. Children who do not make expected progress are identified as "different" which is a form of disablism (Thomas 2012), rather than looking at individuals we should focus on the context of inclusion (Rix, 2015). The research is set within sociocultural theory as defined by Rogoff (2003), and also disability studies, which makes a distinction between the biological (impairment) and the social (disability) (Thomas, 2014). This is a small scale study involving two settings and eight children aged under five, using a qualitative methodology, in keeping with my theoretical position (Twining et al, 2017), (Cohen, et al, 2011). Methods are: "In the Picture" (Rix and Parry, 2017) observations, and semi-structured interviews. Using an ethical appraisal framework (Stutchbury, and Fox, 2009) I identified that there were vulnerable participants. To prevent harm, I was mindful of the power balance between myself and the participants (BERA, 2018). I collected proxy consent and children's assent, and informed consent from adults.

While the term 'enabling environment' is included in the four guiding principles of the EYFS curriculum, the term was rarely used by practitioners, and was not recognised by parents. Practitioners and parents had differing views of appropriate practice. Findings from my initial study suggest that the model of disability which underpins the EYFS may be a disabling factor, as it influences practitioners' understanding of disability and difference.

disablism, enabling environments, labelling, speech, language and communication, inclusion

Paper 3: Children against oppression: qualitative research about early childhood education in Galicia, Spain

Presenter(s):

Concepción Sánchez-Blanco, University of A Coruña. Faculty of Educational Sciences, Spain

We present findings of a research carried out over a two-year period in collaboration with an early childhood education Spanish teacher in a Galician public school and also discussions product of several case studies and reflections belonged to Erasmus Projects developed about child-centred practice. We explored the children's experiences about poverty and consumerism trying to understand the infant culture. Principles of critical pedagogy (P. Freire; P. McLaren; Sh. Steinberg) support our research work: visibility of the poverty and consumerism as oppression; discussion with children about unfair situations; empowerment of children from poor backgrounds; recognising the value of children's voices. As theoretical and conceptual framework appear important authors as P. Freire, J. Formosino, Ch. Pascal, T. Bertran; M. Vanderbroek; V. Campbell Barr, J. Georgeson, JM. Iorio, W. Parnell, H. Penn, A. James, P. Moss, G. Dahlberg. Research work is based in a critical paradigm, using action research, ethnography and qualitative research methods. Adult and children rights are respected. Confidentiality and preservation of anonymity are guaranteed. Researcher helped to create a critical community which look for defending and supporting each other at the classroom. We discuss three categories: beyond fetishism; being and having, having and being; beyond waste. Critical activities help to change the way children look at the many screens in their lives, transforming them into truly active, participatory global citizens, instead of passive spectators on the world around them or fictitiously active consumers. Schools have to assume the compromise to face of the growing commercialisation of everyday life.

justice, equity, market society, children rights, child-centred practice

Symposium SET: 9

Symposium Title: Technology and mathematical development in early childhood education

Chaired by: Sandra O'Neill, Dublin City University, Ireland

Paper 1: Exploring dimensions of technology in Early Childhood Education activities

Presenter(s):

Sara Eliasson, Göteborgs universitet Department of Pedagogy, Communication and Learning, Sweden

Non-presenting Co-author(s):

Louise Peterson, Göteborgs universitet, Sweden

Annika Lantz-Andersson, Göteborgs universitet, Sweden

The aim is to explore what dimensions of technology are exposed by the teachers' orchestration of preschool activities. Technology education in ECE is an emerging field, generally consisting of intervention projects or studies of preschool teachers' perception of technology (Jones et al. 2013). The status as a field under development occasions more studies of ongoing technology activities in preschool settings (Johansson, 2020). Underpinned by sociocultural perspectives (Vygotsky, 1934), in situ technology activities was explored, drawing on diGironimo's (2011) conceptual framework involving five dimensions of technology as; i) artefacts, ii) creation processes, iii) human practices, iv) its historical ground and v) its interconnection with the evolving technology today. The empirical data of the qualitative study consists of ten video-documented technology activities involving eleven children aged 2-5 years and four preschool teachers in three Swedish preschool groups with a pronounced technology focus. Interaction analysis (Derry et al., 2010) was used to analyze the data. By following the ethical guidelines of The Swedish Research Council (2017), specific considerations were continuously given to aspects regarding research with young children (Dockett et al., 2009). The findings show that while four of the dimensions of technology are well elaborated, the historical dimension does not clearly appear in the data. Concluding reflections suggest that the weak presence of the historical dimensions of technology implies that technology education lacks its knowledge base involving the accumulated knowledge of humans, which is a valuable finding for the practice and for the field of research to continue exploring.

Early Childhood Education, Technology education, Dimensions of technology, Sociocultural perspectives, Preschool

Paper 2: Study of the Kindergarten Activity Employs "Guided Play" based on Five-year-old Children's Ability to Construct 3-D Shapes.

Presenter(s):

Satoshi Watanabe, Jissen Women's University, Japan

The aim of this study is determine how young children improve their abilities of construct 3-D shapes and develop the perspective of geometry through guided play-based-activities. The guided play is child-directed and can allow teachers to enhance children's exploration and learning by commenting on their discoveries. (Ash & Wells, 2006: 46) .This study is based on this previous studies. In addition, the children and the teacher discuss geometrical perspectives using documentation. The theoretical framework for this study draws upon current theories of guided play (Weisberg et al, 2013), as well as general theories of instructional model (Rogoff, 1994) The study was conducted within a qualitative interpretive research paradigm (Denzin & Lincoln, 2018). The analysis was conducted through a content analysis within a

phenomenological hermeneutical approach. This study is based on the methodology of “Guided Play” (Weisberg et al, 2013). Guided play incorporates adult-scaffolded learning objectives but remains child-directed. The activities of children were recorded, and the dialogue between children and teachers was analyzed according to the research aims. It was necessary to obtain permission from the nursery school to conduct this research. It was also necessary to provide the children and their parents with consent forms. Data from this study were used only to develop this research report. The guided play inspired children to work on more difficult 3-D compositions and improved their ability to notice the characteristics of shapes and the patterns of colors. The guided play can also be applied to other subjects beyond mathematics.

guided play-based activities, early learning of geometry, active learning, preschool education, learning with documentation

Paper 3: Technology in the Early Childhood (EC) Classroom Starts with the Educator – An Exploration of Pre-service Educators Perspectives on Technology use in EC

Presenter(s):

Sandra O'Neill, Dublin City University, Ireland

The aim of this two-year study was to examine the attitudes of second-year early childhood (EC) undergraduates regarding the use of technology with young children. Patterns of technology use and ownership of digital devices by young children have changed significantly (Marsh et al., 2015; Rideout, 2017; Edwards, Straker & Oakey, 2018) but integration of these devices into EC settings remains problematic (Parette, Quesenberry & Blum, 2010; Aubrey & Dahl, 2014; Edwards & Bird, 2017). Educators beliefs about the appropriateness of technology are perceived as having the biggest impact on their successful adoption and integration (Ertmer et al, 2012; Macdonald, 2017). This study utilized qualitative methods to investigate the range of attitudes that exist towards the use of technology as a pedagogical tool. Two cohorts of students who participated in a Technology in Learning module were consulted. Data from 68 questionnaires were analysed using Clarke and Braun's (2006; 2013) thematic analysis framework. The university's ethics committee approved the study and plain language statements and consent forms were provided. Participation was voluntary, took place outside of class hours and was not linked to student assessment. Results indicate that participating in the Technology in Learning module positively impacts pre-service educators' perspectives on the use of technology as a learning tool in EC. Respondents reported higher levels of self-efficacy and confidence in selecting, evaluating and using a wide variety of digital tools and software with young children. This research highlights the importance of initial education in supporting appropriate technology use in EC.

technology, preschool teacher education, 21st century pedagogy, digital childhoods, pre-service teachers

Symposium SET: 9

Symposium Title: Men's Career Trajectories in ECEC

This symposium explores different aspects of a major international collaborative research that addresses the question of why men leave and stay in ECEC, and what gender has to do with their career decisions. Three perspectives on this research will be presented. Firstly, an analysis of the collaborative methodology will involve explaining the process in which 17 researchers from 12 countries cooperated to design the methods, collect and analyze their data, and organize their findings in a book. Secondly, the factor of intrinsic motivations as a determinant of men's career decisions will illustrate an important aspect of the findings. And thirdly, social factors will be unpacked as critical factor influencing whether men in ECEC choose to remain or exit the profession.

Chaired by: David Brody, Efrata College of Education, Israel

Paper 1: Exploring Career Trajectories of Men in the Early Childhood Education and Care Workforce: Why they leave and why they stay

Presenter(s):

David Brody, Efrata College of Education, Israel

Tim Rohrmann, University of Applied Sciences and Arts Hildesheim, Germany, Germany

Non-presenting Co-author(s):

Jo Warin, Lancaster University, United Kingdom

Kari Emilsen, Queen Maud University College, Norway

We aim to understand why men leave and stay in ECEC and what gender has to do with these career decisions. This international study compared 37 dropouts and persisters in 12 countries on five continents, involving seventeen researchers. Previous research about work longevity, particularly in American child care settings identified internal and external factors (Totenhagen et al., 2016) while this study examines multiple factors, using an international context and focusing on men. Micro, meso, and macro lenses frame the various factors effecting career decisions. The micro level relies on self-determination (Ryan & Deci, 2000) and agency (Bandura, 2006) theories. The meso level uses theories of organizational cultures (McDonald, Thorpe, & Irvine, 2018). A qualitative methodology involved narrative and semi-structured interviews and storyline drawings. Grounded theory framed the analysis in which themes were drawn from data. Anonymity was preserved and participants signed an informed consent. Ethical approval was obtained from three universities. Findings showed how factors at the micro, meso, and macro levels affected men's career decisions, including professionalization, leadership, and everyday interactions between staff. Internal factors were found to mediate between the individual, societal and cultural forces, as well as national policies that either pulled or pushed men from ECEC. Gender was found to be overriding factor, either in the foreground or background, but always present. This study shows how international collaborative research sheds new light on a complex issue. The results call for gender-sensitive policies at the institutional as well as the national level.

gender, men in ECEC, career decisions, internal factors, societal factors

Paper 2: A cultural lens on men's involvement in the field of ECEC

Presenter(s):

Tim Rohrmann, University of Applied Sciences and Arts, Germany

Jean-Yves Plaisir, Borough of Manhattan Community College, City University of New York, United States

David Brody, Efrata College of Education, Jerusalem, Israel

Within the frame of an international research project on men's career trajectories, this paper focuses on the relevance of cross-country differences regarding gender equality status, structures of ECEC systems, and patterns of male involvement, for developing national strategies towards a gender-mixed work force. International bodies support the involvement of men in ECEC (European Commission 2011, OECD 2019). However, research as well as policy often does not take cultural and institutional differences between countries into account (Emilsen/Rohrmann 2015, Sak et al. 2019). The paper intends to frame qualitative research on men's careers, as well as policy measures for a gender-mixed work force, by analysing linguistic, institutional and societal structures in the field of ECEC in cross-country comparison. Approaches include multilingual etymology, metanalysis of statistics, comparison of structures of national ECEC systems (SEEPRO 2018), and analysis of national policies. Data material includes gender equality indexes, national statistics on men and women in the workforce, policy documents on strategies for involvement of men in ECEC, and personal communication with experts. Awareness of the relevance of cultural differences regarding concepts, attitudes, and institutional structures of ECEC is an important ethical foundation for international comparative research. The results shed light on the importance of diversity between as well within countries and national systems and structures, and help to avoid misleading generalisation of research results in the field of ECEC. The authors suggest rethinking the idea of transfer of "best practice" strategies by focusing on cultural diversities, which frame ECEC practices in local and national contexts.

gender equality, men in ECEC, cross-cultural studies, cross-country comparison, institutional structures

Paper 3: Four Men at the ECEC Cross-road: An Analysis of How Gender, Working Conditions and Social Mobility Impact Men's Career Trajectories in Early Learning

Presenter(s):

Jean-Yves Plaisir, Borough of Manhattan Community College, United States

This study seeks to increase understanding on how gender, working conditions and social mobility impact the decision-making processes and the professional trajectories of men who choose to leave or stay in the early childhood education and care (ECEC) profession. I expand on previous research focused on intrinsic and extrinsic factors that impact men's careers in ECEC (Cole et al., 2019; Brody, 2012) to share fresh perspectives on social class factors impacting men's work in early learning settings. I utilize a Bourdieusian theory to analyze the interlocking relationships between gender, work and class (Bourdieu, 1990a; Huppertz, 2012; Lipset, 2018) issues among male educators in ECEC settings, with an understanding that the social and cultural context of mobility, both upward and downward, influences men's career trajectories in this workforce. I use qualitative research methodology to gather interview data from four male educators, and my analysis shows that downward mobility and its associated stress deter men from pursuing careers in ECEC. I have applied APA (2017) ethical principles for human research in this study. Men who work in early childhood education grapple with various classed and gender-related factors including economic supports, cultural capital and social mobility (both downward and upward), which tend to influence their decisions to leave or stay in this workforce. There is a dynamic relationship between working conditions, pay equity and class positions that influence men's decisions to work in EL settings, and this has implications for policy and practice about the recruitment and retention of men in ECEC.



men, early childhood education, social mobility, career trajectories, decision-making processes

Symposium SET: 9

Symposium Title: Evaluating different pedagogical approaches

Chaired by: Marina Fuertes, Escola Superior de Educação do IPL, Portugal

Paper 1: Exploring the influence of educators' pedagogical model in their interaction and communication with preschool children in the context of a cooperative task

Presenter(s):

Marina Fuertes, Escola Superior de Educação do IPL, Portugal

Pedagogical models guide the preschool educator's perspective and affect their practice. This study describes and compares educators affiliated with different pedagogical models regarding their quality of interaction (empathy, attention, reciprocity, cooperation, elaboration/fantasy, challenging) and communication with children during a collaborative task. Interactions (adult-child, child-child) and pedagogical experiences are the most significant factors explaining the effects of early education on children's learning and development (Pianta et al., 2008). Because research informs that when multiple educators and contexts offer more opportunities for children's participation and challenged them with new concepts and problems, the quality of their involvement and performance improves, we are guided by Bronfenbrenner Bioecological (1979) and Participatory pedagogy (Pascal & Bertram, 2012). To learn more about their interactive and communicative behavior, the participants (16-educators affiliated to the HighScope model, 21-educators affiliate to the Portuguese-Modern-Education Model (inspired in Freinet/democratic pedagogy), and 20-educators non-affiliated to a model) were observed engaging with a preschool-age child during a collaborative task with materials and tools made available. According to APA and EECERA ethical guidelines, participants' free consent, non-discriminatory, anonymity, and confidentiality were carefully attended to. Findings indicate that model-affiliated educators have responded more accurately and prompt to children's needs and emotions than other educators. The non-model-affiliated educators used more content questions and critics focusing on the child's learning. Pedagogical models contributed to the way educators interacted with children and the role attributed to children during these interactions (active, spectator, follower). From playgrounds, homes to schools, all contexts must provide opportunities for children's participation.

pedagogical models, educator-child interaction, verbal communication, cooperative tasks, children participation

Paper 2: Preliminary study of preschool environments in Istanbul with different education approaches: Reggio Emilia, Waldorf and Montessori

Presenter(s):

Ayça Büyükçınar, Izmir Institute of Technology, Turkey

Non-presenting Co-author(s):

Fatma Pinar Özemir, Istanbul Technical University, Turkey

This preliminary study aims to collect data to expand the scope of an ongoing doctoral dissertation study on early childhood education and care (ECEC) settings where child centered preschool education approaches; namely Reggio Emilia, Waldorf and Montessori applied at kindergartens in Istanbul. Research has shown that the need for more empirical study on the characteristics of early childhood (Gallacher, 2016) and the design of early childhood educational

environments is underlined as children's educational environments play an essential role in children's development (Knauf, 2018). Theories of young children's spaces highlight young children's efficient role in responding and forming the spaces around them (Gallacher, 2016), so bearing this in mind for further research it is planned to collaborate with children as research partners. This qualitative research involved semi-structured interviews with teachers and school managers, observations and photograph shootings. Qualitative data were analyzed with content analysis techniques. Interview request and letter of intent were sent to kindergartens via e-mail. The contact information of these schools were sourced from their official websites. Informed consent form was provided to all participants and 'Interviewee Number' have been used for their names. The answers of the interviewees, observations and literature review have been inferred within the driven data and the concepts are coded. Preliminary findings are analyzed with a control list in relation with coded concepts for kindergarten approaches. The findings may broaden the understanding on designed environments of different early childhood educational pedagogies in terms of 'experience, play, art, communication, nature, education, educational environments and individuality'.

preschool education approaches, child centered learning environments, educators' perspective, observation based documentation, Istanbul

Paper 3: A Scottish Care Giver's Journey: In Life and War

Presenter(s):

Ailie Cleghorn, Concordia University, Canada

Aries (1962) and Fass (2004;2008) argued for attention to the history of childhood. In 1940, ten children were taken through torpedo-ridden seas to South Africa, They attended local schools, taught in Afrikaans. This WW-II story tells of one educator's loving courage and aims to provoke future EC teachers to consider the true source of quality in ECE. My previous research in African school settings (Cleghorn & Prochner, 2010; Prochner, Cleghorn, Kirova, & Massing, 2019) linked me affectively to this study. I drew on Crossley, Arthur, McNess (2016) about insider-outsider positioning. . What is a family in a time of war? Marjorie's loving care of not just 10 but ultimately 18 children aligns with the resilience research of Humphries (2003; 2009), Bowlby (1951) and Harvard's Centre on the developing child . This historical ethnography included family letters, photos, and genealogical research. Face to face interaction with five still living participants took place in Scotland, England and South Africa. Canadian government guidelines for research involving humans were followed. A child-centred approach must intertwine the affective with the cognitive. What is a family? Historically and today, what is a democratic pedagogy, regardless of race, religion, social class, country of origin or national identity? Although the study reads as a memoir, it would be excellent additional reading for an early childhood teacher education course. Reading the 'story' from a sociological perspective, students could consider gender, history, the racial situation of the time. The question: What is a family, remains relevant.

WW-2, history, child centered, care, alternative family

Paper 4: The Educators Image Of The Child Is Where Teaching Begins

Presenter(s):

Rita Melia, TUSLA, Ireland

This study sought to answer the question; How does the educator's image of the child as a learner influence her/his pedagogical approach and how does the preschool educator's pedagogical approach subsequently impact on children's levels of wellbeing and involvement in the preschool setting. With increased numbers of children accessing early learning and care (ELC) settings (OECD, 2015; Janta et al, 2016) there has been a shift in the focus of the provision of ELC to examining the quality of young children's ELC experiences (Eurydice, 2009; Sylva et al, 2010; Melhuish, 2015; Heckman, 2016). This study considers theories of quality, pedagogy (Bruner 1996), Bioecological Theory (Bronfenbrenner and Morris, 2006), Self Determination Theory (Ryan and Deci, 2017) and Theories of Wellbeing and Involvement (Leavers, 2017). This mixed methods comparative ethnographic study was conducted in seven preschool settings, Montessori, Play-based and Reggio inspired in Ireland and Boston Massachusetts. Data was collated using questionnaires, semi structured interviews and onsite observations using an observation tool; Reflect Respect Relate (State of South Australia, 2008). Ethical considerations included, informed consent and assent, freedom to withdraw from the study, anonymity, participant safety and wellbeing were adhered to. Findings highlight that the preschool educator's image of the child as a learner impacts on the pedagogical approach. When children's basic needs for autonomy, competence and relatedness are met in autonomy supportive, learning environments, children will have high levels of wellbeing and involvement. Evaluation of structural, process and outcome quality is essential in EY services.

quality, active learning environment, relationships, wellbeing, involvement

Symposium SET: 9

Symposium Title: Does local collaboration promote equal opportunities in ECEC? Empirical findings and international experiences

Providing equal opportunities for young children is a pressing issue in many countries (e.g. European Commission/EACEA/Eurydice 2019). Due to that, collaboration between different stakeholders in organising early childhood services at local level is highlighted as one approach to tackle inequalities. However, to date empirical findings on local collaboration within the ECEC landscape is in demand. Furthermore, little is known on the contribution of local networks in reducing social inequalities. Therefore, this symposium aims at addressing these questions by bringing together international research findings. Based on the findings of three different research projects, local collaboration in various countries will be presented by referring to different perspectives (local authorities, providers, ECEC leaders) and methodological approaches (interviews, network analysis, evaluation). Thereby, challenges and opportunities of cooperation between different stakeholders will be presented and discussed.

Chaired by: Antonia Scholz, German Youth Institute/Deutsches Jugendinstitut, Germany

Paper 1: Local collaboration as a means to reduce ECEC access barriers? The role of local governance in Canada, Germany and Sweden

Presenter(s):

Antonia Scholz, German Youth Institute, Germany

Britta Menzel, German Youth Institute, Germany

The Equal Access Study focuses on inequalities in access and how these are addressed by local stakeholders in different ECEC systems. In this context, collaboration practices play an important role. The research aim is to analyse the perspectives of local stakeholders on collaborations in the field of ECEC to understand the potentials and pitfalls of such network structures and their impact on access conditions, especially for children from disadvantaged backgrounds. Previous findings show that children do not participate in ECEC services equally (Van Lancker & Ghysels 2016). Albeit local stakeholders are crucial for ECEC provision, they are considered only little when looking at access conditions. To understand the role of local actors in creating (un)equal access conditions by (not) collaborating, this paper draws on the concept of 'governance' (Benz 2004). Based on case studies in municipalities in Canada, Germany and Sweden, qualitative interviews with local authorities and providers were conducted. Data was analysed by qualitative content analysis. Finally, the findings are compared cross-country. Participants received comprehensive information on the study. They were asked for their consent and were able to withdraw. Data was made anonymous. Findings indicate that networks take time to be established and implementation processes are influenced by framework conditions. Therefore, challenges and opportunities of collaboration regarding equal access are identified. The approaches of collaborating at local level will feed into debates on improving access to ECEC for children from disadvantaged backgrounds. Furthermore, findings highlight the role of local governance in terms of access to ECEC.

access, inequalities, local level, governance, qualitative interviews

Paper 2: Networking of day care centers and social inequalities

Presenter(s):

Peter Cloos, Stiftung Universität Hildesheim, Germany
Britta Karner, Stiftung Universität Hildesheim, Germany

Non-presenting Co-author(s):

Tom Töpfer, Stiftung Universität Hildesheim, Germany

We outline results of the project “Day care centers as networked organizations in the social environment”. It examines, how networking of child daycare facilities in the social environment is expected through education policy, particularly with regard to the reduction of social inequality. Furthermore, we investigate which types of networks daycare centers have empirically. In Germany, daycare facilities are increasingly expected by educational policy to network in the social environment. Little research has been done into how daycare facilities realize this. While school cooperations has been well researched (Cloos et al. 2011), evidence is sparse on how often day care centers cooperate with other organizations (Seckinger 2010). We refer to qualitative network theories (Hollstein 2011) and theories on inclusion (Booth et al. 2006). In a comparative setting, we analyze educational policy documents and day care centers in three federal states in Germany. We conduct a document analysis (Hoffmann 2018) and run 21 qualitative network interviews with leads from day care centers based on qualitative structural analysis (Herz et al. 2015). The project was approved by the University ethics committee. Participants signed an informed declaration of consent before participation. All data are pseudonymized. The document analysis shows that networking serves different purposes, e.g. accessing disadvantaged groups, compensating identified child deficits, and for coping with the expansion of an educational mandate. We illustrate different types of empirical networks depending on specific organizational-cultural orientations and socio-spatial conditions. The research results permit implications for the further development of municipal participation planning.

organizational networks in ECEC, inclusion, social participation, qualitative network analysis, education policy

Paper 3: Moving from the Why to the How – Integrated early childhood services

Presenter(s):

Mihaela Ionescu, International Step by Step Association, Netherlands

INTESYS project aimed on piloting a Reference Framework for Integration and an enabling Toolkit for translating the integration theory in practice in Belgium, Italy, Portugal, and Slovenia. The research focused on validating the ‘know-how’ proposed by the Framework for Integration and the Toolkit. The correlation between the level of integration of early childhood services and their benefits for vulnerable young children is complex research topic. Building on the work Moore, T & Skinner, A. (2010), Moore, T. & Fry, R. (2011), Woodhead, M., & Moss, P. (2007), the INTESYS’s results dove more into the ‘know-how’ of integration in the European context. The literature on cross-sectoral cooperation indicates that a re-thinking of how early childhood services operate within a system is needed to better address the complex and intertwined challenges that families with young children face. The project tested an innovative Reference Framework and Toolkit for strengthening integration. The pilot intervention was preceded by a pre- and post-intervention evaluation. Both qualitative and quantitative methods were used to measure the extent to which changes in the way services cooperate and coordinate occurred. The research methods used complied with the ethical principles of anonymity, confidentiality, and consent. The results confirmed that the use of the Framework and the Toolkit increased the level of cooperation and several factors were identified as key in strengthening the coordination among services. The results led to policy recommendations at European, national and local level regarding service provision, governance, preparation and professional development of staff, and funding.



integrated services, sector provision, cross-sectoral cooperation, cross-sectoral professional development, governance

Symposium SET: 9

Symposium Title: Understanding children's rights in ECE

Chaired by: Jane Waters, University of Wales Trinity Saint David, United Kingdom

Paper 1: Children's right to participation in Finnish policy documents – possibilities and limitations for the daily life in ECEC settings?

Presenter(s):

Jan-Erik Mansikka, University of Helsinki, Finland

In this presentation, we analyze what role the discourse on children's rights and children's participation has had in this recent development of ECEC in Finland, from a perspective of recent steering documents. ECEC in Finland has gone through considerable reforms after the governance moved from the social to the educational sector in 2013. The new curriculum for ECEC, in use since 2017, emphasizes children's perspective and children's participation as a central point of departure, as two significant concepts of a new ideological framework (Mansikka & Lundkvist, 2019). This turn brings ECEC in Finland in close relationship with questions concerning children's rights. Theoretically, we lean on the growing body of research on the relationship between the Rights of the Child (CRC) and ECEC (e.g. Bae, 2010; Herczog, 2012; Quennerstedt, 2015, 2016; Engdahl 2019). We will provide an overview of the research done in Finland on children's rights, as well as analyzing the 'steering force' of the political documents with regard to children's rights and ECEC in the Finnish context. The study is qualitatively framed with a literature review and thematic text analysis (Bryman, 2011) of policy and steering documents. We follow guidelines of Responsible Conduct of Research in Finland. The key point will be to provide a well founded narrative about the recent shift in ECEC policy in Finland. We think, with Theobald (2019), that research on how children's rights are incorporated in national and international policies and steering documents are immensely important for present day ECEC research, policy and education.

children's rights, curriculum, ECEC in Finland, quality of ECEC, ECEC policy

Paper 2: Children's right to participate in early childhood education: Main findings from a research project bridging rights and empirical evidence

Presenter(s):

Nadine Correia, ISCTE – Instituto Universitário de Lisboa, CIS-IUL, Lisbon, Portugal, Portugal

Non-presenting Co-author(s):

Helena Carvalho, ISCTE – University Institute of Lisbon, CIES-IUL, Lisbon, Portugal, Portugal

Margarida Fialho, ISCTE – Instituto Universitário de Lisboa, CIS-IUL, Lisbon, Portugal, Portugal

Cecília Aguiar, Instituto Universitário de Lisboa, CIS-IUL, Lisbon, Portugal, Portugal, Portugal

Fausto Amaro, CAPP, Instituto Superior de Ciências Sociais e Políticas, – University of Lisbon, Lisbon, Portugal, Portugal

We present a research project on children's right to participate in early childhood education (ECE) settings. The promotion of children's right to participate is considered a key investment in children's well-being, instrumental to support high-quality ECE (Moser, Leseman, Melhuish, Broekhuizen, & Slot, 2017). Participation, a fundamental right of all children, understood as the right to express their views and to have them considered, was driven by the Convention on the Rights of the Child (United Nations, 1989). ECE settings are fundamental microsystems in young children's lives

(Melhuish, 2014), and ECE teachers are crucial in promoting children's participation (Lundy, 2007). Relying on multiple informants and mixed methods, we conducted (a) a review of research about children's right to participate in ECE, and investigated (b) children's ideas about participation, (c) teachers' ideas and practices about children's participation, and (e) how teachers' ideas and practices are associated with children's perceptions of participation in ECE. The project was approved by the National Committee on Data Protection and the Institutional Review Board at BLINDED. Participants were randomly selected and provided written consent/assent. All information was anonymized. Findings suggest little empirical evidence exists on children's right to participate in ECE. We documented children's ideas, identified four profiles of teachers' ideas, and found a mediating effect of teachers' practices on the association between teachers' ideas and children's perceptions of participation. Our study provides new insights on the topic, suggesting the importance of subjective and objective properties of ECE settings in promoting participation. It informs practice and policymaking.

children's right to participate, early childhood education, ece professionals, ideas, practices

Paper 3: What are Foundation Phase teachers in Wales' understanding of participation rights and how are these rights enacted in the early years classroom?

Presenter(s):

Jane Waters, University of Wales Trinity Saint David, United Kingdom

Jacky Tyrie, Swansea University, United Kingdom

Sarah Chicken, University of the West of England, United Kingdom

Non-presenting Co-author(s):

Alison Murphy, University of South Wales, United Kingdom

Jennifer Clement, Cardiff Metropolitan University, United Kingdom

This research aims to make visible teachers' perceptions of children's participation rights within Foundation Phase settings in Wales with a focus on UNCRC article 12, to explore how these translate into practice, and to chart the tensions and opportunities. This study builds upon previous literature-based research undertaken by the authors that established the paucity of empirical evidence-base about the enactment of children's rights in educative settings in Wales (Lewis et al 2017). This study draws upon a socio-cultural understanding of development; Rogoff's (2003) three lenses of analysis, the intra-personal, inter-personal and cultural-institutional, and the conceptual frame of agency are employed to explore how children's participation rights are understood and shaped by the adults who structure the educative spaces in which children participate. This is a two-phase study, part one, which is reported in this paper, is a qualitative online survey of teachers of children 3-7years in order to access range and breadth of understandings across this sector. This survey accesses the cultural-institutional aspect of our analytical frame. Ethical permissions were gained from each university ethics committee and all participants gave voluntary, informed consent. All identifiers were removed prior to data analysis. Given the rhetoric in Wales about children's rights and the emancipatory purposes for the proposed new curriculum, it is important to explore how young children's participation rights are understood and enacted in the school context. This study contributes to the empirical evidence-base, which is currently minimal, and provides a basis upon which research and practice development can build.

Children's rights, participation, Wales, agency, early years education

Symposium SET: 9

Symposium Title: Emotional memory, basic emotions and emotional regulation

Chaired by: Elèna Cipollone, Università degli Studi Niccolò Cusano-Laboratorio H.E.R.A.C.L.E., Italy

Paper 1: Children's discussions on basic emotions of sadness, anger, fear and joy

Presenter(s):

Merja Koivula, University of Jyväskylä, Finland

Non-presenting Co-author(s):

Marja-Leena Laakso, University of Jyväskylä, Finland

This study explores social-emotional learning program Papilio, targeted in strengthening 3-7-year-old children's social-emotional competence. Component of the program, "Box imp lessons", focus on supporting children's emotional competence through introducing and discussing four basic emotions (sadness, anger, fear and joy). The aim of the present study is to find out, how do children identify and describe these four emotions and their means of regulating them. Papilio program was developed in Germany (Mayer et al., 2016; Scheithauer et al., 2016) and it has been culturally adapted and piloted for Finnish ECE (Koivula et al., 2020). The data of present study is part of this pilot. Collaborative of Academic, Social, and Emotional Learning (2013) has defined five core areas of social and emotional learning (self-awareness, self-management, social awareness, relationship skills and responsible decision-making) and emotional competence is included in all of these (Weissberg et al., 2015). The development of emotions is well known (e.g., Lewis, 2010), but children's perspectives on emotions and strategies of coping with them need further research. The data of this qualitative case study were collected by video-recordings of implementing "Box imp story" lessons and analyzed by content analysis. Ethical considerations followed included gaining informed consents from parents, respecting children's rights to anonymity, and confidentiality, and assessing continuously children's voluntary participation. The results suggest joint discussions on emotions promoted emotional awareness, although identifying emotions was not always easy. Children shared experiences and strategies of coping with emotions with each other. The study offers insights to children's perspectives regarding emotions.

social-emotional learning, social-emotional competence, basic emotions, intervention, children's perspectives

Paper 2: A Systematic Review of Executive Function and Emotion Regulation Studies in Early Childhood

Presenter(s):

Sabiha Üzüm, Orta Doğu Teknik Üniversitesi, Turkey

Non-presenting Co-author(s):

H. Özlen Demircan, Orta Doğu Teknik Üniversitesi, Turkey

This systematic review aims to synthesize findings from studies that presented information on the relationship between executive function and emotion regulation of children between zero and eight years old and expose the potential contributions of this relationship to early childhood education. There is a lack of work to understand bidirectional associations between emotion and cognition better (Gray, 2004). Accordingly, the study aimed to shed light on the progress in the literature. Cognitive reasoning, comprehension, and action processes may control the emotional actions

of a child. Emotion can also be interpreted as a behavioral organizer, effectively adjusting the child's thought, learning, and action. Cognition and emotion are, therefore, inseparable components of the process of development (Calkins & Bell, 2010). Diverse combinations of the "executive function," "emotion regulation," and "early childhood," terms have been searched for related studies in eight databases. As an outcome of the search and review processes, the study includes 21 peer-reviewed research articles published between 2000 to 2020. In this review, no human subject took part and no permission has been taken. The studies in the literature mostly centered on three common characteristics, namely home-related factors, school-related factors, and developmental domains. This review revealed that studies on disadvantage and socio-economic level are mostly associated with the children's home environment, but there are few studies on the school environment of the children. Additionally, it draws attention that there is a lack of developmental interpretations in school-related studies and a lack of school-related interpretation in the studies related to developmental domains.

executive function, emotion regulation, self-regulation, systematic review, early childhood

Paper 3: The influence of colors on emotional memory: how colors can improve learning in primary school children.

Presenter(s):

Elèna Cipollone, Università degli Studi Niccolò Cusano-Laboratorio H.E.R.A.C.L.E., Italy

Non-presenting Co-author(s):

Francesco Peluso Cassese, Università Niccolò Cusano- Laboratorio Heracle, Italy

This research wants to investigate the influence of colors on the storage of information that has a positive emotional value, on a sample of primary school children. Research has amply demonstrated how an emotional stimulus is codified and recalled very quickly (LeDoux-1994, Damasio-1994, Tambini-2017; Kensinger-Payne-2018). Furthermore, positive emotions make memorization easier than neutral and negative ones (Leventon-Bauer-2016; Madan-Scott-Kensinger-2018). Other studies have reported how certain colors elicit certain emotions (Boyatzis-Varghese-1993; Kramer-Prior-2019) and, therefore, that coloured stimuli can improve their memorization (Kuhbandner-Pekrun-2013; Di-Domenico-Palumbo-Fairfield-2016). This study is based on the concept of emotional memory, on the "Double way" model (LeDoux-1994), on the influence of amygdala to the memorization (Goleman-1996) and on the color's ability to influence attention (Bramão-Reis-Petersson-Faisca-2011). It is a quantitative experimental research where were administered questionnaires and tests to a sample of 46 primary school subjects; then were compared the colored words remembered to the neutral ones. A consent form and information sheet was provided to all participants. Informed consent was negotiated with children involved and re-negotiated during the time the research was carried out. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. Colours are visual informations that can elicit positive emotions. In school environment, the association between colours and didactic concepts can help children in memorizing process, due to amygdala functioning. Through this research, we want to structure an educational interdisciplinary method that improves learning. Specifically for DSA children, we hypothesize to compensate the deficits through the right hemisphere.

emotional memory and colors, data analysis, emotional learning, DSA, 6-10 years old children

Symposium SET: 9

Symposium Title: Outcomes of play based curriculum

Chaired by: Deborah Pino-Pasternak, University of Canberra, Australia

Paper 1: Play-based curriculum that supports the development of executive functioning skills in Australian preschoolers

Presenter(s):

Deborah Pino-Pasternak, University of Canberra, Australia

This study investigates how preschool teachers intentionally teach executive functioning skills (EF) through play-based pedagogy. EF are predictive of future school success and positive life outcomes (Moffitt et al, 2011). Research commonly offers interventions or 'add-ons' to curricula to enhance these skills, failing to empower teachers to adapt existing practices (Howard et al, 2020). This study investigated teacher play-based practice designed to support EF. EF are understood as cognitive processes that lead to goal-oriented behaviour. It comprises three components including working memory, inhibition and attention shifting (Miyake et al, 2000). Intentional play-based teaching involves adult efforts to extend children's ideas while encouraging higher order thinking (Early Years Learning Framework, 2009).

Three teachers participated in interviews, observations, and video-stimulated reflective dialogues that served to articulate their practice. EF gains made by students (n=59, female=29, age range = 3.5 to 5.5) were also investigated over a five-month period using a battery of EF tasks (Howard & Melhuish, 2017). Parents/guardians and teachers received an information letter and consent form. Children were consulted prior to every activity with the researcher. Principles of voluntary participation, informed consent, confidentiality, anonymity and reciprocity were observed at all times. Findings indicate that, while the focus of the programs varied, emphasis on knowing the child and on embedding EF development opportunities within all facets of the preschool day were common across educators. Gains in EF did not differ by preschools setting. This study signals that educators can engage in intentional play-based pedagogy that successfully fosters children's EF.

executive functions, play, early years learning framework, intentional teaching, Australia

Paper 2: Predicting School Readiness for individualised Child intervention using game-like assessment in 3-8-year-old children

Presenter(s):

Stephen Amukune, University of Szeged, Hungary

Non-presenting Co-author(s):

Kristian Jozsa, University of Szeged, Hungary

This study aims to predict school readiness by assessing pre-academic skills, mastery motivation and executive functions of 3-8-year-old children using a tablet-based game-like assessment tool called FOCUS app (Barrett et al., 2017). Research suggests that executive function and mastery motivation are better in predicting school readiness (Berhenke et al., 2011; Barrett et al., 2017; Józsa & Barrett, 2018;) than pre-academic skills alone. This study is anchored on the Approaches to Learning theory. Both Mastery motivation and Executive functions are vital components in approaches to learning manifested in goal-directed behaviour in a challenging task (Barrett et al., 2017; Buek, 2019). We followed a six-stage

process to adapt, translate and determine the content validity of FOCUS to fit Kenyan context (Holtzsch et al., 2016). Using FOCUS app, we collected data from 89 preschool children from 10 schools whom we recruited using stratified random sampling in one County in Kenya. Before data collection, we provided teachers and parents with full information about the study. After parents had signed a consent forms children were also required to assent before they were allowed to play the game. We also used unique codes to hide their identities. The findings revealed that the pupils were better prepared in literacy skills than numeracy. Their mastery motivation was slightly above average and Executive Function was below average thus predicting a weak approaches to learning. An individualised intervention such as change of teaching strategies in numeracy and teacher and parental support during transition should be enhanced.

school readiness prediction, FOCUS App, approaches to learning, mastery motivation, executive functions

Paper 3: Play pedagogy and its impact on children's play maturity level based on the PROPELS tool

Presenter(s):

Maria Kyriakou, University of Cyprus, Cyprus

Non-presenting Co-author(s):

Eleni Loizou, University of Cyprus, Cyprus

The purpose of this study was to investigate whether the use of play pedagogy has an impact on children's play maturity. We compared the effects of the implementation of play pedagogy on children's play maturity based on the ProPELS tool (Leong & Bodrova, 2012) Defining play and its impact on learning and development is one of the strands one finds extensively in the literature (Edwards, Blaise & Brooker, 2014) Moreover, there is important discussion on the learning outcomes of children who are involved in play activities and how these are measured (Thompson & Goldstein, 2019). A pre-post comparison study design was used that involved two groups, the experimental, 25 children and the control group, 50 children of mixed age (3-6years). The use of play pedagogy was employed with the experimental group, whereas the control group experienced play in the traditional Free and Quiet Activity Time. The children were videotaped and observed during their play sessions and they were assessed in two time intervals at the beginning and the end of the intervention Parental consent was acquired and all children voluntarily participated in all of the activities Findings revealed that children who experienced the pedagogy of play developed their play skills to the most advanced stage as suggested in ProPELS and reached mature forms of play. This has direct implications on teacher education and practice in reference to play and on how we view children's learning and development within a play pedagogy context.

sociodramatic play, play & learning, play pedagogy, propels, play maturity

Symposium SET: 9

Symposium Title: Children's participation in pre-schools: A comparative study in Estonia, Germany, and Russia

In the participating countries of this international research network, the term participation literally or analogously is mirrored in the curricula and educational theory. Although participation is an assumption for children's learning processes in educational settings and thus a relevant educational term for all professionals, it is not clear what it exactly means and means to them. It has different connotations and implications, which are not only mirrored in theory discourses but also in daily practices and descriptions. Such as descriptions of routines in kindergartens and descriptions of teachers' view on children's participation. In this mixed methods study, the national contexts of the educational term participation in Estonia, Russia, and Germany will be presented by an content analysis of national curricula as well as a review of comparative quantitative and qualitative sub-studies towards the aspect of participation: How do pre-school teachers describe and define participation? Which methods or situations do they mention? The analysis of the data show differences and similarities.

Chaired by: Anja Seifert, JLU Gießen, Germany

Paper 1: Children's participation in pre-schools: German data

Presenter(s):

Christa Kieferle, Staatsinstitut für Fruehpaedagogik, Germany

Anja Seifert, Staatsinstitut für Fruehpaedagogik, Germany

The research wants to question and link teachers' ideas on participation (including examples of teachers' practices) with the theoretical and curricula perspectives on a national as well as an international level.

The results of previous international comparative studies (cf. Sandberg et al. 2015, Broström et al. 2014) show that there is no common view on children's learning and participation in cross-country comparisons on an international level.

Participation is considered to be a key concept in early childhood pedagogy and studies (cf. James & James 2008). Since the 1990s, there are different models and evaluation instruments referring to children's participation (Hart 1992, Shier 2001, Kelly 2019). There are only few comparative educational studies referring to participation (e.g. Correia et al. 2019).

The research was conducted as a quantitative and qualitative study using a questionnaire and interviews with teachers and heads. The national curriculum was analysed using content analysis. The interviewees were guaranteed confidentiality, anonymity and possibility to withdraw and not to complete some items. In all German curricula, the child is seen as actor of her educational processes. The results of the German, Estonian and Russian research indicate, that all professionals rated the item "preschool teachers encourage children to make their own decisions" high. But the individual interviews showed, that not all interviewees had a concrete idea, how participation could be implemented in daily practices. Understanding the different perspectives about children's participation and the question of transfer from theory into practice is important for supporting further training and professional development.

professionalism, teacher beliefs, participation, curricula, comparative studies

Paper 2: Children's participation in preschools: Estonian data

Presenter(s):

Aino Ugaste, Tallinn University, Estonia

Maire Tuul, Tallinn University, Estonia

The aim of the study is to describe how concept of participation is presented in the national curriculum and understood by preschool staff in Estonia. The study is an extension of previous international studies: "Learning and participation - two interrelated key-concepts in the preschool" (Johansson & Sandberg 2010) and studies of the same international research group, which investigated preschool and primary teachers' view on children's learning (2011, 2012, 2013, 2015). Theoretical framework is based on social-cultural theory with reference to Dewey, Vygotsky, and Rogoff. The research was conducted as a quantitative and qualitative study using a questionnaire and interviews with teachers and heads. The national curriculum was analysed using content analysis. The respondents were informed about the aims and content of the study and the participation was voluntary. The confidentiality and anonymity were guaranteed.

In the Estonian national curriculum the child is seen as an active participator in the schooling and education, but the children's participation is presented modestly and one-sidedly primarily based on the adults' perspective. The results of the research indicate that in general the teachers value children to be active and make their own choices, but the concept of participation was interpreted in different ways. The findings offer insight into the different understanding and beliefs about children's participation. The professional training and development of future teachers need to be more focused on this issue.

Estonian teachers, beliefs, participation, curricula, comparative studies

Paper 3: Children's participation in pre-schools: Russian data

Presenter(s):

Irina Vorobeva, MCU, Russia

Igor Shiian, MCU, Russia

Non-presenting Co-author(s):

Nikolay Veraksa, MCU, Russia

The aim is to investigate how teachers reflect and describe children's learning and participation, is there a correlation to their practice experiences. Russian part of the study is focused on changes in answers before and 6 years after the adoption of the federal preschool education standard. The results of previous international comparative studies (cf. Sandberg et al. 2015, Broström et al. 2014) show that there is no common view on children's learning and participation in cross-country comparisons on an international level. Understanding of "learning" based on theoretical understandings of learning and participation, grounded in socio-cultural theories of the importance of the context and social nature of learning, tradition of Co-Constructivism and Social-Culturalism: learning as a process in which children and educators participate, activity, participation, and social interaction (e.g. Bronfenbrenner 1979, Piaget 1975, Vygotsky 1978; Damasio 2004; Rogoff 2003, Säljö 2005). Participation is considered to be a key concept in early childhood pedagogy and studies (cf. James/James 2008). The research is focused on similarities and differences of the professional interpretation of the concept of participation by quantitative questionnaires with pre-school teachers, students and heads of educational settings are analysed. All subjects participated voluntarily in these studies and were given the opportunity to withdraw from the study at any time. The differences we found can be explained by the fact that new federal standard (adopted in 2012) is oriented on contemporary values of child development including acting in zone of proximal development. Participation is a basic precondition for democratic pedagogies.



professional thinking, teacher beliefs, participation, curricula, comparative studies

Symposium SET: 9

Symposium Title: Professional training needs in ECE

Chaired by: Jean-Yves Plaisir, Borough of Manhattan Community College, United States

Paper 1: Comparing Teacher Educators' and Pre-service Teachers' Evaluations of Inquiry Activities

Presenter(s):

Fatma Çağlın Akillioğlu, Kutahya Dumlupınar University, Turkey

Non-presenting Co-author(s):

Canan Avci, Ondokuz Mayıs University, Turkey

Melda Kilic, Ondokuz Mayıs University, Turkey

This research investigates teacher educators and early childhood pre-service teachers' evaluations of inquiry activities to gain a deeper understanding of the discrepancies and comparable characteristics of their evaluations. Research suggests that practice teaching support pre-service teachers' professional development (Grossman et al., 2008), yet without reflective and critical evaluations, these experiences can become missed opportunities (Valencia et al., 2009). Although, evaluations of these practices by pre-service teachers and teacher educators have been a topic of interest, there is little research to compare the perspective of these two groups. This study utilizes Shulman's (1986) "teacher knowledge" framework. Patton's (2002) qualitative inquiry framework was used for methodology. Self-evaluations of eight pre-service teacher's inquiry teaching practices and the evaluations of these practices by three teacher educators were compared. Informed consents were obtained from the participants who were given the option to leave the study any time they want. Identification numbers were used to hide their identities. From teacher educators' perspectives, pre-service teachers struggle during inquiry activities due to insufficient pedagogical content knowledge. They fail to arrange a student-centered learning environment, facilitate activities according to specific gains, ask high-quality questions, and provide appropriate evaluations and conclusions. From pre-service teachers' perspective, they struggle due to students' lack of interest, prior knowledge, and the limitation of the materials. Both groups reported time management, lesson planning and content knowledge as weakness of the evaluated inquiry activities. Findings show significant discrepancy between teacher educators' and pre-service teachers' evaluations that needs to be addressed in teacher education.

evaluation, inquiry, teaching practices, pre-service teachers, teacher educators

Paper 2: More Opportunities for Every Child: Teachers' Training needs on early detection of difficulties in kindergarten

Presenter(s):

Silvia Maggiolini, Università Cattolica del Sacro Cuore, Italy

Paola Molteni, Università Cattolica del Sacro Cuore, Italy

Elena Zanfroni, Università Cattolica del Sacro Cuore, Italy

Non-presenting Co-author(s):

Luigi d'Alonzo, Università Cattolica del Sacro Cuore, Italy

Roberta Sala, Università Cattolica del Sacro Cuore, Italy

This paper examines the training needs of regular and support teachers who work in mainstream kindergarten in the field of early detection of children's difficulties. The work has been produced with the support of EU Erasmus+

Programme. Università Cattolica (UCSC) team has carried out a two-year project (2015-16) of national importance in collaboration with the Italian Federation of Kindergartens on early detection of children's difficulties (d'Alonzo, La rilevazione precoce delle difficoltà, Erickson, Trento 2017) In recent years the presence of pupils with disabilities and with different difficulties has been a constant element. This has contributed to making the management of educational realities more and more complex, since pre-school age. Alongside with EU policies on ECEC inclusive education (Agenda 2030), this work is an action-research based on qualitative and quantitative methodology. Researchers have used focus groups (2), semi-structured interviews (9) and questionnaires (68). Data collected was undertaken in compliance with EU data protection legislation. Families' children were informed about the tool's testing process and consent has been obtained. Data collected is treated in the full respect of privacy. The main findings are related to the importance to be trained about: how, when and where it is necessary to observe the child; better understanding of special educational needs and possible early signs of SEN; how to manage communication with families and stakeholders; the importance of implementing pedagogical approaches in order to reduce and cope children's difficulties. The research implications are: developing a specific training course, design an effective observational tool, engaging families and stakeholders for more competent network.

early detection, training needs, inclusive education, mainstream kindergarten, children difficulties

Paper 3: Developmental Research of ECEC Teacher's Job Training to Improve Their Communication Skills: Through comparing between students in pre-service teacher education and ECEC teachers

Presenter(s):

Yoshiko Shirakawa, Kyoritsu Women's University, Japan

Non-presenting Co-author(s):

Aiichiro Sakai, Kyoritsu Women's University, Japan

Takaaki Hara, Mejiro University, Japan

ECEC teachers are expected to provide children the opportunity of "agentic and dialogical deep learning", so they should improve their communication skills. The purpose is to examine the teacher's training effects on their communication skills compared with non-trained ECEC teachers and students in pre-service teacher education course. Shirakawa et al. (2018; 2019) found that trained teachers improved their communication skills compared with non-training teachers, and that group discussion of the teacher's training effects on their communication skills. So, in this study, we'll investigate the improvement process of teacher's communication skills through pre-service to in-service. Our project draws on the theories of L. S. Vygotsky who described a process where a teacher supports children's learning within their 'zone of proximal development', as well as Wood's theory dealing with 'scaffolding'. The variation and the number of the categories regard with communication skills were quantitatively compared among students, non-trained teachers and trained teachers. A consent form was provided to all participants. They were given the opportunity to withdraw from the study at any time. Trained ECEC teachers improved their communication skills compared with the students in pre-service and non-trained teachers. On the top of this, non-training teacher's communication skills were higher than the students. The discussion will relate to concrete viewpoints of the pre-service through our research results. We'd like to survey how to improve student's communication skills during their pre-service teacher education course through finding the fact that ECEC teachers gain their skills by their experiences in-service and in training.

ECEC teacher, job training, pre-service teacher education, communication skills, dialogical deep learning

Symposium SET: 9

Symposium Title: How pedagogues construct settings for children to experience authentic participation in democratic processes

In recent years, it has become more and more common to design programs and methods targeting specific outcomes for pedagogues to use in early childhood education settings in order to improve practice. Some of these programs and methods do not foster the children's authentic participation and prevent the teachers from attending to children's perspectives on everyday life in childcare, which is the essence of the democratic process. This symposium addresses how early childhood pedagogues can be empowered to reflect and develop their own practices in child care in order to assist in the creation of settings that foster the democratic process. This symposium addresses questions about how pedagogical settings in practice can offer children opportunities to experience democratic processes mediated by dialogues, interaction and drawing activities.

Chaired by: Lea Ann Christenson, Towson University, United States

Paper 1: Empowering Pre-Service Early Childhood Teachers with the Tools to Design, Implement and Evaluate Child Centered Learning Environments

Presenter(s):

Lea Ann Christenson, Towson University, United States

Ripples of the accountability focused education reform movement reverberate within teacher education contexts and a disconnect between the theory and practice of high-quality learning environments and contemporary classrooms exists (Cochran-Smith et al., 2016; Wepner, 2006; Whitenack & Swanson, 2013). This study is of university preparation of pre-service teachers to create child centered learning environments in this context. According to Lam et al. (2011), pre-service teachers can learn how to be more effective in their practice. There are some gaps in the literature regarding specific strategic strategies (Daniel, 2015, Bouton, 2014, Loh & Hu, 2014). Guided by Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998), this study views university teaching as a means to influence paradigms in education (Grant, 2012). Grounded theory and ethnographic methods guided this study as part of an iterative study to investigate the pre-service teachers use of tools, including KIDS (Assessment of educational quality in child care), in creating learning environments (Glaser & Strauss, 2009). This study met the ethical standards of Towson University. The pre-service teachers navigated the classroom contexts in which they were placed to create developmentally appropriate lessons in spite of high-stakes testing and neoliberal reforms. They mitigated these influences with the strategic conceptual inclusion of tools for reflection. A deeper understanding of how pre-service teachers strategically apply conceptual knowledge to create child centered learning environments provides avenues for teacher educators to navigate the tensions in school reform impacted contexts and allows universities autonomy to foster change (Whitenack & Swanson, 2013).

policy, pre-service teacher education, child centered practice, KIDS as a method, reflective practices

Paper 2: How can early childhood everyday practices that promote children's participation and influence on everyday life in child care?

Presenter(s):

Grethe Kragh-Müller, Aarhus University, Denmark

Educational quality is a multidimensional phenomenon (Sheridan, 2003). Teaching children democracy is a core value of educational quality in the Danish law for child care. The aim of the study was to investigate how teachers can promote children's participation and influence of democracy in everyday practices in child care.

Research points to the importance of teaching children democracy in ECE (Ringsmose & Kragh-Müller, 2017, Klafki, 2005), but also finds a gap between intentions and children's influence on everyday practices (Warming, 2005, Svinth, 2012). The study was framed within socio-cultural theories and a dialectical-materialistic approach (Dreier, 2008). According to Vygotsky (1971), and Schibbye (2002) human life and development is intertwined with history, society and culture. Teachers in child care set the conditions (including teacher-child relationships) for children to learn about society. Paradigm: Cultural-historical, subject science Methodology: Action research. Participants co-researchers. Methods: Observations, KIDS, focus group interviews. Concerns: Mitigate negative consequences. Measures: Informed consent of participants. Respecting all participants rights to withdraw from project. The study showed that creating learning environments, acknowledging the children's intentions and feelings and conflict solving promoted the children's participation. Especially working with conflict solving made the preschool teachers aware of clashes between teacher's and children's perspectives on everyday practices. A new structure of the day was planned with different daily routines and less emphasis on following activities through as planned by the teachers. Implications are a deeper understanding of factors that teachers can implement to create changes in child care that allow children's democratic influence in everyday practices.

quality in child care, democracy in early childhood, childcentered practice, KIDS as a method, reflective practices

Paper 3: Drawings and aesthetic pedagogy for democracy in ECEC-practice

Presenter(s):

Anne Maj Nielsen, Danish School of Education, Aarhus University, Denmark

The aim is to study how sensory-based articulations in drawings and dialogue can foster children's authentic participation in democratic processes in ECEC. Previous research has documented, how children's articulation in drawings offer sensory and sociocultural mediation of sensations and experiences in their lifeworld (Drake & Winner, 2013; Nielsen, 1995, 2012, 2017; Walker, 2007). The theoretical framework is an integration of body-phenomenology (Fuchs, 2011) and sociocultural psychology (Vygotsky, 1986) conceptualizations of experience as; sensory pre-reflective embodied perception loaded with intensity, and mediated by sociocultural artefacts, tools and participatory practices (Svinth, 2013; Kjøster & Winther-Lindqvist, 2018). Body-phenomenology and culture-historical activity theory lay the paradigmatic ground for qualitative observations and interviews with children and adults in ECEC settings and home. The study meets the ethical standards at Aarhus University, Denmark. The main finding is that children's articulation of experiences and knowledge in drawings in collaborative encounters with peers and adults can propel children's authentic participation in democratic processes. Discussion focus on, how pedagogues can foster and attend to such processes of articulation, and how they can empower their attentive repertoires to foster children's authentic participation in democratic processes in ECEC. Aesthetic practices in ECEC have democratic potentials to develop in practice and in education of pedagogues, where knowledge of aesthetic articulation and democratic processes is pivotal. The study contributes to an aesthetic pedagogy for democracy in ECEC-practice.

sensory-based experience, articulation and mediation, children's drawings, aesthetic pedagogy, democratic participation

Symposium SET: 9

Symposium Title: Assessing aspects of quality to improve outcomes

Chaired by: Tatiana Le-van, Moscow City University, Russia

Paper 1: Assessment and development of provisions for child participation in kindergartens

Presenter(s):

Tatiana Le-van, Moscow City University, Russia

Anna Iakshina, Moscow City University, Russia

The aim is elaboration of assessment tool “Provisions for child participation in kindergartens”. Democracy values, participatory principle support are important criteria of high quality education. It contributes to children’s competency of citizenship (Hendrick, 1996; Bertram, Pascal, 2002; Waller, 2008). True participation means that children are involved into decision-making (Mannion, 1999; Mintzer, Derr et al., 2013; Sanoff, 2017). Theoretical framework is based on socio-constructivism (Vygotsky), participative approach (Fthenakis, 2015), method of participatory design (Hart, 2009; IPA2). Interpretative paradigm and qualitative methods of structured observation, semi-structured interview were used. First, a survey of preschool teachers (N=48) was conducted. Then quality assessment with ECERS-3 was carried out in 37 preschool groups. Based on the results of these stages, the tool was developed and tested in 6 kindergartens. Parental consent was obtained after providing written information. All the participants were given the opportunity to withdraw from the study at any time. 11 groups presented significantly better level of quality than average in the sample (total score > 3.5, interaction score > 4.8). There is a significant relation between the quality (total score on ECERS-3) and the teachers’ ideas about the effectiveness of democratic or authoritarian norms of interaction between administration and staff in the institution. Obviously, it indicates that teachers use the same strategies in their interaction with children. Investigation of organizational climate is considered as the key aspect of the tool. The tool can help preschool staff to evaluate and develop democracy values, teacher trainers – to construct targeted intervention programs for improving child participation.

preschool education, participatory principle, child's voice, community development, democratic education

Paper 2: Differences in teacher-child interaction quality ratings using the CLASS between group oriented and dyadic situations

Presenter(s):

Heike Wadepohl, Leibniz University Hannover, Germany

Non-presenting Co-author(s):

Cathleen Bethke, Leibniz University Hannover, Germany

This paper focuses on differences in interaction quality between group-oriented free-play situations and dyadic teacher-child interactions. The recent debate on the effects ECEC has underlined the importance of high-quality teacher-child interactions as a central driver for children’s learning and development. International studies indicate, that the interaction quality during daily preschool routines differ with regard to the interaction domains; in general teachers receive mid/high scores in the CLASS-domains Emotional Support and Classroom Organization, whereas the Instructional Support domain is scored lower (see Pianta, 2015; Wadepohl, 2016). In addition, some studies mention an impact of

contextual factors within the interactions takes place (Mackowiak et al., 2015; von Suchodoletz et al., 2014; Wertfein et al., 2015). Data analysis relies on videotaped free-play and dyadic interaction situations of a subsample of 62 German preschool teachers from the KoAkiK projects. Interaction quality is assessed via the CLASS Pre-K (Pianta et al., 2008).

All videotaped persons (and their guardians) gave an informed consent to the aims and methods of the study. CLASS results equal the average quality scores for the three domains reported above. Concerning the situations, we found significant differences for classroom organization and instructional support scored higher in dyads. This might lead to the conclusion that a reduction of complexity in teacher-child interactions (in this case through dyadic interactions) is linked to teachers' organizational and instructional support performance implicating that dyadic situations might foster learning more than large-group free-play.

ECEC quality, teacher-child interactions, CLASS, Classroom Assessment Scoring System, interaction quality

Symposium SET: 9

Symposium Title: International perspectives on home schooling during the COVID pandemic

Chaired by: Ian Blackwell, Plymouth Marjon University, United Kingdom

Paper 1: A holistic support of home learning for Hong Kong kindergarten children in the time of COVID-19 outbreak

Presenter(s):

Chrysa Keung, The Education University of Hong Kong, Hong Kong

The COVID-19 outbreak led to switch from face-to-face classes to virtual mode of teaching. This emerging phenomenon requires adopting new educational policies and strategies for synchronous learning at home. This study develops a conceptual model by investigating the holistic supports for kindergarten teachers, children and families.

There are well-documented studies reporting on the relationships between families' social backgrounds, home learning environment and experiences (e.g. Foster et al., 2005; Hartas, 2011). However, few studies have shown a connection to conceptualize holistic model through investigating contextual sources of support on home learning (Kluczniok et al., 2013). In coping with the challenges and limitations of home learning, Hong Kong government and kindergartens develop various measures, schemes and plans of action to facilitate teachers and families adopting different e-learning approaches and using educational resources. This study draws on the multiple data from policy documents, reports and empirical studies to analyze the impacts of policy implementation and educational programmes. The ethical issues are considered throughout the study. Five themes have been identified from the policy discourses and empirical evidence, including preparedness, adaption, affordance, responsive and transparency. Findings of this study show that a quick adjustment on information flow, social support and parenting practices that could influence the quality of home learning experience for children. This study offers an integrated view on identifying multiple sources of support that are conducive to children's home learning. It gives insights into building a collective repertoire of educational practices for parents and teachers to adopt during the "New Normal" period.

Holistic support model, Home learning, COVID-19, Educational practices, Children learning

Paper 2: Perspectives of School Beginners on Home-Schooling in the Context of the Covid-19 Pandemic

Presenter(s):

Birgit Huepping, PH Ludwigsburg University of Education, Germany

Mirja Kekeritz, Universität Koblenz, Germany

Melanie Kubandt, Universität Vechta, Germany

The interview study in a German primary school class focusses on children's perspectives on homeschooling while covid-19 and the related challenges as well as coping strategies addressed by school beginners. Empirical findings (Popp 2014, Hummrich 2015) point to the high value of school as a social interactive space, beyond its learning function. But pandemic-related homeschooling leaves only limited room for interactions with peers and teachers. So, how are the interaction structures between students, peers, and teachers defined between home, school and digital spaces? With reference to the actor-network-theory (Eßer 2014), self-determination theory (Deci/Ryan 2000) and ongoing debates about children's agency within the (research) field, and connected with questions about children's relations with peers, teachers, parents, materials and nonhumans, the authors of the study outline a conceptual framework that merges socio-cultural theories with the idea of children's agency (Gallagher 2019). The data is based on 10 interviews (with 2 to

3 children at a time) (n=21), questionnaires, children's drawings and non-reactive audiostatements. It was coded with the aim of categorization based on the Grounded Theory according to Strauss and Corbin (1996). The EECERA Ethical Code for early childhood Researchers (2015) was followed with voluntary, informed consent sought from children, parents and educators. The results show individual and collective coping strategies of the children, but also point to the high relevance of attending school as a social interaction space. Based on the results, recommendations can be derived for both parents and teachers on how home-schooling could be made more child- and student-friendly.

children's perspectives, home-schooling, coping strategies, covid-19, participation

Symposium SET: 10

Symposium Title: Leadership and inspection in ECE

Chaired by: Aline-Wendy Dunlop, University of Strathclyde, United Kingdom

Paper 1: Leadership in the Early Years in Scotland

Presenter(s):

Aline-Wendy Dunlop, University of Strathclyde, United Kingdom

The Scottish Blueprint for expansion of free Early Learning and Childcare (ELC) to 1140 hours a year (Scottish Government, 2018; 2019) has resulted in major system change and a huge recruitment drive for early years practitioners. The data presented answers the study aims to identify local early years 0-8 leadership experience, qualifications, beliefs and day-to-day practices across diverse settings, and to identify sustainable “on-the-job” leadership development. The need for research into early childhood leadership work is clear (Hujala, 2019). System-change on this scale raises questions for policy on whether there is ample leadership to support such change (Nicholson, Kuhl, Monates, Lin & Bonetti, 2018). In the face of opposing ideologies and huge change in the ELC sector new framings of leadership need to be theoretically located in practice (Palaiologou & Male, 2018). This study consulted with practitioners who are providing leadership 0-8 in Scotland, through an online survey and follow up Nominal Group Technique sessions to unpick participants’ views on one main question: “How do you define effective leadership in early years ELC and Early Primary settings?”. Ethical approval was sought and granted and attended to confidentiality, anonymity and participation. Findings address definitions of leadership and influences upon leadership and leadership development: leadership is viewed as moral, transformational and participative. Stepping up to leadership in a climate of service expansion demands nurturing of colleagues, an eye on quality, pedagogical expertise and the reframing of leadership in order to ensure democratic early childhood approaches and experiences.

leadership, pedagogy, expansion, reframing, quality

Paper 2: An investigation of the construction of quality within early years’ settings in Ireland through the Early Years Education-Focused Inspection process.

Presenter(s):

Arlenne Heeney, Technological University Dublin, Blanchardstown Campus, Ireland

This research aims to investigate the construction of quality within early years’ services in Ireland through the lens of the Early Years Education-Focused Inspection process. In 2016, the Education-Focused Inspections were introduced in Ireland to evaluate quality of education provision within early years’ settings participating in the Early Childhood Care and Education (ECCE) programme. While previous research on this inspection process is limited, this study draws on research such as Fenech (2012) who suggests that inspection and regulation are crucial methods used by governments to determine and evaluate quality provision. This study draws on the theory of quality as constructed and contextual, influenced by culture and society (Moss and Pence, 1999; Pence and Moss, 1994). A two-strand mixed method approach was taken using content analysis of inspection reports and semi-structured interviews with early years’ educators using thematic analysis, within an interpretive paradigm. Ethical clearance was obtained from TU Dublin Blanchardstown and the ‘Research ethics and code of good research practice’ was adhered to at all times. Phase one research was based on publically available documents. Informed consent was obtained from participants for interviews in phase two.

Participation was voluntary and participant details anonymised. Preliminary analysis suggests a shift in focus in quality from structural to process quality with an emphasis on dynamic elements relating to children's experiences. The implications for policy and practice are discussed and offer insights into shifting stakeholder regulator dynamics. This research contributes to knowledge about how quality is currently viewed through the inspection process.

early years education-focused inspections (EYEI), inspection process, quality, early childhood care and education (ECCE), qualitative

Paper 3: Examining childcare provider views on governance and leadership and their effects on quality early childhood education and care in Australia.

Presenter(s):

Lisa Keegan, Griffith University, Australia

This study aims to ascertain strategies for improved quality of early childhood education and care (ECEC) provision in Australia by examining childcare providers' views on governance and leadership. Research suggests roles and responsibilities of all levels of governance and leadership for ECEC should be transparent (Pascoe & Brennan, 2017). Quality structural and process systems directly correlate to quality provision, improving children's developmental outcomes and societal advantage (Nores & Fernandez, 2018). Quality governance and leadership expectations legislated through National Quality Standards (NQS) (Fenech, Giugni & Brown, 2012) are used as a benchmark for this study. A qualitative bricolage framework (Rogers, 2012), Kemmis' (2010) sustainable action conceptual framework, and a new materialism theoretical framework (Fox & Alldred, 2015) were utilised to identify strengths and challenges in transcripts. A critical research paradigm (Pham, 2018) guided in-depth semi-structured Interviews with approved providers in Australia (n=10). Three phase thematic, frequency analysis of data (Bazeley, 2009) using an interpretive phenomenological approach (Neubauer, Witkop & Varpio, 2019) was undertaken. There were no foreseeable ethical concerns. Ethical approval was sought and granted. Consent forms and information sheets were provided to all participants to obtain informed voluntary consent. Results reveal legislatorial governance, and individual provider philosophies affect providers governance and leadership in services, influencing the quality of ECEC provision. Further research about governmental and provider governance and leadership practices is warranted to identify solutions to competing tensions between government and providers, influence policy and practice and further supports providers to provide quality ECEC in Australia.

Governance, Leadership, Provider, Quality, Sustainability

Symposium SET: 10

Symposium Title: Children making transitions

Chaired by: Dana Harring, TH Rosenheim, Germany

Paper 1: Children's transitions in institutional time of ECEC

Presenter(s):

Niina Rutanen, University of Jyväskylä, Finland

Mari Vuorisalo, University of Jyväskylä, Finland

Non-presenting Co-author(s):

Kaisa Harju, University of Jyväskylä, Finland

Yaiza Lucas Revilla, University of Jyväskylä, Finland

Raija Raittila, University of Jyväskylä, Finland

The aim is to explore how children's transitions are intertwined with institutional time of ECEC. We will provide new insights into the temporal aspects of transitions. Much of the studies on transitions have focused on predictable transitions e.g. from preschool to school (Boyle et al. 2018, Dockett & Perry 2015, Boyle & Petriwskyj, 2014), and diverse point of views (teachers', children's, parents') (Dockett et al. 2016). Our work zooms into the temporal aspects, exploring transitions as results of the alterations of the institutional time and daily schedule of ECEC.

Time is examined as institutionally defined (Schatzki 2019), linked to space (Löw 2016). Institutional time includes fixed and open regularity (Blue 2017) but it is also prone to sudden problems with established practices. We will apply constructivist paradigm and multiple case study approach including five children and their families. Both observations and video-recordings were conducted, and teachers and parents were interviewed. This study is part of Trace in ECEC - project that follows the guidelines on research ethics by the Finnish National Advisory Board on Research Ethics and has been evaluated by the ethics committee at the University of Jyväskylä. ECEC includes variety of alterations to the stable weekly and daily schedules. For example, periods after holidays can be characterized as collective settling-in or return processes. Thus, children's individual transitions are embedded in the annual rhythms of institutions. This work enhances research based knowledge about temporal aspects of the transitions that can be taken into account in further practice development.

infants-toddlers, Transitions in ECEC, time, qualitative research, relational sociology

Paper 2: "I only listen, because I don't want to interrupt" – The children's role in parent-staff-communication in ECEC

Presenter(s):

Britta Menzel, German Youth Institute, Germany

For many parents (daily) communication with ECEC staff is part of their routine. Although often being the subject of their exchange, little is known on children's engagement in these conversations (Betz et al. 2019). Therefore this paper focuses on the children's agency in home-ECEC-relations. Previous research highlights the importance of considering the children's role when investigating home-school-relations (Markström 2013). However, in early childhood research empirical findings on this topic are scarce. The paper draws on theoretical concepts of childhood studies by focusing on children's agency in home-ECEC-relations (Prout/James 1990). To understand the children's practices during parent-

staff-communication, ethnographical observations have been conducted over a year in an ECEC setting including children between 3-6 years. Thereby a special focus was drawn on pick up and drop off conversations. The study has been ethically approved by an external commission. Ethical guidelines (informed consent, anonymisation, right to withdraw etc.) have been considered throughout the complete process and included all participants (children, parents and ECEC staff). The paper reveals diverse patterns of the children's role in communication between parents and ECEC staff. It is shown how children shape home-ECEC-relations in multiple ways as social actors, e.g. by actively using the conversations between parents and ECEC staff for their own purposes. In Germany children's rights are a hotly discussed issue. However, within the context of home-ECEC-relations children are mainly regarded as objects (Betz/Eunicke 2017). The paper contributes to a better understanding of the children's role on that matter.

home-ECEC-relations, childhood studies, ethnography, qualitative research, agency

Paper 3: Children's practices during snack time

Presenter(s):

Dana Haring, TH Rosenheim, Germany

Non-presenting Co-author(s):

Sabina Schutter, TH Rosenheim, Germany

Flexible day care is structured by a multitude of microtransitions (Gutknecht/Kramer 2018), the performance of snack times serves as one of those. This paper aims at investigating children's practices in maintaining the structure of snack time throughout the week with alternating care givers. Previous research highlights the importance of continuity in flexible care settings for children's socioemotional development (de Schipper et al. 2003). Empirical findings on children's experiences in flexible care arrangements are scarce, as this topic is primarily discussed from an adult's perspective (Schäfer 2015). Drawing on childhood studies, children are regarded to actively contribute to maintaining or changing social structures (Prout/James 1990). Practice theories are used as an analytical focus (Schäfer 2016). An ethnographic approach is used to gain insight into children's practices during flexible day care. Participatory observations and ethnographic interviews with children were conducted. All participants were informed about the study purpose and could withdraw any time. Data was collected based on informed consent of parents, children and educators. The data points towards children positioning themselves as insiders towards ECEC staff, when it comes to recurring events (i.e. snack time). The impact of the child-staff relation on the child's need to keep the implicit logic of snack time upright is discussed. The study operates in a political field of tension: both parental needs for flexible day care as well as consequences of flexible structures for ECEC staff are discussed. Children's experiences add a third perspective in this matter, which is up to now mostly neglected.

Flexible Child Care, ethnographic research, children's practices, microtransitions, generational order

Symposium SET: 10

Symposium Title: Learning story narrative assessments used as a tool for inquiry and reflection. Examples from New Zealand, United States of America and Finland.

Learning Stories, a narrative assessments approach, honors multiple learner identities and is used as a tool for self-reflection (Carr, 2001). This formative approach crosses cultures, making visible child, families', and teachers' learning experiences. Rooted in the image of the learner as competent and capable, family voice is central. This narrative assessment process, values all contributors as learners. Together in communities of practice, diverse voices and perspectives are honored and celebrated. Learning Stories offer opportunity for "deeper learning" and is grounded in a powerful socio cultural theoretical framework. The power of relationships is strengthened as the storyteller shares stories that are significant in the learners' cultural context. These narrative assessments transforms relationships, strengthens connections, and offers insight into the learning of others. This symposium looks at how Learning Stories have developed in New Zealand, Finland, and the United States as a professional tool used in educators' inquiry research.

Chaired by: Annie White, California State University Channel Islands, United States

Paper 1: Honoring Student Voices: Learning Stories used as a Tool for Self-Reflection in Higher Education

Presenter(s):

Annie White, California State University Channel Islands, United States

Understanding the impact of identity among students is vital (Gonzales-Backen et al., 2015; Stewart, 2002). Yet, students often struggle to feel a sense of belonging, the value of their cultural wealth, or a connection to funds of knowledge in classroom settings (O'Keeffe, 2013; Moll, et al., 1992). The objective of the study was to examine a four year interdisciplinary research project of a new narrative approach derived from Learning Stories (Carr, 2001), referred to as My Stories, a process where students identify and share their social and cultural identities represented through various art modalities and the impact it has on relationships and students' multiple learner identities. Learning Stories, a narrative assessment approach (Carr, 2001) is being used in the USA to strengthen relationships between children, families, and teachers (White, 2016; White, 2018; White, 2019). The study draws upon the theoretical framework of "Funds of Identity" (Esteban-Guitart & Moll, 2014) to understand how historical, social, and cultural wealth impacts student's self-identification, self-expression, and knowledge of self. This qualitative case study, approved through Internal Review Board (IRB), included questionnaires completed by participants, analysis of responses, evaluation, interpretation, and coding to identify key findings. Consent forms were provided to all participants. Informed consent was discussed and participants could withdraw their data from the research at any time. Findings show Learning Stories strengthens students' developing sense of self, identity as a learner, and valued community member. Learning Stories has positively influenced assessment practices in the USA and creates deeper, caring relationships among students.

narrative assessment, learner identity, relationships, interdisciplinary, formative

Paper 2: Exploratory journey into detection of children's strengths: Learning Stories as assessment for support in Early Childhood Education

Presenter(s):

Marita Neitola, University of Turku, Finland

This study aimed to investigate Learning Stories as a tool for empowering learning of children with special needs in ECE. Recognizing these children's strengths and needs implies systematic and continuous pedagogical documentations. Learning Stories as a child-focused measure for documenting offers means for formative assessment in ECE (Carr & Lee, 2012). Learning Stories as a narrative assessment approach (Carr, 2001) are very applicable to pedagogical assessment and evaluation in ECE because they can be utilized in discussions and cooperation with parents and in planning pedagogy with professionals. The study draws upon the theoretical framework of formative assessment (Black & Wiliam, 1998), empowering feedback (Hattie & Timberley, 2007) and, when special education in question, understanding assessment also as support. The data of this qualitative study includes Learning Stories written by ECE- special education teacher students (N=20) during their practical training period. They were asked to implement a pedagogical intervention and as a part of it write 1 or 2 Learning Stories to children of their group. The analysis was conducted through qualitative content analysis. A consent form and information sheet was provided to participants. They could withdraw their data from the research at any time. Preliminary results show that teacher students aimed to perceive children's strengths, but the stories also contained ineffective features in terms of learning. Learning Stories can have positive influence on learning of children with special needs. However, there is a strong need to advance ECE- operation culture and assessment practices to more rewarding and supportive.

narratives, formative assessment, feedback, early childhood education, special needs

Paper 3: Celebrating Te Whāriki: Learning Stories strengthen te reo Māori and tikanga Māori

Presenter(s):

Wendy Lee, Educational Leadership Project, New Zealand

Teachers in mainstream NZ settings struggle to embed biculturalism into their teaching practice. My objective is to show how documentation of formative assessment integrates Māori values and beliefs in our curriculum Te Whāriki and strengthens te reo Māori, tikanga Māori, and Māori pedagogies and practices. This paper builds on research-based exemplars (Kei Tua o te Pae : Carr, Lee and Jones 2005, 2007, 2009), assessment research Black et al (2003)'s and Hattie's (2009) work on feedback . This research uses an action-research approach (Kemmis and McTaggart 2000) that includes qualitative methods based on questionnaires, interviews and document reviews. Narrative theoretical approaches underpin this research as well as Māori values and beliefs (Rameka and Soutar 2019) that support teachers to develop deeper understandings of Māori culture. The NZ assessment practice of Learning Stories provides the platform to explore pedagogy (Carr and Lee, 2019, Lee et al. 2013). New data from teachers' interviews, documented assessments and reflections are introduced. Consent forms were provided to all participants. Informed consent was negotiated with the teachers involved and participants could withdraw their data from the research at any time. Teachers' reflections on their learning is used to illustrate the ways in which revisiting narrative documentation makes a powerful contribution to both informing and engaging teachers in children's bicultural education. Workable strategies for teachers, using Learning Story data, can construct opportunities for teachers to recognise their own learning journeys and those of the children they teach, shifting their understandings of what it is to be bicultural.

narrative, learner identity, biculturalism, formative, relationships

Symposium SET: 10

Symposium Title: Pedagogical strategies for language development

Chaired by: Ramazan Merk, University of Plymouth, United Kingdom

Paper 1: "The world can be as complete as a sentence" -- How can teachers bring grammar closer to children?

Presenter(s):

Ádám Pölcz, ELTE Eötvös Loránd University Faculty of Primary and Pre-School Education, Hungary

The aim of this paper is to present a rhetorical-based approach to teaching and learning syntax that can help students feel closer to their own mother tongue. At the focus of my idea is the affirmation that language is a representation of the world around us, and it could be the most accurate, most faithful reflection of our environment. The classical rhetorical literature, from Aristotle and Quintilian to Chaim Perelman and Edward Corbett, has significantly established the rhetorical approach. The research is based on a 1997 study by Anne G. Grotans, who examined the rhetorical Latin teaching of medieval monasteries (e.g., St. Gallen). The Hungarian researcher of the topic, Anna Adamikné Jászó, has already raised the connection between rhetorical questions and the teaching of grammar (2016), but did not elaborate. This research is based on the fact that the teaching of each part of a sentence should be taught along with the questions asked of them, along with their meaning to reality - as ancient and medieval rhetoric has done: ask a question and do a research in the sentence which part of it can refer to reality or the imagined world. The method used is philological in nature: it is based on the analysis of available source texts. No ethical concerns were raised during the research. The world is as complete as a well-put together sentence. This approach needs to be mastered by students. The results of this research can help to develop comprehension and experiential mother tongue learning.

syntax, St. Gallen, questions, language teaching, cognitive linguistics

Paper 2: Designing an adaptive professionalization trajectory aimed at stimulating language and thinking development in make-belief play

Presenter(s):

Marianne Boogaard, Kohnstamm Instituut (University of Amsterdam), Netherlands

Annerieke Boland, Hogeschool iPabo - University of Applied Science, Amsterdam, Netherlands

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Eefje Van der Zalm, Marnix Academie - University of Applied Science, Netherlands

Annemiek Veen, Kohnstamm Institute - University of Amsterdam, Netherlands

The study aimed to design an adaptive trajectory for the professionalization of ECEC-practitioners in play-guidance of make-belief play, with the intention to stimulate language and thinking development, while preserving its child-centred character. Research shows that practitioners do not optimally combine development of play, language and thinking (Slot, Jepma, Muller, Romijn & Leseman, 2018). Play guidance increases cognitive quality (Johnson, Christie & Yawkey, 1999), but it takes time to learn and practitioners may feel resistance to play along (Boland, Damhuis, Tjallema, Van der Zalm 2017). From a social-constructivist approach, make-belief play is crucial for children's development (Bodrova, 2008). It offers opportunities for stimulation of (complex) language production in natural communication, which is

necessary for language and thinking development (Mercer & Littleton, 2007; Swain, 2005). In an educational design research, five learning communities of practitioners, pedagogical coaches and researchers designed activities that supported the transformation of beliefs and daily practice. Semi-structured interviews with all participants were qualitatively analysed. Filmed play sessions were analysed on quantitative measures for interaction quality. According to EECERA's Ethical code, practitioners and children's parents gave consent to use the data for coaching and analysis. Children played of their own free will. Findings show the feasibility of the adaptive approach in learning communities. Practitioners' experienced improvement of interaction skills in play guidance, which was supported by objective judgements of filmed sessions. A train-the-trainer empowers pedagogical coaches to implement the adaptive approach in their own ECEC centre, tailoring it to the daily practices of their learning communities.

adaptive professionalisation, language development, make-belief play, interaction quality, learning community

Paper 3: Joint educational partnership? - perspectives and expectations of parents and childhood educators in the field of language education

Presenter(s):

Carolin Machens, University of Osnabrueck, Germany

Sarah Girlich, LakoS - Institute of Language Promotion Saxony, Germany

Non-presenting Co-author(s):

Nadine Madeira Firmino, Fliedner University Düsseldorf, Germany

Robert Jurleta, LakoS - Institute of Language Promotion Saxony, Germany

The aim of this study was to evaluate different perspectives on the so called joint educational partnership of childhood educators and parents in the field of language education in German childcare. Previous studies have shown the effect of early parental involvement (e.g. Westheimer, 2003; Madeira Firmino, 2015). Regarding the German educational system, it has been proven that children who grow up in families with lower socio-economic status and lower levels of communication show deficits in language development and thus have lower chances of educational success (Reiss et al., 2018). Based on the European and German Qualifications Framework (EQF, DQR) guidelines for a joint educational partnership with parents, especially in the field of language education, have been published by different work groups (DJI & WiFF, 2011, 2016). Ideally every ECEC-institution should perform concepts in accordance with these guidelines. A self-developed questionnaire was designed to examine how parents and educators perceive the implementation of these guidelines. For this purpose, an online-based survey was used. The participation was voluntary and anonymous. The analysis showed significant differences between parents and childhood educators in the overall value as well as in different subdomains (such as participation, information). Also, differences derived from socio-economic factors could be observed. The findings led to the assumption that there's a gap between theory and performance regarding the joint partnership with parents in the field of language education. Further implications for educators' pre- and in-service training can be made and may be useful for the professional exchange between different professional groups.

educational partnership, parental involvement, language promotion, perspectives, implementation of guidelines

Symposium SET: 10

Symposium Title: Science and ECE

Chaired by: Cristina Guarrella, The University of Melbourne, Australia

Paper 1: Historical changes of kindergarten curriculum in Japan from the perspective of scientific investigation, the transition to primary school and holistic learning

Presenter(s):

Masato Kosaka, University Of Fukui, Japan

Nagisa Nakawa, Kanto Gakuin University, Japan

The article will discuss the recent trend of preschool education's historical changes from the perspectives of transition to primary education, holistic learning and scientific investigations. Previous research of the historical changes of the Japanese curriculum for preschool has been focused on the domains (e.g. Takahashi & Takahashi, 2007), but not from holistic and scientific investigations. We particularly pay attention to the recent curriculum changes for the last decades to discuss the changes. We will apply the following three conceptual frameworks: scientific investigations (Lederman et al., 2014), which offers us to view mathematics and science in an integrated way, transition to primary school (OECD, 2017) and holistic learning (Lewis, 1995). We analysed the Japanese kindergarten curriculum by using qualitative content analysis. We particularly paid attention to the latest two versions of guidelines published in 2008 and 2018 and extracted the related words to both science and mathematics, such as 'nature', 'investigations', 'discovery' and 'numbers and quantities' and see how the concept was treated in the two guidelines. Ethical consideration has been given to ensuring fair representation of literature from a neutral and academic perspective. The historical examination made it clear that the Japanese curriculum has been influenced by primary and further education; however, it still maintains the philosophy in scientific investigations that the old Japanese philosophers' and practitioners' views toward preschool education, which regards children's plays, holistic learning as significant for children's holistic development in scientific investigations. The study contributes to the discussion of transition to primary school.

scientific investigation, mathematics, science, the transition to primary school, holistic learning

Paper 2: Playful science: A catalyst for high quality teacher-child interactions

Presenter(s):

Cristina Guarrella, The University of Melbourne, Australia

Non-presenting Co-author(s):

Caroline Cohrssen, The University of Hong Kong, Hong Kong

Jan van Driel, The University of Melbourne, Australia

This research aimed to investigate how the enactment of one purposefully planned science game impacts on classroom quality in different early childhood settings. Previous research conducted by Cabell and colleagues (2013) demonstrates that teacher-child interactions are unequally supported across play-based programs; teachers demonstrate higher instructional support quality while interacting with children in science learning experiences. This was explored in preschool classrooms that systematically included one science experience in their morning programs. Preschool teachers, situated in a child's microsystem, have a proximal influence on child outcomes (Bronfenbrenner, 1977).

Strengthening teaching practice improves outcomes. Applying a mixed-method, multiple case study approach, classroom quality was assessed in three preschool classrooms at two points, the NT Preschool Science Games analysed for learning affordances, and teachers interviewed regarding their science teaching. Data were triangulated to interpret the impact of the science learning experiences on classroom quality. Full University ethics approval and informed parent, teacher and school principal consent were obtained prior to data collection. When teachers translated the learning affordances of the games into practice, higher quality instructional support was observed. Findings from this study highlight the benefits of using children's innate, playful scientific curiosity as a catalyst for high quality instructional support.

preschool, science, classroom quality, instructional support, teacher-child interactions

Symposium SET: 10

Symposium Title: Gardens, walking and activity in the suburbs in ECE

Chaired by: Vanessa Wintoneak, Edith Cowan University, Australia

Paper 1: (Re)encountering data by walking 'alone': Emergent walking practices and qualitative inquiry in the early years

Presenter(s):

Vanessa Wintoneak, Edith Cowan University, Australia

This project established a river-child-walking collective in order to generate climate change pedagogies in early childhood (EC) contexts through attuning to children's relations with a local river. The weekly walking practice was disrupted by COVID-19 restrictions that in turn opened up the possibility to (re)encounter data by walking 'alone'. Current viral and environmental planetary crises can be attributed to the Anthropocene, which is described as accelerated impact, by humans, on the biosphere (Gibson, Rose, & Fincher, 2015). Troubling human-centred, extractivist, and procedural approaches to qualitative research is imperative in order to respond to planetary crises in ecologically just ways (Haraway, 2016; Taylor, 2019). This project is situated in a Common Worlds theoretical framework (Hodgins, 2019; Taylor, Pacini-Ketchabaw, & Blaise, 2012), where focus on the entanglement of the indivisible common worlds of human and the more-than-human is of concern. As a qualitative research project grounded by feminism, Barad's (2014, 2017) concepts of re-turning and re-membling are used to discuss how (re)encountering data through emergent walking practices troubles normative research logics to generate otherwise possibilities for qualitative inquiry. Consent for this research was sought from families, children, and educators and the ethicality of researching with the more-than-human was imperative to the study. Findings highlight how (re)encountering data through imagination, speculation, and experimentation makes visible the worlding practices between researchers, children, and their common worlds and responses to climate change. This work offers researchers a new way of 'doing' qualitative inquiry that is attentive to how we respond in times of planetary crises.

Feminist research methods, Walking methodologies, Qualitative inquiry, Common Worlds, Climate change

Paper 2: On the track of places for play and movement activities in suburbs

Presenter(s):

Karen Marie Eid Kaarby, Oslo Metropolitan University, Norway

Kari Anne Jørgensen-Vittersø, University of Southeast Norway, Norway

Research aims are to identify places of importance to promote physical activity for children age 1-6 in a Norwegian suburb. Several studies show that children age 1-6 do not meet the WHO (2010) guidelines of at least 60 minutes of moderate to vigorous intensity physical activity per day (Li Kheng Chai, 2020). The theories of affordances (Gibson, 1997) and the views on how moving, dwelling and lines describes ways of being connects to use of landscape and places (Ingold 2011, 2015) are central conceptual frameworks. The paradigm is involvement of early childhood educators in finding places together with the children to promote physical activity through play. The empirical material is from an action research study in three early childhood institutions. The method is descriptive analysis from focus group interviews with staff and analyses of places based on photo documentation. Norwegian Centre of Research Data approved the project. Strict guidelines were followed to ensure that ethical considerations were made from collecting

consents to storing data. All informants are adults. Anonymity of the empirical material is secured. Most of the places were not designed as playgrounds. However, topography, vegetation and loose materials were substantial and constituted affordances for physical activities. Knowledge about the local environment and ability to take children's perspectives when looking for places was professional skills of importance. Places in the neighborhood inviting for physical activity are important supplements for kindergartens and is critical to be preserved.

suburbs, place, children age 1-6, physical activity, affordance

Symposium SET: 10

Symposium Title: Perspectives on parent partnerships

Chaired by: Johanna Bruckner, KPH Wien/Krems, Austria

Paper 1: Educational processes in kindergarten

Presenter(s):

Johanna Bruckner, KPH Wien/Krems, Austria

Aim of this research project was assessment of the educational contribution parents assigned to kindergarten-teachers (questionnaire); in general, and after giving insights in their work in kindergarten (= treatment). Not-standardized observations were carried out and evaluated based on Grounded Theory (Glaser, 1992, 2005; Urquart, 2013). Focus was on the interaction between the kindergarten-teacher and the child(ren). A Solomon four-group design was applied.

A total of 49 families from four kindergarten groups in Vienna and lower Austria filled in a survey about the contribution of kindergarten-teachers to education, 18 of them twice; observation took place in two groups. All adults involved in the project gave written informed consent for their children to participate in this study. The children were - in accordance with their age - orally informed about the presence of the observers. Emerging categories included basics for working with children in kindergarten ("basic principles of elementary education") as well as specific subjects of education ('mathematics', 'literacy', 'environment and technology' and 'language'). A further emerging category was named 'Making the world understandable'. The results of the survey showed that parents attributed kindergarten teachers in general a high contribution to their child's education ($M = 3.7$, $SD = .4$, scale of 0-4); after the treatment parents generated more open answers regarding kindergarten teachers' contribution to education compared to those without treatment ($p < .05$). Questions and discussion regarding the project, research-led teaching within Bachelor programmes for kindergarten-teachers, 'diversity-sensitive pedagogy' and the importance of transparency in institutions of early education will be addressed.

kindergarten, observation in kindergarten, insights in the work of kindergarten-teachers, education, transparency

Paper 2: Predictors of Positive Parent Teacher Relationships: An Examination of Early Childhood Parent's demographic factors.

Presenter(s):

Grace Keengwe, University of North Dakota, United States

The study sought to use the newly developed Family and Provider Teacher Relationship Quality Measure to assess the quality of relationships among early childhood teachers and parents. As policymakers and program administrators work to enhance the quality of early care and education settings, there is renewed emphasis on examining specific domains of quality that align with sought after outcomes for children and families (Forry, Moodie, Simkin, & Rothenberg (2011). One quality domain of interest to program administrators and Quality Rating and Improvement System developers focuses on the relationships between families and providers. It is an established fact that the connection between home and school is extremely beneficial for children's development and learning, yet, harnessing these benefits for all children continues to be elusive (Christenson & Sheridan, 2001). While this connection is important from infancy through upper grades, it is more critical in the early childhood years (Lang, 2015). Fifty one preschool parents completed an anonymous survey. Descriptive statistics, Pearson correlations and independent t tests were run to identify relationships between

parent scores and demographic factors and differences across programs. All participants completed the survey anonymously. Significant relationships were found on parent income, education and age of child and ratings on collaboration, responsiveness, communication and family focused concern practices Parenting contexts matter and there is need to consider parent backgrounds (age, number of children, cultural values, income) when analyzing relationships.

parent teacher relationships, Home schoolconnections, parental engagement, parent involvement, Early childhood education

Paper 3: Examining parental perceptions of early childhood education in slum areas in Delhi, India

Presenter(s):

Vanika Grover, Michigan State University, United States

This study examines parental perceptions about early childhood education in a resource-constrained context of an urban slum in Delhi, India. Cultural context is important in understanding parental perception of education during a child's early years, however research on this theme originates mostly from Western countries. Research from developing countries is limited but growing, for example, Kabay, Wolf, & Yoshikawa (2017) analyze 33 interviews of parents of young children in urban Ghana to find parents view preschool as an educational experience for their young children. Bronfenbrenner's (1994) bioecological model, wherein an individual's human relationships, immediate surroundings and the interactions between the two are discussed, was the most relevant theoretical framework for the current study. Qualitative data was generated from 19 parents who had young children attending some kind of early education institution, and were living in a slum area in Delhi. Analysis involved thematic coding and analysis in which data is segmented, categorized, summarized, and reconstructed thus capturing important concepts within the data (Given, 2008). Ethical considerations included an ethical review process, taking consent for interview and audio-recording and anonymizing data during analysis. First finding, financial difficulties and challenges of living in a slum provide minimal opportunities for learning and interactions between parents and their children. Second finding, parents view preschools mostly as 'downward extensions' of primary school where their child should be prepared academically before formal school starts. Greater knowledge about parental perceptions will lead to early childhood education policies that are better targeted to marginalized populations in developing countries.

parental perceptions, developing countries, india, early childhood environment, qualitative methods

Symposium SET: 10

Symposium Title: The development of educational values and beliefs in teaching

Chaired by: Kathrin Paal, University of Plymouth, United Kingdom

Paper 1: Caring Rebellions in Swedish Preschools

Presenter(s):

Maria Lennartsdotter, Karlstad University, Sweden

Non-presenting Co-author(s):

Annica Löfdahl Hultman, Karlstad University, Sweden

The aim is to contribute with knowledge about the conditions in Swedish preschools, by studying a Facebook group. Research has shown Social Network Sites (SNS) to support collective identity constructions among its members (Khazraee & Novak, 2018) and to strengthen the possible resistance. Analyses rely on theories on frames and affordances in SNS (Boyd, 2010) to get sight of what opportunities for Facebook groups offered. The study is pragmatic/qualitative. Data consists of downloaded instructions and one qualitative interview with two administrators, how they deal with instructions and posts in the group. Data were analysed according to frames in terms of protagonists, antagonists and audience offered in the group. The participants gave their informed consent to participate after been informed about their rights to withdraw. The results indicate the Facebook group foremost worked to care of each other (protagonist), and secondly to direct their work towards politicians (antagonists). However, the lack of audience inside the closed group leads to actions outside cyberspace to visualize the Facebook group's overarching goal to improve the conditions in preschool. The findings show Facebook groups' opportunities to affect policy makers when planning for reforms and policy changes directed towards preschools.

References:

Boyd, D. (2010) Social Network Sites as Networked Publics. Affordances, Dynamics, and Implications. In Z. Papacharissi (Ed) A Networked Self Identity, Community, and Culture on Social Network Sites.(pp39-58). London: Routledge
Khazraee, E., & Novak, A. N. (2018). Digitally Mediated Protest: Social Media Affordances for Collective Identity Construction. *Social Media and Society*, 4(1), pp 1-14.

preschool teacher, rebellion groups, social media, frames, instructions

Paper 2: Pedagogical creed - a tool for students' reflections on values in leadership

Presenter(s):

Ingunn Reigstad, NLA University College, Norway

The Kindergarten Act for ECEC in Norway states some core values. Students in ECTE at NLA University College write their pedagogical creeds as a part of their qualification. I have analyzed creeds to identify how core values are described and understood as important for students as coming leaders in ECEC institutions. My research is connected to previous work by Akslén & Sæle (2015) on students creeds, Theoretical framework used in this research is Dewey (1897), Akslén & Sæle (2015) on pedagogical creed, Grütters (2011) on reflection and Kirkhaug (2018) on values in leadership. 43 pedagogical creeds from third-year-students are analysed using systematic qualitative content analysis as main methodological approach. All students have given informed consent to use their pedagogical creed for research. All data has been

anonymized. The students reflect, in their creeds, upon the significance of their own values for professional work. Respect, care and equity are stated as especially important values as coming leaders, which corresponds well with core values in the Kindergarten Act. By using examples from practical work with children and adults the students show their understandings of these values. There is an agreement on core values that reflect the aim of the education, and a understanding of their professional obligation as coming leaders in ECEC. ECEC teachers have an obligation to perform as leaders to fulfil the Kindergartens acts and core values stated there. Writhing a pedagogical creed during the education might help student to reflect upon their own values and responsibility as ECEC teachers.

pedagogical creed, leadership, values, reflection, professionalism

Paper 3: Deconstructing and reconstructing student teachers' beliefs during their teaching practice: an intervention programme

Presenter(s):

Sofia Avgitidou, Department of Early Childhood Education, Faculty of Social Sciences and Humanities, University of Western Macedonia, Greece

Non-presenting Co-author(s):

Christina Sidiropoulou, Department of Early Childhood Education, Faculty of Social Sciences and Humanities, University of Western Macedonia, Greece

This study aims to investigate the early childhood student teachers' beliefs regarding learning processes in ECE as well as possible changes in these beliefs due to an educational intervention. Research has shown that student teachers' beliefs affect their practices (Pajares, 1992) and their inability to criticize and reconceptualise their experiences as pupils (Calderhead & Robson, 1991). However, a reflective and critical interpretative framework could assist in the restructuring of their beliefs. This research draws from the paradigm of teacher as researcher and reflective practitioner (Avgitidou, 2019; Zeichner, 2013) that bases professional learning on theoretical and practical inquiry, guided reflection, dialogue and collaboration. This qualitative study concerns the beliefs of 31 student teachers before, during and after an one semester course. The researchers used a multi-method mixed approach (open questionnaires, self-reports, diaries) to examine student teachers' beliefs and the effectiveness of different intervention strategies applied during the course. All data were analyzed based on grounded theory (Glaser & Strauss, 1967). Student teachers were informed what their involvement in the research would entail and they have all consented to participate. The findings revealed that student teachers' beliefs have shifted from an emphasis to outcomes to an emphasis in the educational process, from a focus on teachers' characteristics to teacher-children interaction to co-construct the educational process and from a general reference to children's interests to a specific description of children's active and agentic role. Results are discussed regarding the support of student teachers' professional learning to promote a democratic and participatory education.

early childhood education, educational intervention, student teachers' beliefs, professional learning, conceptual change

Symposium SET: 10

Symposium Title: “Will you join me to learn?” Are parents, in-service and pre-service teachers prepared to organize a Learning Environment that facilitates children’s literacy skills?

This symposium will synthesize parents’, in-service teachers’ and pre-service teachers’ perspectives on Learning Environments and how these environments can contribute to children’s learning abilities. Established research shows that the quality of learning environments enables children’s learning and offer immense opportunities for their development. The symposium also raises the question of whether pre-service teachers have the potential for critical reflection and transformation with the aim of influencing the learning environment at home or at preschool settings for the benefit of the children. The papers in this symposium present a range of inter-related studies on parents’ and preschool teachers’ perspectives on learning environments and students’ abilities to affect learning environments in West Greece.

Chaired by: Eleni Tympa, University of Ioannina, Greece

Paper 1: Preschool in-service teachers’ perspectives on fine arts and role play contribution to classroom’s learning environment and children’s literacy skills in West Greece.

Presenter(s):

Eleni Tympa, University of Ioannina, Greece

Vasiliki Karavida, University of Ioannina, Greece

Non-presenting Co-author(s):

Athina Charissi, University of Ioannina, Greece

Malvina Bitzidou, University of Ioannina, Greece

Christina Freri, University of Ioannina, Greece

Irini Ghimariou, University of Ioannina, Greece

This study examines in-service teachers’ perceptions of using fine arts and role play to build a classroom learning environment and affect preschool children’s literacy skills in West Greece. The arts seem to be a very promising approach that has the ability to provide opportunities for literacy development (Dinham & Chalk, 2018; Theodotou 2019), socioemotional (Charissi, Tympa & Karavida, 2019) and physical wellbeing in early childhood (Tympa, Karavida & Charissi 2019). Children explore aspects of identity through role-play, develop knowledgeable and confident self-identities and acquire learning opportunities through a liberal and relaxed environment (Pan & Stagg Peterson 2019). A questionnaire based on background questions, routine activities, fine arts, role-play, story- telling and educational material was applied to 85 in-service teachers from 18 preschool settings in West Greece. A consent form and information sheet were provided to all teachers, anonymity was guaranteed and participants had the right to withdraw from the study at any time. The results showed that although the teachers are willing to read to the children daily, the books are not renewed and the children's interest is lost. Due to their not having received drama education themselves, they do not promote role-play. Also, they don’t apply outdoor playing or playing with natural materials. They try to include fine arts in every day curriculum although lack of material makes it difficult. These results support the need for a clear and consistent definition of play-based learning that will help determine how best to integrate play and the learning of academic skills.

early years, fine arts, role play, literacy skills, in-service teachers

Paper 2: Parents' perceptions on family's learning environment and its contribution to children's literacy skills in West Greece

Presenter(s):

Vasiliki Karavida, University of Ioannina, Greece

Athina Charissi, University of Ioannina, Greece

Eleni Tympa, University of Ioannina, Greece

Non-presenting Co-author(s):

Ioanna Sotiriadou, University of Ioannina, Greece

Konstantina Raga, University of Ioannina, Greece

The aim of the study is to record parent's view of home learning environment and its impact on children's literacy skills, in Greek families with children aged 2.5 to 4 years old. Throughout the last decades, a growing number of studies has provided empirical evidence that the home learning environment is an important factor of acquisition literacy skills in children (Rose et al., 2018; Tamis-LeMonda et al., 2019). Children's involvement in learning activities, the quality of parent-child interaction and the availability of educational materials are three key features of the family learning environment that reinforce children's educational development (Lehrl, Evangelou & Sammons, 2020). The study is based on a questionnaire with background questions, a number of children's books at home, story-telling, painting, mathematics activities and library visits. In all, 307 parents of preschool children from 18 early years settings in West Greece, participated in this study. Ethical procedures ensured that participants have given informed consent and their identities have been protected with the right to withdraw. Results indicated that the majority of parents often read books to their children, they have an average of 50 books in their library, but they don't have a library card and they don't visit the local library often. Most children are involved in reading and math activities several times a week. In addition, according to our research, children watch television daily. The study contributes to the existing knowledge concerning the family learning environment and parents' practices on their children's learning skills.

home learning environment, parent-child activities, literacy skills, early childhood education, parents' perceptions

Paper 3: Transformative learning and educational experiences of pre-service teachers from an Early Years Learning and Care Department in Greece

Presenter(s):

Athina Charissi, Early Years Learning and Care Department, University of Ioannina, Greece, Greece

Eleni Tympa, Early Years Learning and Care Department, University of Ioannina, Greece

Vasiliki Karavida, Early Years Learning and Care Department, University of Ioannina, Greece

This study explores the transformative learning dimensions of educational experiences for the students of an Early Years Academic Context in Greece. Previous research has investigated factors promoting transformative learning experiences in Higher Education-HE (Kumi Yeboah, 2012), and pre-service teachers' perspective transformation (Caruana, Woodrow & Pérez, 2015). In Greece, there is an increased interest in transformative educational experiences in Early Childhood HE (Gkagkanasiou, Liodaki & Karalis, 2018; Liodaki & Karalis, 2013; Raikou, 2016, 2019). Transformative Learning Theory (Mezirow, 2007) is associated with experiences that foster the development of being critically aware of our beliefs and assumptions and capable of engaging in a transformation of perspectives. Critical thinking and transformation should be at the focus of a fertile HE environment leading to optimal professional preparation (Raikou & Karalis, 2016). This study was conducted within a perspective transformation interpretive paradigm (Mezirow, 1991). Quantitative as well as

qualitative data were collected through Learning Activities Survey (King, 2009). The questionnaire was filled out by 118 students from an Early Years Learning and Care Department in Greece. All participants were informed in advance of the purposes of the study and were guaranteed anonymity and confidentiality. Students were focused on specific learning experiences. They did not pass all the stages of perspective transformation during their studies. However, results show that during their educational experience they managed to reconsider perceptions and beliefs regarding themselves and their profession as early years practitioners. A re-orientation of HE learning experiences in terms of their transformative dynamics should be considered.

transformative learning theory, educational experiences, early years pre-service teachers, perspective transformation, optimal professional preparation

Symposium SET: 10

Symposium Title: Supporting infant mental health and wellbeing

Chaired by: Andi Salamon, Charles Sturt University, Australia

Paper 1: Supporting Relationships: Implementing Infant Mental Health training and capacity building for Early Years Practitioners

Presenter(s):

Shirley Martin, University College Cork, Ireland

Non-presenting Co-author(s):

Louise O'Hara, independent Researcher, Ireland

Margaret Curtin, University College Cork, Ireland

Let's Grow Together Infant Mental Health and Well-being Team, Let's Grow Together Infant & Childhood partnerships, Ireland

The aim of this paper is to present findings on the development and impact of a pilot Infant Mental Health (IMH) training programme for Early Years Practitioners in Ireland. The project aimed to translate and make accessible the science of IMH and early childhood development and apply this to a format which built capacity in the everyday practice of Early Years Practitioners working in an area of high socio-economic deprivation. To develop the training programme the study drew on the current research and practice in the area of IMH (Weatherston, 2017); the principles of the Nurture Programme and the principles of Aistear and Siolta (National Early Years curriculum and quality frameworks of Ireland). The training programme was implemented in one early years' centre by IMH Practitioners. The research evaluation methods in the study included online focus groups, practice journals & questionnaires administered pre-and post-training. Ethical approval was granted by the Social Research Ethics Committee at UCC. Participation in the research was voluntary and any participant who wished to participate in the training but not the research will be able to fully participate in the training programme. Practitioners who have a core understanding of IMH can support children to reach their social and emotional developmental milestones (Raver, 2002). There is a growing international awareness of the importance of building workforce competency and up-skilling those working with young children, and their families (Priddas et al. 2017). This paper will share practice findings and implications from one such competency building programme.

care-giver relationships, infant mental health, capacity building, socio-emotional development, early childhood

Paper 2: Think Equal in Early Childhood: An Australian Randomised Control Trial to Assess the Impact of a Targeted Personal, Social and Emotional Program

Presenter(s):

Susan Emmett, Federation University, Australia

ThinkEqual is an international early education program that has been implemented and evaluated in a number of countries including Singapore, Canada, and Botswana. Developed by Yale Centre for Emotional Intelligence, the program promotes social and gender equality, racial and human rights and global citizenship. Researchers at Federation University partnered with Yale University to conduct an Australian randomised control trial (RCT) to determine the

changes in children's social- emotional behaviour after participating in the 30-week program. Whilst literature (Lester & Russell, 2008; Uren and Stagnetti, 2009). emphasise the import of early education for promoting social-emotional learning (SEL), a gap exists regarding evidence-based SEL programs that explicitly teach children. This research draws upon transformative theory (Mezirow, 2000, 20003a, 2003b)) whereby explicit teaching transforms mindsets, generate reflection and emotional change. Further, the work of Goleman (1995) regarding self-awareness and understanding of others supports the research. Underpinned by a positivist paradigm, this RCT is one of the first in the education domain within Australia. The research contains a qualitative component, exploring teachers perspectives on the program impact. Ethics are paramount regarding random selection of control and a treatment cohorts, preventing cross contamination and training teachers to ensure consistency of approach. Whilst quantitative analysis is undertaken, qualitative findings reveal the program has a positive impact on children's self-regulation and emotional- literacy, ThinkEqual is a global initiative, advocating educational system change and promoting positive life outcomes. The findings of this Australian study, will be available for research globally.

early childhood pedagogy, social-emotional learning, transformative learning, educational system change, randomised control trial (RCT)

Paper 3: Connections of Emotional Climate in the Early Childhood Education (ECE) context to supporting toddlers with Social-Emotional (SE) problems

Presenter(s):

Suvi Puolakka, University of Turku, Faculty of Education, Finland

This research aims to uncover the emotional climate in toddler groups in Finnish ECE and its confluence of toddlers Social-Emotional development. Research has shown that ECE-educators needs to be sensitive to children's social and emotional needs and deliberate pedagogical practices that is an important element of emotional climate which emphasize children's social and emotional development (Pech, S.L., 2010, 291) The study is based on social-emotional and instructional interaction that effects the classroom climate promoting for children's development and learning (Pianta, laParo, & Hamre, 2008) Teacher's supportive emotional sensitivity creates positive climate and assist children's social and emotional acting in the classroom (Pianta et al 2008) This qualitative ethnographic study explores the emotional climate in child-adult interaction in ECE settings by video observation and interviewing ECE employees. The data was gathered in 8 ECE toddler classrooms. The analysis contains qualitative element. Each participated group had an introduction the consent form and the study information sheets was provided to all participants. Researchers' sensitivity when videotaping children was considered. Main findings are in analyze process. These findings generates information of quality of emotional climate in ECE classrooms and ECE employee's knowledge to create optimal climate for supporting children in SE development.

toddler, social-emotional development, emotional climate, support, adult-child interaction

Symposium SET: 10

Symposium Title: Perspectives on the experiences of children from a refugee background in ECEC

The presentations offer different perspectives from three countries of the experiences of children from refugee backgrounds in ECEC. They examine narratives of racism, policy makers, parental perspectives, teacher and the children themselves. All offer suggestions to develop and improve practice.

Chaired by: Donna Gaywood, Birmingham City University/Centre for Research in Early Childhood, United Kingdom

Paper 1: The lived experiences of four refugee children in Early Childhood Education and Care: A presentation of findings.

Presenter(s):

Donna Gaywood, Birmingham City University/ Centre for Research in Early Childhood, United Kingdom
Cherie Lamb, University of New England and Queensland University of Technology, Australia

Non-presenting Co-author(s):

Alicja Sadownik, Western Norway University of Applied Sciences, Norway

This presentation draws on a small-scale study which examines how four refugee children experience ECEC in one English local authority. A poly vocal (Tobin et al:2016) and praxeological (Formosinho and Formosinho, 2012; Pascal and Bertram, 2012). methodology was used. It intends to consider what can be learned from the actors in this research which could be used to inform pedagogy There is a paucity of research which considers the post migration everyday experiences of refugee children 0-5. However, this study builds on the findings of Kalkman and Clark (2017) and Prior and Niesz (2013) A complex quadratic theoretical lens was developed in response to the intricate field which included Tajfel's Social Identity Theory (1979); Said's Orientalism (1978); Bourdieu's Social and Cultural Capital (1979) and Vygotsky's Social Learning theory (1978). Multi-modal research methods were used to capture the children's stories, within a qualitative, real world research paradigm An approved interpreter was employed throughout to ensure all non-English speaking participants could fully take part. Where possible the parent's views and opinions shaped the research and the researcher was sensitive to the children's ongoing assent, revising fieldwork when necessary. Findings suggest that elements of the children's experiences can act as bridges which connects them to their peers or other experiences which tends isolate them, like islands. Therefore, refugee children need staff to alter practice to support them to develop connections with their peers and reduce isolating factors. In addition, staff should trouble their own beliefs about refugees and become culturally sensitive

refugee children, post migration, lived experiences, pedagogy, culturally sensitive

Paper 2: Intercultural pedagogy: Supporting culturally and linguistically diverse grandparents and children from immigrant families in the early years

Presenter(s):

Jennifer Koutoulas, Early Years Intercultural Association, Australia

This multiple case study investigated the effects of early childhood teacher mentoring in the home among newly arrived grandparents and immigrant children in Australia. Familial engagement within early childhood education services is a significant predictor of children's developmental outcomes (Sheridan et al., 2019). Given the emphasis on parental

engagement in the literature, the current study sought to consider the engagement of grandparents who increasingly take on a caregiver role. This study draws on ecological system models of development (Bronfenbrenner & Morris, 1998) which emphasises reciprocal relationships between dynamic systems shaping children's development including the home and education setting. This framework informed the exploration of interculturalism, CALD grandparent' engagement and reflective family partnerships. Coaching and mentoring included home visits from the early childhood teacher and informal conversations. To facilitate connections, grandparents and parents were invited to the service to lead cultural activities. Data were collected through surveys and teacher observations in the home and education service. To overcome language barriers a translator was engaged to assist with the translation of coaching and mentoring and data. To protect participants identity all data is presented in anonymised form with written informed consent of participants. Key outcomes of the study included greater time for families with an early childhood teacher in the home, enhanced feelings of value among grandparents, increased social relationships between children and grandparents, and unified parenting and grand parenting. Findings highlight the importance of intercultural pedagogy and non- tokenistic practices that may be effective for engaging CALD families.

cultural and linguistically diverse grandparents, immigrant grandchildren, intercultural learning, intergenerational, cultural support

Paper 3: 'We are not allowed in': racial and religious discrimination as access barriers to early childhood education and care

Presenter(s):

Cherie Lamb, University of New England, Australia

This presentation explores racially discriminatory practices preventing ECEC enrolment for refugee families living in Queensland, Australia. High quality early childhood education and care (ECEC) is essential, but refugee families are less likely to participate than other families (Krakouer et al. 2017). Research into ECEC access for refugees has emerged relatively recently in Australia (Signorelli et al. 2017), but the literature has largely remained silent about racism (Sims 2014). Constructivist grounded theory (CGT) provided an appropriate methodological framework for conducting social justice research (Charmaz, Thornberg, and Keane 2018), and Yosso's (2005) adaptation of critical race theory (CRT) in education overlaid a powerful lens to examine and challenge the way racism impacts structures and practices in ECEC. Critiques using CRT in early childhood are rare. This study, conducted within a critical/interpretive paradigm, sampled qualitative data through interviews and focus groups with 55 participants, consisting of 29 parents and 26 early childhood practitioners (ECPs) from seven community-based agencies. All literate participants provided written consent, but parents from strong oral traditions with limited literacy in English and first language/s required interpretation and oral permission recorded, as pre-approved by the UNE Ethics Committee. Findings demonstrated that refugees were refused entry, denied language rights, placed on waiting lists indefinitely, provided false eligibility criteria, expelled to accommodate non-refugees, and forbidden entry on religious grounds. This research demonstrates the importance of exposing racial discrimination because it has major negative implications for the healthy development, socialisation and adjustment of children across the lifespan (Priest, King, et al. 2016).

refugee families, racial discrimination, religious discrimination, early childhood education and care, participatory barriers

Symposium SET: 10

Symposium Title: Children's views on inclusive practice and social justice

Chaired by: Linda Newman, The University of Newcastle, Australia

Paper 1: Preschool children's participation in oral storytelling through onomatopoeia and gesturing as critical to social justice

Presenter(s):

Agneta Pihl, University of Gothenburg, Sweden

Non-presenting Co-author(s):

Niklas Pramling, University of Gothenburg, Sweden

Louise Peterson, University of Gothenburg, Sweden

The topic of this study is how children in their retelling of oral stories use mental-state terms to indicate their understanding of the intentions and emotions of fictional characters. Based on tentative findings indicating that even sound-mimicking (onomatopoeia) may fill such narrative function (Oshiro, Pihl, Peterson & Pramling, 2017), whatever means the children use to indicate intellectual/emotional state in their retelling is analysed. This study takes a sociocultural perspective on learning (Vygotsky, 1998), conceptualized as the appropriation of cultural tools and practices. The qualitative method used is video documentation of storytelling activities in a preschool, involving 12 children aged 3-5 years and their teachers. Analyzing the children's storytelling as social activities, we clarify how children indicate the emotional and intellectual state of the characters of the story (e.g., being frightened or thinking). The present research follows to the ethical guidelines of the Swedish Research Council (2017). All parents to the children have accepted participation. The findings clarify how they children do so in three ways: (i) through explicating, as known by previous research, (ii) through certain forms of gesturing and (iii) onomatopoeia. The educational implications of the findings are discussed in terms of how onomatopoeia and gesturing in storytelling are critical to social justice – allowing children not speaking the majority language to participate in storytelling – and that these features indicate that young children early are socialized into the practice of storytelling as more than simply a recount of a series of events, also including intellectual-emotional experience.

oral storytelling, preschool children, onomatopoeia, gestures, social justice

Paper 2: (Attempting) a Posthuman perspective on children's play: the equalising affect of a relational ontology

Presenter(s):

Mandy Andrews, Plymouth University, United Kingdom

The aim of this particular paper is to offer concepts of children's inclusion and empowerment through a consideration of posthuman understandings. My research on play engages with posthuman texts; Tynell's (2016) *Borderless Inclusion*, Murriss' (2016) *Posthuman child*, Braidotti's (2018), and Haraway's (2016) and Barad's (2007) concepts of posthuman intra-actions and Cutter-Mackenzie-Knowles, Malone and Barratt Hacking's (2020) texts on childhood nature. Deleuze's (1968) concept of assemblage, and 'becoming minoritarian' (1987:123) and Barad's (2007) and Braidotti's (2019) posthuman understandings offer a relational ethico-onto-epistemology in which humans and the more than human are entangled and iteratively co-materialised. These challenge re-production of binary powerful and power-less states of

being through becoming together; ongoing, relational and performative (Barad 2007, Braidotti 2013, Haraway 2016). Paradigms are challenged by posthuman understandings; Deleuze's (1968) immanence and Barad's (2007) ethico-onto-epistemology. Enacting inclusivity is 'exemplified' (Gale, 2018) through creative, commutative and play-full walking methods. A posthuman ethics performs respectful ethical engagements as ongoing and intimately entangled in our continual becoming, acknowledging it matters which choices are made and which stories we are co-telling, or not (Haraway, 2016) A posthuman approach rethinking the adult anthropocentric voice and ways of being, may enhance participatory understandings, inform adult practice in working with children; and enhance sustainability. In seeking to think otherwise and acknowledge intra-active becomings the symbolic status quo is challenged and ladders of participation (Hart, 1992) become inconsequential to be replaced by an inclusive relationality that is generative, ethical and performative (Haraway, 2015, Tynell 2016).

posthumanist, intra-active, inclusion, participatory, playful

Paper 3: Children's Voices: Creating inclusive early childhood spaces with children.

Presenter(s):

Linda Newman, The University of Newcastle, Australia

Karen Watson, The University of Newcastle, Australia

This innovative research aims to capture children's voices to inform a new inclusive early childhood (EC) centre in Sydney, Australia. Honouring the rights of all children, (Allen & Cowdery, 2012) this dialectical research, will document children's views on 'place-making'. Learning environments are well-researched (Dahlberg & Moss, 2005; Trell & Van Hoven, 2010; Roller & Farley, 2019) but the perspectives of children with and without disabilities are rarely considered (Mannion, 2003). EC spaces are for children (Norodahl & Einarsdottir, 2015) yet constructed by adults. Children's insiders' perspectives (Tay-Lim & Lim, 2013) have the potential to shape place and identity (Gruenewald, 2003; Duhn, 2012). This study's socio-cultural framework recognises the interplay of humans and environments (Vygotsky, 1978) and examines the importance of materiality (Barad, 2007) and embodied experience of place (Hackett, 2015). When used alongside democratic pedagogy, the voices of children can challenge the marginalisation of the 'Other' (Darder, 2011). This qualitative research uses participatory methods that appreciate children's communication methods (Clarke & Moss, 2011). Observation, child-led tours, children's photos, conversations and draw-talk sessions, will reveal the children's ideas about their learning spaces. Information statements and consent forms will be provided for staff, families and children. Children's informed consent will be flexible, renegotiable, and their interests paramount. Pseudonyms will be used. The research has university approval (number forthcoming). Findings are forthcoming This unique collaboration of adults (entrepreneur, architects, researchers, educators, families) and children, will inform design and building by amplifying children's views of inclusive places where all children can experience belonging.

inclusive practices , children's rights, children voices, place-making, learning environments

Symposium SET: 11

Due to logistical issues, individual paper presentations in Set 11 could not be clustered with others to create a symposium and are therefore presented as standalone 15-minute talks.

Gender, Language and Culture: Reflexivity from an ongoing PhD Research in ECEC

Presenter(s): Halah Elkarif, Hildesheim University, Germany

This paper reflects on the interactions between Gender, Culture and Language from a researcher's point of view. The study is based on cross-cultural research on men and gender in ECEC (Moosa/Bhana 2019, Rohrmann/Brody 2015, Xu 2018). Insights in this study derive from my experience as an Egyptian Female PhD student conducting a cross-culture and a multi-language qualitative research on male ECEC teachers in Germany. Some of the participants had a German cultural background, while others had a migrant background from Arab countries. Therefore, interviews were conducted either in German or in Arabic, while being reported in English. In reflexivity, the researcher practices self-reflection in order to improve the understanding of how a researcher's lens affects the research project (Yao/Vital, 2018). The main key to do this is to make the relationship between the influence of the researcher and the participants explicit (Palaganas/Sanchez/Molintas/Caricativo, 2017). This is why autoethnography is used as a qualitative method to give a voice to the researcher's personal experience. In the original PhD project, all participants gave informed consent in the use of their anonymized data in further scientific studies. This study sheds lights on challenges and limitations in cross-cultural research on gender, including issues of language, and conflicting cultural norms. I argue that transparency, self-reflection, and awareness of the researcher's role can improve research outcomes, especially by enhancing the credibility of the research methodology. Implications from this study will be useful in qualitative research, and encourage researchers to consider self-reflection as analytic tool.

gender, language, culture, male teachers, reflexivity

Participation as a key axis for the quality of Early Childhood Education (ECE): Exploring social representations of education professionals from Spain, Brazil and Chile.

Presenter(s): Jennifer Monje Marín, University of Barcelona, Spain

Non-presenting Co-author(s): Ana María Novella Cámara, University of Barcelona, Spain

This research explores the social representations about participation and quality of education professionals from three countries where participation is considered key axis for the improvement of ECE: Spain, Brazil and Chile. Recent educational reforms seek to strengthen the internal processes of ECE institutions (Siraj & Kingston, 2015) through a democratic quality approach that understands institutions as contexts of participation, values and competencies (Dahlberg & Moss, 2005). The theoretical framework for this research includes theories and studies about childhood and quality concepts in ECE (Fujimoto & Peralta, 1998; Rosemberg, 2002; Ancheta, 2013) and the contrast between participation in the transmissive education paradigm and participation in the participatory education paradigm (Bondioli, 2011; Rayna, 2013; Formosinho & Oliveira-Formosinho, 2012). According to the qualitative paradigm and the design of mixed methods (Wood & Smith 2018), the study includes interviews with four professionals from each country with technical, political or administrative experience in national ECE system. The analysis contemplates the triangulation of content of social representations in each region separately and interrelated. Ethical issues obey the Organic Law of Data Protection, LOPD (Organic Law 3/2018 of December 5) and procedures of informed consent, confidentiality and return of results. The preliminary findings show similarities and differences between representations of Spanish and South American professionals associated with institutional history and professional culture. Commensurable notions of quality and participation persist mainly in unequal contexts. This implies redefining conceptions at a discursive level, but also with innovative and participatory practices built by all those involved.

quality in ECE, participation in ECE, social representations of education professionals, transmissive paradigm of participation, participatory education paradigm

Foster the observant eyes to work: A case study of a teacher-education programme in Japan

Presenter(s): Mikiko Tabu, Seitoku University, Japan

This presentation aims to show how a Japanese Early Childhood teacher-education programme helps its students to gain sound base for the future maturation as reflective practitioner (Schön D. A. , 1983) or coming to embody tact as educator (Van Manen, M., 1992). The preparation course-work of the programme is described and explained. A recent study (A. Hayashi and J.Tobin, 2015) declares Japanese teachers acquire expertise through trial-and-error-learning at workplace, because apprenticeships-learning is rare. However, Japanese state guideline for teacher-education programme requires teaching-practice, the apprenticeships-learning, as an essential part of the curriculum. The 'typology of gaze' (Y. Saeki; Empathy, 2007) is employed to indicate how the teaching-practice fosters the students' observant eyes and helps them grow. Saeki points out "the gaze standing by" fosters empathy, the important disposition for teachers to acquire expertise. Survey of the teaching-practice, conducted to several hundreds of students, and a video-recording of a typical case are shown and analyzed. Names were given in the survey but deleted when processed. The video was taken and used with a permission. The survey shows almost all students stay behind the children when the class-teacher leads the whole-class activities. The video tells the student acts as a child in such activities. Preparation course-work makes the students acquire knowledge about what to reflect upon. Fostering observant eyes through teaching-practice may lay a firm foundation for becoming reflective and tactful teacher. However, one must be aware of the danger that the old-style classroom management to be copied uncritically.

reflection, teacher-education, teaching-practice, apprenticeship-learning, Japan

The development of pedagogical quality in ECEC

Presenter(s):

Ivana Visković, University of Split, Faculty of Humanities and Social Sciences, Croatia

Andriana Marušić, University of Split, Faculty of Humanities and Social Sciences, Croatia

The project "Models of Responses to Educational Needs of Children at the Risk of Social Exclusion in ECEC Institutions" (MORENEC), funded by the Croatian Science Foundation, examines the opinion of ECEC teachers on the quality of pedagogical practice at ECEC. ECEC quality can be interpreted through the dimensions of structure, curriculum and outcomes (European Commission, 2014). Pedagogical quality is recognizable by the relationship between children and ECEC teachers (Hujala et al., 2016), focus on development, play and learning (Visković, Sunko & Mendeš, 2019), quality of transitions (Einarsdóttir, 2014), and mutual cooperation (Visković & Višnjić Jevtić, 2017). Within the quantitative paradigm, an empirical research of the opinion of a suitable sample of educators was conducted (N=146). An evaluation questionnaire ($\alpha = .837$) was constructed for the purpose of the research. All respondents were informed of the purpose of the Research, guaranteed anonymity and the possibility of withdrawal. Factor analysis extracted 5 factors of optimal teacher's behaviour (social sensitivity, play and learning strategies, identifiable values, process planning, and professional development). There is no correlation between the work experience of teachers' and the assessment of dimensions of pedagogical quality, while more educated teachers consider the strategies of play and learning and the importance of personal professional development more important. Respondents' assessments indicate an understanding of the paradigm focused on the current well-being of children. Safe emotional attachment of children and adults is assumed, constructive ambiguity of supportive social interactions, holistic approach to the child and support for individual development (Moss, 2014).

current child well-being, play and learning strategies, social competences, ECEC teacher's behaviour, professional development

PedaSens intervention – Impact of children's temperament characteristics on early childhood professionals' emotional availability

Presenter(s): Sivi Harkoma, University of Helsinki, Finland

Non-presenting Co-author(s):

Nina Sajaniemi, University of Helsinki, Finland

Mari Saha, Tampere University, Finland

Eira Suhonen, University of Helsinki, Finland

The purpose of this study was to evaluate the impact of children's temperament characteristics on the early childhood professionals' emotional availability at post-test measurement of the intervention. The previous research shows that the contributions of children temperament to the quality of teacher-child relationships is relatively unexplored topic (Rudasill & Rimm-Kaufman, 2009). Emotional availability theory explains the emotional features of adult-child interactions (Biringen, 2000). Temperament is individual differences of the children in reactivity and self-regulation (Rothbart & Derryberry, 1981). This is an experimental study from a paradigm of educational and psychological research. Participants were 136 children (intervention group 87; control group 49) aged 1–6 years from 16 centres in Finland. The intervention lasted approximately nine months, and it included theory and video-based training for the staff in the intervention group. Staff-child interaction was assessed with the Emotional Availability Scales before and after the intervention, and the children's temperament with the (Early) Childhood Behavior Questionnaire (Rothbart, Ahadi, Hershey, & Fisher, 2001). The study was approved by the Ethics Committee on Human Studies (University of Helsinki), and consent forms were received from children's parents and staff. The results revealed that the early childhood professionals' emotional availability increased in the intervention group especially for the children with high levels of activity and pleasure seeking, as well as low levels of attentional focusing. We argue that the quality of interaction in early childhood education and care can be increased by targeted trainings for staff to support children with different temperament characteristics.

emotional availability, temperament, goodness of fit, quality of early childhood education and care, intervention study

The Effectiveness of Traditional Culture-based Mathematics Learning Program in ECEC in China

Presenter(s): Lynne Zhang, Happy Future Connections Children&Family Academy, China

The research aims to evaluate the effectiveness of traditional culture –based mathematics program (HFC Dynamic Developing Community) in supporting children’s mathematical learning by providing traditional culture materials and resources and playing with real, daily life objects in rich learning community environment. The research builds on the findings of previous reports of Mathematical Learning and Traditional Culture in ECEC from 2015 to the present day with consistent with play-based learning approach required by Ministry of Education of China. It is also an important part of Chinese Traditional Culture and ECEC Project by HFC research center. The research draws on Bishop’s (1988) mathematical enculturation, Vygotsky’s (1976) social-cultural framework which supports relationship and scaffolding of experience, Bronfenbrenner’s (1979) bio-ecological model and the educational neuroscience research and Chinese traditional classics on education. This research operates in an interpretivist, qualitative paradigm with questionnaires, interviews, case study and documentary analysis of the video recordings and reflective reports of students and practitioners in 2 kindergartens and 1 private school. It also uses neighborhood “cultural mapping” methods. All participants were assured that their identities and data would be anonymised and protected respectively and they could withdraw from the research at any time. Our research found that traditional culture – based pedagogy approach with rich and re-designed recourses and materials significantly support young children ‘s the true initiation of mathematical thinking and learning and STEAM learning. There are implications for policy and practice regarding supporting the research and practices of Chinese traditional culture and ECEC in China.

mathematical thinking and learning, Chinese traditional culture, ECEC contexts, play pedagogy, family and community learning

Challenges for deploying math intervention in already challenged early childcare centers

Chaired by: Pavlina Petrou, Frederick University of Cyprus, Cyprus

Presenter(s): Annika Andersson, Linnaeus University Växjö, Sweden

Non-presenting Co-author(s):

Betty Tärning, Lund University, Sweden

Agneta Gulz, Lund university, Sweden

By comparing the results from two language versions of a computer based intervention program (Magical garden, MG) we aim to learn how to best increase early mathematic skills in 4-5-year olds with a first language (L1, Arabic) different from the official language used in school (L2, Swedish). Research on acquisition of novel concepts favors learning in L1 followed by L2, to learning in L2 only (Perozzi & Sanchez, 1992). However, this has not been researched in mathematics even though often suggested (Clements, Sarama, Wolfe, & Spitler, 2013). The game is based on results by Griffin and colleagues (Griffin, Case, & Siegler, 1994) and focuses on promoting an understanding of early numeracy. Children learn by teaching a panda how to play the game, which is adaptive to their success rate. The game is socially inclusive a) everyone plays the same scenarios, though at different levels and b) the garden grows with amount played independent of level. During testing children could become tired or feel uncomfortable. Testers aborted and rescheduled testing if the child appeared tired, also teachers sat with any child that gave any indications of being uncomfortable. Previous studies show monolingual children using MG developing their number sense (Gulz, 2018). Here we will discuss the preliminary findings with bilingual children. Importantly, we will discuss our challenges when implementing the study at challenged ECCs. Interventions based on educational software can easily be scaled-up and teachers can deploy them even with little own knowledge and interest in math (Praet & Desoete, 2014).

early mathematics skills, second language acquisition, intervention, experimental design, ECE

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Race(ing) Canadian Childhoods: A Reconceptualist Approach to Rethinking Racial Socialization in Early Childhood Education and Care

Presenter(s): Zuhra Abawi, Niagara University, Canada

The paper is concerned with understanding how conceptions of race and identity transpire in Ontario, Canada's most ethno-racially diverse province. ECE settings as social institutions are ideal spaces for educators and children to engage in reflexive praxis concerning identity construction. Existing research suggests strong correlations between the United States and Canada in terms of young children's perspectives of race, most notably a pro-white bias among both white and racialized children. This work utilizes a reconceptualist framework by drawing on Critical Race Theory (CRT), to dismantle harmful and reductionary narratives encapsulating children and childhoods. The research methodology entails a review of the extant literature concerning race, racialization, racial socialization processes and identity in early learning spaces. The methods employed include: literature review as well as a document analysis of policies pertaining to epistemologies of equity and inclusive education. The study is conceptual and has ethical aims. The policy documents utilized were all available in the public domain. Psycho-developmental trajectories and norms of childhood development that dominate the Western childhood terrain discourage conversations about race as being developmentally inappropriate (Abawi & Berman, 2019). This is disproved by substantial scholarship that toddlers as young as two years are able to identify and categorize racial markers in binary terms such as good or bad (Hirsh, 2008). Within the current social-political climate, it is critical to consider how whiteness as status quo is played out in early learning spaces. Early learning settings, therefore, should be reframed as critical social environments for learning about race and identity.

reconceptualism, critical race theory, early childhood education, race, socialization

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Transition to early childhood education: A comparison of parent and teacher expectations

Presenter(s): Dila Yazıcı, Ondokuz Mayıs University, Turkey

Non-presenting Co-Authors: Berrin Akman, Hacettepe Universtiy, Turkey

This study aims to examine expectations of early childhood educators and parents who will attend early childhood education for the first time from each other during the transition period. Because; When transition-related research examined in Turkey, it is seen that grouped under two main headings of research: the transition to primary school from preschool (Gold, 2014; from & Altun, 2014; Yazıcı, Nazik & Akman, 2016) and special needs children's transition to preschool (Bakkaloğlu, 2013 Çiftçi Tekinarslan & Bircan, 2009). However, it is seen that there are a limited number of early childhood education (Akgül et al. 2019). But, in the transition process teacher-parent interactions and communications are very important for children according to Ecological Systems Theory. This research was designed using a case study, one of the qualitative research methods. Criterion sampling, one of the purposeful sampling methods, was used. Data are collected using a demographic information form and semi-structured interview questions. Content analysis is used in the study of data. The purpose of the study was explained to the teachers and parents and it was stated that they could end the interview whenever they wanted. Participants read and signed the voluntary participation form. As a result of the analysis made so far, teachers expect parents to have basic self-care skills and to talk to the child about school. Parents expect their children to develop academically from teachers. There is not a transition program in Turkey. Researchers and MONE can develop transition programs.

early childhood, transition, children, parent, teacher

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Exploring the effectiveness of the art- and literature -based pedagogical methods on children's social-emotional learning in early childhood education

Presenter(s): Marita Neitola, University of Turku, Finland

Non-presenting Co-Authors:

Silja Isoiitu-Sjöblom, University of Turku, Finland

Timo Ruusuvirta, University of Turku, Finland

Our intervention study, carried out in Side-by-Side -project in ECE-contexts, aimed to investigate the effectiveness of art- and narrative based methods in children's social-emotional learning. Paying attention to social-emotional learning (SEL) is vital to children's future (Durlak et al., 2015). Earlier research suggests that art and literature-based pedagogy improves children's social-emotional skills (Catterall 2002; Ruokonen 2018) and well-being (Lo & Matsunobu, 2014). The study is based on theories of SEL (Durlak et al., 2015) and learning of social skills by arts and literature (e.g., Barrett et al., 2012). Our study was conducted as a true experiment (randomized controlled trial RCT) in ECE groups (N=70 children, 3-6 years) in local kindergartens. The children were randomly assigned into two groups. One first subjected to the Deep Talk- narrative intervention and the other the teacher-guided mathematical learning activities. The groups were given both treatments in successive occasions. Children's prosocial behavior was measured by playing Dictator-game (see Kahneman et al., 1986). Parents' and teachers' assessments of children's social-emotional skills was gathered by questionnaires. Our research plan was evaluated by the Ethics Committee for Human Sciences of University of Turku, Finland. Children whose parents gave informed consent were included in the study. The research followed the ethical guidelines of Finnish National Board on Research Integrity. The preliminary findings suggest that is feasible for experimental research design in ECE research conducted in natural settings. Implications are drawn from the findings for the ways the arts and literature could enhance children's social-emotional learning.

social-emotional learning, intervention, experimental research methods, early childhood education, art and literature

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Implementing good practices for immigrant children in ECE regarding kindergarten location in Slovenia

Presenter(s): Marta Licardo, University of Maribor Faculty of Education, Slovenia

The purpose of the study is to analyze how well do ECE professionals follow the guidelines for work with immigrant children and what are the differences regarding kindergarten location (village, town, city). In most EU countries educational systems face the problem of inclusion of immigrant children, especially in early childhood education (Matthews et al., 2018). Pedagogical practices and competences of ECE professionals are key for successful integration and inclusion of immigrant children and families (Dustman et al., 2012; Flisi et al., 2016; Palmer et al., 2013). The participants in the study are ECE professionals (teachers and assistants) from various regions from Slovenia (n = 435). Self-assessment questionnaire included key pedagogical practices for immigrant children (Guidelines, 2012) and variance analysis (ANOVA) was used. Anonymous collection of self-reported data was implemented. The results indicate that ECE professionals most often promote tolerance and understanding for customs and practices of other cultures and often respect children's primary culture in daily activities. However, improvements should be made in use of bilingual reading material, preparation of individual education plans for immigrant children, preparation of compensatory activities and use of special teaching methods for immigrant children. ECE professionals reported use of good practices in town kindergartens are significantly higher than in cities. We can conclude that location of the kindergarten is important variable in education of immigrant children. Specific inclusive good practices (e.g. individual plan, bilingual literature, teaching methods) in work with immigrant children should be enforced. Results are important for early years' educational practice and policy.

immigrant education, methods, good practices, kindergarten, early childhood education

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Early childhood educators' instructional support in outdoor environments: a systematic review.

Presenter(s): Anne-Sophie Parent, Laval University, Canada

Non-presenting Co-Authors:

Caroline Bouchard, Laval University, Canada

Christine Hamel, Laval University, Canada

This presentation aims to describe a systematic review on early childhood educators' instructional support in outdoor environments. Nature-based education that takes place in outdoor environments is an approach that promotes child-centered beliefs to support children's learning (Bjørgen, 2015; Ulset et al., 2017). Early childhood educators' child-centered beliefs are positively associated with a higher quality of instructional support (Hu et al., 2017). Considering that instructional support quality is low in childcare centers in most countries, including Canada (e.g., Bouchard et al., 2017; Slot et al., 2018), what instructional support practices are used by early childhood educators in outdoor environments? Teaching through interactions model (Hamre et al., 2013) is used to define instructional support practices in this constructivist research. A systematic review has been conducted based on EPPI-Center method (Evidence for Policy and Practice Information Center, 2010) that produces valid systematic reviews (Gough, 2016). Three guiding principles that define ethical considerations for systematic reviews were used to conduct it (Suri, 2019). After a data reduction based on six inclusion criteria (334 articles excluded), forty-two articles were analyzed using content analysis (Krippendorff, 2013) in Max QDA software. In-depth analysis of those forty-two articles confirmed that, within nature-based education, early childhood educators observe and support children who explore an environment that promotes their creativity and learning. Qualitative research methods used in most studies included in this review demonstrated the need to use mixed methods or quantitative research methods to study nature-based education association with early childhood educators' instructional support beliefs and practices.

systematic review, early childhood education, instructional support, nature-based education, outdoor environment

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Multimedia technologies in speech therapy for children with severe developmental disorders (mental retardation and ASD)

Presenter(s):

Galina Mishina, Institute of Special Education of the Russian Academy of Education, ISE RAE, Russia

Olesya Ivleva, Educational Centre, Gukovo, Russia

The four-year study was aimed at finding effective technologies for triggering language in nonverbal children with severe disabilities (mental retardation and ASD) at the initial stage of speech/language therapy. Language therapy for children is based on the psychoanalytic, behavioral or psycholinguistic approaches (Haustov, 2008) and aimed at developing communication skills (Peeters, 1999). The most optimal combination of IKT and traditional approaches, which ensures the maximum efficiency of special education (Karpenkova, 2017). The theoretical basis for the research is based on multisensory approach, engaging more than one sense at a time (Obaid, 2012), that provides individualization of learning. The study was based on the cultural-historical psychology (Vygotsky, 2000), considering speech not only as a means of communication, but also as a psychological mediator for managing one's own behavior, which leads to the development of higher mental functions (Mishina, 2012). We used the experimental genetic method (L.Vygotsky, 2000) and quantitative and qualitative analysis of data before and after the training experiment. Ethical guidelines were considered. The parents were informed about research aims and their right to withdraw from the study, written consent was collected. All data were anonymised. The results showed the use of ICT at the initial stage of speech/language therapy made it possible to facilitate and accelerate the formation of tactile-visual contact, significantly reduce the time for triggering language in nonverbal children with severe disabilities. The results of our research help practitioners to reduce manifestations of field child's behavior in the classroom, to increase child's motivation for therapy classes.

mental retardation and ASD, multisensory approach, information communication technology (ICT), speech/language therapy, cultural-historical psychology

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

What do the longitudinal trajectories of behavioural and emotional problems among children in out-of-home care look like?: A Systematic Review

Presenter(s): Jane Jiyoun Lee, University of Oxford, United Kingdom

The main objective of this study is to examine the existing evidence on longitudinal behavioral development among children in out-of-home care, and identify potential risk and protective factors. Existing research has found maladjustment in the behavioral outcomes of children in out-of-home care. However, the explicit mechanisms behind behavioral maladjustment have not been well characterized or systematically analyzed, particularly from a longitudinal framework. The current review aims to find and evaluate predictors of behavioral outcomes. Such research will aid identification of important factors, as well as gaps in the literature. This review is conceptualized within the context of Bronfenbrenner's (1994) ecological systems theory. This model understands development as a cumulative result of an individual's biological, environmental, and temporal characteristics (Bronfenbrenner & Morris, 2006). A narrative systematic review of 134 studies is conducted to examine the current quantitative evidence on factors associated with behavioral development over time. To avoid potential ethical concerns, PRISMA (Moher et al., 2009) is used to inform the screening and extraction process and the STROBE checklist (von Elm et al., 2008) as the main tool for quality assessment. Findings show that various individual and environmental factors significantly influence the development of problem behavior over time. The findings indicate that certain groups of children may be more at risk of poor outcomes. This review also identifies an association between out-of-home care involvement and behavioral outcomes. This is a promising finding for practice as it may inform future interventions as well as work with caregivers.

systematic review, out-of-home care, longitudinal research, behavior problems, ecological theory

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Researching with children with Williams Syndrome to explore their experiences in mainstream primary schools

Presenter(s): Katherine Gulliver, Plymouth University, United Kingdom

Four in depth case studies with children with Williams Syndrome aged 5-6 explored their experiences in a mainstream primary school. A rare developmental disability, Williams Syndrome has a significant positivist research base. However, researchers have begun to question the gap in qualitative research from the perspectives of children with disabilities (Palikara, Ashworth, & Van Herwegen, 2018) considering instead, empowering children to participate in research about themselves (Clark, 2010; Nind, 2014). This research uses an adaption of The Mosaic Approach (Clark and Moss, 2011) to enable participants to share their experiences and perceptions. A flexible framework, the Mosaic Approach uses a strength-based view of children as capable and competent researchers of their own lives. A mixture of methods were combined to include children's own photographs, guided tours, observations, researcher fieldnotes and staff interviews. Creating Photobooks enabled children to share their research with others. The research uses a qualitative, interpretivist paradigm to highlight children's perceptions (Cohen et al, 2007). Gatekeepers gave informed consent. Working closely with staff, children were continually monitored for assent, using a Total Communication Approach. Consent forms and information sheets were given to participants including accessible versions. Pseudonyms replaced all names. This research demonstrates that children with Williams Syndrome are capable researchers of their experiences. Children should be involved in research about them, which can be achieved with appropriate support to enable them to participate. Findings suggest how to include children with disabilities in research, promoting participation in activities that relate directly to them.

participatory methods, disabilities, mosaic approach, child led research, children's perceptions

Research Status: This application discusses an ongoing piece of research and findings may be preliminary/emergin

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Digital Innovations on Demand: Developing and Practicing a Pedagogy with Swedish Preschool Teacher Students for Improving Play-&-learn Apps

Presenter(s):

Björn Sjärdén, Halmstad University, Sweden

Anniqa Lagergren, Halmstad University, Sweden

Non-presenting Co-Authors: Kalle Jonasson, Halmstad University, Sweden

We aimed to develop and practice an inclusive and democratic pedagogy for involving preschool teacher students in the design of play-&-learn apps that meet the educational objectives of the Swedish preschool curriculum. Previous research has highlighted that many alleged “educational apps” fail to meet basic criteria for promoting children’s learning (Ginsburg, Jamalian & Creighan, 2013; Hirsh-Pasek et al, 2015). Recent reviews suggest that common apps treat children as passive recipients of information (Tärning, 2018), whereas evidence from learning science (e.g. National Academy of Sciences, 2018) show that children’s active learning is promoted by their own efforts, control and exploration. From a sociocultural perspective on the performative nature of learning (Säljö, 2010) we employed the Double Diamond design process model (British Design Council, 2005) for organizing and conducting a researcher-led workshop for facilitating mutual exchange between students and professional app designers. Our approach combined perspectives on situated learning and joint participation (Lave & Wenger, 1991; Wenger, 1998) in which the three parties effectively formed a “community of practice” over one day. Students were introduced to the Double Diamond model, then worked in groups for developing prototypes for play-&-learn apps starring a popular children’s book figure. A consent form and information sheet was provided to the participating students, whose prototypes became the objects of analysis. The results provided concrete and visible examples of what preschool teacher students considered important for children’s learning activities with digital tools. This has important implications for developing students’ and teachers’ acquisition competence and for novel educational interventions.

collaborative design, educational apps, innovation, design-based research, digital tools

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Teachers' and Children's Preferences for Choosing Outdoor Learning Activities and Places in Estonian Preschools

Presenter(s): Lehte Tuuling, Narva College of University of Tartu, Estonia

Non-presenting Co-Authors:

Tiia Õun, Tallinn University, Estonia

Aino Ugaste, Tallinn University, Estonia

Research aim was find out childrens and teachers preferences about activities and surroundings in the outdoor preschool environment. In early childhood education considered important to create opportunities for children to engage in diverse and creative activities and to socialize in both outdoor and indoor settings (Bilton 2010, Brugge, Glantz & Sandell 2007, Kernan & Devine 2010). Diverse opportunities in the kindergarten yard or in its immediate vicinity support the full development of children through both adult-led and child-initiated activities and games (Maynard, Waters & Clement 2013, Skar, M., Gundersen, V. & O'Brien, L. 2016, Olsen, H. & Smith, B. 2017). The concept of outdoor learning is explained in the Priest (1986) model of outdoor education. The collection of children's opinions is based on Gibson's (1979) theory. A qualitative approach was used to conduct the study, using structured interviews to collect data and a photography and photo-based interview as a supportive method in the children's study. In choosing the methodology, we relied on Johanna Einarsdottir's (2017) statements that the use of children's photographs in research provides a more versatile insight into what children really think. The well-being and anonymity of all participants in the study are guaranteed. There is a partial overlap between the preferences of teachers and children. Teachers see mostly an opportunity to develop scientific knowledge. Children often perceive the outdoor environment as a place that provides opportunities for physical activity. The results will help teachers better plan outdoor activities and select environments.

outdoor environment, outdoor activities, early childhood, teachers preferenses, childrens preferenses

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Logics of action. Teacher's work with early assessments

Presenter(s): Helena Ackesjö, Linnaeus University, Sweden

Non-presenting Co-Authors: Lina Lago, Linköping University, Sweden

The study aims to gain knowledge of how the newly introduced standardized assessment is performed and interpreted by teachers in the Swedish preschool class. The use of nationally standardized assessments of children's prerequisites in language and mathematics development goes in line with a growing phenomenon globally: assessment of young children's educational performance using standardized measures of outcomes. The neo-institutional perspective, and analytical concepts from the theory of institutional logics, is used to explain what happens when new policy is introduced in an organization. Within the qualitative research paradigm, we conducted interviews with teachers and observations in preschool classes. The empirical material was analysed using neo-institutional logics, distinguishing both similarities and differences between the meaning and expression of different logics. A consent form was signed by the teachers and parents. Informed consent was negotiated with all children involved. Anonymity and their right to discontinue the study at any time were explained. The results show tensions between the bureaucratic logic of standardization, the state logic of embedded values and the professional logic of discretion. This causes dilemmas that teachers have to handle. The reform's aim to support children's learning seems to be shadowed by the focus on delivering results upwards and outwards. This means that the global neoliberal focus and performativity is prominent. The pedagogical implications for practice is that more assessments implies less teaching, and the policy reform vision, to better support children in continuing education, risks getting lost when transformed to pedagogical practice.

standardized assessments, institutional logics, preschool class, meaning, action

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

From stagnation to innovation: Leading professional community of Russian ECE educators toward democratic pedagogy

Presenter(s):

Irina Bykadorova, The University of Childhood Foundation, Russia

Galina Laponova, The University of Childhood Foundation, Russia

Elena Bodrova, Tools of the Mind, United States

Non-presenting Co-Authors: Ekaterina Rybakova, Rybakov Foundation, Russia

The goal of this research in progress is to investigate Russian teachers' practices and perspectives as they transition from an old authoritarian pedagogy to the use of "democratically appropriate practices" (Kinos, et. al., 2016). In 2013, the Ministry of Education enacted the new Standard of Preschool Education that sought to promote the view of young children as agents of their own development. Today, 84% of preschool teachers still admit being stressed out as they transition to child-oriented pedagogy (FIDE, 2019). One of the reasons for this lies in the institutional inertia of the entire ECE system (Bodrova & Yudina, 2018; Smirnova, 2019). To combat this inertia, a newly formed NGO – University of Childhood – launched a set of initiatives to build grassroot communities as change agents in education. Our study focused on one of these initiatives and its activities to build communities of practice (Lave & Wenger, 1991; Wenger, 1998) for early childhood educators open to the ideas of child-oriented pedagogy. The different sources of data in this exploratory case study included teachers' submissions to the national competition, presentations at teacher-initiated professional conferences, event reports, teacher-led professional groups in social media. EECERA ethical guidelines were followed, e.g., informed consent was obtained from all participating teachers. The results indicate that teachers experience the greatest difficulties with supporting child-initiated play. The discussion is framed within the cultural-historical perspective on play (Vygotsky, 1967, 1978). The findings will be applicable for developing pre- and in-service programs aligned with the new standard.

child-oriented pedagogy, community of practice, early childhood educators, child-initiated play, professional development

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session A

Understanding and Supporting Student Thriving in the Kindergarten Classroom

Presenter(s): Heather Coe-Nesbitt, Queen's University, Canada

The aim of this qualitative study was to understand how student thriving is conceptualized and can be supported within the context of a Canadian Kindergarten classroom. For many children, Kindergarten marks the entry point into the education system (Hymel et al., 2006). Because children's early experiences lay the foundation for lifelong learning, development, health, and well-being (Pascal, 2009), the importance of supporting children to thrive within this early learning environment is paramount. Believed to contribute to a person's overall health (Spreitzer et al., 2005), thriving is perceived as the ultimate achievable goal on a spectrum of human functioning (Lerner et al., 2002). However, few researchers have attempted to tackle the concept within the educational context with student thriving being largely overlooked within Kindergarten and early childhood education. This research embraces a pragmatic grounded theory approach (Oktay, 2012). Six students, three educators, and seven parents provided a rich understanding of Kindergarten student thriving and its supports. Data were collected through qualitative means including observations, semi-structured interviews, and child-friendly methods (drawing, "building-a-Kindergarten" task, and photo-elicitation). Informed consent was received from adult participants and parents of child participants, and verbal assent was obtained from the children themselves. Names, locations, and identifying information were concealed (Patton, 2002). Findings illustrate that thriving is a complex and multi-dimensional construct, and supporting student thriving requires a multi-faceted, integrated, and child-centred approach. These findings strongly align with play-based pedagogies and curricula. Supporting thriving is not about creating new pedagogies. Rather, improving the alignment between student needs and support.

student thriving, well-being, kindergarten, grounded theory, Canada

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

COVID-19 pandemic: Views and experiences of parents of young children

Presenter(s): Catarina Leitao, Childhood Development Initiative, Ireland

Non-presenting Co-Authors: Jeffrey Shumba, Childhood Development Initiative, Ireland

The objective of this study is to explore views and experiences of parents with young children about changes, difficulties, and concerns related to the COVID-19 pandemic. Previous research indicated that parents' views and experiences during the pandemic can impact their mental health, and children's outcomes (Crescentini et al., 2020; Spinelli et al., 2020). However, research conducted to date has frequently focused on quantifying the impact of COVID-19, what highlights the need to further explore families' views and experiences (Miller et al., 2020; Regan & Maître, 2020). Underpinned by Bronfenbrenner's bioecological model (1979) and the family stress model (Conger et al., 2002), this study acknowledges the influence of the interrelationships between the family and wider contexts on children's development. The study follows a qualitative interpretive research paradigm. Data was collected from 154 parents of children attending early years services in the Dublin area, through an online questionnaire. Data is being analysed using content analysis. An informed consent was included in the online questionnaire. Data was anonymised. Preliminary findings indicated that more time spent at home and with family was a common change for parents. Difficulties included isolation, and achieving a balance between work and childcare. Current and future concerns included staying healthy, and uncertainty about the future. Identifying parents' views and experiences on the pandemic has the potential to inform Irish and European policy and practice aimed at supporting families. This study can inform the types of interventions needed to address new or exacerbated needs resulting from the pandemic.

COVID-19, pandemic, family support, parental well-being, parents' experiences

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Playful transitions - Children's perspectives on play in transition from Early Childhood Centers (ECCs) to school

Presenter(s): Maja Olsson, NTNU, Norway

The PhD-study aims to explore how play is understood by children in ECEC and primary school, and how play can be of importance in children's transition to school. Research on transitions from ECEC to school indicates children's need to experience continuity (Hogsnes & Moser 2014:8), but also change (Lago 2019:66). Ackesjö (2017:5) shows several categories of play in pedagogical institutions, and play is seen as continuity-promoting activity. However, implementing a play-based approach to learning and teaching in school has proved to be challenging (Hunter & Walsh 2013:32, Haug 2019:37). Socio-constructivist and post-structural perspectives provide the theoretical framework. Current play theory describe play as a child-led activity with intrinsic value (Sutton-Smith 1997, Corsaro 2005, Øksnes 2011). Transitions are multi-dimensional (Jindal-Snape 2016), with possibilities for play in the "liminoid" space (Turner 1982). The approach is within a qualitative interpretive paradigm, applying a hermeneutical research design. Case study methodology allows studying the complexity of play within its context. The methods used are observation and conversations with 5-6-year-old children. Consent form and information sheet are provided to all participants. Children and parents have the right to withdraw from participation at any time. I expect to attain knowledge on the role of play in the transition. Preliminary findings indicate that free play is reduced in ECEC and school, at the expense of teacher-led activity. Children and teachers can define play differently. The findings may provide knowledge to understand and acknowledge play in the transition from ECEC to school and contribute to a more conscious practice.

transition, free play, intrinsic value, children's perspectives, liminality

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

The Adaptation of Parents after Sending Their Children to Elementary School in Japan

Presenter(s):

Sayuri Nishizaka, Kyoritsu Women's University, Japan

Suzuko Ayano, Kyoritsu Women's University, Japan

Keiko Gondo, Kyoritsu Women's University, Japan

Non-presenting Co-Authors: Yasuko Murakami, Kyoritsu Women's University, Japan

The aim of this study is to see whether the mothers' expectations and anxiety change after sending their children to elementary school. In the past studies, the three factors of parents' consciousness such as "Worries about child's school life", "Expectation towards a new lifestyle" and "Confidence to become a parent of schoolchild" were found. We have also revealed that those differ depending on child's birth order. In this study, we examined changing process of mothers' anxiety and expectations within three years after their children started school. Wildgruber et al. (2011) established a theoretical model of the parents' consciousness during the transition in 3 distinct levels. We analyzed the survey results by referencing the theoretical model. The questionnaire consists of 21 items on the parents' consciousness and free description about changes in consciousness after entering elementary school. We administered it to 48 Japanese mothers of elementary school children. All the participants have been informed of the aim of the study, guaranteed anonymity and the option to withdraw. Each participant has signed an informed consent form before joining the study. Mothers became to watch over their children without interfering with their activities as they grew older. Mothers' anxiety was reduced within a few years after their children started school. But, working mothers still had concerns about themselves such as time management in their daily life and the difficulty of engaging in PTA. Long-term outlook in conjunction with mothers' working status needs to be considered when developing parent support programs during the school transition.

parents' adaptation, children's school transition, mothers' anxiety and expectations, the mother's consciousness, elementary school

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Developing an instrument to assess children's capacity for assent in research settings: How to measure their understanding and appreciation

Presenter(s): Izumi Ishiyama, Tokoha University, Japan

Non-presenting Co-Authors:

Kimiko Akama, Shinshu Honan College, Japan

Zentarō Yamagata, University of Yamanashi, Japan

The aim of this study is to develop an instrument to assess children's capacity for assent to participate in research with no invasion or intervention. Our previous studies suggested 5-year-old children could "express their choice" and clarified the difference of capacity between the age groups of 4 and 5-year-old children. This difference was largely due to the difference in their "understanding and appreciation" of the research. In this study, we conducted an interview survey especially focused on how to measure their understandings. We referenced MacCAT-CR (Appelbaum & Grisso, 2001), a semi-structured interview instrument for development. From August 2019 to February 2020, all of 42 children (age: 3-6) participated our research. At the first semi-structured interview, a child received explanations about the future research (the second interview) from a researcher using a booklet. Confirmation questions and answers were subjected and recorded using this assessment scale. Every answer was scored 0-2, and all of 10 items were scored (range: 0-20). The parents of the children had given permissions. When the child gave assent to participate the future research, they asked for a signature or drawing a mark on the assent form. As results, all the participants gave assent and the average score was 14.7. The items children didn't show clear understanding were concerning "risk and benefit" area. The lowest score was the answer to the question of "How would be useful if you participate in and answered the questions?" Further study is required to increase the validity of this instrument.

assent, instrument, capacity, research, understanding

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Development of an application to record children's spontaneous reports and childcare practice utilizing it

Presenter(s): Kiri Nishida, University of Tokyo, Japan

Non-presenting Co-Authors:

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Asami Maruyama, Toppan Printing CO., Japan

To verify the effect of the App which we developed and see if it could help care-givers "listen" to their children. This study was conducted with reference to Mosaic Approach (Clark & Moss 2001), which encourage young children's participation in childcare by listening to their thoughts from various angles and reflecting them in childcare practices. In this approach each child is given a camera and takes a picture, but it was difficult to handle as a daily record. In this research, it is possible to record the report (still image and video) from the child on a daily basis by using the application. We use the above Mosaic Approach (Clark & Moss 2001) as a theoretical framework. The paradigm used is "Listening to children" (Dahlberg & Moss 2005). The methods used are observation in 5-years-old classes in the nursery school who use the app and interview to app users (children and teacher). The methodology used is qualitative practice research. Still images and videos shot and recorded by the app were anonymized and analyzed, and personal information was protected. From records of reports to the app, we could partly access to the children's interests and their meaning and thoughts individually and continuously. They set up a retrospective meeting in class and made childcare activities that developed the interests of children. This study implies the possibility of development of technology based on knowledge of childcare and of new childcare practice utilizing it.

app development, childcare practice using apps, mosaic approach, children's interests, practical research

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Cultural Differences in the Attitudes of Childcare Workers Toward Fostering Gender Equality Awareness Among Children

Presenter(s): Kozue Matsuda, Ochanomizu University, Japan

This study examines the differences in the attitudes of childcare workers toward the promotion of gender equality in the efforts of ECEC in Japan based on a comparison with its Norwegian counterpart. OECD has emphasized the importance of cultivating an awareness of gender equality in children in order to improve their learning opportunities and wellbeing(OECD 2019:27), and countries like Norway had implemented a variety of strategies (Emilsen 2015:12). It is necessary to examine how differences between countries and cultures affect the efficacy of such initiatives and the cultivation of such awareness in children. This study is based on the theoretical framework that the reproduction of culture through education plays an important role in the reproduction of the whole social system (Bourdieu & Passeron, 1990), and the conception of unconscious bias(Hopkins, 1994). This qualitative study conducted semi-structured interviews with eight childcare workers in Norway in 2019 and ten childcare workers in Japan in 2021. A consent form and information sheet were provided to all participants, who were free to withdraw from the study at any time. Using qualitative text analysis (Kuckartz, 2012), this study reveals cultural differences in the attitudes of Japanese and Norwegian childcare workers. Japanese childcare workers lacked an understanding of the importance of ensuring gender balance and the knowledge about unconscious bias. In clarifying these cultural differences, this study suggests the need for active promotion policies and specific strategies that consider the cultural differences in ECEC in order to foster an awareness of gender equality in children.

gender equality, childcare workers, gender balance, ECEC in Japan, cultural difference

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Play in early years settings across Europe, Canada, the US and Latin America: A systematic review of early years curriculum guidance

Presenter(s): Maria Stamatoglou, International Hellenic University, Greece

This systematic review of ECE curriculum guidance, published during the past 15 years, aims to present the role of play in countries across Europe, Canada, the US and Latin America. Research on play has been extensive (Curtis, 2002, Wood, 2013) and linked with various learning theories (Fleer, 2018) alongside systematic reviews of early years curriculum guidance documents (Oberhuemer, 2005, Synodi, 2010, Fleer, 2018). Twenty five ECCE guidance documents, were reviewed with a critical stance (Jesson et al. 2011) while the usefulness of meta-synthesis (Light and Pillemer, 1984) was taken into consideration. This systematic review was developed through search in Google with the descriptors 'play' and 'early years curriculum'. The process of identification, eligibility, selection, identification was followed as inclusion and exclusion criteria applied (Meline, 2006). All included documentation was government funded. Busy practitioners are likely to benefit from this study as compiling information deriving from a massive volume of curricula data will enable them to review play practices of other countries and compare them to their own. No apparent ethical concern derived from this study apart from the fact that it was conducted by one researcher. Findings suggest that play is central and promotes children's learning with a variety of play activities provided to children daily. Geographical location, cultural heritage, social structure, historical knowledge and respect to the past and the future, all influence children's play patterns. Practitioners should acknowledge that each ECE curriculum guidance is unique and therefore make available resources count for quality play practices.

early childhood education, early years curriculum guidance, play, early learning, systematic content analysis

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

How did 5-year-old children read picture books after lunch in a Japanese kindergarten?

Presenter(s): Xiaoyun LU, Teikyo University, Japan

The aim of the study was to analyze how 5-year-old children read picture books. We analyzed the children who read the books alone, as well as who read with others. The previous research indicated that 3-year-old children read picture books not only by themselves, but also with other children in the kindergarten (Yokoyama, 2006). While picture books are also used in the lower grades of the elementary school, this study was focusing on 5-year-old children, as they are in the transition from ECEC to elementary school. This study was referred to the informal learning theories (Crowley et al., 2014). As we observed the children who finished their lunch earlier than other children, their reading was considered informal. The participants were a class of 5-year-old children in a public kindergarten in Tokyo, Japan. There were 25 children (14 boys and 11 girls, M=68.1 mos.) in this class. The participant observation was carried out once a week from June 2019 to February 2020. The permission for the observation, recording and the use of data was acquired from the kindergarten and the parents. The privacy of the children was strictly protected and the data was allowed to use in research only. The results indicated that more children started to read books with others and their interactions also increased during the nine months. It was demonstrated the understanding of the result is not only necessary for ECEC teachers, but also needed for elementary school teachers.

long-term observation, the act of reading, picture books, early learning, children's interaction

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

The play situation, which the amount of unconsciously communication increased, in kindergarten in Germany

Presenter(s): Shunichi Tazuke, Doshisha University, Japan

Non-presenting Co-Authors:

Takeshi Tanaka, Research & Department Group, Hitachi, Ltd., Japan

Norio Goda, Government & Public Corporation Information System Division, Hitachi, Ltd., Japan

The present study aimed to assess the unconsciously communication as the information transmission of the children in play situations due to the following four situations; “free play”, “roller-skating”, “rhythm and sensory experience”, and “gymnastics and romp”. Research has shown the results on consciously communication of children in kindergarten (Aram und Shlak, 2008: 1-37, Rubin, 1972:364, etc.), but the research on unconsciously communication with the information transmission is non-existent. In this study, so called the theory “transfer entropy” to analyse was used (Tazuke, 2019:36-42). All children wore a Wrist-Worm Three-Axis Accelerometer and the transfer entropy between children was calculated. The existence of the information transmission was estimated between children and networked. From the network calculations, the network values were extrapolated per situation for each child. The network values of the children between four situations were multiple compared. Informed consent was negotiated with the children and parents, the written consents were submitted. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. From the results, it was shown that “gymnastics and romp” increased the information transmission (significance at 5% level). The present study showed that the play situation influenced quantity of the information transmission between children. The finding of this study raised the possibility to examine the unconsciously communication using transfer entropy and suggested the importance to study the meaning and the value of the information transmission in the future.

play situation, unconsciously communication, children in kindergarten, information transmission, transfer entropy

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Exploring Visual Art Production in Preschools: The Development of Tools to Capture Practitioner Perspectives on Supporting Children's Creativity

Presenter(s): Dimah Hamad Aldosari, University of Leeds, United Kingdom

Non-presenting Co-Authors:

Paula Clarke, University of Leeds, United Kingdom

Mary Chambers, University of Leeds, United Kingdom

A pilot study aimed to test the suitability of four research tools for investigating teachers' beliefs and practices concerning preschool children's creativity in visual art. There are a limited number of studies focussed on children's creativity (Leggett, 2017), especially in visual art and in relation to teachers' perspectives and practices in preschool (Prentice, 2000); and in these studies, the main method of data collection used is interview, but a greater range of approaches is needed to gather rich, qualitative data on the topic to triangulate data effectively. Bronfenbrenner's theory (Harkonen, 2007) and Vygotsky's theory (Reunamo, et al, 2014) argue that children's development especially creativity is influenced by their cultures and societies. In this qualitative interpretive study, four tools were developed and trialled: a semi-structured interview, an observation schedule, a photograph task and an open-ended questionnaire. These four tools were applied sequentially to four teachers in one setting in Leeds, England. The ethical considerations were based on the Research Ethics Committees' guidelines and approval at the University of Leeds. For example, consent forms and information sheets were given to all participants. Each tool showed different results in the level of required improvement post the testing. Three tools—the semi-structured interview, the observation schedule and the photograph task proved to be the most suitable tools for collecting data. Further details will be discussed. All four tools can be used for further studies by other researchers interested in children's creativity. Moreover, these tools can be used by all educators to observe the creative progress of their young students.

teacher's belief, creativity, young children, teacher's practice, visual art

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Measuring Teacher's Social Self-Efficacy (TSSE): Results from a pilot study in Greece

Presenter(s): Anastasia Vatou, Aristotle University of Thessaloniki, Greece

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Nikolaos Tsingilis, Aristotle University of Thessaloniki, Greece

Maria Gkeka, Aristotle University of Thessaloniki, Greece

The aim of this study is to propose a new scale and offer a brief description about the evaluation of preschool teacher's social self-efficacy (TSSE). Recent evidence have shown the impact of Social Self-Efficacy to the quality of interpersonal relationships and to mental health (Fan et al., 2013). Although, previous studies empirically extended the function of teachers' self-efficacy in other domains (Ho & Hau, 2014), little is known about teachers' self-efficacy in the social interaction domain. The Social Cognitive Theory and the Self-Efficacy Theory are the theoretical framework of this study (Bandura, 1986, 1977). In order to develop a reliable measure of TSSE, we followed the steps described in literature (DeVellis, 2017). The scale development is briefly presented: 1) Conceptual Analysis of Social Self-Efficacy. 2) Item Pool Generation. 3) Content analysis by experts. 4) Administer items to prekindergarten teachers. 5) Development of the TSSE. Exploratory factor analysis was conducted to understand the factor structure of TSSES. The research team ensured that responses would be kept in strictest confidence and they would be used only for academic purposes. The current study has the ethical approval from the Greek National Educational Policy Institute and has been financially supported by the Hellenic Foundation for Research and Innovation under the PhD Fellowship grant (1056). Current study contributes to the literature by offering an extension of social self-efficacy in the educational context. Findings from this review can promote the discussion about the contribution of TSSE on the positive interactions with children.

teacher's social self-efficacy scale, interpersonal relationships, professional development, early childhood education, EFA

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Participatory research with children? Ethical reflections on adulthood in child-adult-interactions with special reference to “turning points”

Presenter(s):

Julia Hoeke, Catholic University of Applied Science NRW, Germany

Katrin Velten, University of Greifswald, Germany

Aim of our study is to offer impulses for adjusting the concept of appropriateness in child-adult-interactions in participatory research. From an ethical perspective, we analyse on how the researchers' adulthood has to be reflected against the background of child agency and generational order. In doing so, we follow the reflections on ritualised and habitualised patterns of action in adult-child interactions by Kelle & Möller-Schweda (2017). According to Spriggs & Gillam (2017) we focus on “competing interests and lack of reflexivity” (ibid., p. 5) which have to be handled in the interview situation. The theoretical frame of reference for the analysis is the concept of acting in competent compliance (Bühler-Niederberger 2011) in interactions between adults and children. There we focus on the construct of adulthood (Fangmeyer & Mierendorff 2017, p. 12). Our study is a sequential re-analysis (Schütz 2012) of interviews with children from two projects, each of which surveyed children's perspectives on participatory structures and scope for action in primary schools in Germany (Clark & Moss, 2011, Fuhs, 2012). EECERA ethical code (2014) is followed in the conduct of the study. The re-analysis shows verbally framed if-then constructions we call a “turning point” in the practices of the adult interviewers, in which a change from a possibly situationally relativized to a manifest hierarchical interactional relationship emerges. Reflection impulses for the preparation and reflection of child interviews are presented, which can be helpful for the further development of individual research skills and for adjusting the concept of appropriateness in child-adult-interaction.

interviews with children, participatory and inclusive research, research ethics, adulthood and generational order, turning point

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Who is deciding, who decides? - Children`s perspectives on participation

Presenter(s): Sarah Girlich, LakoS - Institute of Language Promotion Saxony, Germany

Non-presenting Co-Authors: Robert Jurleta, LakoS - Institute of Language Promotion Saxony, Germany

The aim of this pilot-study was to look at participation of children in day-care-centers from their perspective. Later, we want to combine this with a view on democratic education. Regarding the German-educational-system, the promotion of children`s participation in early childhood has increased in recent years (e.g. Hansen et al., 2011; Regner, 2018). The early learning of participatory action is necessary or at least conducive to the development of a democratic personality (Hansen & Knauer, 2014). The theoretical framework for this study is based on the UN-Convention on the Rights of children, which enshrines the right to participate for all children. In this interview-study, 18 children of two day-care centers between the ages of 3;2 to 6;1 were asked about various aspects of their participation in their day-care. The short interviews were conducted throughout the day by an additional teacher with a playful-looking microphone. The analysis was conducted through a qualitative content analysis (Mayring, 2000). A consent form was collected from the parents. The children were informed about the content of the study and participated voluntarily. The analysis showed different subdomains in which children want to be involved (e.g. food, play) and how they see their right to participate. The findings also demonstrate that not every child wants to be involved in a participatory process (regarding some subdomains). The findings are going to be incorporated into the concept of the day-cares. Implications for how routines and day-care structures might be used to enable children to participate will be made.

children`s perspective, participation, democratic education, interview, children`s rights

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Study on Sharing Information regarding Family Support at Day-Care Centers in Japan

Presenter(s): Natsuko Nakatani, Kobe University, Japan

Non-presenting Co-Authors:

Yoko Kiso, Osaka Prefecture University, Japan

Naoya Yoshida, Osaka Prefecture University, Japan

Hirofumi Tsuru, Mukogawa Women's University, Japan

Yoshitaka Sekikawa, Osaka Prefecture University, Japan

The purpose of this paper is to clarify the process of sharing information regarding family support from early detection of life difficulties to cooperation with other organizations at day-care centers in Japan. In previous studies, the perspectives for early detection of difficulties have been extracted (Tsuru et al. 2018), and it has been revealed that cooperation with other organizations is actively conducted in the centers where staff members work together to support families (Nakatani et al. 2018). However, it is not clear how the information is shared among multiple members after the discovery of difficulties, and then how it leads to collaboration with other organizations. It is important to examine the communication tools of the organizations in order to consider more effective organizational management (Bernard 1968). In this paper, the group interviews were conducted with staff members at a center that actively provided family support, and were analyzed by using the KJ method. The letters of request and explanation were sent to interviewees beforehand, and consent forms were received from them. It was discussed that there was a system in place to gather information about parents who have different attitude from the usual, and then each staff member listened to all perspectives from diversified standpoints to identify difficulties. Support policies are determined by having discussion overlapped. Information sharing is multi-layered, and management by the directors such as the management of meetings intended to improve the skills of staff seems to have a significant impact on effective sharing.

sharing information, family support, day-care centers, early detection of life difficulties, organizational management

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session B

Transformation of early childhood education policy in Japan in the late 1970s-1980s and its relationship with liberal reform in the country

Presenter(s): Mio Fujitani, Ochanomizu University, Japan

This study aims to clarify the relationship between the transformation of early childhood education policy in Japan in the late 1970s and the 1980s and liberal reform. National liberal reforms were promoted in this period by Margaret Hilda Thatcher in the United Kingdom and Ronald Wilson Reagan in the United States. In Japan too, the Yasuhiro Nakasone administration played a central role in introducing liberal reform (Otake, 1994). This study is based on the theoretical framework of political theory which shows the relationship between the Nakasone administration's liberal reform and the educational policy (Uchida, 1987). The author analyses by conducting a qualitative survey of primary sources such as Japanese policy documents and writings (Merriam, 1998, Hori et al. trans, 2004). Comparisons are then drawn with the reforms in the United Kingdom and the United States. Although based on publicly available literature materials, the study ensures that ethical considerations are maintained for fair expression by analysing a wide collection of materials. The results of the analysis based on examining the educational reform of Nakasone administration from 1984 to 1987 (Fujitani, 2021) revealed that the early childhood education policy of Japan is positioned within the context of liberal reform since the latter half of the 1970s. This demonstrates that the current Japanese early childhood education policy is related to the internationally developed liberal policy and is influenced by political and business trends.

liberal reforms, Japan, Yasuhiro Nakasone, Margaret Hilda Thatcher, Ronald Wilson Reagan

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Factors of long work-hours among Japanese Early Childhood Education and Care workers

Presenter(s): Yoshinori Wakao, Nippon Sport Science University, Japan

Non-presenting Co-Authors:

Eiji Tsuchikura, Hosei University, Japan

Mieko Ikegaya, Tokai University, Japan

This study aimed to describe the work environment of Japanese Early Childhood Education and Care (ECEC). In Japan, a high turnover rate has led to insufficient ECEC workers (Ministry of Health, Labour and Welfare (Japan)). This turnover is primarily due to a collapse in work-life balance from long work-hours and overtime at home (Poppins Corporation, 2011, Wakao, 2016). It is necessary to understand the work culture in Japanese ECEC. Our study was based on the Trajectory Equifinality Model (Sato, 2006). We adopted the concept of “social direction,” or social forces that obstruct an individual’s choice to go forward to some consequence. Here, we identified the social direction that prevents workers from continuing with ECEC. We used a life-course interview paradigm with 15 ECEC workers. They were asked whether they ever wanted to quit, and if so, the reason and relevant background for that desire. We extracted information about habits, culture, and life-events to determine factors that cause long work-hours and overtime at home. All participants read an information sheet and signed a consent form. They were also given the opportunity to withdraw at any time. We found three factors that increased labor among ECEC workers. Two are cultural: prioritization of handwriting (documents must be written manually) and handicrafts (required to make many teaching materials manually). The third is situational; ECEC workers must participate in and prepare for many events, such as presentations and concerts. These findings provide a foundation for improving ECEC working environments through technology.

work-life balance, ECEC, social direction, worker turnover, overtime

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

The Impact of Evidence-Based PD and Coaching on ECE Teachers' Perceptions of Supporting Children with Challenging Behavior

Presenter(s):

Summer Luckey, The Ohio State University, United States

Sarah Lang, The Ohio State University, United States

Non-presenting Co-Authors: Rosalie Odean, The Ohio State University, United States

We examine the effect of professional development (PD) training and coaching on ECE teachers' knowledge of supporting children with challenging behavior (CB). Responding to CB is a central concern for ECE teachers (Garrity et al., 2019; Mahon et al., 2020), which can leave them emotionally exhausted (Jeon et al., 2018), and hinder their ability to form positive teacher-child interactions (Garrity et al., 2019). Helping young children with CB acquire more healthy skills also promotes their social-emotional competence (Blewitt et al., 2021). Drawing on the Pyramid Model of Supporting Social Emotional Competence in Infants and Young Children (CSEFEL, 2004) and the prosocial classroom framework (Jennings & Greenberg, 2009), the PD guides teachers to consider the universal supports they provide to children and targeted supports they can provide to children who need more assistance. Using a positivist framework, we examine teachers' pre- and post-test knowledge assessment answers and conversations with their coaches focused on the focal strategies they plan to implement. IRB approval and teachers' consent were obtained. We found a significant difference in the scores between pretest ($M=3.11$, $SD=1.13$) and posttest ($M=4.28$, $SD=.89$); $t(17)=3.475$, $p = .003$, suggesting the course increased teachers' knowledge of evidence-based strategies to prevent and respond to children with CB. We will examine teachers' open-ended responses and comments shared in reflective, competency-based conversations with coaches. This small-dose intervention to increase teachers' knowledge and skills regarding supporting children with CB may ensure all young children have an opportunity to develop a strong foundation in social-emotional competence.

coaching, social emotional competence, challenging behavior, early childhood education, professional development

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Gardening with children: how a preschool garden can encourage preschoolers' pro-environmental behaviour

Presenter(s): Kathrin Paal, University of Plymouth, United Kingdom

This project aims to explore what preschool children think, experience and learn about what is good or healthy for the planet, and illustrate the benefit of a preschool garden as a tool to develop environmentally friendly behaviour of children aged 3 to 5.

Involving children in environmentally friendly practices can encourage children to engage with and shape their environments (Davis, 2015). Studies found that early experiences with outdoor activities have a positive influence on children's behaviour towards the environment (Pramling Samuelsson et al., 2019). I am utilising participatory research (Clark & Moss, 2011) to illustrate one way to empower children to make decisions in processes of matters that affect them, such as environmental issues. Within a qualitative interpretive research paradigm, I will observe children and their caregivers during gardening activities, ask the children to draw a picture and conduct interviews with the children. I anticipate to observe and interview 5 children. A consent form and information sheet will be provided to all participants. I will explain the research to the children in a sensitive and age-appropriate manner. Pseudonyms will replace the names of participants. All participants will be given the opportunity to withdraw from the study at any time. The findings will illustrate preschooler's awareness of what is good or healthy for the planet and how we can help the earth. The findings suggest valuable information into the use of participatory methods to gain a holistic view on what children think, experience and learn when engaging with a preschool garden.

preschool, participatory research, preschool garden, environmental sustainability, early childhood education for sustainability

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Articulation of educational practices in outdoor and indoor contexts in preschool education: Innovating and training

Presenter(s): Raquel Vanessa Ramos, Universidade de Aveiro, Portugal

Non-presenting Co-Authors:

Aida Figueiredo, Universidade de Aveiro, Portugal

Ana Coelho, Instituto Politécnico de Coimbra, Portugal

This research aims to design, implement and evaluate a collaborative training program (CBP), in preschool education, in order to articulate the educational practices developed in a nature education program and in kindergartens. In fact, some studies in Portugal (Bento & Dias, 2017; Coelho et al., 2015; Figueiredo, 2015) have recommended the importance of connection and fluidity between the outdoor and indoor educational environment. Therefore, this research falls within the conceptual framework of Bronfenbrenner's (1974) ecological and systemic theory, Gibson's (2000) ecological perception theory, and Laevers' (2005) experiential approach, all of which argue that children learn through active interaction with their environment. The study is being conducted within an interpretative paradigm qualitative research (Amado, 2017). Semi-structured interviews were conducted with 4 educators, in the Coimbra area, as well as participant observation of their practices. The analysis is being conducted through content analysis supported by WebQDA software. The emotional well-being and implication scale was applied to 24 children. In this sense, the research participants gave their informed, free and informed consent, including the children, having the right to their anonymity, data confidentiality and to withdraw from the study at any stage. The findings suggest that collaborative and articulated work among professionals, through CBP, contributes to the development of innovative and quality educational strategies in diverse contexts. Thus, the research results suggest potential implications for educational policies and practices, in the sense of recognizing and valuing nature as a learning context in the preschool curriculum in Portugal, properly articulated with the kindergarten classrooms.

articulation of educational practices, outdoor learning, kindergarten, training, preschool education

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Child-nature interactions and relations at forest school: A post-human perspective

Presenter(s): Elizabeth Boileau, Lakehead University, Canada

Forest schools are a growing practice in Canada. This study investigates child-nature encounters at forest school and the affective experiences of children and their more-than-human co-learners. Research on forest schools has examined care (Haro Woods et al., 2018), benefits (Murray & O'Brien, 2005), cultural context (Waite et al., 2016), Indigenous perspectives (MacEachren, 2018), program implementation (Lysklett & Berger, 2017), etc. This study is guided by posthumanist theory (Smart & Smart, 2017) and a common worlds conceptual framework (Taylor, 2013). The methodology for this study is an ethno-case study (Parker-Jenkins, 2018) inspired by multispecies ethnography (Kirksey & Helmreich, 2010) and common worlds research (Hodgins, 2019). I will collect at two forest school sites in the summer of 2020. Data collection methods include audio-visual observations, field notes, informal interviews, natural-cultural history research, each aiming to decenter the human (Pacini-Ketchabaw, Taylor, & Blaise, 2016). Data will be analyzed by looking for common child-nature interaction patterns (Kahn, Weiss, Harrington, 2018) then exploring writing practices that challenge anthropocentrism. Consent to participate in the study will be sought from the children and their guardian, data will be password protected, and children's names will be changed. Methodological challenges of conducting post-human research will be discussed, as well as empathy and care, and how these might play out in urban forest school programs. Preliminary findings will also be presented. My research will help strengthen understanding of forest school pedagogy in a Canadian context and contribute to growing research conversations about post-human perspectives of early childhood education for sustainability.

environmental education, post-humanism, multispecies ethnography, common worlds, Canada

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

How to bridge research and practice with a blog

Presenter(s):

Helena Taelman, ODISEE, Belgium

Nadine Correia, ISCTE, Portugal

Non-presenting Co-Authors:

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Pauline Slot, Utrecht University, Netherlands

Celeste Bekkering, Utrecht University, Netherlands

Flemish teacher educators have maintained a successful blog for ECEC professionals since 2015. This initiative was followed by Dutch, Polish and Portuguese blogs in September 2018, and a European blog in January 2019, aiming to bridge research and practice concerning diversity and social inclusion. For quality improvement purposes, we investigated how they are used, by whom, and how readers define the benefits of blog reading. The scarce research on information literacy concerns teachers of older children, who prefer online sources and avoid academic literature (Shipman et al., 2015). The blogs build on the transactional professionalization model of Slot et al. (2017), by offering three entrees to change: (1) new knowledge and raising awareness of beliefs, (2) practice tips which may change competences through enactment, (3) reflection. Following design research, qualitative and quantitative data were collected through the blog's reader statistics, an online questionnaire, and focus groups. A privacy statement protects blog users. The online questionnaire guaranteed anonymity. We will discuss which topics our readers prefer following the blog statistics and contrast their actual preferences with their perceived information needs and wishes, as reported in focus groups earlier in the project. Furthermore, we will discuss the main benefits of the blogs as our readers describe them in our online questionnaire. Finally, insights in the use of social media and in the profiles of our readers may help European ECEC experts to establish similar communication initiatives in their countries. This study is relevant to further improve the bridge between research and practice.

science communication, diversity, blog, bridge between research and practice, social media

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Comparative studies on views of nature from the perspectives of early childhood education for sustainability: Exploring early childhood education practices in Japan, Sweden and Skogsmulle

Presenter(s): Midori Mitsuhashi, Ochanomizu University, Japan

The planetary crisis urges us to think of democracy with ecological consciousness in early childhood education (ECE). This research aims to compare how human-nature relationships are viewed in ECE settings in Japan, Sweden and, as an exemplar of ECE for Sustainability (ECEfS), the Swedish outdoor pedagogy called Skogsmulle and to explore their cultural and historical backgrounds. While nature-based activities are getting international attentions, from the perspectives of ECEfS, just spending time outdoor is not enough in the Anthropocene and theoretical framings needs to be reconsidered (Inoue, Elliot, Mitsuhashi & Kido, 2019: 25). This study draws on learning theories (Piaget, 1972; Vygotsky, 2003) and theories of environmental ethics including ecological worldviews (Inoue, 2018). Within an interpretive paradigm, the study is conducted by comparative analysis of literatures including curriculums, teacher-education materials, historical documentations and previous studies in ECE in Japan, Sweden and Skogsmulle. The data are analyzed through multiple interpretations called “reflective methodology” (Alvesson & Sköldbberg, 2018). In a literature review, a wide range of sources are reviewed and funding sources are identified for fair representation and avoidance of possible bias. When images of Skogsmulle are cited, written permissions are obtained. The preliminary findings shows that while Japanese practices tend to value nature-based emotional experience by implicitly assuming developmental psychology, Swedish practices and Skogsmulle value science-based approach within sociocultural theories although Skogsmulle put emphasis on philosophical approaches to evoke ecological worldviews. The study suggests that Japanese ECE could learn from Swedish and Skogsmulle’s approaches for further possibilities in ECEfS.

human-nature relationships, ecological worldviews, early childhood education for sustainability, Swedish Skogsmulle, Japan

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Toddlers' enthusiastic peer play in Japan: The interactions and the toys being used

Presenter(s): Airi Okanami, Ochanomizu University, Japan

This research aimed to investigate the features of toddlers' enthusiastic peer play happened in Japanese ECEC. In ECEC settings, toddlers actively show social capabilities during their peer play (Degotardi & Pearson, 2014). Children, even toddlers, construct their relationship within the trials and errors that happens in their play (Corsaro, 2018). However, it is not clear what kind of play fosters toddlers' peer interactions. This study used Yokoi (2006)'s view of the play, which is to see it as an intersubjective phenomenon captured between the observer and the children. The video observation tool CAVScene (Gyobu, Toda, Uemura, & Kudo, 2009) archives the observer's instinct marking and segmentation of a critical "play" scene. Participatory observation using CAVScene was conducted in a toddlers' class once a week for 8 months in Japan. 29 video clips were capturing toddlers' enthusiastic play, and each clip was analyzed focusing on the toys and the peer interactions. The research was approved by the Ethical Review Committee of Ochanomizu University and was conducted with careful attention to ethical matters. Many enthusiastic plays that happened in the first four months were using the railroads. For the late four months, the toddlers were frequently using the blocks in their enthusiastic plays. By analyzing the conflicts that happened in their railroad and block plays, it was implied that the natures of both toys were maintaining the peer interactions in each period. The findings indicate the importance of considering the nature of toys to prepare in ECEC for toddlers.

play, toddlers, peer interactions, video observation, toys

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Field entry and participant status in student teachers' research work: concerns and contributions from a Portuguese study

Presenter(s): Maria Figueiredo, School of Education, Polytechnic of Viseu, Portugal

Non-presenting Co-Authors: Gabriela Portugal, University of Aveiro, Portugal

The paper analyses how student teachers developing research in practicum placements deal with field entry and participant status in their final reports. It draws data from a study about research in initial early childhood teacher education. Research by students in teaching placements has been analyzed with different lenses (Mattson et al., 2008; Cochran-Smith et al., 2009) due to its relevance for teachers' professionalism (Cochran-Smith & Lytle, 2007; Roldão, 2007). The challenges of developing research with young children are overlooked (Libório, 2010). For conceptualizing field entry and participant status in research with children we relied on Corsaro (2005), Fernandes (2009), and Libório (2010). The frame for developing research work in teacher education drawn from Cochran-Smith et al. (2009) and Pascal and Bertram (2012). The interpretative study used document analysis of 59 final reports from two higher education institutions and semi-structured interviews with teaching staff, including the program director. Themes emerged from the content analysis across the data collections. The reports were collected in the universities' public repositories. The interviewees were informed about the study and consents were collected. Both from the reports and from the interviews, two different approaches to field entry are present: high importance and ethical concern or total disregard and negligence. Details on each approach will be discussed. Praxeological research is needed for its contribution to the knowledge base of early childhood and professional learning of teachers. The ethical issues it raises should be addressed early on, particularly in programs where students develop research work in their practicum.

teacher as researcher, research with children, field entry, participant status, Initial teacher education

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

A comparative study of preschool practitioners' perspectives and their roles in promoting children's wellbeing in South Korea and Norway

Presenter(s):

Youngmi Go, Soonchunhyang University, South Korea

Kwi-Ok Nah, Soonchunhyang University, South Korea

Yungeui Yoo, Soonchunhyang University, South Korea

Non-presenting Co-Authors: Kathrine Bjørgen, Queen Mauds University College, Norway

The purpose of this study is to determine preschool practitioners' perspectives on children's wellbeing and their roles in promoting children's wellbeing in two different socio-cultural contexts: South Korea and Norway. The perspectives of practitioners on children's wellbeing affect the way they can support children's wellbeing by providing appropriate environments and educational activities in preschools. In addition, the practitioner's roles in facilitating play situations that create challenges, vary activities, support autonomy and develop social relationships for promoting children's high level of wellbeing are relevant. Laevers and his research team (Laevers, 2005) referred to wellbeing as enjoyment, relaxation and inner peace, vitality, openness, self-confidence, and being in touch with oneself. The researchers in two countries developed a set of questionnaires which identified preschool practitioners' perspectives and their roles for promoting children's wellbeing. Ninety eight practitioners in South Korea and ninety four in Norway responded to this questionnaire online through Google Forms. The Google Form questionnaire ensures confidentiality among respondents. First, the Korean practitioners perceived cognitive and economic domains as more important than the Norwegian practitioners. Second, the Norwegian practitioners provided more entertaining, exciting, and safe environments and supported the need for care and children's feelings more than the Korean practitioners. Third, the Norwegian practitioners encouraged more positive interactions between children and practitioners and encouraged more child-initiative activities compared with the Korean practitioners. These findings suggest that not only the educational approaches but also the socio-cultural contexts of each country influence practitioners' perspectives on children's wellbeing and their roles in promoting children's wellbeing.

children's wellbeing, practitioner's perspectives, practitioner's roles, South Korea, Norway

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Dance as professional development for kindergarten teachers

Presenter(s): Ida Pape Pedersen, Nord university, Norway

The research question that is being elaborated in this poster is: How can a dance-based pedagogical development project be carried out in order to develop bodily professional knowledge in kindergarten teachers? It is based on my work designing and carrying out dance-workshops for the sake of Kindergarten teachers' development of bodily professional knowledge in a Kindergarten in Norway. The workshops are designed for a group of four Kindergarten teachers, with four workshops in dance over a three month period, led by the team consisting of me and a dance teacher. The PhD project is phenomenologically oriented based in Maurice Merleau-Ponty (1945/1962), moving towards an performative approach (Haseman,2006, Østern & Dahl, 2019). The theoretical background for this poster presentation is based on the perspectives of Helle Winther (2014), and her work with the language of the body in professional practice. Methodically the project is placed within arts-based research (Leavy, 2017), which gives me new ways of approaching the research field of ECEC, Early Childhood Education and Care. One of the main ethical considerations concerning this project is linked to the use of video-observation. The Project is approved by NSD (Norwegian Center for Research Data), but the close dialog with the research participants during the project seems just as important her. This project can give new knowledge on how to integrate the body in professional development. This is also a project that can have an impact on kindergarten teacher education, by showing one way of conducting teaching on embodied professional knowledge.

pedagog-body, arts-based research, professional knowledge, embodied pedagogy, dance

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Swedish preschool teachers' understandings of the concept of teaching – a narrative life story study.

Presenter(s): Jenny Henriksson, Kristianstad University, Sweden

The purpose of this ongoing PhD study is to contribute with knowledge about Swedish preschool teachers' understandings of the concept of teaching. Teaching in preschool is discussed in the Swedish context due to the concept teaching is defined in the Swedish Education Act (SFS 2010:800), but without a clear conceptualisation of teaching in preschool (Sheridan & Williams, 2018). Research shows that teaching is a concept that Swedish preschool teachers struggle with (Jonsson, Williams & Pramling Samuelsson, 2017; Vallberg Roth, 2018). Simultaneously research shows that teachers' perceptions of teaching are about to change. In addition to some resistance teaching is described as a right for children in preschool and preschool teachers see themselves as responsible for teaching based on children's interest, experiences and needs as well as curriculum goals (Jonsson et al., 2017). Teachers' background, experiences and lives affect their views on education and thus shape their understandings of teaching (Goodson, 1991). Social constructionism is used to understand how teacher's understandings can be seen constructed in a social and communicative context. The narrative research approach includes a social-situated perspective on life story interviews (Karlsson, 2006; Pérez Prieto, 2006). The research adheres to ethical guidelines (Research Council, 2011) and required informed consent from participants will be handled in accordance with GDPR. Indications from a pilot study implies that preschool teachers' understandings consist of implicit and explicit constructions of the concept of teaching. This study may generate awareness of how teaching can be understood by those who transform curriculum into preschool-practice.

preschool, teaching, teachers, understandings, narrative

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Representation of relationship educator-children, children's play and the role of educators, in Quebec childcare centers using the Piklerian Approach with children aged 3 to 5.

Presenter(s): Nancy Proulx, Université du Québec à Montréal, Canada

Non-presenting Co-Authors: Mathieu Point, Université du Québec à Trois-Rivières, Canada

This research describes educators' representations regarding their relationship with the children of 3-5 years old, the children's play and their role regarding these two concepts, in childcares from Quebec where the Piklerian Approach was implemented only in past 10 years. This follows previous researches about quality in childcare (Gingras, Lavoie et Audet, 2015), specifically children's game and interaction's quality, are calling for a better understanding of these concepts to improve practices. Some pedagogical approaches may influence the educator's point of view, as the Piklerian Approach. The theoretical framework for this study draws upon current theories and according to the Piklerian Approach, of children's play as well as educator-child relationship (Hymel & Ford, 2014; Rasse, Appell & Golse, 2016) and social representations (Abric, 2005; Starck, 2016). The study was conducted within a mixed research paradigm (Karsenti & Savoie-Zajc, 2004). 39 educators in 8 childcares in Quebec (Canada) filled out questionnaires and 10 of them contributed for interview. The analysis was conducted through a content analysis within an inductive method (Blais & Martineau, 2016). A consent form and an information sheet were provided to all participants. Pseudonyms have replaced the names of participants. Participants were given the opportunity to withdraw from the study at any time. The findings identify key moments to optimize development of the relationship, and what was changed about their children's play's representations. Finally, some participants discuss their role in redefining their profession as educators. These findings suggest that the educator's profession may be changed concern relation and play.

Piklerian approach, children's play, relationship, childcare, representation

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Types of Separation Anxiety in One-Year-Old Infants in Nursery School : An Eight-Months Longitudinal Developmental Study

Presenter(s): Mihoko Motooka, Hiroshima Cosmopolitan University, Japan

This study aimed to categorize the changes in separation anxiety in one-year-old infants when they went to nursery school. According to a previous study investigating separation anxiety during early admission to nursery school, the average anxiety reaction in one-year-olds was more acute than among children of other ages. (Shibata, 1985). However, the patterns of changes in anxiety intensity remain unclear. We adopted the Dynamic Systems Approach, by (Saijyo, 2004) as this theory is a framework for longitudinal developmental research of individuals. This study found changes in separation anxiety due to the quantitative changes observed in individual infants' anxiety responses. We investigated separation anxiety in 10 infants enrolled in a nursery school class. Anxiety was rated on a scale from 1–5—with 1 = no anxiety and 5 = strong anxiety—and characterized by crying and parent-seeking behavior. We obtained consent from the infants' parents. Presentations use the children's pseudonyms. Using average anxiety reaction values, separation anxiety was classified into five types: early crying, early and late crying, calming down, waving less, and late crying. "Early and late crying" and "late crying" were characterized by high levels of anxiety later in the school year. Methods for easing infants' anxiety need to be devised, not only at nursery school admission, but also later in the academic year. Future research should explore the causes of increased anxiety later in the school year, as children are expected to become accustomed to nursery school life over time. This work was supported by JSPS KAKENHI Grant Number JP19K23356.

separation anxiety, longitudinal developmental research, dynamic systems approach, nursery school, infants

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session C

Teachers values and practices in primary school

Presenter(s): Maria Karadimou, Aristotle University of Thessaloniki, Greece

The purpose of this research is to investigate the values that Greek teachers consider important, the frequency of actions for the values they apply in classroom, and the effect of socio-cultural factors on these variables. This research is based on the assumption of social psychology which investigates the ways of changing values in social context, examining how the value system of society influences the behavior of individuals (Kakavoulis, 1994· Georgas,1995·Koliadis,1997). Values are associated with desirable goals that drive human behavior and form decision making (Schwartz, 1992·2012). Feather (2002)· Rohan (2000)· Schwartz&Bilsky, (1987·1990) emphasize that values function as models that guide thinking and action, through which we evaluate others and ourselves (Lindeman & Verkasalo, 2005). Values are fundamental in education (Cawsey,2002) and those associated with teachers include commitment to children's well-being (Mimbs, 2000· Sachs,2000). Materials, themes and student preparation demonstrate teacher values (Gudmundsdottir,1990). 218 Greek teachers took part in a questionnaire with closed questions. Descriptive statistics and independent sample t-test analysis were used. Data collection was done anonymously. An information leaflet was given regarding the research, protection of personal data, and ability to leave at any time, requesting their active consent. The most important in the value system of teachers are peace, democracy, while less important are economy and competition. Actions such as rule reminders and free expression are implemented more often, whilst lesser, volunteering and rewarding actions. Socio-cultural factors influence values like competition, altruism, e.t.c and actions like volunteering, peace, environment, etc. The findings provide knowledge for designing training programs for teachers.

value education, primary teachers, kindergarten teachers, practices for values, Greek school

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Poster Session D

Developing Worldview Education Together! Professionalism of Finnish Early Childhood Education Teachers and Student Teachers

Presenter(s):

Saila Poulter, University of Helsinki, Finland

Silja Lamminmäki-Vartia, University of Helsinki, Finland

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Juha Mikkonen, University of Oulu, Finland

Markku Kuorilehto, University of Oulu, Finland

This presentation is based on the research project “Creating Spaces for Diversity of Worldviews in Early Childhood Education” with the aim to identify the development of ECEC teacher’s professionalism in relation to religions and worldviews. As the Finnish National Core Curriculum (2018) entails, religions and worldviews should be taken into account in every-day pedagogical planning. However, this has raised anxiety among educators how to implement worldview education in non-confessional, non-binding way. The study links to previous research on teacher professionalism on religious education and culturally diverse and sensitive approaches in education. Drawing from the theories of professionalism, which highlight the complexity in education (Bakker 2016; Urban 2008), this study investigates praxis that is a sphere where professional knowledge is generated and implemented. The study is actualized between three Finnish universities representing different geographical locations in which specific worldview matters are topical. Methodologically, the study is based on participatory and praxeological approaches. Local day care centres, teachers and student teachers work in collaboration in order to produce knowledge through critical reflexivity. As religions and worldviews can be sensitive topic to engage, safe place to discuss and full anonymity has been ensured for all participants. The study will bring new knowledge on ECEC professionalism, worldview education and praxeological learning in teacher education. The findings will bring forth worldviews and religions as fundamental element in holistic education and a part of teacher’s professional knowledge and will further benefit research on worldview education, support teachers in pre- and in-service training and develop innovative pedagogy.

teacher professionalism, Finnish ECEC, worldview education, student teachers, diversity

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Poster Session D

Listening to children's voices in a mutually transformative relationship: a psychoanalytically-inspired approach to early childhood education in Japan

Presenter(s): Ryutaro Nishi, Notre Dame Seishin University, Japan

This research aims to rethink the meaning of listening to children's voices, using a psychoanalytically-inspired viewpoint with reference to the educational philosophy of Makoto Tsumori, a prominent figure in Japanese education. Listening to 'hundred languages of children' is the basis of democratic practice (Rinaldi, 2006: 192). Recently, researchers have been expanding the way of listening by applying psychoanalytic infant observation to early childhood education (Adamo & Rustin, 2009: 9; Elfer, 2016: 77). Earlier, Makoto Tsumori (1975: 289) had pioneered a unique approach, integrating influences from pedagogy of Langeveld (1974: 109) and psychoanalysis including Jungian psychology. The theoretical framework of this study draws upon Tsumori's educational philosophy (1987), together with psychoanalytic viewpoints of Jung (1944) and Langs (1976), which emphasize the mutual transformation in psychotherapy. The study examined the listening through a review of Tsumori's works. Focusing on the interactional dimension, his listening was examined with the theory of Jung and Langs. Tsumori's own practices with children were examined with psychoanalytic re-interpretation. Ethical consideration has been given to the reviewed literature with fair representation, and all participants in the case studies are paid due respect with anonymity and privacy. The findings suggest that children have unconscious motive to grow beyond they can consciously express. To help actualize this motive, listening should be framed as an interactional process between children and practitioner, which requires the transformation of the latter's frame of reference. The findings suggest implications for listening beyond the surface level by framing it as a mutual process of self-realization.

listening to children's voices, a psychoanalytically-inspired approach, Makoto Tsumori's educational philosophy, early childhood education in Japan, mutuality in child-practitioner relationship

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Poster Session D

Reflection journal as a learning activity in a Greek Early Years Academic Context

Presenter(s):

Athina Charissi, University of Ioannina, Greece, Greece

Eleni Tympa, University of Ioannina, Greece

Vasiliki Karavida, University of Ioannina, Greece

Non-presenting Co-Authors:

Aristea-Evangelia Koukounouri, University of Ioannina, Greece

Konstantinos Koukounouris, Ministry of Education, Greece

This study investigates the incorporation of a reflection journal activity at an Early Years University Department in terms of promoting students' reflection on learning experiences. There is a growing research interest in: a) reflection as part of learning activities and b) ways to promote reflection and reflective capacity in Higher Education students (Lew & Schmidt, 2011; Mann et al. 2009; Moon, 2004; Tanner, 2012; Veine et al., 2019). Dewey emphasized the educational role of reflection. He described critical reflection as a meaning-making process, which includes the questioning of our perceptual system and supports informed action (Kokkos, 2010). Reflections are essential for learning and fundamental for integrating theory with practice and reinforcing one's awareness around implicit assumptions (Mezirow, 1997; Schön, 1983). This study was conducted within a critical/emancipatory paradigm (Isari & Pourkos, 2015). Students attending two psychology courses (n=74) were encouraged to keep a reflection journal about the thoughts and feelings they experienced during each lesson. A guidelines framework with facilitating questions was provided from the outset. A grading-rubric was used as an assessment tool. Participants' informed consent regarding objectives, limits, voluntary participation was obtained. Pseudonyms guaranteed anonymity and confidentiality. Findings indicate that students demonstrated an improved engagement in self-reflection. They were more ready to reflect on the content and teaching material while they had difficulty in critically approaching the emotional and social dimensions of their learning. Further incorporation of reflective tools in academic teaching and learning needs to be discussed in terms of developing more aware learners and reflective practitioners

reflection journal, critical reflection, early years university department, aware learners, reflective practitioners

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Preschool teachers can facilitate children's talk when watching video

Presenter(s): Robin Samuelsson, Södertörn University, Sweden

This poster show results from a research project comparing children's passive and active video watching in ECE. Research has pointed at the various problems stemming for children's passive video watching e.g. decreased language learning (DeLoache et al. 2010; Robb, Richert & Wartella, 2009). However, digital media is transforming to be more social and interactive. An experiment by Roseberry et al. (2014) found positive results on children's learning when the video was used in socially contingent ways. We believe that this has implications for early childhood settings and further explore this in the study. The current study builds on a framework of how children can be guided through social interaction in playful ECE-settings (Weisberg et al. 2016). This perspective of guided play is conducive to the featured young children's learning. The study is based on data from video-ethnography (e.g. Pink, 2014). Sequences of children and children-adults video-watching have been analyzed using a mixed-methods observational coding from child-observational methodology (Pellegrini et al., 2014). The data was coded using ELAN for active utterances. Ethical consent of parents/or legal guardians of children has been obtained before the study. In sessions with only children, talk and non-verbal actions were limited. Sessions where teachers watched video with children showed significantly more talk and communicative action. The results point to that adults can facilitate communication when watching video in ECE. The role of an educational contingency of video in ECE-settings is discussed.

video, talk, language, passive, active

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Reconsideration of Education for 0-2 Year-olds in Japanese ECEC; Suggestions by Pistoia City in Italy

Presenter(s):

Nobuko Kamigaichi, Jumonji University, Japan

Miho Mukai, Jumonji University, Japan

Miwako Hoshi-Watanabe, Jumonji University, Japan

Revised Japanese Guidelines of daycare (2017) shifted their emphasis from care to education for under three, though concept of education is under discussion. ECEC of Pistoia city in Italy would contribute to consider quality education for young children. We examine how Japanese daycare professionals rethink their practices through education of Pistoia. Related researches are; on importance of quality education in early years (EU, 2014), on learning in life following Japanese guidelines (Kamigaichi, et. al, 2018), action-researches in Pistoia respecting children's relationship (Musatti, et. al, 2018). Both Japan and Pistoia have child-centered and play-oriented theoretical framework. Theory of Kurahashi (1924), child-centered vision based on life and environment, is always pivot of Japanese ECEC. Investigation by group focus interviews to 89 daycare professionals. After explaining Pistoia's education using PowerPoint and videos, participants' reflections and arguments were obtained. Qualitative analysis of their narratives including case analyses was conducted. All participants' consents on ethics were obtained. Narratives were treated anonymously. Use of photos/videos of Pistoia was approved by the city authority beforehand. Participants' major narratives are; educational elements can be found at every phase of daily life, high-quality environment has itself power of education, initiatives and autonomous learning among peers should be respected. Inspired by these perspectives of Pistoia, and also finding out some similarities with Kurahashi's theory, participants rediscovered meaning of their own practices, and reflected on introducing new ideas to widen their concepts. Professionals' awareness of significance of education in daily life leads to develop Japanese ECEC for 0-2, and to reconceptualize meaning of "education".

education for 0 to 2, ECEC of Pistoia city in Italy, group focus interview to Japanese daycare professionals, integration of education and care, reconsidering practices

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Career Trajectories of Men in the ECEC Workforce: Why do men leave or stay in ECEC?

Presenter(s):

Tim Rohrmann, University of Applied Sciences and Arts, Germany

David Brody, Efrata College of Education, Jerusalem, Israel

Kari Emilsen, Queen Maud's University College, Trondheim, Norway

Non-presenting Co-Authors: Jo Warin, Lancaster University, United Kingdom

Achieving a gender mixed work force in ECEC is of major concern to scholars and educational policy makers around the world. However, there are high dropout rates among men in ECEC, both from their studies and the workplace. This research project explores men's career trajectories with a focus on reasons for dropout and job turnover. The project builds up on comprehensive research on men in ECEC (Brody 2014, Rohrmann/Emilsen 2015, Warin 2018), and on teacher turnover and dropout from academic training (Totenhagen 2016, Fuchs-Rechlin/Züchner 2018). The study represents collaborative effort between researchers from 12 countries on five continents, comprising diverse cultural and ethnic backgrounds as well as academic disciplines. Critical gender theory and intersectional theory served as a frame for a multilevel approach addressing relevant aspects of men's career trajectories in cross-cultural comparison. Two male dropouts and a persister were interviewed and asked to draw a career trajectory storyline in every participating country. The team worked collaboratively over three years to jointly formulate research aims, methodology, data collection and analysis. A process of co-constructed reflexivity was conducted to reveal strengths and biases. The project followed ethical guidelines of affiliated universities. Participants checked transcriptions prior to data analysis. Results show striking similarities worldwide, including obstacles as low status of ECEC work, gender stereotypes and paedophilia fear, but also significant differences connected to country-specific gender cultures, organisational structures and qualification paths. Results inform policymakers about topics which have to be addressed for recruiting and retaining male workers.

gender, male educators, career trajectories, dropout, cross-country comparison

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Teachers' perspectives of early childhood bullying in South Korea

Presenter(s):

Seung-min Lee, Chung-Ang University, South Korea

Seung-ha Lee, Chung-Ang University, South Korea

This study aimed to investigate teachers' perspectives of bullying in early childhood education using qualitative approach. However, few studies focus on early childhood educators' perspectives on bullying. There have been increasing studies on young children's bullying (Saracho, 2016: 3). Previous studies have reported the difficulties of identifying and intervening bullying among young children (Lee & Ju, 2020: 924; Monks et al., 2003: 453). Several studies have studied peer bullying in infancy and show that there is obvious bullying in children (Alsaker, 2003; Lee et al., 2016; Monks et al., 2003). Seven kindergarten teachers in Seoul, South Korea were interviewed of bullying experiences among children in their classes. The interviews were transcribed and analyzed. The concepts were extracted by open coding, which were categorized into higher categories based on its similarity and differences. Teachers voluntarily participated and their verbal consents were obtained. Categories were convergent into themes. Three themes were emerged and each theme consists of categories: "type of behavior" (physical, verbal, relational), "causes of bullying" (intention, revenge, inconvenience, developmental differences, showing off, different play traits), "teachers' difficulties" (divergent views of bullying, parents' attitudes, judgment of fault, lack of knowledge). The teachers were trying to understand the situation objectively as a 'classroom mediator' and emphasize the need for continuous attention for bullying for desirable classroom operation. Also, communication with parents and mutual understanding between teachers and parents are necessary to stop children's bullying. Bullying prevention education for early childhood teachers is required.

bullying, early childhood teacher, qualitative study, peer relationship, interview

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Preparation for starting school in the time of COVID-19: A collaborative research on parents of pre-school children in Estonia and Germany

Presenter(s):

Anja Seifert, JLU Gießen, Germany
Christa Kieferle, IFP Bayern, Germany
Maire Tuul, University Tallinn, Estonia
Aino Ugaste, University Tallinn, Estonia

Non-presenting Co-Authors:

Liisi Kanarbik, University Tallinn, Estonia
Saskia Warburg, JLU Gießen, Germany
Carolin Spohr, JLU Gießen, Germany

The research focusses on parents' views on transition from pre-school to school in the time of COVID-19. The aim is to investigate how parents perceived their children's preparation for school during the lockdown and what kind of preschool support they experienced as helpful. The research is connected to former studies on children's learning in the transition from pre-school to school (cf. e.g. Broström et al. 2014; Griebel et al. 2013). According to Bronfenbrenner and Morris (2006) the transition from pre-school to school can be understood as an ecological transition meaning that the family is closely connected to the surrounding systems. In this explorative study, 25 mothers and fathers from Germany and 31 from Estonia were surveyed in half-structured phone interviews according to a guide matrix of mainly open questions. Analysis was done referring to the method of qualitative content analysis (cf. Mayring 2014) with a mix of deductive and inductive basic procedures. In this research parents with pre-school children can speak for themselves to express their thoughts and experiences. Parents participate voluntarily in these studies. The results show that whereas in Germany most of the pre-school staff was not in regular contact with parents and children, the Estonian pre-school teachers supported the families in different ways. Nevertheless, some parents expected from the teachers more detailed instructions for supporting their children's learning at home. The findings give research-based hints how to collaborate (better) with families in the transition from pre-school to school.

transition, school enrolment, parents, homeschooling, corona

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Toddlers and drama, little ones in the arms of drama are learning compassion

Presenter(s): Jaana Keränen, University of Oulu, Finland

This article focuses on the potential of drama particularly puppetry to support the development of compassion in early childhood education (ECE). Previous studies suggest that human compassion and altruistic behavior can be enhanced by systematically practicing compassion (Weng et al, 2013; Fotaki, 2015). Through stories and drama, human can learn to interpret and show compassion for others (Nussbaum, 2014; Rajala et al, 2017). The theoretical background includes child-oriented case studies (Alanen, 2009), narrative research (Estola et al. 2014) and puppetry (Majoron, 2012). Drama can be used to face forbidden or overly heavy emotions. The toddler doesn't always have words to express emotions, the doll helps to find the right words and another perspective (Majoron, 2012; Suvilehto, 2020). The research group consists children from two toddler groups in a northern Finnish daycare center. The data is collected in practice, by attending and observing. The analysis is data-driven. Research permits were requested from Participants. The willingness of children to participate in the study was assessed (TENK, 2019). The research provides knowledge of the possibilities of drama to support the child in the development of emotions, especially compassion. It also provides information on interpreting the child and importance of interaction. The possibility of children to participate in and influence their ECE is also highlighted in the study. Puppetry is a communal way of showing compassion (cf. Lilius et al. 2011). Drama may be used to strengthen the interaction among children and to enhance wellbeing.

The research is funded by the Finnish National Agency for Education.

toddlers, compassion, puppetry, drama, emotion

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Early Years pre-service teachers' involvement in role-play during their drama course with preschool children on the same stage.

Presenter(s):

Eleni Tympa, University of Ioannina, Greece

Vasiliki Karavida, University of Ioannina, Greece

Athina Charissi, University of Ioannina, Greece

Non-presenting Co-Authors: Eleni Deli, Municipality of Kalamaria Preschool Centres, Greece

The study has two main objectives: to raise awareness and to develop skills of pre-service teachers by organizing role-play activities with children and to explore children's play skills development when collaborating with adults. Pretend role play in early years contributes to the development of skills necessary for sustainable development such as communication, cooperation and decision-making (Akyol, Kahriman-Pamuk & Elmas, 2018). We acknowledge teachers' involvement in role play as a means of supporting children's play skills and self-confidence development (Loizou, Michaelides & Georgiou 2019). Pre-service teachers enter the position of the children and thus better understand the exposure and become genuine partners in children's play (Hakkarainen et al., 2013). 80 pre-service teachers, 50 children 2,5-4 y. and 6 in-service teachers took part in the study for three months, once a week in the department of Early years Learning and Care stage. Pre-and in-service teachers were conducted after the implementation and reflected upon it. Consent forms were given to all participants with the opportunity to withdraw at any time. Results highlight that pre-service teachers improved their skills, got rid of exposure complexes and got ideas from the children. According to the in-service teachers, children showed a greater willingness to participate in role-playing games and acquired self-confidence in other activities in the classroom. It is to be discussed how essential it is for university courses on child development to include active participation by students in the study of children's play.

pre-service teachers, preschool children, role-play, drama course, cooperation

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

A self-assessment tool to promote child participation in European ECEC centers

Presenter(s): Olga Wyslowska, University of Warsaw, Poland

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PARTICIPA consortium

We aimed to develop a formative self-assessment tool for European ECEC professionals as a means to enhance their participatory practices. This tool is part of the PARTICIPA project's multilevel professional development approach. Children's right to participate is considered pivotal for establishing a culture of democracy and citizenship. While current research literature emphasizes the importance of ideas about participation, it focuses to a lesser extent on practices to promote participation, although its application remains a challenge (Correia et al., 2019). The tool was framed based on Lundy's model of child participation (Lundy, 2007). Following design research, the initial version was based on good practices of ECEC teachers, coordinators, and assistants representing diverse socio-cultural contexts from Belgium, Greece, Portugal, and Poland. Next, the tool was revised by experts to guarantee a good fit with different ECEC systems. Finally, the tool was piloted by 22 professionals across Europe. The study was approved by ethical committees of involved research institutions. Moreover, all participants provided active consents. ECEC teachers, coordinators, and assistants needed different versions of the tool conforming to their roles. They suggested devoting ample attention to the context they work in, including communication with families and the community. Furthermore, example practices fitting in a variety of pedagogical contexts were required to ensure a common understanding of the statements. Finally, the tool was designed to be used individually and in the context of team professionalization. The tool is freely accessible in five languages through <https://child-participation.eu/>, and ready to be disseminated throughout Europe.

child participation, self-assessment tool, design research, professionalization, European context

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

The scaffolding of young children's problem solving in early STEAM education

Presenter(s): Chia-Hui Chiu, National Tsing Hua University, Taiwan

The goal of this study was to investigate the scaffolding of young children's problem-solving in the early STEAM activity. Solving problems is the skill that puts a strong emphasis on STEAM education (Priemer et al.,2020). However, there is very little work on how to scaffold systematically to help young children develop problem-solving ability. That is, a teacher how to provide support and guidance effectively and thoroughly while young children work on the problem solving of STEAM content. Early STEAM activities in this study were designed on Tsing Hua instructional model: DDMT (Discover-Define-Model & Modelling-Transfer) Model (Wang, 2019). Action research was implemented to examine the scaffolding for young children to learn problem-solving ability on early STEAM in preschool. This study conducted in a preschool classroom for 4 months, with a total of 26 children (4 to 6 years old) and 2 teachers. Written informed consent was obtained from all young children's parents and teachers included in the study. The result of this study provided evidence for potential advantages in young children's problem-solving outcomes related to STEAM. When teachers guided young children to the early STEAM activities based on DDMT Model, young children discovered three problems. Teachers employed the making suggestions, asking probing questions, introducing a prop, and providing support to facilitate young children's problem-solving. Among all, introducing a prop was better than others in efficacy. Providing multiple materials for young children would improve their problem-solving ability. The relationship between different ways of scaffolding and young children's STEAM problem solving was discussed.

Early STEAM, DDMT instructional model, scaffolding, problem-solving, young children

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Exploring Communities of Practice in ECCE Professional Supervision- A pilot Study

Presenter(s): Rafaelle Monteiro, Limerick Institute of Technology, Ireland

Non-presenting Co-Authors: Aoife Prendergast, Limerick Institute of Technology, Ireland

To explore Communities of Practice(CoP) as a potential framework for Early Childhood Care and Education(ECCE) Supervision Processes. Significant advances have occurred in Irish ECCE policy, however professionals still have concerns(Moloney & Pope,2015). Staff supervision can support professionals, but little is known about this from an ECCE perspective(Soni,2013). CoP is a possibility to explore ECCE supervision by sharing knowledge and learning about common interests(Wenger,1998). Policies and documents have supported Irish ECCE context(CECDE,2006). Professional supervision can improve performance, but its application varies(EYFS,2017;Soni,2019). CoP can be used to explore ECCE supervision, through mutual professional engagement(Wenger,1998). Exploratory mixed-methods ongoing project, including professionals currently working across Irish ECCE. Phase 1, which is the focus of this pilot test, includes a quantitative survey. Phase 2 will implement qualitative interviews to detail participants' views on key previews' findings. A consent and information form will be provided to participants, who will be anonymized and have the right to withdraw. LIT-Research Ethic Committee Approval:20/01/2021. Nine participants responded the online survey. Mostly have QQI-Level 6 and more than 10 years of experience. They usually have supervision, see it as positive and necessary but face concepts and structure's variation. Opportunities, obstacles, and different feelings are experienced undertaking supervision. There is a lack of supervisors' training within professional development opportunities. This pilot study briefly outlined the Irish ECCE scenario, confirming the importance of investigating this topic and implementing this research complete version to positively impact contemporary ECCE pedagogy by supporting staff on developing skills and knowledge through a CoP-based supervision framework.

communities of practice, supervision, pedagogy, knowledge, professionalism

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

PARTICIPA: Professional Development Tools Supporting Participation Rights in Early Childhood Education

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PARTICIPA Erasmus+ project proposes a multilevel professional development approach targeting early childhood education (ECE) professionals in Portugal, Belgium, Poland, Greece, through the development of a toolkit supporting participatory practices. PARTICIPA aims to strengthen ECE professionals' knowledge, skills, and positive attitudes towards children's participation. Children's right to participate in ECE, essential to a democratic society, is an indicator of ECE quality, and ECE professionals are crucial to its promotion (Sheridan, 2007). Children have the right to participate in all matters affecting them, freely expressing their views and having them considered (United Nations, 1989). However, the implementation of this right remains a challenge to ECE professionals. Thus, it is important to support professionals' knowledge, attitudes, and practices towards children's participation. The project involves the development of three independent but complementary tools (massive open online course and two self-assessment tools), using a mixed methods approach. Focus groups with professionals were already conducted, to inform design/content of the tools (currently being finalized). A feasibility study relying on self-report and observation measures (currently under preparation) will examine their iterative development. PARTICIPA will require the approval of the coordinating Institution Ethical Committee, and comply with data protection requirements (e.g., professionals' consent; anonymized information). We will present PARTICIPA project and its main goals: a minimum of 1000 ECE professionals using the toolkit (final version), increasing their knowledge, positive attitudes, and competences in designing, implementing, and monitoring participation practices. We expect long-term improvements in ECE classroom/centre quality; children's well-being; respect for children's views; ECE organization/functioning; perceived procedural justice.

children's right to participate, early childhood education, ECE professionals, professional development, participation

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Exploring Early Childhood Inclusion in a Swedish Preschool: Putting Full Inclusion into Action

Presenter(s): Johanna Lundqvist, Malardalen University, Sweden

The aim is to investigate how inclusion is achieved in a Swedish preschool attended by children with and without disabilities. According to the UN Convention on the Rights of Persons with Disabilities (2006, Article 24), full inclusion should be the goal. Previous studies and reports have shown that preschool inclusion can vary in level, organisational typology, provision of support, and quality (Lundqvist, Allodi Westling, & Siljehag, 2015a, 2015b, 2016) and that preschool inclusion is not easy to realise (Purcell, Horn, & Palmer, 2007; Unesco, 2020). The bioecological model (Bronfenbrenner & Morris, 1998) and the building blocks model (Sandall et al., 2019) served as the basis of the framework. A mixed method case study design was utilised. One head teacher, five preschool staff members, and five children with disabilities participated. Interviews, observations, and a pattern-matching analysis were conducted. Ethical approval was obtained, and all necessary consents and assents were collected from the parents and the participants. Preschool inclusion is achieved via full inclusion, a specialised organisational typology, and a two-tiered system of integrated support. The quality of preschool inclusion is nearly excellent. The pattern of the results supports the predicted pattern with roots in previous studies, reports and preschool inclusion frameworks, with two exceptions. At a time when inclusion is valued and is a Sustainable Development Goal (UN, 2015), this study can form a basis for interesting discussions about preschool inclusion for children with disabilities. The study was funded by the Swedish Research Council for Health, Working Life and Welfare (Forte).

early childhood inclusion, full inclusion, Inclusive Classroom Profile, quality of inclusive practices, Sustainable Development Goal 4

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session D

Inclusion of families with young children in the community: Exploring the functions of a community-support system in Japan

Presenter(s): Maki Hashimoto, Kwansei Gakuin University School of Education, Japan

Non-presenting Co-Authors: Tetuya Kuraishi, Mukogawa Women's University, Japan

This study aims to clarify the functions of a community-support system in the Community-Based Child-Rearing Support Services (CCSSs) in Japan. Research has shown that agencies and communities are increasingly aware of the importance of supporting child-rearing families in the community (Hashimoto, 2017). However these families are often left to their own devices when it comes to being involved in community activities. The study therefore focusses on how the community-support practitioners promote relationships between child-rearing families and their neighbours. The theoretical framework of this study is based on the theory of Theories of community-based social work (Iwama2012), that draw on the theoretical framework for the generalist social work theory (Johnson, L. C. et al. 2001). It was conducted within a structural-constructivist paradigm (Saijyo, 2008). 3 pioneering community-support practitioners participated in semi-structured interviews. They were provided with an information sheet and a written oath regarding research ethics. Informed consent was obtained from all the participants, and terms such as 'practitioners' were used to protect their identities. No personally identifiable information was included in the reporting of the study. The findings based on an Inductive Thematic Analysis show that there are 'custom-made' community-support systems in place in the pioneering CCSSs, although difficulties exist in gaining active interest from people in the community in initiatives that concern child-rearing families. The implication of the study is that a shared understanding of the functions of a community-support system might enable practitioners to enhance the quality of their practice.

child-rearing families, Community-Based Child-Rearing Support Service, social inclusion, community support, parenting support practitioner

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

An intercultural study of the use of traditional games by educators of young children

Presenter(s): Olga Kouli, Democritus University of Thrace, Greece

Non-presenting Co-Authors:

Evangelos Albanidis, Democritus University of Thrace, Greece

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George Pafis, Democritus University of Thrace, Greece

Ekaterini Daskalaki, Democritus University of Thrace, Greece

The purpose of the present study was to investigate whether young children's educators use in their daily school environment traditional games, both in and outside the school curriculum. Previous researchers showed that the tradition games produce a bodily and collaborative activity, which are factors of physiological, psychological and social health (Pardo & García-Arjona, 2015). A teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities (Association for Experiential Education, 2019). 87 young children's educators from Greece, Spain and Cyprus, completed anonymous questionnaire with information are about their daily program and the use of traditional games on it. This research was a part of an Erasmus+ program KA2, entitled HElping Active Life Targeting Healthy Youth (HEALTHY), and the researches have the official perdition from Ethics Committee of Democritus University of Thrace. According to their responses, young children's educators seem to realise the great benefit of traditional games for the development of social and life skills. As most educators do not seem to include those traditional games in their practice, there seems to be a need for promoting them in the daily curriculum. As educators favour traditional games, the current program seems to be a good start. The integration of traditional games on the young children's daily program seems to be a constructive addition to the curricula of the participating schools of the participating countries.

traditional games, young children, cultural heritage, educators, intercultural study

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Improving children's transition from Early Childhood Centers (ECCs) to school

Presenter(s):

Else Johansen Lyngseth, Queen Maud University College, Norway

Kristine Warhus Smeby, Queen Mauds University College, Norway

Non-presenting Co-Authors: Vibeke Glaser, Queen Mauds University College, Norway

This innovation project aims to improve the municipal school start service in the Trondheim region in Norway considerably. Improving children's transition to school is linked to 1) changed practice regarding educational and professional content and working methods, introducing more play-oriented activities 2) age- mixed groups and 3) flexible use of staff between ECC and primary schools. Previous research indicates that the possibility of play in school is reduced (Schanke 2019). Some researchers focus on rethinking maturity for school in early childhood education (Iorio & Parnell 2015, Docett & Perry 2015). Sociocultural theory (Vygotskij, 1978) as well as viewing children as capable and authentic participants, as active subjects in their environment (Qvortrup, 2012) in interaction with other children and their teachers, are applied as theoretical framework (Broström 2006, James & James 2008). The research approach is qualitative, applying an action research design. The methods used are observation and interviews with teachers, parents and children. All participants, including children and their parents will be informed of the project, their rights to withdraw and give their consent. Pseudonyms will replace the names of participants. The project is expected to contribute knowledge about the transition from ECC to school focusing on creating continuity and improving the school start for all children. The findings will presumably innovate the practices in Trondheim municipality concerning children's school start and may have impact on the national level.

transition, age-mixed groups, play-orientated activities, children's perspectives, innovation

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Odysseas Elytis: poetry and painting. Play, dream and fantasy in early childhood

Presenter(s):

Vasiliki Karavida, University of Ioannina, Greece

Athina Charissi, University of Ioannina, Greece

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Eleni Tympa, University of Ioannina, Greece

Stratoula Mantziou, University of Ioannina, Greece

Dimitra Panousi, Aristoteles University of Thessaloniki, Greece

Eleni Deli, Municipality of Kalamaria Preschool Centers, Greece

The aim of this study is to help children come into contact with poetry combined with painting, to realize the importance of poetry in the inspiration of artists, and to observe their own artistic activity. Communication and language development involve giving children opportunities to experience a rich language environment through poetry and fine arts (Lennox, 2014; Dee Nichols, et al., 2018). Children can create poems alone and in groups, with an adult who helps them express themselves and extend their language skills (Pramling, 2009). Social-emotional development involves helping children to develop a positive sense of themselves; to acquire positive relationships throughout the lifespan; and to have confidence in their own abilities (Charrisi, Tympa & Karavida, 2019). The study was attended by 101 children 3-5 years of age from a preschool center in Greece. Children after visiting an Art Museum to attend the exhibition "Elytis-poetry and painting" were noted for the development of their artistic and literacy activity. A sample of 30 parents were interviewed about their children's experiences on poetry and arts. All participants were informed in advance and their identities have protected with the right to withdraw. The first basic observation is that poetry is not of age. The children adored, created and presented their works with confidence. According to parents, school should include poetry in the curriculum, they impressed of their children's dealing with a subject such as poetry, and found a burst of artistic creativity. Poetry must be introduced as a learning process from pre-school age.

poetry, fine arts, early years, education, self-confidence

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Gifted Education in Inclusive Swedish Early Childhood Practice and Policy

Presenter(s): Valerie Margrain, Karlstad University, Sweden

The research aim is to illustrate how gifted education is enacted within mainstream ECE contexts in Sweden, and how gifted education has implicit support in policy. Analysis of international ECE policy (Margrain & Lundqvist, 2019) shows attention to gifted education is implicit. The Swedish Inspectorate Report (2018) identified risk to gifted children's wellbeing and learning. Gifted education can be enacted in mainstream settings through inclusion and differentiation (Laine & Tirri, 2016). Gifted education theory acknowledges both individual (biological) and environmental factors, as well as transformational potential (Gagné, 2020). The research thus aligns with both radical/psychological constructivism, and social constructionism (Schwandt, 2011). The research is qualitative, using an interpretive/constructivist paradigm characterized by subjectivist epistemology, relativist ontology, naturalistic methodology, and balanced axiology (Kivunja & Kuyini, 2017). Methods include analysis of rich interview narratives from parents of gifted children, reviewing documentation such as children's art, writing, learning stories and anecdotal records, and analysis of policy text. University ethics approval was gained. Pseudonymisation, informed consent and beneficence are ethical issues attended to and GDPR met. The poster shows the author's SPARK framework (support, policy, awareness, relationships, knowledge) to guide mainstream ECE contexts in supporting young gifted children (Margrain, 2020). The poster also includes quotes from parents and policy, and illustrations of children's work. Findings show gifted education is simultaneously innovative and intuitive. Gifted children's wellbeing and their democratic right to learning is at risk when they are overlooked in policy and practice. Gifted education frameworks support teachers in their work to support gifted children.

gifted children, gifted education, giftedness, inclusive practice, implicit policy

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

The mandatory studyvisit - a curricula approach to enable a successfull EC-Teacher Education

Presenter(s): Kristin A. Ø. Fløtten, Nord University, Norway

Non-presenting Co-Authors: Cathrine Bjercknes, Nord University, Norway

Students and academic staff were asked to contribute with assessment and feedback concerning the mandatory studyvisit. What do they bring forward in questionnaires, reflection notes and teachers assessment discussions? Which assignments do the academic staff have and perceive, to secure and develop their academic and their EC-students professional knowledge? The mandatory study visit as an interdisciplinary experience, presented at a Research- and development conference in Trondhjem 2011(Fløtten, 2011). At present, the mandatory study visit is a part of the EC-study, 30ects 'Diversity- and professional knowledge in ECEC and School'.The theoretical framework of this study lean on curriculum theory (Balto, 2005; Lundgren, 1983), discourse analysis (Jørgensen & Phillips 2008 [1999], Institutional Ethnography (Smith, 2005).Paradigm, methodology and methods are inspired by qualitative document analysis of the multi-faceted data available, such as minor surveys and reflection notes from students and academic staff (Bergstrøm og Boreus,2008 ; Kvale,1997).The reseach study follows ethical standards and privacy policies set by Nord university and is approved by the Norwegian Centre for Research Data. Participants' confidentiality and anonymity is guaranteed. The analysies point at the mandatory study visit as a most successful part of the EC-study (Fløtten, 2011, 2012, 2019)The mandatory study visit as a path to fulfill the curricula regulation, from assignments to attitudes at every EC level.The next academic staff' and heads' challenge, may appear in developing the mandatory study visit as a part of the University' EC- curricula as professional practice.

off-campus development and knowledge, curricula questions, quality assessment, alternative approach, interdisciplinay academic development

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

The development of social and emotional competence in toddlerhood and ECE context

Presenter(s): Päivi Pihlaja, University of Turku, Finland

The project aims at finding out the prevalence of socio-emotional (SE) difficulties and connections to gender, socio-economic status, and language development in toddlerhood, as well as predicting SE development at the age of 8. The study also aims at finding out how the early childhood education and care (ECEC) professionals support toddlers in their SE development and recognize difficulties in this area. The previous studies have shown that the difficulties in social and emotional development already exist in toddlerhood (Alakortes et al. 2015). The studies also show the permanent nature of these difficulties (Briggs-Gowan & Carter 2008), and the long lasting effects on children's lives (Hofstra et al. 2002). The social and emotional skills are central for children, and develop in close relationships (Ahonen 2017). The research project has both quantitative and qualitative focus. The project utilizes longitudinal quantitative data with approximately 1800 children with their families and qualitative observation and interview materials containing elements of ethnographic research design in 8 child groups. The consent for this research has been gained and the anonymity and privacy of the participants is protected. The project provides knowledge about SE difficulties in toddlerhood, but also about the ways of supporting SE development of toddlers in ECEC groups and the ECEC professional's ability to recognize difficulties. This study underlines the importance of research concerning the development and difficulties at this early age, as the earlier the problems are identified the more effective support can be planned and implemented.

social-emotional competence, social-emotional difficulties, Toddlers, Early childhood education context, professionals

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Examining the profile of Home Learning Environment in Greece: Results from a study in Families with preschool children

Presenter(s): Katerina Krousorati, Aristotle University of Thessaloniki, Greece

Non-presenting Co-Authors:

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Vasilios Grammatikopoulos, International Hellenic University, Greece

Nikolaos Tsigilis, Aristotle University of Thessaloniki, Greece

This study examines the profile of Home Learning Environment (HLE) in families with preschool children for the first time in the Greek context. Despite the well-established significance of the quality of HLE for children's well-being and development (Sammons et al., 2015; Tamis-LeMonda et al., 2019), there is almost no available research about the characteristics of the HLE in Greece. The bio-ecological model of human development (Bronfenbrenner & Morris, 2006), the family investment model (Conger & Donnellan, 2007) and the attachment theory (Ainsworth & Bowlby, 1991) are the theoretical framework of this study. A questionnaire measuring the HLE was administered to 804 parents with preschool children capturing various aspects of shared parent-child activities, the quality of parent-child interactions and learning materials at home. This study is approved according to the ethical guidelines of the Greek Institute of Educational Policy and is been funded by the Hellenic Foundation for Research and Innovation. Participants have been informed about the study's purpose and have signed consent forms. Results showed that parents in Greece participate very often in children's learning activities, they enhance positive interactions and rarely conflict with them. Shared-book reading is the most common home learning activity. Children are spending a large amount of their weekly time on passive screen time (television, tablets), which had shown statistically significant relationship with children's literacy and numeracy outcomes. Gender differences in HLE are also discussed. An initial mapping of the characteristics of the Greek Early Home Learning Environment is a prerequisite for interventions' planning.

home learning environment, quality of HLE, assessing HLE, children's outcomes, early childhood education

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Thinking of Experienced Kindergarten Teachers toward Involvements with Children in Physical Activity Play Scenes

Presenter(s): Takumi Umemura, Hokkaido University of Education, Japan

Non-presenting Co-Authors:

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Toshihiro Nakajima, Hokkaido University of Education, Japan

The purpose of this research was to examine what experienced kindergarten teachers think about involvements with children in Physical Activities. Various researches have shown exercise experiences in the early childhood are related to exercise habit and sociality subsequent (Kon et al., 2011; Yoshida et al., 2015). Moreover, it is reported children could get more various movement patterns while at physical activity play than simultaneous lesson by instructors (Sugihara et al., 2011). The theoretical framework for this research is back ground of Teaching belife of Kindergarten teacher. It is suggested there are "Thinking of groups and personalities for children" , "Developmental stages" and "Involvement each child"(Nakai and Mastura, 2005). We conducted semi-structured interview to investigate teacher's thinking toward the involvements with children. The participants of this research were 5 experienced kindergarten teachers. The text date of interviews was analyzed by KJ-method and text-mining in terms of interpretation. We got permission of this research from principal in each kindergarten. Furthermore, we gave explanation for participants about concept of this research and protecting privacies. As a result, it would be classified into the following 6 categories by KJ-methods. "Fun of exercises", "Environments promote the motivations of exercises", "To be conscious of others", "Realization of personal growth", "Grasp of each child's condition" and "Experiences of various movements". By combining the result of text-mining, it appeared experienced kindergarten teachers attempt to grasp each child's conditions and think letting children realize the fun of exercises. This research presents a part of character of experienced kindergarten teachers

early childhood, physical activity, experienced kindergarten teacher, involvement with children, connecting with childhood

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Heritage languages in the Irish primary school context: an investigation into teachers' attitude and pedagogical practice in the area of support for first language maintenance in bilingual pupils

Presenter(s): Suzanne McCarthy, Technological University Dublin, Ireland

Non-presenting Co-Authors: Bozena Dubiel, Technological University Dublin, Ireland

This study explores primary school teachers' attitudes and pedagogical practice in the area of support for the heritage (first) language maintenance in bilingual pupils. Research shows that during the primary school years, the heritage language development is hampered by limited input and use (Montrul, 2010). Teachers have positive attitudes towards bilingualism, however, they emphasise the acquisition of the majority language and lack strategies to support the heritage language in bilingual pupils (Sook, Lee and Oxelson, 2006). The theoretical framework draws on the role attitudes play in the classroom practices implemented by teachers (Christopoulou, Pampaka & Vlassopoulou, 2012) and on the correlation between teachers' knowledge, training and the approach taken with bilingual pupils (Flores, 2001). Qualitative interpretivist and quantitative positivist paradigms are employed in this study. Forty primary school teachers in Ireland will participate in eight focus groups and complete individual questionnaires. The data will be analysed thematically through NVivo 12 and using descriptive statistics in SPSS. A consent form and information sheet was provided to all participants, who were guaranteed anonymity, confidentiality and the right to withdraw from the study at any stage. The hypothesis is that bilingualism is valued by teachers yet they struggle to support the heritage language maintenance in pupils (Janelidze, 2014). The emphasis on the majority language and unawareness of the value of the heritage language impacts teachers' practice (Dillon 2011). The results will contribute to the fields of language education and pedagogy in terms of promoting heritage language maintenance in bilingual children.

heritage language maintenance, language education, child bilingualism, pedagogical practice, professionalism

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Continuous training for educators working with 0-18 months children and the childcare quality: proposal of a conceptual content and reflexive practice tools

Presenter(s): Mariane Chiasson-Roussel, Université du Québec à Trois-Rivières, Canada

As part of a development research (Harvey & Loiselle, 2009), the content and structure of a continuous training are proposed for educators working with young children in order to improve the quality offered in childcare services. The origin of the research (phase 1) shows that, in Quebec, the quality offered to infant in childcare services is considered acceptable to good (Gingras, Lavoie, & Audet, 2015). Training of the educators being a determining factor in the quality (NICHD, 2000, 2006), the implementation of a continuous training specific to the early year's childcare context would be necessary to ensure that infants have access to excellent quality services. By the theoretical framework (phase 2), three concepts are identified for the continuous training content : the childcare quality, the infant development and the reflective practice. Then, the methodology (phase 3) specifies the methods for evaluating the educators training needs and the continuous training validation by a group of experts. This research as been approved by the Research Ethics Board of the Université du Québec à Trois-Rivières. Thereafter, the operationalization (phase 4) allows to the design of the training plan and is validation. Lastely, the results (phase 5) shows that the training needs of educators working with young children are numeros. Also, the experts validation of the continuous training plan demonstrates its relevance to improve the quality of the process in childcare services . Consequently, this research combines practical and scientific knowledge with the aim of improving the practices of educators working with young children.

childcare quality, process quality, continuous training, reflexive practice, infant development

EECERA Online Festival 2021 Poster Presentations Abstracts

Poster Session E

Self-perceptions of children in need of social, emotional, and behavioral support in early childhood

Presenter(s): Marianna Heinonen, Turku University, Finland

The main aim of this research was to find out what kind of self-perceptions the children in need of social, emotional, and behavioral (SEB) support have in early childhood. The results of previous studies concerning self-perceptions of children in need of SEB support are conflicting, however, there is some evidence that the children may have negative self-perceptions already in pre-school age (Coplan et al. 2004). The importance of positive self-concept has been acknowledged in many studies (e.g. Marsh & Martin 2011), as the self-concept is seen to have many far-reaching effects on the learning and lives of individuals (Jacobs et al. 2003). The theoretical framework of this study combines theories from social psychology and cognitive developmental psychology (see e.g. Mead 1934/1955; Harter 2012). For this study ten children, age 4 to 7 years old, were interviewed and the analysis was accomplished by using theory-guided thematic analysis. The anonymity and privacy of the participating children, families, and municipalities is protected. Consent for this research has been gained from the participants. As findings of this study four self-perception types were formed from the material. Within these self-perception types the children's self-perceptions and the ways they discussed about themselves, were described. The main differences between these self-perception types relate to the positivity and negativity of self-perceptions and the features that are, according to developmental psychology (e.g. Harter 2012), seen as typical or atypical for children in this age. With this research we hope to produce new information concerning the self-perceptions in early age.

social, emotional, and behavioral difficulties (SEBD), self-perceptions, self-concept, early childhood education and care, qualitative interview study

EECERA Online Festival 2021 “PED”agological Talks

PED Talk Set A

Chaired by: Tony Bertram, EECERA Board of Trustees, United Kingdom

Research Ethics in Early Childhood Educators' Training: Macroethics and Microethics

Presenter(s):

Kristina Cergol, University of Zagreb, Faculty of Teacher Education, Croatia

My two academic passions are research ethics and teacher education. I am excited to pull the two together in this talk. I have often witnessed researchers recoil upon the notion of research ethics as this topic made them uneasy. In my efforts to help put researchers at ease in this issue, I have come upon two seemingly contrasting approaches to research ethics: macroethics and microethics. Macroethics is a top-down approach to research ethics whose starting point are ethics codes and overarching documents researchers must follow (often to get a pass with the ethical review boards). Microethics is a bottom-up approach that deals with ethically important moments (Guillemin & Gillam, 2004) in the research process. This refers to those delicate moments of unease that happen when doing research in the field and to which no code can prepare us. As always in life, I believe that it is the middle road that one should take; thus, a merger of the two mentioned approaches is key (Author, in press). Macroethics helps set the main ethical principles a teacher-researcher needs to be guided by. Microethics encompasses predicting situations researchers may encounter in the field and training them in dealing with such moments. In teacher education it is such situation-based training that may come most useful in developing educators' research competences. Key takeaways of this talk include the following messages. Do not be afraid of research ethics; take the power and help form it! Teach the hybrid macro+microethical approach to early childhood educators!

research ethics, early childhood educators, macroethics, microethics, ethically important moments

How may we redesign parents meetings at school and nurseries

Presenter(s):

Silvia Blanch, Universitat Autònoma de Barcelona, Spain

How may we redesign parents meetings at schools and nurseries? the importance of school-families partnership (Epstein & Sheldon, 2019). My work involves working with families, but also giving support to schools and nursery teachers to improve family involvement with their centers. With the aim to improve parents and teachers partnerships and trust, with the support of the Fundació Jaume Bofill and IDEO, we started a Guild to involve schools who were willing to redesign their parents meetings following the Design Thinking method (The Teachers Guild, 2016). The results are open and free to inspire other schools and nurseries to start their own process (Blanch, 2017). The key elements involve 4 questions: 1)-Why family involvement at school is so important? Scientific evidences show how family involvement and children success at school are significantly related, specially regarding parents expectations, communication and home environment (Park and Holloway, 2016). 2)-Which barriers need to be detected to help their

partnership ? conceptions, stereotypes, previous experiences, emotions such as fear of being judged, among others (Ashdown and Faherty, 2020). 3)-How the design thinking involved a more innovative approach? Creating a mix team, empathy map, brain storming, defining the challenge, cocreating a prototype, evaluation. 4)-How schools and families redesigned together the parents meeting? Some examples will show successful strategies used such as: sharing expectations, changing the methodology towards a more dynamic meeting involving activities to understand the learning and teaching approaches used in the school, involving the children in the meeting, etc.

parents meeting, partnership, family, teachers, design thinking

Collective decision-making: The art of democracy

Presenter(s):

Andy Schieler, University of Applied Science, Germany

Paulo Freire's 'Pedagogy of the Oppressed' (1968) and 'Pedagogy of Freedom' (1996) already suggest the role of power when talking about democratic early childhood pedagogy. Pedagogy is always a pedagogy in a certain context. How freely can we live and learn when others (i.e. governments) decide what and how to learn? How can we authentically teach democracy in such a system? Social psychology and history show that humans tend to rely on leaders, wherein a majority tend to be followers. It might be evident that nowadays the amount of followers is an important currency. In a market-logic system, people try to increase their currency (i.e. their followers). However, convincing others from their own ideas is a highly directive understanding of participation. What is challenging is to create a democracy in which no one is leader or follower but co-creator? True participation is an art! The more people are involved in decision-making processes the more moderation is needed to get viable solutions out of a variety of different ideas (Bossert & Stehling, 1990). The questions are: What mastery is there in this art? Moreover, who is interested in having artists, that moderate the painting process on an empty sheet of paper that is going to be filled with everyone's ideas drawn to an overall picture – like a completed puzzle – that motivates everyone to contribute the own potentials to make the common picture happen? Who profits from having those artists? The leaders? The followers? The pedagogy of freedom?

democracy, collective decision-making, power, participation, pedagogy

Making Peace with being an 'outsider': having our voices heard-a reflexive exploration of Professional Love, rights, voice and autonomy.

Presenter(s):

Jools Page, The University of Brighton, United Kingdom

In this talk, three researchers present how five professionals from a range of institutions in England and Ireland perceived dialogic connections between professional love, rights, voice, autonomy and safe spaces for children and adults. We will share the innovative dialogic communications that took place between a group of researchers following a conference held at the University of Brighton in 2019 which focused on children and young people's voice and education. The dialogue was framed within Page's Professional Love construct and set within an interpretative ethnographic approach. We employed unstructured critical dialogues in the form of group discussions which were

transcribed and analysed using thematic analysis. The participants gave their consent for their dialogic conversation to be audio and video recorded which were transcribed verbatim with the right to withdraw at any stage throughout the discussion. Transcripts were shared with the participants only, which ensured validity. By offering a safe relational space to communicate about our research, we captured the dialogic minutiae which would have otherwise been lost. Our passionate discourse suggested there are many layers of voice: multiple modes/ multiple realities/intergenerational dimensions of voice. Following our reflections, we concluded that autonomy mattered for babies, early years educators, the early years sector and the early years profession. Ultimately, there is a difference between silence and being silenced – power and the withholding of voice as power and concluded that employing reflexivity as a tool Professional Love must be explicitly ‘taught’ to be [explicitly] understood.

professional love, reflexivity, voice/power/silence, children’s rights, critical reflection

EECERA Online Festival 2021 “PED”agical Talks

PED Talk Set B

Chaired by: Eleni Loizou, EECERA Board of Trustees, United Kingdom

Promoting cultural diversity in Australian early childhood education

Presenter(s):

Somayah Baakhlagh, University of New England, Australia

The Black Lives Matter (BLM) movement, and the accompanying social media, has brought racial discrimination to the front centre stage of politics globally. Violence, protests and discrimination can now be seen in every part of the world in every home. Such widespread broadcasting of BLM protests means that children are exposed to the news and images of the protests at home. While this might be seen by some as an opportunity for parents and early childhood educators to discuss issues of race and diversity with young children, some may not be prepared to talk about these ‘sensitive’ but important issues with young children. Some may believe that young children are innocent and incapable of understanding fairly abstract social issues such as discrimination and fairness. How early childhood educators face this challenge? Australia similar to other countries experienced BLM movements recently, during Covid-19. As a matter of urgency, Australian early childhood policies and early childhood teachers view's on social inclusion investigated, in order to understand how they face social inclusion in education. Reviewing Australian early childhood policies and teachers' view concluded; children as future active citizens of their society, who are in their ‘critical stage’ of development should be considered as ready for social education such as learning about Black Lives Matter. Teaching them to value diversity, will reduce the prevalence of these types of problems in the future and make the world a more peaceful place by allowing different races to coexist harmoniously.

Black Lives Matter, children, diversity, early childhood teacher, Australia

Can networking and discussion grounded in the scientific literature be a strategy to mediate the feeling of an optimistic alternative for parents of children with special needs and for ECEC teachers who work with them?

Presenter(s):

Francesca Granone, University of Stavanger, Norway

Defining a mediate optimistic alternative, one of the Mediated Learning Experience (MLE) criteria (Feuerstein et al., 1991), does not only transmit a positive emotional state but is fundamental for stimulating the desire of searching for additional information and hypothesizing solutions (Lebeer, 2016). This means that even in the worst situation one can find and move to a possible positive outcome. This is essential to avoid people from stop looking solutions or stop investing effort in solving difficult situations. In the case of parents of children with special need and ECEC teachers who work with them, searching for additional information and hypothesizing solutions may mean to identify different approaches that can change children’s learning process and results. Personally, I went through some difficult issues (the information about a child with disability, COVID-19 pandemic, ...). My experience as researcher increased my need in searching for additional knowledge and hypothesizing new answers and I investigated Feuerstein's principles of

mediation to identify possible approaches. This involved seeking information in the scientific literature and establishing national and international connections with parents and ECEC teachers for a dialogue about disabilities and about how to support the development of children with special needs. My aim is to encourage more people (ECEC teachers, parents, researchers) to join national and international networks to discuss educational problems, basing their reflections on the knowledge grounded in the scientific literature. For this reason, an even greater dissemination of research results to a wider (and not only specialized) public is necessary.

Feuerstein, ECEC teachers, parents, special needs, networking

'You turn left before the tree': Kindergarten children mapping the route from home to school

Presenter(s):

Caroline Cohrsen, Faculty of Education, Hong Kong

Purposeful opportunities for children to demonstrate spatial thinking are seldom intentionally included in play-based learning experiences. Some adults believe that spatial thinking is an inherent ability that is fixed. Further, both kindergarten and primary school teachers may underestimate kindergarten children's spatial knowledge. However, it is malleable and influenced by experience. Children's learning is highly variable and sometimes their capabilities take us by surprise. Kindergarten teachers turn to early years learning frameworks but these seldom answer the 'so what next' question. Instead, school curricula may equip kindergarten teachers to scaffold children's learning playfully. Turning to primary school curricula to see what concepts will follow is not an automatic 'push-down' of curriculum but highlights the need for evidence-based learning trajectories to be included in early childhood frameworks. This would give teachers what they need. Children's learning depends upon it. This presentation will share examples of maps drawn by a class of kindergarten children. Every child demonstrated capabilities reflected in the Australian Curriculum: Mathematics as a Year 2 achievement standard for Measurement and Geometry. Two children demonstrated capabilities a full four years ahead of the start of the school curriculum. The presentation will advocate for ongoing formative assessment of children's spatial thinking. Ongoing formative assessment should be a defining characteristic of pedagogy if teachers are to meet children at their current level of understanding. It is through the back-and-forth of teacher-child interactions that child understanding is revealed and child-centred practice can truly be enacted.

child-centred approach, early childhood education frameworks, primary mathematics curriculum, spatial thinking, map drawing activity

How best can we support early reading for under-threes?

Presenter(s):

Karen Boardman, Edge Hill University, United Kingdom

How best can we support early reading for under-threes?

My on-going research has highlighted that early reading for under-threes is steeped in the teaching of phonics, due to the accountability and school readiness agenda in England. This has an impact on how reading is often understood in its broadest sense. I am passionate about supporting under-threes with their early reading development to engage very

young children in reading activities to become lifelong learners. Under-threes deserve to have 'reading' separated from the phonics debate and school readiness agenda. My talk will include the components of early reading for under-threes - rhythm, rhyme, pattern, steady beat, stories and storytelling. I will explain the breadth of early reading activities that early years practitioners provide daily to support agency and autonomy of early reading. I would like the audience to take away a holistic definition of early reading, which is not focused on print-based approaches or the formal teaching of phonics, often introduced in England, due to the school readiness and accountability agenda.

early reading, under-threes, discourse of reading, rhyme and rhythm, steady beat

EECERA Online Festival 2021 “PED”agogical Talks

PED Talk Set C

Chaired by: Chris Pascal, EECERA Board of Trustees, United Kingdom

Why we should care about flexible childcare

Presenter(s):

Dietlinde Willockx, Karel de Grote University of Applied Sciences and Arts, Belgium

Flexible childcare is a rare phenomenon. Literature on the subject is scarce and in educational programmes for childcare workers it is hardly visible. Nevertheless, the lack of flexible childcare causes a lot of families to worry about the combination of family and work. Especially vulnerable families, who cannot count on informal help or pay private carers, experience difficulties, also because these families are often forced to take up flexible jobs, as no others are available. This situation strikes me as unfair, as it did all partners in the Interreg 2 Seas project PACE (Providing Access to Childcare and Employment). At the same time, flexible childcare raises ethical concerns. How to find a fair way out? Practitioners told us that they think flexible childcare is not good for children. But for a family, it can be a welcome solution. In fact, the family's wellbeing might increase when parents can rely on flexible childcare. Apart from that, flexible childcare could have some harmful effects. What about the employment contract of the practitioners; will that be flexible as well? And are organisers of flexible childcare in fact supporting an economical system that produced questionable practices such as zero hours contracts? We will address the risks of flexible childcare as well as benefits. We base our plea on the pilots of flexible childcare in the PACE-project Joan Tronto's Ethics of Care and the ethical concept of freedom will be important points of reference in our talk.

flexible childcare, occasional childcare, family perspective, ethics of care, practitioners' perspective

Future cities, future challenges : Designing smart cities with and for children

Presenter(s):

Johana Montalvan Castilla, University of Stavanger, Norway

The creation and development of so-called futuristic or Smart cities, where technology, sustainability and citizen's involvement are at the backbone is often discussed these days. However, little attention has been paid to discussing how children's needs, opinions and experiences can be taken into account in the creation and development of these Smart cities. Previous studies show that cities where children live are designed and planned by adults alone. But how would a Smart and sustainable City that integrate children's opinions, needs and experiences look like? Children, the present and future citizens, have opinions and experiences that can meaningfully contribute to the design, creation and establishment of smart and sustainable cities. Additionally, their curiosity, creativity, lack of economic agendas and lack of strong adherence to theoretical frameworks of knowledge make them meaningful contributors.

By presenting my current research about a Smart city in southern Norway and children's peripheral participation, I call for action to be taken in other cities: action towards including children's participation and opinions in current and future

city planning. This talk represents a journey toward exploring a concrete pedagogical pathway, methodologies and arenas that can include children as peripheral but active participants in the establishment of Smart sustainable cities. It also represents a critical discussion about the intersection of technology, sustainability and early childhood.

sustainability, smart cities, technology, children, participatory approach

Healing children's trauma to mitigate challenging behaviour: A neurosequential approach

Presenter(s):

Lisa Keegan, Griffith University, Australia

Young children are increasingly experiencing childhood trauma. Trauma activates stress response systems in the brain, detrimentally affecting immediate and lifelong learning and behaviour. A neurosequential brain development approach (NBD) is a proven method for healing trauma and rebuilding these brain pathways. Children's access to support and opportunities to heal trauma through rebuilding brain pathways improves their lifelong trajectories. An NBD approach gives understanding about stress responses in the brain and how this affects young children's behaviour. More children with behaviour and learning difficulties are attending early learning environments. Historically this has been addressed through reactive behaviour management approaches, which do not address the cause of the behaviour. An NBD approach is a proactive approach that meets the needs of children by recognising the bottom to top sequence of brain pathway development. Providing experiences that heal and rebuild each part of the brain in neurosequential order repairs trauma affected pathways. Relationship building, attachment, calming, sensorimotor experiences and mindfulness provided in a physically, emotionally and culturally safe space rebuilds brain pathways affected by trauma and eliminates the need for children to engage in challenging behaviour. If we want a society populated by higher order thinkers, problem solvers, good decision makers, creative thinkers, and socially and emotionally well-functioning adults we must provide children access to an NBD approach. Today's children become our future movers and shakers in society. They will make decisions about our lives that affect us all.

neurosequential, behaviour, stress, trauma, healing

Discourses of power in early childhood education in Western Australia: Why we need to listen to children in the 'impact zone'

Presenter(s):

Amelia Ruscoe, Edith Cowan University, Australia

Young children in their first year of compulsory school face an uncertain start to school - with long term implications. Young children feel the impact of the pedagogical decisions of adults whose value of school may vary from that of a child. The diversity of interpretation of curriculum and policy documents is perplexing, and led me to investigate why? What are the discourses guiding the decision-making of educators like me in this critical transition year to school? Achievement, inclusion and PED (combination of play, engagement and development) surfaced as most influential. I must be ethically responsible to be inclusive of all children, must be accountable to society through evidence of student achievement, and must uphold children's right to play. While these responsibilities need not be mutually exclusive, their

coexistence is challenging to make visible in practice and complex to justify to stakeholders with diverse views. While policy-makers, curriculum writers, administrators and educators take the decision-making reins, children make their own decisions about their place and role at school. What happens in the first year of their education – in the ‘impact zone’ - has long term implications for engagement and learning. Does school measure up to the expectations of children as they see it? My most recent research asked five-year-olds to reflect on the three discourses shaping what they are afforded at school. I found out what happens in the impact zone, what they valued about school and whether it aligns with that of their teachers and policy-makers.

children's perspectives, decision-making, discourse, engagement, curriculum

Leadership and professional reading - Why do it?

Presenter(s):

Jackie Brien, Department of education and training, Australia

As a leader in early childhood, why would you bother to engage in professional reading? I’m a “leader”. I have a senior management role in our Government’s education department, in our State which has approximately 2,600 early childhood services and 1,600 schools. I am a member of Early Childhood Australia’s National Publications Advisory Committee, including Editor of the national magazine, Every Child, and Reviewer for the Australasian Journal of Early Childhood. I am also a graduate research student, almost completed a Doctor of Education. And above all, I like to read. So, this sparked my interest...Why read professionally? What difference can it make? Policy has an imperative for educators to engage in critically reflective, evidence-informed practice. Academics and increasingly, also practitioners, write. Where does it go? And what difference does it make? How do educators know that their knowledge, practice and beliefs are helpful for work with young children? My research, examining the perceptions and experiences of a range of early childhood professionals in Australia, confirms the value of professional reading. Leaders have claimed “professional reading keeps me inspired and feeds my soul”. Leaders in early childhood say professional reading has helped them to affirm, challenge and transform the practice of the educators they lead. Professional reading assists leaders to maintain currency, develop new knowledge and positively impact their workplaces, work teams, children, families and communities.

professional reading, leadership, ongoing professional learning and development, transformational professionalism, critical reflection

EECERA Online Festival 2021 “PED”agogical Talks

PED Talk Set D

Chaired by: Jóhanna Einarsdóttir, EECERA Board of Trustees, United Kingdom

Teaching the Anti-Bias Approach - Which pedagogy produces praxis?

Presenter(s):

Liesl Marcroft, University of Lincoln, United Kingdom

All of us have developed prejudices - whether we know it or not. We were not formally educated in what prejudices to have - we picked them up from at least 3 years of age - from others. If we don't identify what our prejudices are, we will unconsciously pass them on to the children in our care. That's not fair. The Anti-Bias Approach helps in identifying our prejudices and gives us the tools to not pass them on to others. It also teaches children to protect themselves from prejudice and discrimination. The Anti-Bias Approach, devised by Louise Derman-Sparks (1989), is the internationally recognised gold standard for implementing equality and diversity in ECCE. The Approach contains goals - 4 for children and 4 for adults - and offers suggestions on their implementation - both by modifying the early years environment and modifying practitioners' attitudes and behaviour. Social justice principles drive the need to discover the most effective way to teach the Anti-Bias Approach. My research indicates there are striking and significant differences between practitioners who have studied for 10 weeks as opposed to those who have only studied for 2 weeks in terms of attitudes, behaviour and the early years classroom environments. Mezirow's Transformative Learning Theory was used as a theoretical framework to demonstrate the differences. Critical pedagogy from Freire and Giroux was used as a conceptual framework to show that the emancipation of practitioners takes time. Time is essential for praxis to occur.

anti-bias approach, mixed methods, transformative learning, critical pedagogy, praxis

Reggio beyond preschool: Journeying with children as co-constructors of a child-friendly and just society

Presenter(s):

Anna Talbot, Rhodes University, South Africa

This paper, as a narrative, offers a 'learning journey' of the Grahamstown Scout Group, and reveals how 'the child's right to participation' (United Nations Convention on the Rights of the Child, UNCRC 1989) is actualised in the life and workings of this group. The methodology used by the facilitator of the Scout Group explores different ways of listening and responding to the children, inspired by three different approaches on working with children that overlap and resonate with each other, namely Reggio Emilia inspired education, Scouting and a Children Right's based approach. South Africa has among the worst education rates (PIRLS, 2016). In my own practice I seek innovative and more democratic ways of teaching and learning that excite children and help them achieve their potential. Running this Scout Group has been a passion project of mine for 6 years. During this time we have seen immense changes behaviourally and academically of participating children. I believe that this methodology can be transferred to similar contexts (of poverty, in all senses of the word). The presentation outlines various ways in which the 'image' of the child is a historical and social interpretation and explores the meaning of this for the use of such a methodology in other contexts. A 'rights-

based approach' to working with children reveals them as competent, capable and co-constructors of a 'better world for children', as they become 'agents of change'.

empowerment, children's rights, hermeneutic justice, praxeology, child-led

Creating stop-motion animation movies with young children

Presenter(s):

Marianne Undheim, University of Stavanger, Norway

In this presentation I will focus on how to engage groups of young children in the process of creating stop-motion animation movies—from the first idea until a final movie. A stop-motion animation movie is a digital story of moving images in which sequences of still images create an illusion of movement (Marsh, 2006). As a kindergarten teacher, I have made many stop-motion animation movies together with groups of young children (age 4-6). Every time a Duplo- or clay-figure is brought to life, it feels like magic! These experiences led to a PhD-study, in which I have explored groups of children and teachers creating different digital stories together. Today, young children are increasingly engaged with various digital texts; one way to enrich children's literacy experiences is by letting them create their own digital stories (Kucirkova, 2017; Rowsell, 2013)—as creators of content meaningful to them. Creating digital stories is also a method in which digital technology is embedded into pedagogical practice (Fleer, 2018). In this presentation I will draw on my own personal experiences as a kindergarten teacher and findings from my PhD-study. I will focus on specific characteristics of stop-motion animation movies, explain how it can be created—with an emphasis on children's participation—and show how to bring a Duplo-figure to life. My aim is to inspire people to use digital technology in creation processes with children in ECEC, to enrich children's literacy experiences and give the children a chance to be creators of content meaningful to them.

stop-motion animation movies, group activity, digital stories, children's participation, digital technology